



DOI: <https://doi.org/10.38035/dijemss.v6i6>
<https://creativecommons.org/licenses/by/4.0/>

The Influence of Competence, Training, and Work Environment On The Performance of SD Alam Insan Cemerlang Teachers

Audilla Putri Munggaran¹, Sri Astuti Pratminingsih²

¹Widyatama University, Bandung, Indonesia, audilla.putri@widyatama.ac.id

²Widyatama University, Bandung, Indonesia, sri.astuti@widyatama.ac.id

Corresponding Author: audilla.putri@widyatama.ac.id¹

Abstract: SD Alam Insan Cemerlang is a school based on a combination of natural and Islamic schools that aims to develop the potential of students, shape and strengthen the character of students. from the results of the data obtained, there has been a decrease in the performance of SD Alam Insan Cemerlang teachers for almost the last 2 years as seen from performance management data on the Teaching Media Platform (PMM). factors that affect teacher performance include competence, training, and work environment. This study aims to analyze the effect of teacher competence, training, and work environment on teacher performance at SD Alam Insan Cemerlang. The research method used is quantitative with a descriptive verification approach, the data was collected using a questionnaire distributed to 30 teachers of SD Alam Insan Cemerlang. The sample size was determined using nonprobability sampling technique. The analytical tool used in this research is SPSS Windows 25. The results showed that (1) competence has a positive effect on teacher performance, (2) training has a positive effect on teacher performance, (3) the work environment has a positive effect on teacher performance. This study implies that improving competence through competence, training that is relevant to the needs of teachers, and creating a conducive work environment can improve teacher performance.

Keyword: Competence, Training, Work Environment, Teacher Performance

INTRODUCTION

Education is one of the most important things for improving the quality of human resources in a country. In the world of education consists of several elements that are required to be continuously improved in quality and quantity. One element that has an important role in it is Human Resources (education personnel and education personnel). Education personnel are at the forefront of preparing a superior generation that can face the continuous development of the times. In the past two years, Sekolah Alam Insan Cemerlang has experienced several declines based on teacher performance results on the performance assessment platform.

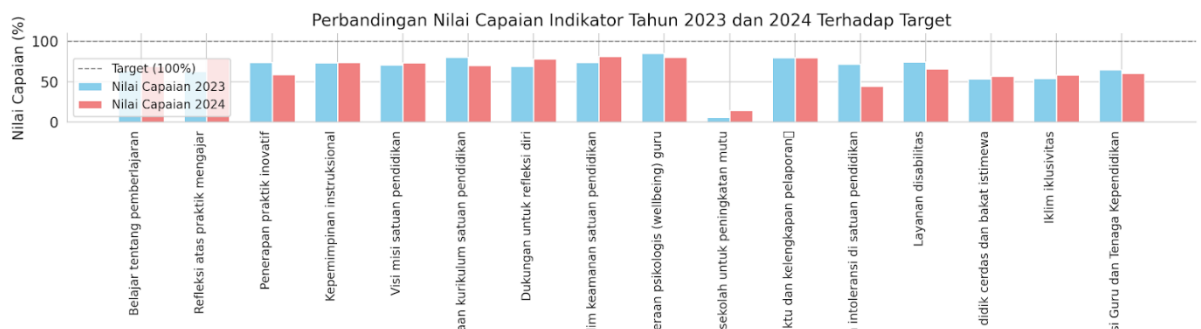


Figure 1. Comparison of 2023 and 2024 Achievement

Several indicators show a decrease in achievement from 2023 to 2024, which needs serious attention. The implementation of innovative practices experienced a significant decline of 14.73%, from 73.89% in 2023 to 59.16% in 2024. A decline was also seen in Management of the education unit curriculum, which fell by 10.20% from 80.36% to 70.16%. In addition, teachers' psychological wellbeing also decreased by 4.72%, from 85.39% to 80.67%. Finally, disability services decreased by 8.43% from 74.32% to 65.89%, and the administration of teachers and education personnel also decreased by 4.24%, from 64.91% to 60.67%. The above can occur due to several factors, including competence, training, and work environment.

According to Costa, Roe, & Taillieu in (Siswadi et al: 2020), competence can be described as the ability to carry out a task, role or duty, the ability to integrate knowledge, skills, attitudes and personal values, and the ability to build knowledge and skills based on experience and learning carried out. Teacher competencies include mastery of subject matter, learning methods, learning evaluation, self-development, collaboration, classroom management, professional ethics, communication, leadership, motivation, patience, and creativity.

According to Dessler (2020) “Training is the process of teaching new or current employees the basic skills they need to perform their jobs. According to Dessler (2020) “Career Management is the process for enabling employees to better understand and develop their career skills and interests, and to use these skills and interests more effectively interests more effectively.”

Meanwhile, according to Mathis, Jackson, Valentine & Meglich (2016) “Performance is an evaluation process to find out how well employees do their jobs when compared to predetermined standards”. Employee performance is one of the things that is important for every employee has. Robbins et., al (2016) “Training is a learning experience that teaches new skills, knowledge, attitudes, and behaviors necessary for successful job performance. Training focuses on enhancing those specific skills and abilities needed to perform currently held positions”.

METHOD

This research uses quantitative methods with a descriptive verification approach. The study population was teachers at SD Alam Insan Cemerlang, Bandung Regency. The sampling technique used the census method, with a sample size of 30 teachers. Data collection using a questionnaire with a likert scale. Data analysis includes validity, reliability, classical assumptions, and hypothesis testing with multiple linear regression.

RESULTS AND DISCUSSION

The results of this study were obtained from distributing questionnaires to 30 teachers at SD Alam Insan Cemerlang. The characteristics of respondents based on gender, length of service, age, and last education level. the results of the analysis show that 63% of respondents

are male, the average age of respondents is > 35 years - 45 years, and the last education is at the S1 level.

The cumulative value on the competency variable is 2.98 which shows a fairly good description, the value of training is 2.95 which shows a fairly good description, the value of the work environment is 3.2 which shows a fairly good description, and the value of performance is 3.2 with a fairly good description.

Table 1. Validity Test

Variabel	No Item	r hitung	r tabel	Description
Competence (X1)	Butir 1	0,786	0,361	Valid
	Butir 2	0,580		Valid
	Butir 3	0,720		Valid
	Butir 4	0,834		Valid
	Butir 5	0,791		Valid
	Butir 6	0,701		Valid
	Butir 7	0,746		Valid
	Butir 8	0,815		Valid
	Butir 9	0,718		Valid
	Butir 10	0,714		Valid
Training (X2)	Butir 1	0,757	0,361	Valid
	Butir 2	0,893		Valid
	Butir 3	0,827		Valid
	Butir 4	0,891		Valid
	Butir 5	0,812		Valid
	Butir 6	0,859		Valid
	Butir 7	0,808		Valid
	Butir 8	0,794		Valid
	Butir 9	0,810		Valid
	Butir 10	0,879		Valid
	Butir 11	0,485		Valid
Work Environment (X3)	Butir 1	0,903	0,361	Valid
	Butir 2	0,838		Valid
	Butir 3	0,843		Valid
	Butir 4	0,737		Valid
	Butir 5	0,877		Valid
	Butir 6	0,849		Valid
	Butir 7	0,836		Valid
	Butir 8	0,799		Valid
	Butir 9	0,824		Valid
	Butir 10	0,812		Valid
	Butir 11	0,891		Valid
	Butir 12	0,745		Valid
Teacher Performance (Y)	Butir 1	0,849	0,361	Valid
	Butir 2	0,901		Valid
	Butir 3	0,901		Valid
	Butir 4	0,880		Valid

Table 2. Realibility Test

Variabel	Cronbach Alpha	Keterangan
Competence (X1)	0,904	Reliable
Training (X2)	0,941	Reliable
Work Environment (X3)	0,958	Reliable
Teacher Performance (Y)	0,906	Reliable

Based on the table above, the research instrument is valid and reliable. The research continued on the data analysis test

Table 3. Multicollinearity Test Tolerance and VIF Coefficients Method

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-20.095	4.217		-4.766	.000		
Competence	.469	.033	1.008	14.201	.000	.866	1.155
Training	.174	.042	.365	4.186	.000	.572	1.749
Work Environment	.158	.041	.325	3.853	.001	.612	1.634

a. Dependent Variable: Teacher Performance

The results of the calculation of the Variance Inflation Factor (VIF) value also show the same thing, no independent variable has a VIF value of more than 10. It can be concluded that there is no multicollinearity between the independent variables in the regression model.

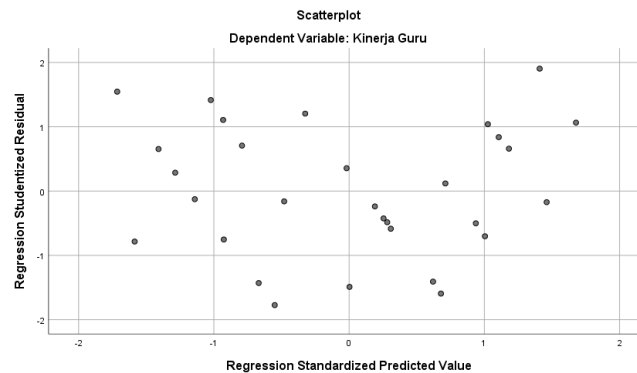


Figure 2. Scatterplots

From the scatterplots graph, it can be seen that the points spread randomly and are spread both above and below the number 0 on the Y axis. It can be concluded that the regression model does not contain Heteroscedasticity.

Table 4. Test Results of the Coefficient of Determination (R²)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.942 ^a	.887	.874	.58366

a. Predictors: (Constant), Competence, Training, Work Environment
b. Dependent Variable: Teacher Performance

From table 4. above, it can be seen that:

1. The correlation coefficient (R) is 0.942. This shows a strong relationship between the independent variable and the dependent variable (because it is close to 1)

2. The coefficient of determination (R^2) is 0.887, meaning that the contribution of the independent variable affects the dependent variable.

Table 5. Simultaneous Significance Test Results (F Statistical Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.310	3	23.103	67.820	.000 ^b
	Residual	8.857	26	.341		
	Total	78.167	29			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Competence, Training, Work Environment						

Based on Table 4.15 Simultaneous Significance Test Results with a significance of 0.000 which means $sig < 0.05$, it can be concluded that teacher competence (X1), training (X2), work environment (X3) simultaneously affect teacher performance (Y).

Table 6. Individual Parameter Significance Test (t Statistical Test)

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-20.095	4.217		-4.766	.000		
	Competence	.469	.033	1.008	14.201	.000	.866	1.155
	Training	.174	.042	.365	4.186	.000	.572	1.749
	Work Environment	.158	.041	.325	3.853	.001	.612	1.634
a. Dependent Variable: Teacher Performance								

Based on table 6 above, it can be seen that:

1. The significance value of the variable (X1) is 0.000 less than 0.05, meaning that there is a significant influence between Competence (X1) on employee performance (Y). The coefficient of competence is 0.469 this coefficient is positive, meaning that competence has a positive effect on teacher performance.
2. The significance value of the Training variable (X2) is 0.000 less than 0.05, meaning that there is a significant influence between Academic Supervision (X2) on employee performance (Y). The training coefficient is 0.174, this coefficient is positive, meaning that training has a positive effect on teacher performance.
3. The significance value of the Work Environment variable is 0.001 less than 0.05, meaning that there is a significant influence between Work Environment (X3) on employee performance (Y). The training coefficient is 0.158, this coefficient is positive, meaning that the work environment has a positive effect on teacher performance.

Table 7. Multiple Linear Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-20.095	4.217		-4.766	.000
	Competence	.469	.033	1.008	14.201	.000
	Training	.174	.042	.365	4.186	.000
	Work Environment	.158	.041	.325	3.853	.001
a. Dependent Variable: Teacher Performance						

1. The constant value obtained is -20.095, meaning that if the variable scores of competence, training, and work environment are considered absent or equal to zero, the performance value will decrease. This negative constant is not the focus of the problem because the regression model tested has met the assumptions (normality value). Then there is the possibility of other factors affecting teacher performance that are not included in the regression model. This is in line with research conducted by Dwi Atfitri (2018) “The Relationship between Motivation and Socio-Economic Status of Parents with Mathematics Learning Achievement of Class VIII Students of SMP Negeri Se-Kecamatan Tepus Gunungkidul” which has a negative constant value but all variables have positive and significant values.
2. The regression coefficient value of variable X1 is positive (+) of 0.469, it means that if variable X1 increases, variable Y will also increase, and vice versa.
3. The regression coefficient value of the X2 variable is positive (+) of 0.174, it means that if the X2 variable increases, the Y variable decreases, and vice versa.
4. The regression coefficient value of the X3 variable is positive (+) of 0.158, it means that if the X3 variable increases, the Y variable will decrease, and vice versa.

After all data is analyzed, followed by hypothesis testing

H1: Based on the Coefficients table, the t-test statistical test results, the coefficient value of teacher competence (X1) on teacher performance (Y) directly is 0.469. Based on the regression test results, the significance value of 0.000 (<0.05) indicates that there is a positive influence between competence (X1) and teacher performance. This means that any increase in teacher competence is expected to improve teacher performance by 46.9% at SD Alam Insan Cemerlang.

H2: Based on the Coefficients table 6, the results of the t test statistical test, the coefficient value of training (X2) on teacher performance (Y) directly is 0.174. Based on the regression test results, the significance value of 0.000 (<0.05) indicates that there is a positive influence between training (X2) and teacher performance. This means that any increase in teacher training is expected to improve teacher performance by 17.4% at SD Alam Insan Cemerlang.

H3: Based on the Coefficients table 6 the results of the t test statistical test, the coefficient value of the work environment (X3) on teacher performance (Y) directly is 0.158. Based on the regression test results, the significance value of 0.001 (<0.05) indicates that there is a positive influence between the work environment (X3) and teacher performance with the assumption that the competency and training variables are constant. This means that any increase in the teacher work environment is expected to increase teacher performance by 15.8% at SD Alam Insan Cemerlang.

Table 8. Hypothesis Testing Results

No	Hypothesis	Conclusion
1	Teacher competence has a positive and significant effect on teacher performance	Accepted
2	Training has a positive and significant effect on teacher performance	Accepted
3	Work environment has a positive and significant effect on teacher performance	Accepted

CONCLUSION

Based on the results of the regression analysis, it can be concluded that teacher competence, training, and work environment have a crucial and significant role in influencing teacher performance at SD Alam Insan Cemerlang. Specifically, improvements in teacher

competence are shown to be positively and significantly correlated with improved performance, suggesting that more competent teachers tend to perform better. Similarly, training provided to teachers also had a positive and significant impact, indicating that investment in professional development through training will result in improved performance. Finally, a conducive work environment was also shown to make a positive and significant contribution to teacher performance, confirming the importance of creating a supportive and comfortable working atmosphere. Thus, to optimize teacher performance at SD Alam Insan Cemerlang, the school is advised to continue investing in teacher competency development, organizing relevant and sustainable training programs, and always maintaining and improving the quality of the work environment.

REFERENCE

- Afandi, (2018), Pengaruh Beban Kerja, Stres Kerja, dan Lingkungan Kerja Terhadap Kinerja. *Jurnal Manajemen Bisnis*, 2(01) 11-20.
- Anam, C., Winarko, R., & Budiarto, W. (2023). Pengaruh Kompetensi Dan Pelatihan Terhadap Kinerja Guru Pada Madrasah Aliyah Negeri (MAN) Sampang Dengan Disiplin Kerja Sebagai Variabel Intervening. *Journal of Management and Creative Business*, 1(4), 119-139.
- Atfitri, D., & Purnami, A. S. (2018). HUBUNGAN MOTIVASI DAN STATUS SOSIAL EKONOMI ORANGTUA DENGAN PRESTASI BELAJAR MATEMATIKA SISWA KELAS VIII SMP NEGERI SE-KECAMATAN TEPUS KABUPATEN GUNUNGKIDUL TAHUN AJARAN 2017/2018.
- Catio, M., & Sunarsi, D. (2020). Analisa Pengaruh Kompetensi, Disiplin Kerja Dan Motivasi Terhadap Kinerja Guru (SMK Sasmita Jaya 1 Pamulang Kota Tangerang Selatan). *Equilibrium : Jurnal Pelatihan Pendidikan Dan Ekonomi*, 17(02), 1–15. <https://doi.org/10.25134/equi.v17i02.ABSTRACT>
- Darling-Hammond, L. 2000. How Teacher Education Matters. *Journal of Teacher Education*, 51(3), 166-173.
- Dessler, G. (2020). *Human Resource Management*.
- Eliza, R., Mokoolang, S., Dadang, A. M., Sojanah, J., Setiawan, A., Ismail, Y., ... & Munir, S. (2022) *Manajemen Sumber Daya Manusia Vs Manajemen Pemasaran Vs Manajemen Keuangan: Peluang dan Tantangan di Era Society 5.0*. Penerbit Adab.
- Ghozali, I. (2018). *Ghozali 2018. Aplikasi Analisis Multivariate Dengan Program IBM SPSS25*, Badan Penerbit Universitas Diponegoro: Semarang
- Gibson, J. L., Ivancevich, J. M., Donnelly Jr., J. H., & Konopaske, R. (2018). *Organization: Behavior, Structure, Processes*. Jakarta: Literature Development.
- Haqiqi, I. I., & Mariana, A. (2022). Impression Management and Work Motivation in Improving Employee Performance PT. Enseval Putera Megatrading, Tbk Bandung. *Kontigensi : Jurnal Ilmiah Manajemen*, 10(1), 132–139. <https://doi.org/10.56457/jimk.v10i1.262>
- Iqbal, M., & Syaifuddin, S. (2023). Organizational Climate Impact on Quality Education with Teacher Performance as Intervening Variables (Case Study in High School and Sabang City Smk Aceh Province). *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, 8(9), 25.
- Lussy, K. (2018). Pengaruh Penempatan dan Kompetensi Karyawan Terhadap Kinerja Karyawan Pada Perusahaan Daerah Panca Karya Ambon Bagian Transportasi Laut. *Jurnal Maneksi (Management Ekonomi Dan Akuntansi)*, 7(1), 26-38.
- Mangkunegara, A. P. (2021). *Manajemen sumber daya manusia*. Bandung: PT Remaja Rosdakarya.

- Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. (2016). *Human Resource Management*. Cengage Learning.
- Moekijat. (2018). *Manajemen Personalia*. Jogjakarta; BFFE.
- Mukhtar, A., & MD, L. (2020). Pengaruh Kompetensi Guru Terhadap Kinerja Guru Dan Prestasi Belajar Siswa Di Kota Makassar. *Jurnal Idaarah*, 4 (1)
- Muspawi, M. (2021). Strategi Peningkatan Kinerja Guru. *Jurnal Ilmiah Universitas Batanghari Jambi*, 21(1), 101-106
- Nitisemito, A. S. (2017). *Manajemen Personalia (Manajemen Sumber Daya Manusia, Edisi Kelima, Cetakan Keempat belas*. Jakarta; Ghalia Indonesia.
- Noe, Raymond A. , John R. Hollenbeck, Barry Gerhart., Patrick M. Wright. 2012. *Manajemen Sumber Daya Manusia untuk Keunggulan Bersaing Organisasi*. Jakarta: Salemba Empat
- Robbins, S. P., & Judge, T. A. (2020). *Perilaku organisasi*. Jakarta: Salemba Empat.
- Sedarmayanti. (2017). *Manajemen Sumber Daya Manusia*. Bandung: Refika Aditama.
- Sedarmayanti. (2017). *Manajemen Sumber Daya Manusia*. Bandung: Refika Aditama.
- Siswadi, Y., Radiman, R., Jufrizen, J., & Muslih, M. (2020). Model Faktor Determinan Kompetensi Lulusan Perguruan Tinggi Islam Swasta di Kota Medan. *JUPIIS: Jurnal Pendidikan Ilmu-ilmu Sosial*, 12(1), 230-242.
- Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen
- Undang-undang Republik Indonesia Nomor 14 Tahun 2005