

THE EFFECT OF TRAINING AND MENTORING ON PERFORMANCE TEACHER WITH COMPENSATION AS A VARIABLE MODERATION IN PINTAR PROGRAM PARTNER SCHOOLS TANOTO FOUNDATION BATU BARA DISTRICT

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Abstract

Realizing quality learning is an urgent need in Indonesia. Achieving good teacher performance is the main key to creating an effective teaching and learning process. This research aims to analyze the effect of training and mentoring on teacher performance through providing compensation at Tanoto Foundation PINTAR Program partner schools in Batu Bara District. Data was collected through a survey using a questionnaire distributed to respondents as many as 72 Tanoto Foundation PINTAR Program partner school teachers in Batu Bara Regency. Data were analyzed using descriptive analysis and SEM (Structural Equation Model) analysis. The research results show that training has a positive and significant influence on teacher performance. Mentoring has a positive and significant effect on teacher performance. Compensation does not moderate the effect of training on teacher performance. The practical implication of this research is the importance of developing appropriate training and ongoing mentoring in improving individual performance. Apart from that, organizations also need to pay attention to compensation as a factor that can moderate the relationship between training and performance.

Keywords: *Training, Mentoring, Compensation, Teacher Performance*

1. INTRODUCTION

Human resource management is the main foundation for the success of every organization. Human resource management shapes organizational culture and provides strategic direction to achieve common goals. According to Sopiah, et al (2018) human resource management is one area of general management which includes planning, organizing, implementing and controlling human resource practices. The role of teachers in improving the quality of human resources is very important to improve the quality of education (Mansir, 2020). Teachers are the main pillars that have a significant impact on student development and the success of the education system. A teacher is an educational professional who has an important role in transferring knowledge, skills, values and ethics to students. Teachers are required to have the ability to create good learning and must be able to manage existing resources, prepare plans and improve their ability to provide good service to students so that good and enjoyable learning is created (Zebua, 2021). Teachers have the responsibility of teaching and guiding students at various levels of education, from elementary to secondary level. The importance of the role of teachers cannot be ignored, because teachers contribute significantly in shaping human resources for the future of individuals, communities and nations. Corporate Social Responsibility (CSR) is a concept that organizations, especially companies, have a responsibility towards consumers, employees, shareholders, communities and the environment in all aspects of company operations. According to law number 40 of 2007 concerning Limited Liability Companies (UUPT) article 1 paragraph 3 states that Corporate Social Responsibility (CSR) is the company's commitment to participate in sustainable economic development in order to improve the quality of life and the environment which is beneficial, both for the company itself and the community. local and society in general. Tanoto Foundation as an Indonesian philanthropic entity is Corporate Social Responsibility (CSR) which is professionally managed in the form of a foundation funded by the owner of the Royal Golden Eagle (RGE) Group in the form of programs to improve the quality of education. The Innovation Development Program for Learning Quality (PINTAR) developed

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by the Tanoto Foundation is a program that seeks to contribute to improving the quality of education in Indonesia, targeting partner schools selected by the District/City Education Office that still have problems in education. Batu Bara District is the area chosen to implement the PINTAR Program from 2018 to 2023. The PINTAR Program targets 24 partner schools in Batu Bara District, consisting of:

Table 1.1
List of Beneficiary Schools
PINTAR Program Batu Bara District

No	School name
1	Tador Sea 1 Public Middle School
2	Sei Suka 1 Public Middle School
3	Air Putih 1 Public Middle School
4	Air Putih 2 Public Middle School
5	Air Putih 3 Public Middle School
6	Al Wasliyah 6 Air Putih Private Middle School
7	SD Negeri 14 Kandannan
8	SD Negeri 01 Sei Mujur
9	SD Negeri 09 Sei Mujur
10	SD Negeri 08 Tanjung Seri
11	SD Negeri 06 Sei Suka Deras
12	SD Negeri 12 Sei Suka Deras
13	MIN 1 Coal
14	MIS Islamiyah Tanjung Seri
15	MIS Islamiyah Tador Sea
16	MIS Muhammadiyah Simodong
17	SD Negeri 25 Indra Sakti
18	SD Negeri 03 Tanah Merah
19	SD Negeri 16 Tanjung Kubah
20	SD Negeri 04 Tanjung Kubah
21	SD Negeri 18 Tanjung Mulia
22	SD Negeri 32 Tanjung Harapan
23	MTS Negeri 1 Fifty
24	MTS Al IHya Tanjung Gading

In this research, researchers determined 12 elementary schools (SD) partners of the PINTAR program to be the researchers' targets. Elementary School (SD) was chosen because elementary school (SD) is the basis related to the ability to think critically, read, write, count and mastery of the basics for studying science and technology as well as the ability to communicate and can provide the basics for being able to attend education in next level (Ali, 2009). Through the Innovation Development Program for Learning Quality (PINTAR), the Tanoto Foundation seeks to play an active role in improving the quality of basic education in Indonesia. The focus involves improving the quality of learning and school leadership and this goal has been realized through a partnership with the Batu Bara District Government since 2018.

Training

Training is any effort to improve the performance of PINTAR Program partner school teachers in a particular job that is their responsibility, or a job that is related to their job.

Mentoring

Mentoring is guidance provided by regional facilitators through regular demonstrations, instructions, challenges and encouragement to Tanoto Foundation PINTAR program partner teachers over a certain period of time.



Compensation

Compensation is a replacement for transportation and a replacement for internet quota given to partner teachers who take part in the Tanoto Foundation PINTAR Program.

Teacher Performance

Teacher performance is the activities of Tanoto Foundation PINTAR Program partner school teachers in the learning process starting from planning learning, implementing learning activities and assessing learning outcomes.

2. RESEARCH METHODS

2.1 Types and Nature of Research

This research uses descriptive research with a quantitative approach. AndThe nature of this research is explanatory research.

2.2 Research Location and Time

This research was conducted in March 2024 at 12 elementary schools (SD) partners of the Tanoto Foundation PINTAR program in Batu Bara District. The research location was chosen because these schools have implemented the Tanoto Foundation PINTAR Program since 2018 so it is very appropriate to conduct the research in question.

2.3 Population and Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2013). The sample in this research used saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people or research that wants to make generalizations with very small errors. Another term for a saturated sample is a census, where all members of the population are sampled (Sugiyono, 2013).

3. RESULTS AND DISCUSSION

3.1 Results of Inferential Statistical Analysis

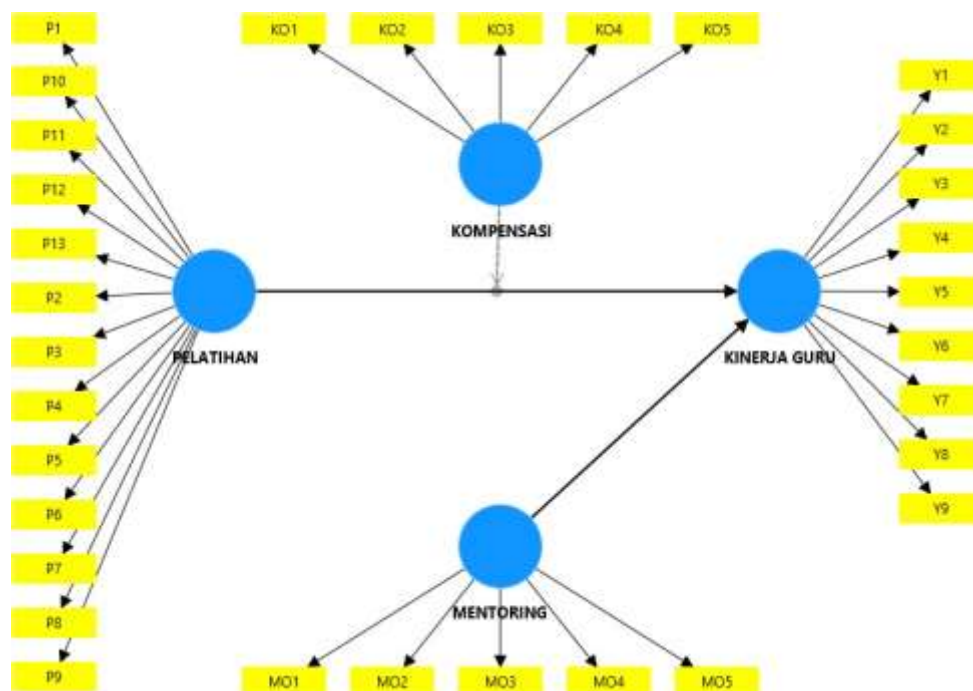


Figure 3.1 Research Structural Models

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3.2 Evaluation of Measurement Model (Outer Model)

3.2.1 Convergent Validity Test

Table 3.1
Average Variance Extracted

Variable	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Teacher Performance	0.935	0.947	0.721
Compensation	0.909	0.932	0.735
Mentoring	0.903	0.928	0.720
Training	0.946	0.952	0.606

3.2.2 Discriminant Validity Test

Table 3.2
Cross Loading Value for each Variable

	Teacher Performance	Compensation	Mentoring	Training
KO1	0.897	0.944	0.888	0.804
KO2	0.889	0.942	0.883	0.788
KO3	0.907	0.939	0.871	0.832
KO4	0.509	0.707	0.443	0.400
KO5	0.515	0.720	0.447	0.406
MO1	0.880	0.737	0.880	0.865
MO2	0.811	0.764	0.878	0.787
MO3	0.771	0.747	0.796	0.648
MO4	0.773	0.685	0.853	0.848
MO5	0.743	0.640	0.834	0.786
P1	0.731	0.667	0.739	0.791
P2	0.643	0.553	0.669	0.747
P3	0.691	0.654	0.709	0.737
P4	0.661	0.557	0.634	0.759
P5	0.753	0.698	0.749	0.788
P6	0.663	0.556	0.625	0.720
P7	0.730	0.636	0.797	0.813
P8	0.703	0.624	0.793	0.794
P9	0.672	0.601	0.733	0.758
P10	0.735	0.659	0.710	0.784
P11	0.740	0.565	0.716	0.791
P12	0.837	0.657	0.770	0.862
P13	0.764	0.587	0.695	0.769
Y1	0.860	0.853	0.823	0.766
Y2	0.861	0.851	0.812	0.767
Y3	0.873	0.845	0.780	0.749

Y5	0.871	0.781	0.863	0.818
Y6	0.833	0.656	0.769	0.826
Y7	0.790	0.606	0.697	0.759
Y8	0.852	0.658	0.822	0.802

3.2.3 Reliability Test

Table 3.3
Influence Between Variables

Influence Between Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Compensation→Teacher Performance	0.351	0.358	0.053	6.653	0.000
Mentoring→Teacher Performance	0.235	0.228	0.089	2.640	0.008
Training→Teacher Performance	0.405	0.409	0.086	4.695	0.000
Compensation X Training→ Teacher Performance	0.035	-0.031	0.021	1.679	0.093

3.2.4 Structural Model Evaluation (Inner Model)

Table 3.4
R-Square Value of Teacher Performance Variables

	R-square	R-square adjusted
Teacher Performance	0.940	0.936

3.2.5 Hypothetical Answer

Table 3.5
Research Hypothesis Answers

	Hypothesis	Influence Coefficient	p-value	Conclusion
H1	Training has a positive and significant effect on teacher performance.	0.405	0.000	Accepted
H2	Mentoring has a positive and significant effect on teacher performance.	0.235	0.008	Accepted
H3	Compensation moderates the effect of training on teacher performance	0.035	0.093	Rejected

4. DISCUSSION

4.1 The Effect of Training on Performance

Based on the results of hypothesis testing, it shows that the training variable has a positive and significant effect on teacher performance. These findings indicate that carrying out the job duties produced as partner school teachers is determined by the training they take part in the Tanoto Foundation PINTAR program. The results of the analysis of respondents' responses on the training program design

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dimensions also strengthen the results of the analysis. In accordance with the phenomena that occur, it shows that the training materials received by Tanoto Foundation PINTAR program partner school teachers are applicable to be applied in teaching and learning activities in the schools where they work. The results of this research strengthen the belief that training is an important factor in improving the quality of teacher work in schools. This shows that training provides teachers with the knowledge and skills needed to carry out their duties more effectively. Trained teachers are better prepared to face various challenges in learning and are able to create a more conducive learning atmosphere for students. Training not only acts as a supporting factor, but also as the main driver in improving the quality of teacher performance. Teachers who receive training can significantly improve the quality of learning and teaching in the school environment. Thus, these results underscore the importance of an approach centered on professional development for educators. Investments provided in the form of training not only provide direct benefits for these teachers, but also have a positive impact on the quality of education provided to students. The results of this training variable research are in accordance with those stated by Dessler (2020) who explains that training is an important process in teaching the skills needed by employees to carry out their work, where employee training provides practical knowledge and its application in the company's world of work to increase work productivity in achieve the desired goal. The results of this research are in accordance with research conducted by Puspitasari (2021) and Yimam (2022) which emphasizes that training design, training needs assessment, training delivery style and training evaluation have a significant positive effect on employee performance.

4.2 The Effect of Mentoring on Performance

Based on the results of the hypothesis test, it shows that the mentoring variable has a positive and significant effect on performance. This indicates that carrying out the work tasks produced as partner school teachers is determined by the mentoring activities they participate in in the Tanoto Foundation PINTAR program. The mentoring variable shows that the Tanoto Foundation PINTAR program mentoring activities that are participated in help partner school teachers achieve the goals they want to achieve as professional teachers. This research shows that mentoring provides the guidance and support teachers need to improve teaching quality. Experienced mentors provide valuable direction, suggestions and input for teachers in facing various challenges in learning. Mentoring also helps teachers to develop new skills and increases their motivation in teaching. The learning experiences and support provided by mentors to teachers have a significant impact in improving their abilities in carrying out educational tasks. By providing quality mentoring for teachers, it can help teachers to develop their best potential in implementing quality teaching and learning activities. The results of this mentoring variable research are in accordance with what was stated by Situmorang (2022) that mentoring is an activity that seeks to know, hear and help teachers in overcoming problems encountered in an effort to carry out more effective teaching and learning activities so that they can achieve the goals that have been set. The results of this research are in accordance with research conducted by Ehinola, et al (2022) and Hidayati (2023) which explains that there is a positive and significant relationship between mentoring and teacher performance. Then research by Wulansari, et al (2023) suggests that mentoring has a positive influence in improving employee performance.

4.3 Compensation Moderation of the Effect of Training on Performance

Compensation does not moderate the effect of training on performance. This indicates that the compensation given to partner teachers when participating in the Tanoto Foundation PINTAR program training does not improve the quality of work assignments produced by partner school teachers. The results of the analysis of training respondents' responses also strengthen the results of the analysis above. The compensation variable shows the amount of transportation replacement and internet quota replacement received when taking part in the training, which is less than satisfactory for the Tanoto Foundation PINTAR program partner school teachers. Then the non-cash method of paying for transportation replacement and internet quota replacement also did not satisfy the Tanoto Foundation PINTAR program partner school teachers. Furthermore, payment for transportation replacement and internet quota replacement which was 1 month after the training activity did not satisfy the Tanoto

Foundation PINTAR program partner school teachers. Partner school teachers participating in the Tanoto Foundation PINTAR program are influenced by extrinsic factors. Extrinsic factors are work drivers that originate from outside the individual, in the form of a condition that requires carrying out work optimally (Nawawi: 2015). According to Herzberg (1993) one indicator of extrinsic motivation is compensation. Partner teachers are extrinsically motivated by compensation factors, so they feel that the compensation they get in the form of transportation replacements and internet quota replacements is not commensurate with the effort expended to improve their performance. Partner teachers who receive compensation that does not meet their criteria will not be motivated to work harder and improve the quality of their teaching. Teachers who are intrinsically motivated to learn will be encouraged to improve their performance regardless of the amount of compensation they receive. Training can provide new knowledge and skills that strengthen this intrinsic motivation thereby improving teacher performance. The results of this research on compensation variables are in line with research by Aromega, et al., (2019) and Vince, et al. (2019) which states that compensation does not moderate the effect of training on employee performance. This condition shows that providing compensation cannot always improve the quality of work.

5. CONCLUSION

Based on the analysis and discussion, several conclusions and suggestions can be drawn as follows:

1. Training has a positive and significant effect on the performance of teachers at the Tanoto Foundation PINTAR Program partner schools in Batu Bara District.
2. Mentoring has a positive and significant effect on the performance of teachers at the Tanoto Foundation PINTAR Program partner schools in Batu Bara District.
3. Compensation does not moderate the effect of training on teacher performance in Tanoto Foundation PINTAR Program partner schools in Batu Bara District.

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