



The Influence of Training and Career Development on Public Elementary School Teacher Performance

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Abstract

This study aimed to examine the effects of training and career development on the performance of teachers at State Elementary School 2 Dono Arum, Central Lampung Regency. Training for agencies was conducted to increase productivity, while training for employees aimed to improve performance, as individuals need to continuously learn and practice to develop the competence and skills required for their jobs. Career development was also essential, as employees not only sought to maintain their current positions but also expected growth, progress, and opportunities for advancement. The analytical tools used in this study included validity tests, reliability tests, normality tests, multiple linear regression analysis, and determination coefficient tests. The results indicated that: (1) training (X1) had a significant effect on teacher performance (Y), 2) career development (X2) also significantly influenced teacher performance, and 3) both training and career development together had a significant impact on the performance of teachers at State Elementary School 2 Dono Arum.

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INTRODUCTION

Human resources play a key role in achieving performance success (Pajriah, 2018), including public institutions. In this context, employee performance becomes a critical aspect that requires continuous improvement. One of the efforts to enhance performance is by focusing on training and career development, which are fundamental components in developing competent and motivated personnel.

Training plays a vital role in improving professional performance standards (Dwinanda, 2022), by equipping them with the necessary knowledge, skills, and attitudes to perform their tasks effectively. As noted by Elizar &

Tanjung (2018), training is the process of equipping employees with the skills necessary to perform specific tasks efficiently. Despite this, training activities at the school are often hindered by various constraints, such as limited access to information, lack of institutional budget, and the need for employees to self-fund training outside the region. Through structured and relevant training programs, employees are able to adapt to changes in work demands, adopt new technologies, and enhance their productivity. Moreover, training fosters a culture of continuous learning, which is essential in maintaining organizational agility and ensuring that human resources remain aligned with institutional goals.

However, training alone is not sufficient to sustain long-term performance improvement. It must be supported by clear and strategic career development pathways that allows employees to learn, grow and develop professionally (Yasmin et al., 2024). This leads to the next important aspect, the role of career development in strengthening employee performance (Dewi et al., 2020; Humaira et al., 2020; Ramli & Yudhistira, 2018) and optimizing employee contribution and potential development in achieving organizational goals (Kusumaningrum et al., 2024).

Career development serves not only as a strategic organizational need but also as an individual motivation and opportunities for employees to develop themselves and improve work outcomes (Ananto et al., 2023). According to Nawawi in Vendriana (2017), career development is a motivating factor that encourages employees to work harder and contribute more effectively to the organization. With proper career planning and development, employees can be more involved in efforts to advance the organization's vision, mission and goals (Handoko & Rambe, 2018).

However, at State Elementary School 2 Dono Arum in Central Lampung Regency, the implementation of career development programs has not received adequate attention. This is evident from the limited initiatives aimed at encouraging employees to enhance their abilities for career advancement. Moreover, many employees still perceive that career progression is solely determined by the policies of superiors, leading to low personal initiative in career development.

During the 2023 fiscal year, training programs still lacked structured planning tailored to employee competencies and job roles. Among the five training types offered, only the "Basic Teaching Training" program came close to meeting the

participation target (74%), while the "Leadership Training" had the lowest participation rate (38%). These figures indicate issues in relevance, interest, and communication related to training implementation.

Although the average employee performance score increased slightly from 85% in 2022 to 86.3% in 2023, this improvement was not evenly distributed across all performance indicators. Notable progress was observed in integrity and commitment, but there were declines in leadership and cooperation. This imbalance reflects the need for targeted development efforts to address specific weaknesses in performance.

Previous research by Waty et al. (2022) revealed that career development, motivation, and competence significantly influenced employee performance at the Regional Secretariat of Enrekang Regency. While their study considered a broader range of variables, the current research focuses more specifically on how training and career development independently and jointly affect teacher performance, especially in the educational sector.

Based on the aforementioned issues and empirical findings, this study aimed to analyze the influence of training and career development on the performance of teachers at State Elementary School 2 Dono Arum, Central Lampung Regency.

RESEARCH METHODS

This research was conducted at State Elementary School 2 Dono Arum, Central Lampung Regency. The population in this study consisted of all civil servant teachers at the school, totaling 15 individuals. Given the relatively small population size, the study employed a total sampling technique, meaning the entire population was used as the research sample (Wahyudi & Tupti, 2019).

Data were collected using both primary and secondary sources. Primary data were obtained through direct

observation and the distribution of questionnaires to the respondents. Secondary data were gathered from documentation and institutional records relevant to employee performance, training activities, and career development programs.

To analyze the data, several statistical tools were applied, including validity and reliability tests to assess the quality of the instruments, and normality tests to ensure data distribution assumptions. Inferential analysis

consisted of t-tests and F-tests to evaluate partial and simultaneous effects, as well as multiple linear regression analysis and the coefficient of determination (R^2) to examine the influence of training and career development on teacher performance.

RESULTS AND DISCUSSION

Based on the results of the study, data on the effect of training on performance is obtained as follows:

Table 1. Results of the t-test for Variable X1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12,704	4,127		3,078	0,008
Training	0,676	0,103	0,860	6,535	0,000

a. Dependent Variable: Performance

Based on Table 1, show that the training variable has a significant influence on the Performance of teachers. This indicates that improvements in training contribute positively to enhancing teacher performance.

The significance of the influence of training variables on teacher performance indicates that any improvement in training activities, in terms of frequency, quality, or relevance of the material can

have a positive impact on teachers' professionalism and work effectiveness. This emphasizes that training is not merely a formality, but a strategic investment in developing teachers' competencies to support the quality of learning in schools.

Next, the results of the Career Development variable (X2) on performance are as follows.

Table 2. Results of the t-test for Variable X2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16,625	5,007		3,320	0,005
Career Development	0,580	0,126	0,765	4,602	0,000

a. Dependent Variable: Performance

Based on Table 2, show that the Career Development variable has a significant influence on teacher performance. This finding suggests that effective career development efforts positively impact the performance of teachers.

This finding reinforces that when teachers are given opportunities for self-development through promotions,

advanced training, or qualification enhancement programs, they tend to demonstrate improved performance. Thus, career development not only plays a role in individual professional growth but also directly contributes to improving the quality of education.

After examining the influence of each independent variable (X) on performance (Y) individually, the next step is to assess

the simultaneous influence of the dependent variable (Y). The following are the independent variables (X) on the results of the F-test.

Table 3. F test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	82,120	2	41,060	22,111	0,000
Residual	25,998	13	1,857		
Total	108,118	15			

Based on Table 3, indicate that Training and Career Development simultaneously have a significant effect on teacher performance. This confirms the hypothesis that both variables together contribute to improving performance.

This finding reinforces the hypothesis that the combination of competency enhancement through training and career development opportunities creates a positive synergy in driving more optimal teacher performance. In other words, when these

two aspects are implemented in an integrated manner, teachers not only gain new knowledge and skills but also have clearer career prospects, which ultimately increases their motivation and work productivity within the educational environment.

After identifying the simultaneous effect, the next step is to examine the results of the multiple regression test. The following are the results of the multiple regression test.

Table 4. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11,492	4,264		2,695	0,017
Training	0,535	0,168	0,681	3,184	0,007
Career Development	0,172	0,162	0,228	1,065	0,305

a. Dependent Variable: Performance

Based on Table 4, Based on the analysis, the regression model is $Y = 11.492 + 0.535X_1 + 0.172X_2 + e$. This model indicates that for every one-point increase in the Training variable (X_1), teacher performance (Y) increases by 0.535 units. Similarly, a one-point increase in the Career Development variable (X_2) results in a 0.172 unit increase in performance. It can be concluded that the

Training variable (X_1) has a greater influence on teacher performance than the Career Development variable (X_2), as reflected in the larger regression coefficient.

Furthermore, the analysis continued with the calculation of the coefficient of determination to measure the extent of this combined influence.

Table 5. Determination Coefficient Test Results

Model	R	R Square
1	0,872	0,760

Based on Table 5, show that the simultaneous correlation between Training and Career Development on teacher performance is 0.872, which falls into the very strong category. The

coefficient of determination (R^2) is 0.760, indicating that 76% of the variation in teacher performance is influenced by Training and Career Development, while

the remaining 24% is affected by other factors not examined in this study.

This finding underscores the importance of training and career development as key factors in efforts to improve teacher performance, while also opening opportunities for further research into other external factors that may also contribute.

Training and career development have proven to play a vital role in improving teacher performance. Training helps teachers stay up to date with these developments, enabling them to apply the most effective teaching strategies. Well-trained teachers are able to deliver high-quality education to students, which includes mastery of subject matter, classroom management skills, and the ability to provide constructive assessments. Educational curricula often undergo changes and adjustments, making continuous training essential for maintaining teaching effectiveness (Setiyati et al., 2024). Teachers who regularly participate in training are better prepared to handle classroom dynamics and can implement more effective teaching strategies, which directly impacts the quality of their performance.

In addition, career development also contributes significantly to teacher performance. Opportunities for self-improvement through further education, promotions, or involvement in professional activities can provide motivation for teachers to continue creating, improving, and achieving excellence (Pratiwi et al., 2024). With clear career prospects, teachers are more driven to perform at their best and remain committed to their duties and responsibilities.

When training and career development are implemented simultaneously, the positive effects are even more pronounced. The two complement each other, training provides technical and pedagogical tools, while

career development offers long-term direction and goals. The synergy between them creates teachers who are not only professionally competent but also motivated to continue growing and contributing optimally to their educational institutions.

However, it is important to acknowledge that other factors also influence teacher performance, such as the work environment, school leadership, administrative workload, and overall well-being. Therefore, while training and career development serve as a strong foundation, efforts to improve teacher performance should be carried out in a holistic and continuous manner, encompassing various other supporting aspects.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and discussion, it can be concluded that training has a significant influence on the performance of teachers at State Elementary School 2 Dono Arum, Central Lampung Regency. Career development also plays an important role in improving teacher performance. Furthermore, both training and career development simultaneously contribute significantly to enhancing teacher performance. These findings indicate that efforts to improve teacher performance should be supported by structured training programs and consistent career development strategies.

Based on the research findings, several suggestions can be put forward. First, regarding the training variable, it is important to ensure that employee work performance is used as a key consideration in planning and implementing training programs, so that the training provided is relevant and impactful. Second, in terms of career development, efforts should be made to foster employee enthusiasm and active participation in development activities. This can help enhance their skills and

knowledge, ultimately supporting their professional growth. Third, with respect to performance, school leadership should provide consistent supervision and motivation to teachers. This support can help improve work efficiency and ensure that tasks are completed effectively, meeting both quality standards and performance targets.

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