

The Impact of Training and Development on Teacher Performance

Nurul Faudiah¹⁾, Fadhilah²⁾, Fitriana³⁾, Rosmala Dewi⁴⁾

^{1,2,3,4)} Universitas Syiah Kuala, Aceh

e-mail Correspondent: nurulfaudiah@usk.ac.id

Received: 11-07-2022

Revised: 30-10-2023

Accepted: 07-11-2023

Info Artikel

Abstract

Keywords:

Training,
Development,
Teacher Performance.

Improving teacher performance still needs to continue to be improved, considering that there are still many bad records about teacher performance or uneven teacher performance. One way to improve teacher performance is by providing training and development to them. This research aims to find gaps in previous research and reanalyze them so that several research questions are asked, the first is how does training influence teacher performance? secondly, how development affects teacher performance and the last is how training and development influence teacher performance simultaneously. This research uses quantitative research which obtains data from respondents using a questionnaire that has been tested on an instrument with a 1-5 Likert scale. To test the instrument, use data validity and reliability tests. Meanwhile, the data analysis technique uses the classic assumption test (linearity test, normality test, heteroscedasticity test, and multicollinearity test). The regression test used uses multiple linear regression, F-test, and T-test to test the hypothesis in this research. The test results show that training and development have a significant influence on teacher performance, while development also has a significant influence on teacher performance. Simultaneously, teacher performance is influenced by training and development. An important finding is how important the resignation indicator of the development variable has an active role in influencing teacher performance with indicators of planning, implementation, and learning innovation as well as learning evaluation.

Kata kunci:

Training,
Development,
Kinerja Guru

Abstrak

Peningkatan kinerja guru masih perlu terus ditingkatkan, mengingat masih banyak catatan-catatan buruk tentang kinerja guru atau tidak meratanya kinerja guru. Salah satu cara meningkatkan kinerja guru adalah dengan memberikan training dan development kepada mereka. Penelitian ini bertujuan mencari celah-celah penelitian terdahulu dan menganalisisnya kembali sehingga diajukan beberapa pertanyaan penelitian, pertama adalah bagaimana pengaruh training terhadap kinerja guru? kedua bagaimana development terhadap kinerja guru dan yang terakhir adalah bagaimana pengaruh training dan development terhadap kinerja guru secara simultan. Penelitian ini menggunakan penelitian kuantitatif yang mendapatkan datanya melalui responden dengan menggunakan kuesioner yang telah dilakukan uji instrument dengan skala likert 1-5. Untuk uji instrument menggunakan uji validitas dan reliabilitas data. Sedangkan untuk teknik analisis data menggunakan uji asumsi klasik (uji linieritas, uji normalitas, uji heteroskedastisitas dan uji multikolonieritas). Uji regresi yang digunakan menggunakan regresi linier berganda, uji F dan uji T untuk menguji hipotesis pada penelitian ini. Hasil uji menunjukkan bahwasannya secara parsial training dan development memiliki pengaruh signifikan terhadap kinerja guru sedangkan development juga memiliki pengaruh signifikan terhadap kinerja guru. Secara simultan kinerja guru dipengaruhi oleh training dan development. Temuan penting adalah bagaimana pentingnya indikator pengunduran diri dari variabel development memiliki peran aktif dalam mempengaruhi kinerja guru dengan indikator perencanaan, pelaksanaan dan inovasi pembelajaran serta evaluasi pembelajaran.

INTRODUCTION

Teacher performance needs to be improved considering that the quality of education in Indonesia is still unequal at this time (Jumiati, 2020). Teachers are the spearhead of a nation not only to build and improve the quality of human resources but also to increase the honor and dignity of the nation in the future, so that the higher the teacher's performance, the better the quality of the nation's human resources. based on leading media in Indonesia, the level of teacher performance still needs to be improved by providing training and self-development for teachers. Teacher performance can be seen from the results of national exams because student results indicate whether the performance of those who teach them every day is good or bad (Anwar, 2019). Training that teachers can carry out to improve their professionalism can be through public speaking, ice-breaking training for learning, the use of technology for educational applications, and leadership training. quote from the South Kalimantan regional office, teachers also still have poor performance due to the mindset that performance is limited to discharging obligations, not wanting to make positive changes, and not liking to see fellow teachers excel and progress (Nasrullah, 2016). This change will not occur until 2023. The quality of teacher performance is still very poor, as stated by the deputy governor of North Sulawesi (Kandouw, 2023). There have been many methods or methods that are expected to improve teacher performance, one of which is by providing teachers professional allowances, but they have not been able to improve teacher performance, so researchers feel the need to conduct a review of teacher performance in Indonesia.

Performance is a people's capacity to do their job as evidenced by the volume and quality of their work (Ari Kartiko, Sanusi Anwar, 2021). The teacher performs is a teacher's performance is a teacher's ability to carry out teaching and educational duties at school and be responsible for the students under his/her guidance by increasing students' learning potential and achievement (Abdu, 2017; Egalite et al., 2015; Harden & Crosby, 2000; Matete, 2021). Teacher performance has indicators of planning the learning process, implementing and developing the learning process, and finally evaluating the learning process (Jumiati, 2020). Teacher performance assessments are carried out to measure, assess, and influence job-related traits, assessments, and work results, including increasing our understanding of their performance concerning formal and structured systems (Harris et al., 2014).

This research aims to search for and find gaps between previous research so that it can make an important contribution to Indonesian education. To achieve this goal, three research questions were asked, the first is how does training affect teacher performance? This question will focus on training and development developed in madrasahs. The second question is how development influences teacher performance and the final question is that training and development simultaneously influence teacher performance significantly. Based on the research questions, it is necessary to build a framework to provide temporary answers or research hypotheses. Research conducted by (Pambreni et al., 2023) found that if teacher training was improved, teacher performance would also increase. The dimensions used are training objectives, trainers, materials, training methods and training participants (Mangkunegara, 2017). Similar research revealed (Gala et al., 2017; Hanafi et al., 2021) found that teacher training has a significant influence on teacher performance, but is not the dominant factor. Other research conducted (Wijaya et al., 2023) using the Systematic Literature Review (SLR) method shows that teacher performance in the classroom is influenced by the education and training received. Similar research with different results was revealed by (Aisyah et al., 2022), revealing that partially training had no

effect on teacher performance. (Anam & Winarko, 2023; Yulizar, 2019) expressed the same thing that training has a positive effect on teacher performance.

Development has a good influence on teacher performance as revealed in research (Putri & Imaniyati, 2017) with the indicators used Following information on developments in scientific and technology that support the profession through various scientific actions, Developing various learning models, Writing scientific papers, Making teaching aids /media, Participate in qualification education, participate in curriculum development activities. Similar results were also revealed by (Nurhidayah et al., 2023) with different indicators, namely work performance, exposure, work network and resignation. Based on this description, the answer can be taken that the first research is that training and development has a significant influence on teacher performance and the second hypothesis is that the training variable has a dominant influence on teacher performance.

RESEARCH METHODS

This research uses quantitative research which will explore each variable studied in this research (Hanson et al., 2005). The variables in this research can be classified into 2 variables, namely the independent variable consisting of training (X1) and development (X2), while the dependent variable is teacher performance (Y). This research took place at the ABC madrasah because this madrasah has several unique qualities that other madrasahs do not have.

The population, which is the entirety of the research motorcycle taxis, will be taken to be the sample. The sample population in this study was 45 teachers and was selected using the census method because the population was relatively small. The data used in this research uses primary data because the data obtained is directly obtained from respondents with data collection techniques using questionnaires or questionnaires containing questions or statements with instruments using a 1-5 Likert scale (Joshi et al., 2015; Pornel & Saldaña , 2013) which has been tested on the instrument using a validity test to test the validity of the data by comparing the r table value and the calculated t value, while the reliability test is used to test the consistency of the instrument used (Stockemer, 2018; Sugiyono, 2017).(Ghozali, 2018), Data analysis techniques apart from using validity and reliability tests also use classic assumption tests consisting of normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests, while for regression tests using multiple linear regression tests with the following equation $Y = \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + e$ with the following details:

Y = Teacher Performance

B = Correlation coefficient

X1 = Training

X2 = Development

RESULT AND DEVELOPMENT

Result

action The study's research instrument can be deemed legitimate for measuring the variables under investigation due to its high degree of accuracy and reliability, as indicated by the research findings. Table 1 below displays the findings of the training variable validity test.

Table 1 Validity Test of Training Variables

Variable	Rcount	Rtable	Information
X1.1	0,326	0,2540	True
X1.2	0,276	0,2540	True
X1.3	0,383	0,2540	True
X1.4	0,472	0,2540	True
X1.5	0,397	0,2540	True
X1.6	0,655	0,2540	True
X1.7	0,734	0,2540	True
X1.8	0,670	0,2540	True
X1.9	0,485	0,2540	True
X1.10	0,534	0,2540	True
X1.11	0,531	0,2540	True
X1.12	0,600	0,2540	True
X1.13	0,621	0,2540	True
X1.14	0,565	0,2540	True
X1.15	0,715	0,2540	True
X1.16	0,709	0,2540	True
X1.17	0,668	0,2540	True
X1.18	0,701	0,2540	True
X1.19	0,627	0,2540	True
X1.20	0,658	0,2540	True

Based on table 1 above. The calculated R value shows the close relationship between the variable being tested and other variables. Meanwhile, the calculated r value is used as a limit or standard for assessing. The calculated R value is greater when compared with the table R value so that the entirety of each statement can be declared valid

Table 2 Development Variable Validity Test Results

Variable	Rcount	Rtable	Information
X2.1	0,509	0,2540	True
X2.2	0,647	0,2540	True
X2.3	0,554	0,2540	True
X2.4	0,570	0,2540	True
X2.5	0,654	0,2540	True
X2.6	0,641	0,2540	True

X2.7	0,539	0,2540	True
X2.8	0,629	0,2540	True
X2.9	0,597	0,2540	True
X2.10	0,487	0,2540	True
X2.11	0,597	0,2540	True
X2.12	0,460	0,2540	True
X2.13	0,460	0,2540	True
X2.14	0,600	0,2540	True
X2.15	0,624	0,2540	True
X2.16	0,658	0,2540	True
X2.17	0,748	0,2540	True
X2.18	0,658	0,2540	True
X2.19	0,748	0,2540	True
X2.20	0,557	0,2540	True

Table 2 above shows that the calculated R value is greater than the R table, indicating that each variable shows a significant relationship with other variables. Based on these results, it can be concluded that in the context of the measurements or observations made, variables X2.1 to X2.20 all have good or high validity.

Table 3 Teacher Performance Validity Test Results

Variable	Rcount	Rtable	Information
Y.1	0,297	0,2540	True
Y.2	0,367	0,2540	True
Y.3	0,463	0,2540	True
Y.4	0,467	0,2540	True
Y.5	0,476	0,2540	True
Y.6	0,713	0,2540	True
Y.7	0,760	0,2540	True
Y.8	0,630	0,2540	True
Y.9	0,583	0,2540	True
Y.10	0,625	0,2540	True
Y.11	0,671	0,2540	True
Y.12	0,663	0,2540	True
Y.13	0,547	0,2540	True
Y.14	0,489	0,2540	True
Y.15	0,611	0,2540	True
Y.16	0,702	0,2540	True
Y.17	0,691	0,2540	True
Y.18	0,702	0,2540	True
Y.19	0,649	0,2540	True
Y.20	0,657	0,2540	True

Based on table 3, all the question items in this research are said to be valid or proven to be true, because the overall calculated R value is greater when compared to the table R value.

The results of the reliability test carried out on the instrument items used in the research show that all research instrument items can be said to be reliable, because they have met the criteria for testing the reliability of the instrument items used, namely Cronbach's alpha greater than 0.60. The Cronbach alpha value for each variable can be seen in table 4 below.

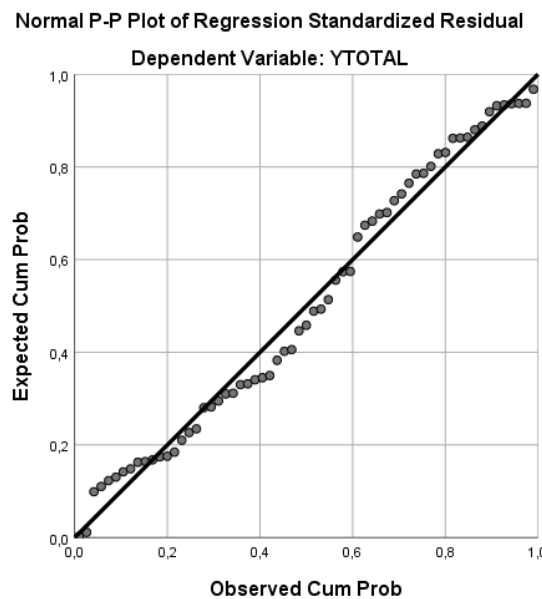
Tabel 4 Reliability Test Results

No	Variable	Cronbach Alpha > 0,60	Information
1	Teacher Performance	0,892	Reliable
2	Training	0,905	Reliable
3	Develompent	0,903	Reliable

In summary, this decision-making process in a reliability test is based on a specific threshold value of 0.60 for Cronbach's Alpha. If the value exceeds this threshold, the questionnaire is considered reliable; otherwise, if it falls below this threshold, the questionnaire is considered unreliable. This threshold value serves as a benchmark to assess the internal consistency of the questionnaire and its suitability for measuring the intended construct effectively. Researchers often use Cronbach's Alpha as a tool to evaluate and improve the reliability of their survey instruments.

The data normality test was carried out by paying attention to the data distribution (points) on the Regression Standardized Residual P-Normality Plot of the dependent variable and the Kolmogorov-Smirnov test. The criteria that must be met in the data normality test are if the data is spread around the diagonal line, then the regression model is considered to meet the normality assumption. On the other hand, if the data is spread significantly from the diagonal line or does not follow the line pattern, it can be concluded that the regression model does not meet the normality assumption. Figure 1 below is the result of the P-P Plot.

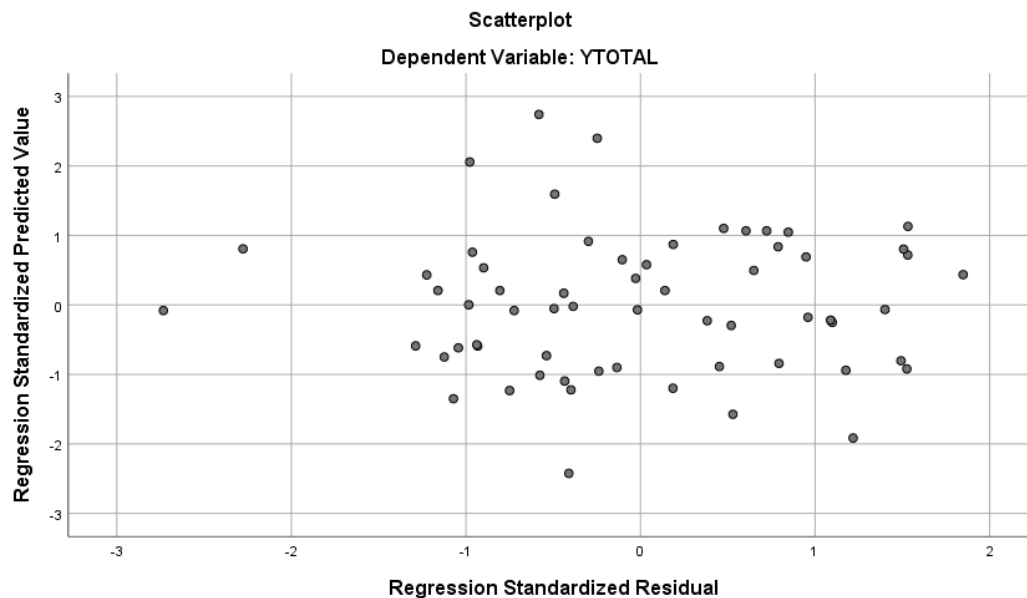
Figure 1 Normal P-P Plot



From the results of the data normality test, it can be concluded that the data distribution of each variable is normal. For further information, details of the data normality test can be found in the image above. The image also illustrates that the points formed are scattered around the diagonal line or normal line, indicating that the data is in good condition.

The findings from the heteroscedasticity examination, which was conducted using a scatterplot chart, can be observed in Figure 2 below.

Figure 2 Scatterplot



One method to identify the presence of heteroscedasticity is to examine the plot between the predicted value of the independent variable (ZPRED) and its residual (SPRESID). Heteroscedasticity detection can be done by examining the pattern in the scatterplot between SPRESID and ZPRED, where the Y axis represents Y that has been predicted, and the X axis depicts the studentized residual (Y predicted - actual Y). From the visualization in Figure 2, it can be seen that the points are distributed randomly and evenly above and below the number 0 on the Y-axis. There is no regular pattern, so it can be concluded that there is no heteroscedasticity in this regression model.

It is also evident from the tolerance value calculations that no independent variable has a tolerance of less than 0.10. There isn't a single independent variable with a Variance Inflation Factor (VIF) value more than 10, according to the findings of the calculation. The VIF values for variable X2 and variable X1 are 1.676 and 1.676, respectively, based on the coefficients shown in the preceding image. From this, it may be concluded that since the result is less than 10, the independent variable does not fall under the traditional multicollinearity assumption. The table 5 that follows displays these findings.

Table 5. Multicollinearity Test Results

		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients				
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	37,41	5,923		5,933	,000		

TotalX1	,385	,113	,365	2,885	,005	,634	1,676
TotalX2	,361	,126	,161	1,275	,001	,634	1,676

a. Dependent Variable: totally

The calculation of multiple linear regression is in Table 6 below.

Table 6 Multiple Linear Regression Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37,241	5,923		5,933	,000
	TotalX1	,385	,113	,365	2,885	,005
	TotalX2	,361	,126	,161	1,275	,001

a. Dependent Variable: totally

The following is how this model can be expressed in a multiple linear regression equation: Y equals 37.141 plus e + 0.385X1 + 0.361X2. The training variable's (X1) regression coefficient, $\beta_1 = 0.385$, can be understood in light of this equation. Given that the sig value is less than 0.05, or = 0.005, the hypothesis (H1) is deemed acceptable and there is evidence of a training effect on teacher performance. The development variable (X2) has a regression coefficient of $\beta_2 = 0.361$. Given that the sig value is less than 0.05, specifically = 0.001, the hypothesis H2 is accepted, indicating that teacher performance is influenced by development.

The F test in this study obtained a value of Fcount = 12.389 with a sig level _____ = 0.00 which is smaller than the value of 0.05, where Fcount is greater than Ftable (12.389 > 3.143). This means that H3 is accepted. So it can be concluded that Training which has indicators of training objectives, trainers, materials, training methods and training participants and Development with indicators of work performance, exposure, work network and resignation have an effect on teacher performance which can be seen in table 7.

Table 7 F Test Results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	431,702	2	215,851	12,389	,000 ^b
	Residual	1445,513	76	19,020		
	Total	1877,215	78			

a. Dependent Variable: totally

b. Predictors: (Constant), TotalX2, TotalX1

Based on the explanation above, it can be concluded that the three hypotheses in this research have been tested and can be accepted. The analysis of the three hypotheses above will be explained in the discussion section.

DISCUSSION

Training Influences Teacher Performance

Training indicators, instructors, and resources were developed based on the findings of training research, training methods and training participants had a positive influence on teacher performance which had indicators of planning the learning process, implementing and developing the learning process, and evaluating the learning process. Training provides clear guidelines about what is expected of teachers in the learning process with measurable standards enabling teachers to assess and improve the quality of learning plans. The experience of the trainers has an impact on teacher performance because the presence of experienced and competent trainers can help teachers understand new and current concepts in planning lessons and trainers can provide practical guidance based on their field experience. Relevant training materials can improve their understanding of teaching strategies, curriculum, and learning methodologies. Teachers can apply this knowledge in daily learning planning. Varied and effective training methods help teachers to better understand and master new skills. Through interactive methods, teachers can practice and understand how to integrate new concepts into lesson plans. and finally, active and involved training participants can increase the effectiveness of knowledge and skills transfer. Collaboration between trainees enables the exchange of ideas and best practices in planning learning. Overall, the integration of these elements creates a holistic and immersive training environment, enabling teachers to improve their lesson-planning skills and thereby, improve their performance in the classroom. With good support from indicators, trainers, materials, methods, and trainees, teachers can be more effective in designing adequate learning experiences for their students.

Training has a positive influence on teacher performance in terms of implementing and developing the learning process due to a deeper understanding when carrying out training. The existence of training provides clear guidance about what is expected in implementing and developing the learning process. Trainers can help teachers understand in more depth certain concepts that are relevant to the learning process. The presence of experienced trainers provides direct support in implementing effective learning practices. Coaches can also provide guidance and constructive feedback as teachers develop their learning processes. Interactive and relevant training methods help teachers to develop skills in implementing and developing learning. Teachers can practice these methods and integrate them into daily learning experiences. With these elements working together, teachers have a strong foundation to implement and develop the learning process more effectively. Comprehensive training prepares teachers with the tools, knowledge, and skills necessary to create a positive learning environment and meet student needs.

Good training will produce positive performance from teachers because by following the training, training indicators provide guidance on the evaluation criteria that must be applied by teachers in assessing the learning process. Trainers can guide teachers to understand the criteria better. Training materials related to evaluation provide teachers with more in-depth knowledge of various evaluation methods and assessment techniques. Teachers can apply this knowledge in evaluating student understanding and progress. Trainers can provide direct guidance on how to conduct effective evaluations and feedback from trainers improves teachers' evaluative abilities. Training methods that focus on developing evaluative skills provide teachers with practical experience in using effective evaluation methods. Teachers can learn and practice evaluation techniques that are appropriate to their learning context. Active training participants can share experiences and best practices related to learning process evaluation. Collaboration between

participants can improve teachers' understanding of the variations and applications of evaluation. With full support from indicators, materials, trainers, methods, and training participants, teachers can develop better evaluative abilities. This has a positive impact on their ability to measure the effectiveness of the learning process, identify areas of improvement, and design appropriate corrective actions. So, through this approach, teacher performance in evaluating the learning process can be improved significantly.

Overall, structured and comprehensive training, involving training indicators, trainers, materials, training methods, and training participants, has a significant positive impact on teacher performance in planning, implementing, developing, and evaluating the learning process. Training indicators provide clear guidelines and measurable standards, enabling teachers to improve the quality of lesson plans. The experience of the trainers, who are experienced and competent, provide practical guidance based on their field experience. Relevant training materials increase teachers' understanding of teaching strategies and curricula, which can be applied in everyday learning.

Training with training indicators, trainers, materials, training methods, and training participants has a positive impact on teacher performance in planning, implementing, developing, and evaluating the learning process. Indicators provide guidance and standards, trainer experience provides practical guidance, relevant materials enhance understanding, training methods reinforce new skills, and participant participation facilitates the exchange of ideas. In evaluation, training creates deep understanding. Indicators and guidance from trainers help implement evaluation criteria. Evaluation materials provide in-depth knowledge, training methods focus on developing evaluative skills, and participant collaboration increases understanding of evaluation variations. With full support from all training elements, teachers can develop better evaluative abilities, measure learning effectiveness, identify areas of improvement, and design corrective actions. This approach cumulatively contributes to improving teacher performance in evaluating the learning process as a whole.

This research reinforces research conducted by (Hafeez, 2021; Jabeen, 2023) that training has a positive influence on performance and this develops teachers' skills and abilities to perform better in the classroom, meaning that teacher training will improve teacher performance in the classroom and help them succeed. in that institution.

Development Influences Teacher Performance

The research results in the previous section show that development which consists of work performance indicators, exposure, work networks, and resignation has a positive and significant impact on teacher performance which consists of learning planning, implementation, and development of learning as well as evaluation of the learning process which will be described in this section. In terms of work performance indicators, good work performance helps teachers set high-performance standards and goals. Teachers who have clear work performance indicators can plan learning with more focus and direction, producing plans that are more structured and in line with educational goals. Meanwhile, work performance has an impact on the implementation and development of learning because it can guide in implementing learning plans and developing learning skills. Teachers can evaluate their implementation based on these indicators, identify areas of improvement, and continue to develop their skills.

Exposure to new learning methods, materials, and approaches engages teachers in diverse experiences. This can enrich learning planning by including innovative elements and in-depth understanding of various learning contexts. exposure to best practices and latest trends helps teachers implement and develop learning processes in a more relevant and effective way. Networking allows teachers to collaborate with fellow educators to gain additional insight and input in planning lessons. Getting involved in networking can open up opportunities to share ideas and resources. Through networking, teachers can access the knowledge and experience of colleagues, support the exchange of best practices, and collaboratively develop innovation in the learning process.

By understanding the reasons for teacher resignation, educational institutions can improve factors that may influence instructional planning and teacher well-being. Resignations can provide valuable lessons about expanding support and career-building to increase teacher retention and satisfaction. Managing attrition can help design more effective development programs. By embracing these elements in development programs, teachers can experience improvements in learning planning, implementation, and development of learning, as well as evaluation of the learning process. Indicators of work performance, exposure, work networks, and understanding of resignation can form a solid foundation for improving teacher performance as a whole.

The results of this research are in line with those carried out by (Kumar Chauhan et al., 2023) with the explanation that professional development carried out continuously by policy owners, school administrators, and educators is in a better position to make appropriate policies in maximizing work results. teachers and students.

Training and Development Influence Teacher Performance Simultaneously.

Training and development, when carried out together, have a significant influence on teacher performance. Here is some analysis of why the combination of the two has such a strong positive impact. Training provides teachers with a basic understanding and practical skills in teaching methods and subject matter. Development focuses on further skill development, deeper understanding of concepts, and implementation of innovative teaching strategies. Training and development together create a holistic approach to teacher professional growth. Training provides the foundation, while development helps teachers develop and grow sustainably throughout their careers. Training equips teachers with the latest knowledge and skills needed to implement curriculum changes. Development allows teachers to keep abreast of the latest developments in technology and teaching methods. Training and development stimulate teacher creativity by introducing them to various teaching approaches and in-depth understanding of concepts.

Development provides space for teachers to apply their innovative ideas and develop unique approaches to learning. Through training, teachers gain knowledge and skills that strengthen their confidence in carrying out daily tasks. Development helps identify and overcome weaknesses, so teachers feel more confident in facing challenges in the classroom. Training and development create a culture of lifelong learning among teachers. Teachers continually develop themselves, keep up with educational trends, and have a lasting positive impact on their performance. The combination of training and development helps ensure that resources invested in teacher development produce optimal results. Teachers become more efficient in utilizing acquired skills and knowledge to improve the quality of learning.

Thus, training and development carried out together create a comprehensive and sustainable approach to improving teacher performance. This has a significant positive impact, not only on the quality of their teaching but also on their professional growth and empowerment as educators

CONCLUSION

Based on the results and discussion in this research, it is clear that training and development can partially and simultaneously influence teacher performance in a better direction, whereas in previous studies the results were the same, but in this research what is interesting to observe and review is how teachers leave. has the impact of providing valuable lessons about expanding support and career-building to increase teacher retention and satisfaction. Managing attrition can help design more effective development programs.

The results of this research can practically be used or applied in educational institutions to improve the performance of teachers in schools or madrasas, by providing a basis for designing more precise teacher performance evaluation tools, while theoretically, this research can become a reference for researchers. researchers in the future as well as adding to the body of knowledge in the field of human resource development in the educational sphere.

This research has limitations in the variables used considering that many variables in educational human resources can improve teacher performance. Apart from the research variables used, the limitations of this research are also limited to the scope or object of research. So in the future, the researcher suggests adding research variables and research objects to improve the results of this research.

REFERENCES

- Abdu, a. (2017). Evaluation of teacher performance in schools: implication for sustainable development goals test items development and analysis using item response theory view project evaluation of teacher performance in schools: implication for sustainable development g. *Northwest journal of educational studies*, 2(1), 103–113. <https://www.researchgate.net/publication/330117286>
- Aisyah, s., nasrul, herni widiyah, & hamta, f. (2022). Pengaruh pendidikan, pelatihan, kompetensi, dan budaya organisasi terhadap kinerja guru smk pusat keunggulan kota batam. *Jurnal manajemen, organisasi, dan bisnis*, 2(4), 545–554.
- Anam, c., & winarko, r. (2023). *Pengaruh kompetensi dan pelatihan terhadap kinerja guru pada madrasah aliyah negeri (man) sampang dengan disiplin kerja sebagai variabel intervening*. 1(4).
- Anwar, l. A. (2019, may 29). Kinerja guru dapat dilihat dari hasil ujian nasional. *Kompas*. <https://www.kompas.id/baca/utama/2019/05/29/kinerja-guru-dapat-dilihat-dari-hasil-ujian-nasional>
- Ari kartiko, sanusi anwar, h. (2021). The effect of leadership, compensation, and organizational culture on employee performance at the mother and child hospital “fatimah” lamongan. *Eurasia: economics & business*, 4(46), 38–48. <https://doi.org/doihttps://doi.org/10.18551/econeurasia.2021-04>
- Egalite, a. J., kisida, b., & winters, m. A. (2015). Representation in the classroom: the effect of own-race teachers on student achievement. *Economics of education review*, 45, 44–52. <https://doi.org/10.1016/j.econedurev.2015.01.007>
- Gala, i. N., ramadhan, h. A., & rede, a. (2017). Pengaruh pelatihan dan motivasi kerja terhadap kinerja mengajar guru ipa di smp se-kota poso. *E-jurnal mitra sains*, 5(2), 58–66.
- Ghozali, i. (2018). *Aplikasi analisis multivariate dengan program ibm spss*. Universitas diponegoro. http://library.matanauniversity.ac.id/matanalib/index.php?p=show_detail&id=4962

- Hafeez, m. (2021). Impact of teacher's training on interest and academic achievements of students by multiple teaching methods. *Pedagogical research*, 6(3), em0102. <https://doi.org/10.29333/pr/11088>
- Hanafı, y., taufiq, a., saefi, m., ikhsan, m. A., diyana, t. N., thoriquttyas, t., & anam, f. K. (2021). The new identity of indonesian islamic boarding schools in the "new normal": the education leadership response to covid-19. *Heliyon*, 7(3). <https://doi.org/10.1016/j.heliyon.2021.e06549>
- Hanson, w. E., plano clark, v. L., petska, k. S., creswell, j. W., & creswell, j. D. (2005). Mixed methods research designs in counseling psychology. *Journal of counseling psychology*, 52(2), 224–235. <https://doi.org/10.1037/0022-0167.52.2.224>
- Harden, r. M., & crosby, j. (2000). Amee guide no 20: the good teacher is more than a lecturer - the twelve roles of the teacher. *Medical teacher*, 22(4), 334–347. <https://doi.org/10.1080/014215900409429>
- Harris, d. N., ingle, w. K., & rutledge, s. A. (2014). How teacher evaluation methods matter for accountability: a comparative analysis of teacher effectiveness ratings by principals and teacher value-added measures. *American educational research journal*, 51(1), 73–112. <https://doi.org/10.3102/0002831213517130>
- Jabeen, n. (2023). Impact of training on teacher's performance in karachi, sindh, pakistan. *Pakistan languages and humanities review*, 7(ii). [https://doi.org/10.47205/plhr.2023\(7-ii\)59](https://doi.org/10.47205/plhr.2023(7-ii)59)
- Joshi, a., kale, s., chandel, s., & pal, d. (2015). Likert scale: explored and explained. *British journal of applied science & technology*, 7(4), 396–403. <https://doi.org/10.9734/bjast/2015/14975>
- Jumiati, a. K. (2020). Pengaruh kepribadian, self efficacy dan locus of control terhadap kinerja guru. *Jurnal manajemen*, 5(1), 1–10. <https://doi.org/10.54964/manajemen.v5i1.145>
- Kandouw, s. (2023). Steven kandouw sebut kinerja guru di sulut buruk, jems tuuk: pengakuan jujur pemimpin hebat. *Manadonews*. <https://www.manadonews.co.id/2023/06/01/steven-kandouw-sebut-kinerja-guru-di-sulut-buruk-jems-tuuk-pengakuan-jujur-pemimpin-hebat/>
- Kumar chauhan, r., rejendran, j., santhi v, j., singh, l., & varghese, l. (2023). The impact of continuous professional development on teacher retention and performance. *Journal of barbin engineering university*, 44(8).
- Mangkunegara, a. A. A. P. (2017). *Evaluasi kinerja sdm*. Refika aditama. <https://pustaka.unm.ac.id/opac/detail-opac?id=42919>
- Matete, r. E. (2021). Teaching profession and educational accountability in tanzania. *Heliyon*, 7(7), e07611. <https://doi.org/10.1016/j.heliyon.2021.e07611>
- Nasrullah, j. (2016, november). Kebiasaan buruk guru dan dampak negatif bagi peserta didik. *Kemenag.go.id*. <https://kalsel.kemenag.go.id/opini/314/kebiasaan-buruk-guru-dan-dampak-negatif-bagi-peserta-didik>
- Nurhidayah, a. S., liastuti, e., & muljadi, m. (2023). Pengaruh pengembangan karier terhadap kinerja guru di smp binong permai. *Jurnal comparative: ekonomi dan bisnis*, 5(1), 48. <https://doi.org/10.31000/combis.v5i1.8076>
- Pambreni, y., ridho, a., & sutisna, i. (2023). Pengaruh pelatihan terhadap kinerja guru di smk bina mandiri sukabumi kabupaten sukabumi. *Jambura economic education journal*, 5(1), 79–91. <https://doi.org/10.37479/jeej.v5i1.16990>
- Pornel, j. B., & saldaña, g. A. (2013). Four common misuses of the likert scale. *Philippine journal of social sciences and humanities*, 18(2), 12–19.
- Putri, a. D. K., & imaniyati, n. (2017). Pengembangan profesi guru dalam meningkatkan kinerja guru. *Jurnal pendidikan manajemen perkantoran*, 2(2), 93. <https://doi.org/10.17509/jpm.v2i2.8109>
- Stockemer, d. (2018). Quantitative methods for the social sciences: a practical introduction with examples in spss and stata. In *quantitative methods for the social sciences: a practical introduction with examples in spss and stata*. <https://doi.org/10.1007/978-3-319-99118-4>
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan r&d*. Alfabeta.

<https://www.pdfdrive.com/prof-dr-sugiyono-metode-penelitian-kuantitatif-kualitatif-dan-rd-intro-e56379944.html>

Wijaya, c. O., yulianti, d., & herpratiwi, h. (2023). Pengaruh pendidikan dan pelatihan terhadap kinerja guru di sekolah menengah kejuruan. *Akademika*, 12(01), 231–237.

<https://doi.org/10.34005/akademika.v12i01.2706>

Yulizar. (2019). Pengaruh pendidikan dan pelatihan terhadap kinerja guru smpn 2 bangkinang kota. *Jurnal EMBA*, 1(4), 153–157.