

ABSTRACT

Teacher performance plays a significant role in achieving educational goals. Public junior high schools in the Sragen District need to pay attention to factors that influence teacher performance, including workload and training. The purpose of this study is to analyze the influence of workload and training on the performance of teachers at public junior high schools in the Sragen District.

A quantitative method was applied using descriptive and causal approaches. By employing simple random sampling, each teacher in the population had an equal chance of being selected as part of the research sample. The sample consisted of 146 teachers drawn from a total population of 231, determined using Slovin's formula. A questionnaire instrument was used for data collection, and the data were analyzed using multiple linear regression with IBM SPSS version 25.

Partial test results show that both workload and training have a positive and significant effect on teacher performance, with regression coefficients of 0.577 for workload and 0.527 for training. Simultaneously, workload and training also have a positive and significant impact on teacher performance. The coefficient of determination indicates a contribution of 63.7%, meaning that workload and training explain 63.7% of the variation in teacher performance, while the remaining 36.3% is influenced by other variables outside the scope of this study.

The findings of this study are expected to serve as a reference for schools in improving teacher performance, particularly through proper workload management and effective training implementation.

Keywords: Workload, Training, Teacher Performance