

The Effect of Education, Training, and Competence on the Performance of Teachers in Kabupaten Musi Rawas

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Abstract

This study aims to determine the Effect of Education, Training, and Competence on the Performance of Junior High School Teachers in Muara Lakitan District, Musi Rawas Regency. This type of research is quantitative descriptive. The sample in this study was 105 junior high school teachers in Muara Lakitan District, Musi Rawas Regency. This study used primary and secondary data sources. The study results indicate that education, training, and competence together affect the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency. The hypothesis in this study indicates that H_0 is rejected. Education involves the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency. This is because H_0 is rejected. Training affects the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency. This is indicated by H_0 being rejected. Competence affects the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency. This is evidenced by the hypothesis in the study H_0 , which is rejected.

Keywords: Education, Training, Competence, and Performance

JEL Codes:

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1. Introduction

The findings of this study have significant implications for the field of education and human resource management. They underscore the importance of education, training, and competence

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in shaping the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency.

Human resource management is very important in improving the quality of education. This is considering that an organization or educational institution can progress and develop with the support of human resources. Therefore, every educational institution or organization that wants to develop must pay attention to human resources and manage them properly so as to create quality education.

Every organization, including schools, always tries to improve teacher performance. For this reason, leaders need to find ways and solutions to improve teacher performance. This is important because performance reflects a deep pleasure in the work being done, allowing work to be completed faster and better results to be achieved.

Moekijat in Yeni (2018: 7) states that performance describes feelings related to soul, group spirit, joy, and activity. If workers seem happy, optimistic about activities and tasks, and friendly to one another, then the employee is said to have high morale. Conversely, if employees appear dissatisfied, irritable, often sick, argumentative, anxious, and pessimistic, this reaction is evidence of low morale.

Education is a learning process through processes and procedures that take place in a relatively long time. Zainun in the Dawn. (2010: 76) explains that education is basically intended to prepare human resources before entering the labor market, with the knowledge obtained from education in a certain proportion expected to be in accordance with the requirements demanded by a job. Education has a function as a driver as well as a driver of the potential capabilities of human resources in improving their work performance. Irianto (2001:75), states that the competency value of a worker can be fostered through education, development and training programs.

In research conducted by Defi Lia Safitri (2018) which shows the results of the research based on testing the first hypothesis, namely the effect of education on employee performance shows that education has a positive and significant effect on employee performance at PT Surabaya Industrial Estate Rungkut.

Research conducted by Lingga (2018) shows the results that the job training that has been implemented at SMA Negeri 2 Lubuk Linggau has been very good and has had a pretty good influence on the performance of teachers at SMA Negeri 2 Lubuk Linggau. Job training can also improve their skills and achievements. Training has a significant effect on teacher performance at SMA Negeri 2 Lubuk Linggau. However, it is inversely proportional to research conducted by Hengki Apriansyah (2018) which states that the training variable has no significant effect on the performance of employees of the Office of the National Narcotics Agency, Lubuklinggau City. Edi Saputra (2015) The results of his research show that the role of education in the Malang City Regional Personnel Board is quite good

Edy (2017: 202) Competence possessed by the individual teacher must be able to support the implementation of the teaching and learning process and be able to condition the class so that it runs conductively. Competence of human resources is also one of the factors to improve the performance of an organization or agency.

Research conducted by Sudarmik, (2018) shows that competence influences the performance of STIE Riau lecturers, namely 54.1%, which means that the competencies possessed by lecturers affect their performance in teaching and learning activities. However, this is not in

line with research conducted by I Gde Adnyana Sudibya, et al (2012) which showed that the results of statistical data analysis showed a positive but not significant effect between competency variables on performance variables as indicated by a standardized direct effect value of 0.009. This indicates the competence of employees in the Bali provincial Public Works office environment affects employee performance but has an insignificant effect.

Komang Septia's research (2016) shows that there is a positive and significant influence between professional competence and teacher performance which shows that the relationship between professional competence and teacher performance is one-way. Dony, et al (2018) The research results show. Competence has a positive and significant effect on the performance of high school teachers under the guidance of Kesatrian 67 Semarang Education.

Junior High School (SMP) is the level of basic education in formal education in Indonesia after graduating from elementary school or the equivalent is taken within a period of 3 years. There are 99 junior high schools 54 with state status, 16 private schools 1 state madrasa and 28 private madrasas in Musi Rawas district. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Teachers have duties, functions, and important roles in educating the life of the nation. Professional teachers are expected to be able to participate in national development to create Indonesian people who fear God Almighty, excel in science and technology, have an aesthetic, ethical, virtuous character, and personality. Therefore the teaching profession needs to be developed continuously and proportionally according to the teacher's functional position. In addition, so that the functions and tasks attached to the teacher's functional position are carried out in accordance with applicable regulations, it is necessary to increase the competence and performance of teachers in carrying out their duties.

Based on interviews conducted by researchers with teacher 'L', most teachers tend to work as is, there is no innovation and concern for the progress of the school and its students. In terms of teacher obedience in carrying out their duties also shows problems. Based on observations made by researchers in 4 junior high schools, it can be seen that some teachers do not comply with existing regulations, there are still teachers smoking at school and some teachers come late. The existence of conflict between teachers is also a problem in this study, the existence of teachers who do not greet each other, often offend each other makes the situation in the teacher's room become tense as a result the teachers do not cooperate with each other. Interviews conducted by researchers with 10 students in 4 different junior high schools showed that there were problems in teacher leadership, some teachers were unable to handle students who were hyperactive, naughty, and difficult to control, so that there was no optimal effort by the teacher in guiding and directing these problematic students. , this emphasizes that there are still teachers who have not been able to become leaders for their students.

Furthermore, the obstacles experienced by teachers in the learning planning process which includes the preparation of syllabus, annual program, semester program, and learning plans are that there is often a mismatch between learning tools that have been prepared such as syllabus, annual program, semester program, and learning plans with classroom implementation. then observations made by researchers, in teaching most teachers only use the lecture method, so it seems that the class becomes less interactive, students tend to get bored, and do not pay attention to the teacher's explanation. it is clear that the emphasis on the use of teaching and learning methods is not optimal. In addition, the lack of fulfillment of training needs provided by relevant agencies, both the local education office and schools.

Teachers also seemed less enthusiastic about participating in the training, some teachers thought that the age factor was the reason they were lazy to carry out training activities. Lack of teacher awareness of the importance of improving skills is also a problem, most teachers seem to just want to work without any enthusiasm to improve their abilities and capacities as professional teachers. Some teachers serve not in accordance with their educational background, this results in the teacher having difficulties in selecting and teaching the material to be taught to students, meaning that knowledge related to the work carried out by the teacher is not optimal. In addition, in relation to Individual Skills, some teachers do not master the use of information and communication technology tools; the impact is that teachers hire other teachers to carry out their duties, such as filling out grade lists and E-reports. Teachers also tend to be less up to date on current developments in education in Indonesia. Competency issues are also related to work attitudes. There are several teachers who are not professional in carrying out their profession; some teachers dress less neatly and wear sandals, and some teachers even bully their students who commit violations.

Based on this background, the researcher is interested in conducting research on the Influence of Education, training, and Competence on Teacher Performance in Junior High Schools in Muara Lakitan District, Musi Rawas Regency.

2. Literature Review

2.1. Performance

Sutrisno (2017: 151) defines Performance as the work achieved by a person through his work behavior in carrying out work activities. According to Kasmir (2018: 182), Performance is the result of work and work behavior in completing the tasks and responsibilities given in a certain period.

According to Ma'ruf Abdullah (2016: 3) Performance is work performance which is the result of the implementation of a work plan made by an institution carried out by leaders and employees who work in that institution, both government and companies to achieve organizational goals. Meanwhile, according to Sinambela (2018: 483) Performance is the willingness of a person or group to carry out an activity and perfect it according to their responsibilities with the expected results.

Wibowo (2017: 3), states that performance is the implementation of plans that have been prepared. Performance implementation is carried out by human resources who have the ability, competence, motivation, and interests. Hasibuan (2014: 94) performance is the result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, sincerity and time.

Mathis (2012: 135), performance is a record resulting from the function of a particular job or activity over a certain period of time. Kasmir (2016: 182) states that performance is the result of work and work behavior that has been achieved in completing the tasks and responsibilities given within a certain period.

According to Harun (2018: 82), performance indicators are: Loyalty, work performance, responsibility, obedience, honesty, cooperation, initiative, leadership.

2.2. Education

According to Al-Abrasyi in Ramayulis (2015: 16), Education is the process of preparing humans to live perfectly and happily, to love the motherland, to be physically fit, to have perfect

morals (morals), to have organized thoughts, to be refined in feelings, to be proficient in their work, to speak sweetly. either orally or in writing.

Daharma & Bathnagar in Rulam (2016:38) define Education as the process of bringing about the desired changes in human behavior. It can also be defined as the process of acquiring knowledge and habits through learning or study.

Rulam (2016: 38) Education is a process of human interaction with the environment that takes place consciously and planned in order to develop all its potential, both physical (physical health) and spiritual (thought, taste, intention, work, creativity, and conscience) which lead to positive changes and progress, both cognitive, affective and psychomotor that take place continuously in order to achieve their life goals.

Republic of Indonesia Law number 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by them. , society, nation, and state.

Danim in Rulam (2016:45) The aims of education are as follows:

- a. Optimizing the cognitive, affective, and psychomotor potential of students
- b. Passing on cultural values from generation to generation to avoid as much as possible children being uprooted from the cultural roots and life of the nation and state
- c. Develop students' adaptability to face ever-changing future situations, both the intensity and the requirements needed in line with advances in science and technology.
- d. Improving and developing students' moral responsibility, in the form of the ability to distinguish what is right and what is wrong, with the spirit or belief to choose and uphold it.
- e. Encouraging and helping students to develop a responsible attitude towards their personal and social lives, as well as making contributions in various forms freely to society.
- f. Encourage and help students understand the balanced relationship between law and personal and social liberties.

Notoadmodjo in Asri (2017:21) Educational indicators are:

- a. Development of abilities: A person's abilities can be developed through education. The education that a person follows can help him develop the potential that exists within him.
- b. In the area of ability, the longer a person is in education, the more knowledge and development he has.
- c. The suitability of the program: The suitability of the educational program experienced by a person will bring about a change in him. These changes were due to the influence of the education he experienced.
- d. The material provided and the amount of material that has been given will also impact a person's ability to solve and find a way out of the problems they face.
- e. Emphasis on the use of teaching and learning methods: The teaching methods used will affect the success of education carried out by someone.
- f. End-of-process reward This award is intended to motivate someone to correct their deficiencies.

2.3. Training

According to Kasmir (2018: 126), Training is a facility companies provide to learn jobs related to employee knowledge, skills, and behavior. Meanwhile, according to Donni (2018: 176),

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Training is a systematic and planned effort to change or develop new knowledge, skills, and attitudes that suit organizational needs.

According to Donni (2018: 180), Training is carried out by referring to a number of interrelated principles. The basic principles of the training are as follows:

- a. training is given systematically and based on stages.
- b. These stages must be adjusted to the goals to be achieved.
- c. The trainer/teacher/presenter must be able to motivate and disseminate responses related to a variety of subjects.
- d. The existence of reinforcement (reinforcement) to evoke a positive response from participants.

According to Yulianti, (2017: 120) Training Indicators are as follows:

- a. Fulfillment of training needs
- b. Able to identify employee needs
- c. Requirements for training participants to have the enthusiasm to take part in the training
- d. Material tailored to the needs
- e. Ability enhancement

2.4. Competence

Meanwhile, according to Marshall in Sudarmanto (2018: 47) Competence is a basic characteristic of a person that allows him to provide superior performance in a particular job, role, or situation. Wibowo, (2017: 271) Competence is an ability to carry out or perform a job or task that is based on skills and knowledge and is supported by the work attitude demanded by the job.

According to Sutrisno (2017: 203) Competence is an ability that is based on skills and knowledge supported by work attitudes and their application in carrying out tasks and work in the workplace that refers to the specified work requirements.

Hutapea in Ria et al, (2015: 5) Competency indicators are as follows: Knowledge related to work, individual skills and work attitudes.

According to Zwell in Sudarmanto (2018: 54), there are seven factors that affect competence, namely:

- a. Beliefs and Values. One's beliefs and values towards something greatly influence one's attitudes and behavior.
- b. Expertise or Skills. This aspect plays a very important role in shaping competence. For example, public speaking is a skill that can be learned, practiced, and improved.
- c. Experience. Experience is an important element in establishing one's competence for the task.
- d. Personal characteristics. One's personality characteristics also influence one's competence.
- e. Motivation. A person's motivation in a job or activity will affect the results achieved.
- f. Emotional issues. Emotional blocks and blocks can often limit competent mastery.
- g. Intellectual capacity. A person's intellectual capacity will affect competence, which depends on cognitive abilities such as conceptual and analytical thinking.

3. Research Method

Research design is a work guideline that allows research to run effectively and efficiently. Design is beneficial for research implementers and useful for all those involved in the research

activity. The research design can be arranged based on the formulation of the problem and the hypothesis to be tested.

Based on the time dimension, this research is a cross-sectional study where data collection is carried out at one time and comes from different objects to describe the situation. As for the study environment, the research is included in the category of field research design. The researcher focuses attention on the phenomena that exist in the field so that the direct involvement of the researcher is limited to observations as cross-information material obtained from objects. Meanwhile, based on the objective, a descriptive design is used because it will only explain one independent variable.

This study was conducted on junior high school teachers in Muara Lakitan District, Musi Rawas Regency. The population is the entire group of people, or things of interest that researchers want to investigate (Sekaran & Bougie, 2013: 240). The total population is 141 teachers.

The sample according to Sekaran & Bougie (2013:241) is described as "a subset of the population." In other words, a sample is part of the population. The number of samples in this study was determined based on the Slovin formula. The research sample obtained was 105 teachers as respondents

Table 1. Sample Distribution

No:	Name of SMP	Total of Teachers	Sample
1	SMPN Semangus	22	16
2	SMPN Muara Lakitan	22	16
3	SMPN Prabumulih II	13	10
4	SMPN Pian Raya	14	11
5	SMPN Lubuk Pandan	11	8
6	SMPN Marga Baru	41	31
7	SMPN Bumi Makmur	18	13
Total		141	105

Source: processed by the author

Definition of Variable Operationalization

Research variables are studied, which can differentiate or change values. All variables in this study are described and developed for each variable into the following indicators:

Variable (Y): Teacher Performance is the result of the work done by the teacher covering work activities and assignments within a certain period at Middle School in Muara Lakitan District, Musi Rawas Regency. The indicators are work performance, responsibility, obedience, cooperation, and leadership.

Variable (X1): Education is a conscious and planned effort teachers make to seek and develop potential in junior high schools in Muara Lakitan District, Musi Rawas Regency. The indicators are capacity development, program suitability, and an emphasis on learning methods.

Variable (X2): Teacher Training is an effort by teachers to increase their knowledge, skills, and behavior to improve their performance as junior high school teachers in Muara Lakitan District, Musi Rawas Regency. The indicators are Fulfillment of Training Needs, Requirements for trainees to be enthusiastic about taking part in the training, and Capacity building.

Variable (X3): Teacher competence is the ability possessed by teachers to carry out tasks and obligations in work at junior high schools in Muara Lakitan District, Musi Rawas Regency. The indicators are knowledge related to work, individual skills and work attitudes.

The data needed in this study is qualitative data, namely data that cannot be measured on a numerical scale. Qualitative data in this study is interval data. However, because in statistics all data must be in the form of numbers, this qualitative data will be quantified so that it can be processed further.

In this study the data collection method used a questionnaire (questionnaire). Questionnaires are more efficient to use when the researcher knows clearly the variable being measured and what is expected of the respondent. In addition, the questionnaire is also suitable for use if the number of respondents is large enough.

The data analysis technique in this study used multiple regression analysis techniques. The stages of carrying out the analysis included: Validity and Reliability Testing

Analysis Techniques:

1). Multiple Regression Analysis

Used to determine how much influence the variables Education (X1), Training (X2) and Competence (X3) have on Teacher Performance (Y).

Multiple linear regression is used because the influence variable (X) is more than one, with the formula:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \varepsilon$$

Where a is a constant value, b1, b2, b3 = multiple linear regression coefficients, and ε is the Error of Term

2). Concurrent Testing (Test F)

Concurrent test regression analysis (F test) was carried out to prove the research hypothesis that the independent variables in the study significantly influence the dependent variable together.

3). Partial Testing (T-Test)

Partial test regression analysis of each independent variable on the dependent variable can be explained using the t test.

4. Results and Discussion

Data analysis was carried out using instrument tests, testing the basic assumptions of multiple regression, models and hypothesis testing, as follows:

4.1. Instrument Testing Results

The results of the data validity test on question items on the variables Teacher Performance (Y), Education (X1), Training (X2), and Competency (X3) were declared valid at the level real (α) = 5% so that it can be used as a valid measurement tool in subsequent analysis.

Based on the reliability test on the dependent variable, namely Teacher Performance (Y), Education (X1), Training (X2) and Competence (X3) it can be seen that all Cronbach's alpha for each variable is above the number 0.600, declared relabeled, this means that all question

items that exist in each of these variables, can be used as a reliable measuring tool in the next analysis.

4.2. Analysis Techniques

1) Multiple Linear Regression Analysis

Used to determine how much influence the variables Education (X1), Training (X2) and Competence (X3) and Teacher Performance (Y). Based on the calculation results, the estimated function of the multiple linear regression equation is obtained, namely:

$$Y = 3,999 + 0,975X_1 + 0,132X_2 + 0124X_3$$

The regression equation can be described as follows:

A constant of 3.999 means that if Education (X1), Training (X2) and Competence (X3) have a fixed value, then Teacher Performance is 3.999

The coefficient value of the Education variable (X1) is 0.975. This means that for each increase in the number of Education variables, the Teacher Performance variable will increase by 0.975, assuming that the other independent variables in the regression model remain the same.

The coefficient value of the Training variable (X2) is 0.132. This means that for each increase in the number of training variables, the teacher performance variable will increase by 0.132, assuming that the other independent variables in the regression model remain constant.

The coefficient value of the Competency variable (X3) is 0.124. This means that for each increase in Competency variables, the Teacher Performance variable will increase by 0.124 assuming that the other independent variables in the regression model remain the same.

2) Simultaneous Testing (Test F)

Table 2 F Test Results

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1533,700	3	511,233	200,345	,000 ^b
Residual	257,728	101	2,552		
Total	1791,429	104			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Competence, Teacher Education, Teacher Training

Based on the results of data processing, it is known that the f-count value is 200.345 with a significance level of 0.000. The value of the F-table with df 1 = 3, df 2 = 101, and $\alpha = 0.05$ is 200.345. Because F-count > F-table (200.345 > 2.695) and Sig 0.000 < 0.05, then Ha: Accepted and H0: Rejected. This means the competence and the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency influence education and training.

3) Partial Testing (t-Test)

Table 3. Test Results t

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3,999	1,993		2,006	,047
Education	,975	,061	,782	16,110	,000
Training	,132	,056	,118	2,348	,021
Competence	,124	,056	,112	2,238	,027

a. Dependent Variable: Teacher Performance

a. The Effect of Education on Performance

- The t-count results for education have a value of 16.110 > t-table 1.984. This is confirmed by sig t 0.000 < $\alpha = 0.05$. Thus, H0 is rejected, which means that education has a significant effect on performance.
- Effect of Training on Performance
- The t-count results for training have a value of 2.348 > t-table 1.984. This is confirmed by sig t 0.021 < $\alpha = 0.05$. Thus, H0 is rejected, which means training has a significant effect on performance.
- The Effect of Competence (X3) on Performance (Y)
- The t-count results for competence have a value of 2.238 > t-table 1.984. This is confirmed by sig t 0.027 < $\alpha = 0.05$. Thus, H0 is rejected, which means that competence has a significant influence on performance.

4.3. Discussion

- 1). The effect of education and training and competence on the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency

The results of the f test show that education, training, and competence simultaneously affect the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency. The calculation results above illustrate that education, training, and competence have a sizeable impact on the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency.

When viewed from the theoretical concept according to Suprihati (2014: 96), which states that the factors that influence performance are education and training, and the theory according to Payaman (2011: 83), one of the factors that influences performance is individual competence, the results of this study are in line with the theoretical concepts expressed by the two experts.

In line with previous research conducted by Edi Saputra (2015) which proved that education and training affected the performance of the Malang City Regional Personnel Agency employees. Furthermore, research conducted by Fajar Sukoco (2010) proved that education and training had a positive and significant effect on teacher performance. and research conducted by Susi Hendriyani (2013), which proves that education and training and competence have a significant impact on performance

The difference is that in Fajar's research the variables that affect performance are not only education and training but organizational learning, and competence also affects teacher performance but when testing the mediating effect. Competence does not mediate the

relationship between the influence of education and training on teacher performance, while competence is able to mediate the relationship between the influence of organizational learning and teacher performance, meaning competence is able to explain this effect.

The link between education, training, competence and performance is that if the teacher has an educational background that is appropriate to his teaching duties, coupled with continuous training, and has adequate competence at work, it will be easy for the teacher to carry out his duties at school.

Based on the respondents' responses to the question items, it shows that teachers agree a lot about education and training and competence, therefore they also agree a lot about the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency.

2). The effect of education on the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency

The results of the t-test show that education affects the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency. This research is in line with the theory that, according to Mangkunegara (2015: 67-68), one of the factors that influences performance is education. With adequate education for his position and skills in doing daily work, it will be easier for him to achieve the expected performance.

This research is also in line with the theory expressed by Defi Lia Safitri (2013), which states that education affects employee performance at PT Surabaya Industrial Estate Rungkut. However, researchers have not found previous research stating that education has no significant effect on teacher performance.

Based on the respondents' responses to question items related to education, several question items cause problems, namely:

Against the indicators, the teacher arranges learning programs well. In this case there are still teachers who have not been able to compile learning programs that will be taught to students; this is caused by a lack of teacher knowledge of the importance of preparing learning programs before being taught to students so that learning activities in class become targeted, another thing is caused by the teacher's lack of awareness that wrong one task as a teacher is to develop a learning program. As a result, learning activities become undirected, and teachers experience difficulties when teaching material to students, which will ultimately result in poor teacher performance and students perceiving that the teacher is less professional in teaching. The researcher suggests that before teaching, the teacher must prepare a learning program first so that during implementation in class, the learning activities become directed, and the teacher can provide solutions when experiencing difficulties.

Regarding the indicator "the learning media that the teacher uses is by the subject matter provided," some teachers still doubt this. Even though the teacher has used learning media in teaching and learning activities, sometimes the learning media still does not follow the material to be taught to students. This is caused by a lack of teacher creativity and the lack of learning media available in schools. Some students have difficulty understanding the material taught by the teacher; the author's suggestion is that the teacher should prepare appropriate learning media to be taught to students, and the school should provide complete learning media so that the teacher's learning activities become optimal.

3) The effect of training on the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency

The results of the t-test show that training affects the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency. This research is in line with the theory expressed by Suprihati (2014: 96), which states that education and training are two of the factors that influence performance. Education and training is a relationship of increasing general knowledge and understanding of the work environment as a whole and also an effort to improve one's knowledge and skills to do a particular job.

This research is also in line with previous research conducted by Adiwinata et al. (2018), which stated that formal training had a positive and significant effect on teacher performance. However, this research is not in line with research conducted by Edi Saputra (2015) which states that training does not positively affect performance. This is caused by differences in the study indicators.

Based on the respondents' responses to the question items related to training, several question items cause problems, namely:

- a. Against the indicator the teacher always attends training without waiting for orders from superiors. Some teachers expressed doubts about this statement, which shows that there are still teachers who do not have the awareness of teachers to take part in training activities, teachers tend to only take part in training if there are orders from their superiors. As a result, the teacher lacks skills in carrying out his duties so that the teacher's performance is considered not good.
- b. Regarding the indicators of teachers being active in subject teacher deliberation organizations, some teachers are still hesitant about this statement which shows that teachers have not been active in this organization, as a result this organization has become a vacuum. The author's suggestion is that teachers should be active in this organization because this organization is a place for teachers to improve the abilities and skills of teachers in the process of teaching and learning activities.

4) The effect of competence on the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency

Based on the results of the t test, it shows that competency affects the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency. This research is in line with the theory expressed by Simanjutnak (2011: 83) which states that individual competency is one factor that influences performance. Individual competence shows a person's abilities and skills in carrying out duties.

This research is also in line with previous research conducted by Komang Septia (2016) which stated that competency has a positive and significant effect on teacher performance. However, this research is not in line with Rosmaini (2019) which states that competence has no significant effect on performance. This difference is caused by the use of indicators in research that are not the same as the indicators used by researchers.

Based on the respondents' responses to question items related to competency, there are several question items that cause problems, namely:

- a. On the indicator the teacher always uses technology in carrying out his daily duties. Some teachers answered doubtfully with this statement, this shows that there are still

teachers who have not been able to utilize technology in carrying out their duties. As a result, teachers become technologically illiterate and always lack information about developments in the world of education so that in their work the teacher uses old methods of teaching and students also tend to get bored with the teacher's way of teaching. The researcher's suggestion is that teachers should study and utilize developing technology, especially in the world of education, one of the things that teachers can do is study computers and gadgets.

- b. Teachers do not hire other teachers to compile e-rapot. It can be seen that there are still teachers who answer uncertainly which shows that in carrying out their duties, especially in compiling e-rapot teachers still hire other teachers, this is due to the teacher's lack of mastery in using computer devices. The author's suggestion is that teachers should learn to use computer devices so that they don't have to pay anymore to work on e-reports

5. Conclusion

- a. Based on the results of the research described in the previous chapter, it can be concluded:
- b. Together, education and training and competence have a significant effect on the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency
- c. Education has a significant effect on the performance of junior high school teachers in Muara Lakitan District, Musi Rawas Regency
- d. Training has a significant effect on teacher performance at Muara Lakitan Middle School, Musi Rawas Regency
- e. Competence has a significant effect on teacher performance at Muara Lakitan Middle School, Musi Rawas Regency

Implications

- a. Teacher performance can be improved by improving education and training as well as teacher competence.
- b. Regarding education, it is better that before teaching, the teacher must prepare a learning program first so that during classroom implementation, the learning activities become directed and the teacher can provide solutions when experiencing difficulties. The teacher should prepare appropriate learning media for students, and the school should provide complete learning media so that the teacher's learning activities become optimal.
- c. In relation to teacher training, it is better to seek information about training activities organized by the local office and other teacher training institutions to increase teachers' abilities and creativity in participating in training. Teachers should be active in this organization, considering that this organization is a place for teachers to improve their abilities and skills in teaching and learning activities.
- d. Concerning teacher competence, teachers should study and utilize developing technology, especially in the world of education. One of the things teachers can do is study computers and gadgets.

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