Human Resources in Education: Training and Work Motivation on Teacher Performance

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Abstract

It seems unquestionable that education matters for human and economic development and the roles of teachers in classroom are very important for producing good human resources in terms of student achievement. This study aimed to determine the effect of training and work motivation on teacher performance in one junior high school in Jambi, Indonesia. The respondents in this study were 13 employees. In collecting the data, questionnaires were used with a Likert scale. The data analysis technique in this study used an analytical tool, namely SPSS Version 25. The results indicated that (1) partially training had a significant positive effect on teacher performance, (2) partially work motivation had a significant positive effect on teacher performance, and (3) simultaneously training and work motivation had a significant effect on teacher performance. Implications of findings are discussed.

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Introduction

In education, teachers have an essential role in teaching and learning activities because teachers are educational staffs who are directly related to students. Thus, teachers have a crucial role in managing classroom conditions to achieve the goals. Learning activities and learning outcomes are determined by the school management, curriculum, learning facilities, infrastructure, and teachers. Therefore, student achievement depends on the teachers' performance (Yamin & Maisah, 2010). Employee performance (work achievement) is the results of work in quality and quantity achieved by an employee in carrying out the duties by the given responsibilities. Therefore, the conclusion is that teacher performance is the results achieved by the teachers in carrying out the tasks or work assigned to them (Mangkunegara, 2010), so student achievement depends on the teachers' performance (Yamin & Maisah, 2010).

Teacher performance measurement is based on competency criteria that teachers must possess. In teacher performance, there are several competencies, such as pedagogic competence, personal competence, social competence, and professional competence (Nasrah, 2017). Furthermore, in developing learning materials, not all teachers develop material optimally. It is because the teachers only develop standardized material. After all, if it is too broad, the students will not master the essence of the material presented by the teacher. Besides, it is also due to the lack of learning resources such as literature and references and the lack of teacher ability to develop materials. Initial interviews were conducted with teachers at the research site for observations related to several factors that affected teacher performance. First, it showed that the education level did not meet the standards and the compatibility between the education possessed by a teacher and the subjects taught. Information obtained was that the teachers said they rarely participated in the training program because they were busy with activities at school. In this observation, sometimes, the teacher did not come to the class on time, so the teaching and learning hours were reduced. In addition, during the teaching and learning process, the teacher ignored the students who made a fuss because the teacher felt annoyed to reprimand the students most of the time.

Based on the results of initial observations, it was suspected that the cause of the less optimal teacher performance was education, training, and teacher work motivation. According to Mulyasa (2009), people with higher education generally will have broader insights, especially appreciative of the importance of productivity. This study aimed to determine the effect of training and work motivation on teacher performance in one junior high school in Jambi, Indonesia. To achieve the purposes of the study, three research questions were sought: (1) are there any effects of training on teacher performance? (2). are there any effects of teacher work motivation on teacher performance? (3) Are there any effects of training and teacher work motivation on teacher performance? Additionally, the following hypotheses were tested empirically. (1) H1: there is a partial level of achievement, motivation, and performance, (2) H2: there is a significant effect of work motivation on teacher performance, (3) H3: there is a significant effect of training variables on work motivation and teacher performance simultaneously on the teachers' performance.

Literature Review

Teacher performance

A systematic assessment process carried out by appraisers on the work targets of employees and the work behaviour of civil servants is according to Government regulation number 46 of 2011. Teacher performance is the result/achievement of the tasks or work (Mangkunegara, 2010). Performance comes from the word Job Performance or Actual Performance (job achievement by someone). Performance (work achievement) is the work result in quality and quantity achieved by an employee in carrying out the duties by the given responsibilities (Mangkunegara, 2010). It is a successful level of a person or group in carrying out the duties, responsibilities, and abilities to achieve the goals and standards set. Performance is an expression of progress based on knowledge, attitudes, and motivation in producing a job (Ondi & Aris, 2010). Mulyasa (2009) defined performance as work achievement, implementation, and results. According to Mangkunegara (2010), performance or work achievement is the work result in quality and quantity achieved by an employee in carrying out the duties by the responsibilities given. Law number 14 of 2005 concerning teachers stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education.

Teacher performance is the ability of teachers to show their skills or competencies in the real world of work. The real world of teacher work is student learning in classroom learning activities. Teachers are educators, who become figures, role models, and identification for students and their environment. Teachers must also be able to make decisions independently, especially in various matters relating to learning and competency formation, and act under the conditions of students and the environment (Mulyasa, 2009).

A teacher is a human figure who occupies a position and plays an essential role in education. A teacher is also a dominant and primary factor in formal education because, for students, teachers often become role models and even self-identification figures (Ondi & Aris, 2010). The productivity of a school is not only to get as much as possible but also to the performance quality. Individual productivity can be assessed by what the individual does in his work, which is how he does his job. In this case, the school productivity can also be seen from its level with their respective benchmark from the teacher performance (Mulyasa, 2009).

Teacher performance results from the teacher's efforts in delivering the learning process to achieve educational goals, including all activities related to his duties as a teacher. The teachers' professional duties include educating, teaching, guiding, directing, training, assessing, and evaluating students. Thus, the conclusion is that teacher performance is the result of work achieved by a teacher in carrying out the task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The teacher's performance can be seen from the achievements obtained, how a teacher carries out the learning process and evaluates learning outcomes, and provides follow-up on the learning evaluation and the work result by a teacher. The performance of the teaching staff is related to all activities shown by

the teaching staff in their responsibilities as people who develop a mandate and responsibility to educate, teach, guide, and direct students to lead the students' development towards mental and spiritual health, maturity, and physical-biological. Teacher performance is a behaviour or response that the results refer to what the teacher does when facing a task. Therefore, the performance of teaching staff concerns all activities or behaviour experienced by teachers is the answers of what they have made to provide results or goals.

Training, work motivation, and previous studies

Training is a short-term educational process that uses systematic and organized procedures in which non-managerial employees learn technical knowledge and skills for a limited purpose (Mangkunegara, 2010). Training is a short-term educational process that uses systematic and organized procedures in which non-managerial employees learn technical knowledge and skills for a limited purpose (Mangkunegara, 2010). In addition, Hamalik (2007) stated that training is a process that includes a series of actions (efforts) carried out intentionally in assisting the workforce by training professionals in a unit of time aimed at increasing the workability of participants in the definite work field to increase effectiveness and productivity within an organization.

Stimuli created by organizations are to improve someone's enthusiasm for a job (McClelland, 1984). According to Malayu (2010), motivation is a driving force that creates enthusiasm for people to work together, work effectively, and become integrated with all their efforts to achieve organizational satisfaction. If someone has these characteristics, this person has strong enough motivation. The motivation characteristics will be essential in teaching and learning activities because teaching and learning activities will work well if the teacher is diligent in working and solving problems and obstacles independently. Productive teachers will not get stuck in something routine. In addition, you must also have the courage to defend your opinion if you are sure and rational, even sensitive and responsive to various problems and think about how to solve them.

There are several studies related to this research which used as a reference. First, regarding the effect of training on performance, previous research conducted by Hidayat and Agustina (2020) found that training has a partial effect on performance. Meanwhile, Sudrajat (2020) showed that training and career development simultaneously affect performance. Alhusaini, Kristiawan, and Eddy (2020) have also researched the effect of motivation on performance. It showed that there is a significant effect of work motivation on performance. The same results were also obtained by Susanto (2019), Malka, Mus, and Lamo (2020) and Priska, Rahmawati, and Utomo (2020). They found that work motivation had a positive and significant effect. Meanwhile, research by Adha, Qomariah, and Hafidzi (2019) showed that work motivation did not affect employee performance. Wicaksono, Suyatin, Sunarsi, Affandi, and Herling (2021) and Khasanah, Muttaqien, research the effect of training and motivation on performance and Barlian (2019). They found the same result that only training affected performance.

Methodology

Research design, site, and respondents

This type of research is a quantitative research using multiple regression analysis. It aimed to determine the effect of training and work motivation on teacher performance in one junior high school in Jambi, Indonesia. This research chose all 13 employees with civil servants and honorary status. The data used in this research were primary data obtained through the distribution of questionnaires in the research site. Employee performance is an achievement or work (output) in quality and quantity achieved by employees for carrying out their duties by the given responsibilities. The teacher performance measurement used the scale of government regulation, number 46 of 2011 consisted of 17 questions.

Each item was anchored on a 5-point scale. Training is not a goal. It is a tool of management to achieve organizational goals, which is the effort and responsibility of the highest leadership towards teachers who are responsible for adapting according to the development of knowledge. The research instrument grid used as the basis for the variable questionnaire preparation consisted of 24 questions. Each item was anchored on a 5-point scale. Motivation is the encouragement given by the company to employees to be more enthusiastic at work and to achieve the company's organizational goals. Measurement of motivation used a scale developed (McClelland, 1984) consisting of 15 question items. Each item was anchored on a 5-point scale. All question items for the three research variables were measured using a 5-point Likert scale, which:
Point 1 = Strongly Disagree (SD)
Point 2 = Disagree (D)
Point 3 = Neutral (N)
Point 4 = Agree (A)
Point 5 = Strongly Agree (SA)

Data collection and analysis

Descriptive analysis is a part of statistics that studies how data are collected and presented, making it easy to understand. Descriptive statistics describe or provide information about data and phenomena. For example, descriptive data display the general characteristics of respondents' answers to questions or statements contained in the questionnaire and respondents' responses. In the research, the researchers used the Likert scale score. The higher the score obtained from a respondent indicates that the respondent has a more positive attitude towards the object that the researcher wants to observe. This purpose is to direct respondents to answer questions that describe the respondent's condition. A validity test is a test to determine whether a questionnaire is valid or not as a research measuring tool (Ghozali, 2005). A questionnaire can be valid if the statements or questions reveal something that will be measured. In addition, the indicators on each variable can be valid if the correlation value with the total score is significant. In this research, the researcher used SPSS Version 25. If the significance value (Sig.) < 0.05, the results showed

that all statements were valid.

Reliability is a test of the accuracy and precision degree intended by the measuring instrument. Generally, a valid instrument is reliable, but a reliable one is not necessarily valid. Therefore, it is necessary to test the reliability of the research instrument. Besides testing for validity, an instrument also needs to be tested for reliability. A reliability test measures the consistency of respondents in answering question items on the instrument showing the accuracy, accuracy, and questionnaire consistency in measuring variables. A questionnaire is reliable if a person's answer to a question is consistent or stable over time. Reliability testing is carried out only on construct indicators that have passed validity. As stated by Sugiyono (2013) that data can be said to be reliable if the data are consistent and stable. It means if two or more researchers in the same object produce the same data or the same researcher produces data at different times. The same or a group of data is more divided into two, showing data that are not different.

The results of the reliability calculations that have been carried out showed that the Rtable value for the item was higher than Cronbach's Alpha > 0.6 (Kuncoro, 2013). A normality test is used to determine whether or not the score for each variable has a normal distribution. Djarwanto (2003) suggested that this normality test uses the Kolmogorov-Smirnov formula. To determine whether or not the frequency distribution of each variable is expected can be carried out by comparing the probability and significance. The data are typically distributed if the calculated result probability is higher than 0.05. Meanwhile, if it is less than 0.05, it shows the data are not normally distributed. The multicollinearity test is one of the requirements for multiple regression analysis. Testing the presence or absence of multicollinearity between independent variables is conducted by investigating the number of intercorrelations between independent variables. Multicollinearity is the existence of a perfect or definite relationship between or all variables that explain the regression model.

A heteroscedasticity test determines whether the regression model experienced variance discomfort from the residuals in one observation. If the variance is different, it is called heteroscedasticity. One way to determine whether there is heteroscedasticity is by looking at the scatterplot graph, or the predicted value of the dependent variable, namely SRESID, with a residual error is ZPERID. If there is no definite pattern or it does not spread above or below zero on the y-axis, it can be concluded that there is no heteroscedasticity (Ghozali, 2016). The linearity test is used to determine whether or not each independent variable (X) and dependent variable (Y) has a linear relationship (Sutrisno, 2004). Furthermore, the obtained F value is consulted with F. If F is less than or equal to the predictor, it has a linear relationship. On the other hand, if f is higher than f, the relationship between the criteria and the predictor has a non-linear relationship. Multiple Linear Regression Analysis, the analysis in this research used multiple regression to determine whether there is an effect between the independent variable on the dependent variable.

Hypothesis test

The T-test is used to test the significance of the relationship between variables X and Y, whether the X variable affects the Y variable separately or partially (Ghozali, 2016). The basis for decision-making is by using a significant probability number, which is:

- If the probability (Significance) is higher than 0.05, the independent variable individually does not affect the dependent variable.
- If the probability (Significance) is less than 0.05, the independent variable individually affects the dependent variable.
  Thus, the formulation of the hypothesis can be described as follows:

  Ho: $\beta = 0$ Training has no significant effect on teacher performance.

  Ha: $\beta = 0$ t raining and work motivation significantly affect teacher performance. Decision-making: If the value of sig. > probability value of 0,05 then Ho is accepted, and Ha is rejected, If the value of sig. < Probability value 0.05 then Ha is accepted, and Ho is rejected

F Test (Simultaneous), simultaneous hypothesis testing determines whether the independent variables affect the dependent variable (Ghozali, 2016). The steps for testing the hypothesis are as follows:

- Determine the calculated F based on the results of the regression analysis output
- A significance level of 0.05 or 5%

The coefficient of determination indicates how much variation is described in the model. Based on the R2 value, the significance level or the suitability of the relationship between the independent variable and the dependent variable in linear regression can be known.

Findings

An instrumented test determines whether the questionnaire is valid and reliable. In this research, validity and reliability tests were carried out by a tool which is the SPSS version 25 program.

Validity and reliability tests

A validity test tests the extent to which the accuracy of the measuring instrument can reveal the concept of the symptom or measured event. Questionnaire items can be said valid if the r count > r table values. If the correlation number obtained is higher than the number of the r-table, then the instrument can be said to be valid. This research consisted of 36 samples (n = 36-2) with a significance level of 0.05; the obtained r table value was 0.329. The calculated r-value in this test can be seen in Table 1.

Table 1. *Validity test results*

Variables	Item	r-count	r-table	Conclusion
Training	1	0,746	0,553	Valid
	2	0,845	0,553	Valid
	3	0,812	0,553	Valid
	4	0,679	0,553	Valid
	5	0,918	0,553	Valid
	6	0,849	0,553	Valid
	7	0,882	0,553	Valid
	8	0,722	0,553	Valid
	9	0,851	0,553	Valid
Work Motivation	1	0,734	0,553	Valid
	2	0,853	0,553	Valid
	3	0,850	0,553	Valid
	4	0,724	0,553	Valid
	5	0,707	0,553	Valid
	6	0,617	0,553	Valid
	7	0,786	0,553	Valid
	8	0,791	0,553	Valid
	9	0,879	0,553	Valid
	10	0,902	0,553	Valid
	11	0,763	0,553	Valid
	12	0,853	0,553	Valid
	13	0,860	0,553	Valid
	14	0,774	0,553	Valid
	15	0,902	0,553	Valid
Employee Performance	1	0,871	0,553	Valid
	2	0,737	0,553	Valid
	3	0,658	0,553	Valid
	4	0,724	0,553	Valid
	5	0,660	0,553	Valid
	6	0,700	0,553	Valid
	7	0,670	0,553	Valid
	8	0,602	0,553	Valid
	9	0,797	0,553	Valid
	10	0,834	0,553	Valid
	11	0,583	0,553	Valid
	12	0,755	0,553	Valid
	13	0,917	0,553	Valid
	14	0,741	0,553	Valid
	15	0,650	0,553	Valid
	16	0,863	0,553	Valid

Source: SPSS version 25 output results (September 2021)

Based on Table 1.1 above, the r-value for each question item is higher than the r table, which is 0.553. It can be concluded that the questionnaire in this research is valid. A reliability test determines how far the measuring instrument can produce more or less the same when applied to the sample. A variable is reliable if it has a Cronbach Alpha value > 0.60. The Cronbach Alpha value in this research questionnaire can be seen in Table 2.

Table 2. *Reliability test results*

Variables	Number of Items	Cronbach's Alpha	Provision	Conclusion
Teacher Performance	16	0,938	>0,60	Reliable
Training	9	0,928	>0,60	Reliable
Work Motivation	15	0,958	>0,60	Reliable

Source: SPSS Version 25 output results (September 2021)

Based on Table 1.2 above, each variable has a Cronbach's Alpha value of more than 0.60. It means that the questionnaire in this research is reliable.

Hypothesis test

T-count Test (Partial Test) aims to see partially whether or not the effect of each independent variable (X) on the dependent variable (Y) is significant. Afterwards, the beta number or standardised coefficient is used to know the magnitude of the effect.

Table 3. *Regression test results*

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.440	4.495		1.210	.254
	Training	.513	.224	.323	2.291	.045
	Teacher work motivation	.665	.137	.682	4.839	.001

Source: SPSS Version 25 output results (September 2021)

Based on Table 1.3 above, training and work motivation partially have a positive and significant effect on teacher performance.

F Test (simultaneous test)

This test was conducted to determine whether there is a significant effect on the two independent variables (Work Motivation and Organizational Commitment) on the dependent variable (Employee Performance). The F test is by comparing the Fcount values and Ftables. Simultaneous test results in this research can be seen in Table 4.

Table 4. *Fcount test results (simultaneous test)*

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	5.440	4.495		1.210	.254
	Training	.513	.224	.323	2.291	.045
	Teacher work motivation	.665	.137	.682	4.839	.001

Source: Primary data processing results (September 2021)

Table 4 above shows that the variables of training and work motivation (simultaneously) affect teacher performance.

Coefficient of determination

The coefficient of determination is carried out to see how much employee performance is affected by training and work motivation. The results of the coefficient of determination in this research can be seen in Table 5.

Table 5. *Determination coefficient value*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.976ᵃ	.953	.944	2.216

Source: SPSS version 25 output results (September 2021

Table 5 above shows that the adjusted value of R Square is 0.944 = 94.4%. It means that the independent variable (Training and Work Motivation) affects the dependent variable (Teacher Performance) by 94.4 and 5.6% is affected by other variables which are not included in the research variables.

Discussion

Based on the research results, the training positively and significantly affected teacher performance. The results of this research were in line with Wardana (2008), which stated that training significantly influences teacher performance and implies that the more often a teacher participates in relevant training, the better the teacher's performance will be. Likewise, the results of Jahangir, Saheen and Kazmi (2012) said that there was a significant increase in teachers after training in both the knowledge and skills categories to improve teacher performance. The results of this research were also in line with Hidayat and Agustina (2020) that stated training partially affected performance. Meanwhile, Sudrajat (2020) showed that training and career development simultaneously affect performance.

Based on the research results, work motivation positively and significantly affected teacher performance. It was in line with Wardana's (2008) research that work motivation is closely related to teacher performance. In addition, it was similar to Alhusaini et al. (2020),

Susanto (2019), Malka et al. (2020), and Priska et al. (2020) found that work motivation had a positive and significant effect on employee performance. However, the results of this research were different from the results of research conducted by Adha et al. (2019). It showed different results that work motivation did not affect employee performance. It implied that motivation was essential to mobilizing one's creativity and ability to do a job and always be enthusiastic in carrying out the work. However, motivation might not affect employees' performance at work considering other factors.

Based on the research results, training and work motivation positively and significantly affected teacher performance. Work motivation is the drive or desire in every individual that gives strength and guides their actions to carry out their duties and responsibilities at work. If work motivation can run well, employee performance will increase. According to Septiana, Ngadiman, and Elvia (2013), high and low student achievement can be affected by teacher performance. To improve performance, a teacher must have sufficient training in teaching skills. In addition, the willingness to improve performance can also be supported by high motivation. Teachers who have high work motivation will achieve high performance as well. Conversely, teachers who have low motivation will also have poor performance. Therefore, it can be concluded that training and work motivation play a role in shaping the teachers' performance in carrying out their duties as educators.

Conclusion

The research results showed that training and work motivation partially had a positive and significant effect on teacher performance. Simultaneously, training and work motivation positively and significantly affected teacher performance. To the employees, the researchers suggest they can take part in the training, apply the knowledge gained in teaching activities well, and increase motivation for achievement.

Disclosure statement

The authors reported no potential conflict of interest.

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