


The Effect Of Education And Training On Teacher Performance At SMA Negeri 3 Banjarbaru

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Article Info	ABSTRAK
Keywords: Education, Training, Employee Performance	The aim of this research is to determine and analyze the influence of education and training simultaneously and partially on teacher performance at SMANegeri3 Banjarbaru. In this research, a descriptive design with a quantitative approach was used. The population in this research was the principal and teachers at SMANegeri 3 Banjarbaru as many as 62 people. The sampling technique used by the author is non-propability, namely using saturated sampling, that is, all members of the population totaling 62 people are used as samples. Data analysis is carried out based on primary data obtained directly through distributing questionnaires to patients, which will then be analyzed using multiple regression analysis with the help of the SPSS (Statistical Product and Service Solution) Version 26 program. for Windows. Data collection techniques use literature study, observation, interviews, documentation and questionnaires, then the data uses multiple regression analysis. To test the hypothesis, use the t test (partial) and F test (simultaneous). The results of the research explain that education and training simultaneously and partially have a significant effect on teacher performance at SMA Negeri 3 Banjarbaru. Training is a variable that has a dominant influence on teacher performance at SMA Negeri 3 Banjarbaru. The influence of education and training variables on teacher performance is 53.6%
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INTRODUCTION

In the world of education, the role and function of teachers is a very significant factor. Teachers are the most important part in the teaching and learning process, both in formal and informal education. Therefore, in every effort to improve the quality of education in the country, it cannot be separated from various things related to the existence of the teacher himself. Professional work is different from non-professional work because a profession requires special abilities and skills in carrying out the profession. In other words, professional work is work that can only be done by those who are especially prepared for it. Teacher professional development must be recognized as something that is very fundamental and important to improve the quality of education. Professional development is the process by which teachers and principals learn to increase and use knowledge, skills, and values appropriately.

Education and training are important aspects that cannot be separated in the world of employment. This is closely related because education and training are a series of activities or processes that aim to improve the knowledge, skills and attitudes of an employee or employee to carry out their duties. Education and training can also eliminate gaps that occur between the elements possessed by an employee or employee and the elements of the goals expected by an agency/institution.

Education and training have almost the same purpose in their implementation, but there are differences between the two, namely in terms of the underlying scope. Education is a process to increase a person's general knowledge and understanding of something and in general education places more emphasis on theory than practice. Meanwhile, training is a process to improve a person's skills in supporting the demands of their work and usually emphasizes practice rather than theory.

To improve teacher performance, training needs to be carried out to assess the level of performance that has been carried out. Performance assessment is also useful as a measuring tool that can be used to determine the level of success and progress of the school. SMA Negeri 3 Banjarbaru as one of the senior secondary education institutions in Banjarbaru City, has a big responsibility in educating and forming a competent and quality young generation. Teachers have responsibilities in teaching, managing classes, evaluating student progress, and carrying out administrative tasks. All of this cannot be done properly and correctly without training and professional development. At SMA Negeri 3 Banjarbaru, which has 62 teachers, there are still several teachers who experience difficulties in carrying out teaching and administrative tasks.

Students come from diverse backgrounds with different learning needs with the number of students at SMANegeri3 Banjarbaru as many as 1,086. Teachers must be able to overcome this challenge by designing learning that is inclusive and responsive to the individual needs of each student. Technology is also a supporting factor in the learning process at school. Not all teachers at SMA Negeri 3 Banjarbaru have sufficient knowledge or skills to integrate technology into student learning. Not only that, subject matter that continues to be updated, the curriculum changes, and the latest research in the field of education requires teachers to develop their educational knowledge and skills. Based on existing problems and phenomena, the questions in this research are:

1. Do education and training have a significant simultaneous influence on teacher performance at SMA Negeri 3 Banjarbaru?
2. Does education and training have a partially significant effect on teacher performance at SMA Negeri 3 Banjarbaru?
3. Which variables have the dominant influence on teacher performance at SMANegeri 3 Banjarbaru?

METHOD

In this research, a descriptive design with a quantitative approach was used, because the researcher wanted to inform concepts and theories with facts and data found in the field related to the influence of education and training on teacher performance at SMAN 3

Banjarbaru. The population in this study were 62 principals and teachers at SMA Negeri 3 Banjarbaru. The sampling technique used by the author is non-propability, namely using saturated sampling, that is, all members of the population totaling 62 people are sampled.

Data analysis is carried out based on primary data obtained directly through distributing questionnaires to teachers, which will then be analyzed using multiple regression analysis with the help of the SPSS (Statistical Product and Service Solution) program Version 26 for Windows. Data collection techniques use literature study, observation, interviews, documentation and questionnaires, then the data uses multiple regression analysis. To test the hypothesis, use the T test (partial) and F test (simultaneous).

RESULTS AND DISCUSSION

Validity Test Results

Table 4.1
Validity Test
Results

Items	R count	R table	Conclusion
X1.1	0.818	0.250	Valid
X1.2	0.625	0.250	Valid
X1.3	0.864	0.250	Valid
X1.4	0.603	0.250	Valid
X2.1	0.749	0.250	Valid
X2.2	0.623	0.250	Valid
X2.3	0.791	0.250	Valid
X2.4	0.843	0.250	Valid
X2.5	0.859	0.250	Valid
X2.6	0.846	0.250	Valid
X2.7	0.734	0.250	Valid
X2.8	0.741	0.250	Valid
X2.9	0.843	0.250	Valid
X2.10	0.859	0.250	Valid
X2.11	0.805	0.250	Valid
X2.12	0.801	0.250	Valid
Y.1	0.690	0.250	Valid
Y.2	0.827	0.250	Valid
Y.3	0.726	0.250	Valid
Y.4	0.795	0.250	Valid
Y.5	0.799	0.250	Valid
Y.6	0.785	0.250	Valid
Y.7	0.826	0.250	Valid
Y.8	0.649	0.250	Valid

Based on the results of the validity test in table 1, it is known that each item in each variable has a calculated value greater than r table (0.250). So it can be concluded that the research instrument has been declared valid and can be used in research.

Reliability Test Results

Table 4.8
Reliability Test
Results

Variable	Alpha	Information
Education (X1)	0.710	Reliable
Training (X2)	0.945	Reliable
Teacher Performance (Y)	0.898	Reliable

Based on the reliability test results above, it can be seen that each research instrument variable succeeded in getting a Cronbach's Alpha value above 0.6. So it can be said that the questionnaire used in the research was reliable.

Multiple Linear Regression Analysis

Table 1
Multiple Linear Regression Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6,676	2,972		2,246	0,028		
	Education	0,446	0,146	0,274	3,045	0,003	0,973	1,028
	Training	0,365	0,052	0,636	7,071	0,000	0,973	1,028

a. Dependent Variable: Teacher Performance

Based on table 1, we get the regression equation $Y=6.676+0.446X_1+0.385 X_2$

1. The constant value of 6.676 shows that if Education and Training is 0, then the level of Teacher Performance is 6.676.
2. The Education coefficient value is 0.446, a positive value. This can be interpreted as meaning that every time an increase in education occurs, the level of teacher performance increases by 0.446.
3. The Training coefficient value is 0.385, a positive value. This can be interpreted as meaning that every time there is an increase in training by 1 time, the teacher performance level increases by 0.385.

F Test Results (Simultaneous)

Table 2
F Test Results
(Simultaneous)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	719,341	2	359,671	34,137	,000 ^b
	Residual	621,627	59	10,536		
	Total	1340,968	61			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Training, Education						

Based on table 1, the results of the F Test show that the significance value is 0.000 which is smaller than 0.05, which means that education and training simultaneously have a significant influence on teacher performance.

Result Coefficient of Determination

Table 3
Result Coefficient of
Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,732 ^a	0.536	0.521	3,246
a. Predictors: (Constant), Training, Education				
b. Dependent Variable: Teacher Performance				

Based on table 2, the R² value obtained is 0.536 or 53.6%. This shows that teacher performance can be influenced by 53.6% by the independent variable, namely education and training. Meanwhile, 46.4% of teacher performance is influenced by other variables outside the research model used in this research.

Partial Test Results (t- Test)

The use of the t test is to determine the effect of the dependent variable. Hypothesis testing in this research uses SPSS software, where testing is carried out at a significant level of 0.05 (α = 5%). The decision making criteria are as follows:

Table 4
Partial Test
Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6,676	2,972		2,246	0.028		
	Education	0.446	0.146	0.274	3,045	0.003	0.973	1,028
	Training	0.365	0.052	0.636	7,071	0,000	0.973	1,028
a. Dependent Variable: Teacher Performance								

Based on table 3, it can be explained as follows:

- The Education variable has a significance value of 0.003, which is smaller than 0.05, which means that education partially has a significant influence on teacher performance.
- The training variable has a significance value of 0.000, less than 0.05, which means that training partially has a significant influence on teacher performance.

Discussion

Education and Training Simultaneously Have a Significant Influence on the Performance of Teachers at SMA Negeri 3 Banjarbaru

The research results prove that education and training have a simultaneous effect on teacher performance. This means that the better the education, the more training, then teacher performance will also increase. This can be seen from the answers given by respondents regarding the questionnaire which consists of the variables education and training. In accordance with the phenomenon that occurs at SMA Negeri 3 Banjarbaru, education and training greatly influence employee performance. training is important to improve teacher performance. In accordance with RI Law No. 20 of 2003 concerning the National Education System, article 1, namely that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. This research is in line with research by Zacky Audah (2020), which states that education and training have a significant simultaneous effect on teacher performance.

Education has a partial and significant influence on teacher performance at SMA Negeri 3 Banjarbaru

The results of the research prove that education has a significant influence on teacher performance, this means that the better the education the teacher has, the better the teacher's performance will be. There are dimensions such as the desire to achieve, because teachers also have to continue to develop and follow the teacher's competencies. Teachers also have good performance because they want to be affiliated, so they are able to collaborate with fellow colleagues, other staff, as well as with students at school.

In accordance with the phenomenon that occurs at SMANegeri 3 Banjarbaru, teachers have education in accordance with their teaching profession (linear) according to existing regulations, so that they have a better career path. Education in this variable is in accordance with Law Number 20 of 2003 concerning the National Education System, Article 3, the aim of national education is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable. , creative, independent, and become democratic and responsible citizens. The results of this research are supported by previous research by Mustika Mukhlis (2020) which states that there is an influence of educational variables on teacher performance.

Training has a partially significant effect on teacher performance at SMA Negeri 3 Banjarbaru

The results of the research prove that training has a significant effect on teacher performance, this means that the more training the teacher participates in, the better it will be. There are dimensions such as teachers who actively participate in training tend to be easier in teaching and calm in dealing with students at school and solving problems. In accordance with the phenomenon that occurs based on the characteristics of respondents, the majority of teachers at SMANegeri3 Banjarbaru who actively participate in training every year in accordance with the subjects they teach adapt to the latest methods or

curriculum following applicable regulations. The more often teachers attend training, the more skilled the teacher will be in teaching, the more they will understand the material, the more they will understand how to complete their work and deal with their students.

Training in the variables used in this research is in accordance with Priansa's (2021) opinion. Training means consistent efforts and is structured to provide changes or development of new skills, knowledge and attitudes that are in line with the needs of the organization. The results of this research are supported by previous research by Ketsia Zeke, et al (2021) which states that training has an effect on teacher performance.

Dominant Variable

From the results of this research, it is known that the highest beta value is the training variable (X2) with a beta value of 0.636. So the variable that has the dominant influence on teacher performance is the training variable. Training in an organization has a very significant role in ensuring the survival of the organization. Whatever the form and level of training, it will essentially lead to a change in attitude, either individually or in groups. For an organization or industry, the presence of skilled people within the organization has a very significant meaning because the organization can function efficiently if it is handled by people who have expertise in carrying out the tasks assigned to them. The training must be adapted to the field of work.

CONCLUSION

Based on the results of research and discussion on variables consisting of education and training, the conclusions of this research are as follows: Education and training simultaneously have a significant effect on teacher performance at SMA Negeri 3 Banjarbaru. Education and training have a partially significant effect on teacher performance at SMA Negeri 3 Banjarbaru. Training is a variable that has a dominant influence on teacher performance at SMA Negeri 3 Banjarbaru.

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