

**ANALYSIS OF THE EFFECTIVENESS OF EDUCATION AND TRAINING
FOR EMPLOYEES IN IMPROVING PERFORMANCE IN THE
DIRECTORATE GENERAL OF TEACHERS AND EDUCATIONAL
PERSONNEL OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH
AND TECHNOLOGY**

Evi Susilowati¹, Veithzal Rivai Zainal², Azis Hakim³

Master of Public Administration Study Program at Krisnadwipayana University^{1,2,3}

Email: susilowati.evi2015@gmail.com¹, dr_azishakim@yahoo.com²,

Veithzal47@gmail.com³

Abstract

The aim of this research is to determine and analyze the effectiveness of employee education and training and the inhibiting and supporting factors as well as the strategies of the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology in improving employee performance through the effectiveness of education and training. The research method uses descriptive qualitative methods. The research instrument was conducting in-depth interviews and documentation. The results of the research illustrate that the effectiveness of education and training for employees of the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology regularly carries out training for all employees and this is effective in increasing knowledge and skills as measured through goals and objectives, trainers, training materials, the training methods and training participants have taken these aspects into account, the implementation has been returned to their respective fields so that they raise themes that are very useful in increasing employee competence in carrying out their duties. The speakers also come from academies, as well as technical experts who are truly competent in their fields. The education and training carried out also maximizes participants, so that all employees get the same opportunities. There are several inhibiting factors, including limited infrastructure at the training venue so that participants feel uncomfortable with the limited facilities available, in addition to inappropriate time management. The supports include employee motivation in participating in education and training, the desire to develop knowledge, skills and expertise as well as strategies in improving employee performance at the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology through the effectiveness of education and training, namely by choosing a theme, training that is appropriate to the employee's field and duties, prioritizing employees whose performance is less than optimal or below standard, competency-based training, and conducting re-learning with all employees after the implementation of education and training in order to improve skills and foster a good sense of enthusiasm for employees.

Keywords: Effectiveness, Education and Training and Performance

**Analysis of the Effectiveness of Education and Training For Employees in Improving
Performance in the Directorate General of Teachers and Educational Personnel of the
Ministry of Education, Culture, Research and Technology**

Introduction

Human resources are a very strategic and fundamental factor in an organization. Compared to other factors, human resources are the most valuable and determining assets in an organization. The role of human resources is to determine the success or failure of an organization in achieving its stated vision and mission (Werdhiastutie et al., 2020). Human resources are human capital and intellectual capital which will determine the effectiveness of other factors in the organization such as capital, equipment, organizational technology and structure (Kianto et al., 2017).

Education and training are the main instruments for increasing human resource competency which includes increasing knowledge, increasing expertise and skills, and changing attitudes and behavior as well as correcting performance weaknesses. In the government bureaucracy, education and training (Diklat) to develop or improve the quality of civil servant human resources has been formally institutionalized in the form of Education and Training (Diklat). Civil servant training is regulated in Government Regulation Number 101 of 2000. In this PP it is stated that civil servant training is carried out in order to improve the capabilities of civil servants which is directed at: increasing the attitude and spirit of service that is oriented towards the interests of the community, nation, state and homeland; increasing technical, managerial and leadership competencies; and increasing efficiency, effectiveness and quality of implementation of tasks carried out in a spirit of cooperation and responsibility in accordance with the work environment and organization. Civil servant training consists of: (1) Structural/Leadership Training, which is carried out to achieve leadership competency requirements for government officials according to level; (2) Functional Training, which is carried out to achieve competency requirements in accordance with the type and level of each functional position; and (3) Technical Training, which is carried out to achieve the technical competency requirements needed to carry out civil servant duties.

To carry out job duties and functions, the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology must be supported by employees who have appropriate and adequate educational and training (training) qualifications, especially technical training and functional training, so that they can achieve good performance. optimal. Some employees have taken part in or received certain training, both Structural/Leadership Training and Technical and Functional Training, so that they are expected to achieve optimal performance in managing civil servants at the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology. However, from the initial data obtained, especially from the Performance Accountability Report of the Directorate General of Teachers and Education Personnel, Ministry of Education, Culture, Research and Technology, in terms of quantity the performance achieved is still not optimal as shown by the existence of programs and activities that do not achieve the optimal target results set. In terms of quality, there are also indications that performance is not yet optimal, as indicated by the existence of complaints regarding services in the

Analysis of the Effectiveness of Education and Training For Employees in Improving Performance in the Directorate General of Teachers and Educational Personnel of the Ministry of Education, Culture, Research and Technology

field of personnel administration, such as administration of promotions, administration of periodic salary increases, administration of leave, and other personnel administration services that are not yet fully effective. Several weaknesses in the performance of the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology may indicate that education and training for civil servants has not been effective in improving the performance of apparatus/employees in this agency. However, the extent to which this is true still needs to be proven and studied through scientific research.

1. Effectiveness

According to (AlHamad et al., 2022), effectiveness is something that an organization does to achieve its goals. Richard M. Steers, as quoted by (Sutrisno, 2009), states that the best thing in researching effectiveness is to pay attention simultaneously to three interrelated concepts: (1) optimizing goals, (2) system perspective, and (3) emphasis on aspects of human behavior in organizational structures. This method is only called a plan, for example only in terms of goals.

According to (Bednar & Reames, 2020), effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved, or the greater the percentage of targets achieved, the higher the effectiveness. Apart from that, (Bromley & Powell, 2012) (Provan et al., 2020) defines effectiveness as the ability to carry out tasks, functions (operations, program activities or missions) of an organization or the like without pressure or tension between its implementation.

This understanding of effectiveness can be concluded that effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved by management, where the target has been determined in advance.

2. Education and Training

According to (Anis et al., 2018), defines education as human resource management, defines education as follows "Development is a long-term educational process using a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purposes". Education is different from training. Education is more philosophical and theoretical (Rudenko et al., 2019). Education and training have the same goal, namely learning. In learning there is implicit understanding (Ariyanto & Rahardjo, 2017) (Rissanen et al., 2018). Through understanding, employees are enabled to become innovators, initiative takers, creative problem solvers, and employees who are effective and efficient in doing their work.

According to (Blanchard, 2018), states that after receiving education and training, employees have good and improved knowledge, skills, attitudes and behavior. It is often the case that an organization's strategy can create a need for training. An exercise may also be held as a result of a high level of accidents or waste, low morale and motivation, or other operational problems. Training and development goals should reflect desired

Analysis of the Effectiveness of Education and Training For Employees in Improving Performance in the Directorate General of Teachers and Educational Personnel of the Ministry of Education, Culture, Research and Technology

behavior and conditions and serve as standards for individual job performance and organizational program effectiveness.

A more important point was stated by Donaldson and (Chen et al., 2019), stating that training must be organized so that it can lead to a change in participant behavior. A specific goal must be determined by oneself, perhaps based on individual needs, which are related to the task. Then the training can be realized so that it will increase behavioral changes that lead to achieving goals.

(Mangkunegara, 2011), believes that there are 5 (five) main components in training education. The five components are as follows:

- 1) Clear and measurable goals and objectives for education and training.
- 2) Trainers or “developers” must have reliable qualifications.
- 3) Education and training materials must refer to the goals to be achieved.
- 4) Education and training methods must be appropriate to the level of ability of employees participating in the program.
- 5) Education and training participants must meet the specified requirements.

Based on the opinion above, it can be concluded that what is meant by education and training (training) is one of the important efforts in order to improve employee competence through ability, knowledge, skills, as well as attitudes and behavior. Providing education and training will have an impact on increasing knowledge and skills as well as attitudes and behavior which in turn will have an impact on improving performance in doing work.

3. Employee Performance

According to (Pebrianti & Aziza, 2019), performance is a description of the level of achievement of implementing an activity program or policy in realizing an organization's goals, objectives, vision and mission as outlined in an organization's strategic planning. (Ekhsan, 2019) says that performance comes from the meaning of performance. There are also those who define performance as the result of work or work achievement. However, performance actually has a broader meaning, not just the results of work, but including how the work process takes place.

Based on the description above, it can be concluded that performance is a description of the level of achievement of implementing an activity in realizing the goals, objectives, mission and vision of an organization as stated in an organization's strategic planning. Performance can be known only if the individual or group of individuals has predetermined success criteria.

Method

In this research, qualitative research methods are used with a descriptive approach, research that describes conditions and findings in the field in accordance with existing reality. This research was conducted at the Directorate General of Teachers and Education Personnel, Ministry of Education, Culture, Research and Technology. The type of data collected is secondary data obtained indirectly, in the form of written materials/documents related to the research focus in the form of books, regulations,

Analysis of the Effectiveness of Education and Training For Employees in Improving Performance in the Directorate General of Teachers and Educational Personnel of the Ministry of Education, Culture, Research and Technology

documents or important manuscripts and primary data obtained directly from the source, without intermediaries. The data source is the results of interviews with informants. Informants were selected using: Purposive sampling and Accidental sampling, namely employees within the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology who were selected who could provide information related to the research. Data collection techniques include: Interviews, Direct Observation, Documentation Study, Literature Study. This research uses another instrument in the form of an interview guide.

Result and Discussion

The effectiveness of the training program illustrates that the implementation of training can only be said to be effective if the implementation of the training has gone through a series of training evaluations consisting of evaluations of organizers and evaluations of training participants. In this case, the education and training of employees of the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology is measured through:

1. Goals and objectives

Goals and objectives are the stage of formulating strategic targets which indicate the highest level of priority in organizational planning which will then become the basis for preparing organizational performance.

2. The coaches

What is no less important is that the instructor appointed as the person responsible for the material must have adequate skills.

3. Training Materials

Training without material is like a road without a destination. The material must be in accordance with the theme being carried out. The preparation of material must take into account needs and objectives.

4. Training Method

Seeing the importance of improving employee performance in achieving organizational goals, the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology is trying to improve the quality of human resources and employee performance in addition to development programs as well as education and training. For this reason, the method must be appropriate to the type of training carried out. The suitability of the method to the training program will influence the material presented.

5. Training participants

Training participants are people who come to an education and training program (Diklat) with the aim of gaining added value in the form of increasing knowledge and skills or competence. Each training participant has different intentions, interests, motivations, hopes and needs when they come to the training room. All of these differences can certainly influence the behavior of training participants while attending training. There are those who are serious about gaining new knowledge and skills, there are those who are angry because they are assigned to take part in training, there

Analysis of the Effectiveness of Education and Training For Employees in Improving Performance in the Directorate General of Teachers and Educational Personnel of the Ministry of Education, Culture, Research and Technology

are those who are relaxed and don't care because they consider training as a recreation from their routine activities or participants who are bored because the training material is below the knowledge they already have.

The effectiveness of education and training for employees of the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology regularly carries out training for all employees and this is effective in increasing knowledge and skills as measured by goals and objectives, trainers, training materials, training methods and The training participants have considered this aspect, the implementation is returned to their respective fields so that they raise themes that are very useful in increasing employee competence in carrying out their duties. The speakers also come from academies, as well as technical experts who are truly competent in their fields. The education and training carried out also maximizes participants, so that all employees get the same opportunities.

There are several obstacles faced by the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology that must be resolved, namely:

1. The training carried out is not evenly distributed to all employees, and their backgrounds are also unequal or heterogeneous, such as basic education, work experience and age.
2. Lack of motivation. When a superior is asked whether they were successful as a coach, their answer is generally 'yes, I think so'. This difficulty arises because the selected motivational suggestions do not match the intended individual needs at the same time.
3. Discipline. The discipline of the State Civil Service must be the reference for their life. Increasing demands for service require officers who are clean, authoritative and highly disciplined in carrying out their duties. The attitudes and behavior of an ASN can be used as a role model or role model for ASN in their environment and society in general.
4. Not Confident. Lack of self-confidence in one's abilities or potential is something that makes a person hesitate to take steps or make decisions. In fact, it can only make it remain at zero or even go backwards.
5. Waiting. Waiting is one of the things that can hinder achieving goals.

Apart from these inhibiting factors, there are several factors supporting the effectiveness of education and training in improving performance at the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology:

- a. Implement training and development programs in a focused and directed manner. The Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology can carry out thematic development programs so that they can achieve targets.
- b. Facilities. Facilities are very important to support the implementation of education and training. With these facilities, the implementation of training will be able to proceed according to previous plans.

Analysis of the Effectiveness of Education and Training For Employees in Improving Performance in the Directorate General of Teachers and Educational Personnel of the Ministry of Education, Culture, Research and Technology

- c. Instructor. Instructor abilities and skills are very necessary in managing learning, including mastery of material, teaching methods, use of media and teaching aids. Training instructors must have the ability to carry out evaluations, the ability to create a conducive, interactive and communicative atmosphere during the learning process.
- d. Student participants. In the learning process, participating students are the main actors, while the instructor acts as a guide in studying the training material. Apart from that, participating students realize that being left behind will have an unfavorable impact on the participating students themselves, because in the future competition in entering the job market will be even tighter.
- e. Study materials. Study materials are one of the most important things in training. Having teaching materials that have been prepared by the program organizers will also help instructors in delivering material during the teaching and learning process.

To overcome these obstacles, employee education and training strategies are needed to improve employee performance which can be divided into several things, namely:

- a. Educational planning. Planning is the first step that can determine the success or failure of a program. Programs or activities definitely have goals and targets, so to achieve these goals and targets so that they run effectively and efficiently, a thorough educational program planning must be carried out first.
- b. Educational methods. The educational method used by the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology is by providing education within the institution and sending or recommending employees to attend education outside the institution.
- c. Career development process. The career development process is influenced by the quality and quantity of employees. Quality is an employee's achievement which is measured by the work results achieved by the employee. Meanwhile, the quantity factor can be seen from how long employees work. These factors become a reference for career development. Employee career development is a promotion in position and an increase in the responsibilities carried out by an employee. Career development aims to increase employee work motivation and also improve the quality of employee work.
- d. Evaluation of education. Evaluation of educational programs is carried out by providing an understanding test regarding the discussion of educational themes before and after training. The pre-education understanding test aims to see the extent of employee knowledge before attending training. The comprehension test carried out after employees have attended the training aims to see the extent to which the employee's understanding has increased.

Conclusion

- a. An overview of the effectiveness of education and training for employees of the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology is that training is routinely carried out

Analysis of the Effectiveness of Education and Training For Employees in Improving Performance in the Directorate General of Teachers and Educational Personnel of the Ministry of Education, Culture, Research and Technology

for all employees and this is effective in increasing knowledge and skills as measured through goals and objectives, trainers, training materials, methods training and training participants have considered this aspect, the implementation has been returned to their respective fields so that they raise themes which are very useful in increasing employee competence in carrying out their duties. The speakers also come from academies, as well as technical experts who are truly competent in their fields. The education and training carried out also maximizes participants, so that all employees get the same opportunities.

- b. Inhibiting factors include limited budget, pandemic, limited training facility infrastructure so that participants feel uncomfortable with the limited facilities available, apart from inappropriate time management. Meanwhile, supporting factors: employee motivation in participating in education and training, desire to develop knowledge, skills and expertise.
- c. The strategy for improving employee performance at the Directorate General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology through the effectiveness of education and training is by choosing training themes that are appropriate to the employee's field and duties, prioritizing employees whose performance is less than optimal or below standard, based training competency, as well as conducting re-learning with all employees after implementing education and training in order to improve skills and foster a good sense of enthusiasm for employees.

**Analysis of the Effectiveness of Education and Training For Employees in Improving
Performance in the Directorate General of Teachers and Educational Personnel of the
Ministry of Education, Culture, Research and Technology**

REFERENCES

- AlHamad, A., Alshurideh, M., Alomari, K., Kurdi, B., Alzoubi, H., Hamouche, S., & Al-Hawary, S. (2022). The effect of electronic human resources management on organizational health of telecommunications companies in Jordan. *International Journal of Data and Network Science*, 6(2), 429–438.
- Anis, A. L., Ilyas, G. B., & Kadir, I. (2018). Pengaruh Aplikasi Sistem Manajemen Informasi Objek Pajak, Motivasi Kerja dan Tingkat Pendidikan terhadap Kinerja Aparatur Pajak di Kantor BPKD Kabupaten Soppeng. *Jurnal Mirai Management*, 3(1), 48–65.
- Ariyanto, A., & Rahardjo, S. T. (2017). Pengaruh Total Quality Management Terhadap Kinerja Karyawan (Studi Pada PT. Bahana Buanabox, Sayung). *Diponegoro Journal of Management*, 6(1), 21–31.
- Bednar, D. J., & Reames, T. G. (2020). Recognition of and response to energy poverty in the United States. *Nature Energy*, 5(6), 432–439.
- Blanchard, P. N. (2018). *Effective training: Systems, strategies, and practices*. SAGE Publications.
- Bromley, P., & Powell, W. W. (2012). From smoke and mirrors to walking the talk: Decoupling in the contemporary world. *Academy of Management Annals*, 6(1), 483–530.
- Chen, M. A., Hwang, G., & Chang, Y. (2019). A reflective thinking-promoting approach to enhancing graduate students' flipped learning engagement, participation behaviors, reflective thinking and project learning outcomes. *British Journal of Educational Technology*, 50(5), 2288–2307.
- Ekhsan, M. (2019). Pengaruh motivasi dan disiplin kerja terhadap kinerja karyawan. *Optimal: Jurnal Ekonomi Dan Kewirausahaan*, 13(1), 1–13.
- Kianto, A., Sáenz, J., & Aramburu, N. (2017). Knowledge-based human resource management practices, intellectual capital and innovation. *Journal of Business Research*, 81, 11–20.
- Mangkunegara, A. A. A. P. (2011). *Manajemen sumber daya manusia perusahaan*.
- Pebrianti, S., & Aziza, N. (2019). Effect of clarity of budget objectives, accounting control, reporting systems, compliance with regulation on performance accountability of government agencies. *1st Aceh Global Conference (AGC 2018)*, 396–410.
- Provan, D. J., Woods, D. D., Dekker, S. W. A., & Rae, A. J. (2020). Safety II professionals: How resilience engineering can transform safety practice. *Reliability*

Analysis of the Effectiveness of Education and Training For Employees in Improving Performance in the Directorate General of Teachers and Educational Personnel of the Ministry of Education, Culture, Research and Technology

Engineering & System Safety, 195, 106740.

- Rissanen, I., Kuusisto, E., Hanhimäki, E., & Tirri, K. (2018). Teachers' implicit meaning systems and their implications for pedagogical thinking and practice: A case study from Finland. *Scandinavian Journal of Educational Research*, 62(4), 487–500.
- Rudenko, S., Bazaluk, O., Tsvykh, V., & Kalmuk, I. (2019). The Role Of Philosophical Disciplines In Educational Strategies For Specialist Training In The Field Of Public Administration. *Scientific Bulletin of National Mining University*, 3.
- Sutrisno, E. (2009). Manajemen sumber daya manusia edisi pertama. *Jakarta: Kencana Prenada Media Group*, 41.
- Werdhiastutie, A., Suhariadi, F., & Partiwi, S. G. (2020). Achievement motivation as antecedents of quality improvement of organizational human resources. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume*, 3, 747–752.