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### RESEARCH ARTICLE

#### THE EFFECT OF IN-SERVICE TRAINING, PEDAGOGIC COMPETENCY AND WORK CLIMATE ON TEACHER PERFORMANCE AT STATE ISLAMIC JUNIOR HIGH SCHOOL (MTsN) OF SOUTH LAMPUNG

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#### Abstract

This study analyses the effect of In-Service Training, pedagogic competence, and work climate simultaneously on teacher performance at MTsN of South Lampung. The research method used was the quantitative method. The data were collected using questionnaires, interviews, observations, and documentation. The first results of this study indicated that based on the hypothesis test results, In-Service Training posed a significant effect on teacher performance with a t-critical value of 1.668, a t-observed value of 1.954, and the Sig. value of 0.004. Therefore, the t-observed value was greater than the t-critical value (1,954>1,668) and the Sig. value of 0.04 was less than 0.05. These results indicated that  $H_a$  was accepted. The second results of this study indicated that educational competence had a positive and significant influence on the performance of MTsN teachers in the South Lampung Regency. This result was supported by the t-critical value of 1.668, the t-observed value of 10.081, and the Sig. value of 0.00. Therefore, the t-observed value was greater than the t-critical value (10.081>1.668) and the Sig. value of 0.00 was less than 0.05, which means  $H_a$  was accepted. The third result showed that the work climate variable had a positive and significant effect on teacher performance at MTsN in South Lampung Regency with a t-critical value of 1.668, the t-observed value of 2.063 the Sig. value of 0.01. Therefore, the t-observed value was greater than the t-critical value (2.063<1.668) and the Sig. value of 0.01 was smaller than 0.05, which means  $H_a$  was accepted. The fourth result of this study indicated that the In-Service Training, pedagogic competence, and work climate had a simultaneous effect on teacher performance. The F-observed value evidences these results. Of 192.454, which was smaller than the F-critical value of 2.75 with a significance of 0.00.

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#### Introduction:-

Education occurs when there is an interaction between educators and students. Teachers, as educators, are educational leaders. They will determine the learning process results in the classroom and in carrying out their roles and duties. Therefore, performance is a decisive factor for the quality of learning and affects the quality of education

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output after graduating from school. Indicators of human resources are determined by the level of education of the community. The higher the human resources, the better the level of education will be, and vice versa.

As the dominant micro-component determining the quality of education, teachers must be qualified and perform well in the era of globalization by mastering various information and communication technologies. One aspect that has experienced tremendous changes in globalization is the advancement of information, communication, and transformation technology that makes this world feel narrow. The teacher Who acts as a micro-component that determines the quality of education in the national education system has a very strategic role in the learning process in particular and in the education process in general.

According to Priansa Doni (2014: 46), performance is commonly referred to as work performance, work implementation, work achievement, work results, or work appearance. The quality of teacher performance will greatly determine the quality of education because the teacher is the one who has the most direct contact with students. Supardi (2014: 54) states that teacher performance is a condition that shows the teachers' ability in carrying out their duties and actions during the learning activities. Thus, teacher performance focuses on the behaviour of an educator in his work and on the effectiveness of education in carrying out his duties and responsibilities.

Every teacher can improve their competence because the personal factors of each teacher influence professional competence. Having academic qualifications can develop teachers' competence by assessing their performance or self-criticizing. Martinis states that professional teachers must have competencies, knowledge, skills, and behaviours that must be possessed, internalized, and mastered in carrying out their professional duties.

Minimum educational level qualification is one of the factors that affect competence. The teacher's higher education level will determine the mastery of competence. The feasibility of teaching is related to the level of education of the teacher. Some teachers in Indonesia are even considered unfit to teach. According to Balitbang data from the Ministry of National Education and EMIS data in 2020, approximately 635,264 million junior high school teachers (SMP/MTs) are only 83.56% (530,826 teachers) have a bachelor's degree. Furthermore, only 16.22% (103,039 teachers) of junior high school teachers (SMP/MTs) have master's degrees, and only 0.22% (1,397 teachers) have doctoral degrees.

Based on these data, many teachers already have minimum educational qualifications. This fact will affect the professional competence of a teacher. In this era of globalization, the teacher's role is as a source of information or knowledge and as a motivator and facilitator for students. Therefore, a high level of education will greatly affect the teachers' quality.

According to Daryanto (2013: 57), teacher competence is a complex combination of knowledge, attitudes, skills, and values shown by the teacher in performing the assigned tasks. There are at least two factors that affect the quality of education related to teachers. First, educational qualifications and teacher competencies are still very low and second, many teachers teach subjects that are not relevant to their educational qualifications.

The teaching experience possessed by a teacher is in the form of learning activities in the classroom and activities outside the teaching and learning process, such as seminars, workshops, and training. Through these activities, teachers can learn about curriculum development, learning methods and media, and evaluation. Teachers' useful experience will affect their professional competencies.

Regarding the duties and responsibilities of teachers, the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers in Article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at the early childhood, basic education, and secondary education levels.

Based on the law, teacher performance is reflected in implementing the duties and responsibilities as professional educators, namely educating, teaching, guiding, directing, training, assessing, and evaluating students.

M. Ngalima Purwanto (2012: 156-159) describes the characteristics of teacher performance that can be seen from 1) teachers always try to guide students as a whole, 2) teachers always apply the curriculum according to the needs of each student, 3) teachers always hold communication, especially to obtain information about students, 4) teachers

always create an atmosphere so that students feel at home, 5) teachers always maintain relationships with the parents of students, 6) teachers always maintain good relations with the community, 7) teachers always trying to develop and improve the quality of their profession by reading books, attending workshops, seminars, and research activities, 8) teachers always create and maintain relationships between fellow teachers, 9) teachers are always subject to government policies and provisions in the field of education, and 10) teachers carry out their professional duties with discipline and a sense of devotion. This opinion states that a teachers' good performance is shown from various activities in carrying out their duties and responsibilities as a teacher, mentor, director, motivator, and educator. Teachers who have good performance can achieve quality learning processes and outcomes.

Based on the results of observations carried out by researchers at several State Islamic Junior High School (MTsN) in South Lampung Regency, namely MTsN 1 and MTsN 2, information and descriptions were obtained that there were several problems regarding the level of teacher performance that was still low, especially teacher performance in learning. The problems of teacher performance in learning at MTsN South Lampung include: 1) some teachers use existing lesson plans and do not develop them (about 73.21% or 82 teachers), 2) some teachers could not manage their classes (about 67.85% or 76 teachers), 3) about 58.92% or 66 teachers could not master the four teacher competencies so that their performances were not optimal, 4) almost 71.42% or 80 teachers came late to their classes, 5) about 75, 89% or 85 teachers gave assignments to students and then left the class, 6) around 70.53% or 79 teachers rarely checked student assignments and did not follow up on student evaluation results, and 7) 78.57% or 88 teachers rarely used varied learning methods. The results of interviews with several MTsN principals in South Lampung Regency showed that there were still many teachers whose performance levels were not good, such as rarely correcting and following up on students' work, rarely doing remedial and enrichment learning activities, rarely applying varied and innovative learning activities, the learning activities were teacher-centred, the learning media used were only textbooks and blackboards, and the learning communications were one-way (teacher to student),

There are several efforts to improve teacher performance, including In-Service Training. M.Ngalimo Purwanto (2012: 96) states that In-Service Training is a training and coaching effort that provides opportunities for someone who gets certain job assignments to develop their performance. In-Service Training can also be said as a program, training, and education method carried out by directly working and imitating a job under the guidance of a supervisor. Therefore, In-Service Training can be interpreted as an effort to increase the knowledge and skills of teachers in certain fields according to their duties to improve their performance and maintain their professionalism in carrying out their work. In general, the purpose of In-Service Training is to increase work productivity and efficiency, reduce various damages and accident rates, improve service and morale, provide career advancement opportunities, improve managerial abilities to make decisions, and increase remuneration ( compensation).

Based on some of the opinions above, In-Service Training will directly or indirectly affect the increase or decrease of teachers performance. Therefore, one of the efforts that can be made to improve teacher performance is to carry out programmatic In-Service Training programs supported by good teacher pedagogic competencies to create a conducive work climate and produce quality education.

There are several criteria that a teacher must have to become a professional teacher. However, several criteria are not owned by the teacher. Based on interviews with the vice-principal for curriculum at MTsN 2 South Lampung, several teachers attended the In-Service Training, but their performance productivities were poor. Some teachers ignored learning tools and came late for class. Some teachers taught only to complete the learning material without following up on the learning.

Another important factor affecting teacher performance is the availability of a positive work climate that can foster teacher pedagogical competence and inspire teachers to display their best performance. According to Robbins and Judge, work climate refers to shared perceptions of organisational members about their organization and work. Based on this definition, if every member of an organization has the same perception of their workplace, then this perception will have a tremendous effect on the performance of the members of the organization.

Owens suggests that the dimensions of a conducive work climate in schools consist of 1) ecology, which refers to physical and material factors in the organization, both facilities and the environment; 2) milieu, which relates to individual character in the organization, job satisfaction, motivation, and morals, 3) organization which refers to organizational structure, work programs, decision making, and communication, and 4) culture which refers to

values, belief systems, norms, and ways of thinking which are characteristics and values that exist in the organization.

Based on the results of a pre-survey on the work climate at MTsN of South Lampung, it was found that the school environment was quite good, clean, tidy, clean air ventilation, the proportional number of students in each class, the classrooms are spacious, the incoming light is sufficient and not humid, the relationship between teachers is good, teachers who teach different subjects can cooperate, each teacher is involved in the development of the madrasa, and ideas and criticisms from teachers are listened to and considered. One of the teachers explained that the learning tools are adequate, the air circulation in the classroom and the teacher's room is good, every classroom and teacher's room is tidy, the school environment is also comfortable, the relationship between the teacher and the principal is friendly, and the principal appreciates teachers' works.

Based on the results of these initial observations, the work climate at MTsN in South Lampung is sufficient to support learning activities. However, according to one of the Madrasa principals, although sufficient learning media have been provided, many teachers still do not use the media in learning activities. The number of students in each class is ideal, but the teacher is still less than optimal in paying attention to students. They do not reprimand the students who do not do their homework or assignments and pay minimum attention to students who have difficulty learning.

Pedagogic competence is thought to affect teacher performance. Teachers' pedagogic competence requires teachers' understanding of students and the implementation of learning. The Government Regulation No. 74 of 2008 Chapter II article 3 paragraph 4 concerning teachers state that pedagogic competence, as referred to in paragraph 2, is the teachers' ability to manage to learn, which includes: 1) understanding the educational insights or foundations, 2) understanding the students, 3) curriculum or syllabus development, 4) learning design, 5) educational and dialogical learning implementation, 6) using learning technology, 7) evaluating learning outcomes, and 8) developing students to actualize their various potentials.

Efforts to deepen students' understanding are based on the awareness that their talents, interests, and ability levels are different so that individual services should also vary. Even though the teaching materials presented in class are the same, the teachers must know the level of individual differences to integrate students to achieve equality. In this case, the teachers act as transmitters of knowledge and as the means to form students' character and develop their personality as a basis for continuing to higher education levels. The main characteristics of Madrasa students are individual differences in many aspects and fields.

Thus, pedagogic competence has a wider dimension in line with the increasingly complex educational issues to lead students into an increasingly competitive world. Teachers must control the school environment and the classroom environment to create a conducive learning area and enable the students to become independent who respect others.

Based on this understanding of pedagogic competence, a teacher must possess several criteria to have good pedagogic competence. However, some criteria have not been met by the teacher. Based on an interview with the principals of MTsN of South Lampung, the researchers found several problems regarding the teachers' pedagogic competence, including a) some teachers only use existing learning media in schools and do not develop them; b) the lack of teachers' understanding of the conditions and characteristics of students; and c) the lack of parental attention to students which makes it difficult for teachers to teach.

Based on the initial facts obtained by the researchers, even though teachers have carried out In-Service Training activities, have good pedagogic competence, a conducive work/organizational climate, the level of teacher performance was not optimal. Based on the initial survey results, it was necessary to conduct research regarding the teacher performance at MTsN of South Lampung and the factors that influence the teacher performance, namely the In-Service Training, pedagogic competence, and work climate. The results of this study are expected to be used as material for evaluation and consideration in making policies related to teacher performance and learning quality at MTsN in South Lampung.

### **Research Methods:-**

This study employed the quantitative method and was conducted at MTsN 1 South Lampung and MTsN 2 South Lampung. The population and sample of this research were the teachers in the two schools. The main data collection

technique was a questionnaire. Interviews, observations, and documentation served as additional data. The instrument testing techniques in quantitative research are validity and reliability. The research instrument was a questionnaire using a Likert scale. Furthermore, the statistical analysis was performed using the Path Analysis technique.

### Results and Discussions:-

This research generally aimed to find the effect of In-Service Training, pedagogical competence, and work climate on the performance of MTsN teachers in South Lampung. Based on the discussion and data analysis, the following research findings were obtained.

The first hypothesis testing obtained a simple linear regression coefficient of In-Service Training (b) of 0.925 with a constant (a) of 8.695, so the simple linear regression equation was  $Y^1 = a + bX = 8,695 + 0.925x$ . If the In-Service Training factor increases by 0.925, it will be followed by an increase in teacher performance of 9.62 because the r-value is smaller than  $\alpha$  (0.05) or  $0.000 < 0.05$ . These results indicated that the simple linear regression equation model of  $Y^1 = a + bX = 8,695 + 0.925x$  was significant and can explain the effect of In-Service Training on teacher performance. In conclusion, the first hypothesis was accepted; namely, In-Service Training had a positive and significant influence on the performance of MTsN teachers in South Lampung. Thus, the better the In-Service Training, the better the teacher's performance at MTsN of South Lampung will be. Based on the first hypothesis testing results, the In-Service Training positively and significantly influenced the performance of the MTsN teachers in South Lampung.

The second hypothesis testing obtained a simple linear regression coefficient of teacher pedagogic competence (b) of 0.420 with a constant (a) of 33,272 so that the simple linear regression equation was  $Y^2 = a + bX = 33,272 + 0.420x$ . If the teacher's pedagogic competence factor increases by 0.420, then the teacher's performance will increase by 33,692 because the value of r-value is smaller than  $\alpha$  (0.05) or  $0.000 < 0.05$ . These results indicated that the simple linear regression equation model of  $Y^2 = a + bX = 33,272 + 0.420x$  was significant and can explain the direction of the strength of the influence of teacher pedagogic competence on teacher performance. Therefore, the second hypothesis was accepted; namely, teacher pedagogic competence had a positive and significant influence on the performance of MTsN teachers in South Lampung. The better the teacher's pedagogic competence, the better the teacher's performance will be. Based on the second hypothesis testing results, the teacher's pedagogic competence positively and significantly influenced the performance of the MTsN teachers in South Lampung. The results of this study are in line with the opinion expressed by Moehariono that the relationship between pedagogic competence and performance is very close. Uzer Usman states that competent teachers can create an effective learning environment and can manage their classes. Another opinion also explains that teacher competence is realized in performance. That is, competent teachers have good performance.

The third hypothesis testing obtained a simple linear regression coefficient of work climate (b) of 0.965 with a constant (a) of 4.464 so that the simple linear regression equation was  $Y^3 = a + bX = 4,464 + 0.965x$ . If the work climate factor increases by 0.965, it will be followed by an increase in teacher performance by 5.429 because the r-value was smaller than  $\alpha$  (0.05) or  $0.000 < 0.05$ . These results indicated that the simple linear regression equation model of  $Y^3 = a + bX = 4,464 + 0.965x$  was significant and can explain the strength of the influence of the work climate on teacher performance. Therefore, the third hypothesis was accepted; namely, the work climate of the madrasa has a positive and significant influence on the performance of MTsN teachers in South Lampung. The better the work climate, the better the teacher performance will be. Based on the results of testing the third hypothesis, it can be concluded that the work climate of the madrasa positively and significantly influenced the performance of the MTsN teachers in South Lampung. The results of this study are in line with the opinion expressed by Croft that a quality work climate is characterized by enthusiasm, vitality, and satisfaction of organizational members (Sagala: 2009: 129-130). Pupuh Fathurrohman states that the work climate as part of the school's organizational culture will affect how members of the organization act in their daily activities (Fathurrohman and Suryana, 2012:9).

The fourth hypothesis testing obtained a simple linear regression direction coefficient of In-Service Training (b) of 0.930 with a constant (a) of 6.975 so that the simple linear regression equation was  $Y^4 = a + bX = 6,975 + 0.930x$ . If the In-Service Training factor increases by 0.930, it will be followed by an increase in teacher Pedagogic Competence by 7.905 because the r-value was smaller than  $\alpha$  (0.05) or  $0.000 < 0.05$ . These results indicated that the simple linear regression equation model of  $Y^4 = a + bX = 6,975 + 0.930x$  was significant and can explain the

strength of the influence of In-Service Training on the teachers' pedagogic competence. Therefore, the fourth hypothesis was accepted; namely, In-Service Training had a positive and significant influence on the pedagogic competence of the MTsN teachers in South Lampung. The better the In-Service Training, the better the pedagogic competence will be. Burhanuddin states that several efforts to improve pedagogic competence are training, workshops, technical guidance, In-House Training, and In-Service Training.

The fifth hypothesis testing obtained a simple linear regression coefficient of pedagogic competence (b) of 0.996 with a constant (a) of 0.857 so that the simple linear regression equation was  $\hat{Y} = a + bX = 0.857 + 0.996x$ . If the teacher's pedagogic competence factor increases by 0.996, it will be followed by an increase in the work climate by 1.853 because the r-value was smaller than  $\alpha$  (0.05) or  $0.000 < 0.05$ . These results indicated that the simple linear regression equation model of  $\hat{Y} = a + bX = 0.857 + 0.996x$  was significant and can explain the strength of the influence of pedagogic competence on the work climate. Therefore, the fifth hypothesis was accepted; namely, pedagogic competence had a positive and significant influence on work climate at MTsN in South Lampung. The better the teachers' pedagogic competence, the better the work climate will be. Croft states that the teacher's pedagogic competence is characterized by an atmosphere of enthusiasm, vitality, and satisfaction of organizational members (Sagala: 2009: 129). Syaiful Sagala also states that a strong teamwork spirit constructs a conducive work climate.

The sixth hypothesis testing obtained that the direction of simple linear regression in In-Service Training (b) was 1.465 with a constant (a) of 6.198. The simple linear regression equation was  $\hat{Y} = a + bX = 6,198 + 1,465x$ . If the teacher's In-Service Training factor increases by 1.465, it will be followed by an increase in the work climate by 7.663 because the r-value was smaller than  $\alpha$  (0.05) or  $0.000 < 0.05$ . These results indicated that the simple linear regression equation model of  $\hat{Y} = a + bX = 6,198 + 1,465x$  was significant and can explain the strength of the influence of In-Service training on the work climate. Therefore, the sixth hypothesis was accepted; namely, In-Service Training positively and significantly influenced the work climate of the MTsN in South Lampung. The more active In-Service training activities, the more the work climate at MTsN South Lampung will increase.

The seventh hypothesis testing obtained the regression direction coefficient of In-Service Training (b1) of 0.192, the pedagogic competence regression direction coefficient (b2) of 0.238, the work climate regression direction coefficient (b3) of 0.609 with teacher performance constants (a) of 4.276 so that the regression equation was  $\hat{Y} = a + b_1 X_1 + b_2 X_2 + b_3 X_3 = 4.276 + 0.192X_1 + 0.238X_2 + 0.609X_3$ . Based on the results of the significance test of the multiple regression equation, the r-value was smaller than  $\alpha$  (0.05) or  $0.000 < 0.05$ . Therefore, the seventh hypothesis was accepted, namely In-Service training, pedagogic competence, and work climate simultaneously posed positive and significant influence on the performance of MTsN teachers in South Lampung. If the In-Service Training activities, pedagogical competence, and work climate increase, the teacher performance will also increase. Suryasubroto states that the efforts that madrasa can do in improving teacher performance are providing opportunities for teachers to take part in the achievement of quality, remove barriers that can eliminate teachers' pride in their work skills, remove barriers to cooperation between staff and teachers, pay attention to teacher capacity development, and spread the spirit of academic success.

Based on the results of hypothesis testing, the researchers found factors that can improve teacher performance, factors that can improve the In-Service Training, factors that can improve teacher pedagogic competence, and factors that can improve work climate.

The first factor that influenced and improved teacher performance was the In-Service training program. Teachers who had participated in In-Service Training enjoyed their profession as teachers, carried out their duties and responsibilities with high dedication, committed, had clear targets, did not give up easily despite obstacles, did not easily get bored, strived to provide the best for students, and sincere in carrying out professional duties. Therefore, several efforts to improve teacher performance are In-Service Training, workshops, technical guidance, In-House Training, and several other activities.

The second factor that can improve teacher performance is pedagogic competence. Teachers who can carry out their professional duties are skilled in making lesson plans and using various methods and learning media. This study also found that high pedagogic competence will improve teacher performance. External factors are not enough to improve teacher performance since it requires support or efforts from within the teacher himself.

As an illustration, a madrasah principal has made teacher competency improvement programs, such as In-Service Training activities, workshops, technical guidance, In-House Training, and In-Service Education. However, the teachers do not work well. So, no matter how good the school program is, it is unlikely that the teacher's performance will improve. Conversely, even though the teacher has a high level of education and has various competencies to support his professional duties if there is no desire to apply all of his knowledge and skills, the teacher's performance will still be average or even worse than a teacher with an ordinary level of education. just

The third factor that can improve teacher performance is the work climate. A conducive madrasa work climate will greatly support learning activities, so teachers will be more active in their work. If the atmosphere of the madrasa is accustomed to a lack of discipline, the teachers will also be less discipline at work. Incomplete learning facilities will make teachers lazy to carry out various learning innovations that may require complete and adequate learning facilities. If the relationship between the principal and the teachers is less harmonious, tense, and rigid, the teacher will teach carelessly. Therefore, it is important to pay attention to the organizational climate and strive to support learning activities conducive, comfortable, and fun so that the passion for working can grow and develop.

This study also found that if the three factors, namely In-Service Training, pedagogic competence, and work climate, are improved simultaneously, the teacher's performance will improve. It means that to improve the teacher performance, the teachers should rely on external factors and require support or efforts from within the teacher himself. For example, the madrasah principal has implemented the School Development Plan (RPS) program quite well. Still, the teacher is not enthusiastic/motivated to work well, then no matter how good the school development plan program is, it is unlikely that the teacher's performance will increase. On the other hand, even though teachers have a high level of education and have various competencies supporting their professional duties, there is no desire to apply all of their knowledge and skills. The teachers' performance will still be normal.

Therefore, the results of this study are expected that the In-Service Training activity program, pedagogical competence, and work climate can synergize, relate to each other, and are equally considered and improved so that teacher performance can be more effective and efficient.

Another finding of this study is that an effective In-Service Training program will improve teachers' pedagogic competence and the madrasa work climate. The principals of madrasa are tasked to always improve their teachers' abilities, always update their knowledge in the era of globalization or the era of the industrial revolution 4.0, and empower teachers in every madrasa activity. The madrasa principals must always pay attention to the madrasa work climate by paying attention to the needs of teachers and learning facilities, resolving conflicts between teachers wisely, and creating harmonious learning conditions. These factors will create a conducive, safe, comfortable, and pleasant work climate. The madrasa principals who do not care about the madrasa environment, such as cleanliness and comfort, top-down policies, arrogance, irritability, and not paying attention to the opinions of their subordinates, will create an uncomfortable and gloomy work climate. Therefore, effective leadership of the madrasah principal will further improve teacher competence and the madrasah organizational climate.

The next finding of this study is that a conducive, safe, comfortable, and pleasant work climate will increase the teachers' pedagogic. An illustration, when a teacher comes to school feeling bored, irritated, angry, and other bad feelings, but when he arrives at school, he sees a clean, cool school atmosphere, neatly arranged trees, intimacy between the principal and the teachers, then the mood of the teacher will likely change for the better. It means that the work climate is very important to be considered, planned, and prioritized to maintain the teachers' work spirit.

Based on research and hypotheses testing results, it can be concluded that In-Service Training activities, pedagogic competence, work climate, and teacher performance have a significant influence and mutually influence each other. If all four are increased, then each variable will also increase. In conclusion, 1) In-Service Training had a positive and significant effect on teacher performance, 2) pedagogic competence had a positive and significant influence on teacher performance, 3) madrasa work climate had a positive and significant influence on teacher performance, and 4) In-Service Training had a positive and significant impact on teacher performance, 5) teacher pedagogic competence has a positive and significant influence on the madrasa work climate, 6) In-Service Training has a positive and significant influence on the madrasa work climate, and 7) In-Service Training, pedagogical competence, and work climate simultaneously have a positive and significant influence on teacher performance.

### Conclusion:-

The first results of this study indicated that based on the hypothesis test results, In-Service Training posed a significant effect on teacher performance with a t-critical value of 1.668, a t-observed value of 1.954, and the Sig. value of 0.004. Therefore, the t-observed value was greater than the t-critical value (1,954>1,668) and the Sig.

Value of 0.04 was less than 0.05. These results indicated that  $H_a$  was accepted. The second results of this study indicated that pedagogic competence had a positive and significant influence on the performance of MTsN teachers in the South Lampung Regency. This result was supported by the t-critical value of 1.668, the t-observed value of 10.081, and the Sig. value of 0.00. Therefore, the t-observed value was greater than the t-critical value (10.081>1.668) and the Sig. value of 0.00 was less than 0.05, which means  $H_a$  was accepted. The third result showed that the work climate variable had a positive and significant effect on teacher performance at MTsN in South Lampung Regency with a t-critical value of 1.668, the t-observed value of 2.063 the Sig. value of 0.01. Therefore, the t-observed value was greater than the t-critical value (2.063>1.668) and the Sig. value of 0.01 was smaller than 0.05, which means  $H_a$  was accepted. The fourth result of this study indicated that the In-Service Training, pedagogic competence, and work climate had a simultaneous effect on teacher performance. These results are evidenced by the F-observed value of 192.454, which was smaller than the F-critical value of 2.75 with a significance of 0.00.

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