



The influence of teacher competence to teacher performance through teacher motivation (Study on senior high school district of Minahasa, Indonesia)

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Abstract

This study aims to determine the effect of partially and simultaneously the effect of teacher competence on teacher performance through teacher work motivation (senior high school study in Minahasa district). This study uses a quantitative method using a sample of 114 high school teachers in Minahasa district using the formula of accidental sampling. The results of the study are: (1) there is a significant and partially positive effect on teacher competence on teacher motivation meaning that if teacher competency increases, the work motivation of high school teachers in Minahasa Regency will increase. (2) There is a significant and positive influence partially on teacher competency on teacher performance. That is, if competence increases, the performance of high school teachers in Minahasa Regency will also increase. (3) There is a significant and positive influence directly on teacher work motivation on teacher performance. That is, if the teacher's work motivation increases, it will be followed by an increase in the performance of high school teachers throughout the Minahasa Regency. (4) there is a significant and positive influence simultaneously the indirect effect of teacher competence on teacher performance through teacher work motivation. That is, if low teacher competence can be mediated by work motivation so that teacher performance can increase.

Keywords: teacher competence, teacher performance, teacher work motivation

1. Introduction

Education is a very important component in producing quality human resources. Education is very helpful for students in their efforts to develop and focus on developing knowledge, skills and value attitudes and behavior patterns that are useful for their lives. In education there is a learning activity where in the learning activity there are several main things that occur, namely that learning will lead to changes and these changes occur because of the efforts and skills to achieve these changes. Learning is always behavior or appearance, with a series of activities such as reading, observing, listening and imitating. Learning also has an important role in maintaining life in the midst of increasingly fierce competition.

Education is a continuous process that should not be stopped and must go along with human age. Quality and quality education will certainly produce human resources that can optimize the potential of other resources. In the development development in Indonesia in the future education is a key key where education is expected to be a driving force for Indonesian society to improve the quality of its existence and be able to participate in the development movement.

Teachers are one of the determinants of the high and low quality of educational outcomes. Teachers are the most decisive component in the overall education system, which must receive central attention, because teachers are always associated with any component in the education system. Teachers play a major role in the development of education, especially those that are held formally in schools. Teachers are one of the determinants of the high and low quality of educational outcomes. Teachers are the most decisive component in the overall education system, which must

receive central attention, because teachers are always associated with any component in the education system. Teachers play a major role in the development of education, especially those that are held formally in schools.

Based on preliminary observations made by researchers of the condition of the performance of high school teachers throughout the Minahasa Regency the teacher's performance shows several problems, for example, the discrepancy between the fields of study that the teacher studies and those taught; lack of teacher authority in front of students. There are still teachers who do not develop the maximum lesson plan. This can be seen from the simple RPPs that are made, wherein it is not accompanied by instructional media as its support such as concept maps, power points, and other props; teachers arrive late not in accordance with the hours of entry set by the school; the teacher is only at school during teaching hours only; teachers teach less in accordance with the syllabus given, teachers teach only in the lecture method has not used a more varied method, the use of learning time is still less effective, some teachers are still unable to use media and technology appropriate to the times for the learning process.

One factor that is thought to influence teacher performance is teacher competency. Teacher competence is a basic ability that must be possessed by a teacher to carry out his duties as a teacher and educator. Teacher competence is the ability to carry out something (tasks) obtained through education (1). Teacher competence has a positive effect on improving teacher performance researched by (2). In relation to efforts to improve teacher performance, the teacher must have four competencies 1) pedagogical competencies, namely the ability to manage the learning of students which includes an understanding of students,

design and implementation of learning, evaluation of learning outcomes, and development of students to actualize various potentials they have 2) Personality competence is a strong, stable, mature, wise and authoritative personal ability, being an example for students and having high morals 3) Professional competence is the ability to master learning material as well as the breadth and depth that allows guiding students to meet the competency standards set out in National Education Standards. 4) social competence is educators part of the community to communicate and interact effectively with students, fellow educators, parents and surrounding communities. But maybe there are still teachers who have not mastered the four competencies, among others, teachers cannot manage the class well, teachers cannot become individuals who can be emulated by students, teachers cannot master the material, and maybe teachers do not communicate well with students. Teacher's work motivation is one of the factors that also determines a person's performance. Whether or not the influence of motivation on a person's performance depends on how much intensity the motivation is given. Motivation of teacher work is an encouragement from within and outside a teacher's self, for learning purposes and to get achievements as a teacher (3). Teacher work motivation is a teacher's response to a number of tasks and functions in order to carry out the learning process in order to improve the quality of education on personal encouragement and can work so that the desired goals can be achieved. Motivation is thought to have also influenced teacher performance. Motivation comes from within the teacher himself to achieve the desired achievement with the goals set. Teacher work motivation is one of the factors in a teacher that can provide work motivation so that it can achieve the goals set. However, teachers are still lacking in motivating themselves to achieve achievements, teachers are still lacking in their desire to start something new to support their performance improvement, especially in the learning process.

2. Literature Review

2.1. Teacher Performance

Performance is the level of success of a person or group in carrying out the duties and responsibilities in order to achieve the goals and standards set. Teacher performance is implementing the learning process both in the classroom and outside the classroom in addition to working on school administration and learning, carrying out guidance and services to students, and carrying out assessments (4). teacher performance is the ability of a teacher in carrying out learning tasks at school and is responsible for students under his guidance by increasing student learning achievement. Teacher performance refers to the ability of teachers to complete the tasks and responsibilities given by educational institutions, namely implementing learning to improve student learning achievement (5). Teacher performance indicators include Ability, Initiative, Timeliness, Quality of Work Results (6)

2.2 Teacher Competency

Teacher competence is the ability to carry out something (tasks) obtained through education (1). Teacher competence has a positive effect on improving teacher performance (2). According to the Law of the Republic of Indonesia Number 14 Year 2005 Regarding Teachers and Lecturers Article 1 paragraph 10 states that competence is a set of knowledge,

skills and behaviors that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out professional duties.

2.3 Teacher Work Motivation

In general, everyone needs motivation to be able to work hard. People will be eager to do all activities when there is high motivation in them. Motivation is very important because someone who has motivation will be more successful than someone who has no motivation. Work also requires motivation called work motivation. Directing behavior, providing high morale to meet certain goals that have been set effectively and efficiently. Teacher's work motivation is one of the factors in a teacher who can provide work enthusiasm so as to achieve the goals set (7). Motivation has two functions, namely: first directing or directional function, secondly activating and increasing activities or activating and energizing functions. Teacher's work motivation serves to direct, activate and enhance teacher activities. the motivation of the teacher in the context of completing the task and his responsibilities as an educator will direct, activate, and improve the teacher's performance (8).

3. Research Method

Based on the pattern of relationship, this type of research is explanatory research that explains the causal relationship between research variables through hypothesis testing (9). While the approach used in this study is a quantitative approach, namely research with numbers approach both in data collection, data analysis to data interpretation based on the results of data analysis in the form of numbers. While the unit of analysis used in this study is the Performance of High School Teachers in Minahasa Regency, with attention to teacher competency and teacher work motivation. Based on the problem studied, this type of research focuses on testing the causal relationship between the Teacher Competency Variables and their Influence on the Teacher Performance Variable through the Teacher Work Motivation Variable.

This research was conducted in a number of high schools in Minahasa Regency. In accordance with the research objectives, namely: analyzing and testing the empirical pathways of Teacher Performance based on the determinants of Teacher Competence by placing Teacher's Work Motivation as an interview. The population was 629 teachers while the total sample was 114 teachers. Minahasa Regency was chosen as a place / location of research with the consideration that the Manado State University was in the Minahasa Regency, and the researchers came from the Minahasa Regency.

4. Result and Discussion

The direct effect of Teacher Competency X1 on teacher work motivation X2. Path coefficient value (direct coefficient of teacher competency X1 on teacher work motivation X2 is 0.518 and thus a large direct effect of teacher competency X1 teacher work motivation X2 is $0.5182 \times 100\% = 26.8\%$. T count for the direct effect of teacher competence on performance teacher = $6,403 > t$ table = 1,981 and significant value 0,000 $< 0,05$, the path coefficient means (significant), thus there is a significant direct effect of teacher X1 competence on teacher work motivation X2 of 26.8.

The results of this study answer the problem formulation "What is the direct effect of teacher work motivation on the performance of high school teachers in Minahasa Regency?" Based on the results of research conducted there is a direct effect on teacher competence on the work motivation of high school teachers in Minahasa Regency. The direct effect of teacher X1 competence on Teacher Performance Y.

The value of the path coefficient (beta coefficient) the direct effect of teacher competency X1 on teacher performance by 0.427 so that the direct influence of teacher competency X1 on teacher Y performance is $0.427 \times 0.613 = 0.262 \times 100\% = 26.2\%$. t arithmetic for the direct effect of teacher competence on teacher performance = $5.285 > t$ table = 1.981 and a significant value of $0.000 < 0.05$, the path coefficient means (significant). Thus, there is a direct effect of teacher X1 competence on teacher Y performance of 26.2%.

The results of this study answer the problem formulation "What is the direct effect of teacher competence on the performance of high school teachers in Minahasa Regency?" based on the results of research conducted there is a direct influence on teacher competence on the performance of high school teachers in Minahasa Regency. The direct effect of the work motivation of teacher X2 on teacher Y's performance the value of the path coefficient (beta coefficient) the direct effect of teacher work motivation X2 on teacher performance of $0.359 \times 0.580 = 0.208 \times 100\% = 20.8\%$. thus, the direct effect of teacher X2's work motivation on teacher Y's performance was 0.359. t arithmetic for the direct effect of teacher work motivation on teacher performance = $4.435 > t$ table = 1.981 and a significant value of $0.000 < 0.05$, the path coefficient means (significant). Thus, there is a direct effect of teacher work motivation on teacher Y performance by 20.8%.

The results of this study answer the problem formulation "What is the direct effect of teacher work motivation on the performance of high school teachers in Minahasa Regency?" based on the results of research conducted there is a direct influence on teacher work motivation on the performance of high school teachers in Minahasa Regency. The indirect effect of teacher competency X1 on teacher performance Y through teacher work motivation X2 Based on the results of the analysis the direct effect of teacher competence on teacher work motivation was 0.518 and the direct effect of teacher work motivation on teacher performance was 0.359, the effect of teacher competence on teacher performance through motivation teacher work namely: $0.518 \times 0.359 = 0.186$. The total direct effect of teacher competence on teacher performance through teacher work motivation, namely: $0.427 + 0.186 = 0.613$. f arithmetic = $49,129 > f$ table = 3.09 then there are direct and indirect effects of teacher competence and teacher work motivation influence on teacher performance. thus, if teacher competence is increased by the motivation to work the teacher, the teacher's performance will be better. The results of this study can answer the problem formulation "What is the indirect effect of teacher competence on teacher performance through the work motivation of high school teachers in Minahasa Regency?" There is an influence of teacher competence mediated by the work motivation of teachers on the performance of high school Y teachers in Minahasa Regency.

5. Conclusion

Based on the results of the analysis and discussion it can be concluded:

1. There is a direct influence of teacher competence on teacher work motivation. That is, if teacher competence increases, the work motivation of high school teachers in Minahasa Regency will increase.
2. There is a direct influence on teacher competence on teacher performance. That is, if competence increases, the performance of high school teachers in Minahasa Regency will also increase.
3. There is a direct influence on teacher work motivation on teacher performance. That is, if the teacher's work motivation increases, it will be followed by an increase in the performance of high school teachers throughout the Minahasa Regency.
4. There is an indirect effect of teacher competence on teacher performance through teacher work motivation. That is, if low teacher competence can be mediated by work motivation so that teacher performance can increase.

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