The Correlation of Self Concept and Work Ethic to Teacher's Performance in Online Learning

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Abstrak

Rendahnya etos kerja guru terlihat dari inisiatif mereka dalam menciptakan proses pembelajaran online yang kreatif. Penelitian ini menganalisis hubungan antara konsep individu dan etos kerja dengan kinerja guru dalam pembelajaran online. Dalam penelitian ini populasi dan sampelnya adalah 38 guru sipil yang diambil dengan metode total sampling. Pengumpulan data menggunakan metode non tes yaitu angket dan pencatatan dokumen. Data tersebut kemudian dianalisis menggunakan teknik statistik deskriptif-analitik dan statistik inferensial. Berdasarkan hasil penelitian diketahui bahwa perhitungan korelasi konsep individu dengan kinerja guru adalah 0,450702 yang memiliki skor lebih tinggi dari skor r tabel. Dapat disimpulkan bahwa hipotesis bahwa terdapat hubungan yang signifikan antara konsep individu dengan kinerja guru dalam pembelajaran online diterima atau terbukti. Korelasi etos kerja dengan kinerja guru sebesar 0,809709 yang memiliki nilai lebih besar dari nilai r tabel. Dapat disimpulkan bahwa hipotesis bahwa terdapat hubungan yang signifikan antara etos kerja dengan kinerja guru dalam pembelajaran online diterima atau terbukti. Didapatkan skor F sebesar 221.037, dan jika dibandingkan dengan skor F tabel dengan df 1 = 2 dan df = 35 diperoleh skor sebesar 3.267 yang membuat nilai F lebih tinggi dari tabel F. Dapat disimpulkan bahwa hipotesis menyatakan ada hubungan yang signifikan antara konsep individu dan etos kerja terhadap kinerja guru selama pembelajaran online di SD Gugus VIII Mengwi 2020/2021 diterima atau terbukti.

Kata kunci: Etos Kerja, Konsep Diri, Kinerja Guru

Abstract

Teachers' low work ethic can be seen from their initiative in creating creative online learning processes. This study analyzes the relationship between individual concepts and works ethic with teacher performance in online learning. In this study, the population and sample were 38 civil teachers taken by the total sampling method. Data collection uses non-test methods, namely questionnaires and document recording. The data were then analyzed using descriptive-analytic statistical techniques and inferential statistics. Based on the study results, it is known that the calculation of the correlation of individual concepts with teacher performance is 0.450702, which has a score higher than the score of the r table. It can be concluded that the hypothesis that there is a significant relationship between individual concepts and teacher performance in online learning is accepted or proven. The correlation of work ethic with teacher performance is 0.809709, which has a bigger score than the value of the r table. It can be concluded that the hypothesis that there is a significant relationship between work ethic and teacher performance in online learning is accepted or proven. An F score of 221,037 was obtained, and when compared with the F table score with df 1 = 2 and df = 35, a score of 3,267 was obtained which made the F score higher than table F. It can be concluded that the hypothesis that states there is a significant relationship between individual concepts and work ethic on teacher performance during online learning at SD Gugus VIII Mengwi 2020/2021 is accepted or proven.

Keywords: Work Ethic, Self Concept, Teacher Performance

Introduction

Education is one of the most important ways to improve human resources. A quality education system is needed to get quality human resources (Nurhidayati, 2017; Suryana, 2017; Widodo, 2015). Education is very important to start at an early age. It is the formation of attitudes, knowledge, and skills passed from one generation to the next through learning. Education aims to develop the potential of students to become human beings who believe, have a noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens (Amka, 2019; Fitri, Saparahayuningsih, & Agustriana, 2017). Changes or developments in education need to be balanced with changes in the culture

of life. Changes in improving education need to be made in the learning process to anticipate the future. The educational process can run well if the components in the school are used optimally. The first educational component that is very important in schools to carry out the learning process is the teacher because it is the teacher who will teach students (Damanik & Anggaraeni, 2018; Darmadi, 2015). The teacher has a role as a facilitator, motivator, and stimulator so that the learning process can run well.

During the pandemic, the education process does not run as usual (Ayuni et al, 2021; Wahyono, Husamah, & Budi, 2020). Several learning methods are offered so that the learning process continues during a pandemic. No method can carry out effective and efficient learning activities to continuity of quality education during the pandemic. Teacher performance is greatly influenced in carrying out their duties to achieve the quality of education, so that teacher performance is an important requirement for achieving educational success (Koswara & Rasto, 2016). This problem was also found in one elementary school. Based on the results of observations and interviews conducted at SD Gugus VIII, it was found that some teachers had not been able to evaluate their experiences related to self-concept. Their work ethic is also low, as seen from their initiative in creating creative online learning processes. Their work performance also cannot be said to be optimal due to many obstacles. In the learning process, the teacher must have a high self-concept and work ethic because it will affect student achievement. A teacher will be considered a good teacher if he has a good self-concept and work ethic.

Teachers are required to carry out the online learning process. Teachers who excel are needed to familiarize students with responsibility and independent learning (Dewi, 2018; Utami & Hasanah, 2019). The learning process and performance carried out by the teacher have not been maximized due to several obstacles. Even though the learning process facilities are complete and sophisticated, the learning process cannot be maximized if outstanding teachers do not support them. Teachers can make many efforts to maximize their work performance. Teachers must have a strong and positive self-concept and work ethic so that the online learning process becomes effective and efficient. Based on these problems, the problem-solving plan is that the teacher must evaluate his experience related to self-concept and work ethic so that there is an initiative from the teacher to carry out the online learning process creatively so that that teacher performance can be considered.

Performance is the level of success of a person or group in carrying out their duties based on performance standards for a certain period that aims to achieve the organization's mission. Several factors influence teacher performance, and each individual is different from the other (Purwanti, 2018; Yulianingsih & Sobandi, 2017). Generally, differences in performance are caused by two factors, namely individual factors and work situations. Individual factors determine how teachers can actualize themselves in their work environment. In carrying out their duties as teachers, they must work well (Chandra, 2018; Oupen, Agung, & Yudana, 2020). Good educational outcomes become a benchmark for the success of teacher performance. The success of teachers in carrying out their duties can be seen from student learning outcomes (Mangkunegara, 2015; Sujana, 2018; Syamra, 2016). Teachers' performance can be seen from their responsibilities in carrying out their duties, professions, and values. Performance can run well if there is the ability and motivation to complete the work and carry out the plan well. A teacher must have a high self-concept and work ethic in the learning process because it will increase student achievement (Hidayah & Santoso, 2020).

One of the internal factors that affect teacher performance is the teacher's self-concept. Self-concept is largely determined by roles and relationships with other people and other people's reactions to them (Kiling & Kiling, 2015). One of the internal factors that affect teacher performance is the teacher's self-concept. Self-concept is largely determined by

roles and relationships with other people and other people's reactions to them (Setiadewi, Sujana, & Suniasih, 2019; Supardi, 2010). Principles have a greater role in developing quality teachers by providing motivation, guidance, coaching, and supervision, ultimately improving their performance. Someone who has a negative self-concept tends to be pessimistic. Teachers who have a strong and positive self-concept will ease their success in teaching, while teachers who have a negative self-concept will have difficulty teaching.

In addition to self-concept, work ethic is also very influential on teacher performance. In this ethics, there is motivation to perfect everything and prevent problems in every task, and it is hoped that it can reduce or cut errors in the task (Idzhar, 2016; Warsini, Wibowo, & Hartati, 2018). A high work ethic will not make a person bored and can even improve his work performance. The teacher's work ethic is important to achieve educational goals that must be continuously developed through formal and informal (Ningrat, Agung, & Yudana, 2020a; Yuli Asni, 2019). Teachers who have a high work ethic can be seen from their behavior in doing assignments, which show positive characters such as working hard and not wasting time during working hours. The higher the work ethic that a person has, it is expected that the higher his performance in carrying out his duties. A high work ethic has certainly become necessary for development if it is associated with current life situations. The work ethic is considered unsuitable due to the lack of teacher initiative, such as creativity during the learning process.

Teacher performance is related to every activity carried out in carrying out their responsibilities in educating, teaching, and guiding students to reach maturity (Tengah, 2019). A professional teacher will have pride in his work and abilities, which are the basis for carrying out his profession. Therefore, there is a relationship between self-concept and teacher performance. Teachers will perform better if they have a work spirit (Dami, 2012). Previous research also states a positive and significant contribution of work ethic to teacher performance (Ningrat et al., 2020a; Sukardewi et al., 2013). The study shows that improving the quality of learning if the teacher has a high work ethic. It means that if the work ethic increases, the teacher's performance will also increase. This study analyzes the relationship between individual concepts and works ethic with teacher performance in online learning. The research conducted at SD Gugus VIII Mengwi is expected to provide benefits both theoretically and practically in all aspects. This research can describe how to maximize teacher performance. Therefore, it can be a guideline for school principals to optimize teacher performance. This research can also be used as a benchmark in improving teacher performance and developing teacher awareness to be motivated to work with dedication.

Methods

This study uses an ex post facto research design. The research design chosen for this research is correlational research and relational research. Therefore, it can be concluded that the research design of this research is ex post facto research with correlational studies. Data collection in this study includes data on self-concept, teacher work ethic, and teacher performance. The techniques used to collect data are observation, interviews, document recording, and non-test. The instrument used in this research is a questionnaire. Indicators of self-concept are positive impressions of oneself, positive abilities towards oneself, and ideals of self, self-esteem, professional and community roles, and identity. The indicators of work ethic are hard work, tenacity, never giving up, discipline, endurance to face problems, productive, independent, responsible, high intrinsic motivation, use free time creatively, full of alternatives, high motivation, integrity, good work orientation, and commitment. Teacher performance assessment was converted using PAP 5 teacher performance conversion scale. This study tries to analyze the relationship between self-concept and work ethic with teacher performance. Based on the research design, there are three variables observed. There are two

independent variables, namely the self-concept variable (X1) and the work ethic variable (X2), and the third variable is the dependent variable, namely the teacher performance variable (Y). The relationship between the independent variable and the dependent variable can be made a constellation of variables as Figure 1.
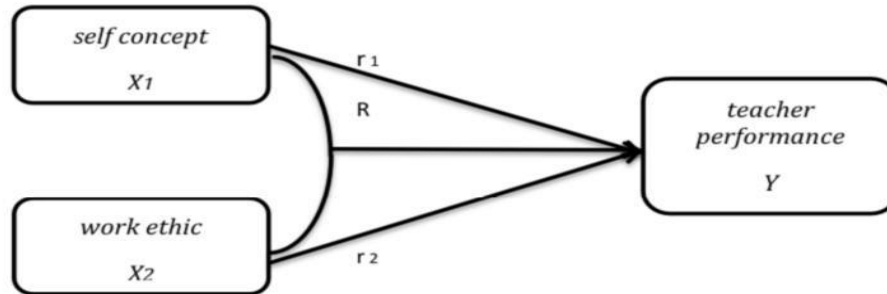
Figure 1. Research Variables Constellation

The population in this study were all PNS teachers at SD Gugus VIII Mengwi 2020/2021. The total population in this study were 38 teachers with nine teachers from SDN 1 Mengwi, three teachers from SDN 2 Mengwi, ten teachers from SDN 3 Mengwi, four teachers from SDN 4 Mengwi, four teachers from SDN 1 Werdhi Bhuwana, four teachers from SDN 1 Mengwi. Teachers from SDN 2 Werdhi Bhuwana, and four teachers from SDN 3 Werdhi Bhuwana. This study uses an ex post facto research design with a correlational study. This study uses a total sampling technique because the total population is less than 100. The total population is only 38. Therefore the entire population is the sample of this study. The test instruments used in this study were validity and reliability tests. After testing the instrument, valid data were obtained with 32 questions from the self-concept variable questionnaire and 32 questions from the work ethic variable questionnaire. The instrument test in this study uses a Likert scale as a scale that measures the independent variables. The Likert scale has a positive to negative score category, which can be in questions and quantitative analysis purposes. The data was obtained from the teacher performance variable to evaluate teacher performance at SD Gugus VIII Mengwi through document recording. The reliable data were then analyzed using descriptive statistical analysis tests and inferential statistical tests, including analysis prerequisite tests consisting of residual normality tests using SPSS, linearity tests with SPSS, and multicollinearity tests with SPSS after testing hypotheses. The product-moment correlation analysis test was used to test the first and second hypotheses. Then the multiple correlation analysis tests were used to analyze the third hypothesis.

Results and Discussion

Based on the data collected using a questionnaire to civil teachers at SD Gugus VIII Mengwi, descriptive statistical tests were obtained.

Table 1. Descriptive Statistics Calculation Result

Statistics	Variables		
	Self Concept	**Work Ethic**	**Teacher Performance**
N	38	38	38
Maximum Score	132	136	91.07

Statistics	Variables		
	Self Concept	**Work Ethic**	**Teacher Performance**
Minimum Score	105	105	78.12
Mean	116.5	120.48	84.13
Varians	60.7	94.95	14.232
Deviation Standard	7.79	9.74	3.77

Based on Tabel 1 calculation, the average self-concept is 116.5, which indicates a good category. While the average work ethic is 120.48, which indicates a very good category, the average teacher performance is 84.13, indicating a good category. Before testing the hypothesis, the researcher conducted a prerequisite test first. The result of the first prerequisite test is the residual normality test. Normality test data is normally distributed or not using Kolmogorov Smirnov. This test is carried out using a significant level of 0.05%. The results of the residual normality test are as Table 2.

Table 2. Residual Normality Test Result

Variables	N	Ks_{count}	Ks_{table}	Details
Self concept with teacher performance	38	0.110	0.221	Normal
Work ethic with teacher performance	38	0,140	0.221	Normal
Self-concept and work ethic with teacher performance	38	0.109	0.221	Normal

Based on the above calculation, it is obtained that Kstable with n = 38 is 0.221. Compared with Kscount in self-concept, work ethic, and the combination of these variables, Kscount is smaller than Kstable, which means the data is normally distributed. The second prerequisite test is the linearity test. The significance level used in the linearity test is 0.05% which aims to determine whether the independent variable and the dependent variable have a linear relationship or not. The result is as Table 3.

Table 3. Linearity Test Result

Variables	*Sig. Deviation From Linearity*	**Significant Rate**	**Details**
Self Concept with teacher performance	0.62	0.05	Linear
Work Ethic with teacher performance	0.081	0.05	Linear

Based on the results of the linearity test, self-concept with teacher performance was 0.62, and work ethic with teacher performance was 0.081. the score is higher than the significant level of 0.05. It shows that there is a linear relationship between the independent variable and the dependent variable. After the linearity test, the next test is the multicollinearity test. This test finds out whether there is a second model found in the correlation between independent variables. In the analysis, it is recommended not to have colonization and multicolonier on the independent variables. The result is as Table 4.

Table 4. Multicolonierity Test Result

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Self Concept	.898	1.113
Work Ethic	.898	1.113

Based on the results of the multicollinearity test, self-concept analysis, and work ethic, it was found that the VIP value was 1.113, which was below 10, and the tolerance was 0.898, which was above 0.1. It can be concluded that there is no multicollinearity in these variables. After the multicollinearity test, the next test is hypothesis testing. Hypothesis testing uses product-moment correlation for hypotheses I and II and multiple correlations for the third hypothesis. The result is as follows. The first hypothesis test is self-concept (X1) and teacher performance (Y) which obtained a rcount score of 0.4507 which means that the score is higher than the rtable score = 0.329 at a significance level of 5%. Therefore, H0 is rejected, and Ha is accepted. And it can be concluded that there is a significant relationship between self-concept and teacher performance during the online learning process at SD Gugus VIII Mengwi. Based on rcount = 0.4507 about the correlation coefficient and the correlation coefficient of the relationship. There is a sufficient correlation between the two variables being at a coefficient of 0.40-0.599.

The second hypothesis test is work ethic (X2) and teacher performance (Y) which obtained a rcount score of 0.8097 which means the score is higher than the rtable score = 0.320 at a significance level of 5%. Therefore, H0 is rejected, and Ha is accepted. And it can be concluded that there is a significant relationship between work ethic and teacher performance during the online learning process at SD Gugus VIII Mengwi. Based on rcount = 0.8097 regarding the correlation level and the correlation coefficient, there is a sufficient correlation with the relationship between the two variables being at a coefficient of 0.80-1000. The third hypothesis test is self-concept (X1) and work ethic (X2) with teacher performance (Y) which obtained a rcount score of 0.9629 with Fcount = 221.037 which means that the score is not as big as Ftable = 3.267 at a significant level of 5%. Therefore, H0 is rejected, and Ha is accepted. And it can be concluded that there is a significant relationship between self-concept and work ethic with teacher performance during the online learning process at SD Gugus VIII Mengwi. Based on rcount = 0.9626 regarding the correlation coefficient and the correlation coefficient of the relationship. There is a sufficient correlation between the two variables being at a coefficient of 0.40-0.599.

Based on the results of data analysis, it can be concluded that there is a significant relationship between self-concept and teacher performance at SD Gugus Mengwi III 2020/2021. A teacher transforms when evaluating himself, and the transformation in him will greatly affect the performance of the teacher in the school (Oupen et al., 2020; Yulianingsih & Sobandi, 2017). A professional teacher will be very proud of his work and abilities, which underlie his decisions in doing his work (Dewi, 2018; Tengah, 2019). Therefore, there is a relationship between self-concept and teacher performance. The teacher's self-concept has a significant effect on professional competence. Teachers who have high self-concepts tend to provide higher opportunities for students to be creative than teachers with low self-concepts. Self-concept is a person's assessment of himself which has two dimensions, positive and negative. This dimension will affect how individuals treat themselves and their relationships with others (Ahmad, 2017; Supardi, 2010). It means that the higher the self-concept, the better the teacher's performance. Teachers who have a strong and positive self-concept will ease their success in teaching, while teachers who have a negative self-concept will have difficulty teaching.

A teacher must have a strong self-concept and lead to positive things to solve every problem professionally and work optimally (Suardana, Yudana, & Agung, 2018; Utami & Hasanah, 2019). Work ethic has an important role in improving teacher performance. Every teacher who has a good work ethic will improve his performance. Work ethic is related to work productivity. Teachers who have a good work ethic will carry out their duties with full responsibility and awareness (Ningrat, Agung, & Yudana, 2020b; Yuli Asni, 2019). Therefore, if teachers have high work support and motivation in carrying out their duties according to their professional competencies and are supported by a good work ethic, they will achieve high performance. It shows that the more positive the teacher's self-concept, the better the implementation of education and its quality so that teachers have high professional competence. The results of previous studies also state that there is a positive and significant relationship between self-concept and teacher performance (Pasek, 2018). This study implies that teachers can improve their self-concept and work ethic so that their quality and performance increase and the quality of education in Indonesia. Improving teacher performance is not only felt by teachers but also by all school members. The importance of a teacher who has a high self-concept and work ethic will positively impact life. Therefore, it is important to improve teacher performance because it can improve the quality of education in schools as well.

Conclusion

Based on the results of data analysis, it can be concluded that there is a positive relationship between self-concept and work ethic on teacher performance. Therefore, teachers with a good self-concept and work ethic will have good teacher performance and carry out educational missions.

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