



The Effect of Training, Competence and Work Discipline on Teacher Performance in State SLB Jambi Province

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Abstract

This study aims to determine the effect of training on teacher performance at special schools (SLB) in Jambi Province. To determine the influence of competence on teacher performance at special schools (SLB) in Jambi Province. To determine the Influence of Work Discipline on Teacher Performance at Special Schools (SLB) in Jambi Province. This research method is included in survey research with a quantitative approach. The data collection technique used is a questionnaire. The source of research data is primary data, namely questionnaires and secondary data, namely related articles. The results of this study indicate that the Training influential positive and significant to performance of State Special Needs School teachers in the East Jambi Province with The value obtained from t statistics is $1.981 > 1.96$ and the P Value is is 0.048 more small from 0.05. Then Competence influential positive and significant to performance of State Special Needs School teachers in the East Jambi Province with The value obtained for t statistics is $2.116 > 1.96$ and the P Value is is 0.035 more small from 0.05. Discipline Work influential positive and significant to Performance of State Special School Teachers in East Jambi Province with The value obtained is t statistics $5.020 > 1.96$ and the P Value is is 0.000 more small from 0.05.

Keywords: Training, Competence, Work Discipline, Teacher Performance.

Introduction

Special Schools (SLB) are educational institutions that specifically provide educational services for students with special needs, such as children with developmental disorders, physical disabilities, mental or other learning disabilities. The purpose of Special Schools (SLB) is to provide education that is in accordance with the individual needs of each student, so that they can achieve their maximum potential. This is in accordance with Law Number 20 of 2003 concerning the National Education System Chapter IV Article 5 Paragraph 2 states that citizens who experience physical, emotional, mental, intellectual, and/or social disabilities have

the right to receive special education.

Special Schools (SLB) in Jambi Province are special education services located in Jambi Province. Currently, the presence of SLB Negeri Jambi Province is expected to provide enlightenment and solutions in an effort to help Children with Special Needs (ABK) in solving problems and assisting in developing the potential of students with special needs. Special Schools (SLB) in Jambi Province have organized educational services at the SDLB, SMPLB and SMALB levels. Each level is divided into several study groups (rombel).

Currently, the number of students with special needs is increasing with the increasing enthusiasm of the community who

have children with special needs to send their children to Special Schools (SLB). The increase in the number of students with special needs is not comparable to the number of educators and education personnel at the Special Schools (SLB) of Jambi Province.

Comparison between school inclusion and schools outside regular (SLB) set in a number of regulation education in Indonesia. Based on Regulation of the Minister of Education, Culture , Research and Technology (Permendikbudristek) Number 48 of 2023 concerning Reasonable Accommodation (AYL) for Students with Disabilities Disability . Regulation of the Minister of Education, Culture , Research and Technology (Permendikbudristek) Number 48 of 2023 requires formal school for : provide decent accommodation in the form of support budget and assistance funding , providing facilities and infrastructure in accordance need sufferer disability , adapt curriculum For sufferer disabilities and have service units disability .

Whereas For understanding Extraordinary school according to Constitution Number 20 of 2003 concerning National Education System , Special Schools (SLB) are institution education specially provided for participant educate with need special Good physical , mental, emotional , or social . The goal is give inclusive , equitable and adaptive education For all participant educate . Based on Regulation of the Minister of Education, Culture , Research and Technology (Permendikbudristek) Number 56 of 2022, SLB is also mandatory develop curriculum inclusive in accordance with condition participant educate potential area and needs special they with adjustment in material instructions and environment Study . School This designed special For educate student in need special with customized methods , curriculum , and environment with abilities and needs they . SLB provides attention special to need specifics owned by each individual .

Comparison from second type school the is School inclusion give learning together between child in need special and children regular , while in SLB, children in need

special learn in a special environment customized For they . School inclusion try adapt with need special in a more environment general , while SLB is built fully For fulfil need education outside regular . Curriculum at school inclusion is curriculum modified general For fulfil need student in need special . In SLB, the curriculum designed in a way special For every group disability . At school inclusion , regular teachers often get training addition about inclusion , while in SLB, teachers are special trained in field education outside normal For handle need specific student .

Teachers as one of the components in the field of education must play a role in placing their position as expert personnel, in accordance with the demands of a developing society, especially now that our nation and society are in great need of teachers who are able to raise the image of education, so that teachers are expected to be able to bring the next generation of the nation to be able to grow with good intellectual and skills, so that they can produce quality and competitive graduates (output), especially in facing global competition. Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and secondary education.

Regulation of the Director General of Teachers and Education Personnel Number 7607/B.B1/HK.03/2023 Concerning Technical Instructions for Managing the Performance of Teachers and Principals in Chapter II concerning the performance of teachers and principals in article 6 states that the performance of teachers and principals is the achievement of work results and work behavior according to individual work indicators and targets agreed upon with the performance assessment officer. Furthermore, article 7 states that the achievement of work results and work behavior for teachers as referred to in article 6 is based on the implementation of tasks which include: planning learning, implementing learning, assessing learning

outcomes, guiding and training students, and carrying out additional tasks.

Teacher performance is the result of work in terms of quality and quantity achieved by a teacher in carrying out his/her duties in accordance with the responsibilities given to the teacher (Mangkunegara, 2015) . Individual performance is a relationship between three factors, namely ability , effort , and support . Given that teacher performance is very important in achieving educational goals, efforts need to be made for teachers to work optimally and efficiently. One way to maximize teacher performance is by improving the factors that support this performance. The factors that influence a person's performance include training, work competence, and work discipline possessed by each individual teacher.

Training is a short-term educational process using systematic and organized procedures where non-managerial teachers learn technical knowledge and skills in limited objectives (Mangkunegara, 2015). Meanwhile, according to Dessler (2017) , training is the process of teaching new or existing teachers the basic skills they need to carry out their work. Training will provide opportunities for teachers to develop new skills and abilities in working so that what is known and mastered now and for the future can help teachers who understand what should be done and why it should be done, provide opportunities to increase knowledge, skills, while with motivation will provide opportunities for teachers to channel strong individual desires to the organization.

Because teachers are lifelong learners and have the opportunity to develop their professionalism continuously, it is necessary for teachers to take training that is appropriate to their field of work. According to research by Bastian et al., (2022) it shows that training has a positive effect on teacher performance and from research by Setiawan et al., (2020) based on the results of his research it is known that training has a significant effect on teacher performance. In other words, training is a determining factor in whether teacher performance is good or not.

The challenges faced by teachers in

Special Schools (SLB) are that many teachers in Special Schools (SLB) take training not because of their own personal motivation or urgent needs, but rather administrative obligations or instructions from certain parties. This causes the training that is taken to often be irrelevant to real needs in the field. On the other hand, there are still teachers who have not received access to training that is specifically designed to support the development of effective teaching methods for students with special needs. As a result, teachers have difficulty in implementing adaptive and inclusive learning strategies, so that the learning potential of students with special needs cannot be optimized optimally. This condition underlines the importance of relevant, contextual and applicable training to improve the performance of Teachers in Special Schools (SLB).

No less important in encouraging the realization of performance is the existence of supporting teacher competency. A teacher can easily adapt to his environment and easily carry out his work if he has adequate competency. Therefore, teacher competency must be considered in choosing a teacher and a teacher's competency must continue to be honed in order to be able to teach in the best way to his students.

According to Law Number 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 8 states that teachers are required to have academic qualifications, competence, teacher certificates, be physically and mentally healthy, and have the ability to realize national education goals. Then further explained in article 10 teacher competence as referred to in article 8 includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education.

Competence is the desire to have an impact on others and the ability to influence others through persuasion and influence strategies (Veithzal & Sagala, 2017) . Teacher competence is needed in providing teaching. Teachers who have high competence are professional teachers who have skills and knowledge. Competence is an ability that is based on skills and knowledge

supported by work attitudes and their application in carrying out tasks and jobs that refer to the established work requirements. Teacher competence makes students qualified in the teaching and learning process at school.

An employee has high competence if the employee has work experience, an educational background that supports the profession, has expertise/knowledge and has skills (Sutrisno, 2016) . Work experience can improve performance because an employee will place it precisely in conditions, dare to take risks, performance and produce competent individuals. Based on the results of research conducted by Bastian et al., (2022) and Abdurrahman & Selvi, (2023) said that competence has a significant effect on employee performance.

However, in reality, there are still many teachers in Special Schools (SLB) who do not have the skills that are in accordance with the needs of the school, such as the ability to compile teaching modules, design effective learning strategies and evaluate the learning process and outcomes of students. On the other hand, the lack of willingness of some teachers to develop their own abilities is an obstacle to improving their competence. In addition, differences in competence levels among teachers create gaps in improving the quality of teaching. Teachers with low competence often have difficulty meeting the learning needs of students with special needs optimally, while more competent teachers are able to provide more effective teaching. This has an impact on the quality of learning that is uneven, ultimately affecting the overall performance of teachers.

Work discipline is very important for organizational growth, used primarily to motivate teachers to be able to discipline themselves in carrying out work both individually and in groups. In addition, work discipline is useful for educating employees/teachers to comply with and enjoy existing regulations, procedures, and policies, so that they can produce good performance. Discipline is the most important operative function of human resource management because the better the employee discipline, the higher the work performance that can be achieved. Without

good discipline, it is difficult for an organization to achieve optimal results. Good work discipline reflects a person's great sense of responsibility for the tasks given to him. This will encourage work passion, work enthusiasm, the realization of company, employee, and community goals (Anam et al., 2023) . Research by Abdurrahman & Selvi, (2023) revealed that work discipline has a significant effect on teacher performance.

Many teachers in Special Schools (SLB) in Jambi Province have difficulty in managing their time and face obstacles in completing administrative and learning tasks. This condition not only affects their work efficiency but also affects the quality of learning provided to students. The inability to complete work on time can cause delays in the preparation of learning tools, implementation of learning to evaluation of learning outcomes. This has an impact on learning that is less planned and does not meet the needs of students. As a result, the learning process becomes less effective. Therefore, to improve the quality of learning and teacher performance, work discipline and strengthening of professional responsibility are needed to ensure more structured learning that has a positive impact on students.

The number of teachers at Jambi Province's State Special Schools in 2024 is 338 people spread across 16 school units. Tanjung Jabung Timur State Special School has 17 teachers, Kuala Tungkal State Special School has 16 teachers, Merlung State Special School has 9 teachers, Muara Jambi State Special School has 19 teachers, Sungai Bahar State Special School has 6 teachers, Jambi City Special School has 32 teachers, Jambi City Special School has 21 teachers, Prof. Dr. Sri Soedewi State Special School has 17 teachers, and Prof. Dr. Sri Soedewi State Special School has 16 teachers. Masjchun Sofwan , SH has 63 teachers, Muara Bulian SLBN has 24 teachers, Sorolangun SLBN has 17 teachers, Merangin SLBN has 18 teachers, Pinang Merah SLBN has 10 teachers, Muara Bungo SLBN has 28 teachers, Tebo SLBN has 22 teachers, Ujung Ladang SLBN has 9 teachers, and Sungai Penuh City SLBN has 10 teachers. has 27

teachers.

The number of teachers at the Jambi Province State Special School (SLB) in 2024 is 338 people. Furthermore, if we look at the number of teachers based on their special education background, there are only 113 out of 338 teachers. More teachers with a special education background are needed so that students with Special Needs (ABK) can be educated according to the competence of their teachers and students get effective learning.

Special Schools (SLB) of Jambi Province also experienced obstacles related to teacher performance. Based on the results of interviews with the deputy principal of the Public Relations Division of the Special School (SLB) of Jambi Province, the results showed that the performance of teachers of the Special School (SLB) of Jambi Province tended to be stable and good, but experienced a decline, especially starting during the pandemic. Not only teachers experienced a decline, but students also experienced a decline. This caused the results or output produced by teachers to decline.

Factors that are factors causing the decline in the performance of teachers at Special Schools (SLB) in Jambi Province include the difficulties felt by teachers due to the pandemic that has lasted for almost 3 years, which has caused learning conditions to not be fully implemented optimally and the influence of conditions far from home because most teachers come from outside the city, causing some teachers to be late to school. In addition, other problems are felt. One of them is the lack of teaching staff. The lack of teaching staff at Special Schools (SLB) in Jambi Province is an obstacle for teachers who teach, whether they like it or not, teachers must use existing human resources more efficiently. In addition, there are still some teachers who feel that there is a lack of direction in their work, which affects their performance.

Poor teacher performance show the decline level trust public to Special School (SLB) of Jambi Province . The community wants children with needs Special Needs (ABK) who attend Special Needs Schools (SLB) in Jambi Province receive service the

best education with teachers who have high performance .

Research Methods

This study uses quantitative research methods. According to Creswell (2012) , quantitative research requires researchers to explain how variables affect other variables. The same thing was also expressed by Creswell (2012), that experimental design is used when you want to determine the possible causes and effects of independent variables and dependent variables. Which means trying to control all variables that affect the results except the independent variable. Then when the independent variable affects the dependent variable, it can be said that the independent variable causes or affects the dependent variable. The quantitative analysis tool used by researchers is Partial Least Squares (PLS), Abdillah & Jogiyanto (2009) PLS (*Partial Least Square*) is a structural equation analysis based on variance that can simultaneously test measurement models and test structural models.

The measurement model is used to test validity and reliability, while the structural model is used to test causality (hypothesis testing with a prediction model). Furthermore, Abdillahi and Jogiyantoi (2009) stated that Partial Least Square (PLS) analysis is one of the statistical methods based on variance that is designed to solve multiple regression when specific problems occur in the data. Furthermore, Ghozalii & Latanii (2015) explained that PLS is an analysis method that is *soft modeling* because it does not assume that data must be measured on a certain scale, which means that the number of samples can be small (below 100 samples). The data sources obtained in this study came from direct respondent questionnaires, while the results of the questionnaire are data used in the analysis to determine the effect of training, work competence and work discipline on teacher performance at SLB Negeri Jambi Province. While other sources come from literature studies and from documents available at SLB Negeri in Jambi Province which are useful as initial data.

Results and Discussion

1. The Influence of Training on Teacher Performance at Special Schools (SLB) in Jambi Province

Based on the research results, it shows that training influential positive and significant to teacher performance at Special Schools (SLB) in Jambi Province. The results of this study are in accordance with Mangkunegara's theory (2011) with its training dimensions that can improve teacher performance. The results of this study agree with the research conducted by Bastian et al., (2022) which states that training has a positive effect on teacher performance. Likewise with the research conducted by Setiawan et al., (2020) which states that training has a significant effect on teacher performance.

The impact of training to teacher performance at Special Schools (SLB) in Jambi Province show that improvement quality training provided to the teacher can in a way direct increase ability and effectiveness they in teaching . Good training can provide teachers with knowledge and skills new , update method teaching , as well as increase motivation and confidence self them . Therefore that 's important for institution education For Keep going develop relevant and sustainable training programs . In addition , the results this also emphasizes the need support from government and management school in design and implement training programs that can fulfil need specific teachers in SLB.

The impact of training to teacher performance at the Special School (SLB) of Jambi Province is due in part to big Respondent state that they get appropriate , competent and experienced instructors , respondents evaluate that material training provided in accordance with curriculum latest and relevant with field they , method applied training nature interactive and practical , which encourages participation active from the teacher, the teacher understands objective from the training attended , which helped they For to hook material with not quite enough Answers and tasks they daily , respondents show that they own high desire For follow training and improving ability and with with training targets , teachers can evaluate progress them

and adjust approach learning .

In general overall , aspects the show that effective and structured training can increase teacher performance , so that impact positive on quality education at the Jambi Province State Special Needs School . With focus on the instructor quality , material relevant , method interactive , and clarity goals , training can facilitate development sustainable professional for teachers.

2. The Influence of Competence on Teacher Performance at Special Schools (SLB) in Jambi Province

Based on the research results, it shows competence influential positive and significant to teacher performance at Special Schools (SLB) in Jambi Province. The results of this study are in accordance with Wibowo's theory (2016) with its competency dimensions that can improve teacher performance. The results of this study agree with the research conducted by Bastian et al., (2022) and Abdurrahman & Selvi, (2023) which states that competency has a significant effect on performance.

The impact of training to teacher performance at Special Schools (SLB) in Jambi Province show that improvement good teacher competence in knowledge , skills , and attitude can increase effectiveness they in teach and support students . Teachers who have competence tall tend more capable convey material with an interesting and easy way understood , and can adapt method teaching in accordance with need students . In addition , trust teacher self in carry out task teach increased , which contributed to the atmosphere positive and improving learning motivation students . With ability overcome challenges and adapt to change in curriculum as well as technology education , competent teachers can give impact significant positive on development students . Therefore that , the result study This confirm importance development teacher competence as step strategic For increase quality education in SLB. Training and development programs sustainable professional must become priority For ensure teachers have required skills and knowledge For give effective teaching .

The influence of competence to teacher performance at the Special School

(SLB) of Jambi Province is due to teachers who have honesty in Work create environment safe and reliable learning , which makes student feel appreciated and motivated For participate active . Honesty This also makes a teacher a teacher example for students , teach values essential integrity in life they . Second , teacher initiative in help colleague Work No only strengthen team at school , but also improve effectiveness and quality learning in a way overall . With offer help and share knowledge , teachers develop skills useful leadership for Education community . Third , teacher competence in interact with student with polite polite create atmosphere comfortable learning , which encourages student For more open in learning . In addition , the teacher's ability in identify needs and potential student allow they give more support appropriate . Teachers also have ability in look for solution on problems faced , as well can develop skills think critical and creative , good For self they Alone and also students . Ability they For to design method appropriate teaching with need student participate increase involvement and interest student in Study . With will For Keep going increase knowledge and follow development latest in education , teachers show dedication to quality teaching . Overall factor This confirm that teacher competence is very influential to performance they , who in the end contribute to quality education at SLB.

3. The Influence of Work Discipline on Teacher Performance at Special Schools (SLB) in Jambi Province

Based on the research results, it shows discipline Work influential positive and significant to teacher performance at Special Schools (SLB) in Jambi Province. The results of this study are in accordance with Handoko's theory (2014) with the dimensions of work discipline that can improve teacher performance. These results agree with the results of research conducted by Abdurrahman & Selvi, (2023) which revealed that work discipline has a significant effect on teacher performance.

Based on results research , discipline Work influential positive and significant to The performance of teachers at the Special

Schools (SLB) in Jambi Province shows... that level high discipline among teachers can increase effectiveness and productivity they in carry out task teaching . Discipline Work covers compliance to schedule , responsibility answer in finish tasks , and commitment to standard work assigned . When the teacher shows good discipline , they capable create environment structured and consistent learning , which in turn push student For more focus and participate active in the learning process . In addition , discipline work also contributes to the development teacher professionalism , where they Keep going increase skills and knowledge For give quality teaching . With Thus , the results study This confirm importance discipline Work as factor key in increase teacher performance and, ultimately , quality education at SLB.

The influence of discipline to teacher performance at Special Schools (SLB) in Jambi Province due to the influence of discipline to The performance of teachers at the Special Schools (SLB) of Jambi Province is visible clear through various factors that contribute to effectiveness teaching . First , accuracy teacher time in present and return Work very important , because matter This allow they For prepare material learning in a way maximum and create stable routine in the environment school . Consistent attendance also helps teachers complete work in accordance with deadline time , which in turn increase planning and arrangement activity learning . In addition , the teacher's ability in control equipment work and overcome problem technical with fast show commitment they to effectiveness learning . This is guard focus students on the material being taught and facilitate more interaction good . Teachers are also responsible answer to all tasks given and ready accept bait back , which creates culture collaboration and improvement sustainable . Discipline is also reflected in teacher compliance with procedure work and applicable regulations , which are not only create environment safe and effective learning but also become example for student in understand importance discipline and responsibility answer . With guard politeness and neatness in dressing , teacher creates

image positive professional who inspires student For value appearance themselves . Overall , the discipline applied by teachers at SLB is not only contribute to the improvement performance they Alone but also form environment learn more Good for students , encourage they For develop attitude positive in education .

Discussion

1. Training influential positive and significant to performance of State Special Needs School teachers in the East Jambi Province with The value obtained from t statistics is $1.981 > 1.96$ and the P Value is is 0.048 more small from 0.05. With thus can concluded that Hypothesis 1 can be accepted .
2. Competence influential positive and significant to performance of State Special Needs School teachers in the East Jambi Province with The value obtained for t statistics is $2.116 > 1.96$ and the P Value is is 0.035 more small from 0.05. With thus can concluded that The 2nd hypothesis can be accepted .
3. Discipline Work influential positive and significant to Performance of State Special School Teachers in East Jambi Province with The value obtained is t statistics $5.020 > 1.96$ and the P Value is is 0.000 more small from 0.05. With thus can concluded that The 3rd hypothesis can be accepted .

Conclusion

1. For teachers, the training that has been proven give impact positive and significant to performance need Keep going followed and utilized optimally for increase competence as well as effectiveness in teach .
2. school is expected to support the development of teacher competency by providing adequate learning facilities and creating a conducive work environment. In addition, work discipline that has a very significant

influence on teacher performance needs to be improved through the implementation of clear rules, motivation, and recognition of achievements .

3. Education authorities can play a role more active in to organize training quality and design improvement programs competence in a way sustainable , especially for SLB teachers .
4. Institutions related expected can collaborate in support improvement teacher performance through various relevant programs , so that can achieved objective more education both in the East Jambi Province .

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