



**ANALYSIS OF THE EFFECTIVENESS OF TRAINING PROGRAMS**  
**Case Study: Teachers at SMAN 10 Padang**

*Undergraduate Thesis*

*Thesis is submitted as a partial fulfillment of the requirement for an  
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**ANALYSIS OF THE EFFECTIVENESS OF TRAINING PROGRAMS  
CASE STUDY: TEACHERS AT SMAN 10 PADANG**

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**Abstract**

*This study was conducted to analyze the effectiveness of training programs for teachers at SMAN 10 Padang. The main objectives of the study were; to evaluate the effectiveness of training programs and to find out the strength and weakness of the training programs. The researchers try to analyze training effectiveness by analyzes the level of training evaluation from Kirkpatrick's model. Related to variety of training programs, researcher focus only on training activities for teachers on subjects they teach through MGMP forume. Forty two teachers who attended the training programs are the subjects of the study. A Questionnaire was developed as a research instrument for the collection of data. This research found that training programs is effective one and its meets the needs of teachers but it has some week point, its lack of necessary supporting facilities and time management/ schedule during the training programs.*

Skripsi ini telah di pertahankan di depan sidang penguji dan dinyatakan lulus pada tanggal 17 April 2012. Abstrak ini telah disetujui oleh pembimbing dan penguji:

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## PREFACE

Bismillaahirrahmaanirrahiim.....

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This thesis was conducted in order to fulfill one of requirement for an Undergraduate Degree in Management Department – Economics Faculty of Andalas University for getting a Bachelor degree. This thesis has been prepared as well as the capability of writer.

Moreover, writer realizes that this thesis cannot be finished without supported and helped from such parties who cannot be mentioned all. On this occurrence, writer would like to express the gratitude to those who have supported facilitated and encouraged writer in life, especially in academics.

Writer understands that this thesis still need improvement due to the limitations mentioned for this thesis. Writer therefore would gladly welcome suggestions and critics to improve its quality. Writer hopes that this thesis will make valuable contribution to academicians, students and readers in general. Amiin.

Padang, April 2012  
Writer

KURNIA RIZKA

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The quality of education depends on the ability, hard work and dedication of the teachers, through increasing knowledge of teaching and learning will improve their teaching quality. The academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching and learning process” (Rahman, et al, 2011).

According to Farrant (1990) in Suleman (2011), the quality of every formal system of education is directly responsible to the quality of teachers who perform their duties in the same system. Hence, teacher education is vital and important.

Teacher education is that component of any educational system charged with the education and training of teachers to acquire the competences and skills of teaching for the improvement in the quality of teachers for the school system (Afe, 1995) in Adeosun, (2009). Training of teachers provides them the knowledge, skill, and ability that is relevant to the professional life of a teacher (Rahman et al, 2011).

Edelson & Vallone (2008) mentioned that teacher training programs and staff development plans that address the instruction of teachers in critical thinking skills are now afloat in more than a few school systems, but to what degree these programs actually influence instruction in the classroom when training ends that is an open question for current educators in the field. It is a question that returns us with a new twist to the issue of generic instruction.

In addition, in the challenge of bringing the students to have competency, teacher must be ready to accept and adapt themselves with many kinds of changes that happen around them. Teacher is demanded to change their function as culture distributor to the students for long life learning (continuous learner). Together with this, teachers training programs and teachers career development also must be changed. Time, money and sources must be concerned to the teacher's learning and teacher's need as the adult learners (Wati, 2011).

Training program can give good impact in teacher's improvement. Allen (2007) in his research finding told that teacher training is a kind of adult learning that needs personal process. It means that the training must give the context shape what the teachers needs and wants to learn and, to a somewhat lesser extend, when and where learning takes place. The participants must involve themselves in problem of knowledge transfer. When teachers learn new skill or attitude, they must think about the problems that will be possible occur in the class. It is also stated that training can be "transfer of learning" – an important element in any leadership development initiative.

Teacher training is important for two main reasons. Firstly, considering the vast resources which are being spent on education, and particularly training itself, it is essential to ensure that these financial resources are well utilised. Secondly, the quality and quantity of the output in the form of well educated students with good attitudes will determine the type of leadership,

management and workforce will have in future (Ministry of Education and Culture, 1993; cited from Abdullah et al, 2009).

Healey (2008) in Abdullah et al (2009) found that training is a central feature of most social sector development efforts. It can make public sector personnel seek out professional development opportunities that will enhance their job performance, ensure that what they learn is actually utilized on behalf of better job performance the impact will be of minimal value to the sector it was intended to improve. Consider the needs of individual teachers when designing following up sessions. Some teachers may need more individualized support, while others may assume a leadership role and serve as a mentor. There will likely be some teachers who need additional intensive training as well as classroom support.

Evaluating training programs is important. According to (Mann and Robertson 1996) in (Esteves, 2002) one of the most important benefits on evaluating training is that it “can serve as a diagnostic technique to permit the revision of programs to meet the large number of goals and objectives”. Some of the main arguments for better evaluation of training are: to validate training as a business tool, to justify costs incurred in training, to help improve the design of training, and to help in selecting training methods.

Evaluating training programs means to measure the effectiveness for that training. Effectiveness refers to a measure of the extent to which a training activity achieves its objectives, whether the intended changes in knowledge, skills and attitudes happened, where as, relevance is concerned with the degree to which the rationale, objectives, and expected impact of a training activity are, or remain pertinent, valid and significant with regard to long-range objectives or identified priority needs and concerns (FAO, 1991; cited from Woruku,2011).

Training effectiveness depends not only on what happens during training, but also on what happens before the actual training and what happens after the training has formally ended. Evaluation should, therefore, be done of both the pre-training and post-training work. Pre-training work includes proper identification of training needs, developing criteria of who should be sent for training, how many at a time and in what sequence, helping people to volunteer for training, building expectations of prospective participants' training, and provide the needed support to them, building linkages between the training section and the line departments (Sivakumar et al, 2012).

Iqbal (1996) explained that not only the effectiveness of the teacher training is important but it should be planned according to the value system of society. It is imperative that the teacher education is designed and directed in accordance with the doctrines and values of its faith. Teacher training should assure the production of teachers who possess sound personal characters, act and also a model personality for the students.

SMAN 10 Padang is one of the senior high schools in Padang. In addition to using the National Curriculum, SMAN 10 Padang also has adopted the International Curriculum (Curriculum Cambridge). There are a number of achievements attained by SMAN 10 Padang both academic and non-academic. In Academic achievement, result of national Exam (Ujian Nasional) showed that SMAN 10 Padang is in the top 5 best achievement in West Sumatra. Science Olympiad for three consecutive years becomes the overall champion for school in Padang. In non-academic fields SMA 10 Padang also has a wide range of achievements both in the field of sports, arts and students religious activities.

To increase the teacher's knowledge, skill and performance in teaching and learning process, teachers at SMAN 10 Padang attended training programs every year from Government

and Private Institutional of Education. The following table shows training programs for teachers of SMAN 10 in 2011.

**Table 1.1**  
**Training Programs for Teachers of SMAN 10 Padang in 2011**

<b>Training Programs</b>	<b>Provider</b>	<b>Participants</b>
MGMP Ekonomi Se-Kota Padang	Diknas Kota Padang	4 Teachers
MGMP SAINS (Pemantapan Pembelajaran Sains dan Matematika yang berkelanjutan)	Diknas Kota Padang, Indosat	10 Teachers
MGMP PAI (Peningkatan Kualitas Tenaga Pendidik PAI angkatan 5 Tahun 2011)	Diknas Kota Padang	4 Teachers
MGMP B.inggris (Pemantapan Profesi Guru B.Inggris)	Diknas Kota Padang	5 Teachers
MGMP B. Indonesia	Diknas Kota Padang	7 Teachers
MGMP Kewarganegaraan	Diknas Kota Padang	6 Teachers
E-Learning Training	RSMA-BI SUMBAR	10 teachers
Pelatihan Guru RSBI	Diknas Kota Padang	5 Teachers
Sosialisasi Japan International Corporation Agency (JICA) Lesson Study	Diknas Kota Padang	12 Teachers

*Source: Data SMAN 10 Padang 2011*

Training providers both goverment and private try to provide training for teachers through seminars and workshops in MGMP forum. MGMP (Musyawarah Guru Mata Pelajaran) is a forum to increase teacher's competencies (knowledge and skills) related to their teaching subject. Majority of the programs have no evaluation process about the effectiveness of training

that show strengths and weakness of the programs. So, there is no valid data to improve training programs in the future. Because of that, evaluation about the effectiveness of training programs is become important.

In line with the description above, this research is focusing on analysis of the effectiveness of training programs for teachers at SMAN 10 Padang.

## **1.2 Problem Statement**

This study will analyze about the effectiveness of training programs for teachers. The main question needs to be answered is:

**“How effective are the training programs for Teachers at SMAN 10 Padang?”**

## **1.3 Objective of Research**

Based on the problem statements above, the objectives of the research are:

- 1) To evaluate the effectiveness of training programs for Teachers at SMAN 10 Padang.
- 2) To identify strength and weakness of the training programs.

## **1.4 Contribution of Research**

1. For SMAN 10 Padang and Institutional of Education

The findings of this research will be useful for both SMAN 10 Padang and Institutional of Education to understand its training programs for the teachers and consider necessary factors to improve their training programs in the future.



## 2. For the Researcher

The contribution of this research for researcher is that this finding can be used as one of learning process and also enhance the knowledge on Human Resource Management, especially about training programs.

## 3. For The Literature and Area of Research

It is expected this research provide the data and information for the next research in similar area in the future.

### **1.5 Scope of Research**

This research is a case study research. Researcher use teachers at SMAN 10 Padang as object of the research. So, this research is limited in the area of SMAN 10 Padang. Related to variety of training programs, researcher focus only on training activities for teachers on subjects they teach through MGMP forume, since these trainings have become the main training program facilitated by School and financially supported by government through Department of Education

In term of related variable that will be identified, this research is focus on the effectiveness of training programs.

### **1.6 Outline of Research**

In order to make it easier and make moderate the forwarding of content, this research is divided into six chapter, they are:

#### CHAPTER I Introduction

That is the first part which describes background of the study, problem statement, objective of research, scope of research and contribution of research.

## CHAPTER II: Literature Review

This chapter contains descriptions of theoretical variables that include the theories that support and underlie the variables used in the research and framework.

## CHAPTER III Research Method

Explaining about research method which discussing about research design, population and sample, data collecting method, operationalization of variables, data processing, data analysis method and data analysis.

## CHAPTER IV Institutional Profile

That is explaining overview brief profile of SMAN 10 Padang as institutional chosen for this research.

## CHAPTER V Result and Discussion

## CHAPTER VI Conclusion, Limitation, and Recommendation.

On this chapter will explain about conclusion of research, suggestions of research, limitation of the research, implication of research and recommendation for further research.