

# Effect of Training, Performance, and Work Motivation on Teacher Performance: A Narrative Review

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**Abstract** - Teacher performance is the work achieved by a teacher in carrying out their duties in accordance with the responsibilities given to them. However, based on facts on the ground, teacher performance is still not optimal. Work motivation is one of the factors that influence performance. Work motivation is also a requirement that is used by someone to do a job. In improving teacher performance, of course, it cannot be separated from encouragement from oneself or from outside, one of which is the principal as encouragement from outside. And work discipline is one factor that is no less important than work motivation. So discipline is very important for the growth of an institution and organization to encourage its members to fulfill the demands of various predetermined provisions.

**Keywords:** Training, Teacher Performance, Work Motivation

## I. INTRODUCTION

The Indonesian nation has challenges in improving the quality of education as well as the quality of human resources as one of the determinants of educational success (Kamar et al., 2020; Novitasari, D., Goestjahjanti, F. S., & Asbari, 2020; Novitasari, Sasono, et al., 2020; Ong et al., 2020; Purwanto et al., 2019). An educational institution can achieve its goals if it is supported by qualified human resources. The implementation of the education system will not run effectively and efficiently without the role of teachers and administrative staff and treasurers (Nadeak et al., 2021; Wibowo et al., 2020; Zaman et al., 2020). The role of the teacher is very important because it is the main determinant in the success of the educational process (Hutagalung, D., Sopa, A., Asbari, M., Cahyono, Y., Maesaroh, S., & Chidir, 2020; Novitasari, Asbari, et al., 2020; Puji Astuti et al., 2020). Therefore, teachers need to be fostered and developed continuously and plan programs that can improve the quality of teacher performance in implementing education. One of the successes of the national education system can be seen from the performance of its teachers. Performance is the result of work achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him. While teacher performance is the result of work that can be achieved by teachers in an organization (school), in accordance with the authority and responsibilities given by the school in an effort to achieve the vision, mission and goals of the school concerned legally, do not violate the law and are in accordance with morals and ethics.

Indonesia places education as something very important and primary. Various studies and research results describe the strategic role that determines teachers in delivering the success of a country's education (Yuwono Novitasari, D., Hutagalung, D. & Sasono Silitonga, N., & Asbari, M., 2020). Teachers are professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, basic education, and secondary education through formal education (Asbari, Nurhayati, et al., 2020; Asbari, Sestri Goestjahjanti, et al., 2020; Purwanto et al., 2020). The role of the teacher in the administration of formal education is very dominant in achieving quality education. The ability of educators must match the

basic competencies previously possessed. If it is not appropriate, it will greatly affect the quality of educators who are taught to students. As a result, there will be a decrease in school performance. The success of the teacher in the learning process is largely determined by the performance of the teacher (Agistiawati et al., 2020; Hutagalung, D., Sopa, A., Asbari, M., Cahyono, Y., Maesaroh, S., & Chidir, 2020; Novitasari, Asbari, et al., 2020).

Vocational High Schools (SMK), as one of the educational institutions, also need to strive to improve their quality so that they can contribute to creating a workforce that is 'fresh' and ready to be deployed to meet workforce needs. Vocational education is secondary education that prepares students to be ready to work in certain fields, therefore performance is an important factor in carrying out its functions as a driving force for government activities that produce competent students in academic and non-academic fields who are prepared not only to continue higher education but students - students who have an entrepreneurial spirit are ready to work or open jobs.

## II. METHOD

This article aims to dig deeper into the influence of Training, Performance and Work Motivation on teacher performance in educational institutions. The method used in this article is a literature review and the aim is to assess, summarize, and communicate some of the results of research on the effect of training, Performance and Work Motivation on teacher performance.

Table. Journal articles reviewed

Autor	Judul	Metode	Sumber
Rizaldi Putra, Nyoto, Suyono, Evi Wulandari (2019)	Pengaruh Motivasi, Pelatihan, Budaya Organisasi, dan Komitmen Organisasi Terhadap Kepuasan Kerja dan Kinerja Guru Di Smk Negeri Kota Pekanbaru	Structural Equation Modeling	Google scholar
Ita Nurfadilah, Umi Fariyah (2021)	Pengaruh Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Guru Madrasah	Kuantitatif	Google scholar
Sofia Sebayang, Tiur Rajagukguk (2019 - 2020)	Pengaruh Pendidikan, Pelatihan dan Motivasi Kerja Terhadap Kinerja Guru Di SD dan SMP Swasta Budi Murni 3 Medan	Survey menggunakan kuesioner	Google scholar

## III. RESULT AND DISCUSSION

The research results used by Rizaldi Putra, Nyoto, Suyono, Evi Wulandari (2019), namely,

1. SMK Negeri 2 Pekanbaru was founded in 1959 as a private school, under the name STM KARYA BAKTI. This school, which is located in the heart of the city center of Pekanbaru, is one of the most favorite vocational schools in Pekanbaru, Riau. In 1967 this school was made into a public school with the name STM NEGERI Pekanbaru, which is the only State Middle School of Engineering in Riau Province, has 3 majors, namely the Department of Building, Machinery and Electricity. Now it has been changed to SMK Negeri 2 Pekanbaru.
2. Pekanbaru State Vocational School 5 was inaugurated by the Minister of Education and Culture of the Republic of Indonesia Prof. DR. Ing Wardiman Djojonegoro on December 28, 1996. Operating since June 1994, it is a school with filial status from Pekanbaru 1 Public High School (now Pekanbaru 2 State Vocational School) under the leadership of Drs . Malkan Nasution (1994 –1996) then stood alone as STM Negeri 2 Pekanbaru under the leadership of Drs. Syahrial as School Principal (1996 –1998) with two Departments/Fields of Expertise namely Electrical Engineering and Electronic Engineering. The naming of STM Negeri 2 then changed to SMK Negeri 5 Pekanbaru.

3. SMK Negeri 4 Pekanbaru, which is located on Jalan Purwodadi Panam, formerly known as SMIK or a craft group school since its establishment in 1995, this school has experienced very rapid development, from only 2 majors to now 7 majors/fields of expertise.

The research results used by Ita Nurfadilah, Umi Farihah (2021), namely, that the teacher's work motivation in the very high category is 30%, the teacher's work motivation is in the high category by 67%, and the teacher's work motivation is in the moderate category by 3%. So it can be concluded that the work motivation of teachers at Madrasah Tsanawiyah Negeri 2 Bondowoso is in the high category of 67%. Where most of the respondents in this study were aged 35 –45 years by 47%. Age can affect a person at work. If the age is old then someone will experience a decrease in enthusiasm or lack of motivation. Conversely, young people tend to be more enthusiastic or have high work motivation at work. Teachers who were respondents in this study were classified as elderly. Even though the age of the teachers at Madrasah Tsanawiyah Negeri 2 Bondowoso is classified as old, these teachers are still productive at work so that this makes the teacher enthusiastic about working and the motivation of the teacher is high..

The results of the research used by Sofia Sebayang, Tiur Rajagukguk (2019 - 2020), namely,

1. It is known that the constant value is 1.719. This value can be interpreted if education, training, motivation have no effect, then the value of the performance dependent variable is 1.719.
2. The value of the regression coefficient of education is 0.223. This value can be interpreted when education increases by 1 unit, then performance increases by 0.223.
3. The value of the regression coefficient of training is 0.179. This value can be interpreted when the training increases by 1 unit, the performance increases by 0.179.
4. The value of the regression coefficient of motivation is 0.246. This value can be interpreted when motivation increases by 1 unit, then performance increases by 0.246

#### **IV. CONCLUSION**

Rizaldi Putra, Nyoto, Suyono, Evi Wulandari (2019) concluded that

- (1) Motivation has a positive and significant effect on job satisfaction.
- (2) Motivation has a positive and significant effect on teacher performance.
- (3) Training has a negative and insignificant effect on job satisfaction
- (4) Training has a positive and not significant effect on performance
- (5) Organizational Culture has a positive and significant effect on job satisfaction
- (6) Organizational culture has a positive and significant effect on teacher performance

Ita Nurfadilah, Umi Farihah (2021) concluded that

- 1) The average teacher's work motivation at Madrasah Tsanawiyah Negeri 2 Bondowoso is in the high category of 67%.
- 2) The average teacher's work discipline at Madrasah Tsanawiyah Negeri 2 Bondowoso is in the very high category of 80%.
- 3) The average performance of teachers at Madrasah Tsanawiyah Negeri 2 Bondowoso is in the high category of 67%.
- 4) There is a significant influence on work motivation and discipline rja jointly on teacher performance at Madrasah Tsanawiyah Negeri 2 Bondowoso with the results of the F test obtained Fcount = 3.606 greater than Ftable = 3.340
- 5) There is a significant influence of work motivation and discipline individual work on teacher performance at Madrasah Tsanawiyah Negeri 2 Bondowoso.

Sofia Sebayang, Tiur Rajagukguk (2019 - 2020) concluded that a) Education, training and motivation as a whole/jointly are able to explain the teacher's work performance variable by 53.4%, the remaining 46.6% is influenced by other factors.

b) Based on the results of the simultaneous test with the F test, the simultaneous effect of all independent variables, namely education, training and motivation has a significant effect on teacher performance, by 5% or 0.05 is 2.85. It is known that the calculated F value is 14.497 > F table 2.85 and the Sig value is 0.000 < 0.05, then education, training, motivation simultaneously or simultaneously have a significant effect on performance, meaning that the influence of education, training and motivation has a positive and significant effect on teacher performance .

c) The coefficient value of education is 0.223, which is positive. This means that education has a positive effect on performance. It is known that the t value of education is |3,223| > t table |2,02| and the Sig of the education variable is 0.003 < 0.05, so education has a positive and significant effect on performance.

d) The coefficient value of the training is 0.179, which is positive. This means that training has a positive effect on performance. It is known that the calculated t value from the training is |2,382| > t table |2,02| and the Sig of the training variable is 0.022 < 0.05, so training has a positive and significant effect on performance.

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