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The Role of Technical Guidance And Training on the Performance of Educators in Improving Student Learning Achievement

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Abstract
This study aims to determine the significant influence of the role of technical guidance and training on the performance of educators in improving the quality of student learning. This study uses quantitative methods, with the object of this research being teachers and students of elementary school. Data collection techniques using questionnaires, interviews, and direct observation of schools. The results of hypothesis testing indicate that the first hypothesis (H_1), namely technical guidance has an effect on teacher performance, is accepted because it has a p-value of 0.000 or < 0.05 which is significant. The second hypothesis test (H_2), namely the training variable that affects teacher performance, has a p-value of 0.000 which is significant because the value is < 0.05. Technical guidance and training activities can improve teacher competence so that the teaching performance of teachers is getting better and ultimately student learning achievement can be improved.

Keywords: *lecture performnace; leadership transformational; synergy collaborative management; altruistic professional behavior; employee spiritual engagement*

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Introduction
Education aims to improve the quality of human resources. Education is one of the most important things in national development, this is the mainstay to work as much as possible in improving the quality of human life (Wibowo & Supriyanto, 2021). Education has a personality development function that aims to develop a person's potential to become a loyal and accomplished human being (Deke, 2021), leadership is a form of formal education in which there are various elements such as educators, students, curriculum, subject matter, learning methods, learning media, learning facilities and infrastructure. All of these things become a very important part to achieve the desired learning goals such as achievement in learning.

Learning achievement is the result that has been achieved or highlighted as a result of learning, either in the form of numbers, or letters and actions that reflect the results achieved by each child in a certain period (Mukhtar & MD, 2020). Student learning achievement can be known or measured through test scores or student learning outcomes during learning activities. In this case learning achievement can be obtained from the scores given by the teacher as long as students participate in learning activities (Yulianingsih & Sobandi, 2017).

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Learning achievement will be obtained from several factors that influence it, because, without these factors, maximum student learning outcomes or achievement will not be obtained, as one of the factors related to student achievement in the author's view is teacher performance (Sodik et al., 2019). Not a few students have difficulty in participating in learning activities and lack understanding of subjects so they have low achievements in both daily assignments and semester exams and final exams. Any student learning depends on the way or method of teaching teachers. Teacher performance affects student learning achievement, as stated by Pujoandika & Sobandi (2019) which states that teacher performance in learning is the most important part in supporting the creation of an effective educational process, especially in improving achievement or learning outcomes. According to Zahriani Jf et al (2021) states that a professional teacher is a teacher who has teaching strategies, and master's materials, and is able to develop programs, and make appropriate assessments of learning outcomes. In addition to the above, the teacher must also have the ability to generate motivation for student learning. Supported by the opinion expressed by Idrus Alawi, (2019) that teacher performance refers to the abilities or competencies carried out by teachers in the learning process, both inside and outside the school environment.

As an important factor in improving student achievement, teacher performance is also influenced by several factors. Factors that can affect a teacher's performance are the technical guidance teachers get in improving their quality and competence. As revealed by Srinadi et al (2020) that continuous guidance can improve teacher abilities such as professional competence, social relations, self-competence, and teacher pedagogy. Supported research conducted by Qadrini et al (2020) stated that technical guidance provides an increase in data processing abilities to carry out activities and complete tasks.

Another factor that can affect teachers' performance is the training they receive to support their teaching. This is suggested by Breckwoldt et al., (2014)confirmed. Teacher training programs are often used in teacher training programs because they can improve the quality and professionalism of education. Results from Hervie & Winful (2018) show that poor teacher performance is caused by lack of regular training, lack of material, lack of incentives and motivation, and insufficient supervision.

Meanwhile, another opinion states that teacher performance is not only influenced by training but is also influenced by work motivation (Adriani & Hikmah, 2022). Different opinions state that practical training can encourage internal organizational development, especially in increasing the ability of employees to share and solve problems to improve teacher skills (Mislia et al., 2021). Another finding concludes that competence is influenced by training and work environment which ultimately determines the improvement of teacher performance (Ismail & Maulida, 2020).

From various phenomena and the results of previous studies, researchers are motivated to examine important predictors that can affect teacher performance in improving student achievement in studies at school. Researchers want to fill the existing research gap by providing some research results obtained through observation, interviews, and giving questionnaires to students in several schools in DKI Jakarta.

Methodology

This research is survey research. This research started from July to September 2022 and was carried out in several schools (SD/Equivalent) spread across DKI Jakarta. The population in the study were several teachers and students who were selected with certain criteria, namely those who were inclusively qualified to be research respondents. While the research sample amounted to 125 respondents with the purposive sampling technique. The data collection techniques in this study were: (1) observation and documentation to obtain data on teacher performance by observing learning devices, observing the implementation of learning, and assessing student learning outcomes, and (2) tests to obtain data relating to student achievement in junior high school and junior high school. This technique is used by

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researchers by distributing test questions to students for answers. Figure 1 is shown the flow chart of research.

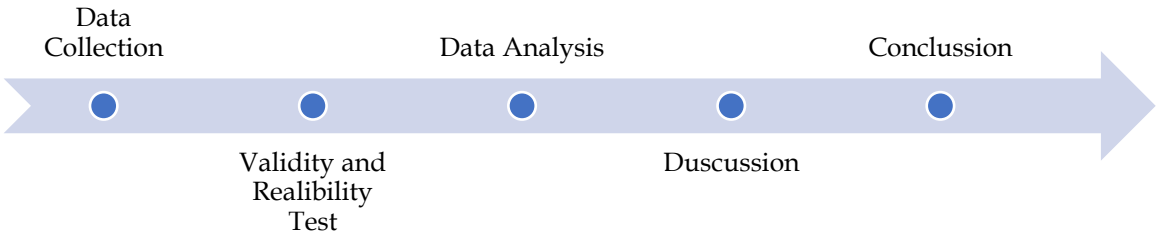

Figure 1. Research Flow Chart

The validity test is divided into two, namely the first is expert validity, which is a test by asking for expert judgment in accordance with the instrument to assess indicators, sub-indicators, and the suitability of items and questions. The second is validity by conducting trials with 30 teachers and 35 students who are not included in the sample. Furthermore, item and question analysis was carried out using the help of a computer program, namely SPSS. After going through the analysis process, it is known that r count. If r count 0.30, then the item or question is valid. While the instrument reliability test was carried out using the Alpha-Cronbach method. The calculation is done with the help of SPSS. Reliability is measured with an alpha scale of 0-1. The research instrument can be said to have an adequate level of reliability if the Alpha-Cronbach coefficient is greater than or equal to 0.70. Data analysis techniques are descriptive analysis and regression analysis. To see the description or clarity of the data using descriptive analysis while to see the influence between variables using regression analysis.

Results and Discussion

Characteristics of Sampling

The table 1 shows that most of the teacher respondents are elementary school teachers (A), as many as 13 female teachers (16%) from the total sampling, and 7 respondents (9%). This illustrates that some teachers from elementary schools are dominated by teacher training in carrying out technical activities and in order to increase competence as educators which will later provide increased student achievement in schools. Elementary school teacher respondents consisted of 11 female teachers (14%) and 9 respondents (11%), so female teacher participants remained important in participating in technical guidance and training activities provided by the school. educators have qualified abilities in providing learning materials both theoretically and practically. Pedagogic and andragogic competencies must be mastered by educators so that students have the motivation to achieve achievement in class.

Table 1. Characteristics of Sampling

No	Criteria	Frequency	Percentage
1	Elementary School Teacher (SD.A)		
	Female	13	16 %
	Male	7	9 %
2	Elementary School Teacher (SD.B)		
	Female	11	14 %
	Male	9	11 %
3	Elementary School Students (SD.A)		
	Female	9	11 %
	Male	11	14 %
4	Elementary School Students (SD.B)		
	Female	12	15 %
	Male	8	10 %
	TOTAL	**80**	**100 %**

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Elementary school students respondents (B) consist of 9 students (11%) and 11 male students (14%), this indicates that students are involved in measuring and assessing teacher competence in teaching in the classroom. So far, teaching from teachers has an effect on motivation to learn and improve achievement both in class and at school. Through the provision of technical guidance and training obtained by classroom teachers, it is hoped that they can make a positive contribution to the progress of the school. Respondents from elementary school students (B) were 20 students consisting of 12 female students (15%) and 8 male students (10%), this illustrates that in elementary school student participation is dominated by female students. They argue that teachers who have qualified qualifications in the teaching and learning process in the classroom will help learning easily so that learning achievement is easily achieved.

Validity Test

Table 2 it can be seen that the results of the validity test of the technical guidance, training, and teacher performance variables using the Pearson correlation product-moment method concluded that the research instrument tested was valid with a significant value with a significance value less than 0.05. This shows a strong significance in each of the variables studied.

Table 2. Test of Validity

Variable	Statement Items	*Product Moment*	Significant
Technical Guidance	BT1	0,623	0,000
	BT2	0,786	0,000
	BT3	0,765	0,000
	BT4	0,692	0,000
Training	P1	0,639	0,000
	P2	0,738	0,000
	P3	0,690	0,000
	P4	0,817	0,001
	P5	0,764	0,000
Teacher Performance	KG1	0,827	0,000
	KG2	0,792	0,000
	KG3	0,896	0,000
	KG4	0,846	0,000
	KG5	0,683	0,000
	KG6	0,955	0,000

Reliability Test

Table 3 illustrates that the results of the reliability test on the research variables show the magnitude of the value below 1 and the critical value of 0.7 and this indicates that the variables used in this study are reliable and can be continued.

Table 3 Reliability Test

Variabel	Alpha	Nilai Kritis	Keterangan
Technical Guidance	0,867	0,7	Reliable
Training	0,855	0,7	Reliable
Teacher Performance	0,795	0,7	Reliable

Data Analysis

Based on the table 4, it can be seen that the results of hypothesis testing indicate that the first hypothesis (H_1), namely technical guidance has an effect on teacher performance, is accepted because it has a p-value of 0.000 or < 0.05 which is significant. The second hypothesis

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test (H_2), namely the training variable that affects teacher performance, has a p-value of 0.000 which is significant because the value is < 0.05. In the table above, the coefficient of determination is 0.754 which indicates that 75.4% of teacher performance is influenced by the variables of technical guidance and training simultaneously.

Table 4. Data Analysis

Variable		Regression Coefficient	T_{count}	*p-value*
Dependent	Independent			
Technical Guidance	Teacher Performance	0,674	4,835	0,000
Training		0,872	5,704	0,000
F_{count}	39,627			0,000
R^2	0,754			

Discussion

The effect of the technical guidance variable on teacher performance can be seen from the regression results above with a t-count acquisition value of 4.835 and a Sig value of 0.000 <0.05. So it can be concluded that technical guidance has a significant influence on teacher performance in schools. The results of this study show evidence from empirical studies from Yanti et al (2020) that empirically technical guidance is a process of activities to teach someone such expertise, knowledge, and experience systematically that can improve performance and provide skills according to the field of work that will be carried out by the individual. This is also supported by research conducted by Srinadi et al (2020), Nguyen & Phan (2020) & Muhammad & Nurahimah (2016) that continuous guidance activities can encourage the abilities of each individual according to their interests and are more motivated and responsible for carrying out newly learned skills because the guidance is continuous and personal. So Student learning achievement can be known or measured through test scores or student learning outcomes during learning activities. In this case learning achievement can be obtained from the scores given by the teacher as long as students participate in learning activities (Yulianingsih & Sobandi, 2017).

The effect of the training variable on teacher performance is determined based on the regression results above with the acquisition of a t-count value of 5.704 and the value of Sig. 0.000 < 0.05, it can be concluded that training has an effect on teacher performance in applying the knowledge gained through training to students in the classroom. In line with the opinion expressed by Zeke et al (2021), Mustikawati & Qomariah (2020), Purba (2020) and Rohmah, Irawati & Lestari (2021) in their research found that there was an effect of training on teacher performance with a correlation coefficient r count = 0.745 > r table = 0.361 with a significance level of 95%. Linear regression analysis shows the equation Y = 0.870X + 13.584 with a regression coefficient rxy = 0.745, the coefficient of determination r2xy = 0.555. Thus the number is 6,788 > ttable is 2,026. It can be concluded that 55.5% of performance is affected by training, supported by Musfira et al., (2022) and Hervie & Winful (2018). Based on the results of the study, the influence of Inclusive Education Educator Competency Training on Teacher Performance in Organizing Inclusive Education at SDN 5 Bandung is 39.5%, which means it has a fairly high influence. As an important factor in improving student achievement, teacher performance is also influenced by several factors. Factors that can affect a teacher's performance are the technical guidance teachers get in improving their quality and competence. As revealed by Srinadi et al (2020) that continuous guidance can improve teacher abilities such as professional competence, social relations, self-competence, and teacher pedagogy. Supported research conducted by Qadrini et al (2020) stated that technical guidance provides an increase in data processing abilities to carry out activities and complete tasks.

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The results of hypothesis testing indicate a positive and significant effect on teacher performance which is influenced by technical guidance and training activities. Training together with guidance is one of the determinants of a person's ability to carry out the functions and duties of a position. After the education obtained by a person from formal educational institutions generally equips students with basic problem solving skills.

Conclusion

Research shows that technical guidance and training can improve teacher performance. This shows that performance can be in the form of increasing teacher competence in the form of pedagogy, personality, social and professionalism which provides an increase in the learning achievement of elementary of school in DKI Jakarta. The results of hypothesis testing indicate a positive and significant effect on teacher performance which is influenced by technical guidance and training activities. Training together with guidance is one of the determinants of a person's ability to carry out the functions and duties of a position. After the education obtained by a person from formal educational institutions generally equips students with basic problem solving skills. Teachers are expected to be able to become professional students in producing superior human resources. Teachers have professional responsibilities that they carry, not only carrying out tasks without ignoring the results, namely student achievement both academically and non-academicly. The role of students is also needed in supporting learning activities, and establishing good cooperation with teachers in improving learning achievement which will make the school proud.

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