

## **The Effect of Education and Training and Work Environment on Teacher's Performance**

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**Abstract:** The purpose of this study is to examine and assess the effect of education and training and work environment on teacher's performance. This study uses quantitative research methods and the research design is in the form of an influence study, to determine the effect between the independent variables and the dependent variable. The findings demonstrated that there is a significant effect of the education and training and work environment partially and simultaneously on the performance of State Junior High School teachers in Pemulutan District. The novelty of this article, where the school will have good teacher's performance, all stakeholders should create good work environment and give chance for teachers' education and training.

**Keywords:** Education and Training, Teacher's Performance, Work Environment

### **A. Introduction**

The superiority of a nation is not only seen from the wealth of its natural resources, quality human resources are also one of the most important factors in the development of a nation. To create quality human resources, education has an important role and is a human need, especially in the current era of globalization. Through a good and quality education process, humans will acquire knowledge and skills to improve their standard of living. In an effort to realize quality education, it must be supported by qualified educators (teachers) as well.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and medium. The teacher is the main factor that is very dominant in formal education. Teachers have an important role in realizing the achievement of national education goals in addition to the elements of students and other facilities. The success of implementing education is largely determined by the readiness of teachers in

preparing their students through teaching and learning activities. For this reason, teachers are required to be professional in carrying out their duties. Law No. 14 of 2005 concerning Teachers and Lecturers states that teacher performance standards in carrying out their professional duties, the teacher is obliged to plan learning, carry out quality learning processes and assess and evaluate learning outcomes. The main task of the teacher is manifested in teaching and learning activities or what we know as teacher performance.

Teacher performance is the level of success of teachers in carrying out educational tasks according to their responsibilities and authorities based on work standards (Barnawi and Arifin, 2014). The same thing was also expressed by Supardi (2013) who said that teacher performance is a condition that shows the ability of a teacher to carry out his duties at school and describes the existence of an action displayed by the teacher in carrying out learning activities. Teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by increasing student learning achievement. Teacher performance in learning is the most important part in supporting the creation of an effective learning process (Wahyuni, 2016).

From the above understanding it can be concluded that teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for guiding students so that effective learning is created. Thus, the teacher is not only a teacher who transfers knowledge, but also an educator who transfers values as well as a mentor who provides direction and monitors students in learning.

Improving the quality of education is strongly influenced by the professional abilities of teachers and the quality of their performance. Factors that affect teacher performance include the level of teacher education, teaching supervision, upgrading programs, conducive climate, facilities and infrastructure, physical and mental conditions of teachers, leadership style of school principals, welfare guarantees, managerial abilities of school principals and others (Dekawati, 2011). The same thing was also expressed by Danim and Khairil (2010) that the factors that influence teacher performance are: 1) the level of teacher education; 2) teaching supervision; 3) the upgrading program he attended; 4) conducive climate; 5) good physical and mental condition; 6) income level; 7) the principal's leadership style; 8) managerial skills of school principals. From these various opinions, it can be concluded that teacher performance is greatly influenced by various factors, including educational and training programs attended by teachers and a conducive work environment.

In an effort to improve teacher performance both in terms of competence and skills in the learning process, schools need to pay attention to factors that can improve the performance of these teachers in developing all their potential. One of them is by participating in education and training (Musfah, 2015). The performance of people in

their jobs will increase as a result of teacher improvement training. Education and training provide opportunities for teachers to gain new knowledge, skills, attitudes that change their behavior which will ultimately improve performance and will also have an impact on improving student learning achievement.

Through training, teacher knowledge will increase and can be applied to students in the learning process. If these teachers carry out the principles of professionalism in carrying out their duties and functions, they will produce good performance. The success of the teacher in the learning process is largely determined by the performance of the teacher as an educator. The importance of education and training for teachers includes teachers being able to teach new things to students and being able to face any changes with confidence. So that after going through the training process, teachers are able to increase learning effectiveness, increase student achievement, and cause teachers to have a stronger desire to accept new innovations.

Another factor that affects teacher performance is the work environment. The work environment that occurs in schools can support the learning process, which includes the leadership of the principal, organizational climate, the existence of a work space, air circulation, room models and so on. The work environment is everything that is around employees that can influence them in carrying out the tasks given (Nitisemito, 2009). The work environment can create a binding working relationship between the people in it. The work environment in an organization has important meaning for the individuals who work in it, because the environment will affect individual satisfaction at work (Mulyasa, 2013).

The work environment is divided into two, namely the physical and non-physical work environment. The physical work environment is all physical conditions that exist around the workplace that can affect employees either directly or indirectly. Sedarmayanti (2011) explained that the physical environment is all physical conditions that exist around the workplace that can affect teachers both directly and indirectly. The work environment is more focused on the physical condition of the workplace because in the absence of disturbances in the work environment the teacher will be able to work well. The non-physical work environment is all conditions that occur related to the relationship between workers, both the relationship between subordinates and superiors, as well as relationships with fellow co-workers or relationships with fellow superiors (Sedarmayanti, 2013). This will make a situation better and run well.

Based on observations made by researchers at state junior high schools in Pemulutan District, almost all of these schools lack teachers. In several schools, SMP Negeri 2, 5 and 6 Pemulutan are geographically located in areas far from the city center. Nearly 80% of PNS teachers who teach at these schools live far from school, while transportation to school is not smooth. This condition makes teachers often come late

to school. In addition, the work environment is not conducive due to inadequate school facilities. Therefore, researchers feel it is appropriate to conduct research through the variables as described. Similar research was conducted by Eddy et al (2020), regarding the influence of school culture and training on teacher performance at SDN 1 Sungai Lilin. It was found that there was a positive and significant influence between education and training (X2) on the performance of public elementary school teachers in Sungai Lilin District (Y).

Another study was conducted by Sugiyono and Rahaddhini (2011), regarding the effects of educational training, work motivation, and work environment on teacher performance at SDN Gabus District, Grobogan Regency. The results of the study found that the work environment has a significant influence on the performance of SDN teachers in Gabus District, Grobogan Regency. The influence of work environment variables on teacher performance has a positive or significant influence.

Merry et al (2020) conducted similar research on Teacher Performance in terms of the Influence of the Work Environment and Rewards at Indralaya 1 Public Middle School. From this study it was found that the work environment had no effect on teacher performance at SMPN 1 Indralaya. This means that the work environment where the teacher teaches does not have an effect on improving teacher performance.

Based on the description above, we feel it is important to conduct similar research on different objects and periods. The object of this research is the performance of state junior high school teachers in Pemulutan District. So, the researchers were interested in conducting research with the title *The Effect of Education and Training and Work Environment on Teacher's Performance*.

## **B. Methods**

The place where this research was carried out was a public junior high school in the Pemulutan sub-district, Ogan Ilir Regency. This study uses quantitative research methods and the research design is in the form of an influence study, namely to determine the effect between the independent variables and the dependent variable (Sugiyono, 2014). This research is deterministic in nature because it examines the influence partially and simultaneously between several research variables, namely education and training (X1) and work environment (X2) and teacher's performance (Y) variables. The main criterion for researchers in determining the research sample is school accreditation. The researcher took samples representing schools accredited A, B and C. From all the school locations in the population, the researcher chose 4 schools namely SMP Negeri 1 Pemulutan (Accreditation A), SMP Negeri 3 Pemulutan (Accreditation B), SMP Negeri 4 Pemulutan (AccreditationB) and SMP

Negeri 5 Pemulutan (Accreditation C). The number of samples used in this study were 78 respondents.

The data collection technique used in this study is a questionnaire. Test the requirements of this research data analysis using the normality test, homogeneity test, linearity test and multicollinearity test. Testing the hypothesis in this study uses a parametric statistical t test (partial test) to prove whether the regression coefficient has a significant effect or not partially between the independent variable (X) on the dependent variable (Y). If Sig. >  $\alpha$  (0.05), then the regression coefficient is not significant. If Sig. <  $\alpha$  (0.05), then the regression coefficient is significant. Testing the hypothesis using the parametric statistical F test (simultaneous test) to determine whether the regression coefficient has a significant effect or not jointly between the independent variables (X1, X2) on the dependent variable (Y). If Sig. >  $\alpha$  (0.05), then the regression coefficient is not significant. If Sig. <  $\alpha$  (0.05), then the regression coefficient is significant.

## **C. Results and Discussion**

### **The Effect of Education and Training on Performance**

The results of the study show that education and training have a significant effect on performance. These results support the proposed hypothesis where education and training have a significant effect on performance. According to the results of calculations based on the regression equation, it can be explained that if the value of education and training (X1) increases by 1 unit score, then performance (Y) will increase by 3.872, 1 unit score provided that the value of education and training (X1) is constant. Regarding whether there is a significant influence between education and training (X1) on performance (Y) it can be seen in the t-count value of 3.942 with a significance of 0.000 ( $p < 0.05$ ) with a t-table of 1.992 or in other words  $t\text{-count} > t\text{-table}$ , then reject  $H_0$  and accept  $H_a$  or in other words this shows that there is a significant effect between the variables of education and training (X1) on performance (Y).

In addition, there are several relevant research results that strengthen the results of this study. Research conducted by Jamaani et al (2021) The Effect of Education and Training and the Work Environment on Teacher Performance at SMP Negeri Ogan Ilir states that there is an influence between education and training on employee performance. It can be concluded that education and training have a positive effect on employee performance. This is because education and training are one of the efforts in developing human resources for an organization, but increasing employee performance in each organization has its own percentage, as well as in Public Middle Schools in Pemulutan District. Therefore, it can be concluded that with education and training for teachers will be able to experience positive changes in knowledge,

abilities and skills which are increasing with the development of human resources such as this training.

Education and training have a significant relationship and influence on performance. The conclusion of the research results at the same time emphasizes the importance of education and training in order to improve teacher's performance. As Notoatmodjo (2010) argues, the importance of education and training is not solely for the employee or the employee concerned, but also for the benefits of the organization. Because by increasing the ability and skills of employees, it can increase the work productivity of the employees concerned.

### **The Effect of the Work Environment on Teacher's Performance**

The results of the study show that the work environment has a significant effect on the performance of state junior high school teachers in Pemulutan District. These results also support the proposed hypothesis where the work environment has a significant effect on teacher's performance. The regression results obtained explained that if the value of the work environment (X<sub>2</sub>) increases by 1 unit score, then the performance (Y) will increase by 0.566-unit score, provided that the value of the work environment (X<sub>2</sub>) is constant. Regarding whether there is a significant effect, with the t-count value of work environment gain (X<sub>2</sub>) of 5.607 with a significant level of 0.001 ( $p < 0.05$ ), then reject H<sub>0</sub> this shows that there is a significant effect between work environment (X<sub>2</sub>) on performance (Y). This shows that the work environment (X<sub>2</sub>) has an effect on performance (Y). There are many similar studies which are corroborated by the results of this study, such as the research conducted by Marphudok, et al (2020) which concluded that there is a positive and significant effect of the work environment and work motivation on the performance of high school teachers in Muara Padang District.

Another study by Junaedi (2012) entitled *The Contribution of Education and Training, Achievement Motivation, and Work Environment to the Performance of Madrasah Ibtidaiyah (MIN) Teachers in Jembrana Regency*. This study aims to determine the contribution of the variables: (1) education and training on teacher's performance at the State Madrasah Ibtidaiyah (MIN) in Jembrana Regency, (2) achievement motivation on teacher's performance at the State Madrasah Ibtidaiyah (MIN) in Jembrana Regency, (3) the environment work on teacher's performance at the Jembrana District Public Elementary School (MIN), and (4) education and training, achievement motivation, and the work environment jointly affect teacher's performance at the Jembrana District Public Elementary School (MIN). Based on these findings, it can be concluded that there is a positive and significant contribution of education and training, achievement motivation, and work environment to the performance of teachers at State Madrasah Ibtidaiyah (MIN) in Jembrana Regency, both separately and simultaneously.

The results of this study are also relevant to previous research and strengthen the notion that the work environment can affect the performance of teachers of public junior high schools in Pemulutan District. The work environment has a significant contribution in improving performance. The work environment leads to several aspects including management, organizational structure, and job descriptions, freedom, satisfying physical environment, such as the availability of places of worship, comfortable enough rooms to work, good ventilation, security, appropriate working hours and tasks that meaning. Environmental conditions within relatively modest variations in temperature, noise, lighting, or area quality can induce significant effects on employee attitudes and performance. In addition, the design that pays attention to the number of workspaces, their arrangement or layout and the level of personal power given, affects the performance and level of teacher satisfaction.

### **The Influence of Education and Training and Work Environment on Teacher's Performance**

The results of the study show that education and training and the work environment have a significant effect on the performance of state junior high school teachers in Pemulutan District. These results support the proposed hypothesis where education and training and the work environment have a significant effect on teacher's performance.

By taking a significant level of 0.004 ( $p < 0.05$ ), then  $H_0$  is rejected and  $H_a$  is accepted, this can be seen from the F test conducted where F-count is 80.233 > F-table is 3.110. This means that it can be concluded that there is a simultaneous influence between education and training and the work environment on performance and shows a positive relationship between education and training and the work environment on performance. This shows that the variables of education and training and work environment affect performance together.

The results of this study reinforce research that has been carried out by previous researchers, such as research conducted by Handayani (2017) entitled *The Influence of Education and Training, Motivation, and Work Environment on Teacher's performance at Banyuasin State Vocational School*. The test results prove that there is a significant effect of education and training on the performance of State Vocational School teachers in Banyuasin Regency.

Wahyuni further (2016) entitled *The Influence of Teacher Professionalism on Teacher's performance (Quantitative Descriptive Research at Cluster II and Cluster III Public Elementary Schools, Pasirjambu District, Bandung Regency)*. The teacher is a professional position that is required to make every effort to carry out his

profession well. There is an influence of teacher professionalism on teacher's performance. There is a significant relationship between teacher professionalism and teacher's performance.

The results of this study are also relevant to previous research and strengthen the notion that education and training and the work environment can affect the performance of state junior high school teachers in Pemulutan District with a contribution of 77.0% while the remaining 23.0% is explained by factors that are not included in this research.

#### **D. Conclusion**

This article concludes 1) there is a significant effect of education and training on the performance of State Junior High School teachers in Pemulutan District; 2) there is a significant effect of the work environment on the performance of State Junior High School teachers in Pemulutan District; and 3) there is a significant effect of the education and training and work environment simultaneously on the performance of State Junior High School teachers in Pemulutan District.

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