The Influence of the Level of Education and Training on the Performance of Village Officials in Tebing Syahbandar District (Case Study of Village Secretaries, Heads of Affairs and Heads of Sections)

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Abstract. This research aims to determine and analyze the influence of education and training levels on the performance of village officials in Tebing Syahbandar District. The data used is primary data. The sample studied was 50 respondents. Data obtained from respondents usingSPSS version 17.00. The research results show thatMultiple linear regression equation $Y = 10.984 + 0.56X_1 + 0.575X_2$. Meanwhile, based on the coefficient of determination, the variable level of education and training influences the performance of village officials by 0.297 or 29.7%. and the remaining 0.703 or 70.3% is explained by other variables outside this research model. The hypothesis results show that the level of education has no partial effect on the performance of village officials. This can be seen from table 4.13, where the tcount value is tcount (0.634) < ttable (2.010), likewise with the significance value of 0.529 > 0.05, it can be concluded that the first hypothesis is rejected. The training variable partially influences the performance of village officials. This can be seen from table 4.13, the tcount value (3,881) > ttable (2.010), and the significance value is 0.000< 0.05 then it can be concluded that the second hypothesis is accepted. The Fcount value (11.339) > Ftable (3.20), and the significance value is 0.000 < 0.05, it can be concluded that the third hypothesis is accepted, meaningThe Education Level Variable (X1) and the Training Variable (X2) have a joint (simultaneous) effect on the Performance Variable (Y).

Keywords: Performance, Education Level, Training

INTRODUCTION

Public services are primarily the responsibility and duty of the Government, both Central Government, Regional Government and Village Government. Implementation of public services is part of the government's function in meeting community needs. Meeting the needs of the community both in quality and quantity is a standard of good service quality, namely effective, efficient, transparent and accountable. In the last decade, all organizations, both non-profit organizations and profit-oriented organizations, demand good performance from the workforce and employees of the organization/company. In this case, village officials must also carry out their duties in accordance with the division of labor that has been regulated. Village officials are required to provide the best service so that people feel comfortable, which will have an indirect impact on the community regarding the importance of administration, both population and other things. In order for the performance of village officials to be achieved, it is necessary to consider several factors that are considered important in the recruitment process so that the resulting performance is in accordance with procedures and objectives.

In the current era, most organizations and agencies are increasingly selective in recruiting employees. This is proven when recruiting village officials, one of the requirements

is a minimum education level of high school in accordance with Domestic Regulation Number 67 of 2017. There is an assumption that the higher a person's education level, the higher their performance in companies/agencies. Performance is a benchmark for someone completing their work compared to other people. So far, the performance of Village Apparatus in Tebing Syahbandar District has been quite good, this is proven by orderly village administration, reports being completed on time and so on.

Education is the main thing that village officials must have as capital to enter the world of work, especially in the government sector. Serdamayanti (2011: 32) stated that through education a person will have the knowledge, recognize and develop systematic thinking methods in order to solve the problems they will face. The level of education can influence the performance of village officials, because education can shape a person's mindset and increase knowledge. Differences in a person's level of education can cause differences in thinking and acting. The level of education possessed by village officials greatly influences how they carry out their duties because an educated person will think first before acting. Bearing in mind that the educational level of Village Officials in Tebing Syahbandar District is different, starting from SMA/SMK, Diploma I (D1), Diploma III (D3), and Strata 1 (S1) with different educational majors. Based on pre-research results, it was found that Village Officials in Tebing Syahbandar predominantly had high school diplomas, namely 30 people out of the 50 Village Officials studied considering that the duties of Village Officials were very numerous.

Training is a learning process that enables employees to carry out current work in accordance with standards. Because more than 50% of Village Officials have a high school education level, it is necessary to hold or provide training to Village Officials to support maximum performance. This is in line with the opinion of Widodo (2015: 82) who says that training is a series of individual activities in systematically improving skills and knowledge so that they are able to have professional performance in their field. Because Village Officials often experience delays with various obstacles in completing administration that must be submitted to the leadership, it is very important to provide training so that they understand better and can easily complete their work. From the results of pre-research carried out, in 2019 as many as 50 Village Officials took part in training. After training, it is hoped that the work can be completed within the specified time. However, there are still Village Officials who are late in completing their tasks. In this case, training is provided in accordance with their respective main tasks and duties.

The division of duties of Village Officials is regulated in Minister of Home Affairs Regulation Number 20 of 2018 for managing village finances, while village government

administrative tasks are regulated in Minister of Home Affairs Regulation Number 84 of 2016 concerning Organizational Structure and Work Procedures of Village Governments.

The Organizational Structure and Work Procedures of the Village Government (SOTK) are regulated by Minister of Home Affairs Regulation Number (84 of 2016 concerning the Organizational Structure and Work Procedures of the Village Government which is explained in Article 2 (2) that the Village Apparatus consists of:

1. Village Secretariat;
2. Regional Executive;
3. Technical Executor.

In the Minister of Home Affairs Regulation Number 84 of 2016, it is explained that the Village Secretariat is led by the Village Secretary who is assisted by secretariat staff, namely the Head of Financial Affairs and the Head of General Affairs & Planning (Article 3), Regional Implementation, namely the Head of the Hamlet who leads each hamlet or region. (Article 4) and assisted by technical implementing elements, namely the Head of the Government Section and the Head of the Welfare & Services Section (Article 5).

The Village Secretary is a Village Apparatus who is tasked with assisting the Village Head in the areas of orderly government administration and development as well as community services and empowerment. Apart from that, the Village Secretary is tasked with representing the Village Head when there is technical guidance or meetings if the Village Head is unable to attend. Since the disbursement of Village Funds by the President of the Republic of Indonesia, Mr. Joko Widodo, in 2014 with an average budget of over 1 billion, Village Secretaries and other officials have been required to work more optimally to produce special certificates, financial reports, population reports, work reports. and other reports properly. Apart from the many administrative tasks, another task is serving the community with various kinds of affairs and different characters that do not know time, even outside office operating hours. In carrying out secretarial duties, the Village Secretary is assisted by 2 (two) Heads of Affairs (Kaur) and 2 (two) Heads of Sections (Kasi) with their respective fields.

The Head of Affairs (Kaur) is the head of affairs at the Village Secretariat and his position is as secretariat staff. The task of the Head of Affairs is to assist the Village Secretary in orderly administration matters in government. The Head of Affairs is divided into 2 (two), namely the Head of Financial Affairs and the Head of General Affairs and Planning. The Head of Financial Affairs is tasked with managing finances by operating an application, namely Siskeudes (Village Financial System), which produces accounting reports in Excel format and creates complete and valid accountability reports. Meanwhile, the Head of General Affairs is

tasked with recording population data in the form of reports, handling general information letters, and recording office operational needs.

The Section Head (Kasi) is the head of the sections in technical implementation and his position is as an element of technical implementation. The Section Head is divided into 2 (two), namely the Head of the Government Section and the Head of the Welfare and Services Section. The Head of the Government Section is tasked with managing government administration, drafting regulations, making land certificates, etc. Meanwhile, the Head of the Welfare and Services Section is tasked with implementing the development of facilities and infrastructure, community development and empowerment, etc.

From the description above, we can see that the duties of Village Officials are many and heavy, starting from government affairs to problems that exist in society regardless of time and must be ready to provide services sincerely and wholeheartedly to the community. Therefore, reliable human resources are needed which can be measured by the level of education and work training they have attended to overcome existing problems.

In this research, the focus is on Village Apparatus consisting of the Village Secretary, Head of Affairs, and Section Heads in Tebing Syahbandar District, Serdang Bedagai Regency to measure their performance through the level of education and training. So the author is interested in conducting research with the title: "THE INFLUENCE OF EDUCATION AND TRAINING LEVELS ON THE PERFORMANCE OF VILLAGE APPARATUS IN TEBING SYAHBANDAR DISTRICT" (Case Study of Village Secretaries, Heads of Affairs, and Section Heads in Tebing Syahbandar District, Serdang Bedagai Regency).

Formulation of the problem

Based on the research to be carried out, the problems to be discussed are:

1. Does the level of education influence the performance of Village Officials in Tebing Syahbandar District?

2. Does training affect the performance of Village Officials in Tebing Syahbandar District?

3. Does the level of education and training jointly influence the performance of Village Officials in Tebing Syahbandar District?

RESEARCH METHODS

A. The scope of research

1. Research time

The time used for this research started from January 2020 to August 2020.

2. Research Place

To obtain accurate and reliable data and information, this research was carried out in Tebing Syahbandar District, Jln. Tebing Tinggi Country – Batu Bara, Paya Pasir Village.

B. Data Types and Sources

1. Data Type

The type of data that the author uses in this author's research is qualitative data. Qualitative datais data in the form of words, not in the form of numbers. Qualitative data is obtained through various data collection techniques, for example interviews, questionnaires and observation. According to Sugiyono (2015: 23) qualitative data is data in the form of sentences, words or images.

2. Data source

The data sources used in this research are primary data and secondary data:

a. Primary data is data obtained through direct research into the research object, either by questionnaire or direct interview, which still needs to be processed by the researcher. This is in line with the opinion of Husein Umar (2013: 42) who says primary data is data obtained from the first source, either from individuals, such as the results of interviews or the results of filling out questionnaires which are usually carried out by researchers.

b. Secondary data is primary data that has been further processed and presented either by the primary data collector or by another party, for example in the form of tables or diagrams, Husein Umar (2013: 42). This secondary data is data that supports primary data needs such as books, websites, internet, literature and reading related to research.

DISCUSSION

Instrument Test

1. Validity Test

Validity testing uses SPSS version 17.00 with criteria based on the calculated r value as follows:

a) If r count > r table or – r count < - r table then the statement is declared valid.

b) If r count < r table or – r count > - r table then the statement is declared invalid.

This test was carried out on 30 respondents, then df = 30-2 = 28, with α = 5%, the r table value is 0.361 (Ghozali, 2016: 463), then the calculated r value will be compared with the table r value as in the table 4.6 below:

Table 1. Validity Test Results

Performance Variable (Y)			
Statement	**rcount**	**rtable**	**Validity**
1	0.425	0.361	Valid
2	0.718	0.361	Valid
3	0.563	0.361	Valid
4	0.527	0.361	Valid
5	0.693	0.361	Valid
6	0.558	0.361	Valid
Education Level Variable (X1)			
Statement	**rcount**	**rtable**	**Validity**
1	0.580	0.361	Valid
2	0.657	0.361	Valid
3	0.597	0.361	Valid
Training Variable (X2)			
Statement	**rcount**	**rtable**	**Validity**
1	0.576	0.361	Valid
2	0.773	0.361	Valid
3	0.822	0.361	Valid
4	0.804	0.361	Valid
5	0.740	0.361	Valid

Source: Data processed from attachment 3 (2020)

Table 1 shows that all statement points, including the Performance Variable (Y), Education Level Variable (X1) and Training Variable (X2), have a calculated r value that is greater than the table r value, so it can be concluded that all statements for each variable are declared valid.

2. Reliability Test

Reliability is an index that shows the extent of a tool the gauge is trustworthy or reliable. According to Sugiyono (2013:64)

A factor is declared reliable if Cronbach Alpha is greater than 0.6. Based on the results of data processing using SPSS 17.00, the following results were obtained:

Table 2. Reliability Test Results

Variable	*Cronbach Alpha*	Constant	Reliability
Performance Variable (Y)	0.733	0.6	Reliable
Education Level Variable (X1)	0.685	0.6	Reliable
Training Variable (X2)	0.792	0.6	Reliable

Source: Data processed from attachment 3 (2020)

Based on the reliability test using Cronbach Alpha, all research variables are reliable/reliable because Cronbach Alpha is greater than 0.6, so the results of this study indicate that the measurement tool in this research has met the reliability test (reliable and can be used as a measuring tool).

A. Classic Assumption Test

The testing of classical assumptions with the SPSS 17.00 program carried out in this research includes:

1. Normality Test

The Normality Test aims to test whether in the regression model, confounding or residual variables have a normal distribution (Ghozali, 2016: 154). Data normality testing can be done using two methods, graphics and statistics. The graphic method normality test uses a normal probability plot, while the statistical method normality test uses the one sample Kolmogorov Smirnov Test.

The normality test using the graphic method can be seen in the following picture:

Figure 1. Normal P Plot

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: KINERJA
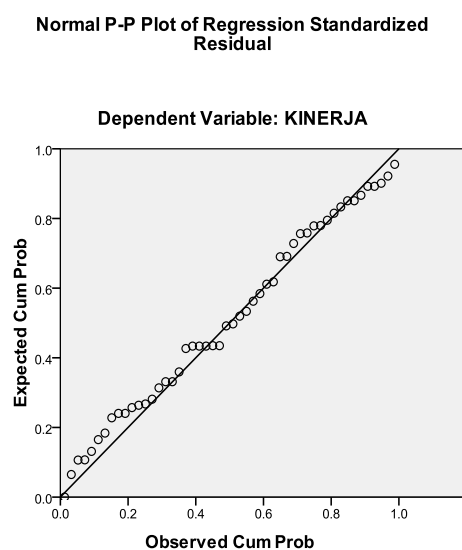
Data that is normally distributed will form a straight diagonal line and plotting the residual data will be compared with the diagonal line. If the residual data distribution is normal then the line depicting the actual data will follow the diagonal line (Ghozali, 2016: 154).

The test results using SPSS 17 are as follows:

Table 2. One Sample Kolmogorov Smirnov Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residuals
N			50
Normal Parameters,,b	Mean		.0000000
	Std. Deviation		2.09390723
Most Extreme Differences	Absolute		,083
	Positive		,054
	Negative		-.083
Kolmogorov-Smirnov Z			,587
Asymp. Sig. (2-tailed)			,881
Monte Carlo Sig. (2-tailed)	Sig.		.720c
	99% Confidence Interval	Lower Bound	,556
		Upper Bound	,884

a. Test distribution is Normal.

b. Calculated from data.

c. Based on 50 sampled tables with starting seed 2000000.

Source: Data processed from attachment 4 (2020)

From the output in table 2, it can be seen that the significance value (Monte Carlo Sig.) for all variables is 0.720. If the significance is more than 0.05, then the residual value is normal, so it can be concluded that all variables are normally distributed.

2. Multicollinearity Test

The multicollinearity test aims to find out whether in the regression model there is a correlation between the independent variables. The multicollinearity test in this research is seen from the tolerance value or variance inflation factor (VIF). The calculation of tolerance or VIF values using the SPSS 17.00 for Windows program can be seen in Table 3 below:

Table 3. Multicollinearity Test Results

Coefficients[a]

	Collinearity Statistics	
Model	Tolerance	VIF
1 (Constant)		
LEVEL OF EDUCATION	,783	1,277
TRAINING	,783	1,277

a. Dependent Variable: PERFORMANCE

Source: Data processed from attachment 4 (2020)

Based on table 3, it can be seen that the tolerance value of the Education Level Variable (X1) is 0.783, the Training Variable (X2) is 0.783, all of which are greater than 0.10 while the VIF value of the Education Level Variable (X1) is 1.277, the Training Variable (X2) is 1.277, where all of them are smaller than 10. Based on the results of the calculations above, it can be seen that the tolerance value for all independent variables is greater than 0.10 and the VIF value for all independent variables is also smaller than 10 so that there are no symptoms of correlation in independent variable. So it can be concluded that there are no symptoms of multicollinearity between the independent variables in the regression model.

3. Heteroscedasticity Test

The heteroscedasticity test aims to test whether the regression model has unequal variances from the residuals of one observation to another. A good regression model is one that is homoscedastic or does not have heteroscedasticity. One way to detect the presence or absence of heteroscedasticity is with the Glejser Test. In the Glejser test, if the independent variable is statistically significant in influencing the dependent variable then there is an indication that heteroscedasticity is occurring. On the other hand, if the independent variable is not statistically significant in influencing the dependent variable then there is no indication of heteroscedasticity. This is observed from the probability of significance above the 5% confidence level (Ghozali, 2016; 138).

The results of data processing using SPSS 17.00 show the results in the following table:

Table 4. Glejser Test Results

Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.346	2,031		-.170	,865
LEVEL OF EDUCATION	,216	,157	,222	1,373	,176
TRAINING	-.032	,095	-.055	-.340	,735

a. Dependent Variable: ABS_RES

Source: Data processed from attachment 4 (2020)

Based on table 4 The significance value obtained for the Education Level Variable (X1) was 0.176 and the significance value for the Training Variable (X2) was 0.735, both of which were greater than 0.50, so it could be concluded that there were no symptoms of heteroscedasticity.

F. Multiple Linear Regression Testing

Multiple linear regression testing explains the large role of variables. Education Level (X1) and Training Variable (X2) on Performance Variable (Y). Data analysis in this study used multiple linear regression analysis using SPSS 17.00 for windows. The analysis of each variable is explained in the following description:

Table 5. Multiple Linear Regression Results

Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	10,984	3,182	
LEVEL OF EDUCATION	,156	,247	,086
TRAINING	,575	,148	,525

a. Dependent Variable: PERFORMANCE

Source: Data processed from attachment 4 (2020)

Based on these results, the multiple linear regression equation has the formulation:**Y = a + b1X1 + b2X2 + ε**, so that the equation is obtained: Y = 10.984 + 0.156X1 +0.575X2.

The description of the multiple linear regression equation above is as follows:

a. The constant value (a) of 10.984 indicates the size of the Performance Variable (Y) if the Education Level Variable (X1) and Training Variable (X2) are equal to zero.

b. The regression coefficient value of the Education Level Variable (X1) (b1) is 0.156 indicating the large role of the Education Level Variable (X1) on the Performance Variable (Y) assuming the Training Variable (X2) is constant. This means that if the Education Level Variable factor (X1) increases by 1 value unit, then the Performance Variable (Y) is predicted to increase by 0.156 value units assuming the Training Variable (X2) is constant.

c. The regression coefficient value of the Training Variable (X2) (b2) is 0.575 indicating the large role of the Training Variable (X2) on the Performance Variable (Y) assuming the Education Level Variable (X1) is constant. This means that if the Training Variable factor (X2) increases by 1 value unit, then the Performance Variable (Y) is predicted to increase by 0.575 value units assuming the Education Level Variable (X1) is constant.

G. Coefficient of Determination (R2)

The coefficient of determination is used to see how much the independent variable contributes to the dependent variable. The greater the value of the coefficient of determination, the better the ability of the independent variable to explain the dependent variable. If the determination (R2) is greater (approaching 1), then it can be said that the influence of variable X is large on the Performance Variable (Y).

The value used to view the coefficient of determination in this research is in the adjusted R square column. This is because the adjusted R square value is not susceptible to the addition of independent variables. The coefficient of determination value can be seen in Table 6 below:

Table 6. Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570a	,325	,297	2.13799

a. Predictors: (Constant), TRAINING, LEVEL OF EDUCATION
b. Dependent Variable: PERFORMANCE
Source: Data processed from attachment 4 (2020)

Based on table 6, it can be seen that the adjusted R square value is 0.297 or 29.7%. This shows that the Education Level Variable (X1) and Training Variable (X2) can explain the Performance Variable (Y) by 29.7%, the remaining 70.3% (100% - 29.7%) is explained by

other variables outside This research model includes incentives, work experience, motivation, and work environment.

H. Hypothesis Testing

1. t Test (Partial)

The t statistical test is also called the individual significance test. This test shows how far the independent variable partially influences the dependent variable.

In this research, partial hypothesis testing was carried out on each independent variable as in Table 7 below:

Table 7. Partial Test (t)

Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10,984	3,182		3,452	,001
LEVEL OF EDUCATION	,156	,247	,086	,634	,529
TRAINING	,575	,148	,525	3,881	,000

a. Dependent Variable: PERFORMANCE

Source: Data processed from attachment 4 (2020)

a. Hypothesis Testing the Effect of the Education Level Variable (X1) on the Performance Variable (Y)

The form of hypothesis testing based on statistics can be described as follows:

Decision Making Criteria:

1) Reject the hypothesis if tcount < ttable or -tcount > - ttable orSig value. > 0.05

2) Accept the hypothesis if tcount ≥ ttable or -tcount ≤ - ttable orSig. < 0.05

From table 7, the tcount value is 0.634. With α = 5%, ttable (5%; nk = 50-2 = 48), the ttable value is 0.529. From this description it can be seen that tcount (0.634) < ttable (2.010), likewise with a significance value of 0.529 > 0.05, it can be concluded that the first hypothesis is rejected, meaningThe Education Level variable (X1) has no effecton the Performance Variable (Y). The results of this study do not match the research results   Decky   Candra Devischa and Mochammad Djudi Mukzam (2018) entitled "The Influence of Education and Work Experience on Work Ability and Employee Performance", Muhadi (2017) entitled "The Influence of Level of Education, Training and Work Experience on Improving the Service Performance of Heads of Affairs (Kaur) in the Village (Study in Villages throughout Natar DistrictSouth Lampung Regency)", Muhson Danny Setyawan, et al (2018) with the title "The

Influence of Education Level on the Performance of Bunga Jadi Village Officials in Muara Kaman District", and Rofikoh's Research (2019) entitled "The Influence of Incentives, Education Level and Work Experience On Employee Performance".

b. Hypothesis Testing the Effect of Training Variables (X2) on Performance Variables (Y)

The form of hypothesis testing based on statistics can be described as following:

Decision Making Criteria:

1) Reject the hypothesis if tcount < ttable or -tcount > - ttable orSig value. > 0.05
2) Accept the hypothesis if tcount ≥ ttable or -tcount ≤ - ttable orSig. < 0.05

From table 7, the tcount value is obtained3,881With α = 5%, ttable (5%; nk = 50-2 = 48.) the ttable value is 0.000From this description it can be seen that tcount (3,881) > ttable (2.010), and the significance value is 0.000< 0.05 then it can be concluded that the second hypothesis is accepted, meaningThe Training Variable (X2) has an effecton the Performance Variable (Y). The results of this research are in accordance with the results of research conducted by Muhadi (2017) entitled "The Influence of Level of Education, Training and Work Experience on Improving the Service Performance of Heads of Affairs (Kaur) in Villages (Study in Villages throughout Natar District, South Lampung Regency)"

2. F Test (Simultaneous)

This test basically shows whether all the independent variables included in this model have a joint influence on the dependent variable. The results of the F test can be seen in table 8 below:

Table 8. Simultaneous Test Results (F)

ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	103,662	2	51,831	11,339	,000a
Residual	214,838	47	4,571		
Total	318,500	49			

a. Predictors: (Constant), TRAINING, LEVEL OF EDUCATION
b. Dependent Variable: PERFORMANCE

Source: Data processed from attachment 4 (2020)

The form of hypothesis testing based on statistics can be described as follows:

Decision Making Criteria:

a) The hypothesis is accepted if the calculated F value > F table or Sig. < 0.05.
b) The hypothesis is rejected if the calculated F value < F table or Sig. > 0.05.

From table 8, the Fcount value is 11.339. With $\alpha = 5\%$, numerator dk: 2, denominator dk: nk-1 = 50 – 2 – 1 = 47 (5%; 2; 47) the Ftable value is 0.000. From this description it can be seen it is known that Fcount (11.339) > Ftable (3.20), and the significance value is 0.000 < 0.05, so it can be concluded that the third hypothesis is accepted, meaningThe Education Level Variable (X1) and the Training Variable (X2) have a joint (simultaneous) effect on the Performance Variable (Y).

CONCLUSION

This research is to answer the research objective, namely to analyze the influence of the level of education and training on the performance of village officials in Tebing Syahbandar District (Case Study of the Village Secretary, Head of Affairs (Kaur), Section Head (Kasi) in Tebing Syahbandar District). The following conclusions can be drawn.

1. After conducting research, the level of education has no effect on the performance of village officials, so the first hypothesis is rejected. So it can be concluded that the performance of village officials in Tebing Syahbandar District is good and education level is not the main measuring tool or reference for measuring performance, which means that village officials with S-1 education do not necessarily have better performance than those with high school education.

2. The second hypothesis is accepted, namely that training influences the performance of village officials in Tebing Syahbandar District, meaning that training is really needed so that the performance of village officials is optimal and achieves the expected goals.

3. The third hypothesis is accepted, namely that the level of education and training simultaneously (together) influences the performance of village officials in Tebing Syahbandar District.

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