

The Effect of Competence and Training on the Effectiveness of Teacher Training Vocational School at Serang Region, Banten

Sri Mulyati

Sekolah Tinggi Ilmu Ekonomi Dwimulya, Serang, Banten, Indonesia
E-mail : srimulyati040861@gmail.com

ABSTRACT

This study aims to determine competence and training on Vocational School Teacher Training Effectiveness in the Serang Region, Banten. The method used is explanatory research with analytical techniques using statistical analysis with regression, correlation, determination, and hypothesis testing. This study shows that competence has a significant effect on the effectiveness of teacher training by 47.8%, hypothesis testing is obtained t count $>$ t table or $(7,472 > 2,000)$. Training has a significant effect on the effectiveness of teacher training by 44.6%; hypothesis testing is obtained t count $>$ t table or $(7,002 > 2,000)$. Competence and training simultaneously have a significant effect on the effectiveness of teacher training with the regression equation $Y = 8.314 + 0.429X_1 + 0.368X_2$, and the contribution of the effect is 58.0%,

Keywords: Competence, Training, Effectiveness of Teacher Training

INTRODUCTION

In the direction of equal distribution of education, the government, through the relevant agencies, is making efforts to increase educators' ability. Development in education is still a top priority in efforts to improve the quality of human resources. Teachers are one of the determinants of the high and low quality of education, so it is necessary to pay great attention to improving teachers in terms of quantity and quality. Strengthening the quality and professionalism of educators is strengthened by holding teacher education and training on an ongoing basis. Training activities for teachers are an integral part of management in schools and are an effort to develop teacher knowledge and skills to gain a competitive advantage and provide the best service. In other words, they can work more productively and improve the quality of their performance.

Teachers are a component of human resources that must be fostered and developed continuously. The potential of teacher resources

needs to continue to grow and develop to carry out their functions potentially. In addition, the influence of fast-paced change encourages teachers to continuously learn to adapt to the development of science and technology as well as community mobility (Keizer and Pringgabayu, 2017:15).

The Serang Regional Education Office seeks to create human resources, incredibly competent, qualified, and have skills. Therefore, the Serang Regional Education Office in the Field of Teachers and Education Personnel has the task of carrying out affairs in the field of the education profession, education and training staff, educators, and education personnel for SMA, SMK, and special education/special services as well as other tasks given by the leadership as well as carrying out the preparation of operational policies career development, quality and professionalism improvement, awarding, professional protection services as well as improving the welfare of teachers and other education personnel.

The effectiveness of training is significant, especially for developing human resources, including teachers. Training and development of human resources in companies, organizations, agencies, or other institutions is carried out to improve employee performance (Noer, 2016). However, the training carried out by the Serang Regional Education Office for teachers/educators is still not adequate. The reality in the field is that teachers who receive training from the government only receive training with one-way communication or only seminars, and the training programs provided are not effective so that they cannot improve the quality and productivity of teachers. The weak competence possessed by the trainees is suspected to be one of the causes of inadequate training. According to Larasati and Andayani (2013: 3), the effectiveness of training cannot be separated from the training factors created. Practical training reflects a good and correct training process.

The process influences the effectiveness of the training before the training is held. During the implementation of the training until after the training is carried out. Therefore, this study was conducted to examine further the factors that influence the effectiveness of teacher training. Based on the importance of how much influence competence and training have on training effectiveness, the authors are interested in compiling this thesis with the title "The Effect of Competence and Training on the Effectiveness of Vocational School Teacher Training in the Serang Banten Region."

Literature review

Competence

According to the Law of the Republic of Indonesia, Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 10 states, "competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out their professional duties." Competence is a set of behaviors or actions of a person, including general abilities, skills, and knowledge of policies, rules, and guidelines for

carrying out tasks, which can be observed and investigated (Apriani, 2013: 2).

Training

The training process refers to a systematic approach to developing training programs. Training is related to preparing training programs that consider organizational, work, and individual aspects (Noe, 2010:7). Training is related to preparing training programs that consider organizational, work, and individual aspects (Hariyanto, Purnomo, and Bawono, 2011: 219).

Teacher Training Effectiveness

Training effectiveness can be defined as the accuracy of implementing a training, or the level of the training process that produces the correct output at the right place, at the right time, and at the right price (Fauzan, 2015: 319). Kaswan (2011: 55) explained that practical training could improve performance, improve morale, and boost organizational performance.

METHOD

Population

The population in this study amounted to 63 respondents of Vocational School Teachers in Serang Banten

Sample

The sample in this study amounted to 63 respondents.

Types of research

The type of research used is associative, where the aim is to determine the effect of the independent variables on the dependent variable, either partially or simultaneously

Data analysis method

In analyzing the data, used instrument test, classical assumption test, regression, coefficient of determination, and hypothesis testing.

RESULT and DISCUSSION

Research result

1. Descriptive Analysis

1. Descriptive Analysis

This test is used to determine the minimum and maximum scores, mean scores, and

standard deviations of each variable. The results are as follows:

Table 1. Results of Descriptive Statistics Analysis Analysis

	Descriptive Statistics				
	N	Minimum	Maximum	mean	Std. Deviation
Competence (X1)	63	31	47	37.71	3,705
Training (X2)	63	29	48	38.59	3.770
Teacher Training Effectiveness (Y)	63	31	47	38.68	3,491
Valid N (listwise)	63				

Competence obtained a minimum variance of 31 and a maximum variance of 47 with a mean score of 3.771 with a standard deviation of 3.705. The training obtained a minimum variance of 29 and a maximum variance of 48 with a mean score of 3.859 with a standard deviation of 3.770. The effectiveness of teacher training obtained a minimum variance of 31 and a maximum variance of 47 with a mean score of 3.868 with a standard deviation of 3.491.

2. Quantitative Analysis.

This analysis is intended to determine the effect of the independent variable on the dependent variable. The test results are as follows:

a. Multiple Linear Regression Analysis

This regression test is intended to determine changes in the dependent variable if the independent variable changes. The test results are as follows:

Table 2. Multiple Linear Regression Test Results

Model		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	8.314	3.353		2,480	.016
	Competence (X1)	.429	.098	.455	4.377	.000
	Training (X2)	.368	.096	.397	3.815	.000

a. Dependent Variable: Effectiveness of Teacher Training (Y)

Based on the test results in the table above, the regression equation $Y = 8.314 + 0.429X1 + 0.368X2$ is obtained. From these equations, it is explained as follows:

- 1) A constant of 8.314 means a Teacher Training Effectiveness value of 8.314 points if there is no competency and training.
- 2) The competency regression coefficient is 0.429; this number is positive, meaning that every time there is an increase in competence of 0.429, the Effectiveness of Teacher Training will also increase by 0.429 points.

- 3) The training regression coefficient is 0.368; this number is positive, meaning that every time there is an increase in training of 0.368, the Effectiveness of Teacher Training will also increase by 0.368 points.

b. Correlation Coefficient Analysis

Correlation coefficient analysis is intended to determine the level of strength of the relationship of the independent variable to the dependent variable either partially or simultaneously. The test results are as follows:

Table 3. Results of Competency Correlation Coefficient Testing on the Effectiveness of Teacher Training.

		Competence (X1)	Teacher Training Effectiveness (Y)
Competence (X1)	Pearson Correlation	1	.691**
	Sig. (2-tailed)		.000
Teacher Training Effectiveness (Y)	Pearson Correlation	.691**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=63

The test results obtained a correlation value relationship to the effectiveness of teacher of 0.691, meaning that competence has a solid training.

Table 4. Results of Testing the Correlation Coefficient of Training on the Effectiveness of Teacher Training.

		Training (X2)	Teacher Training Effectiveness (Y)
Training (X2)	Pearson Correlation	1	.668**
	Sig. (2-tailed)		.000
Teacher Training Effectiveness (Y)	Pearson Correlation	.668**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=63

The test results obtained a correlation value relationship to the effectiveness of teacher of 0.668, meaning that training has a solid training.

Table 5. Results of Testing the Correlation Coefficient of Competence and Training Simultaneously on the Effectiveness of Teacher Training.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761a	.580	.566	2,301

a. Predictors: (Constant), Training (X2), Competence (X1)

Based on the test results obtained a correlation value of 0.761, meaning that competence and training simultaneously have a solid relationship to the effectiveness of teacher training.

c. Coefficient of Determination Analysis

The analysis of the coefficient of determination is intended to determine the influence percentage of the independent variable on the dependent variable either partially or simultaneously. The test results are as follows:

Table 6. Results of Testing the Coefficient of Competence Determination on the Effectiveness of Teacher Training.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.691a	.478	.469	2,543

a. Predictors: (Constant), Competence (X1)

Based on the test results, the determination influence contribution of 47.8% on the value is 0.478, meaning that competence has an effectiveness of teacher training.

Table 7. Testing Results of the Coefficient of Training Determination on the Effectiveness of Teacher Training.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668a	.446	.437	2,621

a. Predictors: (Constant), Training (X2)

Based on the test results, the determination influence contribution of 44.6% on the value is 0.446, meaning that training has an Effectiveness of Teacher Training.

Table 8. Results of Testing the Coefficient of Competence Determination and Training on the Effectiveness of Teacher Training.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761a	.580	.566	2,301

a. Predictors: (Constant), Training (X2), Competence (X1)

Based on the test results, the determination value is 0.580, meaning that competence and training simultaneously have a 58.0% contribution to the effectiveness of teacher training, while other factors influence the remaining 42.0%.

Hypothesis testing with a t-test is used to determine which partial hypothesis is accepted. The first hypothesis: There is a significant effect of competence on the effectiveness of teacher training. The second hypothesis: There is a significant effect of training on the effectiveness of teacher training.

d. Hypothesis testing
Partial hypothesis test (t-test)

Table 9. Results of Competency Hypothesis Testing on the Effectiveness of Teacher Training.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.114	3.304		4.272	.000
	Competence (X1)	.651	.087	.691	7.472	.000

a. Dependent Variable: Effectiveness of Teacher Training (Y)

Based on the test results in the table above, the value of t count > t table or (7,472 > 2,000), thus the first hypothesis proposed that there is a significant effect of competence on Teacher Training Effectiveness is accepted.

Table 10. Training Hypothesis Test Results on the Effectiveness of Teacher Training.

Model		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	14,830	3,422		4.333	.000
	Training (X2)	.618	.088	.668	7.002	.000

a. Dependent Variable: Effectiveness of Teacher Training (Y)

Based on the test results in the table above, the value of t arithmetic > t table or (7.002 > 2,000), thus the second hypothesis proposed that there is a significant effect of training on teacher training effectiveness.

Simultaneous Hypothesis Testing (F Test)

Hypothesis testing with the F test is used to determine which simultaneous hypothesis is accepted. The third hypothesis There is a significant influence between competence and training on the effectiveness of teacher training.

Table 11. Results of Competency and Training Hypothesis Testing on the Effectiveness of Teacher Training.

Model		ANOVA ^a				Sig.
		Sum of Squares	df	Mean Square	F	
1	Regression	438,100	2	219,050	41,389	.000b
	Residual	317,551	60	5,293		
	Total	755,651	62			

a. Dependent Variable: Effectiveness of Teacher Training (Y)

b. Predictors: (Constant), Training (X2), Competence (X1)

Based on the test results in the table above, the calculated F value > F table or (41.389 > 2.760), the third hypothesis proposed that competence and training on the effectiveness of teacher training are accepted.

Discussion of Research Results

The Effect of Competence on the Effectiveness of Teacher Training

Competence has a significant effect on the effectiveness of teacher training with a correlation of 0.691 or has a strong relationship with a contribution of 47.8%. Furthermore, testing the hypothesis obtained the value of t count > t table or (7,472 > 2,000). Thus, the first hypothesis proposed that there is a significant effect between competence on the effectiveness of teacher training is accepted.

The Effect of Training on the Effectiveness of Teacher Training

Training has a significant effect on the

effectiveness of teacher training with a correlation of 0.668 or has a strong relationship with a contribution of 44.6%. Furthermore, testing the hypothesis obtained the value of t count > t table or (7.002 > 2,000). Thus, the second hypothesis proposed that there is a significant effect between training on teacher training effectiveness.

The Effect of Competence and Training on the Effectiveness of Teacher Training

Competence and training have a significant effect on the effectiveness of teacher training with the regression equation $Y = 8.314 + 0.429X1 + 0.368X2$, the correlation value is 0.761 or has a strong relationship with the contribution of 58.0% influence while other factors influence the remaining 42.0%. The calculated F value obtains hypothesis testing > F table or (41.389 > 2.760). Thus, the third hypothesis proposed a significant effect between competence and training on teacher training effectiveness.

Conclusions and suggestions

Conclusion

1. Competence has a significant effect on the effectiveness of teacher training, with a contribution of 47.8%. Hypothesis test obtained value of t count $>$ t table or (7,472 $>$ 2,000).
2. b. training has a significant effect on the effectiveness of teacher training with a contribution of 44.6%. Hypothesis test obtained value of t count $>$ t table or (7.002 $>$ 2,000).
3. c. competence and training have a significant effect on the effectiveness of teacher training with a contribution of 58.0% influence while other factors influence the remaining 42.0%. Hypothesis test obtained value of F arithmetic $>$ F table or (41.389 $>$ 2.760).

Suggestion

Based on the conclusions that have been conveyed, the authors give suggestions as follows:

1. Competence and training have a positive effect on the effectiveness of training, so the Serang Education Office needs to improve the competence of the training participants and pay attention to the indicators contained in training such as instructors, trainees, the material to be provided as well as training methods and objectives the training in order to achieve practical training
2. The research results can be used to develop Human Resource management science, especially for Competence and Training and Training Effectiveness. In this study, the research was limited to the effect of Competence and Training on Training Effectiveness. While other factors that also affect the effectiveness of the training have not been disclosed how much influence, hopefully in future research can discuss other factors that have not been studied in this study.

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