

## **THE EFFECT OF TEACHER TRAINING, TEACHER COMPETENCE, WORK MOTIVATION ON THE PERFORMANCE OF KINDERGARTEN TEACHERS IN PUBLIC SCHOOLS IN MUNISÍPIU DILI.**

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### **ABSTRACT**

This study aims to determine the influence of training, competence and motivation on the performance of Kindergarten teachers at Public Schools in Munisípiu Dili. In this study, the research method used is a quantitative research method. The population obtained was 90 people with incidental samples, and the researchers were able to find a sample of 90 teachers. The data used in this study are primary data, namely by distributing questionnaires. The data analysis technique is a quantitative data analysis technique using statistical methods. The statistical method used is SPSS. The results of the study showed that the variables training (X1) has an effect significant to performance Public School Kindergarten teacher in Munisípiu Dili. Variable free competence (X2) has an effect significant to performance Public School Kindergarten Teacher in Munisípiu Dili. Variable free motivation (X3), has an effect significant to performance Public School Kindergarten Teacher in Munisípiu Dili. Variable free Training (X1), competence (X2) and teacher motivation (X3), together influential significant to performance of Kindergarten teachers of Public Schools in Dili Municipality.

**KEYWORDS:** Training, competence, motivation and performance

### **I. INTRODUCTION**

Timor-Leste National Education System Law, in which Education is defined as a set of means by which the right to education is realized, which is stated by guaranteeing permanent educational measures aimed at encouraging global and individual development, social progress and the democratization of society. (Jornál da República, Lei No. 14/2008)

The Education Law sets out the purpose of Education, namely to contribute to the personal and community fulfillment of individuals, through the full development of their personality and the formation of their character, preparing them for conscious reflection on ethical, civic, spiritual and aesthetic values, and providing them with a balanced psychic and physical development. With the mandate of this law, all citizens have the right to receive Education services from the state or other Education providers. Mean while, the goal of early childhood education aims to ensure that children's development, be it physical-motor, cognitive (intellectual), language/social communication, emotions

and religious or moral values, develops optimally. So it is very wrong if the goal of learning in kindergarten is interpreted as mastering a number of sciences by memorizing (Masnipal, 2018)

Furthermore, Masnipal, 2018 summarized that the success of early childhood education must be supported by internal and external factors. Internal factors include teacher performance and competence supported by adequate learning facilities (guidebooks, classes, and furniture facilities) and play (children's toys, playgrounds). Meanwhile, external factors consist of parental support, supporting facilities in the form of transportation, access to schools and security conditions.

The Timor-Leste Education Act (Article 48 paragraph 2) defines early childhood teachers or educators and primary education teachers as obtaining professional qualifications through higher education courses, leading to a bachelor's degree, held at universities or equivalent educational institutions. It also states that teachers are tasked with guiding, teaching and nurturing their students in accordance with the educational curriculum established by the state. In addition to having these roles, teachers must also act as parents and friends of children at school, so that optimal relationships are established and can help the teaching and learning process effectively (Jornál da República, Le ei No. 14/2008)

Based on the importance of teachers in the success of the education process at all levels, it is very important to know together how capable a teacher is in teaching. Looking at the process and conditions of education in Timor-Leste today, there are many factors that need to be considered and improved and teacher performance is one of the most crucial factors in improving the quality of education. And that performance is influenced by factors such as Training, Competence, and Motivation.

Teacher performance is all efforts of teachers in developing existing activities in schools into better activities, so that the educational goals that have been set can be achieved well through learning activities carried out by teachers in accordance with the targets and goals that have been set (Rusyan Tabrani et al. in Wahyudi, 2021).

The condition of teacher performance that occurs in Timor-Leste at all levels, especially in early childhood education, is still very difficult to realize quality education. According to researchers, all of this is that teacher ability, motivation and training have not been considered carefully and optimally by education implementers and also the government. As for optimal teacher performance, one can prepare all conditions within oneself to create an effective atmosphere in one's work , and this can arise from within oneself or from outside oneself. So, performance is something that cannot be separated from a teacher in achieving the expected educational goals. For this reason, a conducive atmosphere is needed in educational institutions to improve teacher performance in carrying out their work at school.

Considering that training is an important factor to support teacher performance for both inexperienced teachers and increasing knowledge for those who are experienced. In Timor-Leste,

public kindergarten teacher training is carried out entirely by INFORDEPE as an institution under the Ministry of Education. In addition, there are several non-governmental organizations such as Plan International, ChildFund, Care International and the Catholic Church also provide training for teachers, especially Catholic school teachers and community-based schools. It is very important to examine what types of research have been followed by teachers and what are the benefits of the training for improving teacher performance.

Teacher competence is one of the main factors that support teacher performance and this competence is obtained from the academic and non-academic learning process of each teacher. It is worth noting that kindergarten teachers in Timor-Leste, approximately 2% did not graduate from high school, 42% only graduated from high school or equivalent, while of the 56% who completed a diploma to bachelor's degree in education or equivalent, only 50% completed elementary school teacher education and none were certified as kindergarten teachers (TDS, 2023). Thus, it can be said that many teachers do not meet the competency requirements in terms of educational qualifications, which affects their ability to master teaching materials and skills, use innovative learning methods and actively interact with kindergarten students.

Motivation in general is a determining factor for improving performance, enthusiasm and willingness for self-development. Specifically in education, motivation contributes to increasing teacher enthusiasm and performance. In Timor-Leste, motivation in the form of increasing salaries and allowances has not been implemented well by the government. The only motivation model from the government is a salary increase every two years, when for two consecutive years a teacher gets a very good score in the performance evaluation. It is important to find out what types of motivation are given by the government, schools and society and whether they affect teacher performance.

Based on the conditions described above, it can be said that to improve teacher performance, efforts are needed to improve training, competence, and teacher work motivation. Therefore, these three factors are interesting to research and study in depth, especially to find out how much influence they have on teacher performance.

## **II. LITERATURE REVIEW**

Training is defined as a short-term educational process that uses systematic and organized procedures with the aim of increasing productivity and work quality and improving employee self-development, work enthusiasm and being able to improve work performance. With adequate training, in addition to providing a positive effect on employees or workers, it will also make it easier for the organization to achieve its goals more effectively and optimally (Mangkunegara, 2008).

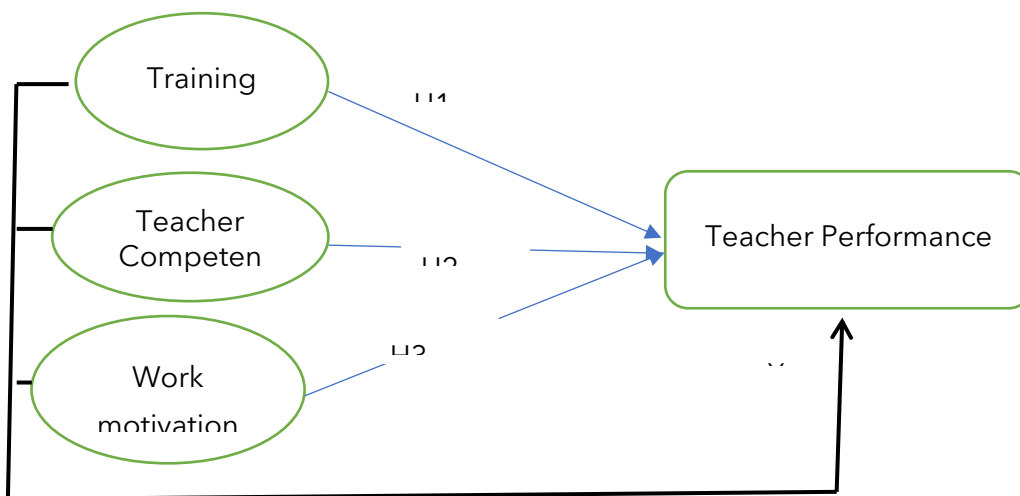
Many experts have put forward various competencies that a teacher must have, but these ideas are generally categorized into four competencies, namely pedagogical competency, personality

competency, social competency, and professional competency. These four competencies are integrated into teacher performance (Masnipal, 2018).

Edy Wahyudi (2009:29) motivation is a condition that influences, arouses, directs and maintains behavior related to the work environment.

- I. Russel (2000:379) defines performance as the amount of output produced in a particular job function or output from an activity within a certain time period. Meanwhile, Simamora (2007:500) stated that teacher performance is the ability of workers to complete work according to the specified quantity and quality, at a certain job level.

## II. CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESIS



### Research Hypothesis

- H1: Training has a positive effect on teacher performance.
- H2: Teacher competence has a positive effect on teacher performance.
- H3: Motivation has a positive effect on teacher performance.
- H4: Training, Motivation and Competence have a positive effect on teacher performance.

## III. RESEARCH METHODS

In this study the research method used is quantitative research method. The population obtained was 90 people with *Incidental* samples , so researchers can find a sample of 90 teachers . The data used in this study is primary data, namely by distributing questionnaires. The data analysis technique is a quantitative data analysis technique using statistical methods. The statistical method used is SPSS .

**IV. RESULTS AND RESEARCH**

**Respondent characteristics based on gender**

<b>GENDER</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MAN	7	7.8	7.8	7.8
	WOMAN	83	92.2	92.2	100.0
	Total	90	100.0	100.0	

Source: SPSS 24 processing results for 2024

The table above shows that, the total respondents were 90 people from the total respondents, who answered the questionnaire were predominantly female, 83 people with 92.2%, while male respondents were 7 people with 7.8%. So it can be concluded that the majority of teachers who teach students are female.

**Respondent characteristics based on education level**

<b>LEVEL OF EDUCATION</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	JUNIOR HIGH SCHOOL	2	2.2	2.2	2.2
	SENIOR HIGH SCHOOL	19	21.1	21.1	23.3
	D3	34	37.8	37.8	61.1
	BACHELOR	35	38.9	38.9	100.0
	Total	90	100.0	100.0	

Source: SPSS 24 data processing results for 2024

Based on the table above, at the level of education, most of the teacher respondents who have a Bachelor's degree (S1) are 35 people with a percentage of 38.9%, those with a D3 education are 34 people with 37.8% and those with a high school education are 19 people with a percentage of 19% and those with a junior high school education are 2 people with 2.2%. This shows that the level of education of teachers with a Bachelor's degree (S1) is at an average level of 38.9%. The results show that in an institution the level of education greatly influences teacher performance.

**A. Validity Test**

<b>Variables</b>	<b>Statement</b>	<b>Rcount</b>	<b>Rtable</b>	<b>Criteria</b>
<b>X1=Training</b>	Q1	.823 **	0.2072	Valid
	Q2	.826 **	0.2072	Valid
	Q3	.807 **	0.2072	Valid
	Q4	.748 **	0.2072	Valid
	Q5	.772 **	0.2072	Valid
<b>X2=Competence</b>	Q6	.826 **	0.2072	Valid
	Q7	.860 **	0.2072	Valid
	Q8	.803 **	0.2072	Valid
	Q9	.819 **	0.2072	Valid
	Q10	.800 **	0.2072	Valid
<b>X3= Motivation</b>	Q11	.819 **	0.2072	Valid
	Q12	.835 **	0.2072	Valid
	Q13	.794 **	0.2072	Valid
	Q14	.820 **	0.2072	Valid
	Q15	.833 **	0.2072	Valid
<b>Y= Performance</b>	Q16	.818 **	0.2072	Valid
	Q17	.819 **	0.2072	Valid
	Q18	.860 **	0.2072	Valid
	Q19	.865 **	0.2072	Valid
	Q20	.818 **	0.2072	Valid

From the table above, it can be seen that the calculated r value for each item or statement has a larger and positive r count than the r table, namely: 0.2072. All indicators or statements in the training, competence, motivation and performance variables have a larger r count than **the r table (r count > r**

**table )** So it can be concluded that all indicators of the four variables are valid and can be used in this study.

**B. Reliability**

Variables	Cronbach's Alpha	N of Items	Criteria
Training	.855	5	Reliable
Competence	.877	5	Reliable
Motivation	.877	5	Reliable
Work Performance	.891	5	Reliable

According to the table above, it can be seen that all the existing variables, namely training **(X1)**, competence **(X2)**, motivation **(X3)** and teacher performance **(Y)** used in this study, all 20 statements show a Cronbach's alpha greater than 0.6, so it can be interpreted that all variables are stated as reliable and therefore worthy of continuing the research.

**V. DATA ANALYSIS**

**A. Descriptive Research Variables**

1. Descriptive analysis was conducted to obtain information about respondents' responses to the statement items contained in the questionnaire. Descriptive analysis also shows the average score of respondents' responses for each statement item/indicator in the research variables. The variables described in this study are: training **(X1)**, competence **(X2)**, motivation **(X3)** and performance **(Y)**. The interpretation of the average response scores of respondents in this study used frequencies with the following criteria:

Table: 5.3. Descriptive Analysis Criteria

Score	Category
90 - 161	Very poor/low
162 - 233	Not good/low
234 - 305	Good enough/moderate
306 - 373	Good/high
374 - 450	Very good/very high

To find out the respondents' responses to the questionnaire that has been distributed, it can be described in full as follows:

**5.4.1.1. Teacher Training Variables**

Statement	Not good	Pretty good	Good	Very good	Total	Note
	2	3	4	5		
You feel that the training you recently attended has improved your teaching skills as a teacher.		51	84	260	395	<b>Very good</b>
You feel more prepared to face new challenges in teaching after taking this training.	4	54	172	135	365	<b>Good</b>
How did your skills improve after attending the training?	10	33	224	90	357	<b>Good</b>
You feel that this training provides new insights or useful knowledge in the context of your class.	2	36	188	150	376	<b>Very good</b>
You feel more confident in applying the new techniques you learned in class training.	2	42	132	150	326	<b>Pretty good</b>
<b>Average Score</b>					<b>363.8</b>	<b>Good</b>

**Source; Research results processed 202 4**

Based on the table above, it shows that the training variable for each statement item with the lowest value is 326 with the item " You feel more confident in applying the new techniques that you learned in class training" categorized as quite good and the highest value is 395 with the statement item you feel that the training you recently attended in improving your teaching skills as a teacher is categorized as very good . From the results above, it shows that the training variable in kindergarten schools in Dili is classified as good . This shows that teachers are good by following the current training because the average value of the training variable is 363.8 .

**5.4.1.2 Teacher Competency Variables**

Statement	Not good	Pretty good	Good	Very good	Total	Note
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	2	3	4	5		
You assess your ability to apply new teaching methods after attending the latest training.	2	48	160	165	<b>375</b>	<b>Very good</b>
You can adapt the teaching strategies learned from the training to your classroom situation.		24	164	205	<b>393</b>	<b>Very good</b>
You assess your ability to adapt learning materials to meet individual student needs after attending the training.	2	48	164	160	<b>374</b>	<b>Very good</b>
You feel more confident in using new technology or learning tools after taking this training.	4	24	152	210	<b>390</b>	<b>Very good</b>
You can measure students' learning progress and provide effective feedback after attending this training.	2	54	124	200	<b>380</b>	<b>Very good</b>
<b>Average Score</b>					<b>382.4</b>	<b>Very good</b>

Based on the table above, it shows that the training variable for each statement item with the lowest value is 374 with the statement item You rate your ability to adapt learning materials to meet individual student needs after attending the training in the category very good and the highest value is 390 with the statement item You feel more confident in using new technology or learning aids after taking this training which is categorized as very good . The results above show that the competency variables in kindergartens in Dili are classified as very good . This shows that very good teachers are given the current competencies because the average value of the competency variable is 382.4 .

**5.4.1.3 Work Motivation Variables**

Statement	Not good	Pretty good	Good	Very good	Total	Note
	2	3	4	5		
The training you attended increased your motivation to work as a PAUD teacher	6	48	152	165	371	Good
How do you feel about your job after taking the training?	2	33	160	190	385	Very good

You to bring positive changes in children's learning after attending this training.	4	36	156	185	381	Very good
the impact of this training on the quality of your interactions with fellow teachers and school staff	2	24	172	190	388	Very good
You feel more confident in facing challenges at work after taking this training.	4	33	148	200	385	Very good
<b>Average Score</b>					<b>382</b>	<b>Very good</b>

Based on the table above, it shows that the training variable for each statement item with the lowest value is 371. with statement items The training you attended increased your motivation in working as a PAUD teacher in the category good and the highest value is 388 with the statement item the influence of this training on the quality of your interaction with fellow teachers and school staff which is categorized as very good . The results above show that the motivation variable in kindergartens in Dili is categorized as very good . This shows that it is very good teachers are given the current motivation because the average value of the motivation variable is 382.

### Teacher Performance Variables

Statement	Not good	Pretty good	Good	Very good	Total	Note
	2	3	4	5		
How would you rate your performance as a teacher since attending the latest training?	4	45	196	120	365	Good
You feel that you have achieved the learning goals you have set after attending the training.		33	136	225	394	Very good
your ability to adapt teaching strategies to meet students' needs after this training	2	57	136	180	375	Very good

You can manage classes and maintain student discipline since attending the training.	2	21	140	235	398	Very good
You feel that this training has helped you improve your ability to provide constructive feedback to students.	2	12	76	330	420	Very good
<b>Average Score</b>					<b>390.4</b>	<b>Very good</b>

Source; Research results processed 2024

Based on the table above, it shows that the training variable for each statement item with the lowest value is 3.65 . with statement items How do you rate your performance as a teacher since attending the latest training categorized? good and the highest value is 420 with the statement item you feel that this training has helped you improve your ability to provide constructive feedback to students which is categorized as very good . The results above show that the performance variables in kindergarten schools in Dili are classified as very good . This means that teachers in kindergarten schools show very good performance because the average value of the performance variable is 394.4.

**B. Multiple Regression Analysis**

The tool used in testing the hypothesis is multiple regression analysis. This analysis is used to measure the strength of the relationship between the independent variable and the dependent variable, as well as to show the direction of the relationship between these variables. This analysis will form an equation that can be explained through SPSS version 24 below:

<b>Coefficients <sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.976	1.144		1,727	.088
	Teacher Training	.270	.078	.274	3.478	.001
	Competence	.268	.093	.275	2,880	.005
	Motivation	.395	.088	.412	4,502	.000

a. Dependent Variable: Performance

Source: SPSS 24 processing results 2024

Based on the table above, it shows that the  $\beta$  coefficient is a form of regression equation on the training, competence, motivation and performance variables which can be produced as follows:

$$1. Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 1.976 + 0.270 X_1 + 0.268 X_2 + 0.395 X_3 + e$$

Based on table 5.16, so can be concluded as following :

- a. Constants as big as 1.976 means If variable training ( $X_1$ ), competence ( $X_2$ ) and work motivation ( $X_3$ ) have constant values, then teacher performance will increase by 1,976 with assumption variables other can influence performance teachers are considered remains. This means that if the school does not provide training, improve competence and does not provide proper compensation, the teacher has done his/her duties well.
- b. The regression coefficient of the training variable ( $X_1$ ) has a value 0.270 . Every improvement mark variable training ( $X_1$ ) as big as unit mark competency variables and motivation Work still, so will increase performance teachers . This means that if schools do not provide training, improve competencies and do not provide adequate compensation, teachers have done their jobs well.
- c. Coefficient regression variable competence ( $X_2$ ) worth 0.268 . Each increase in the value of the competency variable ( $X_2$ ) as many units and the value of the training and motivation variables remains the same, so will increase performance teachers . This means that if schools do not provide training, improve competencies and do not provide proper compensation, teachers have done their jobs well.
- d. Coefficient regression variable motivation ( $X_3$ ) worth 0.395 . Each increase in the value of the work motivation variable ( $X_3$ ) as many units and the value of the training and motivation variables remains the same, so will increase performance . This means that if the school does not provide training, improve competence and does not provide proper compensation, the teacher has done his/her duties well.

### **C. Test Coefficient Determination**

The coefficient of determination ( $R^2$ ) is used to measure how far the model's ability to explain the variation of the dependent variable. The value of the coefficient of determination is between zero and

one. A small R2 value means that the ability of the independent variables to explain the variation of the independent variable is very limited. Values that are close to the independent variables provide almost all the information needed to predict the variation of the dependent variable. Ghazali (2016:95) Coefficient determination ( $R^2$ ) on the main thing is measure how much Far ability model descriptive quantitative in explaining the variance of dependent variables.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883 <sup>a</sup>	.780	.772	1.40635
a. Predictors: (Constant), Motivation, Teacher Training, Competence				

Source: SPSS 24 processing results 2024

From the table above, the value *Adjusted R Square* is 0.772 or 77.2 %, which means that the teacher performance variable can be explained by training variables , competencies and motivation Work by 77.2%. Meanwhile, 22.8% are other factors that are not discussed in study.

#### D. Hypothesis Testing

Hypothesis testing is used to determine whether or not there is a the influence between independent variables on the dependent variable, including results Hypothesis testing can be seen in the SPSS 24 *output* as following:

##### Test significance partial (Test t)

Test statistics t on basically show how much Far influence One variable explanatory/independent in a way individual in explaining variation of the dependent variable.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.976	1.144		1,727	0.088
	Teacher Training	0.27	0.078	0.270	3.478	0.001
	Competence	0.268	0.093	0.275	2.88	0.005
	Motivation	0.395	0.088	0.412	4,502	0.000

a. Dependent Variable: Performance

Source: SPSS 24 processing results 2024

Based on the results of the t-test above, it can be seen how big the influence is. each variable independent in a way partial (individual) to dependent variable by comparing  $t_{table}$ . Then, the t table value can be calculated  $Df = n - k = 90 - 4 = 86$  in  $t_{table} = 1.98793$ .

2. The influence of teacher training on teacher performance

From the SPSS *output results* in the table above, it is known that the significant value for influence variable training ( $X_1$ ) to performance Teacher (Y) is  $0.001 < 0.05$  and the  $calculated\ t\ value\ 3.478 > t_{table}\ 1.98793$ . So it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, means that variable free training influential significant to performance Teacher.

3. The influence of competence on teacher performance

From the SPSS *output results* in the table above, it is known that the significant value for influence variable competence ( $X_2$ ) to performance Teacher (Y) is  $0.005 < 0.05$  and the  $calculated\ t\ value\ 2.88 > t_{table}\ 1.98793$ . So it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, means that variable free competence influential significant to performance Teacher.

4. The influence of motivation on teacher performance

From the SPSS *output results* in the table above, it is known that the significant value for influence variable motivation ( $X_3$ ) to performance Teacher (Y) is  $0.000 < 0.05$  and the  $calculated\ t\ value\ is\ 4.502 > t_{table}\ 1.98793$ . So it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, means that variable free motivation influential significant to performance Teacher.

**Test significance simultaneous (Test f)**

Test statistics f on basically show how much Far influence training, competence and motivation variables are explanatory/independent in a way together in to explain variation of the dependent variable of performance (Y).

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	603.197	3	201,066	101,660	.000 <sup>b</sup>
	Residual	170,092	86	1,978		
	Total	773,289	89			

a. Dependent Variable: Performance
b. Predictors: (Constant), Motivation, Teacher Training, Competence

Source: SPSS 24 processing results for 2024

Based on the results of the f-test above, it can be seen that the joint influence of the training, competence and teacher motivation variables is to Performance teacher. In the table above, the significant value is known for influence training variables (X1), competence (x2) and work motivation (X3) to performance teacher(Y) is  $0.000 < 0.05$  and the  $\text{calculated } t \text{ value } 101.660 > F_{\text{table}} 2.71$ . So it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, means that variable free Training (X1), competence (X2) and teacher motivation (X3) together influential significant to performance.

## VI. DISCUSSION OF RESEARCH RESULTS

In this section, we will discuss the research results obtained from the descriptive survey method which is quantitative research. The main focus of this discussion is to interpret the data that has been collected, analyze the findings, and compare them with relevant previous theories or research.

Through this analysis, it is expected to reveal key findings that provide new insights into the research variables, namely the Training variable (X1), the Competence variable (X2), the Work Motivation variable (X3) on Teacher Performance (Y) and identify the practical and theoretical implications of the results of this study. In addition, this section will also discuss how the research results contribute to a deeper understanding of the Influence of Training, Competence and Work Motivation on Teacher Performance, and how these results are in line with or different from other existing research findings.

By understanding and connecting the results of this study with existing literature, it aims to present a comprehensive and in-depth picture of the Influence of Training, Competence and Work Motivation on Teacher Performance, as well as provide relevant recommendations for further research and practice in this field.

### The Influence of Teacher Training Variables on Teacher Performance.

In the data testing, it was produced that training as an independent variable has a positive influence on teacher performance. This identifies that teacher training provides meaning that with good training it will provide an increase in knowledge and skills that are good to be applied in teaching so that it can improve teacher performance.

Based on the description of teacher training variables that have been explained previously (Table 5.4.1.1) that the average score for teacher training is 363.8 which shows that respondents agree with the statement items submitted related to the concept of teacher training. The teachers who were respondents felt that so far they could improve their knowledge in implementing teaching methods and skills, adapting to changes in curriculum and technology, improving effective classroom

management, which is very important to create a conducive learning environment and increasing motivation and job satisfaction by providing them with new tools and knowledge that make their work more interesting and satisfying.

This condition is in accordance with the average teacher performance score of 390.4, which means that respondents strongly agree with the statement submitted regarding teacher performance. This shows that respondents understand that this training has helped improve the ability to provide constructive feedback to students who are categorized as very good .

Based on the results of the analysis above, it shows that variable free training influential significant to performance teachers. Due to the training that teachers have attended at INFORDEPE can improve the knowledge, competence and teaching skills of teachers and training . given , can add new insights or useful knowledge in the classroom context . With good job training impact on improving teacher performance in kindergarten schools regarding training methods. This shows that teachers are effective and efficient in carrying out their duties and the work given by the school and The existing training will add experience and improve teacher skills according to the standards set by the school . The more often it is done, the higher the teacher's performance.

These results are in accordance with previous research conducted by Herlina, H., Arafat, Y., & Rahman, A. (2023), that training has a partial and significant effect on the performance of kindergarten/early childhood education teachers in Central Bangka Regency .

### **The Influence of Teacher Competence on Teacher Performance**

In the test data produced that teacher competence as an independent variable that has a significant positive influence on teacher performance. This identifies that teacher competence provides meaning that the better the teacher's competence, the better the teacher's performance in working. Based on the description of the teacher competence variable that has been explained previously (Table 5. 4.1.2.) that the average score for teacher competence is 382.4 which shows that respondents agree with the statement items submitted related to the concept of teacher competence.

Therefore, in carrying out their duties, functions and roles professionally, educators or teachers must have the competencies required by government regulations and the educational needs of the community. Because teacher competence is interpreted as a set of knowledge, skills and behaviors that must be internalized and mastered by teachers in carrying out their duties as teachers. So this competence is complete and integrative which is categorized into four competencies, namely Pedagogical Competence, Personality Competence, Social Competence, and Professional Competence and the four competencies are integrated into teacher performance . This can prove that Kindergarten teachers in Munisipiu Dili can work well in accordance with the competencies applied by law, if teachers feel very competent in mastering teaching materials, skills and also using innovative learning methods and active interaction with kindergarten students .

There is previous research that supports these results, in accordance with previous research conducted by Fakoubun, H. (2022) that There is an influence of Teacher Competence on Teacher Performance at the Waiheru Ambon Secondary Fisheries Business School (SUPM).

Based on the description above, it can be generally stated that the results of this study confirm a number of previous research results which revealed that teacher competence has a very significant influence on teacher performance in kindergartens in the Dili municipality.

### **The Influence of Motivation on Teacher Performance**

In testing the data it was shown that work motivation as an independent variable that has a positive and significant influence on teacher performance. This indicates that the better the work motivation given, then the teacher's performance will be better. Based on the description of the work motivation variable which has been explained previously (Table 5.4.1.3.) that the average score for work motivation is 382, which shows that respondents agree with the statement items submitted related to the concept of work motivation. Teachers who are respondents feel that so far they can work well by getting opportunities for professional development by participating in training, increasing effort and dedication in terms of high work motivation encouraging teachers to give more effort in their work, in providing quality teaching, positive relationships with PAUD children, effective classroom management and resistance to stress in having the same sense of purpose in every identification of their work. This condition is in accordance with the average score of teacher performance of 390.4 which means that respondents strongly agree with the statement submitted related to teacher performance. This shows that respondents understand the goals of work targets with PAUD children, contribute to the school, participate in school goals, and are always flexible in controlling their work.

Although seen from several main factors that influence the work motivation of kindergarten teachers in the Dili municipality, which are still in the process of recovery such as working conditions, salary and incentives, training and development, support and appreciation, social and economic challenges and job satisfaction. However, seen from the meaning of the word motivation means giving motives, generating motives or things that cause and arouse encouragement in a person that need to be fulfilled so that a person can adjust to their work, in order to be able to achieve the goals of their motives . Based on this description, it can be generally stated that the results of this study confirm a number of previous research results which reveal that work motivation can provide encouragement to teacher performance, so that teachers can do their jobs better. The better the motivation in working, the better the teacher's performance.

These results are in accordance with several previous studies conducted by Haingu, RM (2018), which showed that there was a positive and significant influence of work motivation factors on the performance of PAUD or kindergarten teachers, and Riyadi, S., & Mulyapradana, A. (2017) showed that work motivation directly had a positive and significant effect on performance, and also Hosan, H.,

Komardi, D., & Panjaitan, HP (2019), there was a significant influence between Work Motivation on Job Satisfaction, and there was a significant influence between School Culture on Job Satisfaction .

Based on this description, it can be generally stated that the results of this study are able to confirm a number of previous research results which revealed that work motivation is able to improve the quality of interactions. with fellow teachers and staff at school, and teachers feel ready to face challenges in the job after attending the training . Good work motivation, then teachers can do their jobs better.

### **The joint influence of training, competence and motivation variables on teacher performance.**

Based on the results of the analysis above, it shows that the variables free Training (X1), Competence (X2) and Teacher Motivation (X3) together influential significant to teacher performance. As independent variables such as training, competence and work motivation, these three variables are interrelated and contribute directly to teaching effectiveness. Training provides the latest knowledge and skills, competence ensures the implementation of effective teaching techniques, and work motivation encourages dedication and enthusiasm in carrying out teaching tasks. Together, these three variables determine how well teachers can carry out their tasks and influence the learning outcomes of Kindergartens in Munisipiu Dili.

Therefore , schools must continue to improve their training programs. innovative. Increasing teacher motivation to create maximum work satisfaction by means of give *reward* for teachers who excel and improve their competence all teachers who are there with the test competencies facilitated by schools for teachers to obtain certification competence. By providing training, motivation, and competence will affect overall performance it can be said that the results obtained is good. Teachers at the nursery school have good grades in training activities, motivated because the salary received is above average and in terms of competence it is already according to their respective fields. So it is necessary to take action follow up on things others that are not related to teachers. These results are in accordance with previous research conducted by Ariyanto, A. (2021), that there is a positive and significant influence between Training, Teacher Competence and Work Motivation together on the Performance of Muhammadiyah Vocational School Teachers in Magelang Regency.

## **VII. CLOSING**

### **A. Conclusion**

1. Variables training (X<sub>1</sub>) has an effect significant to performance Public School Kindergarten Teachers in Munisipiu Dili, due to the training that teachers attended at INFORDEPE can improve teachers ' teaching skills and training provided that can add new insight or knowledge that is useful in the classroom context .
2. Variables free competence (X<sub>2</sub>) has an effect significant to performance Kindergarten teachers of Public Schools in Munisipiu Dili . Because teachers can adapt the teaching

strategies learned from the training into classroom situations and teachers feel more confident in using technology or teaching aids . in new learning after attending training .

3. Variables free motivation ( $X_3$ ), has an effect significant to performance Kindergarten Teachers of Public Schools in Dili Municipality . Because the training provided can improve the quality of interaction with fellow teachers and staff at school and teachers feel ready to face challenges at work after taking the training .
4. Variables free Training ( $X_1$ ), competence ( $X_2$ ) and teacher motivation ( $X_3$ ), together influential significant to performance of Kindergarten teachers of Public Schools in Dili Municipality. Due to the training, competence and motivation provided by the school, the school can achieve the learning objectives that have been set by the school and have the ability in adapting teaching strategies to meet student needs .

## **B. Suggestion**

- 1) For leaders in decision making, they must be firm and confident in the decisions taken to direct teachers to improve teacher performance as expected by INFORDEPE.
- 2) Teachers should try as often as possible to participate in training to improve teacher competence and increase work motivation so that this will also improve teachers' ability to create a pleasant learning atmosphere so that it can motivate students to remain enthusiastic about learning.
- 3) INFORDEPE has the responsibility to improve the ability and competence of teachers in adapting learning materials to meet the individual needs of students in order to improve students' skills in the future.
- 4) The research that has been conducted is a contribution and as input for INFORDEPE and the leadership in providing direction to teachers and especially in improving teacher performance in the future.
- 5) Schools should facilitate and motivate teachers to take part in training to support teacher competence so that a teaching and learning atmosphere can be created at school as expected.

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