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The Influence of Competence and Motivation on Teacher Performance at Mekarwangi Lembang High

Yayah Aryatie¹, Widiya Avianti², Agus Mulyana³

¹Universitas Winaya Mukti, Jawa Barat, Indonesia, febunwim@gmail.com

²Universitas Winaya Mukti, Jawa Barat, Indonesia, wdythea@gmail.com

³Universitas Winaya Mukti, Jawa Barat, Indonesia, amulagusmulyana@gmail.com

Corresponding Author: amulagusmulyana@gmail.com³

Abstract: The purpose of this study was to analyze “The Effect of Teachers” Performance at SMA Mekarwangi Lembang in West Bandung Regency” the number of samples used in the study were 33 teachers. The research method used was the Descriptive Method (Descriptive Survey) and the Verification Method (Verification Survey). The Results of the analysis and discussion showed that the Competency Variables (X1) of the Teachers of SMA Mekarwangi Lembang High school in West Bandung Regency are in the good category, but there were still weak aspects namely the teacher does not have a hefty character and easily deterred nature and it can be influenced by negative circumstances challenges in all situations and then teachers should look neat, polite also in accordance with the rules made and agreed by the school. Motivation Variables (X2), the teachers of Mekarwangi Lembang in West Bandung Regency are in the good category, however there were still some weak aspects, namely work motivation appeared because of a strong urge to find positions in groups and in achieving predetermined target, while variables Teacher Performance (Y) in SMA Mekarwangi Lembang West Bandung Regency was in the good category, however there were still weak aspects, namely having initiatives that are useful in helping to solve better and skilled work in completing work competencies that must be in the teacher, influential to word the performance of teachers at SMA Mekarwangi Lembang in West Bandung Regency, this means that the more competencies possessed by the teacher is good, the better the teacher’s performance on the contrary the lower the competency the teacher has, the teacher’s performance is getting weak. Teachers work’s motivation influenced the teachers’ performance at SMA Mekarwangi Lembang West Bandung Regency. This means that the more the teacher work motivation is high, the better the teacher’s performance on the contrary the lower the motivation of the teacher’s work, the teacher performance is getting weak. There was significance simultaneously competency effect that is owned by the teacher and the teachers’ work motivation, the teacher’s performance is getting better as always Conversely the lower the competence and motivation of the teacher’s work, the teacher’s performance is getting weak. Based on the finding of the research above, the researcher provided the following suggestions: 1. For teachers that should the competencies that have been owned be the main capital in teaching so that students are fulfilled their rights to learn according to the competencies that are in demand, and existing motivation is further

strengthened to obtain better performance in achieving the goals to be accomplished. 2. To Principal that should be more nurturing with teacher supervision periodically so that it can be monitored properly and provide a good stimulus to teachers in the form of reward and punishment in the form of periodic salary increases, additional structural positions, and more educating punishment to further improve the quality of teacher's.

Keyword: Competency, Motivation, Teacher Performance.

INTRODUCTION

Education is one of the means to improve quality of human resources (HR), which is fundamentally education has the role of increasing the basic human ability to benefit, develop and master science and technology. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. learning process so that students actively develop their potential himself to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed for themselves, society, nation and state (Law on National Education System themselves, society, nation and state (National Education System Law No. 20 Article 1 of 2003). Education missions that have links to with teacher competence is an effort to educate the nation's life and develop human quality. Competency and quality development teachers is a must so that teachers are able to prepare the younger generation for the future. He is required to have broad knowledge in their field in order to be able to innovate to improve learning. improve learning. This competency is achieved through the study of relevant studies and extensive and in-depth studies in the field of teacher expertise. Therefore, one of the efforts to improve the quality of education requires teaching staff who have competence, because teacher competence has a direct effect on student performance.

The teacher's duties as a profession include educating, teaching, mentoring and training. The teaching and learning process brings consequences to the teacher to improve their roles and abilities because students' teacher performance is largely determined by the role and ability of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that student teacher performance is at an optimal level. The ability that a teacher must have is one of the criteria for success in education. The term Teacher Competency is the ability of a teacher to responsibly perform or her appropriately. This is a competency that must be possessed by every teacher in his ability to carry out obligations responsibly and appropriately.

Glickman (Bafadal, 2003: 5) asserts that a person will work professionally if he has the ability to work professionally if that person has the ability and motivation (ability) and motivation (motivation). So teacher motivation in teaching can affect the effectiveness of students' learning. There are many teachers who do not have the motivation to teach will cause many problems with student learning outcomes, so that the learning process is not optimal and learning goals are not achieved.

Low teacher performance such as teaching not in accordance with competence, unclear task structure, overlapping work schedules, greatly affects the quality of education produced. Although However, the teacher is not the only source of information in the classroom, students must be given the opportunity to develop themselves. The main task of the teacher is no longer to convey knowledge but to foster understanding, guiding them to learn for themselves. The ability to self-discover and self-learn is considered to be learned (Nasution, 2002: 21).

Teacher Performance of SMA Mekarwangi Lembang, West Bandung Regency:

No	Description	Target (%)	Achievements (%)
1	Work Quantity	95%	80%

2	Quality of Work	95%	80%
3	Cooperation	95%	85%
4	Responsibility	95%	80%
5	Initiative	95%	75%
6	Job Loyalty	95%	80%

Performance is the willingness of a person or group of people to carry out an activity and complete it according to their responsibilities with the expected results (Rivai, 2009: 547).

with the results as expected (Rivai, 2009: 547). From this understanding can be formulated that performance is the result of work that can be displayed or the work performance of a teacher. Thus the performance of a teacher can be measured from the results of work, the results of tasks, or the results of activities within a certain period of time. causes weak teacher performance, including low understanding of learning strategies, lack of proficiency in managing the classroom, low learning strategies, lack of proficiency in managing the classroom, low ability to conduct and utilize classroom action research (classroom action research), ability to conduct and utilize classroom action action research, low achievement motivation, lack of discipline, low professional commitment, and low time management skills. Based on several existing references, the author wants to conduct research on the influence of competence and work motivation on teacher performance at Mekarwangi Lembang High School, West Bandung Regency, so the author proposes a topic with the research title: "The Effect of Competence and Motivation on Teacher Performance at Mekarwangi Lembang High School, West Bandung Regency".

METHOD

Bearing in mind the descriptive and verification nature of this research which is carried out through field data collection, the research methods used are descriptive survey method and explanatory survey method are descriptive survey method and explanatory survey method. As revealed in the identification of research problems, that The subject matter under study is competence (X1) and Motivation (X2) as independent variables and Teacher Performance as the dependent variable (Y) independent variables and Teacher Performance as the dependent variable (Y). Given the total population of teachers in SMAMekarwangi Lembang High School, West Bandung Regency, amounted to 33 teachers and had homogeneous characteristics, then the sample members were taken randomly (Sample Random Sampling) (Sugiyono 2011: 120). According to Sugiyono in calculations that produce fractions (there are commas) should be rounded up (Sugiyono, 2011: 131). The data collection technique used in this study is a data collection technique using questionnaires, observation. Analysis Design and Hypothesis Testing: Validity Test, Reliability Test, The analysis used consists of two types, namely: (1) descriptive analysis especially for qualitative variables and (2) quantitative analysis, in the form of hypothesis testing using statistical tests. Analysis method Cross-sectional analysis was used. By using a combination of these analytical methods, comprehensive generalizations can be obtained. The path analysis technique requires a data set that has an interval level of measurement. measurement level of at least interval. According to Sugiyono (2011: 68) path analysis discusses the contribution of influence and the comparison of the contribution of influence (both overall and comparison). influence and comparison of influence contributions (both overall and partial). With path analysis, the magnitude of the influence between variables can be determined and expressed as a percentage. The hypothesis proposed is as follows: the influence of Competence and Motivation on Teacher Performance. If the research hypothesis is expressed into the research hypothesis is expressed into a statistical hypothesis.

RESULTS AND DISCUSSION

Recap of Competency Variable Score:

No	statement	Score
1	Teachers must know the characteristics of the learners	132
2	Teachers must master learning theories and the principles of an educational teaching and learning process.	150
3	Teachers must master the curriculum related to the field of learning development that is taught in accordance with the curriculum used in the school.	133
4	Teachers are skilled in utilizing and mastering knowledge Information and Communication Technology for the benefit of organizing an educational teaching and learning process.	128
5	Teachers facilitate the development of potential to be able to actualize the various potentials they have	126
6	Teachers carry out assessments in every teaching and learning process as well as conducting evaluations in achieving a successful teaching and learning process	118
7	Teachers dress neatly and politely in accordance with the rules made and agreed upon by the school.	123
8	Teachers are characterized by and act in accordance with the rules or provisions that bind group members in the community that can control behavior that is appropriate and acceptable sourced from the teachings of his religion	137
9	Teachers have broad views and insights in the establishment of maturity in thinking, behaving, acting, and speak wisely	128
10	Teachers come to school on time, work effectively and efficiently, with confidence and high work performance	131
11	Teachers uphold the ethical code of the teaching profession by being a good role model and using their intellect well	132
12	Teachers have a sturdy and unwavering nature and cannot be influenced by negative circumstances and can face challenges in all situations	120
13	Teachers master the material, concepts and patterns of thought and scientific patterns that support the subject being taught	145
14	Teachers develop learning materials that are learning materials creatively and in a way that is easy to understand and varied	141
15	Teachers develop professionalism on an ongoing basis by increasing insight into own abilities in accordance with the field of study that his/her responsibility	140
16	Teachers develop learning theories according to students' abilities in using teaching and learning methods	142
17	Teachers can establish communication and provide good service to students	149
18	Teachers have the ability to adapt to demands of work and the surrounding environment that can be used as a role model	137
	Amount	2412
	Average	134

Based on the results of data processing, it can be seen that in the variable Competence, the items that have scores below the average are statement about Teachers must know the characteristics of students, Teachers must master the curriculum related to the field of

development in accordance with the curriculum used at the school, Teachers are skilled in utilizing and master the science of Information and Communication Technology for the benefit of the implementation of an educational teaching and learning process, Teachers

facilitate the development of potential to be able to actualize various potentials that they have, Teachers carry out assessments in every teaching and learning process and evaluate every teaching and learning process and conduct evaluations in achieving a successful teaching and learning process, Teachers have a neat appearance, polite in accordance with the rules made and agreed upon by the school, Teachers have broad views and insights in the establishment of Teachers come to school on time, work effectively and efficiently, with full confidence and high work performance, Teachers uphold the educator's professional code of ethics by being a good role model and using their mind well, and Teachers have a solid and unwavering nature and cannot be influenced by negative circumstances and can face challenges in all situations. This indicates that these items require improvement to create good competence, which in turn will contribute to improving teacher performance at SMA Mekarwangi Lembang, West Bandung Regency, West Java.

Recap of Motivation Variable Score:

No	statement	Score
1	My work motivation arises from having a strong drive to achieve work performance	123
2	My work motivation arises from having a strong drive strong and responsible in work	132
3	My work motivation arises from having a strong drive to like the challenge of the job	130
4	My work motivation arises because of my enthusiasm to high achievement in the institution I work for	137
5	My work motivation arises because of my enthusiasm to high achievement in the institution I work for	122
6	My work motivation arises because of a strong drive want to be a person who is always accepted by others in the place where I work	137
7	My work motivation arises from a strong drive to be in power	125
8	My work motivation arises because I want to get appreciation from both leaders and coworkers	138
9	My work motivation arises from the desire to influence others	128
10	My work motivation arises from a strong drive seeking a position in the group	120
11	My motivation came from a strong urge to get a promotiony motivation came from a strong desire to be to be respected	137
12	My motivation arises from a strong urge to seeking a good relationship with the organization	123
13	My motivation arises from a strong urge to seeking a good relationship with the organization ¹⁴	135
14	My motivation comes from a strong urge to work together	121
15	My motivation comes from a strong urge to trust my coworkers	138
16	My motivation arises from a strong drive due to awareness to complete the task	132
17	My motivation comes from a strong drive to achievement of set targets	120
18	My motivation comes from guidance, direction and encouragement to employees.	130

19	My work motivation arises because of the provision of freedom for employees to give opinions	146
20	My work motivation arises from a strong drive to avoid conflict with leaders and coworkers	132
	Amount	2606
	Average	130

From the table above, it can be seen that in the Motivation variable, the items that score below the average are the statements about Motivation. items that have scores below the average are statements about my work motivation arises because I have a strong drive to achieve work achievements, my work motivation arises because of a strong drive to achieve work achievement, my work motivation arises because of a strong drive to develop my creativity at work, my work motivation arises because of a strong drive to develop my creativity at work. to develop self-creativity at work, my work motivation arises because of a strong urge for power, my work motivation arises because of the desire to influence others, Work Motivation arises due to a strong urge to seek a position position in the group, My motivation arises because of a strong urge to get a promotion, My motivation arises because of a strong urge to cooperate, My motivation arises because of a strong urge to seek a position in the group to work together, My motivation arises because of a strong drive to achieve set targets. for the achievement of set targets. This shows that these items require improvement to create a good work environment, which in turn will create a good work environment. environment, which in turn will contribute to an increase in motivation at increase motivation at SMA Mekarwangi Lembang, West Bandung Regency.

Teacher performance variable score recap:

No	Statement	Score
1	Punctual in carrying out tasks	148
2	I always achieve my target in completing work	128
3	I am able to do the work as assigned given by the leader	126
4	I am skillful in carrying out my work	122
5	I can achieve good work results in accordance with as instructed	123
6	I always cooperate with my coworkers well	137
7	I am responsible for every work output ordered	128
8	I take responsibility for my work when decision making	138
9	I always take the initiative to do work according to ability before being ordered by the leader	132
10	I have initiative that is useful in helping better job completion	120
11	I take the initiative to help other employees if need help	131
12	I am always loyal and committed to the work given by the leader	135
	Amount	1568
	Average	131

From the table, it can be seen that in the teacher performance variable, the items that have scores below the average are statements about I always reach the target in completing work, I am able to do the work as given by the leadership, I am skilled in carrying out work, I can achieve good work results as instructed, I am responsible for the results of my work. work that is ordered, I have initiatives that are useful in helping to I have initiative that is useful in helping to complete better work. This shows that these items require improvement to create a a good

work environment, which in turn will contribute to improving teacher performance at SMA Mekarekar to the improvement of teacher performance at SMA Mekarwangi Lembang West Bandung Regency.

Results of Calculation of the Effect of Competence (X1) and Motivation (X2), on Employee Performance (Y) simultaneously:

Model Summary:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947 ^a	.894	.889	1.55922

H0 is rejected and Ha is accepted, meaning that Competence and Motivation have an effect on Teacher Performance. The magnitude of simultaneous influence is 89.6% (R2 = 0.896). While the remaining 10.40% is influenced by other factors that are not studied.

Results of Calculation of the Effect of Competence (X1) and Motivation (X2) on Employee Performance (Y) partially: the path coefficient value of the effect of Competence (X1) and Motivation (X2) on teacher performance (Y) is as follows: 1. Teacher performance (Y) is as follows:

Variable	Path Coefficient
Competence (X1)	0,300
Motivation (X2)	0,671

The table above illustrates the results of the path calculation, that variable X1 has a path coefficient of 0.300, variable X2 the path coefficient is 0.671. The path equation can be described as follows: $Y = 0.300X1 + 0.671X2 + \epsilon$

The effect of Competence (X1) on teacher performance (Y) is:

Variables	Analysis interpretation path	Process Calculation	The magnitude Influence
X ₁	Direct effect to Y	0.300x0.300	0.090
	Indirect effect through X2 to Y	0.300 x 0.884 x 0.671	0.177
	Amount		0.267

From the table above, it can be seen that the effect of Competence directly on teacher performance is 0.090 through motivation of 0.177, and overall 0.267.

The effect of Motivation (X2) on teacher performance (Y) is:

Variables	Interpretation of path analysis	Process Calculation	Basarnya Pengaruh
X ₂	Direct effect to Y	0.671x0.671	0.450
	Indirect effect through X1 to Y	0.671x 0.884 x 0.300	0.177
	Amount		0.627

From the table above, it can be seen that the direct effect of Motivation on teacher performance is 0.450 through Competence of 0.177 and overall 0.627.

Effect of Competence (X1) and Motivation (X2) on Teacher Performance (Y) Teacher Performance (Y) : Total Effect, Direct and Indirect Effect : It can be seen that the Competency variable (X1) has a direct influence of 9.00%, indirect influence through its relationship with

Motivation (X2) of 17.70%, so that the total effect is 26.70%. The Motivation variable (X2) has a direct effect of 45.00%, an indirect effect through its relationship with Competence (X1) of 17.70%, so that the total effect is 62.70%.

CONCLUSION

Based on the results of research and discussion regarding the Effect of Competence and Motivation on Teacher Performance at Mekarwangi High School Lembang, West Bandung Regency, then the author can draw conclusions as follows: 1) Teacher competence at SMA Mekarwangi Lembang, West Bandung Regency based on the results of path analysis simultaneously shows that as an independent variable has a significant effect on Teacher performance at Mekarwangi Lembang High School, West Bandung Regency, as well as the results of path analysis partially competence shows a significant influence on teacher performance in SMA Mekarwangi Lembang, West Bandung Regency. 2) Teacher motivation at SMA Mekarwangi Lembang, West Bandung Regency based on the results of simultaneous and partial path analysis shows that teacher motivation as an independent variable has a significant effect. 3) Teacher performance at SMA Mekarwangi Lembang, West Bandung Regency, is in the good category. This shows that respondents give a good assessment of the performance of teachers at SMA Mekarwangi Lembang, West Bandung Regency. Mekarwangi Lembang, West Bandung Regency, but even though however, there are still several things that must be improved to achieve better teacher performance. teacher performance even better. 4) Competence and Motivation jointly affect teacher performance at Mekarwangi Lembang High School, West Bandung Regency, but when viewed from competence and motivation itself partially, motivation is the most dominant factor affecting teacher performance at Mekarwangi Lembang High School, West Bandung Regency.

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