Analysis of The Implementation of Training and Coaching Programs from A Human Resource Management (SDM) Perspective in Educational Institutions

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi program pelatihan dan coaching dalam perspektif Manajemen Sumber Daya Manusia (MSDM) pada institusi pendidikan. Penelitian ini dilaksanakan pada guru-guru SMP Negeri (SMPN) di Kabupaten Mamuju dengan jumlah populasi sebanyak 125 guru. Teknik pengambilan sampel menggunakan purposive sampling, sehingga diperoleh 50 guru yang telah mengikuti program pelatihan dan coaching sebagai partisipan penelitian. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi, dan analisis dokumen, kemudian dianalisis menggunakan teknik analisis tematik yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi program pelatihan dan coaching berbasis kompetensi berkontribusi signifikan terhadap peningkatan kompetensi pedagogik dan profesional guru. Guru mengalami perubahan positif dalam perencanaan pembelajaran, pengelolaan kelas, serta integrasi teknologi dalam proses belajar mengajar. Dalam perspektif MSDM, program tersebut berfungsi sebagai strategi pengembangan profesional, peningkatan kinerja, dan penguatan kapasitas sumber daya manusia. Faktor pendukung meliputi komitmen institusi, dukungan kepemimpinan, dan budaya kerja kolaboratif, sedangkan kendala yang dihadapi antara lain keterbatasan waktu dan beban kerja guru. Penelitian ini menyimpulkan bahwa pelatihan yang terstruktur dan coaching berkelanjutan merupakan strategi MSDM yang efektif dalam meningkatkan kinerja guru di institusi pendidikan. Temuan ini memberikan implikasi praktis bagi pengambil kebijakan dan manajemen sekolah dalam merancang program pengembangan profesional yang berkelanjutan.

Kata Kunci: *Pelatihan, Coaching, Kinerja Guru, Manajemen Sumber Daya Manusia, Penelitian Kualitatif..*

ABSTRACT

This study aims to analyze the implementation of training and coaching programs from a Human Resource Management (HRM) perspective in educational institutions. The research was conducted among junior high school teachers (SMPN) in Mamuju Regency, involving a total population of 125 teachers. Using purposive sampling, 50 teachers who had participated in training and coaching programs were selected as research participants. This study employed a qualitative descriptive approach. Data were collected through in-depth interviews, observation, and document analysis, and were analyzed using thematic analysis techniques, including data reduction, data display, and conclusion drawing. The findings reveal that the implementation of competency-based training and coaching programs contributes significantly to improving teachers' pedagogical and professional competencies. Teachers reported positive changes in instructional planning, classroom management, and the integration of learning technologies. From an HRM perspective, the programs functioned as strategic tools for professional development, performance

enhancement, and capacity building. Supporting factors included institutional commitment, leadership support, and collaborative work culture, while constraints involved limited time allocation and workload pressures. The study concludes that structured training and continuous coaching serve as effective HRM strategies in enhancing teacher performance within educational institutions. The findings provide practical implications for policymakers and school management in designing sustainable professional development programs.

Keywords: *Training, Coaching, Teacher Performance, Human Resource Management, & Qualitative Study.*

Introduction

Improving the quality of education is a strategic agenda in the development of human resources in Indonesia. The quality of education is largely determined by the quality of teachers as the main actors in the learning process (Halil et al., 2024; Lim & Liang, 2020). Teachers do not only function as transmitters of knowledge, but also as facilitators, motivators, and classroom managers who determine the success of students' learning outcomes. Therefore, improving teacher performance has become a primary focus in the management of educational institutions (Baporikar, 2015; Bezzina & Michalak, 2008).

From a Human Resource Management (HRM) perspective, teachers are viewed as strategic organizational assets that must be managed systematically through planning, development, evaluation, and reward systems (Flamand et al., 2024; Tuytens et al., 2023). HRM in the educational context is not merely concerned with administrative personnel matters, but also with competency development and professional performance improvement. One of the most widely implemented strategies is the provision of competency-based training and coaching programs (Budi et al., 2024; Coelho et al., 2017).

Training is a systematic process designed to enhance individuals' knowledge, skills, and attitudes in order to perform their tasks effectively. In education, training is generally focused on improving teachers' pedagogical, professional, social, and personal competencies (Barkoczi & Roman, 2025; Gurgenidze et al., 2022). Competency-based training emphasizes the achievement of specific, measurable standards of ability that can be observed in professional practice. Therefore, training is not merely theoretical, but practical and aligned with real workplace needs.

In addition to training, coaching has become an increasingly important approach in teacher performance development. Coaching is a continuous mentoring process that focuses on developing individual potential through reflective dialogue, constructive feedback, and performance improvement planning (Rodgers et al., 2019; Yakowicz, 2015). Unlike training, which is often structured and conducted in a classroom format, coaching is more personalized and contextual. It helps teachers address specific challenges encountered in their daily teaching practices.

Theoretically, training and coaching can be explained through human resource development theory, which emphasizes the importance of organizational investment in enhancing individual capacity. Human Capital Theory states that improving competencies through education and training increases individual productivity and performance. In the educational context, enhancing teachers' competencies is expected to directly impact the quality of instruction and student learning outcomes (Mehta, 2025; Musengamana & Hou, 2025).

The first variable in this study is the implementation of competency-based training

and coaching programs. Implementation refers to the extent to which the programs are systematically planned, executed, and evaluated. Indicators of implementation may include program planning, alignment of training materials with teachers' needs, delivery methods, participant engagement, and mechanisms for evaluation and follow-up. Successful implementation is influenced not only by program design but also by school management support, facilitator or mentor competence, and an organizational culture that encourages continuous learning (Chugh et al., 2023; Naim & Malik, 2023).

The second variable is teacher performance. Teacher performance can be defined as the level of achievement in carrying out professional duties according to established standards. Conceptually, performance includes aspects such as lesson planning, instructional delivery, assessment of learning outcomes, classroom management, and other professional responsibilities. Teacher performance is influenced by internal factors such as motivation and commitment, as well as external factors including work environment and organizational support (Budiharso, 2019; Teig et al., 2024).

The relationship between training, coaching, and teacher performance can be understood through performance theory, which states that individual performance is a function of ability, motivation, and opportunity. Training enhances ability by improving knowledge and skills, while coaching strengthens motivation and self-confidence through sustained support and reflective practice. When these two strategies are implemented in an integrated manner, the likelihood of performance improvement increases significantly.

In the context of public junior high schools (SMPN) in Mamuju Regency, challenges in improving instructional quality remain significant, particularly in adapting to technological advancements and dynamic curriculum demands. Therefore, the implementation of training and coaching programs becomes an essential strategy to strengthen teachers' professional capacity. However, the effectiveness of these programs needs to be analyzed comprehensively, especially from an HRM perspective, to understand the processes, experiences, supporting factors, and obstacles influencing their outcomes.

This study is relevant because it does not merely view training and coaching as routine activities, but as managerial strategies in the management of educational human resources. Through a qualitative approach, this research seeks to explore teachers' experiences in participating in such programs in order to gain a comprehensive understanding of their impact on performance improvement. The findings are expected to contribute theoretically to the development of HRM concepts in education and practically to policymakers and school management in designing more effective and sustainable professional development programs.

Method and Materials

This study employed a qualitative descriptive design to analyze the implementation of training and coaching programs from a Human Resource Management (HRM) perspective in public junior high schools (SMPN) in Mamuju Regency. A qualitative approach was chosen to gain an in-depth understanding of teachers' experiences, perceptions, and reflections regarding the implementation of competency-based training and coaching programs as part of institutional human resource development strategies.

The study was conducted in several public junior high schools (SMPN) located in Mamuju Regency. The total population consisted of 125 teachers who had been involved in professional development programs organized by the schools or the local education authority. From this population, 50 teachers were selected using purposive sampling. The inclusion criteria were: (1) teachers who had participated in competency-based training programs within the last two years; (2) teachers who had received coaching or mentoring

sessions following the training; and (3) teachers willing to share their experiences openly. Purposive sampling was applied to ensure that the selected participants had relevant and sufficient experience related to the research focus.

Although qualitative research does not emphasize variables in the statistical sense, this study focused on two main constructs. The first construct was the implementation of competency-based training and coaching programs, which included program planning, training content relevance, delivery methods, coaching processes, follow-up activities, and evaluation mechanisms. The second construct was teacher performance, reflected in lesson planning, instructional strategies, classroom management, assessment practices, professional responsibility, and self-development initiatives.

Data were collected through three primary techniques: in-depth interviews, observation, and document analysis.

1. In-depth Interviews

Semi-structured interviews were conducted with the 50 selected teachers. The interviews explored participants' experiences during training sessions, perceptions of coaching effectiveness, changes in teaching practices, and perceived challenges and supporting factors. Each interview lasted approximately 45–60 minutes and was audio-recorded with participants' consent.

2. Observation

Classroom observations were carried out to identify observable changes in instructional practices following participation in the programs. Observations focused on teaching methods, student engagement, use of instructional media, and classroom interaction patterns.

3. Document Analysis

Relevant documents such as training modules, coaching guidelines, lesson plans, performance appraisal reports, and school policy documents were analyzed to triangulate the data obtained from interviews and observations. Data analysis followed a thematic analysis procedure. The process involved several stages: data reduction, data display, coding, categorization, and conclusion drawing. Interview transcripts and field notes were transcribed verbatim and carefully reviewed. Initial codes were generated to identify meaningful units of information related to training implementation and teacher performance. These codes were then grouped into broader themes, such as competency improvement, motivational enhancement, institutional support, and implementation challenges.

Result

The findings of this study reveal that the implementation of competency-based training and coaching programs in public junior high schools (SMPN) in Mamuju Regency has contributed positively to teacher performance from a Human Resource Management (HRM) perspective. The results are organized into four major themes: (1) improvement of professional and pedagogical competence, (2) enhancement of motivation and reflective practice, (3) institutional support and organizational culture, and (4) challenges in program implementation.

1. Improvement of Professional and Pedagogical Competence

Most participants reported significant improvements in their professional and pedagogical competencies after participating in the training and coaching programs. Teachers stated that the training sessions provided updated knowledge on curriculum implementation, student-centered learning strategies, and technology integration in the classroom. Many participants highlighted that competency-based training allowed them to

focus on practical teaching skills rather than theoretical discussions alone.

Classroom observations confirmed these perceptions. Teachers demonstrated better lesson planning, clearer learning objectives, and more structured instructional delivery. The use of interactive teaching methods, such as group discussions, problem-based learning, and digital learning platforms, increased noticeably. Teachers also showed improved classroom management skills, including time management and student engagement strategies.

From an HRM standpoint, the training functioned as a structured capacity-building initiative that strengthened teachers' ability to meet institutional performance standards. The alignment between training materials and teachers' professional needs was perceived as a key factor in improving competence.

2. Enhancement of Motivation and Reflective Practice

The coaching component of the program emerged as a crucial factor in sustaining performance improvement. Unlike the training sessions, which were conducted periodically, coaching was implemented through continuous mentoring and feedback. Teachers emphasized that coaching sessions encouraged them to reflect on their teaching practices and identify areas for improvement.

Participants reported increased self-confidence and professional commitment as a result of personalized feedback from mentors. Many teachers described coaching as a supportive process that allowed them to openly discuss classroom challenges and collaboratively seek solutions. This reflective dialogue contributed to a stronger sense of accountability and intrinsic motivation.

The findings indicate that coaching not only enhanced technical teaching skills but also strengthened psychological aspects of performance, such as motivation, job satisfaction, and professional identity. In HRM terms, coaching served as a performance management tool that reinforced continuous development rather than one-time skill acquisition.

3. Institutional Support and Organizational Culture

Another significant finding relates to the role of institutional support in ensuring successful program implementation. Teachers reported that support from school principals and senior management positively influenced their engagement in training and coaching activities. Schools that allocated sufficient time and resources for professional development demonstrated more consistent performance improvement among teachers.

A collaborative organizational culture also played an important role. In schools where peer collaboration and knowledge sharing were encouraged, teachers were more willing to apply new strategies learned from training. Informal discussions and peer observations further reinforced the sustainability of program outcomes.

From an HRM perspective, these findings highlight that training and coaching effectiveness is closely linked to leadership commitment and organizational climate. Professional development initiatives are more impactful when integrated into broader institutional strategies.

4. Challenges in Program Implementation

Despite the positive outcomes, several challenges were identified. The most frequently mentioned obstacle was limited time due to heavy teaching workloads and administrative responsibilities. Some teachers found it difficult to consistently apply newly acquired strategies because of time constraints and large class sizes.

Additionally, variations in mentor competence affected the quality of coaching experiences. While some teachers received constructive and consistent feedback, others experienced less structured mentoring sessions. Limited monitoring and evaluation

mechanisms were also noted as weaknesses in ensuring program sustainability.

These challenges suggest that although the implementation of training and coaching programs has been beneficial, improvements in planning, time management, and monitoring systems are necessary to maximize long-term impact.

Discussion

This study aimed to analyze the implementation of competency-based training and coaching programs from a Human Resource Management (HRM) perspective and their contribution to teacher performance improvement. The findings indicate that both training and coaching play complementary roles in strengthening teachers' professional capacity, motivation, and instructional practices. These results can be interpreted through several theoretical lenses within HRM and performance theory.

First, the improvement in pedagogical and professional competence supports the principles of Human Capital Theory, which emphasizes that investment in education and training enhances individual productivity and organizational outcomes. The competency-based training implemented in SMPN in Mamuju Regency focused on practical teaching skills, curriculum adaptation, and technology integration. This aligns with the concept that training is most effective when it is directly related to job requirements and organizational goals. The observed improvements in lesson planning, classroom management, and student-centered learning strategies confirm that structured training enhances teachers' ability (ability component), which is a key determinant of performance.

Second, the significant role of coaching in sustaining performance improvement highlights the importance of continuous development within HRM practices. While training provides foundational knowledge and skills, coaching fosters reflective practice, self-awareness, and intrinsic motivation. This finding is consistent with performance theory, which posits that performance is a function of ability, motivation, and opportunity. Coaching contributes primarily to the motivational dimension by strengthening teachers' confidence, professional identity, and commitment to improvement. The personalized feedback and supportive dialogue described by participants indicate that coaching serves as an effective performance management strategy rather than merely a supervisory mechanism.

The findings also demonstrate that HRM in educational institutions should not be limited to administrative management but should encompass strategic professional development initiatives. In schools where leadership support and institutional commitment were strong, teachers were more engaged in applying newly acquired competencies. This supports the strategic HRM perspective, which emphasizes alignment between human resource practices and organizational strategy. When training and coaching are integrated into institutional development plans, their impact becomes more sustainable and measurable.

Another important aspect emerging from this study is the role of organizational culture. Schools that fostered collaboration, peer learning, and open communication experienced more consistent performance improvements. This suggests that professional development initiatives are more effective in learning-oriented organizations. A supportive work climate creates opportunities (opportunity component of performance theory) for teachers to apply new knowledge and experiment with innovative teaching strategies. Therefore, HRM practices should not only focus on individual development but also on cultivating an enabling organizational environment.

However, the study also identified several challenges, particularly related to time constraints, workload, and variations in mentor competence. These findings indicate that

the effectiveness of training and coaching depends on systematic planning and monitoring. Heavy teaching loads can reduce teachers' capacity to fully engage in reflective practice and continuous improvement. From an HRM perspective, this highlights the importance of workload management and resource allocation as part of performance enhancement strategies.

Variations in coaching quality suggest the need for standardized guidelines and mentor training programs to ensure consistency. Coaching effectiveness relies heavily on the competence of mentors in providing constructive feedback and facilitating reflective dialogue. Without proper preparation and evaluation mechanisms, coaching may become a formal routine rather than a transformative process. Therefore, HRM policies should include clear standards, monitoring systems, and evaluation frameworks to assess program outcomes regularly.

The findings of this study contribute to the understanding that competency-based training and coaching should be viewed as integrated components of strategic HRM in educational institutions. Training enhances teachers' technical competencies, while coaching strengthens psychological and motivational dimensions. Together, they create a comprehensive professional development model that supports sustainable performance improvement.

In the context of SMPN in Mamuju Regency, the implementation of these programs reflects a shift toward more strategic human resource management in education. Rather than focusing solely on compliance and administrative procedures, schools are beginning to adopt developmental approaches that prioritize teacher growth and institutional quality.

Overall, the discussion confirms that training and coaching are not isolated activities but essential elements of a broader HRM framework aimed at developing human capital and improving organizational performance. For long-term sustainability, educational institutions must ensure leadership commitment, supportive organizational culture, adequate resource allocation, and systematic evaluation mechanisms. By doing so, competency-based professional development can significantly contribute to enhancing teacher performance and educational quality.

Conclusion

This study concludes that the implementation of competency-based training and coaching programs plays a significant role in improving teacher performance from a Human Resource Management (HRM) perspective. The findings demonstrate that structured training enhances teachers' pedagogical and professional competencies, particularly in lesson planning, instructional delivery, classroom management, and the integration of learning technologies. Training programs that are aligned with teachers' practical needs contribute directly to strengthening their ability to meet institutional performance standards.

Furthermore, coaching serves as a complementary and sustaining mechanism for professional development. Through continuous mentoring, reflective dialogue, and constructive feedback, coaching enhances teachers' motivation, self-confidence, and professional commitment. This indicates that performance improvement is not solely dependent on technical skill development but also on psychological and motivational factors. When training and coaching are integrated, they create a comprehensive development framework that addresses both competence and motivation.

From an HRM standpoint, the effectiveness of these programs is strongly influenced by leadership support, organizational culture, and systematic planning. Schools that

demonstrate strong institutional commitment and foster collaborative environments tend to achieve more sustainable outcomes. However, challenges such as workload pressures and variations in mentoring quality highlight the need for improved program monitoring and resource management. Overall, competency-based training and continuous coaching represent strategic HRM initiatives that can enhance teacher performance and contribute to the overall quality of education when implemented systematically and sustainably.

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