



The effect of personality, work motivation and pedagogical competence on teacher performance (Study at economics and accounting teachers' senior high school southeast Minahasa regency, Indonesia)

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Abstract

In teaching and learning activities, one of the most important factors is the teacher. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education and secondary education. The teacher must be an expert in the field of teaching because the teacher must be able to transfer knowledge from within to students in various ways. In addition, teachers are also required to master teacher teaching competencies. According to Wikipedia, the teacher refers to professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating. When becoming an educator, teachers must naturally have good character and personality that can be used as an example by students. An individual's personality is a dynamic organization of a psychological system, which is contained in him. In the end personality influences as a whole, how they interact and react to situations faced in the organization. This study aims: (1) Knowing whether there is an influence between personality on teacher performance (2) Knowing whether there is an influence between motivation on teacher performance (3) Knowing whether there is an influence between pedagogical competence on teacher performance (4) Knowing whether there is an influence simultaneously between personality, motivation and pedagogical competence on teacher performance. The method used is quantitative (explanatory survey) with multiple regression data analysis of a population of 216 high school and vocational economics teachers in the Southeast Minahasa district. Research Results: (1) there is a significant and positive influence on personality X1 on teacher Y performance of 55.5%. (2) there is a significant and positive influence of motivation X2 on teacher Y performance by 68% (3) there is a significant and positive influence on pedagogical competence X3 on teacher Y performance of 47.7%. (4) there is a simultaneous influence (X1, X2, X3) on teacher performance (Y) of 79.8%

Keywords: personality, work motivation, pedagogical competence, teacher performance

1. Introduction

Education is learning, knowledge, skills and habits of a group of people passed down from one generation to the next through teaching, training or research. Etymologically education is the process of developing oneself and individual strengths. According to Ki Hajar Dewantara (Father of Indonesian National Education) Education is a demand in the life of growing children. As for its purpose, education is to guide all-natural forces that exist in these children, so that they as humans and as members of society can achieve the highest safety and happiness.

From the explanation above, it can be said that education has an important role for humans. Education has a major contribution to the progress of the nation and state. In this increasingly advanced era, education is largely supported by increasingly sophisticated and modern technology. However, technology cannot take the position of a teacher who has an important role in education. The success or failure of an education can be determined from the involvement of educational components such as students, subject matter and teacher involvement in teaching and learning activities.

In teaching and learning activities, one of the most important factors is the teacher. According to RI Law No. 14 of 2005 Article 1, Teachers are professional educators with the main task of educating, teaching, guiding,

directing, training, evaluating and evaluating students in early childhood education through formal education, and secondary education. The teacher must be an expert in the field of teaching because the teacher must be able to transfer knowledge from within to students in various ways. In addition, teachers are also required to master teacher teaching competencies. According to Wikipedia, the teacher refers to professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating.

When becoming an educator, teachers must naturally have good character and personality that can be used as an example by students. Personality is a style of behavior that is settled and is typically recognizable to each individual according to David A. Tomb (2004: 232) ^[24] Personality of an individual is a dynamic organization of a psychological system, which is contained in him. In the end personality affects overall, how they interact and react to situations faced in the organization. A person's personality can show the nature and character of that person. In the personality education of a teacher is very supportive of the implementation of teaching and learning activities, because teachers who have good personalities can deal with students and even colleagues well too.

In addition to having a good personality and in accordance with a career, a person must also have motivation that

supports the success and success of one's life journey, one of which is in the field of work. According to Suryano (2004: 7) ^[19] motivation is the driving force to achieve certain goals, whether we realize it or not. Being a teacher, it means being able to be a good motivator for students and even colleagues. In carrying out the duties and responsibilities, a person must have the motivation to be able to carry out their duties and responsibilities properly. The level of motivation is based on the goals to be achieved by individuals, such as to get a decent income or to carry out an activity well. High and low motivation, related to the level of effort made by individuals in achieving the expected performance and desired career achievement. As teachers there are still many who do not have the motivation for themselves in educating students. One of the things that support the implementation of good teaching and learning activities is the ability of teachers to master learning competence.

At present the performance of the teachers is not optimal as seen from the many teachers who are lazy to make learning tools, late coming to school and even lazy to go to class to teach. There are still some teachers who use the system to take notes until the end of class, the impact is students miss the subject matter that should have been obtained at that time. Most teachers pay less attention to learning strategies such as models and methods that must be used so that learning can take place well. When the teacher is able to use the correct learning methods and models, students will learn actively.

This research aims to

1. Determine whether there is an influence between personality on teacher performance.
2. Find out whether there is an influence between motivation on teacher performance.
3. Find out whether there is an influence between pedagogical competence on teacher performance.
4. Know whether there is a simultaneous influence between personality, motivation and pedagogical competence on teacher performance.

2. Literature Review

2.1. Personality

Personality is the overall attitude, expression, feeling, temperament, characteristics and also a person's behavior. The attitude of feelings of expression and temperament will manifest in one's actions when faced with certain situations. Every person has a tendency to standardize behavior / apply consistently consistently in the face of the situation at hand, so it becomes his personal characteristic. According to Wikipedia, personality is the whole way an individual reacts and interacts with other individuals. Meanwhile, according to Ganelli (2010: 7) ^[6] Personality is all forms of individual behavior that is gathered within him, which is used to react and adjust to all stimuli, both coming from outside themselves or their environment and from within themselves.

In psychology, there is a grouping of human personality based on how humans get their passion. This grouping was first coined by Carl Jung (1920), in his book titled *Psychologische Typen*. In general, individuals who are overextended get passion (or energy) from social interaction. Extenders usually have an open, sociable personality. And have a high concern for what is happening

around them. While introverts, on the other hand are considered to get passion through being alone. Introverts, usually tend to be quiet, pensive, and more concerned about their thinking in their own world. Among the extreme tendencies of introversion and extroversion, there is an ambience which is a mediating personality between extroversion and introversion. Although there are contrasting differences between introverts and extroverts, Carl Jung considers that there are rarely humans who are completely extroverted and introverted.

According to an expert named Marbun in Alma (2013: 52), personality indicators include

1. Confidence
2. Dare to take risks
3. Leadership
4. Oriented to the future

2.2. Work motivation

As social creatures, humans need the help of others. Humans will always try to meet their needs and need motivation or encouragement from others to achieve what is their life goal. Motivation is a process that explains the intensity, direction, and perseverance of an individual to achieve his goals. Three main elements in this definition include intensity, direction and perseverance. Someone said to have high motivation can be interpreted that the person has a very strong reason to achieve what he wants by doing his current job. Unlike the motivation in the sense of developing in the community which is often equated with 'enthusiasm'. Some interpret motivation as an excuse, and some interpret motivation as passion.

Motivation comes from the Latin "movere", which means to move. According to Weiner (1990) motivation is defined as an internal condition that arouses us to act, pushes, we achieve certain goals, and keeps us interested in certain activities. Meanwhile, according to Khalif (2004: 209) ^[11] motivation is the spirit that drives someone to do something. Providing proper motivation will be able to cause enthusiasm, passion and sincerity of work in a person. Increased enthusiasm and willingness to work voluntarily will result in better jobs, thus increasing work productivity. While someone who has low work motivation, they will work as they wish and not try to get maximum results. Work motivation can provide energy that drives all the potential that exists, create a high and noble According to Maslow quoted in Sofyandi and Garniwa (2007: 102) ^[21]. Indicators of work motivation are as follows:

1. Physiological needs
2. The need for security
3. Social needs
4. The need for appreciation
5. The need for self-actualization desire and increase excitement and togetherness.

2.3. Teacher Performance

According to Sulistyorini in Darmadi (2000: 34) performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve goals and standards that have been set. Sulistyorini also believes that teacher performance is the culmination of three interrelated elements namely skills, efforts at the nature of circumstances and external conditions. Teacher performance is a learning process as an

effort to develop existing activities into better activities, so that educational goals that have been set are achieved well through a learning activity carried out by the teacher in accordance with the targets and objectives. Performance is also an activity carried out by each individual in relation to achieving planned goals. Performance is a concept that is universal which is the operational effectiveness of an organization, parts of the organization, and its employees based on predetermined standards and criteria. Because the organization is basically run by humans, the actual performance is human behavior in carrying out its role in an organization to meet the standards of behavior that have been set in order to produce the desired actions and results. Performance in organizations, is the answer to the success or failure of organizational goals that have been set. Bosses or managers often don't pay attention unless it's very bad or things go awry. Too often managers do not know how poor performance has fallen that companies / agencies face a serious crisis. Deep organizational bad impressions result and ignore warning signs of declining performance. According to Darmadi (2000: 37) indicators of teacher performance include: a. The ability to make plans and prepare for teaching. b. Mastery of the material to be taught to students. c. Mastery of teaching methods and strategies. d. Giving assignments to students. e. The ability to manage classes. f. Ability to conduct assessments and evaluations. Teachers are the spearhead of educational success and are considered as people who play an important role in achieving educational goals which are a reflection of the quality of education. The existence of teachers in carrying out their duties and obligations cannot be separated from the influence of internal and external factors that have an impact on changes in teacher performance. According to Darmadi (2000: 38) there are several factors that affect teacher performance, among others

3. Research Method

Research method used in this study is a quantitative research method. Quantitative research is based on a positivist philosophy that emphasizes objective phenomena and is studied quantitatively. The approach in this study is quantitative with survey methods, where researchers use questionnaire aids that have met the requirements for validity and reliability testing. The survey method is used to gather information in the form of opinions from a large number of people on a particular topic or issue (Sukmadinata 2008: 54)^[23]. The independent variable in this study was the personality symbolized X1, motivation symbolized X2, pedagogical competence symbolized X and the dependent variable was teacher performance symbolized Y. The population in this study were all high school and vocational high school teachers in Southeast Minahasa district with 214 teachers.

Data collection techniques used by researchers in this study are as follows: Observation, documentation, and Questionnaire or Questionnaire. Questionnaire or questionnaire is a technique or way of collecting data indirectly (researchers do not directly answer questions with respondents) (Sukmadinata 2008: 219)^[23]. This technique is done by giving a series of questions to respondents to get answers as research data on Personality, Motivation, Pedagogical Competence and Teacher Performance variables. Questionnaire in this study uses a Likert scale with five possible answers that Agree (SS), Agree (S),

Neutral (N), Disagree (TS), and Strongly Disagree (STS), with positive questions (5-1). Likert scale is used to measure the behavior / attitudes, opinions and perceptions of a person or group of people about social phenomena. Likert scale questionnaires and scoring techniques can be seen in the following table. The data obtained is inter- served by the Method of Successive Intervals (MSI). This is done to fulfill the requirements for parametric use which requires that the research data be at least interval scale. Another reason that underlies the MSI is to meet data normality standards, so the path analysis technique requires data requirements that have measurement levels of at least intervals. Because the level of measurement of variables is the level of ordinal measurement so that it can be further processed must be changed first to an interval scale using the method of successive interval (MSI). Data were analyzed with normality test, linearity test, multicollinearity test and heteroscedasticity test.

4. Result and Discussion

The results showed that the Asymp. Sig. (2-Tailed) personality variables X1, motivation X2, pedagogical competence X3 and Y teacher performance is greater than 0.05 then Accept Ha and reject H0 so the data is normally distributed.

Table 1: One-Sample Kolmogorov-Smirnov Test

		X1	X2	X3	Y
	N	68	68	68	68
Normal Parameters ^a	Mean	64.1618	76.0000	74.3382	90.2941
	Std. Deviation	9.30513	1.22840	1.08650	1.43569
Most Extreme Differences	Absolute	.089	.065	.083	.060
	Positive	.089	.065	.081	.060
	Negative	-.069	-.047	-.083	-.051
Kolmogorov-Smirnov Z		.733	.539	.685	.499
Asymp. Sig. (2-tailed)		.656	.933	.736	.965

a. Test distribution is Normal.

Based on the test results above it can be seen that the personality variable X1 sig = 0.359 > 0.05 then there is no symptom of heteroscedasticity. can be seen that the motivation variable X2 sig = 0.782 > 0.05 then there is no symptom of heteroscedasticity. can be seen pedagogical competency variable X3 sig = 0.674 > 0.05 then there is no symptom of heteroscedasticity. Thereby accepting Ha and rejecting H0 then heteroscedasticity does not occur.

Table 2: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.570	4.014		.391	.697
	X1	.065	.070	.147	.924	.359
	X2	.016	.058	.048	.278	.782
	X3	-.027	.064	-.072	-.423	.674

a. Dependent Variable: RES_2

From the results of the analysis of the personality regression equation for teacher performance namely $Y = 16.559 + 1.149 X1$ means that a constant value of 16.559 states that if the value of $X1 = 0$ or the personality variable does not exist, then the value of the teacher's performance variable is 16.559. The regression coefficient of the personality

variable 1.149 implies that each addition of 1 (one) point of the personality variable will increase teacher performance by 1.149 times. Can also be seen the results of the determinant coefficient (r^2) = $0.555 \times 100\% = 55.5\%$ then there is the influence of personality (X1) on teacher performance (Y) of 55.5%. T test results for personality variable X1 on teacher Y performance t count = $9.069 > t$ table of 1.294 thus there is a significant and positive influence of personality X1 on teacher Y performance of 55.5%. This research has also been carried out by Yeni Ardlani with the title (2016) The Effect of Competence on the Performance of Certified Teachers in Public Schools in the Districts of Ponjong, Gunung Kidul Regency. The results of this study explain the personality of one variable that influences teacher performance.

From the results of the analysis conducted the regression equation $Y = 17.068 + 0.964 X_2$ means that a constant value of 17.068 states that if the value of $X_2 = 0$ or the motivation variable is absent, the teacher performance variable value is 17.068. Motivation variable regression coefficient 0.966 implies that each addition of 1 (one) point motivational variable, then it will improve teacher performance by 0.964 times. The determinant coefficient (r^2) = $0.680 \times 100\% = 68\%$ then there is the influence of motivation (X2) on teacher performance (Y) of 68%. From the results of the t test for the motivation variable X2 on teacher Y performance t count 11.832 $> t$ table amounted to 1.294 thus there is a significant and positive influence of motivation X2 on teacher Y performance by 68%. This research has also been carried out by Slamet Riyadi, Aria Mulyapradana (2017) with the title Effect of Work Motivation on Teacher Performance of Radhatul Atfal in Pekalongan City. The results of this study explain that work motivation has a positive and significant effect on teacher performance.

From the results of the analysis conducted the regression equation $Y = 22.432 + 0.913 X_3$ means that a constant value of 22.432 states that if the value of $X_3 = 0$ or pedagogic competency variables do not exist, then the teacher performance variable value is 22.432. The regression coefficient of the 0.913 pedagogical competency variable means that each addition of 1 (one) point of the pedagogical competency variable will increase teacher performance by 0.913 times. The results of the determinant coefficient (r^2) = $0.477 \times 100\% = 47.7\%$ then there is the influence of pedagogical competence (X3) on teacher performance (Y) of 47.7%. T test results for variable pedagogical competence X3 on teacher Y performance counted 7.763 $> t$ table amounted to 1.294 thus there was a significant and positive influence on pedagogical competency X3 on teacher Y performance of 47.7%. The results of this study have also been carried out by Nursiah Sappaile with the title Effect of Pedagogical Competence, Professional Competence and Teacher Professional Attitudes Towards Teacher Assessment Performance in Primary Schools. The results of this study explain pedagogical competence variables affect teacher performance Teacher Assessment.

From the results of the analysis conducted the regression equation $Y = -6,173 + 0.546X_1 + 0.598X_2 + 0.215X_3$ means that a constant value of -6,173 states that if the values of X_1 , X_2 and $X_3 = 0$ or the personality, motivation and pedagogical competency values are absent, then the value of the constant Teacher performance variable is -2,963. The regression coefficient of the personality variable 0.546 means that every 1 (one) point of the personality variable

will increase the teacher's performance by 0.546 times. The motivation regression coefficient of 0.598 implies that each addition of 1 (one) point in the motivational variable will increase teacher performance by 0.598 times. From the results of testing the determinant coefficient (R^2) = $0.798 \times 100\% = 79.8\%$ thus there is a simultaneous influence of personality (X1) motivation (X2) and pedagogical competence (X3) on teacher performance (Y) is 79.8%. From the ANOVA table, it can be seen that the f count is $84.171 > f$ table is 2.75 and the value of $sig = 0.000 < 0.05$ then there is a significant and positive effect simultaneously on personality (X1), motivation (X2) and pedagogical competence (X3) on teacher performance (Y) of 79.8% and the remaining 20.2% influenced by other factors not examined in this study.

5. Conclusion

Based on the results of research and discussion it can be concluded as follows: 1. There is a significant and partially positive influence of personality on teacher performance. That is, if the personality is getting better, the better the performance of high school / vocational high school economics accounting teachers in the Southeast Minahasa regency. 2. There is a significant and partially positive effect of motivation on teacher performance. That is, if motivation increases it will also increase the performance of high school / vocational high school economics accounting teachers in Southeast Minahasa Regency. 3. There is a significant and partially positive effect on pedagogical competence on teacher performance. That is, if pedagogical competence increases, it will be followed by an increase in the performance of high school / vocational school accounting teachers in Southeast Minahasa Regency. 4. There is a significant and partially positive effect on personality, motivation and pedagogical competence on teacher performance. That is, if there is an increase together with personality, motivation and pedagogical competence, it will be followed by an increase in the performance of the high school / vocational accountancy economics teacher in Southeast Minahasa Regency.

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