

Research Article

Relationship of Teacher Education and Training, Work Motivation, and Work Discipline on the Performance of SDN Teachers in Bataguh Subdistrict, Kapuas Regency

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ABSTRACT

The purpose of this study was to analyze the relationship between teacher education and training, work motivation and work discipline on teacher performance at SDN in Bataguh District, Kapuas Regency. This research approach is quantitative. The population of this study was from all SDN teachers in Bataguh District, Kapuas Regency with the number of teachers with civil servant status as many as 305 people, and the sample size determined by the Krejcie & Morgan table of 173 people. The data collection technique uses a questionnaire that is distributed online to the sample via a google form link. The analysis of the research results used descriptive statistics, simple regression, and multiple regression using SPSS Window Version 16. The results showed that there was a relationship between: (1) teacher education and training on work motivation, (2) teacher education and training on work discipline, (3) teacher education and training on teacher performance, (4) work motivation on teacher performance, (5) work discipline on teacher performance, (6) teacher education and training on teacher performance through work motivation, (7) teacher education and training on teacher performance through work discipline.

Keywords: Teacher education and training, work motivation, work discipline, teacher performance

Introduction

One of the efforts to improve the quality of human resources is through education. Education is one of the most important factors in human life. Because of the importance of education, various interpretations of the understanding of education are born, among them:

education is an effort to make learners willing and able to learn on their own impulses to develop talents, personalities and other potentials optimally in a positive direction (Pidarta, 2017). Meanwhile, learning occurs in the context of an educational institution, technical

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media are used, teacher and learner communicate, face to face meetings are possible, and an industrial model of providing education is used (Fidalgio et al., 2020). Throughout the history of humankind, institutions of higher learning have played an important role in society by educating the elite and producing pioneering achievements in science and humanities (Chankseliani, Qoraboyev, & Gimranova, 2021) or as simple as preparing students for the labour market (Brooks et al., 2020). Hence, teaching strategies are essential to create an adequate classroom context that enables the implementation of planned tasks (Claver et al., 2020).

Teacher performance is very closely related to what teachers do in the classroom and how it can have an influence on students' teaching and learning activities in the classroom. Professional teachers must have high competence and commitment in terms of carrying out the tasks of the teacher (Siri et al., 2020). So, the high performance of a teacher is highly dependent on the success of the management of the learning process conducted by teachers. However, many argue that performance appraisal must also be studied from a social and institutional paradigm rather than from a cognitive paradigm only (Dandalt & Brutus, 2020). Thus, school environments and school climate have connection with student well-being (Borkar, 2016; Maxwell et al., 2017). Just like in a company, the quality of human potential plays an important role and it is a key factor that affects the running of a company, its prosperity, as well as sustainable development (Lorincova et al., 2019). Performance is extremely crucial for any company or institution as it ultimately leads to organization's success (Bashir et al., 2020). Meaningful work has a positive relationship with an employee's performance in several and interrelated ways (Van Wingerden & Van der Stoep, 2018).

The results of Dewi's research (2019) showed that students' learning outcomes are influenced by teacher performance. Learning outcomes are defined as statements of what a learner knows, understands, and is able to do after completion of learning (Harris &

Clayton, 2019). It is to show students what they have to accomplish in order to pass (Erikson & Erikson, 2019). The school environment is an important factor when evaluating student well-being (Tapia-Fonllem et al., 2020) including teachers. Teachers are a very dominant element of education in improving the quality of the learning process in schools. Similarly, Rusman (2014) argues that teachers are a very dominant determining factor in the world of education, because a teacher plays a very important role in the learning process, and is the core of the overall educational process in schools. Teachers are professions that demand their skills, competence and comprehensive abilities. Especially, in twenty first century, students and teachers face significant teaching and learning challenges in preparing for education, career, and citizenship (Keiler, 2018). However, there are also large variations in teachers' views of their mission, their work situation, and their working conditions (Swedish National Agency for Education, 2017).

According to Tabrani (2015) states that one of the factors that influence teacher performance is motivation. Motivation is a construction invented to describe the mechanism by which individuals and groups choose particular behaviour and persist with it (McInerney, 2019). Motivation and learning process have a deep connection (Gopalan et al., 2017). It is a force that generates complex processes of goal-directed thoughts and behaviors (Shkoler & Kimura, 2020). These processes revolve around an individual's internal psychological forces alongside external environmental/contextual forces and determine the direction, intensity, and persistence of personal behavior aimed at a specific goals (Kanfer, Frese, & Johnson, 2017). Meanwhile, based on Mangkunegara (2011), work motivation is a condition related to efforts to generate, direct and maintain behavior related to the work environment. Motivation in the work context is expressed as an individual's degree of willingness to exert and maintain an effort towards organizational goals (Deressa & Zeru, 2019). With the creation of a strong work motivation, the teacher will

work as well as possible, and if the teacher has carried out his duties well, the learning process will take place optimally as well. This maximum learning process will affect student learning outcomes to produce good quality education in schools. For instance, teachers having innovation that can provide an excellent field for educational research (Cuenca-Lopez, Martin-Caceres, & Estepa-Gimenez, 2021) and to make a better living and knowledge (Guo, Huang, & Zhang, 2019). However, as stated before, quality of education in schools requires accurate descriptions of all its components to judge its realization and plan for its improvement (Garira, 2020).

This is in accordance with the results of Septiana (2013) research on the effect of work motivation on the performance of Wonosari State Junior High School teachers. Based on data analysis shows that there is a positive influence of work motivation on the performance of SMP Negeri Wonosari teachers, with a t value of $(3,294 > 0,025)$ which means H_0 is rejected and H_a is accepted. This implies that the higher the work motivation, the higher the performance of the Wonosari State Junior High School teachers.

Apart from work motivation that also needs to be considered in improving teacher performance is work discipline. Discipline is an attitude, behavior and action that is in accordance with the regulations in the institution, both written and unwritten. The regulations in question include absenteeism, late entry, and early departure from the appropriate. So, this is a person's disciplinary attitude that needs to be addressed properly by the leadership (Hasibuan, 2016). School leadership can be seen as providing direction and exerting influence in order to achieve the goals that have been set for the school (Ramberg et al., 2018). Self-discipline is needed to accomplish what is necessary in order to reach institution's goals (Bilginoglu & Yozgat, 2019).

Discipline in a broad sense is an attitude and values that must be instilled and carried out by every individual who has a job so that the goals to be achieved can be achieved. So, the discipline of a teacher at school means

that an attitude and values are instilled in schools so that the teaching and learning process can run according to the objectives. Rachman (2016) defines work discipline as an effort to control oneself and the mental attitude of individuals or communities in developing compliance and obedience to rules and regulations based on encouragement and awareness that arises from within their hearts. In education institution, teachers and principals' policies, practices, and perspectives appear to play an important role in explaining the school and classroom occurrences (Welsh & Little, 2018).

From the above opinion, it is said that discipline is formed from the awareness and availability of a person in obeying all the rules and norms that have been set. This means that discipline is not formed from a compulsion but must be from a person's awareness, the implementation of discipline is not only because of the punishment for the violator, but is formed from the sense of responsibility that the person has. With the formation of a sense of discipline in everyone, it will increase passion in work and organizational and individual goals will be carried out well.

This is in accordance with the results of Suryani's research (2013) on the Effect of Work Discipline in Vocational High Schools on Teacher Performance in Prambanan District, Klaten Regency t $(6,475 < 0,025)$ and the correlation coefficient value is 0.407. This implies that there is an influence of work discipline on the performance of teachers in SMK in Prambanan District, Klaten Regency, or it can be understood that the higher the work discipline value, the higher the teacher performance value at SMK in Prambanan District, Klaten Regency.

In addition to work motivation and work discipline, teacher education and training is also one of the factors that can improve teacher performance in developing all their potential. According to Musfah (2011) "Performance of people in their work will increase due to teacher improvement training". Education and training provide opportunities for teachers to gain new knowledge, skills, attitudes that change their behavior which in

turn will improve performance and will also have an impact on increasing student achievement. Teachers' learning processes need to be developed if they are to lead to school improvement (Postholm, 2018) as the quality of teaching is the most critical in-school factor impacting on student outcomes (Gore et al., 2017). Developing knowledge for teaching can support more complex and strategic learning that goes far beyond dispensing information, giving a test, and giving a grade (Darling-Hammond, 2016).

Based on the results of observations made at one SDN in the Bataguh District, some teachers have shown good performance in carrying out their duties and functions. However, there are still some teachers who have low performance, including: teaching monotonously without any learning innovations, there are still teachers who are late to class and leave class before the schedule for changing lesson hours. In addition, there are also teachers who without proper preparation and lack of mastery of teaching materials so that they only convey the material. So, the researcher is of the view that there are things that are factors that cause such things to happen. To be able to improve the performance of these teachers, it is very important to take part in teacher education and training.

With the trainings attended by teachers, it is hoped that teachers will be more familiar with the world of work, can develop their competencies and personality, individual work performances, develop careers, so that teachers will become more competent. Based on the information that researchers received at SMK Negeri 1 Bungoro, Pangkep Regency, about 60 percent of the teachers who have attended education and training. The types of education and training that are attended by these teachers include education and training on 2013 Curriculum Implementation, training to increase teacher competence, training to increase qualifications, training for setting up employee work targets (SKP), training for teacher working group development (KKG) and Teacher Eye Meetings. Lessons (MGMP), training for teacher professional development, competency training for educators and

training for the preparation of multimedia and IT-based teaching materials.

This is in accordance with the results of Murniati's research (2016) which states that the influence of education and training on teacher performance at SMKN 1 Bungoro with a result of 0.567 which means H_0 is rejected and H_a is accepted. This means that there is a positive influence between education and training on teacher performance at SMKN 1 Bungoro. The above influence is further strengthened on teacher performance at public elementary schools in Martapura District which states that teacher education and training have a direct positive influence on teacher performance with a result of 0.404, which means H_0 is rejected and H_a is accepted. This means that there is a positive effect of teacher education and training on teacher performance at public elementary schools in Martapura District.

The success of the performance of an educational institution is seen from the performance achieved by teachers and teaching staff who teach in the institution. Therefore, every educational institution demands that teachers be able to provide optimal performance because the good or bad in the teacher's performance achieved will greatly affect the success of education (Nurhayati, 2015).

Material and Method

In accordance with the conceptual model, the analysis used is path analysis to answer 7 research hypotheses, namely: H1: there is a direct relationship between teacher education and training on work motivation; H2: there is a direct relationship between teacher education and training on work discipline; H3: there is a direct relationship between teacher education and training on teacher performance; H4: there is a direct relationship between work motivation and teacher performance; H5: there is a direct relationship between work discipline and teacher performance; H6: there is an indirect relationship between teacher education and training on teacher performance through work motivation; H7: There is an indirect relationship between teacher education and training on

teacher performance through work discipline. Analysis of research results using descriptive statistics, simple regression, and

multiple regression using SPSS Window Version 16.

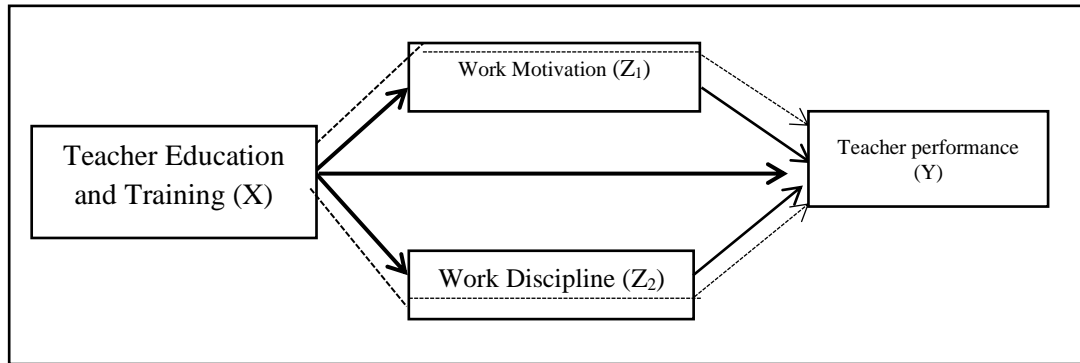


Figure 1. Conceptual influence model among variables

Results and Discussion

The results of descriptive statistical analysis of respondents' responses to research variables are shown in Table 1 which includes the characteristics of respondents.



Figure 2. Characteristics of Respondents

The descriptive data in Table 1 provides the fact that in diagram 1 it is explained that the gender of primary school teachers in the Bataguh sub -district is mostly female. This is in accordance with the reality that in elementary schools there are more female teachers than male teachers

Diagram 2 explains that the age of SDN teachers in the Bataguh sub -district is more in the age range of 31-40 years because the majority of respondents are relatively productive, so the performance shown tends to be better.

Diagram 3 explains that the teaching experience of SDN teachers in the Bataguh sub -district is more in the range of 5 – 10 years. This is because the appointment of PNS teachers for elementary schools was carried out successively from 2009 to 2019 so that many of them had more than 5 years of experience in budgeting.

Diagram 4 explains that the certification status of SDN teachers in the Bataguh sub -district is mostly those who have not received certification, this is because the certification requirements have not been fulfilled due to incompatibility of dapodik or NUPTK management which takes a long time.

Diagram 5 explains that the last education of Elementary School (SDN) teachers in the Bataguh sub -district is mostly with Strata One or S-1 graduates. This is because the requirement to be appointed as an SDN teacher for state civil servants or civil servant teachers is a minimum of a bachelor's degree background. Likewise, for honorarium and

contract staff requirements for teaching staff positions, many schools already require that the latest education is a bachelor's degree in accordance with Law no. 14 of 2005 concerning teachers and lecturers listed in article 9 (Jayani, 2012)

Results of descriptive statistical analysis the response of respondents to the study variables, namely education and teacher training, work motivation, work discipline and teacher performance is measured on a scale of 5 ditunjukkan in Table 1 which includes the mean, standard deviation and phase.

The descriptive data in Table 1 shows that the respondents gave the highest emphasis in answering the research questionnaire on teacher performance.

Data residual normality test results of education and training of teachers, the data of work motivation, the data work discipline and the data performance of teachers using scater fourth residual plot shows normal distribution. In addition, the results of the linearity test show that there is a correlation between teacher education and training with work motivation, teacher education and training with work discipline, teacher education and training with teacher performance, work motivation with teacher performance, and work discipline with linear teacher performance.

The results of testing the analysis requirements have been met, the next stage is the interpretation of the path analysis results with a summary of the results in Table 3.

Table 1. Mean, Standard Deviation and Stage of Research Variables

Variable	Mean	Standard Deviation	Step
Teacher Education and Training	63,95	9,05	High
Work motivation	159,9	17,79	High
Work Discipline	142,43	16,96	High
Work Discipline	53,76	8,32	High

Table 2. Summary of pathway analysis results

Substructural 1
Teacher Education and Training on Work Motivation

Variable	Path Coefficient	T	p	R ²
Teacher Education and Training	0,260	3,395	0,001	0,433

Substructural 2

Teacher Education and Training on Work Discipline

Variable	Path Coefficient	T	p	R ²
Teacher Education and Training	0,240	3,355	0,002	0,323

Substructural 3

Teacher Education and Training, Work Motivation, and Work Discipline on Teacher Performance

Variable	Path Coefficient	T	p	R ²
Teacher Education and Training	0,125	4,385	0,014	
Work Motivation	0,526	2,855	0,005	0,392
Work Discipline	0,555	3,355	0,008	

Table 3. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, dan H₅

Hypothesis	P	Decision
H ₁ : There is a direct relationship between teacher education and training on work motivation	0,001	Terima
H ₂ : There is a direct relationship between teacher education and training on work discipline	0,002	Terima
H ₃ : There is a direct relationship between teacher education and training on teacher performance	0,014	Terima
H ₄ : There is a direct effect of work motivation on teacher performance	0,005	Terima
H ₅ : There is a direct influence of work discipline with teacher performance	0,008	Terima

Table 4. Summary of Hypothesis Testing Decisions H₆ and H₇

Hypothesis	Relationship Coefficient		Decision
	Langsung	Tidak Langsung	
H ₆ : Work motivation is the intermediary of the relationship between teacher education and training and teacher performance	0,125	0,136	Terima
H ₇ : Work discipline is the intermediary of the relationship between teacher education and training and teacher performance	0,125	0,133	Terima

The results of the path analysis as seen in Table 3 are used to answer the seven research hypotheses that have been formulated, the decisions of which are given in Table 4 and Table 5. Table 4 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with a significant value criterion of less than 0.05, then the hypothesis is accepted. Table 5 is a summary of the decisions for testing the H₆ and H₇ hypotheses provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypothesis is accepted.

Based on the results of the analysis in Tables 2, 3 and 4 above, this study succeeded in finding the effect of intervariables which can be explained as follows.

There relations direct education and training teachers to work motivation, education and direct relationship with work discipline teacher training and education and training direct contact master teacher performance

Education and training is a place to generate self-motivation of teachers. If teachers are given training in the office, teachers will feel confident in carrying out their duties at school. The more training provided, the more knowledge and knowledge the teacher will get, so it will be easier for teachers to complete their work. As a teacher who has high work motivation will complete a good task to completion. Teachers consciously carry out their responsibilities to achieve school goals by understanding students. By participating

in teacher education and training, teachers can improve the quality of teachers in the learning process to achieve predetermined targets. Education and training attended by teachers add new knowledge according to learning. Training activities provide insight to provide good service to students by applying innovation in the learning process so that learning activities are active and fun (Julianry, Syarief, & Affandi, 2017).

In essence, education and training programs are provided as an effort to maintain and develop the ability and readiness of teachers to carry out as a form of tasks and work challenges they face. For this reason, an agency should continuously evaluate the need for certain education and training for teachers in their work environment (Edy & Risambesy, 2018).

Eachers who have discipline will obey the existing regulations in their work environment with high awareness without any coercion. Discipline is a person's awareness and willingness to obey all organizational regulations and applicable social norms (Hasibuan, 2016). According to Edy and Risambesy (2018), it is said that: an employee is said to have good performance, if during working hours the person concerned is always diligent, never truant, comes and goes home on time, does work efficiently, the job is completed on time and so on. Teacher education and training generally aims to increase knowledge, skills and motivation, as well as

to increase the competence of the participants related to the tasks and jobs that they will be responsible for.

Education and training provide opportunities for teachers to gain new knowledge, skills, attitudes that change their behavior and will ultimately improve teaching performance and will also have an impact on increasing student achievement. This is in accordance with the opinion Musfah (2011) that people's performance in their work will increase due to teacher improvement training. In fact, teaching is a professional job that requires special skills as an educator/teacher. This type of work cannot be done by just anyone outside the field of education. Tasks include educating teachers as a profession, teaching and training. Teaching means continuing and developing science and technology. Meanwhile, training means developing the skills needed by the local community in solving various problems faced by the community. In carrying out these tasks, keeping in mind the changing educational challenges, teacher work needs to be done innovatively in order to adapt and anticipate rapid changes in society through education and training.

There is a direct relationship between work motivation and teacher performance and an indirect relationship between teacher education and training and teacher performance through work motivation

Work motivation is an encouragement from within a person and from outside to do something in order to achieve the desired goal. Good work motivation is characterized by an increase in work motivation through the individual teacher himself with an increase in intrinsic motivation in the form of self-actualization, recognition of task success or self-esteem, satisfaction at work in addition to increasing extrinsic work motivation in the form of cooperation, a comfortable work environment and reward system that is applied can affect teacher performance. Teachers are expected to have high work motivation, so they can improve teacher performance even better. Teachers must actualize

their abilities in carrying out their duties and responsibilities and also enjoy working with colleagues.

This result also strengthens the results of previous research conducted by Ahmed et al. (2010) In his research, the results showed that work motivation had a positive and significant effect on employee performance. Another study conducted by Ali et al. (2012) states that work motivation has a positive and significant effect on employee performance. Same result found by Asim (2013), that the work motivation variable has a positive and significant effect on employee performance variables. According to Wasini (2016) which states that work motivation and teacher performance have a positive effect, meaning that the higher the application of work motivation, the higher the teacher's performance. In line with Heryana's research (2015) which states that teachers need knowledge and ability to create situations that create motivation for teacher performance. According to Andriani, Nila and Kristiawan (2016) In his research, the results showed that the motivation variable had a positive and significant effect on the teacher's performance variable.

This means that the training will further improve the teaching performance of teachers if it is followed by high work motivation. This is in line with the opinion of Yamin (2010), that quality teachers are the desire of users/customers, many ways are used by individual teachers and institutions to improve teacher quality, such as through increasing academic levels, training, increasing performance incentives and so on. In addition, many factors can affect teacher performance including adequate and reasonable competence, safe and healthy working conditions, opportunities to develop abilities, sense of belonging, work motivation, work discipline and others.

Teaching performance will increase if every teacher who has attended the training is able to apply the results of the training that has been followed to learning activities so that it will also have an effect on increasing learning outcomes. As Imron's opinion in Septiana (2013), states that educators or

teachers are the tip of the head for schools in carrying out the process of learning activities. Therefore, the high and low student achievement can not be separated from the teacher's performance. To improve their performance, teachers must always try to be on time, use appropriate learning methods and strategies, attend training and so on so as to improve the quality of learning. The will to improve performance must be supported by work motivation. Teachers who have high motivation will achieve high performance, and vice versa teachers whose performance is low is caused by low motivation as well. This illustrates that work motivation is one of the factors that play a role in shaping teacher performance in carrying out their duties.

Training can increase skills, knowledge and skills in work while work motivation will provide encouragement to be more enthusiastic and earnest at work. Through these trainings, it is hoped that all difficulties and problems faced by teachers in learning can be solved and also able to improve quality.

There is a direct relationship between work discipline and teacher performance and an indirect relationship between teacher education and training and teacher performance through work discipline

Teacher performance can be improved with good work discipline. Disciplinary action if carried out continuously will become a habit that is embedded in the teacher's behavior. The application of good discipline in the educational process will produce a good mental attitude, character and personality. Work discipline will foster commitment, teacher responsibility, passion in work and balanced with direction, guidance, and encouragement from the principal so that it will make a positive contribution to improving the quality of teacher performance towards a better direction.

Work discipline is one of the factors that can affect the performance of a teacher. Work discipline is an attitude, an act to always obey the rules. Work discipline can be defined as the implementation of management to reinforce organizational guidelines. Teacher

work discipline is an attitude of self-control of a teacher who is willing to obey the rules that apply both written and unwritten in the school environment and is willing to accept sanctions if he makes a mistake. The formation of behavior or character that is in accordance with what is expected can use discipline. A teacher who has a high awareness of discipline then he is aware of the responsibility for the work so that efficiency and effectiveness of work will be realized which leads to the goals that have been set. Disciplinary action if done correctly and continuously will become a habit that is embedded in the teacher's behavior. This will encourage work enthusiasm, morale, and the realization of the organizational goals that have been set. Work discipline is very important in an effort to improve teacher performance, because discipline is an inseparable part in carrying out duties and obligations as a teacher.

Discipline at work is a factor that must be owned by teachers who seek to improve their performance so that they are optimal. Work discipline will be seen from the teacher's punctuality in work, high teacher responsibility, teacher obedience to the tasks given, and good use of facilities. So that the higher the level of teacher work discipline, the better the performance of teachers in public elementary schools throughout the Bataguh District, Kapuas Regency.

Education and training (Diklat) plays an important role in determining the performance of human resources, with education and training it is hoped that teacher performance will increase. According to No-toatmojo (Saleh, 2017), Education and Training is an Effort for Human Resource Development, especially developing intellectual abilities and human personality. Training alone is not enough, work discipline can also be said as an effort to improve teacher performance in schools. According to Saleh (2017) said that a disciplined attitude can improve employee performance, by issuing regulations that must be carried out by each employee in order to keep employees within the corridor of rules set by the company in achieving organizational goals. The regulations set by the

company/institution are expected to be able to foster employee awareness to be more disciplined. According to Anwar, Yusrizal and Murniati (2015) said that discipline implies a training process that strengthens correction and sanctions, control to create order and order, and a system of rules of conduct. Discipline is associated with strengthening exercises, mainly determined on the mind and character to produce self-control, habits of obedience and so on. Meanwhile, according to Kardata (2018), Discipline is a tool used by managers to communicate with employees so that they are willing to change a behavior as well as an effort to increase one's awareness and willingness to obey all company regulations and applicable social norms.

Conclusion

Based on the results of data analysis and discussion as described above, it can be concluded that there is a direct relationship of teacher education and training to work motivation, there is a direct relationship of teacher education and training to work discipline, there is a direct relationship of teacher education and training to teacher performance, there is a direct relationship There is a direct relationship of work motivation to teacher performance, there is a direct relationship of work discipline to teacher performance, there is an indirect relationship of teacher education and training to teacher performance through work motivation, and there is an indirect relationship of teacher education and training to teacher performance through work discipline.

In addition, based on the results of the study and the conclusions that can be drawn from this research, it is suggested to education stakeholders to strengthen teacher education and training, work motivation, work discipline and high teacher performance. Or in other words, performance improvement must start from improving teacher education and training, work motivation and work discipline.

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