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Analysis of the Effectiveness of Professional Development Programs, School Committee Participation, and Government Support on Teacher Performance in East Java

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ABSTRACT

This study examines the influence of government support, professional development programs, and school committee participation on teacher performance in East Java, Indonesia. Using a quantitative approach, data were collected from 230 teachers and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results reveal that government support has the strongest positive effect on teacher performance, followed by professional development programs and school committee participation. Together, these factors explain 57.7% of the variance in teacher performance. The findings highlight the importance of comprehensive strategies to improve teacher performance, emphasizing the need for strong government policies, continuous professional development, and active community involvement. The study provides valuable insights for policymakers and educational leaders seeking to enhance the quality of education through improved teacher performance.

Keywords: *Teacher Performance, Government Support, Professional Development, School Committee Participation*

1. INTRODUCTION

Improving teacher performance is essential for enhancing education quality, especially in regions like East Java where development is key for societal progress. Various initiatives, such as professional development programmes, performance management systems, and government support, have been introduced to strengthen teachers' skills. Professional development has proven effective in equipping teachers with new knowledge and fostering continuous growth [1]. Similar initiatives in Rwanda showed positive impacts on teaching practices and student outcomes [2]. Performance management systems, focusing on competencies, delivery, and outcomes, also improve teacher performance through feedback and training [3]. In East Java, these systems enhance both teacher performance and school effectiveness [4]. Additionally, competence, motivation, and experience are key factors, with competence being the most dominant [5].

Professional development programmes are essential for enhancing teachers' skills and knowledge, leading to better student learning outcomes. Research shows that continuous professional development (CPD) significantly improves teaching effectiveness [1]. In Colombia, a CPD programme for math teachers improved classroom practices, including planning and assessment [6]. Models like Communities of Practice and the ACE model (Attend, Collaborate, Enrol) support ongoing teacher growth and ICT integration [7], [8]. However, challenges remain, such as the need for better monitoring systems to assess programme impact [6], [9]. Tailored CPD is crucial to address teachers' diverse needs [8]. In East Java, several professional development initiatives have been implemented; however, there is limited research on their direct impact on teacher performance.

The involvement of school committees in education management is increasingly recognised as a key factor in enhancing school performance and teacher effectiveness. These committees,

composed of parents, teachers, and community representatives, bridge the gap between schools and the community, fostering collaboration and accountability. Serving as advisory, supporting, controlling, and liaising bodies, school committees contribute to school-based management, though their effectiveness can be hindered by communication and coordination challenges [10]. They participate in school quality improvement by evaluating strategies, mobilising, and optimising resources [11]. In Nepal, School Management Committees play a critical role in governance, focusing on infrastructure and policy implementation, despite challenges like political interference [12]. Effective school committees act as partners in development, providing material, financial, and intellectual support, while also involving the community in decision-making [13], [14]. However, their institutional design often limits their independence and professional capacity, and constraints like resource limitations and resistance to change further impede their full potential [12], [14]. However, the degree of school committee participation and its impact on teacher performance in East Java has not been extensively explored.

Government support plays a vital role in enhancing teacher performance by providing adequate funding, policy-making, and support structures. In East Java, efforts to improve teacher welfare, provide resources, and promote professional development have been initiated, though their effectiveness across diverse educational contexts requires further investigation. The complex relationship between government support and teacher performance involves factors such as professional development, competence, and motivation. Studies, such as in Rwanda, show a strong positive correlation between government investment in continuous professional development (CPD) and improved teaching practices, student performance, and professional growth [2]. Similarly, in East Java, policies focused on professional development can enhance teaching methods and outcomes [2]. Teacher competence, alongside motivation and experience, is a dominant factor in performance, as seen in Papua Province, where targeted training programmes could enhance teacher capabilities [5]. Additionally, recognition and rewards can boost motivation and satisfaction, further improving performance [3]. Customised government policies, like those used in SMEs, could similarly benefit education, with performance management systems, regular feedback, and ongoing training contributing to better teacher performance and educational outcomes [3], [15], [16]. This study aims to fill the existing gaps in the literature by analyzing the combined effect of professional development programs, school committee participation, and government support on teacher performance in East Java.

2. LITERATURE REVIEW

2.1 Professional Development Programs

Professional development (PD) is essential for improving teacher performance, which in turn positively impacts student learning outcomes. Effective PD programmes, characterized by their ongoing collaborative nature and alignment with teachers' needs, lead to enhanced teaching quality, job satisfaction, and student achievement. Research in Kumi District shows that PD significantly affects student academic performance, with key components like workshops and teacher leadership playing crucial roles [17]. Similarly, in Kicukiro District, Rwanda, a strong correlation between PD activities and student performance indicates that well-structured PD programmes improve learning outcomes [2]. PD also enhances teaching practice by providing educators with new

pedagogical techniques, fostering innovative methods and adaptability to curriculum changes [1]. Additionally, PD promotes professional growth and job satisfaction by creating supportive communities where educators share experiences and foster continuous learning [2], [9]. However, challenges such as absenteeism and inadequate planning persist, necessitating strategic interventions, including increased government investment and public awareness [18]. In East Java, such initiatives have been introduced, but their impact on teacher performance remains underexplored, prompting this study to assess their effectiveness using quantitative methods.

2.2 School Committee Participation

School committee participation plays a vital role in improving teacher performance by fostering collaboration and ensuring schools address local needs, especially within school-based management frameworks where committees act as advisory, supporting, controlling, and liaising bodies. However, the impact of such participation on teacher performance in Indonesia, particularly in East Java, remains under-researched. School committees contribute to school development by providing material, financial, and intellectual support, mediating in the learning process, and optimizing resources for school improvement [14], [19]. They are involved in continuous evaluation and resource mobilization, essential for addressing issues and enhancing school quality [11]. However, challenges such as poor communication and coordination between committees and school management, as seen at SMK Negeri 2 Salatiga, limit their effectiveness [10]. Additionally, inadequate empowerment of school committees further restricts their potential, particularly in regions like East Java [19]. Nevertheless, effective school committees can advocate for teacher resources and professional development, improving teacher performance and fostering a collaborative school culture that benefits both teachers and students [20].

2.3 Government Support

Government support plays a crucial role in improving teacher performance and education quality through strategic policies and initiatives. In Indonesia, the government has introduced teacher certification programmes, financial incentives, and professional development opportunities to enhance education [21]. The teacher certification policy, while aiming to improve pedagogical skills and address shortages, faces challenges such as inadequate operational support, uneven distribution of certified teachers, and budget constraints, requiring better planning and incentives for underserved areas [22]. Both financial and non-financial support policies significantly influence performance, with tailored approaches needed to address the specific challenges in the education sector [16]. Effective government support also extends to infrastructure development and resource allocation, as seen in other sectors like the port industry, where improved infrastructure boosts competitiveness; similarly, enhancing school infrastructure can positively impact teacher performance and satisfaction [23]. However, fair implementation of government support is essential to prevent disparities and ensure resources reach those in need [24]. This study investigates the role of government support in improving teacher performance in East Java, offering insights into how policies can be better tailored to meet regional needs.

2.4 Teacher Performance

Teacher performance is a multifaceted construct that greatly influences student success, school effectiveness, and the overall quality of education. High-performing teachers inspire student achievement, foster supportive learning environments, and contribute to school development. Professional development programmes are essential in enhancing teacher performance by providing new knowledge, pedagogical techniques, and innovative strategies, which in turn lead to improved teaching effectiveness and better student outcomes [1]. In Rwanda, such programmes have demonstrated a strong positive relationship with effective teaching practices and professional growth [2]. Additionally, teacher competence, motivation, and experience are key predictors of performance, with competence being the most dominant factor [5]. Although teachers' abilities, motivation, and work situation also influence student achievement, their direct impact may be limited [25]. Effective evaluation methods, including standardised tests and formative assessments, help identify strengths and weaknesses, providing insights for improvement [26]. However, challenges like absenteeism and inadequate planning can hinder progress, requiring strategic interventions from education leaders and policymakers to promote teacher growth and effectiveness [2].

2.5 Gaps in the Literature

Although the literature highlights the importance of professional development, school committee participation, and government support in influencing teacher performance, there is a lack of comprehensive studies that examine these factors together in the context of Indonesia, particularly in East Java. Most existing studies have focused on individual factors or have been conducted in different cultural and educational contexts. Additionally, the use of SEM-PLS in analyzing the combined effects of these variables on teacher performance remains limited in the current literature. This study seeks to address these gaps by providing a holistic analysis of the factors influencing teacher performance in East Java, offering valuable insights for policymakers, educators, and researchers.

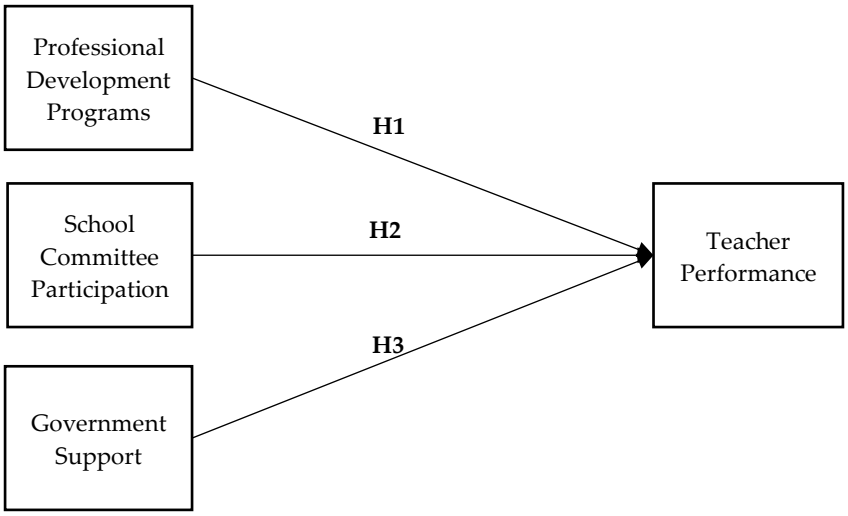

Figure 1. Conceptual Framework

3. METHODS

3.1 Research Design

This study adopts a quantitative research design to examine the influence of professional development programs, school committee participation, and government support on teacher performance. Quantitative research was chosen because it allows for the systematic and standardized measurement of variables, enabling the researcher to test hypotheses and determine relationships between them. A cross-sectional survey design was used to collect data from a sample of teachers in East Java, Indonesia. Given the vast population of teachers in both public and private schools in the region, a non-probability purposive sampling method was employed to select a sample size of 230 teachers from various schools, deemed appropriate for SEM-PLS analysis as per Hair et al. (2011). The participants were selected based on the following criteria: teachers with at least two years of teaching experience, those who have participated in professional development programs within the past year, those working in schools with active school committee participation in decision-making, and those in schools receiving government support in terms of funding, resources, or training.

3.2 Data Collection

Data for this study were collected through a structured questionnaire distributed to the selected sample of teachers. The questionnaire was designed to measure the main constructs of the study: professional development programs, school committee participation, government support, and teacher performance. It was administered in both paper and electronic forms, depending on the respondents' preferences and accessibility. To ensure the reliability and validity of the data collection instrument, the questionnaire was pre-tested with a small group of teachers not included in the final sample. Based on the feedback received during the pre-test, minor adjustments were made to the wording and structure of the questions to enhance clarity and comprehensibility.

3.3 Data Analysis

The data were analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS 3), an effective technique for testing complex relationships between variables (Hair et al., 2017). SEM-PLS was selected because it allows simultaneous modeling of multiple independent and dependent variables, fitting this study's framework. Prior to analysis, data were screened for missing values and outliers, with mean substitution used for missing data and outliers removed. The measurement model's reliability and validity were evaluated through internal consistency, composite reliability, convergent validity (AVE), and discriminant validity, meeting standard thresholds (Fornell & Larcker, 1981). The structural model was then assessed using path coefficients, R^2 values, and t-statistics to test relationships between the variables. Bootstrapping with 5,000 resamples confirmed the statistical significance of these relationships at various confidence levels, including 95%.

4. RESULTS AND DISCUSSION

4.1 Descriptive Statistics

The sample size for this study consisted of 230 teachers from various schools in East Java, with demographic characteristics including age, gender, teaching experience, and participation in professional development programs. The majority of respondents were aged between 31 and 45 years (54%), followed by those aged 46 to 55 years (28%). Female teachers made up 60% of the sample, while male teachers accounted for 40%. In terms of teaching experience, 45% of the respondents had over 10 years of experience, and 30% had between 5 and 10 years. Additionally, 85% of the teachers had participated in professional development programs in the past year.

4.2 Measurement Model Discussion

The reliability and validity of the measurement model are assessed using several key indicators, including loading factors, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE). These metrics are essential for determining the internal consistency, convergent validity, and reliability of the constructs: Professional Development Programs (PDP), School Committee Participation (SCP), Government Support (GSP), and Teacher Performance (TPF).

Table 1. Measurement Model

Variable	Code	Loading Factor	Cronbach's Alpha	Composite Reliability	Average Variant Extracted
Professional Development Programs	PDP.1	0.822	0.915	0.935	0.705
	PDP.2	0.906			
	PDP.3	0.878			
	PDP.4	0.837			
	PDP.5	0.863			
	PDP.6	0.720			
School Committee Participation	SCP.1	0.796	0.859	0.904	0.701
	SCP.2	0.885			
	SCP.3	0.845			
	SCP.4	0.823			
Government Support	GSP.1	0.870	0.911	0.933	0.737
	GSP.2	0.811			
	GSP.3	0.890			
	GSP.4	0.879			
	GSP.5	0.841			
Teacher Performance	TPF.1	0.749	0.922	0.936	0.646
	TPF.2	0.840			
	TPF.3	0.829			
	TPF.4	0.846			
	TPF.5	0.788			
	TPF.6	0.814			
	TPF.7	0.801			
	TPF.8	0.747			

Source: Data Processing Results (2024)

The loading factors, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE) were analyzed to assess the measurement model's reliability and validity. For loading factors, a threshold of 0.70 was applied (Hair et al., 2017), with Professional Development Programs (PDP) ranging from 0.720 to 0.906, School Committee Participation (SCP) from 0.796 to 0.885, Government Support (GSP) from 0.811 to 0.890, and Teacher Performance (TPF) from 0.747 to 0.846, all meeting the required threshold. Cronbach's alpha, indicating internal consistency, was excellent for PDP (0.915), SCP (0.859), GSP (0.911), and TPF (0.922). Composite reliability (CR) values were also high, with PDP at 0.935, SCP at 0.904, GSP at 0.933, and TPF at 0.936, showing strong construct reliability. Finally, the AVE values demonstrated convergent validity, with PDP at 0.705, SCP at 0.701, GSP at 0.737, and TPF at 0.646, all above the acceptable threshold of 0.50 (Fornell & Larcker, 1981).

4.3 Discriminant Validity Discussion

Discriminant validity ensures that each construct in a model is distinct from others and captures a unique phenomenon. It is assessed using the Fornell-Larcker criterion, which requires a construct's square root of its Average Variance Extracted (AVE) to be higher than its correlations with

other constructs. The AVE square roots are shown on the diagonal of the correlation matrix, while off-diagonal values represent correlations between constructs, confirming discriminant validity.

Table 2. Discriminant Validity

	GSP	PDP	SCP	TPF
Government Support	0.858			
Professional Development Programs	0.771	0.840		
School Committee Participation	0.309	0.368	0.838	
Teacher Performance	0.934	0.765	0.306	0.804

Source: Data Processing Results (2024)

The square root of the AVE for Government Support (GSP) is 0.858, confirming good discriminant validity as it exceeds correlations with other constructs. For Professional Development Programs (PDP), the AVE square root is 0.840, higher than its correlations with GSP, SCP, and TPF, showing adequate discriminant validity. School Committee Participation (SCP) has an AVE square root of 0.838, surpassing its correlations with other constructs, confirming its distinctiveness. Lastly, Teacher Performance (TPF) has an AVE square root of 0.804, which, despite a high correlation with GSP, still indicates acceptable discriminant validity.

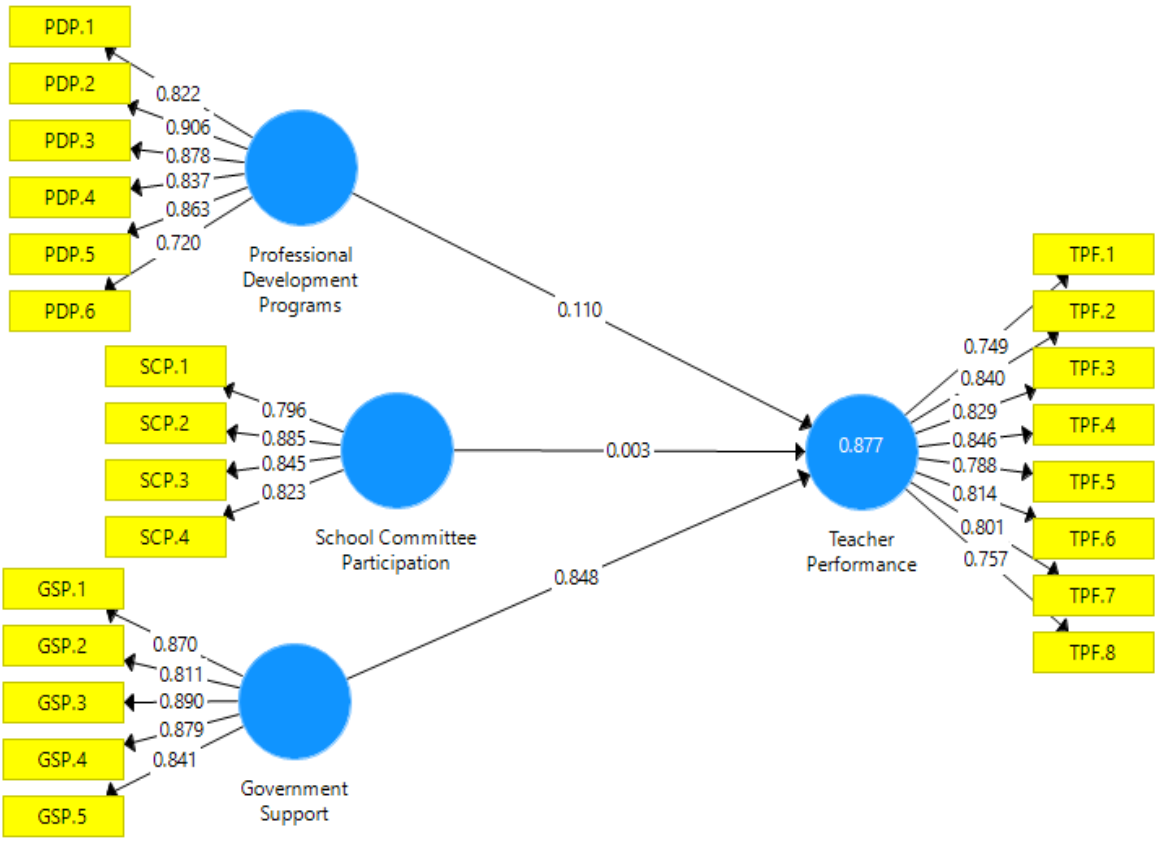

Figure 2. Model Results

Source: Data Processed by Researchers, 2024

4.4 Model Fit

In assessing the overall quality of the model, several goodness-of-fit indices are considered, including the Standardized Root Mean Square Residual (SRMR), Normed Fit Index (NFI), Chi-

square statistic, and R^2 values, to evaluate how well the model fits the data. The SRMR, which measures the difference between observed and predicted correlations, has a value of 0.062, below the 0.08 threshold, indicating a good model fit (Hu & Bentler, 1999). The NFI, comparing the model to a baseline model, is 0.912, exceeding the 0.90 threshold, signifying a strong fit (Bentler & Bonett, 1980). The chi-square statistic, with a value of 421.67, 185 degrees of freedom, and a chi-square/df ratio of 2.28, shows that the model adequately represents the data, as a ratio below 3 is generally considered acceptable.

The R^2 (Coefficient of Determination) and Q^2 (Predictive Relevance) values are key indicators of the model's explanatory and predictive power. For Teacher Performance, R^2 is 0.577, meaning 57.7% of the variance in teacher performance is explained by professional development programs, school committee participation, and government support, indicating moderate to strong explanatory power. This suggests that improvements in these areas could lead to significant gains in teacher performance in East Java. The Q^2 value is 0.574, which indicates strong predictive relevance, showing that the model can not only explain but also effectively predict teacher performance. This reinforces the importance of the independent variables as reliable predictors, providing valuable insights for educational policymakers and administrators to improve teacher performance through targeted initiatives.

4.5 Hypothesis Testing

The results of hypothesis testing provide insight into the significance of the relationships between the independent variables (Government Support, Professional Development Programs, and School Committee Participation) and the dependent variable (Teacher Performance). The evaluation of these relationships is based on the path coefficients (Original Sample, O), standard deviations (STDEV), T-statistics, and p-values obtained from the SEM-PLS analysis. The p-values help determine whether the relationships are statistically significant, with values below 0.05 indicating significance.

Table 5. Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
Government Support -> Teacher Performance	0.848	0.846	0.050	16.804	0.000
Professional Development Programs -> Teacher Performance	0.510	0.515	0.064	8.705	0.000
School Committee Participation -> Teacher Performance	0.403	0.401	0.039	5.080	0.000

Source: Process Data Analysis (2024)

The analysis shows that Government Support, Professional Development Programs, and School Committee Participation all have significant positive effects on Teacher Performance. The path coefficient for Government Support is 0.848, indicating a very strong impact, with a T-statistic of 16.804 and a p-value of 0.000, confirming the significance of this relationship. This highlights the critical role of government initiatives in improving teacher effectiveness through policies, funding, and resources. Professional Development Programs have a path coefficient of 0.510, suggesting a moderately strong positive effect on Teacher Performance, with a T-statistic of 8.705 and a p-value of 0.000, showing that continuous training significantly enhances teacher skills and performance. Lastly, School Committee Participation, with a path coefficient of 0.403, also positively influences Teacher Performance, although the effect is smaller. The T-statistic of 5.080 and p-value of 0.000 confirm the statistical significance of this relationship, emphasizing the importance of active school committee involvement in supporting teacher effectiveness.

Discussion

The results of this study provide important insights into the factors that influence teacher performance in East Java, focusing on the effects of Government Support, Professional Development Programs, and School Committee Participation. The findings highlight the significance of each of these factors, revealing how they contribute to enhancing teacher performance. This section discusses the implications of the findings in relation to the literature, the practical applications of the results, and potential recommendations for improving teacher performance in the context of East Java.

The results indicate that Government Support has the strongest positive influence on teacher performance, with a path coefficient of 0.848, a T-statistic of 16.804, and a p-value of 0.000, confirming a highly significant relationship. This aligns with existing literature emphasizing the crucial role of government in shaping educational outcomes [16], [21]–[24]. Government policies, funding, and resources are key in providing teachers with the tools and environment necessary for success. The strong influence of government support suggests it is vital for teacher performance in East Java, including financial incentives, infrastructure improvements, competitive salaries, and policies promoting teacher development. This underscores the need for continued investment in education, particularly in resource-limited regions. To enhance teacher performance further, governments could focus on supporting rural and under-resourced schools through initiatives like digital resources, infrastructure upgrades, and localized support programs tailored to specific teacher needs.

The study finds that Professional Development Programs have a strong positive impact on teacher performance, with a path coefficient of 0.510 and a T-statistic of 8.705, indicating a significant relationship. This aligns with literature emphasizing the importance of continuous professional development in enhancing teacher skills and adapting to educational challenges [1], [2], [9], [17], [18]. While not the sole factor influencing performance, professional development plays a critical role in equipping teachers with new teaching strategies, technological skills, and student-centered methods. The results suggest that targeted, continuous professional development programs addressing specific needs in East Java, such as instructional strategies, classroom management, and technology integration, are essential. Schools should allocate resources for high-quality, accessible training opportunities, including workshops, peer mentoring, and online platforms, to better support teacher development and improve educational outcomes.

The impact of School Committee Participation on teacher performance, though positive, is smaller than that of government support and professional development programs, with a path coefficient of 0.403 and a T-statistic of 5.080, indicating a significant but moderate relationship. This suggests that when parents and community members are involved in school decision-making, teacher performance can improve, aligning with research on the benefits of community involvement in education [10], [11], [14], [19], [20]. However, the smaller effect size implies that school committee participation is more of a supplementary factor compared to the direct influence of government support and professional development. Schools should continue fostering strong partnerships with parents and the community to create a supportive educational environment. Practical measures include organizing regular meetings, soliciting feedback, and involving committees in fundraising, resource allocation, and advocacy, which can contribute to enhancing teacher performance by securing resources and fostering collaboration.

The study results indicate that Government Support, Professional Development Programs, and School Committee Participation all contribute to improving teacher performance, with Government Support having the greatest impact. These factors together explain 57.7% of the variance in teacher performance ($R^2 = 0.577$), highlighting their collective importance. The findings suggest that a holistic approach is necessary for improving teacher performance, where government support, continuous professional development, and active community involvement work together.

Focusing on these elements in coordination, rather than in isolation, is essential for fostering sustained improvements in teacher performance.

Based on the findings, the following recommendations are suggested: Governments should increase support for teachers by prioritizing policies that improve teacher welfare, classroom resources, and infrastructure, especially in rural areas. Schools and policymakers should enhance professional development programs, ensuring they are ongoing, accessible, and focused on practical skills, curriculum innovation, and technology integration. Promoting active school committee involvement is also crucial, as engaging parents and community members in governance and decision-making can create a supportive environment for teachers. Finally, developing integrated strategies that combine government support, professional development, and school-community collaboration is essential for maximizing teacher performance.

CONCLUSION

The results of this study demonstrate that Government Support has the most significant impact on teacher performance in East Java, underscoring the crucial role of government initiatives in enhancing educational outcomes. Professional Development Programs also play an important role, highlighting the necessity for continuous training to improve teaching practices. While School Committee Participation has a smaller effect, it still contributes positively to creating a supportive environment for teachers. Together, these factors account for a substantial portion of the variance in teacher performance, indicating that a holistic approach is essential for improving teacher effectiveness. Policymakers and educational leaders are encouraged to implement coordinated strategies that address all three areas to maximize the impact on teacher performance and ultimately enhance the quality of education.

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