



The Influence of Teacher Competence and Work Motivation on the Performance of State High School Teachers

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ABSTRAK

Penelitian ini dilatarbelakangi oleh masih adanya permasalahan terkait kinerja guru yang diduga disebabkan oleh kompetensi guru dan motivasi kerja yang rendah. Tujuan penelitian ini adalah untuk menganalisis tentang (1) kinerja guru SMA. (2) Kompetensi Guru SMA. (3) Motivasi Kerja Guru SMA. (4) Pengaruh Kompetensi Guru dan Motivasi Kerja Secara Parsial Dan Kinerja Bersama Terhadap Kinerja Guru SMA. Penelitian ini merupakan penelitian kuantitatif korelasional dengan tipe asosiatif. Populasi adalah guru yang mengajar di SMA yang berjumlah 191 orang dengan pendidikan sarjana (S1) 174 orang dan pendidikan sarjana (S2) 12 orang. Sampel diambil dengan menggunakan teknik Proportional Stratified Random Sampling. Instrumen penelitian menggunakan kuesioner model Likert Scale. Uji coba dilakukan pada populasi di luar sampel sebanyak 20 orang. Dari hasil uji coba diketahui bahwa angket penelitian sudah valid. Kemudian data penelitian dianalisis dengan menggunakan skor rata-rata (Mean) untuk deskripsi data, uji persyaratan yaitu uji normalitas, uji homogenitas, uji linieritas dan uji multikolinearitas. Hasil analisis deskriptif kinerja guru sebesar 89,40%, kompetensi guru sebesar 89,95%, dan motivasi kerja sebesar 87,9%. Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan antara kompetensi guru terhadap kinerja guru sebesar 47,2%, terdapat pengaruh yang signifikan antara motivasi kerja terhadap kinerja guru sebesar 25,8%, dan terdapat pengaruh yang signifikan antara kompetensi guru dengan motivasi kerja secara bersama-sama terhadap kinerja guru sebesar 75,1%.

ABSTRACT

There are still problems related to teacher performance which are thought to be caused by teacher competence and low work motivation. The purpose of this study was to analyze about (1) the performance of state high school teachers. (2) the competence of state high school teachers. (3) the work motivation of state high schools. (4) the influence of teacher competence and work motivation in partial and joint performance on the performance of State High School teachers. This research is correlational quantitative research with associative type. The population is all teachers who teach at State High School, totaling 191 people. Samples were taken using the Proportional Stratified Random Sampling technique. The research instrument used a Likert Scale model questionnaire. From the trial results, it was found that the research questionnaire was valid. Then the research data were analyzed using the average score (Mean) for data description, requirements test, namely the normality test, homogeneity test, linearity test and multicollinearity test. Then test the hypothesis using simple linear regression and multiple linear regression testing using SPSS version 25.0. The results of the descriptive analysis of teacher performance were 89.40%, teacher competence was 89.95%, and work motivation was 87.9%. The results of the data analysis show that there is a significant influence between teacher competence on teacher performance of 47.2%, there is a significant influence between work motivation on teacher performance of 25.8%, and there is a significant influence between teacher competency and work motivation jointly on teacher performance of 75.1%.

1. INTRODUCTION

One of the successes of education is determined by the implementation of the teacher's duties. The teacher as the spearhead in the success of education has a very important and strategic role in guiding students towards maturity, maturity and independence (Abdullah, 2017; Handrianto et al., 2021). The success of implementing educational programs in schools is inseparable from the role and responsibility of the teacher. RI Law No. 14 of 2005 Article 1 paragraph 1 concerning Teachers and Lecturers, Stating that teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, education elementary, and secondary education (Hau et al., 2020; Moradkhani et al., 2013). Previous study also argued that the teacher is a human component in the learning process (Ponnambalam, 2018).

Teachers are the most decisive component in the education system as a whole, which must receive central attention, because teachers are always related to any component in the education system. Teachers

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play a major role in the development of education, especially those held formally in schools (Reyes & Torio, 2021; Shanks et al., 2017). The teacher also determines the success of students, especially in relation to the teaching and learning process. According to previous study the teacher has the task of delivering the nation's shoots to the peak of their ideals (Rifma, 2013). This task is difficult but noble. For this reason, teachers are needed who have competencies relevant to their duties and responsibilities as teachers and educators. The teacher is also the component that most influences the creation of quality educational processes and outcomes. Therefore, any improvement efforts to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers (Lavoué et al., 2019; Safitri et al., 2019). Good teacher performance is the implementation of a predetermined plan, the implementation of performance carried out by teachers who have the skills, experience, sincerity, competence, motivation, responsibility and interest in achieving goals (Maba, 2017; Nurhattati et al., 2020).

Given the importance of the teacher's role in the success of education, various efforts aimed at improving teacher quality continue to be made. The government as the main party responsible for the process of providing education has made various efforts to improve the quality of teachers (Akbar et al., 2021; Rahmadoni, 2018). One of the efforts made by the government is to provide opportunities for teachers to continue their education to a higher level through the provision of scholarships. By providing this opportunity it is hoped that it will be able to improve the quality of teachers, where the outcome of this quality improvement is an increase in the work or performance of the teacher (Rachman, 2023; Ramadhon et al., 2017).

Performance is very important in helping the achievement of every educational goal, because performance is the ability to carry out the duties and responsibilities that are carried. Previous study argues that teacher performance is very important to note and evaluate because teachers carry out professional tasks, meaning that tasks can only be done with special competencies obtained through educational programs (Indajang et al., 2021). Quality teacher performance is one of the keys to achieving national education goals (Bailey et al., 2009; Liao et al., 2018). Educational success will actually occur if there is interaction between educators and students. The performance of a teacher mainly can be measured through the success of the teacher. Teacher performance is important since it is part of the overall educational process. The statement goes according to the opinion of previous study who states that teacher performance in the teaching-learning process becomes one of the most important parts in supporting the creation of an effective educational process especially with regards to the development of learning discipline and learning quality (Arfiani et al., 2020; Ouyang & Scharber, 2017; Yang et al., 2021).

This is in line with previous study which states that at the operational level, teachers are the determinants of educational success through their performance at the institutional, instructional, and experiential levels (Wang et al., 2021). The teacher's performance shown can be observed from the teacher's ability to carry out their duties and responsibilities which of course can reflect a work pattern that can improve the quality of education in a better direction. Someone will work professionally if they have high work ability and sincerity to do their best.

Based on initial observations, at public high schools in Rimbo Bujang District, Tebo Regency, Jambi Province, there are 2 Vocational High Schools and 3 High Schools. The results of the author's interviews with several teachers indicate that teacher performance is not optimal. This can be seen from the following phenomena: (1) There are still teachers who do not have an attitude of loyalty in teaching. This can be seen in the teacher's ability to guide students outside of school hours. Teachers who teach a subject provide material to students but when study hours are over the teacher is unable to guide students outside of school hours and prefers to guide at the next meeting; (2) The phenomenon that was also found was that there were still teachers who arrived late in carrying out learning assignments for students caused by personal matters outside of teaching and learning activities, this caused learning to be ineffective because the time spent on learning was less; (3) The lack of teacher initiative to learn new things related to digital-based learning methods, while nowadays new digital-based learning methods are very much needed in the world of education. Learning using digital media can replace conventional learning which is limited and boring thanks to the diversity of educational advancements offered by digital-based media; (4) There are still teachers who teach fields of study that are not in accordance with their educational background, if this happens it will have an impact on not optimal learning given to students, resulting in a mismatch between learning outcomes and the expectations of the education itself; (5) There are still a number of teachers who experience low teacher motivation in teaching this is the result of inadequate teaching facilities in supporting the teaching and learning process.

From the description of the phenomena that the authors have stated above, it can be seen that teacher performance is still not optimal. Not optimal teacher performance will result in the learning process not running as expected so that learning in schools will not achieve educational goals as expected. Teacher performance, as seen from the phenomenon above, is thought to have something to do with the lack of

teacher competence and work motivation. Every teacher is required to meet national academic qualification and teacher competency standards (Arifa & Prayitno, 2019; Hermawan et al., 2020). Teacher competence is defined as a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers in carrying out their professional duties. This is in accordance with the Decree of the Minister of National Education No. 045/U/2002 which explains that competence is a set of intelligent actions, full of responsibility that a person has as a condition for being considered capable by society in carrying out tasks in accordance with certain jobs (Moosa & Shareefa, 2019; Van Hong & Do Van Dung, 2019).

Furthermore, the results of interviews conducted with public high school teachers in Rimbo Bujang District revealed that there were still a number of teachers who experienced low teacher motivation in teaching this as a result of the lack of responsiveness of the relevant parties to the teacher's fate. Work motivation is one of the factors that can determine a person's performance. Previous study argues that teacher motivation is a process carried out to move teachers so that their nature or behavior can be directed to real efforts to achieve a predetermined goal (Hau et al., 2020). Previous research on work motivation has been carried out with the result that motivation has a positive and significant effect on teacher performance (Azhari & Wicaksono, 2017).

Based on the explanation above, teacher competency and work motivation factors are seen as having an important role in teacher performance. This prompted the author to conduct a study with aims to analyze about (1) the performance of state high school teachers. (2) the competence of state high school teachers. (3) the work motivation of state high schools. (4) the influence of teacher competence and work motivation in partial and joint performance on the performance of State High School teachers.

2. METHODS

This study uses a correlational quantitative method with the type of "associative" research in which associative research is an attempt to determine the effect of the independent variables (teacher competence and work motivation) on the dependent variable (teacher performance) (Sugiyono, 2017). With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident. Based on the research title, the population in this study were all teachers teaching at public high schools in the Rimbo Bujang District, Tebo Regency, Jambi Province, totaling 191 people consisting of 174 teachers with undergraduate education (S1) and 17 (S2) teachers. The research sample was determined using the Proportional Stratified Random Sampling technique. This technique is used when the population has members or elements that are not homogeneous and proportionally stratified. So the sample of this research is 70 teachers who are assigned randomly with a lottery system. This is done to provide equal opportunities for all members of the same population in the strata to become members of the sample. The instrument used for data collection for the three research variables was a questionnaire prepared using the Likert scale model with 5 alternative answers, namely Always (SL), Often (SR), Sometimes - Sometimes (KD), Rarely (JR), and Never (TP). Data collection was carried out after the results of the questionnaire trial data analysis were declared valid or reliable. To collect data from respondents, the authors used a questionnaire or questionnaire technique, and the research data was analyzed using the correlation formula.

3. RESULT AND DISCUSSION

Results

This research was conducted on teachers who teach at SMA and SMK Negeri in the Rimbo Bujang District, Tebo Regency, Jambi Province with a sample of 70 people. Before testing the hypothesis, a prerequisite analysis test is carried out, namely the normality test, homogeneity test, multicollinearity test and linearity test. Table 1 presents the normality test obtained. Base on Table 1 the results of the data normality test using SPSS, taken the Kolmogrov-Smirnov test, obtained a significant value teacher competence 0.200, work motivation of 0.090, and teacher performance gets 0.200, that is greater than 0.05 ($p > 0.05$). Then the data is normally distributed. Then do the homogeneity test. Table 2 presents the homogeneity test using SPSS. Based on Table 2 show the results of the analysis, it can be seen that the results of the analysis of teacher performance which include teacher competence obtain a significance value of 15.103 and work motivation obtain a significance value of 13.724, which means that the variance of group data is homogeneous. Next, a multicollinearity test is carried out as shown in the Table 3. From Table 3 it can be seen that the VIF value for the teacher competency variable is ($1.000 < 10$) and the tolerance value is ($1.000 > 0.10$), work motivation is ($1.000 < 10$) and the tolerance value is ($1.000 > 0.10$). Thus it can be concluded that there is no multicollinearity problem or there is no relationship between the independent variables, namely teacher competency and work motivation. After that do a Linearity test using SPSS as

show in Table 4. In Table 4 it can be seen that the price of $F = 1,223$ with $p = 0.277$ ($p > 0.05$). This means that the regression equation is linear. Linearity test results work motivation to teacher performance is show in Table 5. In Table 5 it can be seen that the price of $F = 0.827$ with $p = 0.683$ ($p > 0.05$). This means that the regression equation is linear.

Table 1. Normality Test Results

		Teacher Competence	Work Motivation	Teacher Performance
Normal Parameters	Mean	169.87	180.80	87.90
	Std. Deviation	9.542	12.229	6.742
Most Extreme Differences	Absolute	0.060	0.125	0.054
	Positive	0.051	0.088	0.052
	Negative	-0.060	-0.125	-0.054
Test Statistic		0.060	0.125	0.054
Asymp. Sig. (2-tailed)		0.200	0.090	0.200

Table 2. Homogeneity Test Results

	Levene Statistic	df1	df2	Sig.
Teacher Competence	15.103	1	138	0.000
Based on Median	11.336	1	138	0.001
X1X2 Based on Median and with adjusted df	11.336	1	98.745	0.001
Work Motivation	13.724	1	138	0.000

Table 3. Multicollinearity Test Results

		Coefficients	
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Teacher Competence	1.000	1.000
	Work Motivation	1.000	1.000

Table 4. Linearity Test Results of the Teacher Competency on Teacher Performance

Sources	Sum of Squares	dk	RJK	F	p
Deviation	3386.060	33	102.608	1.223	0.277
In Group	3021.083	36	83.919		
Total		69			

Table 5. Linearity Test Results Work Motivation to Teacher Performance

Sumber	Jumlah Kuadrat	dk	RJK	F	p
Deviasi	1873.760	23	81.488	0.827	0.683
In Group	4533.383	46	98.552		
Total		69			

Discussion

The Effect of Teacher Competence on Teacher Performance

The results of this study indicate that teacher competence has a significant influence on teacher performance as much as 47.2%, so H_a is accepted. Thus it can be concluded that teacher competence has a positive and significant effect on the performance of public high school teachers in Rimbo Bujang District.

The regression equation above illustrates that teacher competence has a significant effect on improving teacher performance. Based on the results of the descriptive analysis, it shows that teacher competence is in the good category with the highest indicator (89.83%) with professional competency indicators. Furthermore, the score with the lowest achievement level (82.95%) is in the personality competency indicator in the good category. Meanwhile, if seen as a whole, the achievement of the teacher's competency score is 89.95% in the good category. Based on research findings that lead to low personality

competency indicators. This can be seen from the fact that the teacher as a whole does not have a steady, stable and mature attitude and has a noble character and is a role model for students.

Previous study conveyed that teachers should have competence which shows that the quality of teachers is good in carrying out their duties in the teaching and learning process (Samerkhanova & Imzharova, 2018). The existence of four competencies consisting of pedagogic competence, social competence, personal competence and professional competence can lead to superior teacher performance. Teacher competence is a set of knowledge, skills, and attitudes in the form of intelligent actions with full responsibility in carrying out their duties (Nardo et al., 2022; Samerkhanova & Imzharova, 2018). According to previous study states teacher competence is a combination of individual, scientific, technological, social, and spiritual abilities which literally makes standard competence of the teaching profession, which includes domination of teaching materials, understanding of student, educational learning, individual development, and professionalism (Marini et al., 2022).

This is in line with research regarding the effect of teacher competence on teacher performance at MTs Sumedang (Rohman, 2020). The research results show that teacher competence simultaneously has a significant effect on teacher performance by 67.30%, the remaining 32.70% is influenced by other factors that are not included in this model. The results of this study support this research where teacher competence has a significant influence on teacher performance, meaning that the better the teacher's competence, the better the teacher's performance. Vice versa, the worse the teacher's competence, the worse the teacher's performance.

The Effect of Work Motivation on Teacher Performance

The results of this study indicate that work motivation has a significant effect on teacher performance as much as 25.8%, then H_0 is accepted. Thus it can be concluded that work motivation has a positive and significant effect on the performance of public high school teachers in Rimbo Bujang District. The regression equation above illustrates that teacher competence has a significant effect on improving teacher performance. Based on the results of the descriptive analysis, it shows that work motivation is included in the good category with an average score of 87.9%. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is responsibility which is in the good category (89.31% of the ideal score), while the indicator with the lowest achievement is the independence indicator which is in the good category (87.31 % of ideal score). It turned out that from the three indicators of work motivation analyzed, it was found that all of them were in the good category.

According to previous study motivation is a way of trying so that someone can complete the job with enthusiasm, enthusiasm and full dedication in carrying out their duties (Mulang, 2021). Work motivation is something that creates enthusiasm or encouragement to work, therefore, motivation in work psychology is usually called a morale booster.

Work motivation is the overall driving force and driving force that can give rise to a person's desire to carry out activities and activities in carrying out tasks which are carried out systematically, programmed and progressively to achieve goals (Çetin & Aşkun, 2018; Suntani et al., 2021). Previous study argues that teacher motivation is a process carried out to move teachers so that their nature or behavior can be directed to real efforts to achieve a predetermined goal (Cohen et al., 2020). Previous research on work motivation has been carried out with the result that motivation has a positive and significant effect on teacher performance (Lie et al., 2021). Another study was also carried out where the results showed that there was a positive effect of teacher work motivation on teacher performance (Fatimah & Santiana, 2017).

This is in line with research which the results of the study show that the positive and significant relationship between work motivation and teacher performance has a very good trend (Ulfathmi et al., 2021). In addition, the results of the study also showed that there was a positive influence, with a correlation value between X and Y explained by the X variable and around 64.8%. In addition, by 23.7%. The results of this study support this study, where work motivation has a significant influence on teacher performance, meaning that the better the work motivation, the better the teacher's performance. Vice versa, the worse the teacher's competence, the worse the teacher's performance.

The Effect of Teacher Competence and Work Motivation on Teacher Performance

The results of this study indicate that the significant value level is $0.000 < 0.050$ and with an fcount value of 5.095, it can be concluded that H_0 is rejected and H_a is accepted, meaning that all the dependent variables simultaneously have a positive and significant effect on the dependent variable. Teacher performance is influenced by teacher competence, work motivation, climate, work discipline, principal leadership, communication, incentives, personality and implementation of supervision.

Teacher performance is closely related to the existence of teacher competence which has been carried out with full responsibility. In essence, teacher competency standards are useful for getting good

and professional teachers, as well as having the competence to carry out the functions and objectives of the school in particular, as well as educational goals in general (Baran et al., 2011; Machmud et al., 2021). To achieve this goal requires human resources with quality performance. Therefore, the teacher's work motivation is also an influential thing related to the teacher's performance in carrying out their duties. Work motivation is very important for teachers because with work motivation it is hoped that every teacher will work hard and enthusiastically according to their abilities to achieve high work productivity.

The results of the previous study concluded that the proposed hypothesis was declared accepted. With a calculated F value of 20.942 greater than F table of 3.32. Thus it can be seen that H_0 is rejected and H_a is accepted. So it can be concluded that there is a positive and significant influence between competency and motivation together on teacher performance (Mustikawanto et al., 2019). Based on the results of research that are in line with this research, it can be believed that teacher competence and work motivation possessed by teachers can be a determining factor in improving teacher performance, so that these two variables can be used to further improve teacher performance.

4. CONCLUSION

Based on the results of the analysis, it can be concluded teacher competence has a significant effect on teacher performance. This shows that the effect of improving teacher competence is shown by the increase in the performance of public high school teachers in Rimbo Bujang District, Tebo Regency, Jambi Province. Then the results showed that work motivation has a significant effect on teacher performance with a significant value. This shows that the better the work motivation, the better the performance of public high school teachers in Rimbo Bujang District, Tebo Regency, Jambi Province; Moreover the results of the study show that there is a significant effect of teacher competence and work motivation on teacher performance with a significant value level, meaning that all dependent variables simultaneously have a positive and significant effect on to the dependent variable. This shows that the better the influence of teacher competence and work motivation leads to an increase in the performance of public high school teachers in Rimbo Bujang District, Tebo Regency, Jambi Province. This shows that the better the work motivation, the better the performance of state high school teachers in Rimbo Bujang District, Tebo Regency, Jambi Province.

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