

The Influence of Job Training and Work Motivation on the Work Performance of Bandar Lampung Primary Vocational School Teachers

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Abstract

Work performance is a crucial aspect in supporting the improvement of educational standards in schools, especially for teachers As the central force in the learning process. Two aspects that have an impact on teacher work performance are job training and work motivation. This study seeks to examine the connection between job training and work motivation on teacher performance at Bandar Lampung Main Vocational School. A quantitative approach utilizing multiple linear regression analysis was applied. The population consists of all Bandar Lampung Primary Vocational School teachers, with a sample of 30 teachers selected by implementing purposive sampling techniques. Questionnaires were distributed to respondents, then analyzed using data quality testing and hypothesis testing methods. The results of the analysis explain that job training and work motivation simultaneously influence teacher work performance. Between these two variables, job training makes a greater contribution, although both complement each other in supporting performance improvement. Providing suggestions to schools to strengthen relevant job training programs and improve strategies to motivate teachers, in order to create a quality learning environment and support educational achievement the optimal one.

Keywords: *Job Training, Work Motivation, Job Performance*



INTRODUCTION

Education is a conscious and systematically designed effort to form quality and competitive human resources. The educational process of course requires supporting components in order to achieve its goals. The components that support the educational process are educators and education personnel, curriculum, infrastructure, administration and budget. Teachers play an important role in influencing the quality of education in schools. Teachers are not only tasked with teaching, but also act as mentors, educators and motivators who help students optimize their best abilities. Therefore, increasing teacher work performance is one of the main aspects in educational development efforts.

To improve teacher work performance, both in terms of the learning process, to develop students' competencies and skills, schools must consider various factors that can support the development of their potential. Efforts are being made to encourage teachers to take part in job training. Nurmawan's view (2024), Job training is an effort to improve the quality of human resources with an emphasis on developing intellectual abilities and forming individual character. Ananto et al.'s view. (2023) Job training is a series of activities carried out deliberately with the aim of providing training support to workers provided by experienced instructors over a certain period of time with the aim of improving participants' skills in specific areas of work, with the hope of supporting increased effectiveness and productivity in the organization. At Bandar Lampung Primary Vocational School, improving the quality of education continues to be a priority, however several obstacles are still faced, such as a lack of relevant and sustainable training and low work motivation for some teachers. This has an impact on teacher work performance which does not fully meet the expectations of the school and society.

Apart from that, teacher work performance is also influenced by the level of work motivation. Motivation itself is an impulse that moves individuals to behave through a series of processes, which include goals, intensity, persistence and achievement of results. In this context, motivation allows someone to carry out tasks with enthusiasm and passion. (Karyaningsih et al., 2021). According to Saputra & Ardansyah (2022), when someone has no motivation, they will put little effort into their work. Motivation is a very important concept in the learning process and achievement. Motivation can be understood as the drive that drives someone to act. Motivation arises from within the individual, usually due to awareness of unfulfilled needs or desires, which then encourages them to set goals and carry out the actions necessary to achieve these goals, so that their needs can be achieved (Patmarina & Anisa, 2023). According to Ramdhona et al. (2022) Work motivation is an effort to provide encouragement that fosters

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enthusiasm in individuals, so that they are able to work together, work effectively, and maintain integrity in an effort to achieve satisfaction. Motivation acts as the main factor that encourages someone to do work. At SMAK Utama Bandar Lampung, the quality of education continues to be a top priority. However, the work motivation of some teachers still needs to be improved. Some teachers show a lack of enthusiasm in developing innovative and creative learning methods. Apart from that, a lack of appreciation for teacher performance and limited opportunities for self-development through training and further education are also obstacles. Teacher work motivation is influenced by a combination of intrinsic factors, such as the need for achievement, appreciation, and self-development, as well as extrinsic factors, such as salary, work facilities, and interpersonal relationships in the school environment. If these factors are not managed well, a decrease in teacher work motivation can ultimately affect the quality of the learning activity process and student achievement.

In order to improve teacher work performance at SMAK Utama Bandar Lampung, it is important to understand the influencing aspects, including job training and work motivation. Based on the facts above, this research aims to evaluate the extent to which teacher work performance is influenced by job training and work motivation. With this, it is hoped that teachers can make their best contribution in educating and guiding students towards success.

LITERATURE REVIEW

Job Training

Training is an effort to improve employee performance in an organization through the implementation of certain programs designed according to the needs of the organization. This training process focuses on developing the basic skills needed by new employees so that they can carry out their job duties effectively (Hikmah et al., 2022). Job training is a process to improve competencies and skills as well as build or adjust employee attitudes. It can also be interpreted as an effort to help employees improve existing deficiencies in their performance (Zulkarnaen et al., 2018). Job training indicators according to Basriani (2023) are 1) Ambitions and targets need to be implemented in detail, 2) Trainers must have the right qualifications, 3) Topics are directly related to the results to be achieved, 4) Training methods must be relevant to the participant's level of ability, 5) Training participants must meet the established criteria.



Work motivation

Motivation is a driving force that directs employees' energy and skills to work optimally so that company goals can be achieved as expected. Motivation is related to how to stimulate a person's work enthusiasm so that they can provide their best abilities and skills to achieve organizational goals. Motivation has an important role, motivation is expected to encourage employees to work diligently and actively in order to achieve maximum levels of productivity. (Parashakti & Noviyanti, 2021). According to Ardansyah et al. (2024), Motivation is an internal driver for individuals to take action. Usually done with a specific aim to achieve a desired result. Indicators of work motivation according to Nining et al. (2023) there are 5 indicators, namely 1) Physical demands, 2) Safety demands, 3) Social interaction demands, 4) Appreciation demands.

Job Performance

Work performance is important for the organization to achieve its goals, optimal work performance is needed through good cooperation between employees. Increasing work performance can be done by providing motivation, one of which is achieved through effective communication between superiors and subordinates (Baharuddin et al., 2022). Work performance is the result of individual efforts which are influenced by skills, personal characteristics, and the way they view the role they play in the job (Ekawati et al., 2023). The work performance indicators according to Supardi et al. (2021) are 1) Performance, 2) Understanding of the profession, 3) Creativity, 4) Intelligence responsiveness, 5) Behavior, 6) Punctuality and attendance.

Framework of thinking

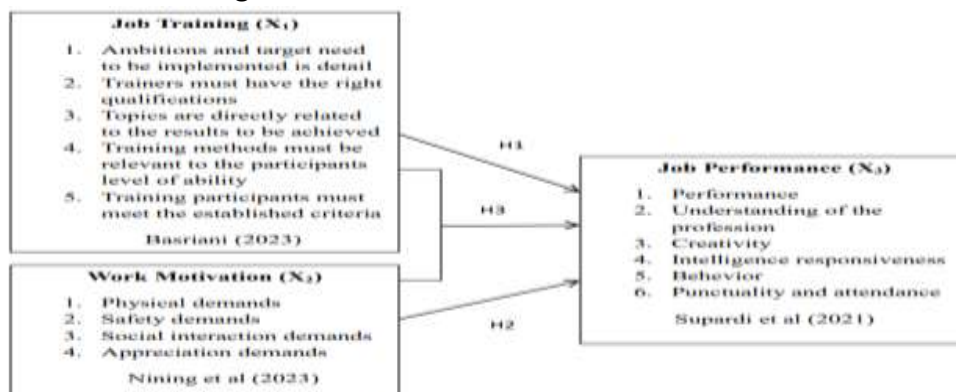


Chart 1. Research conceptual framework

Hypothesis:

H1: Job performance is affected by Job Training for Bandar Lampung Primary Vocational School Teachers

H2: Job performance is affected by the work motivation of Bandar Lampung Primary Vocational School teachers

H3: Job Performance is affected by Job Training and Work Motivation of Bandar Lampung Primary Vocational School Teachers

RESEARCH METHODOLOGY

Quantitative methods are used to evaluate the relationship between independent and dependent variables. The population studied were all teachers who served at Bandar Lampung Primary Vocational School, there were 30 teachers registered at the school, who taught various vocational and general subjects. The sample was taken by purposive sampling, where the researcher chose teachers who had attended job training. From the total population, 30 individual teachers who meet these criteria will be selected as samples to become relevant respondents. Data was obtained through distributing an online questionnaire in the form of a Google form using a Likert scale. The collected data will be processed using the SPSS 23 program. Next, the data will be analyzed by applying descriptive and quantitative statistical methods, which include validity tests, reliability tests, multiple linear regression analysis, t tests, F tests, and coefficient of determination.

RESULTS AND DISCUSSION**Validity Test**

The validity test explains that the calculated r value > r table (0.361). This indicates that this validity test is valid and can be used.

Reliability Test**Table 1. Reliability Test Results**

Variable	Cronbach Alpha	Information
Job Training (X1)	0,858	Reliable
Work Motivation (X2)	0,840	Reliable
Job Performance (Y)	0,837	Reliable

Source: SPSS 23



The results of the reality test show that it has *Cronbach's Alpha* > 0.60 until reliable and as a measuring tool.

Descriptive Analysis

Table 2. Descriptive Analysis

Interval	Job Training (X1)			Work Motivation (X2)			Job Performance (Y)		
		%	Is		%	Is		%	Is
10-17		0	STS		0	STS		0	STS
18-25	1	2	TS	0	0	TS	1	3	TS
26-33	0	0	N	0	0	N	2	7	N
34-41	10	33	S	14	47	S	15	50	S
42-50	19	63	SS	16	53	SS	12	40	SS
Total	30	100		30	100		30	100	

Source: Processed 2025

Based on the descriptive results of the frequency of findings above, from 30 respondents it can be concluded that 0 respondents or 0% stated that job training was in the "strongly disagree" category, 1 respondent or 2% categorized as "disagree", 0 respondents or 0% categorized as "neutral", 10 respondents or 33% categorized "agree" and 19 respondents or 63% categorized "strongly agree", so it can be concluded that job training is in the very good category.

Based on the descriptive results of the frequency of findings above, from 30 respondents it can be concluded that 0 respondents or 0% stated work motivation in the category "strongly disagree", 0 respondents or 0% categorized "disagree", 0 respondents or 0% categorized "neutral", 14 respondents or 47% categorized "agree" and 16 respondents or 53% categorized "strongly agree", so it can be concluded that work motivation is in the very good category.

Based on the descriptive results of the frequency of findings above, from 30 respondents it can be concluded that 0 respondents or 0% stated their work performance in the "strongly disagree" category, 1 respondent or 3% categorized them as "disagree", 2 respondents or 7% categorized them as "neutral", 15 respondents or 50% categorized "agree" and 12 respondents or 40% categorized "strongly agree" so it can be concluded that work performance is in the good category.



Multiple Linear Regression Analysis**Table 3. Multiple Linear Regression Analysis
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.196	2.841		1.951	.062
Job Training	.587	.177	.557	3.321	.003
Work motivation	.089	.201	.074	2.442	.000

a. Dependent Variable: Job Performance

Source: SPSS 23

$$Y = 1.196 + 0.587x_1 + 0.089x_2$$

- A constant value of 1.196 indicates that if job training and work motivation are zero, the Y value remains at 1.196. This means that work performance already has a basic value that can be achieved even without additional training or motivation.
- Job training variable (X₁), if this variable explains the positive regression coefficient of 0.587. This indicates that if every time job training goes up one level, job performance will also increase by 0.587. This indicates that job training Provides a significant impact on job performance, and changes in the level of training will produce quite real changes in job performance. The more intensive or effective the job training, the better work results that can be achieved.
- Work motivation variable (X₂), positive regression coefficient of 0.089. This indicates that if every increase of 1, the work motivation variable will cause an increase of 0.089 in work performance. Shows that work motivation also plays a role in improving work performance, However, the impact is smaller compared to job training. Even though the effect is smaller, this still shows that good motivation can make a positive contribution to work results.



t test (partial test)**Table 4. t test results****Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.196	2.841		1.951	.062
Job Training	.587	.177	.557	3.321	.003
Work motivation	.089	.201	.074	2.442	.000

a. Dependent Variable: Job Performance

Source: SPSS 23

Job training shows a calculated t value (3.321) > t table (2.051) and a sig value (0.003) < (0.05), which indicates that job training has an effect on teacher work performance at Bandar Lampung Main Vocational School, meaning that H1 is accepted. Meanwhile, work motivation with a calculated t value (2.442) > t table (2.051) and a sig value (0.000) < (0.05), indicates that work motivation also has an influence on teacher work performance at Bandar Lampung Primary Vocational School, so that H2 accepted.

F Test (Simultaneous Test)**Table 5. F Test Results****ANOVA^a**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	262.606	2	131.303	51.620	.000b
Residual	630.760	27	23.361		
Total	893.367	29			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Work Motivation, Job Training

Source: SPSS 23

Explaining the calculated f value (51.620) > (3.34) and sig value (0.000) < (0.05), so job training and work motivation influence teacher work performance at Bandar Lampung Main Vocational School, so H3 is accepted.



Coefficient of Determination (R^2)**Table 6. Coefficient of Determination Results****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 ^a	.524	.502	4.833

a. Predictors: (Constant), Work Motivation, Job Training

Source: SPSS 23

In the analysis above, the percentage of diversity in work performance variables is obtained. The independent variable explains that job training and work motivation is 0.524 or 52.4%, while the remaining 47.6% is explained outside the regression model.

DISCUSSION**The Effect of Job Training on Job Performance**

Job performance is influenced by job training. With increased skills, mastery of technology, and higher motivation, on-the-job training helps teachers improve the quality of the teaching they do. As time progresses and increasing needs in the world of education continue to change, job training becomes a factor that cannot be separated from efforts to improve teacher work performance. Educational institutions need to pay serious attention to developing job training for teachers so that they can make maximum contributions to the learning process. In line with (Montol G.W, et al, 2022) explains that job training has an effect on employee work performance at PT Hasrat Abadi.

The Influence of Work Motivation on Work Performance

Work performance is influenced by work motivation. High motivation not only contributes to improving teaching performance, but also improves the quality of interactions with students, encourages innovation in teaching methods, and reduces the level of stress faced in daily work. Motivated teachers will show greater dedication, work harder to achieve educational goals and are committed to always improving the quality of teaching. An important aspect of educational institutions is creating an atmosphere that supports and motivates teachers so that they can work optimally, which in turn will increase their work performance. The view (Maulan et al, 2024) explains that work motivation is important for work performance at the MayOutift company.



The Effect of Job Training and Work Motivation on Job Performance

Job performance is influenced by job training and work motivation simultaneously. Job training provides the skills and knowledge needed to improve teacher competence, while work motivation encourages teachers to try harder and be committed to their work. The synergy between the two is very important in improving the quality of teaching and student learning outcomes, which will ultimately play a role in improving teacher work performance. An important aspect for educational institutions is to provide appropriate training and create an environment that supports teacher work motivation, in order to achieve optimal educational results. In line with research (Boedhiarti et al, 2024) it is explained that work performance at PT KAI (Persero) at Surabaya Pasar Turi Station is influenced by job training and work motivation.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

1. These findings indicate that teacher work performance at Bandar Lampung Primary Vocational School is influenced by job training.
2. These findings indicate that teacher work performance at Bandar Lampung Primary Vocational School is influenced by work motivation.
3. The findings explain that simultaneously the work performance of teachers at Bandar Lampung Primary Vocational School is influenced by job training and work motivation.

Suggestion

1. Can collaborate with higher education institutions or professional training institutions to provide training that is in line with technological developments and the world of work. Providing direct training in the workplace, such as field observations or internships in industry, so that teachers can understand the context of the world of work which is directly related to the subjects they teach. Arrange training based on certain themes, such as classroom management, project-based learning strategies, or differentiation approaches to support students' diverse learning needs.
2. Organize recreational activities or togetherness programs that can strengthen relationships between teachers and create a harmonious work atmosphere. Apart from awards in the form of certificates, also provide other forms of incentives, such as support for attending national/international seminars or further study programs.

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3. Create a work culture that values teacher achievements, both individually and as a team, so that they feel that their efforts and dedication are recognized. Teachers need to be encouraged to continue learning and developing through regular training, seminars or workshops that are relevant to students' learning needs. Apart from focusing on technical skills, development programs also need to cover soft skills such as effective communication, time management and leadership abilities. This suggestion aims to help SMK Utama Bandar Lampung create a supportive work environment, increase competence, and maximize teacher potential to achieve optimal work performance.

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