



## Target Setting in Teacher Career Development: Analysis of Human Resource Management SMART Model

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**Abstract.** This study aims to analyze the effect of target setting management on the academic development of teacher careers. This study uses a quantitative method with a survey approach. The sample technique is a systematic sampling based on the order of teacher data as many as 108 respondents. Data collection is done by distributing questionnaires through googleform. Data analysis was carried out with validity and reliability tests, linear regression analysis. The results of the study obtained the value of the correlation coefficient which was included in the sufficient category, and a positive value, and there was a significant influence between the target setting variables on the academic development of teacher careers. Determination of target settings in the form of increasing knowledge and skills refers to the SMART model that can be used by teachers to achieve success in career development.

**Keywords:** target setting; career development; SMART Models

## INTRODUCTION

Setting teacher goals at work is a process of taking steps regarding career development to achieve the desired results based on targets made in writing and making plans, being consistent with a goal, doing it vigorously using the SMART model (Specific, Measure, Attainable, Relevant, and Time Bond) (Ogbeiw, 2017). Managing the target setting set by the teacher for the development of academic careers in improving the quality of teaching is a system of input to make the most basic decisions in allocating resources (Kipsoi, Chang'ach, & Sang, 2012). The achievement of the target setting has a relationship with the teacher's work performance through the following mechanisms,

namely (1) the goal of giving one's attention and effort to activities that are relevant to the achievement of results, (2) achieving high goals gives energy to lower goals, (3) goals make an impact (Bloom, 2013).

Goals that provide this influence can provide standard effects and optimal results for schools in accordance with the principles of goals expressed by Locke and Latham, namely goals are motivational, people work hard for challenging goals, vary abilities for performance gain purposes, create feedback, commitment to goals, and directing attention to activities (E. Locke & Latham, 2019), and a goal will be achieved by monitoring the progress of teacher performance progress on a regular basis, so that it can implement the goals (Dotson, 2016).

The development of education requires a capacity to achieve human productivity efficiently. Government policies contained in the 2020-2024 work plan as a reference for working groups in achieving the goal of realizing accountable, effective and efficient policy planning, programs that have a mindset like agents of change (Kemendikbud, 2020). Teachers need support to develop thinking skills and support to develop the understanding and skills needed to carry out teaching and learning activities responsibly and effectively.

In setting goals or targets cannot be set by individuals using their own experience based on a probabilistic approach. However, targets can be determined statistically, so they can be correlated for future forecasts (Abdullah, Gayathri, Abirami, & Parkavi, 2018). According to education observers, that there is a complicated problem in target setting management that affects career academic development caused by a lack of skills (Thi, An, & Son, 2019), and the expertise of academic human resources has not yet reached the skills and credentials of a profession (Kurniawati, Saleh, & Muluk, 2021). Similar research states that finding an insignificant and negative impact from the influence of human capital, so that the question arises "where did all the education go?" (Ahsan & Haque, 2017). Characteristics that occur in the field regarding the academic development of teacher careers are principals and teachers have weaknesses in terms of research and development in terms of the scope of "classroom management and school management". So far, principals and teachers have indeed carried out R&D (Research and development) but very little. To carry out research and development, if in a state of preparation for promotion. So that in this forced state, the results of research and development are only for administrative purposes, where the output produced and the target setting objectives are not optimal. Based on the characteristics of the problems described above, research on the analysis of target setting management in influencing the development of a teacher's career academic identity is important, because the development of a teacher's academic career is an individual investment in improving school resources by referring to the following factors,

namely: career exploration, formation, success, and fulfillment.

## METHOD

This study uses a quantitative method with a survey approach that describes the investigation of a hypothesis used in statistical tests (Newby, 2014), namely testing the effect of the target setting management variable (X) on the teacher career academic development variable (Y). The research design describes quantitatively and numerically from a population of 148 teachers and a sample of 108 teachers at the State Elementary School cluster 2, Jatiuwung District, Tangerang City, with a systematic sampling technique, namely by making a sequence of data (Newby, 2014). Data was collected by distributing questionnaires through google form. Each statement item in the questionnaire contains indicators. Variable target setting management, the indicators consist of: (1) Creating targets using the SMART model, (2) Making a series of plans, (3) Making feedback, and (4) Implementing goals (Bloom, 2013; Latham, 2017; E. A. Locke & Latham, 2020). And the variables of teacher career academic development consist of: (1) Career Exploration, (2) Career Formation, (3) Career Success, and (4) Career Fulfillment (Boon, Den Hartog, & Lepak, 2019; Dessler, G.; Chhinzer, 2017; Gary & Nita, 2020; Pechar & Andres, 2015a). The validity of the data by testing the validity of each statement item on the questionnaire and testing the reliability. All statement items on the target setting variable and teacher career academic development are valid, and reliability testing is declared reliable (Cronbach's Alpha) for the target setting variable (Cronbach's Alpha 0.913) and teacher career academic development (Cronbach's Alpha 0.922), which was analyzed using SPSS version 25.

## RESULTS AND DISCUSSION

### Result

The description of the data from the teacher career academic development variable (Y) and the target setting variable, is obtained as follows: results of the study are presented in the form of graphs, tables, or descriptive.

**Table 1.** Description of Teacher's Career Academic Development Variable Data and Target Setting

Variable	Mean	Median	Standard Deviation
Teacher Career Academic Development (Y)	105.704	106.000	5.0903
Target Setting (X)	104.694	105.000	6.6297

The data in table 1 above, explains that the mean value of the teacher career academic development variable is 105.7037 which is greater than the mean value of the target setting variable, which is 104.6944. The median value of the teacher career academic development variable is 106,000 which is greater than the median value of the target setting variable. Meanwhile, the standard deviation of the teacher career academic development variable is 5.09032, and the target setting variable's standard deviation is 6.62967, meaning that the standard deviation of the teacher career academic development variable is getting closer to the average value (mean).

Furthermore, the Kolmogorov Smirnov normality test was carried out, which aims to

determine the distribution of the data whether the residual value is normally distributed, that a good regression model has a normally distributed residual value. The results of the normality test of teacher career academic development variables and target setting variables are in table 2.

The two variables are normally distributed, where the significance value of the teacher career academic development variable is 0.052, which is greater than 0.05. While the significance value of the target setting variable of 0.097 is also greater than 0.05.

The results of the analysis of the relationship between variables (correlation) are in the table 3.

**Table 2.** Normality Test Value

Variable	Statistic	df	.sig
Teacher career academic development (Y)	.085	108	.052
Target setting (X)	.079	108	.097

**Table 3.** Values of R and R Square

Values of R	R Square
0.509	0.259

The R value in table 3 above, explains that the correlation coefficient value is 0.509, which means that the relationship between the two positive variables which are equivalent in the sufficient category, that the higher the target setting, the higher the achievement of teacher career academic development. The sufficient category of the coefficient value of the relationship between variables is due to the teacher setting targets regarding the improvement of career academic development, such as: the increase in class and position promotions on a regular basis is not optimal and does not pay attention to the elements in the SMART model (Specific, measurable,

attainable, realistic and time bond). Related research states that goal setting (target setting) will determine the results achieved (Rismita, 2020), and measurement of traits, outcomes, and behavior are the three elements for achieving performance in academic development (Lohman, 2021). The coefficient of determination (R Square) is 0.259, which means that the effect of the target setting variable on the teacher's career academic development variable is 25.9%.

The results of the significance test between variables are in table 4.

**Table 4.** ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	717.722	1	717.722	37.025	.000
Residual	2054.797	106	19.385		
Total	2772.519	107			

The calculated F value obtained is 37,025 with a significance value of  $0.000 < 0.05$ , which means that the regression model can be used to predict the teacher's career academic development variable (Y), or there is an influence of the target setting variable on the teacher's academic career development. The success of teachers in academic career development will contribute to their professional improvement and teacher retention (García Torres, 2019), and the factors that influence the

academic profession are ability, individual motivation, working conditions, organization and policies, and pay attention to the factors of human resource management towards the fulfillment of organizational goals (Swathi, 2014).

The results of the next analysis are hypothesis testing and create a regression equation model based on the coefficient values are as follows:

**Table 5.** Coefficient Value and t Test Value

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	68.804	6.735		9.622	.000
Target Setting	0.391	0.064	0.509	6.805	.000

Based on table 5 above, the t-count value is 9.622 and the t-table 1.98, this result shows that the t-count (9.622) is greater than t table (1.98), the results state that the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>a</sub>) is accepted, which means that the target setting variable has a significant effect on the academic development of teacher careers.

The constant value is 68,804, this value states that the consistent value of the academic career development variable is 68,804, and the X regression coefficient is 0.391. This regression coefficient is positive, which means that the direction of the influence of variable X (target setting) on variable Y (academic career development) is positive. So, the regression equation is  $68,804 + 0.391X$ .

## Discussion

The results of the coefficient value and the value of the hypothesis test provide an explanation that, the higher the teacher target setting management determination, the higher the achievement of teacher career academic development. Related research suggests that

achieving the set targets can affect teacher behavior towards changes in their performance (Odindo, Odinga, Onditi, & Monari, 2020). Achievement of teacher performance has an impact on specific targets focused on challenging work in determining effective strategies (E. A. Locke, 2013).

The success of achieving career development is determined based on performance management in self-regulation in response to targets (Bush, 2019), and an individual's assessment of his career based on his personal perception of career achievement (Beigi, Shirmohammadi, & Arthur, 2018). As a member of the organization (teachers) in schools for the achievement of career academic development, taking into account the teacher's formative assessment cycle consists of: (1) clarifying expectations in learning objectives and success criteria, (2) adjusting the process of teaching and learning activities by taking an action and feedback (Veugen, Gulikers, & den Brok, 2021).

Related research states that explicitly setting goals shows a greater capacity for self-

regulation in academic career development towards goals regarding increasing persistence in achieving success (Morisano, Hirsh, Peterson, Pihl, & Shore, 2010), and career achievement is marked by participating in various trainings related to the implementation of tasks (Pechar & Andres, 2015b), and make an academic career plan as a basic pattern in career development, including by paying attention to educational qualifications (Garomssa & Yasmin, 2016), and create a conceptualization system as an educational resource (Boon et al., 2019). Conceptualization of educational attainment from teacher career academic improvement will have an impact on optimizing results and improving educational standards (Diffang, 2019).

## CONCLUSIONS AND SUGGESTIONS

The academic development of teacher careers is a factor in the formation of attitudes and behaviors that are used to manage target settings as an effort for teachers to succeed in designing career development patterns that affect the achievement of school institutional goals. The relationship between the target setting and the academic development of the teacher's career was obtained with sufficient scores indicating that the teacher paid less attention to the things contained in the SMART model, even though the direction of the relationship was positive. Teachers should still pay attention to career development opportunities that have an influence on the goals of school needs and individual needs as teachers, and the role of school administrators is needed in developing a problem-solving approach as a form of concern for themselves and colleagues. Teachers need support in developing skills to carry out teaching responsibly

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