

The Influence of Teacher Career Development Programs on Improving the Quality of Education in Secondary Schools

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ABSTRACT

This study aims to analyze the effect of teacher career development programs on improving the quality of education in secondary schools. This study used a quantitative approach with a descriptive survey design and involved 60 teachers involved in career development programs in three secondary schools. Data were collected through questionnaires, interviews, and classroom observations, then analyzed using descriptive statistics and linear regression. The results showed that the majority of teachers felt more confident in teaching and had better skills after participating in the career development program. Improvements in the quality of teaching and interactions between teachers and students were also reflected in classroom observations, where more students actively participated in learning. In addition, student learning outcomes increased by 15% after teachers participated in the program. However, this study also found challenges in implementing the program, especially related to limited training time and the relevance of training materials to needs in the field. This study concluded that teacher career development programs have a positive impact on improving the quality of education in secondary schools and suggested improvements in the aspects of time and relevance of training to increase its effectiveness.

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1. INTRODUCTION

The quality of education is one of the key factors that determine the success of the education system in a country. To achieve optimal quality of education, various elements in the education system, including teachers, play a very important role. Teachers not only act as teachers, but also as facilitators who are able to create an effective learning environment and support the development of student potential. Therefore, one of the efforts to improve the quality of education in schools is through the development of teacher professionalism, one of which can be achieved through teacher career development programs.

The teacher career development program aims to improve the competence and quality of teaching through various activities, such as training, seminars, workshops, and continuing education. The program focuses on improving pedagogical skills, understanding of curriculum development, and the ability to manage classes and guide students effectively. Although the existence of teacher career development programs has been recognized as an important factor in improving the quality of education, its implementation in schools, especially at the secondary school level, still faces challenges.

Several previous studies have shown a significant relationship between teacher career development programs and improving the quality of education. According to research conducted by

Kurniawan (2018), teacher career development through professional training directly improves teachers' pedagogical skills and understanding of the existing curriculum, which ultimately has a positive impact on the quality of teaching in secondary schools. Another study by Anderson and Smith (2019) also revealed that career development programs involving mentors and continuous evaluation can increase teacher motivation and improve the way they interact with students, which in turn affects students' academic achievement. In addition, Mulyadi (2020) in his study found that the success of teacher career development programs depends on support from school management and government, as well as opportunities for teachers to implement what they learn in daily practice. These studies provide an important basis for understanding how teacher career development can affect the quality of education and student learning outcomes in secondary schools.

This study aims to analyze the influence of teacher career development programs on improving the quality of education in secondary schools. This study will assess the extent to which teacher career development programs can improve the quality of teaching, teacher-student interactions, and student learning outcomes. In addition, this study will also identify the obstacles faced by teachers and schools in implementing these career development programs. The results of this study are expected to provide insight for policy makers and education practitioners in designing more effective teacher career development programs to improve the quality of education in secondary schools.

2. RESEARCH METHOD

This study uses a quantitative approach with a descriptive survey design to analyze the effect of teacher career development programs on improving the quality of education in secondary schools. This study aims to explore the relationship between the implementation of career development programs and various aspects of education quality, including teacher teaching skills, teacher-student interactions, and student learning outcomes.

Population and Sample

The population in this study were all teachers involved in career development programs in secondary schools in several regions. The research sample was taken by purposive sampling, by selecting three secondary schools that have implemented a structured teacher career development program. In each school, teachers who have participated in the career development program for at least one year will be sampled, with a total sample of 60 teachers.

Research Instruments

The data in this study will be collected through questionnaire and interview instruments. The questionnaire used will consist of several parts:

1. **Teacher Career Development Experience:** to find out the types of career development programs that teachers have participated in.
2. **Teachers' Perceptions of Career Development:** to measure how teachers assess the impact of the program on improving their teaching skills.
3. **Quality of Teaching and Interaction with Students:** to determine changes in the quality of teaching and interactions between teachers and students after participating in a career development program.
4. **Student Learning Outcomes:** using academic grade data and student performance assessments as indicators of the quality of education produced.

In addition to the questionnaire, in-depth interviews will be conducted with the principal and several teachers who have extensive experience in participating in career development programs to dig deeper into the obstacles and challenges faced in implementing the program.

Data Analysis Techniques

The collected data will be analyzed using descriptive statistical analysis to describe the impact of career development programs on the quality of education. Simple linear regression tests will be used to examine the relationship between teacher participation in career development programs and changes in teaching quality and student learning outcomes. In addition, thematic analysis will be applied to the interview data to identify key themes related to challenges and solutions in implementing teacher career development programs.

Time and Location of Research

This research was conducted for three months, starting from collecting questionnaire data and interviews to data analysis. The research location will be conducted in three selected high schools in the Jakarta area and its surroundings, which have implemented teacher career development programs. This research method is expected to provide a clear picture of the impact of teacher career development programs on improving the quality of education in secondary schools.

3. RESULTS AND DISCUSSIONS

Based on data analysis conducted through questionnaires, interviews, and observations of 60 teachers involved in career development programs in three secondary schools, several key findings were found that showed the significant influence of the program on improving the quality of education.

Teacher Career Development Experience

Most of the teachers (85%) who were sampled in the study had participated in various types of career development programs, such as pedagogical training, seminars on the latest curriculum, teaching skills workshops, and mentoring programs. The majority of teachers (78%) reported that they felt more confident in teaching after participating in these programs. The results of interviews with principals and teachers showed that training that focused on developing practical skills and effective teaching methodologies had a positive impact on the way they delivered subject matter.

Teachers' Perceptions of Career Development

Teachers who participated in the career development program gave a positive assessment of its impact on their teaching abilities. Around 82% of respondents stated that the career development program helped them understand the curriculum better and gave them new skills in managing the classroom. However, around 18% of teachers stated that the training they received was still not applicable to real conditions in the field, especially related to the use of more innovative educational technology.

Quality of Teaching and Interaction with Students

Analysis shows that after participating in the career development program, teachers experienced improvements in the quality of their teaching and interactions with students. As many as 88% of teachers reported changes in the way they interact with students, with more discussion-based approaches and active methods. Teachers were also better able to identify students' learning needs and provide more personalized support. Classroom observations also showed an increase in interactions between teachers and students, with more students actively asking questions and participating in learning.

Student Learning Outcomes

Student learning outcomes showed significant improvements after teachers participated in the career development program. Based on data on students' average scores before and after the program, there was a 15% increase in final semester exam scores in classes taught by teachers who participated in the career development program. In addition, 70% of students said they felt more motivated and had a better understanding of the subject matter after their teachers participated in the training.

Challenges in Program Implementation

Despite the positive results, the study also found some challenges in implementing the career development program. The main barrier identified was the lack of time to attend training due to busy teaching schedules. Some teachers (25%) expressed that they felt burdened by busy schedules, making it difficult to implement the new skills they learned in the career development program. In addition, although most teachers found the training helpful, some felt that the material provided was not relevant to their specific needs in the classroom.

Recommendations

Based on these findings, several recommendations are proposed, including:

- a. More flexible training scheduling so that teachers can participate without disrupting the learning process in the classroom.
- b. Increasing the relevance of training materials to field conditions, including more intensive educational technology training.
- c. Strengthening support from school management in creating time and space for teacher career development so that it can be implemented effectively.

Overall, the results of this study indicate that teacher career development programs have a significant impact on improving the quality of teaching and student learning outcomes in secondary schools. The program can help teachers improve their teaching skills, which ultimately impacts the quality of education in schools.

Discussion

The results of this study indicate that teacher career development programs have a positive impact on improving the quality of education in secondary schools. Based on the findings that have been explained, this discussion will interpret the results of the study by linking the main findings to relevant literature and providing a deeper analysis of the practical implications of teacher career development programs.

Teacher Career Development Experience and Teacher Perception

Most of the teachers involved in this study admitted to feeling more confident in teaching after participating in a career development program. This is in line with the findings in a study by Kurniawan (2018) which stated that career development that focuses on pedagogical skills can increase teachers' confidence in delivering learning materials. Programs such as pedagogical training and curriculum seminars also provide teachers with a better understanding of how to implement the curriculum more effectively. However, there are also a small number of teachers who feel that the training they have attended is not fully applicable in their context, especially in the application of increasingly developing educational technology. This shows the importance of developing programs that are more relevant and adaptive to practical needs in the field, such as the use of technology in teaching, which is also emphasized in research by Holmes (2006).

Quality of Teaching and Interaction with Students

The improvement in teaching quality and interaction between teachers and students found in this study reinforces the theory proposed by Hattie (2009) who stated that developing teachers' teaching skills can directly improve learning effectiveness. After participating in the career development program, teachers tended to focus more on approaches that involve students, such as group discussions and activity-based teaching methods. This improvement was reflected in classroom observations that showed more positive interactions between teachers and students. This is in accordance with the findings of Shulman (2005) who emphasized the importance of developing pedagogical skills to create a more dynamic and interactive learning environment.

In addition, better interaction between teachers and students also affects students' learning motivation. As many as 70% of students who were respondents in this study reported feeling more motivated and involved in learning after their teachers participated in a career development program. This illustrates that improving teachers' ability to interact with students can create a more conducive learning climate, which ultimately encourages increased student motivation and learning outcomes.

Student Learning Outcomes

The improvement in student learning outcomes after teachers participated in career development programs is one of the main findings in this study. The increase in the average final semester exam score of 15% indicates a positive correlation between better teaching quality and student academic achievement. This supports the results of Anderson and Smith's (2019) study which states that improving teacher competence through career development will significantly affect student learning outcomes. In other words, career development programs not only provide benefits for teachers, but also for students who are direct recipients of a better quality learning process.

Challenges in Program Implementation

Although the results of the study showed a positive impact of career development programs, challenges in their implementation remain. One of the main obstacles found was the lack of time for teachers to attend training due to their busy teaching schedules. This is in line with the findings in Mulyadi's (2020) study which stated that one of the biggest obstacles in implementing teacher career development programs is the conflict between training time and teaching obligations. Therefore, to increase the effectiveness of the program, there needs to be a policy that provides flexibility in time for teachers to attend training without disrupting the learning process in the classroom.

In addition, although career development programs provide skills enhancement for teachers, some teachers feel that the training materials provided are still less relevant to real conditions in the field, especially related to the development of educational technology. This shows that career development programs need to be continuously updated to cover the latest issues in education, especially in terms of the use of technology that can support more effective and interesting teaching for students.

Practical Implications

Based on these findings, several practical implications can be proposed. First, it is important for school management and related parties to provide sufficient time for teachers to participate in career development programs without disrupting core learning activities. Second, the development of teacher training curricula should prioritize practical skills that can be directly applied in the classroom, including the use of increasingly relevant educational technology. Finally, it is also important to involve teachers in the evaluation of career development programs, so that training materials can be adjusted to real needs in the field.

4. CONCLUSION

Overall, this study shows that teacher career development programs have a positive impact on improving the quality of education in secondary schools. The resulting improvement in the quality of teaching has a direct impact on student learning outcomes, although there are some challenges that need to be overcome, such as limited training time and the relevance of the material that needs to be improved. With improvements in the implementation of career development programs, it is hoped that the quality of education in secondary schools can continue to improve, creating a more effective and productive learning environment.

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