

Effect of Work Motivation and Professional Competence about the Performance of Teachers in SMP N Tebing Tinggi, Meranti Islands Regency

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ABSTRACT

This study aims to determine the effect of work motivation on teacher performance, the effect of professional competence on teacher performance at State Middle School Tebing Tinggi District, Meranti Islands Regency, Riau Province. The research uses a quantitative approach with a simple random sampling technique with the intention that each subject has the same opportunity to be sampled. The population of this study were all teachers who taught at State Junior High Schools in Tebing Tinggi District, consisting of 52 teachers. Data collection techniques are by questionnaire, observation and documentation. The results of this study indicate that: 1) There is a positive and significant influence between work motivation on teacher performance as indicated by the results of the t test obtained by a tcount of 4.455 greater than the ttable value of 1.671 at a significance level of 5% with a determinant coefficient of 0.284 so that it can be concluded teacher performance is influenced by work motivation by 28.4% while 71.6% teacher performance is influenced by other variables that cannot be explained in this study. 2) There is a positive and significant influence between professional competence on teacher performance as indicated by the results of the t test obtained by a tcount of 5.857 greater than the ttable value of 1.671 at a significance level of 5%, with a determinant coefficient of 0.407 so it can be concluded that teacher performance is influenced by competence professionalism of 40.7% while 57.3% of teacher performance is influenced by other variables that cannot be explained in this study. 3) There is a jointly positive and significant influence between work motivation and professional competence on teacher performance as indicated by the results of the F test, namely the value of Fcount > Ftable (21.729 > 3.190) at a significance level of 5%

INTRODUCTION

The era of globalization, marked by competition for the quality of human resources, requires all parties in various fields to continuously improve their competence, including in the field of education. An organization in carrying out its activities will always deal with humans as a resource that is dynamic and has the ability to continue to grow, where the development of humans as a workforce will affect the stability and continuity of the organization. One way of efforts to improve the quality of human resources is pursued through the education sector. Professional teachers must have good basic teaching skills, understand or master the material and have loyalty to their duties. Thus teachers are required to have competence. One of the competencies that must be owned by a teacher is professional competence. This competency emphasizes sufficient knowledge and insight about the subject matter so that it is absolutely necessary to create a good learning process. Mastery of the material is one of the prerequisites for carrying out effective learning, because the teacher is also a source of knowledge for students. On the other hand, teachers as professionals have different work motivations from one teacher to another. Even though motivation is very necessary for teachers in carrying out their duties so as to increase the success of the learning process. Motivation is a work drive that arises in oneself to behave in achieving goals. So that teachers who have high motivation are reflected in the attitudes and behavior of teachers who want to work hard, tend to act, utilize all abilities, thoughts, skills to realize educational goals.

LITERATURE REVIEW

Work motivation is something that can influence human behavior, motivation is also referred to as a driver of desire and support for someone to be excited and motivated to carry out tasks and carry out their responsibilities. Motivation functions as a driving force or encouragement for employees to work hard to achieve company goals. According to (Majid et al., 2021), stated that work motivation is a way for leaders to influence the behavior of their members to be able to work together in completing work more productively in order to achieve organizational or agency goals. According to (Abid & Safiih, 2021), states that motivation is the basis of an individual's relationship with work and that an individual's attitude towards work can very well determine success or failure. According to (Goni et al., 2021), states that motivation is an encouragement that exists in a person to carry out certain activities, in order to achieve certain goals. According to (Miskiani & Bagia, 2020), states that motivation is the driving force that exists within employees so they want to do the job well and in accordance with the burden given by the organization. According to (Safitri & Supiandi, 2021), states that motivation is something that causes, distributes, and supports human behavior, so that they want to work hard and enthusiastically for optimal results.

According to Gilley and Egglund (Martinis Yamin and Maisah, 2017: 2) competence is an ability possessed by a person that allows him to fill a role. Meanwhile, according to Mc Ashan (Mulyasa, 2015: 34) defines competence as the knowledge, skills and abilities that a person has mastered have become part of himself so that he can carry out cognitive, affective and psychomotor behaviors

as well as possible. More specifically as stated in Law No. 14 of 2005 concerning Teachers and Lecturers which states that competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers or lecturers in carrying out professional tasks. Teacher competency standards are developed based on the main competencies, namely: pedagogic competence, personal competence, social competence, and professional competence, of which the four competencies are integrated into teacher performance. Competence is something that must be attached to a teacher. Suparlan (2016: 119) argues that professional teachers are teachers who have basic competencies in accordance with the provisions. As stated in the National Education System Law No. 20. 2003 which states that educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for education in tertiary institutions.

METHODOLOGY

The method used in this study is a quantitative method. This type of quantitative research is research data consisting of numbers and statistical analysis (Sugiyono, 2017: 7). According to (Sugiyono, 2017: 80), that the general area which includes quality objects and subjects and the characteristics determined by researchers in understanding and studying them and then determining conclusions is called the population. The population of this study were teachers of public junior high schools in Tebing Tinggi District. In this research, a questionnaire with a Likert scale was used. In collecting the data, namely by giving questions or statements in writing to the respondents to answer these questions or statements, it is called a questionnaire. The data collection method in this study was a questionnaire. The questionnaire includes several statements that are closed or open which are distributed to the respondents (Sugiyono, 2017: 142).

RESEARCH RESULT

This research was conducted at Tebing Tinggi 2 Public Middle School, Tebing Tinggi 3 Public Middle School and Tebing Tinggi 4 Public Middle School which are located in Tebing Tinggi District, Meranti Islands Regency, Riau Province. The sample in this study were 56 teachers while the data analyzed were only 52 teachers. This is because 4 teachers did not return the questionnaire. On the other hand, these three schools are National Standard Schools under the auspices of the Education and Culture Office of Kepulauan Meranti Regency. One of the criteria for a National Standard School is the condition of infrastructure which is generally in good condition and at least has a principal's room, teacher's room, administration room, classroom, library and laboratory. gyms, places of worship etc. In connection with the results of research conducted at SMP N in Tebing Tinggi District used for data analysis, namely data on research variables, including the Teacher Performance variable (Y), seen from the results of the teacher in planning, implementing, and assessing learning, Work Motivation (X1) is seen from intrinsic and extrinsic factors and Professional

Competency (X2) looking at teachers' mastery of subject competencies, materials and material development. Teacher Performance variable data. Work motivation variable data (X1). Professional Competency variable data (X2). Data on teacher performance was obtained from a questionnaire consisting of 13 statement items. The score given to each item is a maximum of 4 and a minimum of 1. Based on these provisions, the highest ideal score is 52 and the lowest ideal score is 13. The research data is processed using the SPSS 26 For Windows program computer, the results of the descriptive analysis of the Teacher Performance variable have the highest score of 52, the lowest score was 33, the mean was 43.73, the median was 44.00, the mode was 44 and the standard deviation was 4.187. The table of frequency distribution of teacher performance variables is as follows:

Table 1. Frequency Distribution of Teacher Performance Variables

No	Interval Score	Frequency	Presentage (%)
1	33 - 35	1	1,9
2	36 - 38	3	5,8
3	39 - 41	12	23,1
4	42 - 44	15	28,8
5	45 - 47	10	19,2
6	48 - 50	8	15,4
7	51 - 53	3	5,8
	Total	52	100

The table above can be described in the form of a histogram diagram as follows:

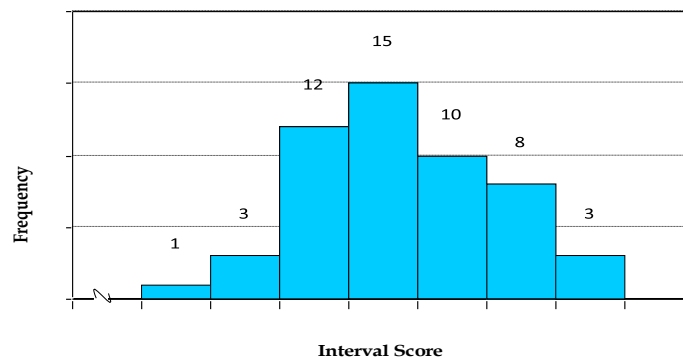


Figure 1. Teacher Performance Histogram Diagram

From the frequency table above, it can be seen that the number of teachers who have a certain score is by looking at the range of scores, but it cannot be known how many teachers have very high, high, low, very low performance so that empirical data is needed to be categorised. The trick is to compare the average observed value and the ideal average value, it can be seen the tendency of teacher performance variable scores, the calculation is by knowing the highest score and the lowest score.

Table 2. Teacher Performance Categories

No	Interval Score	Frequency	Frequency (%)	Categories
1	13 - 22,74	0	0,0	Very low
2	22,75 - 32,49	0	0,0	Low
3	32,5 - 42,24	19	36,5	High
4	42,25 - 52	33	63,5	Very high
Total		52	100	

Furthermore, descriptive analysis for teacher performance variables can be described as follows:

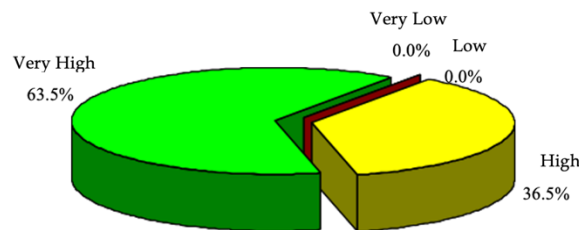


Figure 2. Professional Competency Diagram

Based on the pie chart above, it can be seen that teachers who have a very high performance tendency are 63.5% or 33 teachers. While those who have a high performance tendency are 36.5% or 19 people. The remaining teachers have low performance (0.0%) and very low performance (0.0%). By looking at the tendency of scores on teacher performance variables, it can be said that the performance variables for public junior high school teachers in Tebing Tinggi District are in the very high category. Data regarding work motivation was obtained from a questionnaire consisting of 14 statement items. The score given to each item is a maximum of 4 and a minimum of 1. Based on these conditions, the highest ideal score is 56 and the lowest ideal score is 14. The research data is processed using the SPSS Version 26 For Windows program, the results of the descriptive analysis of work motivation variables have the highest score of 56 , the lowest score was 33, the mean was 43.98, the median was 44.00, the mode was 45 and the standard deviation was 4,372 (see Appendix 4). The steps for compiling a table of the frequency distribution of work motivation variables can be seen in the appendix. The table of frequency distribution of the teacher's work motivation variable is as follows:

Table 3. Frequency Distribution of Work Motivation Variables

No	Interval Score	Frequency	Frequency (%)
1	31 - 34	1	1,9
2	35 - 38	2	3,8
3	39 - 42	18	34,6
4	43 - 46	19	36,5
5	47 - 50	8	15,4
6	51 - 54	3	5,8
7	55 - 58	1	1,9
	Total	52	100

The table above is described in the form of a histogram diagram as follows:

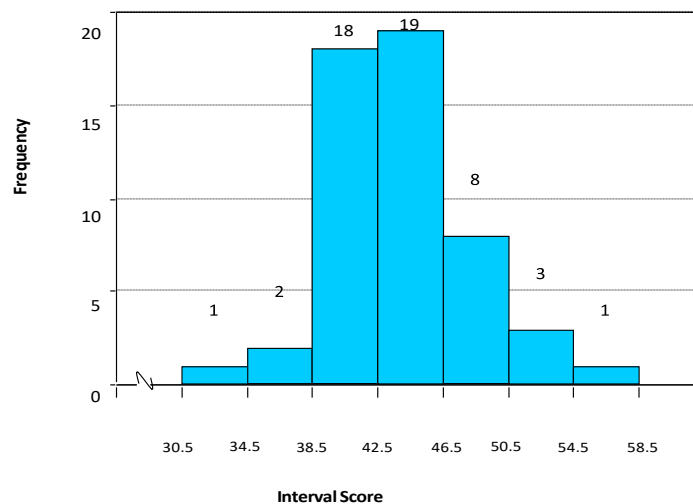


Figure 3. Work Motivation Histogram

From the frequency table above, it can be seen that the number of teachers who have a certain score is by looking at the range of scores, but it cannot be known how many teachers have very high, high, low, very low work motivation so that empirical data is needed to categorize. The trick is to compare the average observed value and the ideal average value, so you can know the tendency of the teacher's work motivation variable score, the calculation is by knowing the highest score and the lowest score.

Table 4. Categories of Work Motivation

No	Interval Score	Frequency	Frequency (%)	Categories
1	14 - 24.4	0	0.0	Very low
2	24.5 - 34.9	1	1.9	Low
3	35 - 45.4	33	63.5	High
4	45.5 - 56	18	34.6	Very high
	Total	52	100	

Furthermore, the results of the descriptive analysis of the teacher's work motivation variable can be described as follows:

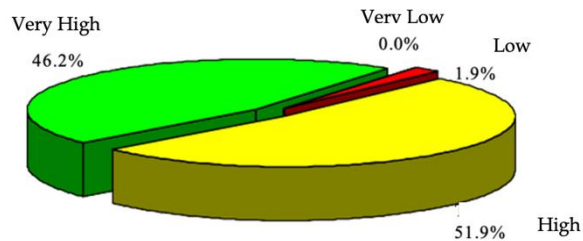


Figure 4. Categories of Work Motivation Diagram

Based on the circle diagram above, it can be seen that 34.6% or 18 teachers have a very high work motivation tendency. While those who have a tendency of high work motivation are as much as 63.5% or 33 teachers. The rest of the teachers have low work motivation (1.9%) and very low work motivation (0.0%). By looking at the trend of scores, it can be said that the work motivation variable for public junior high school teachers in Tebing Tinggi District is included in the high category. Data regarding work motivation was obtained from a questionnaire consisting of 16 statement items. The score given to each item is a maximum of 4 and a minimum of 1. Based on these provisions, the highest ideal score is 64 and the lowest ideal score is 16. The research data was processed using the SPSS Version 26 For Windows program, the results of the descriptive analysis of the Professional Competency variable have the highest score of 61, the lowest score was 36, the mean was 51.37, the median was 51.00, the mode was 51 and the standard deviation was 4.971 (see Appendix 4). The steps for compiling a table of the frequency distribution of work motivation variables can be seen in the appendix. Based on the table above, it can be described in the form of a diagram as follows:

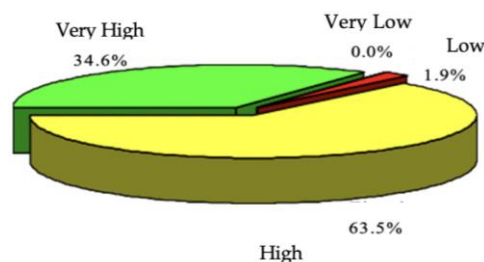


Figure 5. Distribution of Professional Competency Diagram

From the frequency table above, it can be seen that the number of teachers who have a certain score is by looking at the range of scores, but it cannot be known how many teachers have very high, high, low, very low professional competence, so empirical data is needed to be categorized. You do this by

comparing the average observed value and the ideal average value, it can be seen the trend of work motivation variable scores.

DISCUSSION

Based on the pie chart above, it can be seen that teachers who have a high tendency of professional competence are 51.9% or 27 teachers. Meanwhile, those with a very high tendency were 46.2% or 24 teachers. The remaining 1.9% or 1 teacher. The data shows that the tendency of the professional competency variable is centered on the high category.

1. The Effect of Work Motivation on Teacher Performance

Based on the results of hypothesis testing 1 above, it is known that work motivation has a positive and significant effect on teacher performance as indicated by the results of the t test obtained by a tcount of 4.455 greater than the ttable value of 1.671 at a significance level of 5% with a determinant coefficient of 0.284 so that it can be concluded that teacher performance influenced by work motivation of 28.4%. The results of the compiled research show that work motivation has a positive influence on teacher performance. High work motivation will provide a strong impetus for the teacher to work well so as to produce maximum performance while low work motivation causes the teacher to be less enthusiastic at work so that the work results achieved are not optimal. Based on the observations of researchers, things that can make teacher motivation high include: there is good communication between teachers and fellow co-workers as evidenced by the familiarity between them because good communication with co-workers makes teachers feel comfortable at work Teachers have a good commitment to institutions such as teachers has additional tasks, one of which is guiding students who will take part in subject competitions and non-academic competitions in the hope of winning a championship, this means that the teacher has the responsibility to succeed in the school's vision and mission. Teachers are ready with the tasks given by the principal, for example participating in various education and training activities to improve quality and professionalism. Supporting facilities make teachers work enthusiastically, for example the availability of computers in schools helps teachers in completing work. On the other hand, things that can make teachers lack work motivation, for example: the lack of attention given by school principals to teachers who have high performance makes teachers feel underappreciated for their efforts. This is based according to the theory that one's efforts at work are based on expectations for achievement including expectations for appreciation from colleagues. From the description above it shows that work motivation is influenced by factors of work performance, morale, relationships with colleagues, and the work environment only contributed 28.4% to performance. Another possibility is that work motivation can also be influenced by adequate salary, leadership policies, opportunities for advancement, the job itself or even employee job satisfaction. The results of this study are in line with research conducted by Eliterius Sennen 2011

entitled "The relationship between academic qualifications, competence and work motivation with the performance of elementary school teachers in Langke Rembong District, Manggarai Regency". In this study, it was shown that there was a positive and significant relationship between work motivation and teacher performance obtained from the analysis that the correlation coefficient was 0.4679 and $t_{count} 13.164 > t_{table} 1.65$.

2. The Effect of Professional Competence on Teacher Performance

Based on the results of hypothesis testing 2, it is known that professional competence has a positive and significant effect on teacher performance as indicated by the t-test results obtained by a t_{count} of 5.857 greater than the t_{table} value of 1.671 at a significance level of 5%, with a determinant coefficient of 0.407 so that it can be concluded that teacher performance is influenced by professional competence of 40.7%. Based on the results of the analysis above, the professional competency variable has a positive and significant factor on the performance of State Middle School teachers in Tebing Tinggi District. The results of research conducted by researchers indicate that good mastery of professional competence will provide encouragement for teachers to work optimally, especially related to the implementation of learning. Mastery of professional competence that is not good causes the teacher to have difficulty in conveying the material so that it will have an impact on students not understanding the material and will indirectly affect student achievement less than optimal.

According to the observations of researchers, teachers who master the material, master competency standards and basic subject competencies will be able to convey material in depth so that students can easily understand the material knowledge in the scientific field they are in charge of. Teachers who are creative in developing subject matter will make learning not monotonous, information about material is conveyed in a more real way because it is linked to everyday life, besides that it encourages students to think creatively. Teachers in teaching between one and another are different. The success or failure of a learning process depends on the teacher himself in mastering the class, using learning strategies and materials. Teachers who master the class and use the right learning strategies will be able to create a conducive atmosphere, teachers are more interactive and communicative so that the material delivered by the teacher will be easily understood by students. However, teachers who master the material well may not succeed well if they are not matched with appropriate learning strategies and good classroom conditioning. The teacher's performance in the learning process will be seen from whether the learning objectives have been achieved or not as evidenced by empirical data, namely assignment scores, daily test scores and semester test scores. Another aspect of professional competence that indirectly influences teacher performance is continuous professional development and the use of information and communication technology. Teachers need to carry out learning reflections regularly. This is intended so that the

teacher knows which aspects are lacking in the teaching and learning process in the previous period so that the teacher can make further improvements in the next period. For example, teachers need to conduct classroom action research. Teachers need to keep up with the progress of the times which is synonymous with mastery of technology, the latest information regarding the development of science and knowledge so teachers must learn from various sources so as not to miss information. The results of this study are in line with research conducted by Furi Farhana 2017 entitled "The Influence of Teacher Professional Competence and Work Motivation on the Performance of High School Accounting Teachers in Nganjuk Regency". In this study, it was shown that there was a positive and significant relationship between competency and the performance of accounting teachers at public high schools in Nganjuk Regency, which was obtained from $F_{count} 46.782 > F_{table} 3.32$.

3. The Influence of Work Motivation and Professional Competence Together on Teacher Performance

Professional competence and work motivation together have a positive influence as evidenced by the F test, namely $F_{count} > F_{table} 9 21.729 > 3.190$. Meanwhile, the effective contribution of the two variables to performance is 47%, which means that 47% of the performance variable for State Junior High School teachers in Tebing Tinggi District is influenced by work motivation and professional competence and the remaining 53% is influenced by other variables. According to the observations of researchers, the two factors support each other in improving the quality of teacher work. Teachers who have high work motivation will tend to work hard and try to work as well as possible. Teachers who take part in various education and training activities to improve self-quality are evidence that teachers have the motivation to develop. So that the ability and knowledge of teachers who participate in various self-development activities will certainly be different from teachers who have never participated in any training activities and will indirectly affect their performance. Basically the core activities of the educational process are teaching and learning activities. In carrying out teaching assignments, teachers need to have professional competence because teachers deal directly with students so they must know exactly what to convey. The achievement of learning objectives is the assumption that the teacher is able to master the subject matter. Therefore, if the learning objectives can be achieved properly, the teacher's performance can also be said to be good. To find out whether the teacher is carrying out his duties properly or not, that is by looking at the physical evidence of administration of the teaching and learning process/practice in which the document is used to assess the teacher's assignments starting from planning lessons to follow-up. However, overall the teacher's performance can be said to be good, namely it is proven that the teacher prepares teaching program plans in accordance with standards, prepares

learning reflections contained in the daily lesson plan book, task analysis sheets and daily tests, lesson progress reports, semester reports. The reasons above are the basis for why professional competence has a greater influence on teacher performance compared to work motivation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the discussion and analysis of data through proving the hypothesis raised from the problem of the influence of work motivation and professional competence on the performance of State Middle School teachers in Tebing Tinggi District, the following conclusions can be drawn:

1. There is a positive and significant influence between work motivation on teacher performance as indicated by the results of the t test obtained by a tcount of 4.455 greater than the ttable value of 1.671 at a significance level of 5% with a determinant coefficient of 0.284 so it can be concluded that teacher performance is influenced by work motivation of 28.4% while 71.6% of teacher performance is influenced by other variables that cannot be explained in this study.
2. There is a positive and significant influence between professional competence on teacher performance as indicated by the results of the t test obtained by a tcount of 5.857 greater than the ttable value of 1.671 at a significance level of 5%, with a determinant coefficient of 0.407 so it can be concluded that teacher performance is influenced by competence professionalism of 40.7% while 57.3% of teacher performance is influenced by other variables that cannot be explained in this study. There is a jointly positive and significant influence between work motivation and professional competence on teacher performance as indicated by the results of the F test, namely the value of Fcount > Ftable ($21.729 > 3.190$) at a significance level of 5%. While the coefficient of determination is 0.470, which means that 47% of these two variables jointly affect teacher performance, while 53% of teacher performance is influenced by other variables that cannot be explained in this study. The work motivation variable makes an effective contribution smaller than the professional competence variable, namely $15.39\% < 31.61\%$.

Based on the results of the analysis, the authors provide the following suggestions:

1. Low work motivation is caused by the lack of attention from the school principal for the achievements of the teacher so that the teacher feels that his efforts in achieving work performance are not appreciated. Therefore, it is better for the principal to pay attention and support to teachers who excel, for example in the form of giving incentives and congratulating them, giving trust to teachers to carry out the assigned tasks. Schools also need to provide facilities that support outstanding teachers to work even better, for example: providing adequate learning media, teaching aids.

2. Low professional competence is caused by the teacher's lack of mastery of other material concepts that support learning, not maximally utilizing information technology for self-development. Because of In addition, the teacher should study other materials that support the material to be conveyed, in addition to increasing knowledge, it also allows the teacher to be creative in teaching. In addition, teachers must learn to master the application of various programs in the computer. Factors that cause low work motivation and teacher professional competence need to be improved, for example by increasing morale and commitment to the organization, teachers learn a lot about material from various sources and must be more communicative in delivering material. In addition, considering that professional competence has a greater influence in improving performance, the government needs more attention to improve teacher professional competence.

ADVANCED RESEARCH

For future researchers, it is hoped that they can develop research related to teacher competence with several other variables that have not been studied in this study, so that further the repertoire of knowledge will be even better.

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