

The Influence of Education, Training and Work Motivation on Teacher Performance at SMP Babussalam Pekanbaru

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ABSTRACT

Teacher performance is the result of work completed by a teacher in carrying out their duties in accord with the responsibilities assigned. This research aims to determine the effect of education, training and work motivation on teacher performance of Babussalam junior high school Pekanbaru. The population in this study were 32 junior high school teachers in Babussalam which were taken by using total sampling technique. The instrument was used a questionnaire distributed. The data analysis technique used by path analysis. The results showed that the variable of teacher performance is excellent category with a score of 97%, the variable of education is doubt category with a score of 53%, the variable of training is excellent category with a score of 53%, the variable of work motivation is excellent with a score of 100%. While based on the results of the path analysis there was a significance between education on the work motivation that was 0.515, and education on the teacher performance that was 0.90, training on the work motivation that was 0.050, and training was a significance on the teacher performance that was 0.496, and then work motivation was significant on the teacher performance that was 0.478, and education was significant on the teacher performance by work motivation that was 0.255, and then training was significant on the teacher performance by work motivation that is 0.478. The suggestions are that every teacher must be able to follow the good education and apply it according to the learning of education that they have taken. And to the principal be more expected for all members of the school high motivation, attention for education and training that supports teacher performance. Thus, with better education and training followed by teachers and stronger work motivation, the higher performance will increase and the learning goals can be achieved optimally.

Keywords: *education; training; work motivation; teacher performance.*

INTRODUCTION

Education is a process that is directed to develop the potential of students through certain methods, levels, and models in the learning process. As stated in the National Education System Law, every citizen has the right to obtain quality education. In this context, teachers as professional educators play a very important role in determining the quality of education, because teachers are the spearhead in achieving national education goals.

The role of education is not only instrumental, but also fundamental in shaping the personality and quality of human resources. Education affects human development holistically—both intellectually, emotionally, and socially. In this regard, education is different from other aspects such as economics or architecture that only touch on

structural or institutional aspects. Education directly touches on the quality and identity of humans, making it a major factor in determining the success of a person's life.

Educational success is highly dependent on teacher performance. Boyd and Trow (1975) stated that a teacher's professionalism is not only measured by his/her educational background, but also by his/her actual performance in the field—namely how he/she carries out the task of teaching, guiding, and educating students consistently and meaningfully. Teacher performance in this context includes readiness in delivering material, ability to manage the class, and discipline in carrying out tasks. If teacher performance is low, it will impact the overall productivity of the school.

School productivity is not only assessed from the number of graduates, but from the quality of the teaching and learning process and the competencies produced. According to Agus Prayitno (2020), teacher performance is an important indicator in assessing the effectiveness of education in a school. Professional teachers must have high skills, motivation, and responsibility for their duties in improving the quality of learning.

One of the efforts to improve teacher performance is through education and training. Teacher training is a strategic medium to improve knowledge, skills, and professional attitudes in carrying out their duties. In addition, work motivation is also an important aspect. As conveyed by Siti Partrian (2021), a person works professionally if he has strong internal abilities and motivation. This motivation encourages individuals to achieve optimal work productivity, including in the field of education.

However, based on initial observations conducted by researchers at SMP Babussalam Pekanbaru, it was found that there were still several teachers who showed less than optimal performance. This was indicated by a lack of readiness in mastering the material, low discipline, and less than optimal implementation of learning tasks. Therefore, further research is needed to determine the extent to which education, training and motivation influence teacher performance.

This study aims to examine "The Influence of Education, Training, and Teacher Motivation on Teacher Performance at SMP Babussalam Pekanbaru" as part of an effort to improve the quality of education, in line with the demands of the development of science and technology.

METHOD

This research was conducted at SMP Babussalam Pekanbaru, with the object of study focusing on the influence of education, training, and work motivation on teacher performance. This research uses a quantitative approach that aims to test the theory through measuring variables in the form of numbers, and data processing is carried out using statistical methods. This research is also descriptive, with a questionnaire as the main instrument for data collection, and the data collected is in the form of responses from teachers as respondents to the prepared statements.

This study uses a *path analysis model* or path analysis because of the mediating role of work motivation between independent variables (education and training) and dependent variables (teacher performance). The study population consisted of 47 teachers, and the number of samples used was 32 teachers, determined using the Yamane formula with a precision level of 10%. The rest of the population is used as a test sample.

The operational definition of the variables in the study is explained to avoid misunderstandings, including independent, dependent, and intervention variables. Data collection was carried out through school documents and questionnaires designed using a five-point Likert scale. The questionnaire instrument was developed based on indicators relevant to each variable, such as provisions in the Permendiknas, training theory from Mangkunegara, Maslow's motivation theory, and teacher laws.

Validity testing is conducted to ensure that the instrument actually measures what it is intended to measure, using Pearson correlation. An item is considered valid if the calculated r is greater than the table r at a significance level of 5%. Meanwhile, the reliability of the instrument is tested using the Cronbach Alpha formula, and the instrument is declared reliable if the alpha value is greater than 0.50.

Hypothesis testing is done using the t-test to determine the effect of each variable individually, and using the coefficient of determination (R^2) to measure how much influence the combined independent variables have on the dependent variable. Finally, path analysis is used to determine the direct and indirect relationships between the variables studied. Path diagrams and structural equations are used to describe these relationships theoretically and analytically.

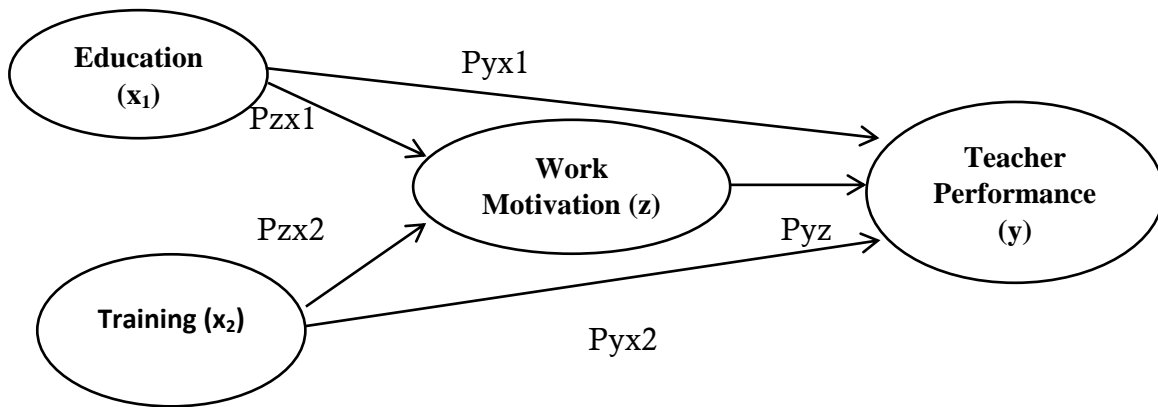


Figure 1. Path analysis model

FINDINGS AND DISCUSSION

This research was conducted at SMP Babussalam Pekanbaru, with the object of study focusing on the influence of education, training, and work motivation on teacher performance. This research uses a quantitative approach that aims to test the theory through measuring variables in the form of numbers, and data processing is carried out using statistical methods. This research is also descriptive, with a questionnaire as the main instrument for data collection, and the data collected is in the form of responses from teachers as respondents to the prepared statements.

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The results of the instrument testing in this study indicate that all questionnaire items used to measure the variables of education (X1), training (X2), work motivation (Z), and teacher performance (Y) meet the validity requirements. Validity was tested using Pearson Correlation by comparing the calculated r value to the r table of 0.349. All statements in the four variables show a higher calculated r value than the r table, so it can be concluded that all questionnaire items are valid and suitable for use in further research.

In detail, the education variable measured through three statements obtained a calculated r value between 0.750 to 0.869. Meanwhile, the training variable with five indicators showed the highest calculated r value of 0.937. The work motivation variable measured through ten statements was entirely valid with a calculated r range between 0.587 to 0.747. Likewise, the teacher performance variable with eleven statements showed validity results with the lowest value of 0.433 and the highest of 0.934.

In addition to the validity test, a reliability test was also conducted to ensure the consistency of the instrument results. Based on the test results using Cronbach's Alpha, all variables were declared reliable because their values exceeded the minimum limit of 0.50. The education variable has a value of 0.737, training 0.933, work motivation 0.846, and teacher performance of 0.943. This indicates that the research instrument has a very good level of reliability.

The frequency distribution of each variable shows the distribution of respondents' perceptions of each variable. For the education variable, most teachers are in the "doubtful" category, indicating that they are not yet fully convinced that formal education has a direct impact on improving performance. In contrast, for the training variable, the majority of respondents stated that they "strongly agree" that training helps in learning activities. All respondents stated that they "strongly agree" with the importance of work motivation, which shows the significant role of motivation in carrying out teachers' duties. For the performance variable, most teachers also stated that they "strongly agree", which confirms that teacher performance is in the high category according to their own perception.

Hypothesis testing is conducted in two stages of structural analysis. In the first structure, the influence of education and training on work motivation is tested. The results show that only education has a significant effect on work motivation (t-value 2.068 > t table 2.045; significance 0.048 < 0.05). Meanwhile, training does not have a significant effect (t-value 0.201 < t table; significance 0.842 > 0.05). The first structural

equation states that the contribution of education to work motivation is 0.515, while training is only 0.050, with an error of 0.831, indicating that external variables have a contribution to work motivation of 83.1%.

The second structural analysis tested the influence of education, training, and work motivation on teacher performance. The test results showed that training and work motivation had a significant influence on performance, with significance values of 0.001 and 0.000 respectively, while education had no significant effect (significance 0.525). The structural coefficient value for training was 0.478, and for work motivation was 0.496. Meanwhile, education only contributed 0.090 to teacher performance. The error value of 0.428 indicates that there are other factors outside the model that affect teacher performance by 42.8%.

The determination coefficient test on the first model gives an R square value of 0.309, which means that education and training contribute to work motivation by 30.9%. The rest is influenced by other factors outside the model. This shows that although these variables have an influence, there is still a lot of room to consider other factors in improving teacher motivation and performance at the school.

Overall, the results of this study conclude that education has an effect on work motivation, training has an effect on teacher performance, and work motivation also has a strong effect on performance. However, education does not directly affect teacher performance, which indicates the importance of other approaches outside of formal education in improving the quality of teaching.

Conceptually, it was found that work motivation influenced by education and training also influenced teacher performance at Babussalam Junior High School, Pekanbaru. Hypothesis testing was carried out using statistical tests. Hypotheses 1 to 5 were tested using multiple linear regression analysis, while hypotheses 6 and 7 were tested through a comparison of direct and indirect influences using path analysis. The results of the statistical tests are shown in the following table:

Discussion of Research Results

This discussion examines the influence of independent variables (education, training) on the dependent variable (teacher performance) and intervention variables (work motivation) at SMP Babussalam Pekanbaru.

Education influences the work motivation of teachers at Babussalam Middle School, Pekanbaru.

Based on the results of the Hypothesis Test education is known to have a positive and significant influence on teacher work motivation at SMP Babussalam Pekanbaru. This shows that higher teacher education will increase teacher teaching motivation to students at SMP Babussalam Pekanbaru. Excellent teacher education can help create high-quality teachers who can pass on high-quality education to the next generation. Thus, the level of education is often associated with increased knowledge and skills that motivate teacher confidence and competence in order to provide better lessons.

This is in line with Fadillah's study (2022), where education has a significant impact on teacher work motivation. This is because education is one of the factors that can influence teacher motivation. So it is necessary to develop education to increase teacher motivation.

Education affects teacher performance at Babussalam Middle School, Pekanbaru

The influence of teacher performance at SMP Babussalam Pekanbaru based on the results of the hypothesis test, it was found that education did not have a significant influence on teacher performance at SMP Babussalam Pekanbaru. Showing that the quality of education is not consistent with performance, but teachers are educated with a high level of education. The educational material obtained may not always be relevant or in accordance with practical needs in the field. If formal education is not directly related to the teaching methods or skills needed will have an impact on teacher performance which may be limited.

This agrees with the study of Sinaga and Gessong (2023). It explains that the level of education does not affect performance. So, not all teachers apply the knowledge or skills they receive during formal training in daily educational practices. If teachers do not use education effectively, its impact on performance may not be significant.

Training has an effect on teacher motivation at SMP Babussalam Pekanbaru.

have a significant impact on teacher work motivation . Showing that training does not directly and significantly contribute to improving teacher work motivation . Based on the results of the survey, it was stated that the training methods provided did not allow teachers to teach better. If the training method is not designed properly, for example, if it is not related or not interesting to teachers, training may not have a significant impact on motivation and lead to a training coefficient.

So in relation to the research conducted by Nurhayati and Wahyuni (2021) which stated that training does not have a significant effect on work motivation. Due to the need for special attention and improvement in the training implementation process that can be relevant to employees so that they become more motivated in working so that the training that is followed is in accordance with the field and tasks to be carried out.

Training has an effect on teacher performance at SMP Babussalam Pekanbaru

The results of the hypothesis testing indicate that training has a significant impact on teacher performance at SMP Babussalam Pekanbaru. This means that training can improve teacher performance at SMP Babussalam Pekanbaru. Therefore, the more training provided by schools for teachers, the more teacher performance can be improved, in other words, well-designed training provides teachers with new knowledge, practical skills, and learning methods that can be applied directly in the classroom and support the improvement of teaching and teacher performance at school.

Pambreni et al.'s (2023) research supports this finding by indicating that training is positively related to performance. Therefore, training programs in schools that aim to improve teacher quality need to be implemented by professional and highly qualified teachers in their fields. Training materials are tailored to school objectives, and training methods are designed according to the abilities of the participants, ensuring that they meet all existing requirements and needs, so that teacher performance can be maximized.

The motivation of teachers also influences teacher performance at SMP Babussalam Pekanbaru

The Hypothesis Test results show that teacher motivation affects teacher performance. It can be proven that if teacher motivation increases, their performance will also increase. Highly motivated teachers are more likely to be committed and dedicated to their work. They are more willing to spend time and effort preparing lesson materials, overcoming challenges in the classroom, and finding creative ways to improve student learning processes, so that all of this contributes to improving teacher performance in schools.

Research conducted by Fadilah (2022) shows that motivation has a significant influence on teacher performance, with a positive contribution to work results. That is, efforts to increase teacher motivation have a major impact on improving performance.

Education influences performance through teacher work motivation as an intermediary variable.

This study found that education has a positive and significant effect on performance, with Teachers' Work Motivation as an intervening variable. It was revealed that the direct effect of education on performance was 0.090, while the indirect effect of education on performance through work motivation was 0.255. With these results, the indirect effect (0.255) was greater than the direct effect (0.090).

This means that work motivation can be a link between education and performance. Good education allows teachers to improve their knowledge and skills, making them more motivated to apply the learning they have gained into their teaching practice. With deeper understanding, teachers become more confident and motivated, which is supported by better performance.

Fadillah's research (2022) also supports this by explaining that education affects teacher performance through motivation. Teachers who receive quality education tend to be more motivated to apply the new knowledge and techniques they have learned, so the role of motivation here can improve the quality of teaching so that it will build teacher performance in educating students.

Training has an effect on performance through teacher work motivation as an intermediary variable.

It can be explained from the results of this study that training does not provide a positive and significant influence on performance through work motivation as an intervening variable. This is also related to research that work training has a positive but not significant influence on performance. teachers . While motivation has an influence on teacher performance as an intervening variable,

Training on performance is worth 0.478 and while the indirect effect of education on performance through work motivation is 0.024. Therefore, the indirect effect (0.024) is smaller than the effect (0.48) because the indirect intervening value is lower than the direct effect. This shows that work motivation cannot be a partial intermediary between the effects of training and performance.

This indicates that if the training provided is not effective enough, there will be no significant increase in work motivation and as a result will not affect performance. Overall, work motivation cannot function as a mediator in the relationship between training and performance, due to ineffective training or limited training in addressing performance issues.

The results of this study contradict Fadillah (2022), indicating that training affects teacher performance through motivation. Training has the same important role as education, so if training can be carried out well by teachers, teacher work motivation will increase and then have an effect on teacher performance.

Therefore, the following explanation can be done by path analysis (Path Analysis). Analysis) as follows:

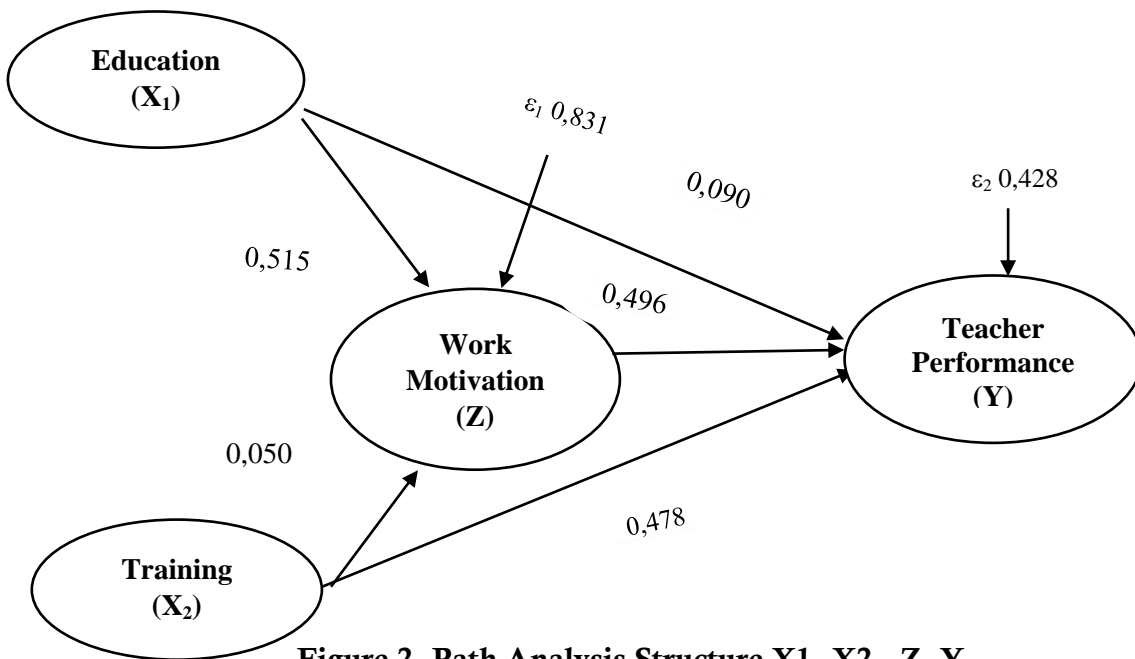


Figure 2. Path Analysis Structure X1, X2 , Z, Y.

CONCLUSION

Based on the research results obtained, it can be concluded that education has a positive and significant influence on work motivation. The higher the level of education a teacher has, increasing work motivation of teachers at Babussalam Middle School, Pekanbaru. Then, training has a positive and significant influence on work motivation . The more often teachers participate in training, the higher the work motivation of teachers at SMP Babussalam Pekanbaru. Education does not have a significant influence on performance . This means that education is not always the main factor that determines the improvement of teacher performance at SMP Babussalam Pekanbaru. Besides, training has a positive and significant influence on teacher performance. The more effective the training given to teachers, the more their performance will improve at SMP Babussalam Pekanbaru. Work motivation has a positive and significant effect on teacher performance. In other words, the better the performance of teachers at SMP Babussalam Pekanbaru. Based on the results of the path analysis, education has a positive and significant effect on performance through work motivation as an intervening variable. This shows that the higher the level of education a teacher has, the higher their work motivation will be which will ultimately have a positive impact on teacher performance.

The results of the path analysis also show that training does not have a significant effect on performance through work motivation as an intervening variable. In other

words, training does not directly increase work motivation, so it does not provide a significant contribution to improving teacher performance optimally.

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