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The Effect of Education, Training and Competency on Teacher Performance

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ABSTRACT

Teachers are at the forefront of improving education in Indonesia. The future of education really depends on how teachers direct and educate their students to get the best education and teaching for the future of the nation. The purpose of this study was to determine the effect of education level, training and competence on teacher performance at SMKN 4 Bondowoso. The sample in this study amounted to 95 respondents. Instrument testing is done by using validity and reliability tests. The data analysis technique used Structural Equation Model (SEM) analysis using WarpPLS. The results of data analysis show that education level has a significant effect on teacher performance, training has a significant effect on teacher performance, teacher competence has a significant effect on teacher performance.

KEYWORDS: education level, training, teacher competence, teacher performance

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I. INTRODUCTION

Education is a very strategic vehicle for improving the quality of human resources, which is a determinant of development. Education is a conscious effort to prepare students through guidance, teaching, and / or training for their role in the future (SPN Law No. 20 of 2003). With no intention of understating the contribution of the other components, the education staff or teacher component is one of the most essential factors in determining the quality of students. Teachers are professionals who stake their profession on the quality of their work. This confirms that quality performance will describe the professional quality of a teacher, and vice versa, performance that is below work standards illustrates the failure of teachers to respect their own profession. Therefore, it is necessary to pay attention to the guidance and development of the teaching profession as a form of commitment to reforming the education pattern in order to achieve the quality of education as expected.

Based on Government Regulation No. 19 of 2017 concerning amendments to government regulation number 74 of 2008 concerning teachers, the second part reads: Fostering Teachers and education personnel, by: increasing the qualifications of teachers and education personnel; strengthening the teacher competency test system, and integrating it with the certification system; implement a teacher performance appraisal system that is valid, reliable, transparent, and sustainable; improve teacher competence on an ongoing basis through education and training. Article 1 Paragraph 2 reads: Academic qualification is a diploma from an academic education level that must be possessed by a teacher in accordance with the type, level, and formal education unit at the assignment place.

The future of the generation is in the hands of the teacher. This is an expression that all elements of society must pay attention to. Because the community entrusts their sons and daughters to be given education and teaching in educational institutions under the supervision of teachers. In this regard, teacher performance must continue to be improved in order to produce quality graduates. The performance of a teacher can be seen how they deliver students to be able to face competition in the world of work. Performance is the result of a person's efforts during a certain period (Azhad et al., 2015). There are several factors that are alleged to improve the performance of a teacher. These factors include: what level of education a teacher has, training that is often attended by a teacher. The third factor is competence, which is a particular field of expertise that a teacher has.

The first factor that can improve teacher performance is the level of education. The level of education is a stage in continuous education which is determined based on the level of development of students, the breadth of teaching materials and educational objectives included in the curriculum. A person will continue to achieve a higher level of education in order to improve his performance (Mangkunegara, 2010). Several studies on the relationship between education levels have been carried out, including: (Dwijayanthi & Dharmadiaksa, 2013), (Mamahit, 2013), (Eliyanto & Wibowo, 2013), (Jennifer Octora Kapahang, Christoffel Kojo, 2014),

(Mananeke et al., 2014), (Setiawan, 2015), (I. W. I. Putra et al., 2016), (Dehotman, 2016), (Widayati, 2016), (S. Putra, 2016), (Aswad, Hajar Nur Ferrial, 2016), (Ariono, 2017), (Koni, 2018), (Yuniarti & Suprianto, 2020).

The next factor that can also improve a person's performance is to attend training that can improve performance. Training is an effort for someone to have skills in completing tasks given by the leader (Ruky, 2006). Training for teachers means their skills in learning activities. Teachers who frequently attend training will increase their knowledge and skills and increase, so that they can improve teacher performance. Training programs are indispensable for all teachers, both new teachers and old teachers, in improving their performance. Research on the relationship between training and performance that has been carried out includes: (Graha, 2005) (Novitasari et al., 2012), (Baharuddin et al., 2013), (Maslichan & Sekolah, 2013), (Wiguna, 2015), (Trijanuar, 2016), (Sulistyo et al., 2016), (Julianry et al., 2017), (Slameto et al., 2017), (Kahpi et al., 2017), (Gala et al., 2017), (Husnah et al., 2018).

A person's competence factors can also be used to improve performance. Competence is a skill that a person has that is closely related to the job he is engaged in (Sunyoto, 2015). Someone who has competence in accordance with the field of work will improve their performance (Mu'ah, 2002). Teaching ability is very important, because the better the teaching ability of the teacher, the higher the achievement will be. Without the ability to teach teachers, the higher the achievement will be achieved. Without the ability to teach good teachers, it is difficult for education to achieve maximum results. In this case the ability in question is the competence possessed by the teacher. Determination of the level of competence is needed in order to determine the level of good performance. Determining the required competency threshold will certainly be used as the basis for the selection process, successful planning, performance evaluation, and human resource development. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills and behaviors that must be possessed, lived and mastered by a teacher or lecturer who carries out his professional duties. Teachers have an important role in the learning process, so a teacher must have high professional competence and produce humans who have high human resources. A professional teacher is a teacher who has four competencies, namely, pedagogical competence, personality competence, professional competence, and social competence. Research on the relationship between competence and performance that has been carried out by other researchers includes: (Sriwidodo & Haryanto, 2010), (Sujana, 2012), (Ataunur & Ariyanto, 2015), (Pinca, 2015), (Rande, 2016), (Setiawati, 2017), (Friolina et al., 2017), (Basalamah, 2017), (Yamin & Ishak, 2018), (Mukhtar, 2018), (Bahri et al., 2018), (Widyanto & Mersa, 2018), (Manik & Syafrina, 2018), (Utomo et al., 2019), (Adam & Kamase, 2019), (Amdani et al., 2019), (Junjunan & Suwanda, 2019), (Syahrial et al., 2019), (Indiyaningsih et al., 2020), (Nyoto et al., 2020), (Wasiman, 2020), (Wongso et al., 2020), (Winanti, 2011), (Abdi & Wahid, 2017), (Pujiarti, 2019), (Sholehatusya'diah, 2017), (Herawati & Mahfudnurnajamuddin, 2018).

Vocational High Schools or what are called SMKs are an integrated part of the National Education System, which has an important role in preparing and developing Human Resources (HR). SMKN 4 Bondowoso also participates in preparing and educating students to have the abilities and skills so that they can meet the needs or demands of the business / industry or entrepreneurship. In accordance with the vision and mission set by SMKN 4 Bondowoso, it is in a strategic location with an area of about 19993 m², currently consisting of 3 areas of expertise, namely Access Network Engineering, Nursing Assistants and Plantation Plant Agribusiness with 23 class groups. . In order for students who graduated from SMKN 4 Bondowoso to compete in the world of business and industry, the role of teachers is very important and teachers are also required to continue to improve their performance. Based on the descriptions that have been submitted and previous research conducted by previous researchers, the purpose of this study is to determine the effect of education level, training and teacher competence on teacher performance at SMKN 4 Bondowoso. While the hypotheses that can be presented are:

H1: Education level has an effect on teacher performance

H2: Training Affects Teacher Performance

H3: Competence Influences Teacher Performance

II. RESEARCH METHODS

The research method used in this research is descriptive and verification methods. The descriptive method is research that seeks to collect data, analyze critically on these data and conclude based on facts during the research period or the present (Sugiyono, 2011). The verification method is a research method that aims to determine the relationship between two or more variables or the method used to test the truth of a hypothesis (Ghozali, 2011). The population in this study were 95 teachers of SMKN 4 Bondowoso. This research is a population research or census, so that all populations are used as research samples, namely as many as 95 teachers. To test the measure in the form of a questionnaire used the validity test and reliability test. Data analysis using SEM using WarpPLS 6.0.

III. RESULTS AND DISCUSSION

Validity test

This validity test shows the suitability of each indicator with the theories used to define a construct (Arikunto, 2013). The validation test criteria is to use the loadings factor criteria (cross-loadings factor) with a value of more than 0.50 and the average variance extracted (AVE) with a value exceeding 0.50 for the convergent validity test and for the discriminant validity test using the root comparison of AVE with correlation between variables. The AVE value of the construct should be higher than the correlation between latent variables. The results of WarpPLS 6.0 are in table 1.

Table1. Combined Loadings And Cross-Loadings

	X1	X2	Z	Y	Type (a)	SE	P value
X1.1	0.724	-0.112	-0.171	0.085	Reflect	0.084	<0.001
X1.2	0.811	0.260	-0.064	-0.238	Reflect	0.082	<0.001
X1.3	0.765	-0.169	0.229	0.172	Reflect	0.083	<0.001
X2.1	0.073	0.819	0.259	-0.313	Reflect	0.082	<0.001
X2.2	0.233	0.700	-0.335	0.149	Reflect	0.084	<0.001
X2.3	-0.280	0.797	0.028	0.191	Reflect	0.082	<0.001
Z1.1	0.437	-0.229	0.666	-0.582	Reflect	0.095	<0.001
Z1.2	-0.265	0.026	0.839	0.177	Reflect	0.081	<0.001
Z1.3	0.115	-0.140	0.864	-0.092	Reflect	0.081	<0.001
Z1.4	0.009	0.214	0.747	0.115	Reflect	0.083	<0.001
Y1.1	0.522	-0.257	0.056	0.848	Reflect	0.081	<0.001
Y1.2	-0.137	-0.297	0.011	0.713	Reflect	0.084	<0.001
Y1.3	-0.206	0.377	0.253	0.804	Reflect	0.082	<0.001
Y1.4	-0.146	0.235	-0.614	0.633	Reflect	0.086	<0.001
Y1.5	0.235	-0.092	0.304	0.780	Reflect	0.083	<0.001
Y1.6	-0.366	0.066	-0.144	0.739	Reflect	0.083	<0.001

Table 2. Comparison of the roots of AVE with the correlation between variables

	Education	Training	Competency	Performance
Education	0,767	-0,007	-0,002	0,006
Training	0,009	0,772	-0,016	0,009
Competency	0,074	-0,032	0,779	-0,096
Performance	-0,016	0,005	-0,022	0,753

The results of the calculation of WarpPLS 6.0 in table 3 show that each value on the cross-loadings factor has reached a value above 0.5 with a p value below 0.001. Thus the criteria for the convergent validity test have been met. In Table 2, information can be obtained that the AVE root value of the same variable is higher than the AVE root value in different variables. This shows that the criteria for the discriminant validity test have been met. Thus the instrument used in this study has met all the requirements of the validity test.

Reliability Test

Reliability testing is carried out in order to ensure the research instrument used can present measurement concepts consistently without bias. The results of data processing for WarpPLS 6.0 for the reliability test can be seen in table 3. The basis used in the reliability test is the value of composite reliability coefficients and Cronbach's alpha coefficients above 0.5. The results in table 3 indicate that the questionnaire instrument in this study has met the requirements of the reliability test.

Table 3. Reliability Test

Variable	Composite reliability	Cronbach's alpha
Education	0.811	0.651
Training	0.817	0.663
Competency	0.793	0.651
Performance	0.888	0.848

Research Model Test Results

The research model test was conducted to see the suitability of the model built in the study. A good research model will be able to describe the suitability of the relationship between the variables in the study. The use of WarpPLS 6.0 has provided calculation results that indicate the criteria used to judge whether the model is appropriate.

Table 4. Research Model Test

Information	Value	Ideal
Average path coefficient (APC)	P<0.001	<= 0,05
Average R-squared (ARS)	P<0.001	<= 0,05
Average adjusted R-squared (AARS)	P<0.001	<= 0,05
Average block VIF (AVIF)	2.223	<= 3,3
Average full collinearity VIF (AFVIF)	2.827	<= 3,3
Tenenhaus GoF (GoF)	0.593	Big
Sympson's paradox ratio (SPR)	1	1
R-squared contribution ratio (RSCR)	1	1
Statistical suppression ratio (SSR)	1	>= 0,7
Nonlinear bivariate causality direction ratio (NLBCDR)	1	>= 0,7

Based on table 4, it can be seen that each value in the study has met the ideal criteria. APC, ARS, and AVIF values that meet the ideal criteria indicate that the overall model of this study is good. Model fit can also be calculated using the goodness of fit index. The goodness of fit index (GoF) was defined as the geometric or root mean of the communality mean and the mean of R2 for all endogenous constructs. The GoF index shows the predictive power of the overall model. GoF values have an interval between 0 to 1. GoF values that are close to number 1 indicate a good path model estimate. The GoF index for this research model is 0.593. Thus, the structural model that explains the relationship between the four variables has good predictive power.

Calculation of the Direct Effect Path Coefficient

This section describes each path in the model section using Path Analysis. Each pathway tested showed a direct and indirect effect on the level of education (X1) and training (X2) on teacher competence (X3) and teacher performance (Y) at SMKN 4 Bondowoso. By knowing the significance or not of each of these pathways will answer whether the proposed hypothesis is accepted or rejected. Each of the paths tested represents the hypothesis in this study. The path coefficient value can be seen in Table 5.

Table 5 Direct Effect Path Coefficient Value

No.	Independent Variable	Dependent Variable	Path Coefficient	p-value	Information
1.	X1	Y	0,266	0,003	Significant
2.	X2	Y	0,378	0,001	Significant
3.	X3	Y	0,311	0,001	Significant

Structural Model Testing (Inner Model)

The results of the structural model test (inner model) can be seen in the R-square (R2) for each endogenous construct, the path coefficient value, the t value and the p value for each path relationship between constructs. The path coefficient value and t value on each path will be explained in the sub discussion of the hypothesis testing results. The R2 value is used to measure the level of variation in endogenous variables which is explained by a number of influencing variables (Ghozali, 2011). The higher the R2 value means the better the prediction model of the proposed model. In general, the coefficient of determination is low if the value is 0.20, while in the results of this model both coefficients are worth more than 0.20. So based on these results the fit of the model is quite good. Calculating model fit can be done with the following formula:

$$\begin{aligned}
 \text{Total coefficient of determination: } R_m^2 &= 1 - P_{e1}^2 P_{e2}^2 \\
 R_m^2 &= 1 - (0,508)^2 \cdot (0,726)^2 \\
 &= 1 - (0,258 \cdot 0,512) \\
 &= 1 - 0,132
 \end{aligned}$$

$$= 0,868$$

The calculation result shows that the inner model Rm2 value is 0.868, which means that this research model has a high model fit. The accuracy of the model is 86.8%, which explains that the contribution of the model to explain the structural relationship of the four variables studied is 90% and the rest is explained by other variables not involved in the model.

IV. DISCUSSION

Effect of Teacher Education Level on Teacher Performance

The results of testing the variable level of teacher education on teacher performance obtained a coefficient value of 0.266 with p-value of 0.003. Because the value of p-value is smaller than α ($0.003 < 0.05$), H_0 is rejected, thus there is a significant effect on teacher education level on teacher performance in accordance with the supporting theories. Several studies that also discuss the relationship between education level and performance are: (Dwijayanthi & Dharmadiaksa, 2013), (Mamahit, 2013), (Eliyanto & Wibowo, 2013), (Jennifer Octora Kapahang, Christoffel Kojo, 2014), (Mananeke et al., 2014), (Setiawan, 2015), (I. W. I. Putra et al., 2016), (Dehotman, 2016), (Widayati, 2016), (S. Putra, 2016), (Aswad, Hajar Nur Ferrial, 2016), (Ariono, 2017), (Koni, 2018), (Yuniarti & Suprianto, 2020).

The Effect of Training on Teacher Performance

The results of testing the training variable on teacher performance obtained a coefficient value of 0.378 with a p-value of 0.001. Because the value of p-value is smaller than α ($0.001 < 0.05$), H_0 is rejected, thus there is a significant effect of training on teacher performance in accordance with the supporting theories. Research that also examines the relationship between training and performance includes: (Graha, 2005) (Novitasari et al., 2012), (Baharuddin et al., 2013), (Maslichan & Sekolah, 2013), (Wiguna, 2015), (Trijanuar, 2016), (Sulistyo et al., 2016), (Julianry et al., 2017), (Slameto et al., 2017), (Kahpi et al., 2017), (Gala et al., 2017), (Husnah et al., 2018).

The Effect of Teacher Competence on Teacher Performance

The results of testing the teacher competency variable on teacher performance obtained a coefficient value of 0.311 with p-value of 0.001. Because the value of p-value is smaller than α ($0.001 < 0.05$), H_0 is rejected, thus there is a significant effect of teacher competence on teacher performance in accordance with the supporting theories. Several studies that have also examined issues of competence with performance include: (Sriwidodo & Haryanto, 2010), (Sujana, 2012), (Ataunur & Ariyanto, 2015), (Pinca, 2015), (Rande, 2016), (Setiawati, 2017), (Friolina et al., 2017), (Basalamah, 2017), (Yamin & Ishak, 2018), (Mukhtar, 2018), (Bahri et al., 2018), (Widyanto & Mersa, 2018), (Manik & Syafrina, 2018), (Utomo et al., 2019), (Adam & Kamase, 2019), (Amdani et al., 2019), (Junjunan & Suwanda, 2019), (Syahrial et al., 2019), (Indiyaningsih et al., 2020), (Nyoto et al., 2020), (Wasiman, 2020), (Wongso et al., 2020), (Winanti, 2011), (Abdi & Wahid, 2017), (Pujiarti, 2019), (Sholehatusya'diah, 2017), (Herawati & Mahfudnurnajamuddin, 2018).

V. CONCLUSIONS AND RECOMMENDATIONS

The test results prove that the level of teacher education has a positive and significant effect on teacher performance. These results are successful in answering from previous research which states that teacher education level affects teacher performance, and can explain the research gap which states that training does not affect performance. The test results prove that training has a positive and significant effect on teacher performance. These results successfully answered from previous research which stated that training had an effect on teacher performance. The test results prove teacher competence, have a positive and significant effect on teacher performance. These results successfully answered from previous research which stated that teacher competence has an effect on performance.

The results of the study prove that the level of teacher education, training and teacher competence has a positive and significant impact on teacher performance, therefore the only thing is that SMK Negeri 4 Bondowoso always pays attention to things especially those related to teacher education level, training and teacher competence. The results of the study prove that the factor of education level is the dominant factor in the performance of teachers in SMK Negeri 4 Bondowoso. Therefore, SMK Negeri 4 Bondowoso must strive to maintain and improve aspects related to teacher performance such as the suitability of employee teacher education levels, training and teacher competence possessed by teachers of SMK Negeri 4 Bondowoso with employee expectations. For further research, the R2 test results show that there are other variables that must be considered in this study. Further research, should add other variables that can affect teacher performance, because the better the performance of employees, it will also have a good effect on the organization. Based on statistical data processing, the main factor that must be addressed by an organization is the indicators that

employees perceive to be unfavorable so that these employees can improve their performance at SMK Negeri 4 Bondowoso. The improvement can be done by using the addition of a theory that is more in line with the characteristics of the existing work at SMK Negeri 4 Bondowoso, including applying the theory of work discipline or organizational culture. Hopefully the results of this study can be used as input for organizations for managerial policies on human resources so that they can improve teacher performance. The results are expected to be able to provide empirical evidence regarding the influence of teacher education levels, organizational culture and job satisfaction on teacher performance at SMK Negeri 4 Bondowoso. In addition, the results of this study can be useful in providing constructive contributions that can be useful in developing human resource management, especially as a reference material for other parties who will conduct research on several aspects that can affect teacher performance in an organization. For further research, the influence of work discipline and emotional intelligence variables can be used as independent variables to predict the dependent variable of teacher performance.

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