

The Effect of Training and Teaching Experience on Teacher Performance State Basic Schools

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Abstract

This study uses a quantitative method with a correlational approach, namely using numerical analysis. This research will be carried out in all elementary schools in Muara Dua Kisam District, South Oku Regency. Collecting data in this study using a questionnaire. The conclusion that can be drawn from the results of research and discussion is that there is a positive and significant influence between training on the performance of elementary school teachers in Muara Dua Kisam District with an r_{XY} value of $0.434 > r_{table}$, namely 0.278 , so there is a positive influence between training on school teacher performance. based in Muara Dua Kisam District. The R square value is 0.188 , which means that 18.8% of teacher performance is affected by training. with a significant t of $0.002 < 0.05$. The conclusion that can be drawn from the results of research and discussion is that there is a positive and significant influence

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INTRODUCTION

Education is very important to ensure the development and survival of a nation. Education is a conscious effort to prepare students through guidance, teaching and / or training activities to play a role in the future. Education has a very strategic role in the development of a nation. Education is one of human needs, which aims to shape good and virtuous people according to the ideals and values of society and to educate the life of the nation [1]. Education is a dynamic activity and full of challenges, every time education is always the focus of attention and sometimes even becomes the target of dissatisfaction. Because education concerns the interests of all people, not only about investment and the current conditions and atmosphere of life. Education always requires improvement efforts and the demands of life at all levels of society.

Education is able to facilitate change for the realization of education that is equitable, high quality, and relevant to the needs of the community. Education requires resources that support and support its implementation so that educational goals can be achieved. With good human resources, an educational institution will develop optimally as expected. Quality education is generally the responsibility of students, teachers, school principals, parents, society and the environment. The teacher is a major role in education because it directly fosters, influences and develops students' abilities. The teacher is a person who occupies a position and plays an important role in education. The teacher is one of the determining factors for the high and low quality of educational outcomes. Thus, teachers are required to improve the quality in carrying out their duties in order to have high performance [2].

The success of the teacher in the learning process is largely determined by the performance of the teacher as an educator. Performance is work performance, work implementation, work achievement, work result or performance. [3] "performance is influenced by external factors and internal factors. Internal factors are the drive to work, responsibility for tasks, and interest in tasks. While external factors are appreciation for

tasks, opportunities for development, attention from the principal, interpersonal relationships among others. teachers, training, guided discussion groups, and library services. Teacher performance is the teacher's activity in the learning process, namely how teachers plan learning, carry out learning activities, and assess and evaluate learning.

The above problems are interrelated so that researchers are interested in knowing the effect of training and teaching experience on teacher performance. in this research will be conducted on Public Elementary School teachers in Muara Dua Kisam District. In general, performance is a performance or performance. Performance can also be interpreted as the work results of an organization in order to realize strategic goals, customer satisfaction and contribution to the strategic environment. The term teacher performance comes from the word job performance or actual performance. Performance is a person's performance which is shown in his appearance, deeds and work performance as an accumulation of knowledge, skills, values and attitudes that are already owned. Performance is the result or output of a process. [2] further stated that performance can be interpreted as work performance, work implementation, work achievement, work results or work performance.

[4]“ Performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in an effort to achieve the goals of the organization concerned legally, does not violate the law and is in accordance with morals or ethics”

Teacher or teacher performance is behavior or response that gives results that refer to what they do when they face a task. The performance of the teaching staff or teachers concerns all activities or behavior experienced by the teaching staff, the answers they make, to give results or goals. Teacher performance is a demonstration of the competence possessed by the teacher, namely the ability as a teacher to carry out their duties and obligations properly and responsibly.

Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. With regard to teacher performance, the form of behavior in question is the teacher's activities in the learning process. The ability of a teacher in teaching is one of the main requirements in order to be able to deliver students to achieve good learning outcomes. [5] defines that teaching is conveying knowledge to students.

According to "Experience is a major factor in a person's development, while experience is only possible in the relationship between his environment". Experience is a major factor in a person's development, in this case it means that a person's soul and abilities will be more stable if that person has felt the real situation. A professional teacher must have a set of knowledge and skills in accordance with applicable standards. [6], the thing that teachers need to pay attention to is that they must constantly improve their experience so that they have a lot of experience and quality that can support success in carrying out their duties and responsibilities. For a teacher, teaching experience can provide understanding in carrying out work assignments for the future, because at least the teacher has done the job so that he will know about the work to be faced. Every experience that a person gets will help him provide specific skills and knowledge in accordance with the job he is doing.

Through experience, the teacher also learns to develop and improve himself for the better, because in accordance with constructivism learning is a process of assimilating and connecting the experience or material he has learned with the understanding he already has, so that his understanding develops. Teachers who have a lot of work experience tend to have a good quality of learning, on the other hand, teachers who have less work experience have low learning quality. In order for the quality of learning to be higher, of course, it is necessary to have the support of adequate infrastructure in accordance with the standards, without adequate infrastructure, it is impossible for the quality of learning to be good. With the increase in quality, it is hoped that teachers can become more professional.

Several studies that are relevant to this research include conducted [7] with the title "The Influence of Levels of Education, Training, and Teaching Experience on Teacher Professionalism at Madrasah Tsanawiyah Negeri Kediri". The conclusions of this study are: 1). Effect of education level on teacher professionalism. Effect of training on teacher professionalism. The effect of teacher teaching experience on teacher professionalism. The effect of the level of education, training, and teaching experience on teacher professionalism is 0.345 with a percentage of 34.5%. The equation obtained from the multiple regression analysis of the effect of the level of education, training, and teaching experience is $Y = 83.378 + + +$. This explains that there is a significant influence between the level of education, training,

[8] with the title "The Influence of Education and Training, Individual Characteristics and Incentives on Teacher Performance at Madrasah Aliyah Unggulan Amanatul Ummah Surabaya". The results of the study can be concluded as follows: The results of hypothesis 1 test can be seen in Table 4.20, the education and training variables have a significance level of 0.005. The conclusions obtained are: The preparation of PTK in the form of a journal will be useful for increasing the rank or functional position of the teacher. Train teachers in conducting research as a solution to overcoming problems in the classroom where they teach.

METHOD

This research uses quantitative methods. Quantitative research is research that is not concerned with depth of data, which is important to record as much data as possible from a broad population. Although the study population is large, it can easily be analyzed, either through statistical formulas or computers. Data in quantitative research is in the form of numbers, the data is then analyzed using statistics in order to answer specific questions or research hypotheses, and to predict that a variable influences one another.

Meanwhile, the approach used is a correlational approach, namely using numerical analysis. This study is used to find a causal relationship between the independent variable and the dependent variable. This study consists of two independent variables and one dependent variable, namely Variable Training, Teaching Experience, and Teacher Performance. This research will be carried out in all elementary schools in Muara Dua Kisam District, Oku Selatan Regency, South Sumatra Province, which will be carried out in September 2020. The

Subjects in this study are elementary school teachers in MUARA DUA KISAM District, totaling 19 teachers. Elementary School, amounting to 50 people. [9] et al. "Data collection techniques used in qualitative research are techniques that allow detailed data to be obtained in a relatively long time".

Meanwhile, [10], "data collection technique is the most strategic step in research, because the main purpose of research is to get data" .. Arikunto[11], argued that data collection can be done with various techniques, including the use of tests, use of questionnaires, use of interview methods, use of documentation observation method.

Based on the explanation above, it can be concluded that data collection is a technique used by researchers to obtain the necessary data from sources by using a lot of time. Data collection carried out by researchers is indispensable in scientific research. The data collection techniques used in this study are as follows. [12] The documentation method is information derived from important records from either an institution or organization or from individuals. The documentation of this research is a picture taking by the researcher to strengthen the research results.

The documentation method [11] is looking for data on variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on. Meanwhile, [10], documentation can be in the form of writings, pictures or monumental works of a person. Documentation is the collection of data by researchers by collecting documents from reliable sources who know about the sources, for example NGOs. The

criteria in testing data linearity, namely if the empirical F is smaller than the theoretical F at the 5% level, it is stated that the relationship between the two variables is linear. Multicollinearity test was performed as a condition for using multiple regression analysis in this study. The multicollinearity test was carried out by investigating the magnitude of the intercorrelation between independent variables.

RESULTS AND DISCUSSION

This research is a descriptive quantitative study which aims to determine whether there is an influence between training and professional competence on teacher performance in Muara Dua Kisam District. Based on the results of research in Muara Dua Kisam District, it was found that the teacher training variable had a positive effect on teacher performance in Muara Dua Kisam District. Primary school teacher training in Muara Dua Kisam District 8% was categorized as very good, 76% was categorized as good, 16% was categorized as quite good. Overall, teacher training in Muara Dua Kisam sub-district is in the good category as seen from the highest data distribution in the good category with a value of 76%. The results of the calculation of training on the performance of elementary school teachers in Muara Dua Kisam District using the product moment correlation obtained the r_{X1Y} value of 0.434. These results indicate that the value of r_{X1Y} is greater than the value of r table which is equal to 0.278. Thus, there is a positive influence between training and the performance of elementary school teachers in Muara Dua Kisam District. Therefore, the hypothesis which reads H_0 : there is no positive and significant effect between training on teacher performance, is rejected. And the hypothesis that says H_a : There is a positive and significant influence between training on teacher performance, accepted. This proves that there is a positive and significant influence between training on teacher performance.

This finding is in line with Syukur's[13] theory which states that with trainings that are attended by teachers, teachers will be more familiar with the world of work, can develop their personalities, individual work performance, develop careers, their behavior will be effective and teachers will become more competent. The results of the calculation of teaching experience on the performance of elementary school teachers in Muara Dua Kisam District using the product moment correlation obtained a value of r_{X2Y} of 0.558. These results indicate that the value of r_{X1Y} is greater than the value of r table which is equal to 0.278. Thus, there is a positive influence between the teaching experience and the performance of elementary school teachers in Muara Dua Kisam District.

The results of the study explained that the teaching experience had a positive effect on the professional competence of teachers partially as large as 2.854. This finding also contradicts the theory of Bedjo Sujanto, measured based on the length of teaching years is an important factor that is considered to determine the professional quality of a teacher in improving their performance. The results of the calculation of training with the performance of elementary school teachers in Muara Dua Kisam District using product moment correlation obtained r_{X1X2Y} value of 0.679. These results indicate that the value of r_{X1Y} is greater than the value of r table which is equal to 0.237. Thus, there is a positive influence between training and teaching experience on the performance of elementary school teachers in Muara Dua Kisam District. In the table above, it can be seen that the results of the calculation of multiple linear regression analysis obtained an R square score of 0.461, which means that 46.1% of teacher performance variables are influenced by training and work experience variables while the remaining 53.9% is influenced by other variables outside of this study. .

The result of the calculation of multiple linear regression analysis shows that the regression line equation is: $Y' = 28,202 + 0,373 + 0,354$. which means that the constant value of teacher performance is 28.20. The teacher performance value will increase by 0.373 every time there is an additional value of 1 in the work experience variable with the assumption that the value of the variable experience is fixed and the value of teacher

performance will increase by 0.354 if there is an additional value of 1 in the teaching experience variable assuming the value of training remains.

CONCLUSION

The conclusion that can be drawn from the results of research and discussion is that there is a positive and significant influence between training on the performance of primary school teachers in Muara Dua Kisam district with an r_{X1Y} value of $0.434 > r_{table}$, which is 0.278, so there is a positive influence between training on school teacher performance. base in Muara Dua Kisam District. The value of R square is 0.188, which means that 18.8% of teacher performance is affected by training. with a significant t of $0.002 < 0.05$. The product moment correlation results obtained r_{X1X2Y} value of $0.679 > r_{table}$. Multiple regression analysis R square is 0.461, which means that 46.1% of teacher performance variables are influenced by the training variable, while the remaining 51.2% is influenced by other variables outside of this study.

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