



DOI: <https://doi.org/10.38035/sjam.v1i4>

Received: February 9th 2024, Revised: February 17th 2024, Publish: February 25th 2024

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The Model of Workload, Professional Competence and Performance

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Abstract: The purpose of this study is to explore how workload and professional competence affect teacher performance in SMP Negeri 13 Kota Bandung. The study adopted a quantitative approach, utilizing multiple regression analysis. Primary data were collected through questionnaire survey administered to 31 respondents selected through purposive sampling. The results show that workload and professional competence significantly affect teacher performance in SMP Negeri 13 Kota Bandung simultaneously or partially. Furthermore, the combined effects of workload and professional competence explained 76.3% of the variance in teacher performance, while the remaining 23.7% was due to factors unobserved in this study.

Keyword: Workload, Professional Competence, Teacher Performance

INTRODUCTION

Education plays a crucial role in improving the skills and abilities of individuals to face the ever-growing challenges and competition in today's modern world. It is through educational globalization that we aim to meet the market demand for a skilled workforce, especially considering the tough competition brought about by free trade and the rapid changes happening around us. As a result, the education system in Indonesia must be adaptable and responsive to these changes, ensuring that graduates are prepared for the workforce and capable of tackling the challenges they will encounter as leaders in their own nation.

The state of education in Indonesia has been far from satisfactory. It is disheartening to see that the chaos within our education system is not only evident on an international level but also at a national level. This predicament necessitates concerted efforts from all those involved in the field of education. In the current era of globalization, where transformations transpire swiftly, Indonesian education must demonstrate heightened awareness and adaptability to these rapid shifts encompassing all facets of life. The only way our education system can stay useful is by following this approach. In truth, globalization requires every

country to constantly enhance its abilities so they can respond swiftly and accurately to different challenges that come their way.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO), an agency of the United Nations that oversees education, provides evidence of the decline in the standard of education in Indonesia. As per UNESCO's report, Indonesia's position in the global education landscape was 62 out of 130 countries in 2007. Furthermore, Indonesia's Education Development Index (EDI) stood at 0.935, which is lower than Malaysia's score of 0.945 and Brunei Darussalam's score of 0.965.

When we ponder upon the state of education in Indonesia, it becomes quite evident that teachers are seen as a crucial element in the equation. They stand at the forefront, holding responsibility for the quality of education. It is widely believed that the substandard quality of Indonesian teachers can be traced back to their inadequate qualifications and skills. The absence of professionalism among these educators becomes apparent when we scrutinize their teaching credentials. The Ministry of Education's Research and Development Agency provided data, revealing that:

The proportion of capable educators for primary schools, encompassing both public and private institutions, stands at a mere 28.94%. For instructors in public junior high schools, the figure rises to 54.12%, while their counterparts in private schools boast a slightly higher percentage of 60.99%. In regard to senior high school teachers, those employed by public institutions hold a ratio of 65.29%, whereas their peers in private schools possess a slightly lower percentage of 64.73%. Meanwhile, for vocational high school teachers, the proportions become 55.91% for those serving in public schools and 58.26% for those in private schools.

In 2010, data from the Ministry of Education's Research and Development Agency (Balitbang Depdiknas) revealed information about teacher qualifications.

Among the vast number of elementary/primary school teachers, a mere 13.8% possess the esteemed DII diploma or higher level of education. Similarly, out of the approximately 680,000 junior high school teachers, only 38.8% have attained education at the DIII diploma level or beyond. As for secondary school educators, a mere 57.8% hold qualifications at the bachelor's level or higher among the total count of 337,503 teachers. Moving on to the realm of tertiary education, a paltry 18.86% of the 181,544 lecturers have reached educational heights with a master's degree or higher, and an even smaller fraction of merely 3.48% have accomplished education at the doctoral level.

Based on the information provided by "Indonesia Berkibar," it has been found that around 54% of teachers in Indonesia lack the necessary qualifications. The situation in Bandung, as reported by the Ministry of Education (Article XIII), is quite similar.

In Bandung City, the proportion of qualified teachers for primary schools stands at 31.14%, which is about a third of the minimum educational standard set at 90%. Similarly, for junior high schools in Bandung City, the percentage of qualified teachers reaches 63.13%, a little over half of the required educational level.

Based on the facts mentioned earlier, it is of utmost importance to have professional teachers in order to establish a high-quality education system and practices. The role of teachers is incredibly significant in endeavors to enhance the quality of learning. Thus, as facilitators of learning, teachers are expected to efficiently manage the learning process. Teachers hold a critical function and responsibility in the progress of the education sector. Law No. 14 of 2005 highlights that teachers, as agents of education, play a pivotal role in improving the quality of national education. In order to fulfill their duties effectively, it is necessary for teachers to meet certain criteria, one of which is competency. According to Chapter XI Article 39 of Law No. 20 of 2003, which pertains to the National Education System in the Republic of Indonesia, it is stated that:

(1) At educational units, education personnel carry out supervisory, managerial, and technical support roles to support the educational process by administering and developing. (2) Higher education benefits from educators, who are professional personnel assigned with assessing learning outcomes, engaging in community service, providing guidance and training, and planning the learning process. Moreover, as per the regulations outlined in Law No. 14 of 2005 pertaining to teachers and lecturers, it is explicitly mentioned that:

At various levels and types of formal education, a teacher is an educator who educates, teaches, guides, directs, assesses, and evaluates students as their main duties. In order to improve the learning experience, it is important to focus on the skills and abilities of teachers. This will ensure that the education provided is effective in developing the desired teacher competencies. The competencies of teachers are highlighted in Law No. 14 of 2005 regarding Teachers and Lecturers, as well as Government Regulation No. The 2005 Education Standards Act, specifically Article 19, lays out the requirements for National Education Standards. These standards encompass various competencies such as pedagogical, personal, social, and professional skills. The main objective behind these standards is to enhance the quality of education. It is essential for every teacher to possess these four competencies in order to effectively fulfill their role as learning agents within schools. Moreover, it is important to recognize that these four competencies are interconnected and should be seen as a unified concept-structure. This holistic approach enables the design of meaningful learning experiences that are integrated into the curriculum.

Generally, there are numerous elements that contribute to the achievement of effective education in a society that values knowledge. These elements encompass the dedicated educators, eager students, well-equipped facilities and infrastructure, conducive learning environment, and a comprehensive curriculum. Each of these five factors holds significance and exerts influence on one another. The teachers, being at the forefront of education, play a pivotal role as they directly engage with the students. Additionally, the facilities and infrastructure provide essential support for attaining educational objectives, while the curriculum acts as a necessary guide for students to learn in accordance with their proficiency and aptitude. As such, these factors must harmoniously operate and mutually reinforce each other.

In Indonesia, the perception surrounding education often assumes that any decline in the quality of education can be attributed primarily to issues related to curriculum, facilities, and infrastructure. This belief is evident in the various changes made to the curriculum over the years, such as the shift from the 1975 curriculum to the Curriculum at the School Level (KTSP), and even discussions about further curriculum modifications in 2013. However, Nasanius argues that this perspective fails to acknowledge the true root cause of educational decline - the lack of competent teachers. According to Nasanius, it is not weak curriculum or inadequate facilities that hinder our education system, but rather a dearth of qualified educators. Consequently, our education system has yet to discover a suitable model that caters to the unique needs and potentials of our students.

Upon careful analysis, it becomes quite apparent that teacher factors hold immense importance and cannot be substituted, for teachers are not only the recipients of education but also the determining factors behind its success. No matter how exceptional the curriculum may be, if it falls into the hands of inexperienced teachers, one should not anticipate favorable outcomes. Nana Sudjana asserts that student accomplishments are significantly impacted by educators who serve as the primary catalysts for improving learning outcomes. The significance of teachers in enriching student achievements becomes even more evident when faced with limited resources and facilities. Hence, it is imperative to enhance teacher professionalism in order to elevate the overall quality of education.

The government believes that the key to bettering teacher professionalism lies in improving the quality of teachers through certification. Certification refers to the procedure of awarding educator certificates to teachers with the goal of (1) assessing their qualifications to carry out their duties as professional educators, (2) enhancing the learning process and its results, (3) improving the well-being of teachers, and (4) elevating the status of teachers, all in pursuit of achieving high-quality education for the nation. This certification process takes into account scientific, educational, and social knowledge and also considers any relevant accolades received in the field of education.

Now that teacher certification has been implemented, it is anticipated to improve the dependability of teachers in carrying out their professional responsibilities. As per Spencer's definition, teacher certification aims to identify the fundamental human traits that are observed through behavior and have an impact on one's performance at work or their problem-solving abilities in specific situations (Spencer, 1993, p.9). Distinguishing competent teachers is evident in their work environment by the competencies they possess.

As per the regulations outlined in Law No. 14 of 2005, which deals with Teachers and Lecturers, Article 16 clearly states that instructors possessing valid educator certifications are eligible to receive a monthly professional benefit equal to one month's basic salary. This provision of rewards for certified teachers serves as a means to compensate for the demands of professionalism, in accordance with the competencies expected of educators. Hadari Nawawi (2005:56) asserts that merely possessing employee competence is insufficient for achieving optimal performance; instead, such competence must be accompanied by reasonable compensation, thereby motivating employees to strive towards enhancing their performance.

Certification serves as a strategic program designed to enhance and cultivate the professional competence of teachers. According to E. Mulyasa (2007), the purpose of teacher certification is to ensure the availability of skilled and proficient educators who possess the necessary aptitude to fulfill the roles and objectives of schools, particularly in alignment with societal needs and contemporary demands. The teacher certification program facilitates an explicit evaluation framework through which one's mastery of these competencies can be gauged. By meeting the stipulated criteria, teachers are awarded certificates with the aim of: (1) affirming their qualifications as professional educators, (2) optimizing the process and outcomes of education, (3) enhancing teacher well-being, and (4) augmenting the esteemed status of teachers -- ultimately advancing the cause of quality national education.

Despite the government's diligent endeavors to enhance the caliber of education through certification, the anticipated outcomes have not materialized as expected. The current state of affairs vividly illustrates that the certification initiative has fallen short of meeting expectations. Even after successfully obtaining certification, teachers have failed to exhibit the anticipated level of proficiency. In order to evaluate teacher performance subsequent to certification, numerous studies have been undertaken. An exemplary study conducted by the Indonesian Teachers Association (PGRI) in 2009/2010 examined the influence of teacher professional certification on teacher performance, yielding results that were far from satisfactory. After conducting a survey in 16 provinces out of the total 28, it was found that the anticipated enhancements in certified teachers' performance, including modifications in work patterns, motivation levels, learning abilities, and self-improvement remained stagnant. These findings prompted certain members of the Indonesian House of Representatives (DPR RI) to form the opinion that the increment in certified teacher allowances, as stipulated by Law No. 20 of 2003 concerning the National Education System, did not have a positive impact on enhancing teacher performance. Therefore, there is a need for a reevaluation of the policy concerning the benefits associated with teacher certification. After receiving feedback from certain members of the DPR RI, the Indonesian Teachers Association (PGRI) decided

to delve deeper into the matter and conducted extensive research on teacher performance across all provinces in Indonesia during the period of 2010/2011. The findings showed that teacher performance was remarkably commendable. However, a separate study carried out by Yaumi (2011) in various schools within Gowa District, South Sulawesi, unveiled a different reality. It revealed that the implementation of learning by teachers still yielded unsatisfactory outcomes, as a staggering 85.43% of them did not meet the required performance standards.

According to an article in the daily newspaper *Espos*, published on November 12, 2009, a research study on pedagogical competence suggests that post-certification teachers are not showing significant growth in terms of their professional abilities. The survey results from the respondents indicate that 2,362 teachers, accounting for 64.36%, remain stagnant or have not shown any improvement in their competence. The research study collected data from 3,670 respondents across five cities including Jakarta and Solo, revealing that 2,360 individuals (64.36%) did not exhibit any increase in their professionalism.

Ikin Solikin, a researcher, conducted a study on the competence of teachers in Bandung City. The study focused specifically on the professional performance of teachers in state vocational schools (SMK). The results of this study revealed some interesting findings. It was found that there is a very weak connection between teacher certification and their professional performance, as shown by a correlation coefficient of 0.164. Moreover, it was determined that teacher certification does have some influence on teacher performance, with a determination coefficient of 2.7%. Additionally, the relationship between teacher performance and student learning achievement was found to be low, with a correlation coefficient of 0.279. There exists a significant correlation between the effectiveness of teachers and the academic success of their students, as suggested by a determination coefficient of 7.8%. Furthermore, there is a noticeable disparity between the mean values prior to and subsequent to teacher certification.

After analyzing the aforementioned information, it becomes evident that there exists a paradox between theoretical idealism and practical reality. In an ideal scenario, educators can enhance their skills by obtaining certification, which grants them various forms of competence. Firstly, pedagogical competence denotes the ability of a teacher to effectively manage student learning. Secondly, professional competence refers to the extensive knowledge possessed by instructors regarding teaching methodologies and educational materials. Thirdly, personal competence encompasses the positive attitudes and exemplary personalities that teachers must possess in order to serve as role models. Lastly, social competence emphasizes the importance of teachers being able to establish strong social connections with all groups involved in the educational.

METHOD

The research adopted a methodology that combines both verificative and descriptive methods, employing a quantitative approach. The aim of this study is to assess hypotheses through statistical calculations and explore the impact of Workload and Professional Competence on the Performance of Teachers at SMP Negeri 13 Kota Bandung. The information used in this study comes from primary sources. These sources consist of data gathered from teachers who have experience teaching in other schools, aside from their main duties at SMP Negeri 13 Bandung. Primary data is collected directly from the original source without any intermediaries, by distributing research questionnaires to the respondents. Bandung is the location of SMP Negeri 13, where Administration (TU) and teachers are being studied. Some notes and observations on the research object were collected as secondary data. These data were obtained from various sources. Kota Bandung, totaling 31 individuals, includes teachers at SMP Negeri 13.

The method of selecting participants in this research is Purposive Sampling. The set of standards used to choose the research samples are as follows: 1) Working at SMP Negeri 13 Kota Bandung are teachers. 2) Experiencing a shortage, teachers have teaching hours. 3) Questionnaire teachers are to fill out willingly. In this research, the sample size is equal to the population size. The population size is 31 respondents obtained through a census, following the research criteria stated earlier.

Validity Test

To measure what is intended to be measured, conduct a Validity Test before conducting data analysis to determine how well the questionnaire (statements or items) is able.

Reliability Test

Reliability ponders over the extent of steadfastness and constancy of data or discoveries. In the positivistic perspective (quantitative), data is deemed reliable when two or more researchers examining the same entity produce congruous data, or if a collection of data, when bifurcated into two, reveals disparate information.

Descriptive Analysis

The research consists of dependent and independent variables, namely Workload (X1), Professional Competence (X2), and Performance.

Verificative Analysis

Using the IBM SPSS 23 program, this study processed a verificative analysis to measure the influence between variable Y and variable X using multiple regression analysis.

Classical Assumption Test

When performing numerical data analysis, it is common for us to employ tests to determine the necessary conditions for analysis. In this particular study, we will delve into the requirements for Multiple Regression analysis, also known as the Classical Assumption Test. As follows, the commonly used analysis requirements test for multiple regression.

Multicollinearity Test

A correlation test called multicollinearity is used to determine if there is a relationship among the independent variables.

Autocorrelation Test

The purpose of the autocorrelation test is to determine if there is a connection between disturbance errors (also known as residuals) at a specific time period, t , and the disturbance errors at the previous time period, $t-1$. When such a connection exists, it is referred to as an autocorrelation issue. A reliable regression model should not have autocorrelation. Statistical tests, like the Durbin-Watson test (DW test), can be used to identify autocorrelation. The Durbin-Watson test involves forming hypotheses and conducting the necessary analysis (Ghozali, 2006: 100).

H₀: no autocorrelation ($r = 0$)

H_a: there is autocorrelation ($r \neq 0$)

Heteroscedasticity Test

The heteroscedasticity test seeks to examine whether there is a difference in the variance from one observation to another in the regression model. One method to identify

heteroscedasticity involves analyzing the plot graph that compares the predicted value of the independent variable (ZPRED) with its corresponding residual (SRESID)..

Normality Test

The purpose of the normality test is to examine whether the regression model, disturbance variables, or residuals conform to a normal distribution. This test helps us determine if the data population can be assessed using graphical analysis.

Multiple Linear Regression Model

Using the technique of multiple regression analysis, this study aims to analyze the influence of Workload and Professional Competence on the Performance of Teachers at SMP Negeri 13 Kota Bandung. The model equation will be used to measure the magnitude of the influence of more than one independent variable on one dependent variable, acting as a predictor factor.

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

Explanation:

- Y = Teacher Performance
- a = constant
- β = Regression coefficient
- X1 = Workload
- X2 = Professional Competence
- e = error (residual)

Analysis of Correlation Coefficients

Pearson Product Moment Correlation (PPM) serves the following purposes: Correlation, usually denoted by X and Y, refers to the linear relationship between variables where the influencing data is called the independent variable and the influenced data is called the dependent variable.

- a. The objective is to ascertain whether there exists a substantial correlation between one factor and another.
- b. To convey the degree of influence that one variable has on another, expressed in the form of a percentage, we employ a specific formula. This formula serves as a means to calculate and illustrate the extent of contribution.

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n \sum X^2 - (\sum X)^2} \sqrt{n \sum Y^2 - (\sum Y)^2}}$$

The guidelines for interpreting correlation coefficients, according to Sugiyono (2012:250), are as follows.

Table 1. Interpretation of Correlation Coefficient

The Coefficient Interval	The Level of Relationship
0,00 – 0,199	Very Weak
0,20 – 0,399	Weak
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Coefficient of Determination

The coefficient of determination, also known as the Pearson correlation, is a method used to assess the strength of the connection between two variables. This analysis is applicable when we have data that is normally distributed and falls into the interval or ratio categories (Priyatno, 2012:103). In this particular study, the independent variables are Workload and Professional Competence, both of which have a concurrent impact on the dependent variable - Teacher Performance. The extent to which these independent variables influence the value of the dependent variable can be determined by examining the magnitude of the coefficient of determination (r^2).

$$Kd = r^2 \times 100\%$$

Where:

Kd = How far the change in variable Y is influenced by variables X1, X2

r^2 = Multiple coefficients between X1, X2 to Y

Source: Sugiyono (2012:231)

Hypothesis Testing

At SMP Negeri 13 Kota Bandung, the F test aims to simultaneously determine whether Teacher Performance is influenced by variables such as Professional Competence and Workload. The sig or significance column in the ANOVA table shows the observed probability value of the F test in the processing results from the SPSS program. A significant relationship with the dependent variable is what the t test aims to determine for each independent variable.

RESULTS AND DISCUSSION

Validity Test

For the three variables under study, the results of the questionnaire validity test are presented in the following table.

Table 2. Summary of Validity Test Results

Variables	Question Number	r Calculate	r Table	Conclusion
Workload	1	0.565	0.3	Valid
	2	0.715	0.3	Valid
	3	0.822	0.3	Valid
	4	0.579	0.3	Valid
	5	0.752	0.3	Valid
	6	0.729	0.3	Valid
Professional Competence	1	0.700	0.3	Valid
	2	0.762	0.3	Valid
	3	0.516	0.3	Valid
	4	0.739	0.3	Valid
	5	0.702	0.3	Valid
	6	0.727	0.3	Valid
	7	0.772	0.3	Valid
	8	0.592	0.3	Valid
	9	0.758	0.3	Valid
	10	0.581	0.3	Valid
	1	0.675	0.3	Valid
	2	0.671	0.3	Valid
	3	0.680	0.3	Valid
	4	0.573	0.3	Valid
	5	0.723	0.3	Valid
	6	0.727	0.3	Valid

Teacher	7	0.670	0.3	Valid
Performance	8	0.766	0.3	Valid
	9	0.549	0.3	Valid
	10	0.631	0.3	Valid
	11	0.705	0.3	Valid
	12	0.761	0.3	Valid

By examining Table 2, one can readily perceive that the validity index values for every item under the domains of Workload, Professional Competence, and Performance surpass the minimum acceptable coefficient value of 0.3, as measured by Pearson's product moment correlation coefficient. Consequently, it can be concluded that each question has attained the status of being deemed valid and is therefore eligible to undergo further analysis.

Reliability Test

Using the SPSS program, with a minimum threshold of 0.7, the Cronbach's alpha formula assessed the reliability in this study and found the measurement tool to be accurate, stable, and reliable.

Table 3. Summary of Questionnaire Reliability Test Results

Variables	Index Reliability	Critical Value	Conclusion
Workload	0.790	0.70	Reliable
Professional Competence	0.877	0.70	Reliable
Teacher Performance	0.894	0.70	Reliable

According to the information provided in Table 3, it is evident that the reliability values of the items included in the questionnaire for the six variables being examined surpass the threshold of 0.7. This finding suggests that the questionnaire items associated with Workload, Professional Competence, and Teacher Performance are dependable tools for measuring their respective variables. Moreover, these items can be deemed highly accurate for utilization as variables in any given study.

Descriptive Analysis

The data that is being discussed in this study refers to the variables that are dependant and independent. These variables include Workload, Professional Competence, and Teacher Performance, which were gathered from the responses of participants in the questionnaire. In order to better comprehend the conditions and the level of compatibility of these variables, the researcher has categorized them into interval lines as outlined below: a) There are a total of 31 respondents, ranging from the smallest measurement scale value of 1 to the largest measurement scale value of 5; b) The perfect average score that one can achieve is calculated by multiplying 5 with 31, resulting in 155. On the other hand, the minimum average score is obtained by multiplying 1 with 31, giving us a total of 31. Now, let's take a look at the smallest percentage value which can be obtained. To find this, we divide 31 by 155 and then multiply the result by 100%. This calculation leaves us with a percentage value of 20%; c) The value range we obtained is calculated by subtracting 20% from 100%, resulting in a total of 80%. Dividing this range into 5 measurement scales gives us an interval value of 16% per scale. The table below displays the various categories and scores that can be assigned based on these intervals.

Table 4. Score Interpretation Categories

Calculation Results	Categories
20% s/d 36%	Very Poor/Very Low
>36% s/d 52%	Poor/Low
>52% s/d 68%	Fair/Moderate

>68% s/d 84%	Good/High
>84% s/d 100%	Very Good/Very High

Workload at SMP Negeri 13 Kota Bandung

The responses regarding Workload were obtained as follows from the 31 respondents who returned the questionnaire.

Table 5. Interpretation Category Based on the Average Score of Respondents' Responses Regarding Workload (X1)

Statements	Score	Calculation Results	Categories
Time Load			
The teaching workload assigned to teachers complies with the applicable regulations	114	< 116,6	Low
The teaching workload assigned to teachers corresponds to each teacher's proportion	111	< 116,6	Low
Mental Effort Load			
The mental workload of teaching can be handled well by teachers	119	≥ 116,6	Good
The teachers can manage the mental workload of the teaching-learning process well	119	≥ 116,6	Good
Psychological Stress Load			
The teachers are capable of teaching professionally while minimizing the psychological pressure that may arise	116	< 116,6	Low
The teachers consistently manage every psychological pressure present in the teaching and learning process in the classroom	121	≥ 116,6	Good

According to the data presented in table 5, we can analyze the variable Workload (X1) and its interpretation based on the average scores of respondents' responses. The table includes 6 statement items and a total of 31 respondents. From this data, we can conclude that the overall score obtained is 700, with an average score of 116.6 or 75.27%.

By referring to the interpretation categories in the table, we can determine that the responses of the participants regarding Workload are categorized as good. This implies that teachers have performed their duties effectively and are able to complete their work within a specified timeframe.

Professional Competence at SMP Negeri 13 Kota Bandung

In this research, we are evaluating the level of Professional Competence among teachers using a set of 10 statement items. Out of the 31 individuals who participated and completed the questionnaire, we have gathered the responses pertaining to Professional Competence. Let's take a look at the findings:

Table 6. Interpretation Category Based on the Average Score of Respondents' Responses Regarding Professional Competence (X2)

Statements	Score	Calculation Results	Categories
Professional capacity			
The teachers demonstrate good professional ability in the teaching and learning process	128	> 125,8	Good
The teachers teach subjects that align with their educational background	123	< 125,8	Low
Professional efforts			

The teachers consistently strive to enhance their professionalism by attending relevant training sessions	125	< 125,8	Low
The teachers consistently strive to enhance their professionalism by attending seminars relevant to their field	126	> 125,8	Good
Teacher time			
The teachers consistently allocate specific time to enhance their professionalism	125	< 125,8	Low
The teachers strive to discipline themselves in terms of allocating time to activities that enhance their competence	120	< 125,8	Low
Link and mach			
The teachers possess alignment between their expertise and the field of their work	129	> 125,8	Good
The teachers only teach subjects that align with their expertise	131	> 125,8	Good
Prosperiousity			
The teachers have an adequate level of welfare	127	> 125,8	Good
The teachers always meet the health and educational needs of their families	124	< 125,8	Low

After carefully analyzing the data provided in the table, it has been observed that the Professional Competence variable consists of 10 statement items and has been evaluated by 31 respondents. The total score obtained from their responses is 1258, with an average score of 125.8 or 81.16%. Referring to the score interpretation categories mentioned in the table, it can be deduced that the respondents' feedback regarding their Professional Competence falls into the category of "good". This implies that the teachers at SMP Negeri 13 Kota Bandung demonstrate a commendable commitment towards enhancing their professional abilities and continuously refining their teaching strategies.

On the other hand, the score assigned to the statement "Teachers teach subjects according to their educational background" falls below the average mark. This implies that there exist teachers who instruct in subjects that do not align with their own educational background. Furthermore, there are scores below the average for statements highlighting teachers' insufficient dedication towards self-discipline and efficient utilization of allocated time for endeavors aimed at enhancing their competence. In terms of overall prosperity, scores below the average are also observed for the statement regarding teachers' inadequate provision of health and educational support to their families.

Teacher Performance at SMP Negeri 13 Kota Bandung

Regarding Performance, the responses from the 31 respondents who returned the questionnaire are as follows:

Table 7. Interpretation Category Based on the Average Score of Respondents' Responses Regarding Performance (Y)

Statements	Score	Calculation Results	Categories
The ability to plan and prepare for teaching			
The teacher has good abilities in planning the teaching and learning process	122	> 120,33	Good
The teacher has good abilities in preparing the teaching and learning process	121	> 120,33	Good
Mastery of the subject matter to be			

taught to the students			
The teacher possesses sufficient mastery of the subject matter according to their teaching field	124	> 120,33	Good
The teacher is capable of providing clear and detailed explanations to each student for the subject matter they teach	120	< 120,33	Low
Mastery of teaching methods and strategies.			
The teacher consistently possesses adequate teaching and learning process methods	119	< 120,33	Low
The teacher consistently possesses adequate teaching and learning process strategies	123	> 120,33	Good
Assignment of tasks to students			
The teacher consistently assigns tasks to each student regularly	117	< 120,33	Low
The teacher is capable of assigning substantial tasks to each of their students	118	< 120,33	Low
Classroom management skills			
The teacher has good classroom management skills	123	> 120,33	Good
The teacher is able to guide and also be a good leader in the classroom	121	> 120,33	Good
The ability to conduct assessment and evaluation			
The teacher is able to conduct assessment processes for their students professionally	115	< 120,33	Low
The teacher is able to conduct evaluation processes for their students effectively	121	> 120,33	Good

After analyzing the data presented in the Performance variable table and the Interval Score of Respondents' Responses Regarding Performance (Y), it can be observed that a total score of 1444 was obtained from the 12 statement items and 31 respondents. This translates to an average score of 120.33 or 77.63%. Referring to Table 4.7, which provides the score interpretation categories, it is evident that the respondents' responses to the 12 statement items related to Performance fall under the "good" category. This implies that the teachers' work outcomes at SMP Negeri 13 Kota Bandung align with their authority and responsibilities, thereby contributing to the achievement of school goals. The average score is slightly below for the performance of some respondents or teachers when it comes to conducting assessment processes, giving assignments to students, and applying teaching methods.

DISCUSSION

Workload is the weighty burden of responsibilities that one must diligently fulfill as their duty. Work, on the other hand, encompasses the task of engaging in activities with the purpose of attaining desired outcomes (Sunarso, 2010:59). Therefore, workload encompasses all duties and obligations that rest upon someone's shoulders, performed with excellence to accomplish intended objectives (Sunarso and Kusdi, 2010:74). According to M.B. Ali (2010:63), workload is comparable to a cumbersome load or possessions that are carried, imposing difficulty when it comes to fulfilling one's responsibilities. According to Munandar (2001:383), there is another perspective that suggests workload refers to the demands and responsibilities of a job, which need to be fulfilled within a specific timeframe. Workload measurement is a method utilized to gather data on how well an organizational unit or an individual in a particular position performs

their tasks. This can be achieved through systematic processes such as job analysis, workload analysis, or other management techniques (Utomo, 2012).

Workload, according to Manuaba in Tarwaka (2011:130), is subject to the influence of the factors that follow: Such as external factors, the load that comes from outside the worker's body; 1) Physical tasks, like the setup of workstations, spatial arrangements in the workplace, the tools and facilities used for work, and the overall working conditions, play a crucial role in shaping our work experiences. Similarly, mental tasks, such as the complexity and difficulty level of a job, the training or education received for it, and the level of job responsibilities we have, also significantly impact our work; 2) Work organization, encompasses various aspects such as the allocation of work hours, break times, the implementation of shift work and night shifts, the design of wage systems, the adoption of organizational structure models, and the delegation of tasks and authority; 3) In the realm of work, there exists a multifaceted environment comprising various elements: the physical, the chemical, the biological, and the psychological dimensions. These three dimensions collectively give rise to stressors, which are powerful forces that can impact one's well-being and equilibrium.

Internal factors are those factors that come from within our bodies. These factors arise as a response to the workload we face from the outside world. When our bodies react to this workload, we experience strains, which can be evaluated either objectively or subjectively. Somatic factors are one type of internal factor, and they include things like gender, age, body size, nutritional status, and overall health conditions. Another type of internal factor is psychological factors, which encompass elements such as motivation, perception, belief, desire, and satisfaction..

Teacher Certification Allowance

Allowance pertains to the various extra perks and privileges extended to employees or workers. These may encompass the utilization of a company vehicle, complimentary meals, loans with minimal or no interest, healthcare provisions, assistance with vacation plans, and opportunities for purchasing stocks. When it comes to higher echelons such as senior management, companies tend to opt for offering more substantial allowances instead of raising salaries, since these allowances are often subjected to minimal or even nonexistent taxes. The purpose of an allowance is to provide supplementary compensation that serves as an incentive for employees to stay committed and dedicated to their work within the company (Handoko, 1994:101).

Fair and just rewards, both monetary and non-monetary, are given to employees for their services in achieving company goals (Panggabean, 2004:132). Well, you see, an allowance is this sort of payment that employees get for staying with the company. It can be either money or something else that helps them out. For example, they might get health insurance or life insurance, maybe even a pension. And there's also things like paid leave and childcare facilities that can be part of it too. Compensation goes beyond just salary; it encompasses benefits coverage as well. Employee benefits consist of payments and services that safeguard and enhance basic salaries, with the company assuming responsibility for some or all of these allowances.

Teacher Certification

In essence, the standards and certification for teacher competency aim to ensure the presence of capable and skilled educators who possess the necessary abilities to fulfill the duties and objectives of educational institutions, particularly in line with societal needs and contemporary demands. Certification entails the granting of official educator certificates to teachers and lecturers, serving as tangible proof of their professional status and expertise. In simple terms, teacher certification can be described as a thorough procedure that

acknowledges an individual's ability to offer educational services within a particular educational establishment. This recognition is granted after successfully completing competency tests organized by the certification institution. Essentially, teacher certification is a meticulous process aimed at showcasing an individual's expertise in various areas of competence, which then serves as the foundation for awarding educator certificates.

There are several articles contained in Law Number 14 of 2005 concerning Teachers and Lecturers as follows, cited from Muslich (2007:2). 1) In Article 1, point 11, the concept of certification is explored, which involves the granting of educator certificates to teachers and lecturers. 2) According to Article 8, it is imperative for teachers to possess academic qualifications, competence, educational certification, physical and spiritual health, as well as the ability to actualize national educational goals. 3) Government and private teachers receive professional allowances equivalent to one basic salary, as stated in Article 16. This applies to educators with certificates.

In the Law Number 14 of 2005, which deals with teachers and lecturers, it is explicitly mentioned that certification refers to the procedure of bestowing educator certificates upon teachers and lecturers. According to Mulyasa (2007:33), an educator certificate serves as irrefutable proof of one's professionalism. On the other hand, teacher certification involves a series of assessments undertaken by the certification institution to acknowledge an individual's capability in providing educational services within a particular educational establishment. Hence, teacher certification encompasses a rigorous competency evaluation process that aims to manifest an individual's expertise in various domains, acting as the prerequisite for obtaining educator certificates (Mulyasa, 2007:33).

As per Sagala (2009:30), teachers are obligated to go through certification since it enhances their skills and engagement in fulfilling their responsibilities as educators. According to Law Number 14 of 2005, which focuses on Teachers and Lecturers, certification is a vital component in enhancing the caliber of teachers and uplifting their well-being. Muslich (2007:7) asserts that through certification, the aspiration is for teachers to become adept educators who showcase professionalism, demonstrated by possessing educational certificates after successfully clearing competency assessments. With this certification, the hope is that teachers will transform into skilled educators, equipped with a minimum level of education - either S-1 or D-4. They must also demonstrate their competence as facilitators of learning by obtaining educator certificates through successful completion of competency tests. As professionals in their field, teachers are entitled to receive incentives in the form of professional allowances from the government, which amount to one basic salary (Muslich, 2007:7).

Based on the aforementioned elucidations regarding certification, one can deduce that certification entails the bestowal of educator certificates upon teachers who have fulfilled specific criteria. These prerequisites encompass academic qualifications, competence, physical and spiritual well-being, and the aptitude to actualize national educational objectives. The enhancement of teacher caliber through this certification initiative signifies a concerted endeavor to enhance the standard of education. The underlying rationale posits that if teachers possess commendable competencies and are remunerated satisfactorily, it is anticipated that their performance will be exemplary. Consequently, if their performance proves exceptional, it follows suit that their instructional and learning endeavors will also exhibit excellence. The pursuit of quality education is rooted in the belief that effective teaching and learning activities are essential. It is this very notion that forms the basis for the necessity of teacher certification.

Benefits and Objectives of Teacher Certification

In this section, we will delve into the advantages and goals of certification. The purpose of teacher certification is to enhance a teacher's competence in fulfilling their role as a facilitator of learning in educational institutions. Additionally, it serves as a means to grant official recognition to educators who have satisfied the prerequisites and successfully completed certification assessments (Muslich, 2007:2).

In carrying out duties as a learning agent in schools, teacher certification aims to determine the eligibility of a teacher and provide educator certificates for those who have met the requirements and passed certification exams (Samani, 2006:27).

Certification in the macro framework, an effort to improve the quality of service and educational outcomes, is aimed at the following according to Wibowo's reference to E. Mulyana's book (2009:34): 1) One of the key responsibilities is to safeguard and support the teaching profession along with the individuals involved in the field of education. 2) Our goal is to safeguard the community from inept practices that have the potential to tarnish the reputation of the teaching profession. 3) Assisting educational institutions by providing guidelines for selecting competent applicants and protecting them with instruments. 4) Promoting a positive image of educators and the teaching field in the eyes of the public. 5) Solutions are provided to enhance the competence of educational personnel and improve the quality of educators.

Teacher certification, as stated in the guidance book by the Ministry of Education and Culture (Zulaikha, 2011:11), serves the purpose of: 1) Assess the capability of educators to effectively fulfill their responsibilities as instructors and achieve the educational objectives set by the country. 2) Enhancing educational outcomes by optimizing the process and ensuring superior quality. 3) Teachers' dignity is elevated. 4) Enhance the professionalism of educators.

According to Zulaikha (2011:11), teacher certification not only improves quality but also addresses the long-standing issue of teacher welfare. For too long, teachers have been mocked as heroes without merit, lacking financial rewards and government recognition. Here are some benefits of teacher certification: 1) Safeguarding the noble vocation of teaching from inept practices that have the potential to tarnish the esteemed reputation of the teaching profession. 2) Ensuring the safety of the community by safeguarding them against substandard and unprofessional educational practices. 3) Improving the welfare of teachers.

The in-service teacher certification program, according to Mulyasa (2009:35), offers the following advantages: 1) The task assigned to me is quality supervision. A set of unique competencies have been identified and determined by certification institutions. Professionals of all kinds are constantly guided to develop their competencies. Professionalism can be enhanced by selection mechanisms during career development. Achieving professionalism can be accomplished through higher-quality training programs, independent learning efforts, or by implementing better processes. 2) The second point on the agenda is Quality Assurance. Improving public and government perceptions of professional organizations and their members would be a result of the development of professionalism and evaluation of practitioner performance. Certification, in certain fields of expertise and skills, provides valuable information for customers or users who want to hire people. The certificate that validates one's expertise in education is known as a teacher certificate or a lecturer certificate. The purpose of the teacher certification mentioned here is to assess and establish.

The following discussion will be conducted to understand the relationship between Teacher Performance and Workload and Professional Competence, based on the theoretical framework discussed earlier and previous research supporting it. As Nurmianto (2003) states, workload pertains to a collection or quantity of tasks that employees must accomplish within a designated timeframe. The extent of workload exerts an influence on the performance of teachers. As posited by Sutherland and Cooper (as cited in Munandar, 2001; 387), an insubstantial workload signifies a scenario where employees are not afforded the chance to

employ their acquired expertise or optimize their potential abilities. An excessively light workload yields a dearth of stimulation, resulting in diminished enthusiasm and motivation towards one's job. Employees will experience a sense of stagnation and powerlessness to exhibit their talents and skills. As evidenced by the sig value $(0.000) < \alpha (0.05)$, the results suggest that the Workload variable partially influences Teacher Performance at SMP Negeri 13 Kota Bandung. The coefficient of regression is 1.222, based on our analysis results. This indicates the average change in Teacher Performance scores influenced by Teacher Workload. When the Teacher Workload variable increases by 1 unit, while keeping other variables constant, we observe a positive direction. In other words, the better the Teacher Workload, the higher the Teacher Performance. Conversely, if the Teacher Workload worsens, the Teacher Performance decreases. It can be observed that the workload of teachers at SMPN 13 Kota Bandung is rather substantial, suggesting that their high workload serves as a driving force for them to excel in their roles. This study holds importance in relation to the research carried out by Abdul Faisal Amboyo (2017) and Juliana Sri Mulyati (2013), as it demonstrates the significant impact of workload on teacher performance.

A skilled teacher is known for their expertise in various areas, such as teaching techniques, personal qualities, social skills, and professional abilities. The ability to fully comprehend and convey the subject matter is vital for an effective learning experience. As stated by Effendi (1997), the most significant aspect that impacts a teacher's performance in the classroom is their own knowledge. Hence, teachers must continuously endeavor to enhance their understanding in order to broaden their perspective and enhance their performance.

At SMP Negeri 13 Kota Bandung, the sig value $(0.007 < \alpha (0.05))$ indicates that the Professional Competence variable significantly impacts Teacher Performance, confirming the consistency between this statement and the study results. Upon analyzing the data, it is evident that the regression coefficient stands at 0.414. This signifies the impact of Professional Competence on Teacher Performance scores. With every increase of 1 unit in the Professional Competence variable, while keeping other variables constant, there is a favorable upward trend. In simpler terms, as Professional Competence improves, so does Teacher Performance. Conversely, a decline in Professional Competence will lead to a decrease in Teacher Performance. These findings align with previous research conducted by Sari (2013) regarding the influence of teacher professionalism and work motivation on teacher performance.

The strength of the connection between the factors of Workload and Professional Competence and their impact on Teacher Performance can be assessed through a method called multiple correlation analysis. The results obtained from this analysis using SPSS software indicate a correlation coefficient value of $R = 0.873$. This value lies within the range of 0.80 to 1.00, indicating a highly robust relationship between the variables of Workload and Professional Competence with Teacher Performance. As for the specific equation derived from multiple regression analysis conducted using the aforementioned SPSS output, it can be organized accordingly. After analyzing the data, we have determined that the constant value obtained is 4.681. The regression coefficient for b_1 is 1.222 and for b_2 it is 0.651. As a result of these calculations, we can form the multiple regression equation as $Y = 4.681 + 1.222(X_1) + 0.414(X_2)$.

At SMP Negeri 13 Kota Bandung, both Workload and Professional Competence have a simultaneous impact on Teacher Performance. It is quite noteworthy that their combined influence stands at 0.763, signifying that Workload and Professional Competence collectively contribute to 76.3% of Teacher Performance. The remaining 23.7% is attributed to various unidentified factors in this study, emphasizing the presence of other influential elements that warrant further exploration.

CONCLUSION

The workload at SMP Negeri 13 Bandung is considered satisfactory, implying that the teachers have efficiently finished their teaching tasks within the allotted time. Nevertheless, in general, the workload assigned to the teachers does not fully adhere to the prescribed regulations and is not proportionate to each individual. The aspect of professional competence can be placed under the esteemed category. This exemplifies the dedication of teachers in enhancing their expertise and incessantly refining their teaching techniques at SMP Negeri 13 Kota Bandung, which is held in high regard. Nevertheless, there exist educators who instruct subjects outside their area of specialization, exhibit a lack of discipline in utilizing their time for endeavors that enrich their competence, and fall short in fulfilling the health and educational requirements of their families.

The performance of teachers at school can be classified as good, suggesting that they fulfill their roles and responsibilities in line with the goals of SMP Negeri 13 Kota Bandung. However, there are certain aspects where a few teachers' performance falls slightly below average. These include the implementation of teaching methods, assigning tasks to students, and conducting assessments. After conducting hypothesis testing, it was discovered that both Workload and Professional Competence play a significant role in influencing Teacher Performance at SMP Negeri 13 Kota Bandung. The analysis revealed that these two factors have a combined impact of 76.3% on Teacher Performance, with the remaining 23.7% being attributed to other unidentified variables explored in this study. This finding is supported by a coefficient of determination of 0.763, indicating a strong relationship between Workload, Professional Competence, and Teacher Performance.

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