Advances in Social Science, Education and Humanities Research, volume 565
Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)

The Effect of Training and Teaching Experience on Teacher's Performance

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ABSTRACT
This study aims to determine the impact of teacher performance training, teaching experience on teacher performance, and between teacher performance and their experience of teaching. The samples of the study were all of the teachers who taught at SMP Negeri Korwil 08 District BPR Ranau Tengah and Sub District Warkuk Ranau Selatan. The approach used in this study was quantitative. The total of samples was a hundred teachers. The data collection technique was a questionnaire. The analysis of data was statistical and inferential. Then, the findings showed that (1) the teaching had a significant impact on teacher performance, (2) there was a significant impact on teacher performance, and (3) instruction and teaching experience. The conclusion is based on the research that has been done, there is an effect of training (X1) on teacher's performance (Y)

Keywords: Training, Teacher Experience, Teacher's Performance

1. INTRODUCTION

The low quality of human resources is a major problem that give an impact to slow down the national economic development. Human resources need to be organized gradually and continuously through a quality education system in both formal and non-formal education that begins from basic education to higher education [1]. The professionals who are tasked with planning and implementing the teaching and learning activities process are called as teachers or educators. The teachers or educator have function to assess the learning outcomes, conducting the guidance and training, and conducting the research and community service, especially for educators in primary, secondary and tertiary education [2].

To become a professional teacher, it is needed skill and educational experiences. An educator position is a professional position that demands expertise, responsibility, and loyalty. The professional positions cannot be obtained without following training or preparation to have the required competencies. The role of the teacher in the formation of the human being is so dominant because there are three aspects in education i.e. (1) cognitive aspects as the academic and thinking skills, (2) psychomotor aspects, and (3) aspects of self-development through values and attitudes. The teacher is one of the determining factors for the quality of educational outcomes. Thus, the teachers are required to improve the quality in carrying out their duties to have a high performance [3].

The teacher's performance, of course, is greatly influenced by how long he/she has been teaching. Therefore, the teacher's experience in teaching can be used to measure the teacher's performance. The teaching experience that has been possessed by a teacher is decisive to achieve the learning outcomes of the students because the teachers who have been teaching for some years are considered to have adequate knowledge and experience in implementing the learning. The teachers who are beginners or new ones will need some teaching experiences to gain from the learning process.

Besides the teaching experiences, the training is also a factor that affects the teacher's performance in the classroom. The teachers who have good and professional performance in the curriculum implementation have the task of designing learning programs, implementing learning, and assessing the learning outcomes of students. While, improving the performance of a teacher is needed e.g. give the opportunities for the teachers to develop all of their potential such as being involved in the seminars, following training in making the syllabus, be the

member of teacher's organization, and other of the educational training so that the teacher has 4 competency standards. Gomes states that the training is an attempt to improve the performance of a worker concerning the work that is being undertaken and is currently under their responsibility, or that is related to their job. Therefore, training is the best solution to organizational problems. The training is intended to correct the skills shortages. The teacher is a worker in a school. He/she works to educate the students in order to reach the goal of education in Indonesia. Tha tis why, to improve the teaching performance, the teachers must, of course, be aware of the new information, skills, and the desire to learn must be maintained, so that performance will be increased [4].

Murniati researched at SMK Negeri 1 Bungoro, Pangkep Regency [5]. The results showed that there was a significant relationship between education and training on teacher performance. Thus, the competence of teachers can be increased continuously, Besides, the quality of the process and student learning outcomes will also improve. Then, Mulyawan states that training activities are the instrument to support the professionalism of the teaching profession in carrying out the teacher's performance [6].

Based on preliminary study, it was found that, in general, the teachers have had the educational background in line with the field of education and the subjects being taught. But, only some teachers who are taught different subject with their educational background. To anticipate these conditions, the government has organized various types of training in improving the teacher's professionalism. The teachers are also able to take advantage of this opportunity to improve their competence in supporting their professionalism, even they are also active in MGMP (Subject Teacher Council). The teachers can participate in every training that is carried out by both the government and community organizations in the field of education. The main contributing factor is, generally, the teachers who have longer teaching experience will participate in more activities e.g. educational training, seminars, etc., On the other hand, the teachers who have less teaching experience will take more hours to teach in schools.

Based on these descriptions, it proves that the teachers do not have the same or unequal access to the type, intensity, and relevance of their educational background in supporting their professionalism. Besides, they have different teaching experiences, so that it also has an impact on the opportunity to improve their professionalism. Therefore, the researchers were interested in examining the effect of training and teaching experience on the performance of teachers of State Junior High Schools in Korwil 08, BPR Ranau Tengah Subdistrict, and Warkuk Ranau Selatan District.

2. METHODS

This study is quantitative research, with an experimental method that uses a questionnaire. This study aims to examine the causality among variables that explain a certain phenomenon to prove the relationship or influence between variables that are called the effect of training and teaching experience on performance. The study consisted of three variables in the form of two independent variables and one dependent variable. The independent variables are training and teaching experience. While the dependent variable in this study is teacher performance. The study was conducted at SMP Negeri 1 BPR in BPR Ranau Tengah District, SMP Negeri 1 Warkuk Ranau Selatan, and SMP Negeri 2 Warkuk Ranau Selatan in Warkuk Ranau Selatan District. The sample used was all teachers, equipped with 100 people from those schools. The data were analyzed by using descriptive and inferential statistical analysis.

Data analysis was carried out by testing the validity of research instruments on training, teaching experience, and teacher performance for each variable. It is said to be valid if it can measure the test. Then, also an instrument is said to be valid if it can reveal data from the variables studied appropriately [7]. To find out whether the instrument is valid or not, it can be concluded by using 'if $r_{count} > r_{tab}$le then, the instrument is declared 'valid', conversely 'if $r_{count} \leq r_{table}$' the instrument is declared 'invalid' [8]. Before the analysis was carried out, the analysis requirements are first tested both for predictive purposes and for hypothesis testing such as (1) Normality Test, (2) Linearity Test, and (3) Multicollinearity Test.

3. RESULTS AND DISCUSSION

1. Descriptive Statistical Analysis

a. The Characteristics of Respondent based on Gender

The following table shows the characteristics of respondent based on gender.

Table 1. The Characteristics of Respondent based on Gender

No	Gender	Amount	Percentage
1	Male	37	37%
2	Female	63	63%
	Total	100	100%

Table 1. shows that the research respondents were dominated by women. The total of respondents were 63 people or 63% for women, while 37 people or 37% for men.

b. The Characteristic of Respondent based on the Educational Background

The following table shows characteristic of respondent based on the educational background.

Table 2. The Characteristic of Respondent based on the Educational Background

No	Educational Level	Amount	Percentage
1	Senior High School	0	0%
2	Diploma 1	0	0%
3	Diploma 2	1	1%
4	Diploma 3	0	0%
5	Bachelor Degree	95	95%
6	Master Degree	4	4%
7	Doctoral Degree	0	0%
	Total	100	100%

Source: Primary Data Management, 2020

Table 2. shows that the majority of respondents or 95% were graduated from Bachelor Degree, 4% of respondents were graduated from master degree and 1% of the respondents were graduated from Diploma 2, and none of the respondents were graduated from Diploma 1, Diploma 3, and Doctoral Degree.

c. The Characteristic of Respondent based on Working Experience

The following table shows respondent characteristic based on working experience.

Table 3. The Characteristic of Respondent based Working Experience

No	Time	Amount	
		People	Percentage
1	1 – 5 Years	8	8%
2	> 5 – 10 Years	50	50%
3	> 10 Years	42	42%
Total		**100**	**100%**

Source: Primary Data Management, 2020

Based on Table 3. it can be seen that the status of 1-5 years teacher tenure is 8 people (8%), the working period> 5 - 10 years indicates 42 people (42%), and as many as 50 teachers (50%) have worked in the over 10 years.

d. The Characteristic of Respondent based on Age Range

The following table shows the characteristic of respondent based on age range.

Table 4. The Characteristic of Respondent based on Age Range

No	Age	Amount	
		People	Percentage
1	≤ 25 Years Old	5	5%
2	26 – 35 Years Old	36	36%
3	36 – 45 Years Old	40	40%
4	> 45 Years Old	19	19%
Total		**100**	100

Source: Primary Data Management, 2020

Based on Table 4. it can be seen that the respondents aged ≤ 25 years old are only 5 people or 5%, while the majority of respondents aged between 36 - 45 years old are 40 people or 40%.

2. Testing Data Analysis

1) Normality Test

The normality test is to test the normality of data distribution for every variable. The normality testing is done by using the Kolmogorov-Smirnov test and the Normal P-P Plot graph test. The results of the normality test can be seen in Table 5 as follow:

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test				
		Training	Teaching Experience	Teacher's Performance
N		100	100	100
Normal Parameters[a,b]	Mean	80.04	81.14	83.75
	Std. Deviation	6.521	6.799	7.291
	Absolute	.072	.077	.074
	Positive	.072	.077	.056
	Negative	-.058	-.066	-.074
Test Statistic		.072	.077	.074
Asymp. Sig. (2-tailed)		.200[c,d]	.157[c]	.194[c]
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

Table 5. explains that the Asymp. Sig (2- tailed) for the training variable was 0.200, the teaching experience variable was 0.157, and the teacher performance variable was 0.194.

The basic way for making decisions on the *Kolmogorov-Smirnov* of normality test is as follow:

1. If the Asymp. Sig (2-tailed)> 0.05, then the conclusion is that the data are normally distributed.
2. If the Asymp. Sig (2-tailed < 0.05, the conclusion is that the data are not normally distributed

All data are normally distributed because the Kolmogorov-Smirnov test results obtained the Asymp value that is Sig (2-tailed) > from α which is above 0.05. So, it can be concluded from the data on training variables that the teaching experience and teacher performance is above 0.05.

The data based on the Normal P-P Plot of Regression Standardized Residual graph as shown in Figure 1. shows that the data distribution is around the diagonal line and follows the I direction to meet the diagonal line so that it can be interpreted that the data is normally distributed. Thus, regression analysis is feasible to be used to predict the teacher's professionalism based on the contribution of training variables and teaching experience.

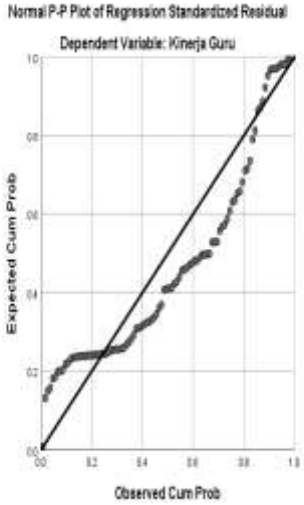

Figure 1. Normal P-P Plot of Regression Standardized Residual

2) Linearity Test

A linearity test is used to obtained data is linear or not. It was carried out using the one-way ANOVA in the SPSS Verse program. 26.0 with a significant level of 5% (α = 0.05).

Table 6. Linearity Test

			Sig.
Teacher's Performance * Training	Between Groups	(Combined)	.000
		Linearity	.000
		Deviation from Linearity	.390
	Within Groups		
	Total		
Teacher's Performance * Teaching Experience	Between Groups	(Combined)	.000
		Linearity	.000
		Deviation from Linearity	.749
	Within Groups		
	Total		

Based on Table 6., shows that the significant value on the line Deviation from linearity ≥ α, (α = 0.05). It means the relationship between the training variable with teacher performance and the teaching experience variable with teacher performance is linear.

3) Multicollinearity Test

Multicollinearity test is purposed to prove whether there is/there is no correlation among dependent variables (training and teaching experience) by using regression model analysis. In this case, the conclusion can be taken as follows:

a. If the tolerance value is > 0.10 and VIF is < 10.0, it means that there is no multicollinearity.
b. If the tolerance value is < 0.10 dan and VIF is > 10.0 it means that there is multicollinearity.

Table 7. Result of Coefficients

Coefficients

Model		Collinearity Statistics	
		Tolerance	VIF
1	Training	.672	1.487
	Teaching Experience	.672	1.487

a. Dependent Variable: Teacher's Performance

Table 7 shows each variable has a tolerance value > 0.10 and VIF value < 10.00, so it means that there is no multicollinearity between the independent variables.

4) The Effect of Training on Teacher's Performance

Inferential statistical analysis is a multiple linear regression analysis that explains the output. This analysis consists of multiple linear regression analysis, F-test analysis (simultaneous), t-test (partial), and the coefficient of determination.

Table 8. Result of of Partial Hypothesis Testing (t-test)

Coefficients [a]					
Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t.	Sig.
(Constant)	2.140	.672		.424	.672
Training	.881	.000	.788	12.791	.000
Teaching Experience	.136	.042	.127	2.064	.042
Dependent Variable: Teacher's Performance					

Based on the Table 8, the t-count value of the training variable is 12,791 with *a sig* value equal to 0,000 and the value of t_{table} dk = n- 2 = 98 is 1.661. That is, the value of t_{count} (12,791) > t_{table} (1,661) and the value of *sig* (0,000) < α (0.05), it means that Ho is rejected and Ha is accepted. Thus, there is a significant effect of training on teacher's performance.

5) The Effect of Teaching Experience on Teacher's Performance

As seen in Table 8, the t_{count} value of the teaching experience variable is 2.064 with a *sig* value is 0.042, and t_{table} value dk = n-2 = 98 is 1.661. That is, the value of t_{count} (2.064) > t_{table} (1.661) and the value of *sig* (0.042) < α (0.05), it means that Ho is rejected and Ha is accepted. Thus, there is a significant effect of teaching experience on teacher's performance.

6) The Effect of Training and Teaching Experience on Teacher's Performance Simultaneously

There are three types statistical analysis used, i.e. multiple linier regression, simultaneous hypothesis, and determinant coefficient. The following is the description of the statistical result.

a. Multiple Linear Regression Test results

Table 9. Multiple Linear Regression Test results

Coefficients [a]					
Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t.	Sig.
(Constant)	2.140	.672		.424	.672
Training	.881	.000	.788	12.791	.000
Teaching Experience	.136	.042	.127	2.064	.042
Dependent Variable: Teacher's Performance					

Based on Table 9, it is obtained that the regression equation constant α is 2.140 and the coefficient value of the independent variable b1 is 0.881 and b2 is 0.136. The regression equation is obtained as follows:

$$\mathbf{Y = 2{,}140 + 0{,}881\ X_1 + 0{,}136\ X_2}$$

1. A constant coefficient of 2,140 means that if training (X_1) and teaching experience (X_2) are 0 or constant, then the teacher's performance (Y) is 2,140.
2. The training coefficient (X_1) of 0.881 means that if the training (X_1) increases by 1 unit score, the teacher's performance (Y) will increase by 0.881, that is assuming the teaching experience coefficient is 0 or constant.
3. The coefficient value of teaching experience (X_2) of 0.136 means that if the teaching experience (X_2) increases by 1 unit score, then teacher's performance (Y) will increase by 0.136, that is assuming the training coefficient is 0 or constant.

b. Simultaneous Hypothesis Testing Result

The simultaneous test is using the F-test to determine the effect of the independent variables together on the dependent variable. If the probability value (significant) > 0.05, then there is no influence between the training variable (X_1) and teaching experience (X_2) on teacher's performance (Y). If the probability value (significant) < 0.05, then there is an influence between the training variable (X_1) and teaching experience (X_2) on teacher's performance (Y).

Table 10. Simultaneous Hypothesis Testing Result

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3959.247	2	1979.623	147.313	.000[b]
	Residual	1303.503	97	13.438		
	Total	5262.750	99			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Teaching Experience, Training						

The output in Table 10, the value of F^{count} is 147,313 and F_{sig} is 0,000 and the F_{table} value for dk = n-2-1 = 97 is 3.09 (F_{table} is attached). That is, the value (147,313) > F_{table} (3.09) and the value of F_{sig} (0,000) < α (0.05), it means that Ho is rejected and Ha is accepted. It can be

concluded that there is an effect of training and teaching experience on teacher's performance.

c. Determinant Coefficient

To find out how much the influence of independent variables (training and teaching experience) on the dependent variable (teacher's performance) simultaneously can be seen in Table 11.

Table 11. Results of the Determinant Coefficient of Training (X1) and Teaching Experience (X2) on Teacher's Performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.867[a]	.752	.747	3.666

a. Predictors: (Constant), Teaching Experience, Training

Table 11. shows the magnitude of the value of R Square, that is 0.752, thus the coefficient of determination is 75.2%, so it can be concluded that the influence of the independent variables (training and teaching experience) on the dependent variable (teacher performance) is 75,2% and the remaining 24.8% influenced by other factors which are not research variables.

Based on the research that has been done, the results show that there is an effect of training (X1) on teacher's performance (Y). This result is in line with the hypothesis proposed that there is an effect of training on teacher performance. The results of the research of the 100 teachers studied showed that training had a contribution to teacher performance by 88.1%, which means the teacher who had participated in some pieces of training would help and support the success of a teacher in working to achieve the national education goals. Training affects teacher's competence, both pedagogical, personality, social and professional competencies. Training helps teachers to develop skills and abilities.

The results of this study are in line with what has been conveyed by Mulyawan [6]. He explains that the important efforts to improve the teacher's professionalism, both qualitatively and quantitatively, needed to be done continuously. One of them is following training as an instrument to support the professionalism of the teaching profession in carrying out its performance.

According to Barnawi and Arifin, training programs must be provided based on needs [8]. This means that the type of training programs must match what types of abilities are still low. According to Sinambela and Lijan, the target of training for employees is to master the knowledge, skills, and behavior that are emphasized in the training program and applied in everyday life [9]. Thus, an effective training program is related to three factors, namely cognitive, affective and psychomotor.

In line with the research that was conducted by Indri, the results of the correlation analysis, which means that there is a fairly strong influence between training (X1) on teacher's performance (Y) of 13.7%. While the remaining 86.3% is determined by other factors not included in this study [10]. Besides that, it can be argued that training is a necessity that a teacher must often follow in carrying out his duties in improving his teaching performance. This is in line with the research conducted by Febriana et.al. which shows that training has a dominant influence on teacher performance and implies that the more often teachers attend relevant training, the better the teacher's performance will be [11].

Based on the relevant research, it can be concluded that training has a positive effect on teacher's performance. Training is an effort in developing human resources for an organization, as well as at the State Junior High School in Korwil 08, BPR Ranau Tengah sub-district, and Warkuk Ranau Selatan sub-district. By the following training, the teacher's experience changes positively in terms of knowledge, skills, and abilities.

4. CONCLUSION

To conclude, the training and teaching experience have influenced the teacher's performance. The conclusions can be drawn: first, training has a significant effect on teacher performance. It means that more often the teachers attend a training, the teacher's performance will increase. For this reason, it is necessary to improve the quality of teachers through training, courses, seminars, workshops, and so on. For teachers, it is necessary to develop enthusiasm to increase knowledge so that they are not left behind; second, the teaching experience has a significant effect on the teacher's performance because the teacher has a lot of teaching experience. The teacher of SMP Negeri in Korwil 08 had been teaching for over 5 years. This means that the longer the time of teaching, the teacher's performance will be better. The last, there is a significant effect both of training and teaching experience on the teacher performance. Thus, the training and teaching experience can affect the teacher's performance.

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