The Effect of Training and Competence on Teacher Performance at Mts N 32 Jakarta During Distance Learning

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Abstract – This research was carried out to fulfill the curiosity about how the influence of training and competence in influencing teacher performance, especially during PJJ (Distance Learning) which took place at Gunung N 32, Jakarta. Using quantitative research methods in its implementation, as well as the population and samples were taken using a saturated sample purposive sampling technique involving 33 teachers as respondents, then analyzed descriptively and inferentially using Smart PLS 3.0 software. The results of this study partially show the effect of the training variable having the original sample value of 0.368 so that it is declared to have a positive and significant effect and the competence that has the original sample value of 0.546 which can also be declared positive and significant on the teacher's performance during PJJ with a coefficient of determination of 0.605 or 60, 5% and 39.5% are influenced by other variables.

Keywords: *Teacher Performance; Training; Competence*

INTRODUCTION

During the COVID-19 pandemic, the government has made every effort to overcome this problem in various ways, one of which is implementing PSBB in all affected areas in Indonesia. No exception in the education sector, the government through the Ministry of Education and Culture has issued a PJJ policy in the Circular Letter of the Minister of Education and Culture No 3 of 2020 concerning Prevention of Covid-19 in Education Units, the essence of the contents of the circular is to carry out online learning to be able to prevent transmission of the Covid-19 virus. 19.

With the implementation of distance learning, there is a change in learning methods that are different from usual, because the method is very closely related to communication and information technology. Ministry of Education and Culture data records that 96.6% of students do online learning, but only 38.8% do interactive learning. As many as 53.55% manage classes during distance learning and 49.24 are hampered, and 48.45% of teachers have difficulty using technology, said Iwan Syahril as Director-General of TEP (Teachers and Education Personnel). (Harususilo, 2020)

With changes in teaching methods that occur suddenly, teachers must be able to adapt and improvise as well as possible to hamper the teaching and learning process. Seeing the level of competence of teachers who are deemed not good enough in dealing with distance learning, the government, internal schools and private companies in the education sector immediately react by organizing special training so that teachers can handle distance learning as well as possible.

One of the private companies participating in the training program is the Ruang Guru which has been accessed by around 200,000 teachers in Indonesia. The reason this training was carried out was to see the condition of the teacher's lack skills, the statement was taken from an internal survey conducted by the Ruang Guru and they gave a score of 3.95 out of a scale of 5 (Ihsan, 2020). In addition to the Teacher Room, the Education and Culture Office of the Central Java region has also begun to move to conduct training for teachers who are constrained by PJJ reported by Solopos.com "One of them is by increasing the capacity of more than 4,000 high school and vocational teachers in Central Java related to PJJ. (Saputra, 2020)

Regarding the object of research, namely Mts N 32 Jakarta, which is located on Jalan H. Liun Muchtar Raya, North Petukangan, South Jakarta. The competencies possessed by the teachers are quite good to be able to carry out distance learning. This can be seen from the increase in the average value of performance by 1.8% from the previous year, although in its implementation some teachers are constrained, especially those who are elderly, so they also participate in carrying out training both organized by internal and external schools. to maintain or improve the competence and performance of teachers. Examples of training conducted by the school's internal parties to address PJJ include Microsoft Office 365, preparation of 1-page lesson plans, and how to make teaching materials, and so on.

During the implementation of distance learning, teacher competencies are often in the spotlight because of the obstacles experienced during the online teaching and learning process, although there are also teachers who can overcome these obstacles. It is feared that the poor competence of teachers will affect their performance as well, so the government immediately makes a policy that is fairly appropriate by holding training related to the implementation of the current distance learning. By holding the training, it is hoped that it can improve the competence and performance of teachers during this pandemic.

Competence is a combination of skills, abilities, and certain attributes possessed by a person, which can be seen from his performance (Benjamin Bukit, 2017), it can be said that the competence capacity of a teacher has a role in influencing his performance. This is supported by the results of previous research conducted by (Afandi & Supeno, 2016) which stated that competence affects teacher performance.

(Nadeak, 2019) defines training as an activity designed to improve employee performance for both current and future tasks. With the training, it is hoped that there will be an increase in the performance of an individual. Previous research conducted by (Aprileoni, Rulina, & Seftiawan, 2020), also supports that training influences teacher performance.

If it is based on what has been described in the background related to teacher performance during the implementation of distance learning at Mts N 32 Jakarta, the researcher finds it quite interesting and worthy of research involving training and competence variables as the dependent variables. Furthermore, it can be concluded a problem formulation, namely whether training and competence affect teacher performance during the implementation of distance learning at Mts N 32 Jakarta, to find out whether training and competence affect teacher performance during the implementation of distance learning at Mts N 32 Jakarta.

LITERATURE REVIEW
Teacher Performance
According to (Sunarsi, 2020) Performance is an achievement that a person gets from the effort he or she does, the achievement in question is a goal or target that has been set by the company. If the teacher's performance is defined according to (Arifin, 2014) of a teacher, it is the level of success of the teacher in carrying out his duties following performance standards within a certain period. Teacher performance itself can be measured through how a teacher plan learning, implements effective and active learning, and Evaluation of learning the year PKG guidelines (2012, p.9). It can be concluded that the teacher's performance is the maximum achievement or work that he has achieved following his duties and obligations as well as the vision and mission of the school in a predetermined period. which can be measured through indicators including how a teacher plans learning, implements effective learning, and how a teacher evaluates learning.

Training
Training according to (Kawiana, 2020) is how companies/organizations can change employee behavior by systematically processing to achieve the goals of the organization. Meanwhile, (Nadeak, 2019, p. 16) defines training as an activity designed to improve employee performance for both current and future tasks. In measuring the training, (Kawiana, 2020, pp. 152–153) divides it into 4 basic categories, namely reaction evaluation, learning evaluation, behavior evaluation, and outcome evaluation. A conclusion that can be drawn is that training is an investment made by the organization by designing an activity to improve the knowledge and skills of employees to compete. Which is where training can be measured by indicators of reaction, learning, behavior, and results. When viewed from previous research conducted by (Aprileoni et al., 2020), (Harlina & Bachri, 2019), and (Totween Helniha, 2020), all of them found that the results of the training influenced the teacher's performance.

Competence
(Benjamin Bukit, 2017, p. 19) competence is a combination of skills, knowledge, and personal attributes that can be seen from performance and can be observed, measured, and can be evaluated. competence can also be defined as the ability to organize work and convey value, competence can include communication, involvement, and commitment to (Akbar, 2019, p. 69). Competence itself according to (Fadlillah & Septyan, 2020, p. 392) is a combination of various productive elements such as skills and knowledge that can distinguish each individual from one another. (Majid, 2016, p. 30) divides teacher competency indicators into 4, namely pedagogic, personality, social, and professional.

From the theory described above, it can be concluded that teacher competence is knowledge and ability that must be possessed by teachers, both soft competence and hard competence to carry out their profession. Where competence can be measured through indicators of pedagogical, professional, social, and personality competencies. Previous research conducted by (Afandi & Supeno, 2016), (Catio & Sunarsi, 2020) and (Riance, 2019) have the result that competence influences teacher performance.
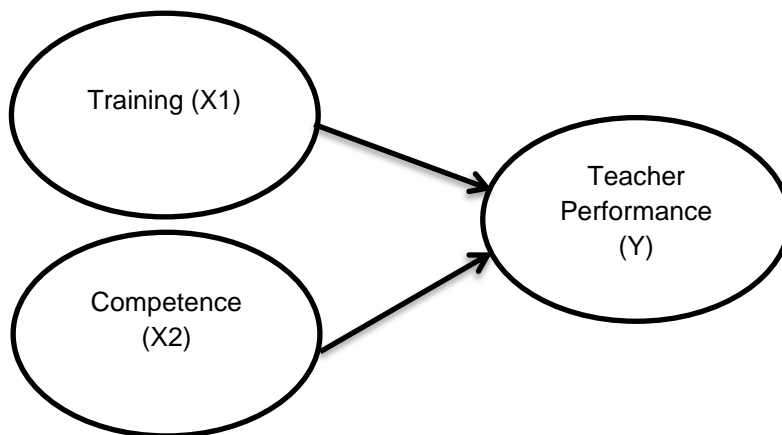
Figure 1. Research Framework

Hypothesis
H1: It is suspected that training affects teacher performance
H2: It is suspected that competence affects teacher performance

METHODS
This research using quantitative research methods in its implementation, as well as the population and samples were taken using a saturated sample purposive sampling technique involving 33 teachers as respondents According to (Siyoto & Sodik, 2015) That is a technique commonly used in populations with several less than 30 people or research that wants to make generalizations with relatively small errors. Then analyzed descriptively, In explaining the descriptive analysis, this research uses index analysis techniques to describe respondents' perceptions regarding the items of the proposed statement, where the results of the index calculation are then interpreted using the three-box method. From the calculation results, it can be obtained ranging from the lowest to the highest as follows:

Table 1, Three Box Method

Index Value	Interpretation
6.6 – 15.4	Low
15.4 – 24.2	Medium
24.2 – 33.0	High

RESULTS and DISCUSSION

The number of teachers who teach, female teachers at Mts N 32 Jakarta have more numbers with a proportion of 82% or 27 people than male teachers with a proportion of 18% or only 6 people, the majority of teachers are above 40 years old, 11 teachers are in the 30-40 year age range and only

2 teachers are in the 18-30 year age range,and there are around 27 teachers or 82% of the total are Civil Servants (PNS) and the remaining 6 teachers have honorary status.

Table 2, the results of respondents' responses to the training variable

Trust	1		2		3		4		5		Indeks
	F	%	F	%	F	%	F	%	F	%	%
P1	0	0%	2	6%	4	12%	19	58%	8	55%	26.4
P2	3	9%	5	15%	0	0%	9	27%	16	48%	**25.8**
P3	0	0%	1	3%	3	9%	15	45%	14	42%	**28.2**
P4	0	0%	0	0%	0	0%	29	88%	4	12%	27.2
P5	0	0%	1	3%	6	18%	17	52%	9	27%	26.6
P6	0	0%	1	3%	5	15%	17	52%	10	30%	27
P7	0	0%	2	6%	6	18%	17	52%	8	24%	26
P8	0	0%	2	6%	4	12%	17	52%	10	30%	26.8
Average total index											26

It can be seen in table 2, all the respondents' responses have index values that can be categorized as high. The training indicator point 3, has the highest index value of 28.2. Meanwhile, Training indicator 2 has the lowest index value of 25.8.

Table 3, the results of respondents' responses to the Competency variable

Trust	1		2		3		4		5		Indeks
	F	%	F	%	F	%	F	%	F	%	%
KP1	0	0%	1	3%	0	0%	8	24%	24	73%	30.8
KP2	0	0%	0	0%	8	24%	17	52%	8	24%	26.4
KP3	1	3%	0	0%	5	15%	19	58%	8	24%	26.4
KP4	0	0%	2	6%	0	0%	3	9%	28	85%	**31.2**
KP5	0	0%	0	0%	1	3%	10	30%	22	67%	30.6
KP6	0	0%	0	0%	5	15%	22	67%	6	18%	26.6
KP7	1	3%	5	15%	6	18%	15	45%	6	18%	**23.8**
KP8	5	15%	1	3%	0	0%	3	9%	24	73%	27.8
KP9	0	0%	2	6%	1	3%	8	24%	22	67%	29.8
Average total index											27.8

If we look at table 3, competency indicator 4 has the highest index value of 31.2. For the lowest index value, it can be seen in the competency indicator 7 with a value of 23.8, which is also included in the medium index category. It can also be seen that almost all indicators are in the high index range.

Table 4, the results of respondents' responses to the Teacher performance variable

Trust	1		2		3		4		5		Indeks %
	F	%	F	%	F	%	F	%	F	%	
K1	0	0%	2	6%	3	9%	17	52%	11	33%	27.2
K2	0	0%	0	0%	4	12%	23	70%	6	18%	26.8
K3	**0**	**0%**	**0**	**0%**	**5**	**15%**	**18**	**55%**	**10**	**30%**	**27.4**
K4	0	0%	1	3%	9	27%	17	52%	6	18%	25.4
K5	0	0%	0	0%	5	15%	22	67%	6	18%	26.6
K6	1	3%	1	3%	4	12%	16	48%	11	33%	26.8
K7	0	0%	1	3%	4	12%	21	64%	7	21%	26.6
K8	0	0%	1	3%	7	21%	21	64%	4	12%	25.4
K9	**0**	**0%**	**1**	**3%**	**4**	**12%**	**21**	**64%**	**3**	**9%**	**22.6**
K10	0	0%	2	6%	8	24%	21	64%	3	9%	25.4
Average total index											26

From the table above, almost all indicators have high index values with performance indicator 3 having the highest value of 27.4. Furthermore, the lowest index value is seen in performance indicator 9 with a value of 22.6, which is included in the category of the medium index value

Constructing PLS path diagrams and their Estimation

This step is carried out to test whether the convergent validity or convergent validity of the model has been fulfilled or not. The research whether or not the questionnaire is valid or not is based on a statement from (Ghozali, 2014, p. 39) where according to him "the measurement scale for the loading value of 0.5 to 0.6 is considered sufficient in other words the item is declared valid". The following are the results of measuring the validity of the path diagram.

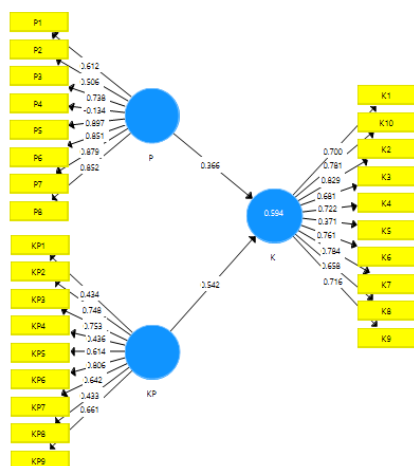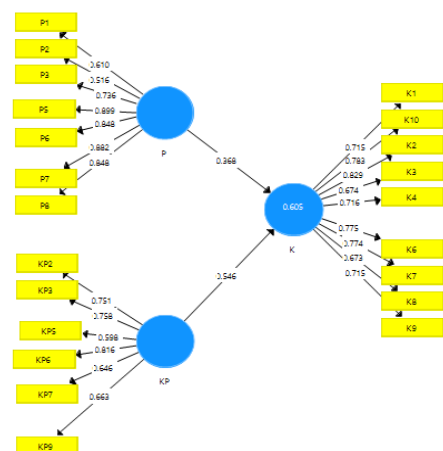Figure 1, Outer model   Figure 2, Re-estimation Outer model

The standard of the level of validity is 0.7, but according to (Ghozali, 2014, p. 39), the stages of researching the development scale of loading gains from 0.50 to 0.60 are still considered valid. After

the validity standards are met, the next step is the elimination of the performance variables, namely K5, then KP1, KP4, and KP8 on the competence variable. And P4 on the training variables.

Convergent Validity Test

This test is carried out to determine the correlation of the instrument with variables, the correlation of the instrument is said to be good if the acquisition of the loading factor exceeds the number 0.5, the following is a table of data processing results from the SmartPLS 3.0 software:

Table 5, Outer loading factor

K1	0,715		
K2	0,738		
K3	0,829		
K4	0,674		
K6	0,716		
K7	0,775		
K8	0,774		
K9	0,673		
K10	0,715		
K2		0,751	
K3		0,758	
K5		0,598	
K6		0,816	
K7		0,646	
K9		0,663	
P1			0,610
P2			0,516
P3			0,736
P5			0,899
P6			0,848
P7			0,882
P8			0,848

From the description of the table above, all indicators have exceeded 0.5. The acquisition of the highest loading factor value is in P5 which is 0.899 and the lowest is in P2 with a magnitude of 0.516.

Table 6, Average Variance Extracted (AVE)

Average Variance Extracted (AVE)	
Teacher Performance	0,549
Competence	0,503
Training	0,600

From the results of the AVE calculation through Smart PLS above, it can be concluded that all variables have met the criteria > 0.5 and are considered valid.

Table 7, Composite Reliability (CR)

Composite Reliability	
Teacher Performance	0.916
Competence	0,857
Training	0.911

If seen from the table above, all of the Composite Reliability results have been >7. With the acquisition of the highest score on the teacher's performance variable, which is 0.916, the lowest score on the competency variable is 0.857. In addition, here are the results of the calculations from Cronbach Alpha which are attached in the table 8 below:

Table 8, Cronbach Alpha

Cronbach Alpha	
Teacher Performance	0,897
Competence	0.802
Training	0.881

Obtaining Cronbach Alpha has also exceeded the number 0.7 in each variable with the highest gain on the performance variable, which is 0.897 and the lowest is 0.802 on the competence variable.

Coefficient of Determination Test

	R-Square
Teacher Performance	0.605

From the table above, it can be concluded that competence and training affect teacher performance by 60.5%, and the remaining 39.5% is influenced by other variables that are not used in this research.

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Competence -> Teacher Performance	0,546	5,437	0,000
Training -> Teacher Performance	0,368	3,942	0,000

It is known that the t table used in this study is 1.697 which is obtained from the formula df = N – k or df = 33 – 3 = 30, with a degree of confidence or a level of truth of 95% or alpha of 0.05. From the results of the T-test that has been carried out, it can be said that H1 is obtained. Which is then shown on the original sample with a value of 0.546 on the original sample. The results of the processed data test obtained T-count 5,437 > T-table 1,697, meaning that competence influences performance decisions. In line with the significant gain (P Values) of 0.000 < 0.05, it is stated that the competency variable significantly influences teacher performance, as well as according to (Kawiana, 2020, p. 141) where training is an activity carried out to improve current and future performance. upcoming preparations. From the results of the T-test that has been carried out, it can be said that H1 is accepted, data that shows the number 0.368 in the original sample is obtained. The results of the processed data test obtained T-count 3,942 > T-table 1,697, meaning that competence affects performance decisions. In line with the significant gain (P Values) 0.000 < 0.05, it is stated that the competency variable significantly influences Teacher Performance.

The Effect of Training on Teacher Performance during the implementation of distance learning
If we look at the answers of respondents who have filled out the questionnaire, it can be seen that the training indicator point 3 has the highest index value of 28.2. Meanwhile, Training indicator 2 has the lowest index value of 25.8. It can be explained that the training provided has succeeded in making teachers much more prepared in carrying out PJJ to reduce the occurrence of errors that are both technical and non-technical in teaching. In addition, the training carried out both from inside and outside the school is appropriate to be able to improve performance and to be able to overcome problems related to the ongoing implementation of PJJ, such as training related to Microsoft 365 and how to prepare for learning implementation plans and so on that can assist teachers in implementing PJJ in progress. With the success of the training carried out, it can be said that it can help improve performance following what (Suhariadi, 2013, p. 101) said, namely that training is carried out to achieve the required performance standards. Then the results of this research also have resulted in line with previous research conducted by (Aprileoni et al., 2020) and also (Harlina & Bachri, 2019) namely training has a positive and significant influence on teacher performance both in general and the condition of PJJ.

The Effect of Competence on Teacher Performance during the implementation of distance learning
If we look at table 13, competency indicator 4 has the highest index value with a value of 31.2 and the lowest index value can be seen in competency indicator 7 with a value of 23.8. So it can be explained that the teachers at Mts N 32 feel that PJJ is not an obstacle to continue to be able to develop the potential of each student, even though there are different methods when teaching in class, the teachers still provide their maximum ability in transferring knowledge to their students with the developed method. by each of the teachers. still be able to make effective and creative learning methods during the implementation of the PJJ, such as making educational videos and tutorials from the youtube site, online consultations, and so on. The results of the effectiveness of the teacher's learning methods during PJJ can be seen from the teacher's performance assessment which has increased from before. From this explanation, it can be interpreted that during the implementation of distance learning Teachers at Mts N 32 Jakarta, they can still maintain their credibility/competence to continue to be able to develop the potential of the students they teach. The results of this study are following the initial hypothesis and are also following research conducted by (Afandi & Supeno, 2016) and research conducted by (Catio & Sunarsi, 2020) which have similar results, namely competence has a positive and significant influence on good teacher performance. in general and the condition of distance learning.

CONCLUSION & RECOMMENDATION
From the results of the tests and analyzes that have been carried out above, it can be said that H1 is obtained. This means that competence has a positive and significant influence on the performance of teachers during the implementation of distance learning. Then it can also be seen in the original sample with a value of 0.546 in the original sample. From the results of tests and analyzes that have been carried out, it can be said that H1 is accepted, it can be said that training has an influence on the performance of teachers during the implementation of distance learning. This is shown in the data that shows the number 0.368 in the original sample

Regarding the advice that the researchers will give is for teachers who teach at Mts N 32 Jakarta, the results of research that have been carried out show that the training program that is being run is appropriate so that it must be continued and developed according to the needs of the school to develop teacher competence and maintain its performance. Regarding teacher competence, teachers at Mts N 32 Jakarta can be said to have good competence. Even so, it can still be developed again so that teachers can adapt to all changes and developments of the times so that teachers can transfer knowledge to students to the maximum. For researchers, namely, to be able to add variables that are not discussed in this study so that variations can be seen if only compared to those 2 variables and related to previous research, researchers should be able to find research that is following the theme or topic discussed to increase the accuracy and perfection of the research.

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