The Effect of Training, Teaching Experience and Work Motivation on The Performance of State Vocational School Teachers Jeneponto

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Sections Info	ABSTRACT
	Objective: This study aims to analyze the influence of training, teaching experience, and work motivation on the performance of State Vocational High School teachers in Jeneponto Regency, both partially and simultaneously. **Method:** The study used Explanatory Research with a quantitative approach through a cross-sectional survey design. The study population came from three State Vocational High Schools in Jeneponto Regency totaling 134 teachers, with a sample of 100 teachers obtained using the Proportionate Random Sampling technique. Data were collected using a structured questionnaire and analyzed using simple and multiple linear regression. **Results:** The results showed that training, teaching experience, and work motivation had a positive and significant effect on teacher performance (Sig. <0.05). Simultaneously, the three variables explained 67.4% of the variation in teacher performance ($R^2 = 0.674$), while 32.6% was influenced by other factors outside the model. **Novelty:** This study emphasizes the importance of an integrated approach in improving the performance of vocational teachers by integrating aspects of competence, professional experience, and work motivation in the context of regional Vocational High Schools. These findings provide an empirical basis for formulating more contextual and sustainable vocational school teacher development policies at the local level.

INTRODUCTION

Teacher performance is a primary determinant of educational quality, particularly in vocational education, which emphasizes the link between the learning process and graduates' job readiness. In addition to infrastructure, curriculum, and school management, learning effectiveness is largely determined by teachers' professional abilities in systematically planning, implementing, and evaluating learning (Andriani et al., 2024). Therefore, teacher performance is a strategic element in achieving vocational education goals.

Despite this, teacher performance in Indonesia still shows significant variation. Inequality in teachers' competencies, skills, and professional capacity contributes to suboptimal learning processes and outcomes. Agustina et al. (2020) showed that some teachers' competency mastery remains below expected standards, creating structural challenges for sustainable teacher professional development.

In the context of Vocational High Schools (SMK), these challenges are increasingly complex because teachers are required to be able to integrate theory and practice according to the needs of the industrial world. In initial observations at State Vocational High Schools in Jeneponto Regency, researchers conducted interviews with principals and teachers at State Vocational High Schools in Jeneponto Regency regarding factors that influence teacher performance. The results of the observations indicated a mismatch between academic qualifications and the subjects taught by some teachers. It was found that 14 teachers were teaching subjects that did not match the competency of their graduates, and 2 teachers still had a D3 level of education, while the qualification

standards for high school/vocational high school teachers according to the National Education Standards Agency (BSNP) require a minimum of a diploma four (D-IV) or bachelor's degree (S1) in a relevant study program. These findings indicate a gap between educational policy standards and learning practices in the field.

Several studies have identified training, teaching experience, and work motivation as important factors influencing teacher performance. Training plays a role in improving teachers' pedagogical and professional competencies while supporting continuous professional development (Maulana & Sary, 2025; Sujadi & Putra, 2024). Teaching experience strengthens learning effectiveness through the accumulation of pedagogical practice and reflection (Yakin, 2024; Lubis et al., 2025), while work motivation serves as an internal driver that influences teacher commitment, creativity, and performance quality (Aslindawati et al., 2022).

However, existing empirical studies tend to examine these factors partially or within the context of general education. Research analyzing the relative and simultaneous contributions of training, teaching experience, and work motivation in the context of regional vocational education is still limited. Furthermore, previous research has shown inconsistent findings regarding the dominant factors influencing teacher performance. This empirical gap underpins the urgency of this research.

Based on this description, this study aims to analyze the influence of training, teaching experience, and work motivation on the performance of state vocational high school teachers in Jeneponto Regency, both simultaneously and partially. The findings of this study are expected to enrich the literature on vocational education teacher performance and provide a strong empirical basis for formulating teacher professional development policies at the regional level.

RESEARCH METHODS

This research is an explanatory research with a quantitative approach, which aims to test the effect of training (X_1), teaching experience (X_2), and work motivation (X_3) on teacher performance (Y) through hypothesis testing. The research design uses a cross-sectional survey, where data is collected once during a certain period without intervention on the research subjects (Widodo et al., 2023). This design is used to obtain an empirical picture of the relationship between variables, with the limitation that the results of the analysis are not intended to conclude an absolute causal relationship.

The research was conducted at three state vocational schools (SMKN) in Jeneponto Regency: SMKN 4 Jeneponto, SMKN 5 Jeneponto, and SMKN 6 Jeneponto. These schools were selected based on 2025 Dapodik data from the Ministry of Education and Culture and the representativeness of the region's socio-geographical conditions. The research took place from July to December.

The study population included all 10 public vocational schools in Jeneponto Regency. The school population was grouped into three regional clusters, and one school from each cluster was purposively selected. The total number of teachers in the three selected schools was 134. The sample size was determined using the Slovin formula with a 5% error rate (Nurhasanah, 2022), resulting in 100 respondents. The sampling technique used was Proportionate Random Sampling, with a proportional distribution of respondents in each school and random selection of respondents.

Data collection was conducted through observation and the distribution of structured online questionnaires using Google Forms distributed through professional communication

media (Endi R. et al., 2025). The research instrument covered four main constructs: training, teaching experience, work motivation, and teacher performance. Each construct was measured using indicators adapted from previous research and adapted to the context of vocational education, using a four-point Likert scale (Putra, 2024). The instrument's content validity was reviewed based on the indicators' alignment with the theoretical basis, while reliability was tested using Cronbach's alpha coefficient with a criterion of α > 0.70.

Data analysis was conducted using IBM SPSS Statistics 26. The initial stage of the analysis used descriptive statistics to describe the characteristics of the respondents. Next, hypothesis testing was conducted through simple regression analysis and multiple regression to determine the partial and simultaneous effects of independent variables on teacher performance (Hendrian & Patiro, 2020; Gunarto et al., 2024). This analytical approach was used to produce statistically robust and contextually relevant findings in explaining the performance of vocational education teachers (Endi R. et al., 2025).

RESULTS AND DISCUSSION

Results

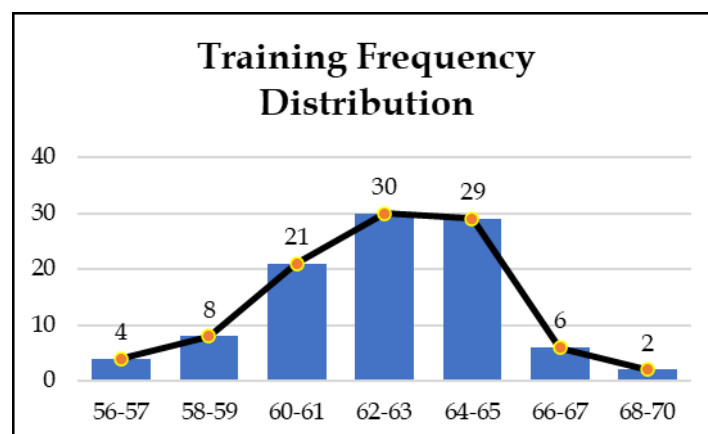### A. Descriptive Analysis (IBM SPSS 26)

Descriptive statistical analysis was conducted to provide an overview of the data characteristics of each research variable, namely training, teaching experience, work motivation, and teacher performance. This analysis included the mean, median, mode, minimum and maximum values, and standard deviation.

Training Variable (X1)

Table 1. Descriptive Analysis (Training)

Nu.	Statistics	Statistical Value
1.	Number of Samples (N)	100
2.	Mean	62.35
3.	Median	62
4.	Mode	62
5.	Standard Deviation	2,528
6.	Maximum	70
7.	Minimum	56

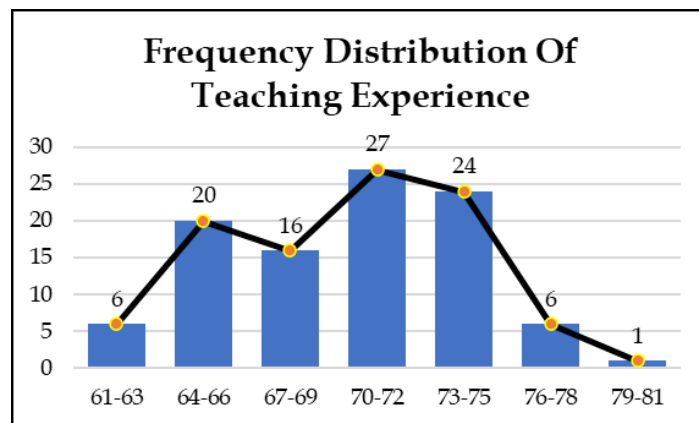*Source: 2025 data processing results (SPSS 26 For Windows)*

Figure 2. Frequency Distribution Histogram (Training)

Table 2. Descriptive Analysis (Teaching Experience)

Nu.	Statistics	Statistical Value
1.	Number of Samples (N)	100
2.	Mean	69.98
3.	Median	70
4.	Mode	66
5.	Standard deviation	4,045
6.	Maximum	80
7.	Minimum	61

*Source: 2025 data processing results (SPSS 26 For Windows)*

Figure 3. Frequency Distribution Histogram (Teaching Experience)

Table 3. Descriptive Analysis (Work Motivation)

| Nu.	Statistics	Statistical Value
1.	Number of Samples (N)	100
2.	Mean	65.51
3.	Median	66
4.	Mode	68
5.	Standard deviation	3,571
6.	Maximum	75
7.	Minimum	58

Source: 2025 data processing results (SPSS 26 For Windows)
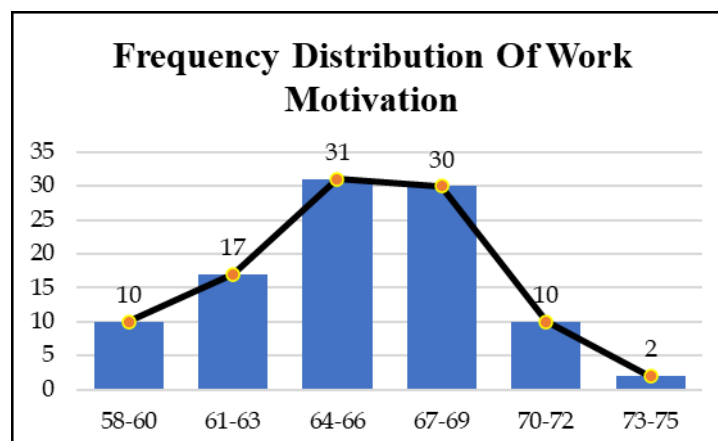
Figure 4. Frequency Distribution Histogram (Work Motivation)

Table 4. Descriptive Analysis (Teacher Performance)

Nu.	Statistics	Statistical Value
1.	Number of Samples (N)	100
2.	Mean	82.53
3.	Median	83
4.	Mode	83
5.	Standard deviation	3,594
6	Maximum	90
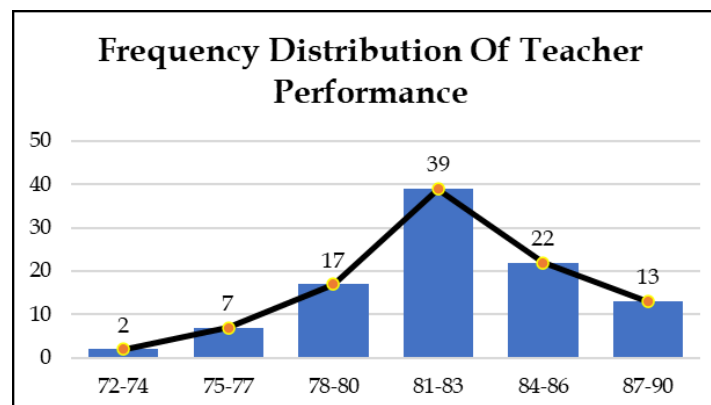
Figure 5. Frequency Distribution Histogram (Teacher Performance)

The results of the analysis show that the training variable (X_1) has an average value of 62.35 with a standard deviation of 2.528, which indicates that respondents' perceptions of the implementation of training are relatively homogeneous. The teaching experience variable (X_2) has an average value of 69.98 with a standard deviation of 4.045, indicating a greater variety of experiences compared to the training variable. Furthermore, the work motivation variable (X_3) has an average value of 65.51 and a standard deviation of 3.571, which reflects that the level of teacher work motivation is in the relatively high category.

Meanwhile, the teacher performance variable (Y) shows an average value of 82.53 with a standard deviation of 3.594, which indicates that in general the performance of State Vocational School teachers in Jeneponto Regency is in the high category. Frequency distribution histograms are used to determine the tendency of data distribution, but are not the main focus in hypothesis testing.

B. Classical Precondition/Assumption Analysis

Before conducting the regression analysis, the research data was tested to meet the classical assumptions as a prerequisite for the feasibility of the regression model.

Normality (One-Sample Kolmogorov-Smirnov)

Table 5. Normality Test of Training (X1), Teaching Experience (X2), and Work Motivation (X3) - Teacher Performance (Y)

Nu	Variables	Asymp Sig (2-tailed)	Condition	Information
1.	X1	0.200	0.05	Normal
2.	X2	0.200	0.05	Normal
3.	X3	0.200	0.05	Normal
4.	X1,X2,X3 and Y	0.200	0.05	Normal

Source: 2025 data processing results (SPSS 26 For Windows)

Linearity **(Cronbach Alpha)**

Table 6. Linearity Test of Training (X1), Teaching Experience (X2), and Work Motivation (X3) - Teacher Performance (Y)

Nu	Variables	*Sig. Linearity*	*Sig. Deviator from linearity*	Conclusion
1.	X1 against Y	0.000	0.488	Linear
2.	X2 against Y	0.000	0.800	Linear
3.	X3 Against Y	0.000	0.160	Linear

Source: 2025 data processing results (SPSS 26 For Windows)

The results of the normality test using the One-Sample Kolmogorov–Smirnov method showed a significance value of 0.200 (> 0.05) for both each variable and simultaneously. This finding indicates that the data are normally distributed. Furthermore, the linearity test shows that the relationship between training, teaching experience, and work motivation with teacher performance is linear, as indicated by the Sig. Deviation from Linearity value > 0.05 for all pairs of variables.

The implication of the results of this classical assumption test is that the regression model used in the study meets the statistical prerequisites, so that the analysis results can be interpreted validly.

C. Hypothesis Testing
Simple Linear Regression

Table 7. Effect of Training (X1) - Teacher Performance (Y)

Coefficientsa					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4,088	.061		67,264	.000
Training	.111	.014	.636	8,167	.000

a. Dependent Variable: Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.636a	.405	.399	.02432

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

Table 8. The Influence of Teaching Experience (X2 – Teacher Performance (Y)

Coefficientsa					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	4,172	.050		84,165	.000
Teaching Experience	.093	.011	.644	8,324	.000

a. Dependent Variable: Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.644a	.414	.408	.02413

a. Predictors: (Constant), Teaching Experience
b. Dependent Variable: Teacher Performance

Table 9. The Influence of Work Motivation (X3) - Teacher Performance (Y)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,184	.056		74,799	.000
	Work motivation	.091	.013	.585	7,150	.000

a. Dependent Variable: Teacher Performance

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.585a	.343	.336	.02555

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

Multiple Linear Regression

Table 10. The Influence of Training (X1), Teaching Experience (X2), Work Motivation (X3) - Teacher Performance (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.827a	.684	.674	.01790

a. Predictors: (Constant), Work Motivation, Training, Teaching Experience
b. Dependent Variable: Teacher Performance

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.067	3	.022	69,311	.000b
	Residual	.031	96	.000		
	Total	.097	99			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Work Motivation, Training, Teaching Experience

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,813	.054		70,546	.000
	Training	.068	.011	.389	6,127	.000
	Teaching Experience	.055	.009	.377	5,849	.000
	Work motivation	.051	.010	.332	5,295	.000
a. Dependent Variable: Teacher Performance						

The results of the hypothesis testing indicate that training, teaching experience, and work motivation have a positive and significant effect on the performance of State Vocational High School teachers in Jeneponto Regency, both partially and simultaneously. Partially, training has a significant effect on teacher performance with a regression coefficient of 0.111 (t = 8.167; Sig. = 0.000) and is able to explain 40.5% of the variation in teacher performance (R^2 = 0.405). Teaching experience also shows a significant effect with a coefficient of 0.093 (t = 8.324; Sig. = 0.000) and a contribution of 41.4% (R^2 = 0.414). Furthermore, work motivation has a significant effect on teacher performance with a regression coefficient of 0.091 (t = 7.150; Sig. = 0.000) and a contribution of 34.3% (R^2 = 0.343).

Simultaneously, the results of multiple linear regression show that the three independent variables together have a significant effect on teacher performance (F = 69.311; Sig. = 0.000), with a coefficient of determination (R^2) value of 0.684. This means that 68.4% of the variation in teacher performance can be explained by training, teaching experience, and work motivation, while the rest is influenced by other factors outside the research model. The resulting regression equation is $Y = 3.813 + 0.068X_1 + 0.055X_2 + 0.051X_3$, which shows that all independent variables have a positive contribution to improving teacher performance.

Overall, the research results indicate that training, teaching experience, and work motivation significantly influence the performance of state vocational high school teachers in Jeneponto Regency, both partially and simultaneously. The regression model used met all statistical assumptions, providing a strong empirical basis for further discussion in the discussion section.

Discussion

The research results show that training, teaching experience, and work motivation have a positive and significant influence on the performance of state vocational high school teachers in Jeneponto Regency, both partially and simultaneously. This finding confirms that teacher performance is not determined by a single factor, but rather the result of an interaction between increased competence, professional maturity, and psychological motivation in carrying out tasks.

The significant influence of training on teacher performance indicates that training serves as a primary mechanism for improving professional and pedagogical competencies. In the context of vocational high schools (SMK) in Jeneponto Regency,

training is crucial because vocational education demands an integration of theory and practice. Teachers who participate in relevant training tend to be more adaptable to curriculum changes, competency-based learning methods, and the use of media and learning technology. This aligns with performance theory, which states that increased ability is a primary prerequisite for improving individual performance. Although field findings indicate that some training does not fully meet teachers' needs, regression results demonstrate that training still makes a significant contribution to performance, as also reported by Idkhan et al. (2024), Sriyanti (2025), and Maghfira & Asmirati (2025).

Teaching experience has also been shown to significantly influence teacher performance, reflecting its role as a source of contextual and reflective learning. Teachers with longer teaching experience are better able to understand student characteristics, manage classes, and adapt learning strategies to real-world conditions. In the context of Jeneponto Vocational High Schools, teaching experience becomes increasingly important because limited resources and varying student abilities require teachers to be creative and flexible. However, the results of this study also indicate that teaching experience can reach saturation point if not accompanied by competency updates through training. These findings reinforce the view that experience is cumulative but requires ongoing professional development support, as emphasized by Purnamawati et al. (2023), Hasanah et al. (2023), and Vita & Sutrisno (2023).

Work motivation has a positive and significant impact on teacher performance, although its contribution is relatively lower than that of training and teaching experience. This indicates that motivation functions as an internal driver that activates teachers' abilities and experience. From the perspective of work motivation theory, optimal performance is achieved when intrinsic and extrinsic motivations are able to motivate individuals to maximize their competencies. In the State Vocational High School (SMK) environment in Jeneponto Regency, teacher motivation is influenced by various factors, such as workload, limited facilities, and career development opportunities. Therefore, although work motivation has a significant impact, the results of this study indicate that motivation alone is insufficient without the support of adequate competence and experience. This finding is consistent with Arfandi et al. (2023), Julkarnain (2024), and Mumtaz et al. (2023) who emphasize that motivation works effectively when supported by abilities and a conducive work environment.

Simultaneously, training, teaching experience, and work motivation explained 67.4% of the variation in teacher performance, while the remaining 32.6% was influenced by other factors not included in the research model. This unexplained variance indicates the existence of other factors that could potentially influence teacher performance, such as principal leadership, school organizational culture, academic supervision, welfare, work climate, and the availability of learning facilities and infrastructure. These limitations indicate that teacher performance is a multidimensional phenomenon that cannot be fully explained by just three main variables.

Thus, the results of this study not only confirm previous findings but also provide contextual understanding that improving the performance of vocational high school teachers in Jeneponto Regency requires an integrated approach. Relevant training, ongoing reflection on teaching experience, and systematically managed work motivation need to be designed synergistically to produce sustainable teacher performance improvements.

CONCLUSION

Fundamental Findings: This study proves that training, teaching experience, and work motivation have a positive and significant effect on the performance of State Vocational High School teachers in Jeneponto Regency, both partially and simultaneously. Simultaneously, these three variables explain 67.4% of the variation in teacher performance, indicating that the improvement in teacher performance is the result of synergy between competency strengthening through training, experience-based professional maturity, and motivational encouragement in carrying out tasks. Implications: This study emphasizes the importance of integrated teacher development policies, particularly through training relevant to vocational needs, strengthening reflection on teaching experience, and strategies for increasing sustainable work motivation. Limitations: The limitations of this study lie in its cross-sectional design and the lack of inclusion of other organizational factors. Future Research: Therefore, further research is recommended to develop a more comprehensive model with a longitudinal or mixed methods approach to gain a deeper understanding of the performance of vocational high school teachers.

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