

# Teacher Performance Under the Influence of Training, Work Motivation and Teacher Competence

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## ABSTRACT

Teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him. The purpose of this study was to see the effect of training, work motivation and competence on the teacher's performance. The research methodology used is quantitative with multiple linear regression analysis. The sample is a teacher in a play group in Pekanbaru City. The sample are 64 teacher take by proportional random sampling. The results partially showed (1) training with  $t$  count (4,922) >  $t$  table (2,4) means that training has a significant effect on teacher performance. (2) Work motivation,  $t$  count (4.171) >  $t$  table (2,4), this mean that the work motivation variable has a significant effect on teacher performance. (3) Teacher competence,  $t$  count (5,453) >  $t$  table (2,4). This means that the Teacher Competence variable has a significant effect on teacher performance. (4) The test results show that training, work motivation, and teacher competence together affect the performance of playgroup teachers. This is evidenced by  $F$  count (93,877) >  $F$  table (2,753). Then the Adjusted R Square value is 0.873. This means that the contribution of the influence of the independent variable on the dependent variable is 87%. While the remaining 13% is influenced by other variables that are not included in this regression model. The implication is that schools seek to increase teacher motivation by providing reinforcement such as giving awards for performance that has been achieved so that teachers can work with optimal motivation.

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## 1. INTRODUCTION

Early Childhood Education is a coaching effort aimed at children from birth to the age of 6 years which is carried out through the provision of educational stimuli to help physical and spiritual growth

and development so that children have readiness to enter further education, (Departemen Pendidikan Nasional, 2003). Furthermore, Article 28 of the Law explains, among other things, that PAUD is held before the basic education level, and PAUD can be held in formal, non-formal, and informal education channels. In this case, the play group is one of the PAUD units for non-formal education.

Learning activities that take place in play groups should be planned and programmed. What indicators are to be achieved and mastered by students, what methods will be used, how students will learn them, whether in accordance with the level of achievement of the developmental age group and how to find out developments, schools are required to be able to maximize teacher performance, (Hasibuan & Silvy, 2019). This means that schools must be able to analyze the factors that can affect teacher performance, one of which is training, (Kaso, Aswar, Firman, & Ilham, 2019). Training for teachers is an effort to develop knowledge and skills in carrying out the teaching and learning process, because with teacher training it can improve deficiencies in carrying out tasks or work.

Teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities, (Marsana, Yudana, & Sunu, 2015) by teachers in carrying out tasks based on skills, experience and sincerity as well as the use of time in the teaching and learning process in schools, (Jeong, 2016). Performance reflects a sense of responsibility in carrying out the assigned tasks, which of course will encourage work enthusiasm, work enthusiasm, and the realization of organizational goals, namely the high work productivity of teachers.

Teacher performance can be measured by planning, implementing and evaluating learning, cooperation in work groups, understanding and ability to work and self-evaluation in achieving achievements. These indicators are still low in the Pekanbaru play group teacher and the performance problem of the play group teacher is in the spotlight of various parties, because the condition of the PAUD teacher / play group is still many who do not meet the qualifications. This is also a problem, where the Playgroup teachers are mostly only high school graduates or equivalent, and some are from housewives and some even say that from a negligee to change to a blazer, (Badroeni & Mayasarokh, 2019). This is also a problem, so it is necessary to hold trainings for PAUD teachers so that the learning delivered later is in accordance with the standards of the level of achievement of children's development, and of course with appropriate methods so that children do not get bored in further education. For this reason, strong work motivation is needed to improve teacher performance.

Work motivation is the provision of a driving force that creates one's work enthusiasm so that they want to work together, work effectively and be integrated with all their efforts to achieve satisfaction (Sulistyo, Sholeh, & Sari, 2021). A teacher can be said to have high work motivation if he is satisfied with his work, has motivation, a sense of responsibility and enthusiasm, (Khadijah, 2017). Work motivation is directly proportional to performance. If the work motivation is getting better, the teacher's performance will increase.

Based on observations and reinforced by interviews with several teachers who teach in the city of Pekanbaru, the work motivation of teachers, especially the playgroup teacher, is still low. That said, many of these teachers are lazy to make learning tools, lazy to use learning media and some teachers are late to start lessons in class. This of course affects the performance of teachers. (Meilani, 2009) said that teacher work motivation had a positive effect on teacher performance. It means that the higher the teacher's motivation, the higher the work motivation. In accordance with the results of Anastasia (Kurniati, 2022) research on the influence of transformational leadership style, organizational culture and work motivation on the performance of kindergarten teachers at the yohanes gabriel foundation in Surabaya, then (Yenny, 2018) on the role of teacher work motivation on the performance of park teachers. childhood (Study at TK Aisyiyah Pembina Piyungan Bantul Yogyakarta). In total work motivation in this study has a significant positive effect on teacher performance so that work motivation needs to be improved so that performance can also increase and can improve the quality of education for early childhood.

Furthermore, another thing that is thought to affect teacher performance is the competence of teachers in the PAUD field. Referring to the results of (Mutakin, 2015) research with the title The

influence of competence, compensation, and background on teacher performance, teacher competence has an influence of 42.55% on improving teacher performance. (Arifin, 2015) research results regarding The Influence of Competence, Motivation, and Organizational Culture to High School Teacher Job Satisfaction and Performance) with the results that work competence has a positive and significant effect on teacher performance.

Government of the Republic of Indonesia Regulation Number 74 (2008) concerning Teachers 3 (1) states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered and actualized by teachers in carrying out professional duties. Government Regulation No. 19 of 2005 concerning National Standards for Adult Educators was developed in its entirety from four main competencies, namely pedagogic, personality, social, and professional competencies.

Teacher competence is the ability or ability of the teacher in carrying out his duties, carrying out the teaching and learning process, the ability or ability to really have the knowledge and skills. To measure the ability of teachers is to test the competence of teachers, (Handayani, 2019). Based on the results of the 2015 National Teacher Competency Test scores, the average score obtained by all educators did not show maximum results, even nationally Riau Province only had an average UKG score of 55.21.

In addition to work motivation and teacher competence, another factor that is thought to affect teacher performance is training. According to (Yenny, 2018) training is very important in a school organization, because with training teachers can develop knowledge and skills, (Hasanah, Fattah, & Prihatin, 2010). In addition, work motivation is a very important variable in teacher performance, therefore the teacher as a motivator must be able to generate students' learning motivation to achieve a goal. The high motivation of teachers in a school shows the integrity and responsibility of teachers to the school. If teachers with high work motivation make it easier for schools to achieve the school's vision, mission and goals, in addition to work motivation, competencies are also needed. Based on the problems above, the title of this research is "The Influence of Training, Work Motivation and Teacher Competence on the Performance of Pekanbaru Playgroup Teachers.

## 2. METHOD

This study is a quantitative study to obtain an overview of the effect of training, work motivation, and teacher competence on the performance of playgroup teachers in Pekanbaru. According to (Sugiyono, 2010) "Quantitative data is a characteristic of a variable whose values are expressed in numerical form." by using multiple linear regression analysis techniques. To determine whether or not there is a close relationship between the two variables, correlation analysis is used.

The population in this study were all playgroup teachers in Pekanbaru City, there are 1022 teachers in the city of Pekanbaru, which are spread over 12 sub-districts. The *sampling* technique used in this study is *proportional random sampling*. Determining the size or number of samples from the population used the Taro Yamane formula quoted by (Natawiria & Riduwan, 2010).

$$n = \frac{N}{Nd^2 + 1}$$

description:

n : Number of Samples

N : Total population

d<sup>2</sup> : Set precision

Based on the above formula, the research sample can be determined in the following table:

**Table 1. Research Sample**

No	Subdistrict	Number of Samples
1	Kecamatan Tampan	19
2	Kecamatan Senapelan	4
3	Kecamatan Bukit Raya	7
4	Kecamatan Marpoyan Damai	9
5	Kecamatan Tenayan Raya	10
6	Kecamatan Sukajadi	3
7	Kecamatan Sail	3
8	Kecamatan Payung Sekaki	9
9	Kecamatan Rumbai	6
10	Kecamatan Lima Puluh	6
11	Kecamatan Pekanbaru Kota	2
12	Kecamatan Rumbai Pesisir	6
	Amount	64

Source: Research Sample based on Pekanbaru City Education Refer Data

Collecting data using a questionnaire that is related and relevant to the research conducted, in this case with regard to training, work motivation and teacher competencies which are suspected to have an influence on the performance of Pekanbaru Playgroup teachers. Data analysis in this study used descriptive methods, namely analyzing data by collecting, grouping and tabulating. The data obtained from the results of distributing the questionnaires are presented in tabular form to provide a description of the data, such as the average (*mean*), sum (*sum*), standard deviation (*standard deviation*), variance (*variance*), range, value minimum and maximum and so on. In making a decision on the interpretation of the descriptive *mean* of each of the variables studied, the author uses the guidelines of (Ghozali, 2006).

**Table 2. Assessment of the Mean Interpretation of Research Variables**

Mean Value	Interpretation
1.00 - 1.79	Very Not Good
1.80 - 2.59	Not good
2.60 - 3.39	Pretty good
3.40 - 4.19	Well
4.20 - 5.00	Very good

Source: (Ghozali, 2006)

All research instrument items are valid. The value of *r* table can be seen in table *r* with the equation  $N-2 = 64-2 = 62 = 0.246$ . It is known that the value of *r* count for all statement items  $> r$  table (0.246). Thus it can be interpreted that all statement items are declared valid. The results of the instrument reliability test can be seen in the following table:

**Table 3. Reliability Test Results for Variables *x*1, *x*2, *x*3, and *y***

Variable	Cronbach's Alpha	Critical Value	Conclusion
Training	0.864	0.6	Reliable
Competence	0.909	0.6	Reliable
Work motivation	0.903	0.6	Reliable
Teacher Performance	0.939	0.6	Reliable

Source: Results of Instrument Trial Data Processing

Before the data were analyzed, normality test, autocorrelation test, multicollinearity test, heteroscedasticity test were carried out and then analyzed by regression test using SPSS.

### 3. FINDINGS AND DISCUSSION

#### Test results of the effect of training, work motivation and teacher competence on teacher performance

The following table presents the results of data processing and analysis of research results of each independent variable on the dependent variable.

**Table 4. Partial Regression Coefficient Test Results**

Model	Unstandardized Coefficients		Standardized	t	Sig.	
	B	Std. Error	Coefficients Beta			
	(Constant)	20.138	3,897	5.168	.000	
1	Training	.332	.067	.387	4.922	.000
	Work motivation	.451	.108	.377	4.171	.000
	Competence	.370	.068	.370	5.453	.000

a. Dependent Variable: Teacher performance

t table at a significance level of 5% (2-tailed) with the following equation:

$$\begin{aligned} t \text{ table} &= n - k - 1: \alpha / 2 \\ &= 64 - 3 - 1: 0.05 / 2 \\ &= 60 : 0.025 \\ &= 2,4 \end{aligned}$$

information : n: number of samples  
k : number of independent variables  
1: constant

1. Training. It is known that t arithmetic (4,922) > t table (2,4 ) and Sig. (0.000) < 0.05. This means that the training variable has a significant effect on teacher performance.
2. Work motivation. It is known that t count ( 4.171 ) > t table (2 ,4 ) and Sig. (0.000) < 0.05. This means that the work motivation variable has a significant effect on teacher performance.
3. Teacher Competence. It is known that t count ( 5.453 ) > t table (2 ,4 ) and Sig. (0.000) < 0.05. This means that the Teacher Competence variable has a significant effect on teacher performance.

#### Multiple Regression Equation

Teacher Performance = 20.138 + 0.332 Training + 0.451 Work Motivation + 0.370 Teacher Competence + e

The meaning of the numbers in the regression equation above:

1. The constant value (a) is 20.138. This means that if the independent variable is assumed to be zero (0), then the teacher's performance is 20.138.
2. The regression coefficient value of the Training variable is 0.332. This means that every training increase of 1 unit will increase teacher performance by 0.332 assuming other variables remain.
3. The regression coefficient value of the Work Motivation variable is 0.451. This means that every 1 unit increase in Work Motivation will increase teacher performance by 0.451 assuming other variables remain.
4. The regression coefficient value of the Teacher Competency variable is 0.370. This means that each increase in Teacher Competency by 1 unit will increase teacher performance by 0.370 assuming other variables remain.

5. The standard error ( $e$ ) is a random variable and has a probability distribution that represents all factors that have an influence on Y but are not included in the equation.

### Simultaneous Coefficient Test (F Test)

Simultaneous regression coefficient test using the F test, namely the accuracy of the model in the research conducted. The results are as follows.

**Table 5. Results of Multiple Linear Regression Analysis**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	806,965	3	268,988	93,877	.000 <sup>b</sup>
Residual	117,479	41	2.865		
Total	924,444	44			

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), Competence, Training, Work Motivation

Thus it is known that Sig. (0.000) < 0.05. This means that the independent variables together have a significant effect on the dependent variable

### Coefficient of Determination Test (R<sup>2</sup>)

The coefficient of determination (R<sup>2</sup>) aims to measure how far the ability of the independent variable in explaining the variation of the dependent variable. The value of the coefficient of determination is between zero and one.

**Table 6. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.934 <sup>a</sup>	.873	.864	1,693

a. Predictors: (Constant), Competence, Training, Work Motivation

It is known that the Adjusted R Square value is 0.873. This means that the contribution of the influence of the independent variable on the dependent variable is 87%. While the remaining 13% is influenced by other variables that are not included in this regression model.

### The Effect of Training on Teacher Performance in Pekanbaru Playgroup

The results showed that t count (4,922) > t table (2,4) and Sig. (0.000) < 0.05. It means training variable significant effect on teacher performance. In other words, training has a significant effect on the performance of the Pekanbaru playgroup teacher. Judging from the hypothesis test, the results of the study also show that there is a significant effect of the training variable on the performance of the Pekanbaru playgroup teacher. The results of this study mean that the better the training, the better the teacher's performance.

(Afdhaliah, Amri, & Bahrin, 2018) suggests that human resources are believed to be the answer to every problem that occurs in an organization. The same applies to the government sector. Human resource development in a formal organization or bureaucracy is a must, (Guo & Qiu, 2019). Moreover, as an element of development actors who are the spearhead of the government. Due to the limited capacity of human resources and a low level of professionalism, this in turn will only provide a limited contribution to the achievement of the goals of government organizations. Training and development has long-term career benefits that help employees to take on greater responsibilities in the future.

(Zulkifli, Darmawan, & Sutrisno, 2014) says that training is to improve the implementation of current tasks, while education (development) emphasizes increasing the ability to carry out new tasks

in the future. Training is an absolute form of long-term human resource (HR) investment to be implemented. Human resource development (HR) through education and training is an activity that must be carried out by an organization, so that their knowledge, abilities and skills are in accordance with the demands of their work and responsibilities, (Coelho & Aquiles Baesso Grimoni, 2014). From these various concepts, it can be emphasized that the training tries to minimize the shortcomings that are often carried out by officers / employees. Based on the above understanding, the Teacher Training and Education in this study is a series of activities to develop the knowledge, skills and attitudes of teachers in carrying out the work that is their responsibility.

The results showed that there was an effect of training on teacher performance on teacher performance. The results of this study mean that the better the training, the better the teacher's performance, (Haingu, 2018). This means that the training that has been followed by the teacher is quite good but needs to be improved according to the needs of the teacher in carrying out his duties. One of the teacher's work productivity is skills. Skills can be obtained from training, the more skilled the education staff will be able to work and use the facilities, (Fadilah, Rini, & Nawangsasi, 2019). The more often education personnel attend training, the more skilled the education staff will be so that they can improve their performance. (Andriana, Sumarsih, & D, 2018) So it can be concluded that if teachers often attend relevant training, it will also be followed by an increase in performance.

Frequently participating in relevant training according to the needs of teachers can improve teacher performance. This is in line with the research conducted by (Anuraga, Sintasiah, & Riana, 2017) which showed that training had a dominant influence on teacher performance. The results of this study imply that the more often teachers participate in relevant training, the better the teacher's performance will be.

### **The Effect of Work Motivation on Teacher Performance in Pekanbaru Playgroup**

The result of the research shows that in the table of teacher work motivation variables, it is known that  $t$  count (4.171) >  $t$  table (2.4) and Sig. (0.000) < 0.05. This means that the work motivation variable has a significant effect on teacher performance. So it can be concluded that the teacher competence variable affects the performance of the Pekanbaru playgroup teacher.

Work motivation is something that gives rise to enthusiasm or encouragement and work. Therefore, work motivation in psychology is a driving force for work morale (Anuraga et al., 2017). According to (Aras & Wulandari, 2021), motivation is the provision of a driving force that creates the enthusiasm of one's work so that they are willing to work together, effectively and be integrated with all their efforts to achieve satisfaction. Motivation according to Wlodkowski as quoted by (Yulaizah, 2017) is as a condition that causes or gives rise to certain behaviors that give direction and resistance to the behavior, the core of motivation is encouragement which is the mental strength to carry out activities in order to meet expectations.

According to Maslow, motivation is a human need that is arranged in a hierarchy that shows a level of fulfillment of human needs, namely: (1) physiological needs; (2) social needs; (3) the need for security; (4) the need for appreciation; and (5) self-actualization needs. Motivation according to (McClelland, 1987) there are three social motivations that drive human behavior, namely achievement motivation, power motivation, and related motivation. In a person there is usually one motivation that stands out in influencing his actions. Work motivation is a factor whose presence can lead to job satisfaction which can then improve a person's performance, (Fahik, Wahyono, & Yusuf, 2016). Teacher work motivation has a positive influence on teacher performance. In other words, an increase in teacher work motivation will also affect an increase in teacher performance. The results of this study are in principle in accordance with the results of research from (Meilani, 2009) entitled the effect of principal supervision and work motivation on teacher performance at SMK N 1 Purbalingga with the conclusion that work motivation has a positive effect on teacher performance.

### **The Effect of Teacher Competence on Teacher Performance in Pekanbaru Playgroup**

teacher competency variable table shows  $t$  count (5,453) >  $t$  table (2,4) and Sig. (0.000) < 0.05. This means that the Teacher Competency variable has a significant effect on teacher performance. . . So it can be concluded that the teacher's work motivation variable affects the performance of the Pekanbaru playgroup teacher. The results of the analysis show that efforts to develop teacher competence can be carried out by improving education and training for teachers, improving performance management, improving career development, increasing discipline and morale, and increasing teacher welfare. Technically, the development of teacher professional competence can be done by optimizing the potential of schools and taking advantage of opportunities or support from the Education Office and local Industrial/Company institutions.

According to Law no. 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter broadly and deeply". (Suyati, Restu, & Prastiti, 2020) in Rasto argues that professional competence is the various abilities needed to be able to manifest himself as a professional teacher. Professional competence includes expertise or expertise in their field, namely mastery of the material to be taught along with the method, a sense of responsibility for their duties and a sense of togetherness with other teacher colleagues. Johnson as quoted by (Arikunto, 2021) suggests that professional abilities include (1) mastery of the latest lessons on mastery of the materials to be taught, and the basic scientific concepts of the materials being taught, (2) mastery and appreciation of educational foundations and insights and teacher training, (3) mastery of educational, teacher and student learning processes.

(Tabi'in, 2016) in Sholeha argues that professional competence requires teachers to have broad and deep knowledge of the subject matter to be taught and mastery of the methodology, namely mastering theoretical concepts, as well as choosing the right method and being able to use it in the teaching and learning process. (Perpétuo & Pestana, 2020) suggests that professional competence includes professional development, understanding insight, and mastery of academic study materials. So in other words, professional competence is competence or ability related to the adjustment of teacher duties. This competency is a very important competency, (Farida, 2014). Because it is directly related to the displayed performance. In other words, the professional competence of teachers is closely related to the performance of the teachers themselves.

Teacher professional competence has a positive influence on teacher performance. In other words, an increase in teacher professional competence will also affect an increase in teacher performance. The results of this study are in principle in accordance with the results of research from (Sah & Mulyasa, 2018) entitled the influence of professional competence and managerial skills of principals on the performance of public high school teachers in Indramayu District, Indramayu Regency with the conclusion that professional competence has a positive effect on teacher performance.

### **The Effect of Training, Work Motivation and Teacher Competence Together on Teacher Performance in the Pekanbaru Playgroup**

The test results show that the value for the significance of the variables of training, teacher work motivation and competence on the performance of Pekanbaru playgroup teachers, is known to be Sig. (0.000) < 0.05. This means that the independent variables together have a significant effect on the dependent variable. Then the Adjusted R Square value is 0.873. This means that the contribution of the influence of the independent variable on the dependent variable is 87%. While the remaining 13% is influenced by other variables that are not included in this regression model. The results of the study are in line with research by (Li, Zhao, & Xue, 2011) which states that competence, discipline and work motivation have a significant effect on teacher performance.

The first model shows that the competency variable is the variable with the most dominant influence on performance, because discipline is the most important operational function of human resource management. The better the competence of the teacher, the higher the work performance and performance of the teacher, (Ren, Li, & Wen, 2011). Without high discipline, it is difficult for schools to

achieve optimal work results and the second model shows that the competence variable is the next dominant variable that affects teacher performance, because the majority of teachers with education and current understanding of teaching ability are still the main capital. The better the competence of the teacher, the better the graduates produced. Furthermore, the motivation variable also has a significant effect on the ability of teacher performance, because the biggest thing that drives humans to do something is motivation. Within the scope of schools, leaders can provide compensation, rewards, and so on to increase teacher motivation so that performance also increases.

#### 4. CONCLUSION

Can be concluded that the test results show that training, work motivation, and teacher competence simultaneously affect the performance of playgroup teachers. The contribution of the influence of the independent variable on the dependent variable is 87%. While the remaining 13% is influenced by other variables that are not included in this regression model. Based on the conclusions of the research, schools seek to increase teacher motivation by providing reinforcement such as giving awards for the performance that has been achieved so that teachers can work with optimal motivation, and in every promotion to teachers should pay attention to the performance that has been achieved by the person concerned. Meeting competency standards, especially professional competence, teachers need to continue to improve their abilities and skills through various trainings, seminars, workshops, both organized by internal parties such as MGMP, KKG or by external parties such as State/Private Universities and other institutions that competent and committed to improving the quality of teacher competence.

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**Conflicts of Interest:** Karya ini ditulis oleh author dan We declare any personal circumstances or interests that may be perceived as inappropriately influencing the representation or interpretation of reported research results.

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