

The Influence of Training and Infrastructure Facilities on the Performance of State Junior High School Teachers in the City of Padang

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Abstract

Based on pre - survey in field drawn that the performance of state junior high school teachers in the city of Padang is still not optimal. this suspected there is relation with training and facilities. By because that need conducted study to test the truth. This study aims to reveal the influence of training and infrastructure facilities on teacher performance in public junior high schools in Padang City. The hypotheses proposed in this study are: (1) training has an effect on teacher performance, (2) infrastructure has an effect on teacher performance, (3) training and infrastructure in a manner together influences teacher performance. The population in this study is all junior high school teachers in the city of Padang, a total of 1,099 people from 11 districts. The sample study amounted to 63 people taken with technique proportionate stratified random sampling which had previously been carried out by clusters in 1 sub-district, namely West Padang District. The research instrument used is a scale evaluation and scale model questionnaire Likert that has tested its validity and reliability. Research data analyzed with multiple linear regression technique. The results of the data analysis show that: (1) training has a significant effect on teacher performance. This can be seen from the acquisition of t-count (2.645) > t-table (1.670) other than that it has a significant value = 0.005 < 0.05, (2) infrastructure has a significant effect on teacher performance. This can be seen from the acquisition of t-count (2.827) > t-table (1.670) besides that it has a significant value = 0.006 < 0.05, (3) there is a significant effect of training and infrastructure together on teacher performance with a level a significant value of 0.000 < 0.050 and with an f-count value of 434.822. The level of achievement of the teacher's response to training is in the high category (89.39% of the ideal score), the infrastructure variable is in the good category (84.80% of the ideal score) and the teacher'. The findings above imply that training and infrastructure are two factors that can improve teacher performance, apart from other factors

Keywords: Training, Infrastructure, Performance, Teachers

INTRODUCTION

Education is one of the determining factors in creating quality human resources. In an effort to create quality human resources, the role of education is needed. Educational activities must be carried out consciously with the aim of humanizing humans. One of the institutions in charge of implementing education is the school. School is an organization in which there are components, one of these components is the teacher (Margiyanti et al., 2023) .

Teachers are one of the main components that are influential in realizing quality human resources (Sadali et al., 2023). That is, the teacher is a factor that determines the success of the educational process. The position of the teacher as a component that determines the success of implementing this education can be realized through their obligations in carrying out their duties. The teacher's obligations in carrying out their duties are in accordance with PERMENPAN-RB No. 16 of 2009 concerning functional positions of teachers and their credit scores, including planning lessons, implementing learning, assessing learning outcomes, and carrying out follow-up.

Given the importance of the teacher's role in the success of education, various efforts aimed at improving teacher quality continue to be made. This is because until now the quality of teachers is still low. Based on an article released by CNN Indonesia on Friday 17/09/2021, the quality of teachers in Indonesia is still low, starting from the competence and ability to

teach teachers. Rythia Afkar as a world bank researcher surveyed teachers in Indonesia who still have low performance. He encouraged teachers in Indonesia to receive training, supervision and capacity building. In addition, he also encouraged related parties to think about learning support infrastructure.

The government as the main party responsible for the process of providing education has made various efforts to improve the quality of teachers. One of the efforts made by the government to improve the quality of teachers is the teacher certification program, providing coaching and training to teachers through seminars, workshops, and training to improve teacher quality, where the outcome of this quality improvement is an increase in work results or their performance (Sari et al., 2023).

According to Mulyasa (2010) performance is defined as work performance, work implementation, work achievement, work results or work performance. The performance of a teacher can be seen from the achievements obtained by a teacher, how a teacher carries out the learning process and evaluates learning outcomes and provides follow-up on learning evaluations, and the work results obtained by a teacher.

Based on Republic of Indonesia Government Regulation Number 4 of 2022 concerning National Education Standards. One way of measuring teacher performance is through process standards. The Process Standard includes planning, implementing, and evaluating the learning process as a guide in carrying out an effective and efficient learning process so as to be able to optimally develop the potential, initiative, ability, and independence of students. Teacher performance is a very important thing to note in an educational institution. Teacher performance determines the success of the learning process and the achievement of the educational goals themselves. Good teacher performance is an illustration of the successful management of the educational institution itself. However, until now there are indications that teacher performance is still low.

Based on initial observations at SMPN in West Padang District on June 20-27 2022 by conducting interviews with school principals and several teachers, several problems were found which were indicated as problems related to teacher performance. Based on the results of initial observations conducted at SMPN in West Padang District, the following information was obtained: (1) Some teachers did not update their learning program plans and syllabus at the beginning of each semester, there were some who did not make syllabus and lesson plans at all; (2) Teachers almost never use instructional media in the teaching and learning process such as using a projector (infocus), while infocus has been provided; (3) Teachers rarely use multi-methods in teaching, and even tend to still focus on the lecture method; (4) There are still teachers who do not check and return student assignments; (5) There are teachers who do not use the results of learning evaluations for improvement, so mistakes often occur in providing reinforcement and remedial to students.

The results of this observation are also supported by data on the results of the 2019 SMP/MTS National Examination which are still relatively low, namely 56.22. To find out the cause of the teacher's less than optimal performance, the authors made preliminary observations in junior high schools in West Padang District.

Based on the results of initial observations, it was suspected that another phenomenon was found, namely that some teachers said they did not attend the training properly, marked by the fact that while the training was taking place, some teachers were busy chatting and playing mobile phones and even some teachers did not take part in the training program because they were busy with activities at school. This is thought to be one of the reasons why teacher performance is still low because teachers are still not optimal in participating in training. Gratitude (2012) states that with the trainings attended by teachers, teachers will understand more about the world of work, can develop their personality, individual work performance,

develop careers, their behavior will become effective and teachers will become more competent.

Another problem found was that the number of guidebooks in the library did not match the number of students. In fact, from the data available in the library, there are several books whose number is not even half of the number of students per level, so that some students do not get to borrow them.

Given the importance of teacher performance for the success of student learning at school, it is necessary to conduct research on the performance of state junior high school teachers, especially in West Padang District. Therefore, this study was designed to look further at the performance of state junior high school teachers in West Padang District and what factors influence it.

RESEARCH METHODS

This study uses a correlational quantitative method with the type of research used is causative research. Causative research is useful for analyzing the influence of one variable on several other variables. This study aims to see how far the independent variable affects the dependent variable (Sugiyono, 2005). This study explains and looks at how much influence training has on teacher performance and how much influence facilities and infrastructure have on teacher performance at SMP Negeri Padang Barat District.

The population in this study is all junior high school teachers in the city of Padang, a total of 1,099 people from 11 districts. The sample study amounted to 63 people taken with technique proportionate stratified random sampling which had previously been carried out by clusters in 1 sub-district, namely West Padang District. Sampling was obtained through four stages, namely (1) identification and grouping of the population based on strata, (2) determining the size of each stratum, (3) determining the sample size and (4) determining the subject.

The data collection tool used in this research is an indirect communication technique. In this case the tool used is a questionnaire (questionnaire) distributed to respondents. Then filled in directly by the respondent concerned, each choice that has been provided for each statement. The research instrument used is a scale evaluation and scale model questionnaire Likert that has tested its validity and reliability. Research data analyzed with multiple linear regression technique

RESULT AND DISCUSSION

Based on the results of data analysis and the achievement level of the response of state junior high school teachers in Padang Barat District to the variables measured, it can be explained that the level of achievement of the teacher's response to training is in the high category (89.39% of the ideal score), the infrastructure variable at the good category (84.80% of the ideal score) and the teacher's performance variable are in the very high category (91.70% of the ideal score), this shows that the findings of this study are different from the results of the initial observations that the researchers did. Preliminary observations of the performance of state junior high school teachers in West Padang sub-district indicated low. Differences in initial research findings occur because the results of measurements carried out based on observations alone or without valid and reliable instruments are not strong enough to be used as a basis for generalizations.

The results of data analysis and hypothesis testing show that the three hypotheses tested in this study are acceptable. The results of the data analysis show that training and infrastructure both individually and collectively have a significant influence and role in improving the performance of State Middle School teachers in West Padang District.

Effect of training on teacher performance

From the results of the study it was found that the training variable had a significant effect on teacher performance by 55.5%. This means that training can be used as a tool to predict teacher performance. In other words, teacher performance can be determined by training at 55.5%. The better the training, the better the teacher's performance.

Table 4.14 the training variable (X1) shows the t-count value (2.645) > t-table (1.670), besides that it has a significance value = 0.005 < 0.05 this means that the training variable has a positive and significant effect on the performance of public junior high school teachers in West Padang District, it can be concluded that Ho is rejected and Ha is accepted. The better the training that the teacher attends, the better or a positive effect on improving teacher performance at school.

Descriptive analysis shows that teacher training for public junior high schools in Padang Barat District is in the high category with an average score of 89.39% of the ideal score. This shows that the training held and attended by teachers in this study was good because it was supported by continuous training, training was carried out at least in one semester, namely 2 times and there were opportunities given openly to all teachers who met the requirements. to take turns taking part in training so that it is expected to have a positive influence in improving teacher performance in schools, this is reinforced by the Gratitude theory (2012) which states that with the trainings attended by teachers, teachers will be more familiar with the world of work, can develop personality,

When viewed from each training indicator, it can be seen that the highest score for the indicator achievement level (89.98% of the ideal score) is found in the material indicator. Furthermore, the score with the lowest level of achievement (87.20% of the ideal score) is found in the method indicator. The method indicator was at the lowest level in this study because the implementation or use of the methods carried out by the trainers still indicated that they were less communicative, for some training the methods used were not in accordance with the training work environment, as in providing case study examples of how elementary teachers manage learning while the training participants were junior high school teachers, where the needs of junior high school teachers and elementary school teachers in managing learning were different. Backed by theory Cashmere (2017) states that training success can be achieved if the institution uses the right method in the training program.

The results of this descriptive analysis indicate that teacher training for SMP Negeri Padang Barat District needs to be improved or improved in a better direction so that the category becomes very high. This is because an increase in training can also improve teacher performance in accordance with the results of this study which state that training has a role in improving teacher performance. Thus it can be stated that training also determines whether or not teacher performance is good, so it can be interpreted that improving teacher performance can be done by increasing training.

The influence of infrastructure facilities on teacher performance

From the results of the study it was found that the training variable had a significant effect on teacher performance by 65%. This means that infrastructure can be used as a tool to predict teacher performance. In other words, teacher performance can be determined by infrastructure by 65%. The better the infrastructure, the better the teacher's performance.

Table 4.14 the infrastructure variable (X2) shows the t-count value (2.827) > t-table (1.670) besides that it has a significance value = 0.006 < 0.05 this means that the infrastructure variable has a positive and significant influence on the performance of junior high school

teachers Country in West Padang District, it can be concluded that H_0 is rejected and H_a is accepted.

Descriptive analysis shows that the facilities and infrastructure of State Middle School teachers in Padang Barat District are in the high category with an average score of 84.80% of the ideal score. This shows that the infrastructure at Public Middle Schools in West Padang District is complete and adequate. Barnawi (2012) said that complete facilities and infrastructure would encourage and motivate teachers in carrying out teaching and learning activities so that teachers are better able to improve their ability to manage teaching and learning activities to be more interesting and maximal and able to achieve the desired learning objectives. Teachers who are equipped with adequate facilities and infrastructure will show better performance than teachers who are not equipped with adequate infrastructure.

Judging from each indicator of infrastructure, it can be seen that the score for the highest level of achievement of the indicator (90.68% of the ideal score) is found in the land indicator. Furthermore, the score with the lowest achievement level (75.20% of the ideal score) is found in the indicators of educational tools and media. The indicator of educational tools and media is at the lowest level in this study because there are still a number of teachers who do not use learning tools and media in the teaching and learning process, such as the first, the teacher only focuses on 1 reference book, while there are many reference books in the library for one subject. . Second, each school in this study is equipped with a projector (infocus) as a learning support.

The results of this descriptive analysis indicate that the learning support facilities for SMP Negeri Padang Barat District need to be improved or improved in a better direction so that the category becomes very good. This is because an increase in infrastructure can also improve teacher performance in accordance with the results of this study which state that infrastructure has a role in improving teacher performance

Thus it can be stated that infrastructure facilities also determine whether or not teacher performance is good, so it can be interpreted that improving teacher performance can be done by improving learning supporting infrastructure.

The effect of joint training and infrastructure on teacher performance

The results of this study's data analysis show that the training variables and infrastructure variables together have an influence on teacher performance variables. The magnitude of the influence of the two variables together on teacher performance is 86.6%, while the remaining 13.4% is contributed by other factors not examined in this study. In other words, teacher performance can be determined by training and infrastructure of 86.6%. The better the implementation of the training and the better the infrastructure, the better the teacher's performance.

Furthermore, data analysis shows that teacher performance is significantly influenced by training and infrastructure, both individually and collectively. Training and infrastructure are two very important factors because they can affect teacher performance. The existence of training provides an opportunity for teachers to develop professionally, so that teachers are even more advanced in improving and increasing their ability to manage learning. In managing learning, teachers also need good infrastructure to support learning so that students can actualize their potential and achieve. The more complete the infrastructure facilities will be able to improve teacher performance.

Thus it can be seen that training and infrastructure can be a determinant of teacher performance, so that these two variables can be used to improve teacher performance.

CONCLUSION

Based on the results of the analysis in CHAPTER IV, it can be concluded as follows: (1) The results of the study show that the training style has a significant effect on teacher performance. This can be seen from the acquisition of t-count (2.645) > t-table (1.670) besides having a significance value = 0.005 < 0.05. Therefore H01 is rejected and Ha1 is accepted. This shows that the better the training, the better the performance of State Middle School teachers in Padang Barat District; (2) The results of the study show that infrastructure has a significant effect on teacher performance. This can be seen from the acquisition of t-count (2.827) > t-table (1.670) besides having a significance value = 0.006 < 0.05. Therefore H02 was rejected and Ha2 was accepted. This shows that the better the infrastructure, the better the performance of State Middle School teachers in West Padang District; (3) The results of the study show that there is a significant effect of training and infrastructure together on teacher performance with a significant value level of 0.000 < 0.050 and with an f-count of 434,822. So it can be concluded that H03 is rejected and Ha3 is accepted, meaning that all dependent variables simultaneously (together) have a positive and significant effect on the dependent variable. This shows that the better the influence of training and infrastructure leads to an increase in the performance of state junior high school teachers in West Padang District. (3) The results of the study show that there is a significant effect of training and infrastructure together on teacher performance with a significant value level of 0.000 < 0.050 and with an f-count of 434,822. So it can be concluded that H03 is rejected and Ha3 is accepted, meaning that all dependent variables simultaneously (together) have a positive and significant effect on the dependent variable. This shows that the better the influence of training and infrastructure leads to an increase in the performance of state junior high school teachers in West Padang District. (3) The results of the study show that there is a significant effect of training and infrastructure together on teacher performance with a significant value level of 0.000 < 0.050 and with an f-count of 434,822. So it can be concluded that H03 is rejected and Ha3 is accepted, meaning that all dependent variables simultaneously (together) have a positive and significant effect on the dependent variable. This shows that the better the influence of training and infrastructure leads to an increase in the performance of state junior high school teachers in West Padang District. means that all the dependent variables simultaneously (together) have a positive and significant effect on the dependent variable. This shows that the better the influence of training and infrastructure leads to an increase in the performance of state junior high school teachers in West Padang District. means that all the dependent variables simultaneously (together) have a positive and significant effect on the dependent variable. This shows that the better the influence of training and infrastructure leads to an increase in the performance of state junior high school teachers in West Padang District. means that all the dependent variables simultaneously (together) have a positive and significant effect on the dependent variable. This shows that the better the influence of training and infrastructure leads to an increase in the performance of state junior high school teachers in West Padang District.

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