

The Influence of Education and Training, Professionalism through Elementary Teacher Performance on the Quality of Learning at SDN East Banjarmasin District



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ABSTRACT: This study aims to describe and analyze education and training, professionalism, teacher performance, and learning quality. This research is a correlational study with a quantitative approach. The study population was 537 teachers of elementary schools in East Banjarmasin. The sample technique used was proportional random sampling with as many as 229 people. This research data analysis uses descriptive statistics with path analysis. Data collection was carried out using instruments consisting of education and training (22 items), teacher professionalism (20 items), teacher performance (50 items), and learning quality (54 items). Test the validity and reliability of the data using Cronbach's alpha. Path analysis was used to look at the relationships between variables, both directly and indirectly. This was done by first running normality tests, homoscedasticity tests, multicollinearity tests, and correlation tests. The results showed that there is a relationship between (1) education and training on learning quality (2) teacher professionalism on learning quality (3) education and training on teacher performance; (4) professionalism on teacher performance (5) teacher performance on learning quality (6) teacher education and training through teacher performance on learning quality and (7) teacher professionalism through teacher performance on learning quality.

KEYWORDS: Education and training, learning quality, teacher professionalism, teacher performance.

I. INTRODUCTION

The quality of learning is a determining factor in improving the quality of education. Good learning quality is a reflection of good education quality. Learning quality can be defined as the intensity of the systemic and synergistic interrelationships between teachers, students, materials, the learning environment, and media that lead to the best learning processes and outcomes that meet the requirements of the curriculum. According to Sagala, S. (2013), learning is the main determinant of educational success, so the quality of learning is very important. The current condition of learning quality is seen in the planning of the learning process, making learning tools for administration only and not for learning development. Operational quality of learning can be interpreted as the intensity of systemic and synergic linkages of teachers, students, materials, learning climate, and media in producing optimal learning processes and outcomes in accordance with curricular demands. The quality of learning is the degree of excellence in managing education in an effective and efficient way to produce academic and extra-curricular excellence for students who have graduated from one level of education or completed certain learning.

The quality of learning is the ability of a school to carry out its learning effectively and efficiently so as to produce achievements of high value and in accordance with learning objectives. It can be concluded that quality of learning is the management of effective and efficient learning related to systemic and synergistic teachers, students, materials, learning climate, and media in producing an effective and efficient learning process that produces optimal learning results in accordance with learning objectives (Aprianti et al., 2022; Nurdin, 2016; Rizkie, Muhammad, Ahmad Suriansyah, 2022; Wina Novita, Sulaiman, 2022).

The concept of quality learning contains conformity which includes the following indicators such as commensurate with the characteristics of students, in harmony with the aspirations of society and individuals, in accordance with the needs of society, in accordance with environmental conditions, in harmony with the demands of the times, and in accordance with theories, principles, and a new value in education. Quality learning must also have a strong appeal, the indicators include learning opportunities that are scattered and therefore easy to achieve and follow, educational content that is easy to digest because it has been processed in such a way, available opportunities that can be obtained by anyone at any time needed, messages that are given at the right times and events, especially because of the outstanding performance of the institution and its graduates, the diversity of resources that have been deliberately developed or those that are already available and can be selected and utilized for the benefit of learning, and a warm and intimate atmosphere that stimulates the formation of the personality of students. The effectiveness of learning is

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often measured by the achievement of goals, it can also be interpreted as accuracy in managing a situation. This understanding contains the following characteristics systemic, which is carried out regularly, consistently or sequentially through the stages of planning, developing, implementing, evaluating and perfecting, sensitive to the need for learning assignments and the needs of learners, clarity of objectives and therefore efforts can be made to achieve it, starting from the ability or strength of those concerned (students, educators, society, and government). Learning efficiency can be interpreted as a balance between the time, cost, and energy used with the results obtained or can be said to be doing something right. The characteristics contained include designing learning activities based on models that refer to interests, needs of students' conditions, neat organization of learning and learning activities, for example the environment or background is considered, utilization of various resources with a balanced division of tasks, as well as the development and utilization of various sources learning as needed, using shared learning resources, innovative efforts that are savings, such as distance learning and open learning which do not require the construction of buildings and appoint teaching staff who are paid regularly. The essence of efficiency is to develop various internal and external factors to arrange alternative actions and then choose the most profitable action. Productivity is basically a state or process that allows for better and more results. Learning productivity can mean changing the learning process (from memorizing and remembering to analyzing and creating), adding input to the learning process (using various learning sources), increasing the intensity of student interaction with learning resources, or a combination of the three in learning-learning activities resulting in better quality, wider participation in education, more graduates, graduates who are more valued by society, and reduced dropout rates. Education and training, teacher professionalism and teacher performance are a few factors that affect the learning quality. There is a correlation between education and training and the subjects of learning, according to a review of several previous studies conducted by researchers. Education and training is an effort made to improve the abilities, knowledge, and skills of teachers in carrying out their work assignments in accordance with their duties and authorities. The purpose of holding education and training is generally to be able to solve behavioral problems in organizations which include problems of knowledge, skills, motivation and attitudes, as well as to improve the competence of the participants regarding the tasks and work that will be accountable to them.

Hariwirawan (2020) concluded that training and education contribute significantly to the quality of learning management, this demonstrates that the training and education received by teachers can influence the quality of learning (Darmadi, 2010). According to training is an effort to cultivate human resources, particularly intellectual skills and personalities. Teacher professionalism necessitates greater creativity and innovation in the learning process, as Fransiska (2016) concluded that teacher professional competence has an important effect on the quality of learning. According to Suhaimi et al. (2022), teachers' primary responsibilities include educating, instructing, guiding, directing, training, assessing, and evaluating students.

Teachers or educators are professionals tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, according to Article 39, paragraph 2 of Law Number 20 of 2003 National Education System Article 39, concerning education personnel (Suriansyah et al., 2015). Teacher performance will be satisfactory if the teacher has fulfilled the following elements: teaching duties, mastering and developing learning materials, creativity in teaching implementation, cooperation with all school residents, leadership that serves as a role model for students, a good personality, honesty and objectivity in guiding students, and accountability for their duties (Aslamiah, 2016). There is a correlation between teacher performance and student achievement. Since Fahmi et al. (2016) concluded that teacher performance can enhance the quality of learning because it is one of the steps that can be taken towards quality learning, the existence of teacher performance makes teachers more creative. The quality of teachers has an essential effect on the success of students in the learning process, which ultimately influences the quality of education and schools (Saleh. M., 2019). Teacher performance is the result of a teacher's ability to manage teaching and learning activities, such as lesson planning, lesson implementation, lesson evaluation, and fostering student relationships (Akbar & Imaniyati, 2019; Haitami & Suriansyah, 2022; Miliyana, Metroyadi, 2022; Mistiah, Wahyu, 2022; Rasidinurahmad, Metroyadi, 2022; Rudiansyah, Wahyu, 2022; Silfiati, Aslamiah, 2022).

One way to improve teacher professionalism is to refer to teacher competency standards. The standard of competence needed by a teacher in carrying out his work is competence in the field of substance or field of study. Requires teachers to master the curriculum, master the subject matter, understand educational policies, understand the characteristics and content of learning materials, master the concept, understand the context of the science with society and the environment, understand how the impact and relationship of this knowledge in people's lives and with the knowledge that other. Competence in the field of learning. Mastering classroom management techniques and teaching methods. Competence in the field of value education and guidance. Includes self-actualization, complete personality, virtuous, honest, mature, faithful, moral, sensitive, objective, flexible, broad-minded, creative thinking, critical, reflective, willing to learn throughout life. Competence in the field of relations and service / community service. Able to communicate with others, able to solve problems, and serve the interests of society. Teacher professionalism is a person who has special abilities and expertise in the field of teacher training so that he is able to carry out his duties and functions as a teacher with maximum ability. Professional teachers are people who are well-educated and well-trained,

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and have rich experience in their field (Martini, Karyono Ibnu Ahmad, 2022; Rikhe Adriani, Sulaiman, 2022; Sri Norbaiti, Ahmad Suriasyah, 2022; Wahyu Wardani, Aslamiah, 2022; Widya Pratiwi, Wahyu, 2022).

II. METHODOLOGY

This study employs a quantitative methodology. The purpose of this study is to describe and analyze the direct and indirect relationships between the following variables: education and training, teacher professionalism, teacher performance, and learning quality. The population of this research consisted of 537 teachers from East Banjarmasin's public elementary schools. Utilizing proportional random sampling, a total of 229 individuals were sampled.

Education and training variables (reaction, learning, behavior, training outcomes), teacher professionalism (mastery of teaching materials, management of the learning process, assessment of student achievement abilities), teacher performance (lesson planning, implementation of active and effective learning activities, learning assessment), and learning quality (suitability, attractiveness, effectiveness, efficiency) were collected using a questionnaire.

The data was compiled using a Likert scale that has been tested for validity and reliability using correlation. The collected data were analyzed using path analysis to see the direct and indirect relationships between variables by first conducting normality tests, homoscedasticity tests, multicollinearity tests, and correlation tests. Data analysis using path analysis was used to answer seven research hypotheses, namely: H1: There was a direct influence between education and training on learning quality; H2: There was a direct influence between teacher professionalism and learning quality; H3: There was a direct influence between education and training on teacher performance quality; H4: There was a direct influence between teacher professionalism and teacher performance; H5: There was a direct influence between teacher performance and learning quality; H6: There was an indirect influence of education and training on learning quality through teacher performance; and H7: There was an indirect influence of teacher professionalism and competence on learning quality through teacher performance.

III. RESULTS AND DISCUSSION

Direct and indirect relationship coefficients were determined based on the results of data analysis and path analysis. as explained below:

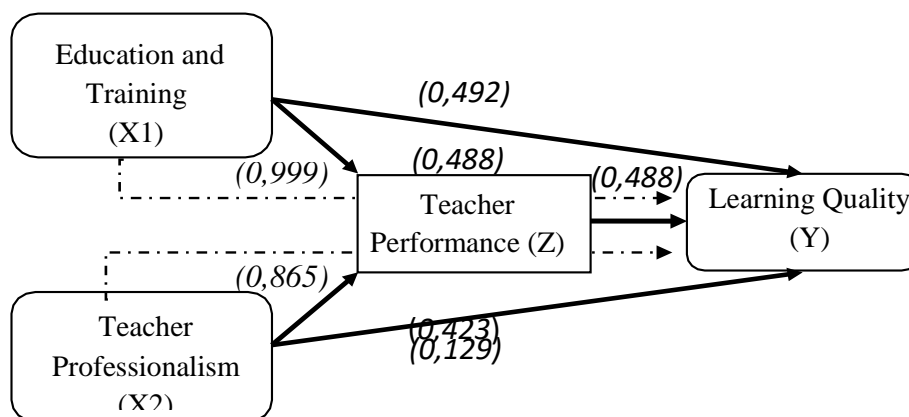


Figure 1: path analysis

Table 1. Summary of Hypothesis Testing Decision H1 H2 H3 H4 H5

Hypothesis		p	Decision
H ₁	There was a significant positive relationship of education and training with learning quality	0,000	Accepted
H ₂	There was a significant positive relationship between teacher professionalism and learning quality	0,000	Accepted
H ₃	There was a significant positive relationship between education and training and teacher performance.	0,041	Accepted
H ₄	There was a significant positive relationship between teacher professionalism and teacher performance	0,000	Accepted
H ₅	There was a significant positive relationship between teacher performance and learning quality	0,000	Accepted

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Table 2. Summary of Hypothesis Testing Decision H6 and H7

Hypothesis		Direct	Indirect
H ₆	There was no positive relationship between education and training and learning quality through teacher performance.	0,999	0,422
H ₇	There was an indirect positive relationship between teacher professionalism and learning quality through teacher performance.	0,865	0,365

Table 1 provides a summary of H1, H2, H3, H4, and H5's findings. If the significance value criterion is less than 0.05, the hypothesis is accepted. The decision to evaluate hypotheses H6 and H7 for indirect relationships between variables is summarized in Table 2. Based on the analysis results presented in Tables 1 and 2, this study effectively identified the following relationship between variables:

A. Direct Relationship between Education and Training and Learning Quality

Path analysis reveals a beta value of 0.89 and a significance level of 0.000, indicating that education and training have a direct and significant influence on the quality of learning in East Banjarmasin Public Elementary Schools. The implementation of education and training for teachers will enhance the quality of learning, consistent with the findings of Hariwirawan (2020) concluded that education and training have a substantial impact on the development of quality learning. Improving the quality of education requires the professional development of educators and trainers (Laila et al., 2021).

B. Direct Relationship between Teacher Professionalism And Learning Quality

Path analysis reveals a beta value of 0.66 and a significance level of 0.000, indicating that teacher professionalism has an immediate and significant effect on the quality of learning in East Banjarmasin Elementary Schools. In accordance with Fransiska (2016) stated that there is a positive relationship between teacher professionalism and learning quality, high teacher professionalism motivates teachers to work harder to attain higher-quality learning processes and outcomes. The attitude of teachers toward performing their professional duties has a significant impact on the achievement of educational objectives in schools (Norbaeti et al., 2022). In accordance with Suriansyah et al. (2014), teachers serve not only as models or role models for their students but also as learning administrators. Thus, the effectiveness of a learning process depends significantly on the caliber or skill of the teacher. According to Rusman (2016) learning outcomes consist of a variety of cognitive, affective, and psychomotor experiences obtained by students.

B. Direct Relationship between Education and Training and Teacher Performance

Path analysis reveals a beta value of 0.769 and a significance level of 0.000, indicating that literacy instruction has a direct and significant impact on the quality of education in East Banjarmasin's public elementary schools. This result is consistent with Hikmah (2019) conclude that there is a highly significant positive correlation between teacher education and training and teacher performance. Teacher performance is a form of achievement-oriented teacher behavior that manifests in planning, implementing, and evaluating learning activities (Rusman, 2016).

C. Direct Relationship between Professionalism and Teacher Performance

Path analysis reveals a beta value of 0.667 and a significance level of 0.000, indicating that professionalism has a direct and significant impact on the quality of education in East Banjarmasin Public Elementary Schools. This result is consistent with the findings of Saputra and Deny Surya's (2011) study, which concluded that a teacher's professionalism and competence work together to produce high-quality performance. In schools, the development of teacher professionalism is an absolute requirement that must be met immediately. For this reason, schools must meticulously and thoroughly plan what will be done, what competencies must be developed (needs analysis), how it will be done, when it will be implemented, and who will be responsible for its implementation (Suriansyah et al., 2015).

D. Direct Relationship between Teacher Performance and Learning Quality

Path analysis reveals a beta value of 0.629 and a significance level of 0.000, indicating that teacher performance has a direct and significant influence on the quality of learning in East Banjarmasin Elementary Schools. This finding is consistent with the findings of Fahmi et al. (2016), who concluded that teacher performance is an important factor in efforts to improve the quality of education in schools that can be felt by the community, beginning with input, the educational process, and the output of the educational process. The process of education must be carried out in a planned, democratic, fair, and nondiscriminatory manner that respects human rights, religious values, cultural values, and national diversity. (Sapriansyah, Aslamiah, R. E. (2022).

E. Indirect Relationship between Education and Training and Learning Quality through Teacher Performance

Through teacher performance, there is a 0.999 x 0.423 indirect relationship between education and training and learning quality. The findings of this study support the findings of Sulaiman and Asanudin (2020), who determined that education and training play

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a significant role in enhancing employee performance. To produce qualified teachers, it is necessary to provide a system of teacher education that enables teachers to cultivate the skills and competencies required to teach science and technology

F. Indirect Relationship between Teacher Professionalism and Learning Quality through Teacher Performance

The indirect relationship between teacher pedagogical competence and the quality of learning through literacy learning is 0.3658 (0.865 x 0.423). Previous research conducted by Saputra (2015) also concluded that a teacher's professionalism enhances student performance. Effective educators are capable of producing quality work. A professional teacher is a person with specialized skills and knowledge in the field of education, allowing him to perform his duties and responsibilities as a teacher with the utmost proficiency. Aslamiah (2011) explains that performance is the result of a person's deliberate endeavor to use all of his potential in the form of knowledge, attitudes, and skills in accordance with the responsibilities assigned.

IV. CONCLUSION

Education and training, professionalism, and teacher performance and learning quality are all directly related. There is also an indirect relationship between education and training, professionalism, teacher performance, and learning quality, in addition to the direct relationship.

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