Impact of Professional Competence, Motivation and Work Discipline on Teacher Performance

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Article History	Abstract
  Keywords 	This study aimed to analyze the effect of professional competence, work motivation, and work discipline on teacher performance of State Senior High School in Pemalang Regency, either partially or simultaneously. This research was included in ex-post facto research and was quantitative in nature. The population were civil servant teachers which consisted of 10 State Senior High Schools in Pemalang Regency. Proportional simple random sampling was the sampling technique used in this study. Total of samples in this study were 200 samples. The technique of collecting data used a questionnaire. The results showed that the percentage of influence of professional competence, work motivation and work discipline on teacher performance of State Senior High School in Pemalang Regency was 57.7%, the rest were affected by other variables outside the research. The first hypothesis (H1), the second hypothesis (H2), and the third hypothesis (H3) which is that professional competence, work motivation, work discipline have a positive effect on teacher performance of state senior high school throughout Pemalang Regency were partially accepted.

How to Cite

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INTRODUCTION

Educators or teachers are one of the most important factors in determining the quality of students. Teachers are one of the elements in the field of education that must play an active role in accordance with the needs of the growing community by prioritizing their professional status (Sundari, 2017; Aziz, 2018). In this case, teachers are not only teachers who impart knowledge, but also as educators who instill values, as well as guides who provide guidance and require students to learn.

In an effort to create professional teachers, the government has made regulations regarding the requirements to become teachers. In Law No. 14 of 2005 concerning Teachers Article 8 states that teachers must have academic qualifications, competencies, educational certificates, healthy condition, both physically and spiritually, as well as having the competencies to realize the national education goals. However, in reality there are only a few teachers who meet these requirements.

Teacher performance can be seen from the teacher's mastery of the competencies possessed as professionals (Hasan, 2019; Kartowagiran, 2011). Many factors affect teacher performance, including adequate and reasonable competence, safe and healthy working conditions, opportunities to develop abilities, sense of belonging, work motivation, work discipline and others. Based on interviews with high school supervisors and supported by data from the Education and Culture Office of Central Java Province in 2018 for the science department, it is ranked 32 and for the social studies department, it is ranked 33 out of 35 districts / cities in Central Java regarding teacher performance in state senior high schools in Pemalang Regency. It is known that there are still many problems that occur regarding the level of performance of teachers resulting in results that are not in accordance with what is expected.

The conditions in the field regarding the performance of high school teachers in Pemalang Regency show that there are some teachers who have a tendency to decline in terms of discipline, including teachers who arrive late, their departure and return are not in accordance with the scheduled hours, often neglect assignments, and do not make lesson plans. If this is allowed to continue without a direct or indirect warning, it will affect the teacher's performance in the learning process.

Article 4 of Law No. 14 (2005) on teachers explains that teachers as learning agents have a duty to increase and develop the quality of national education. The role of the teacher to improve the quality of national education, therefore in order to carry out its functions properly, teachers are required to have competence. Professional competence refers to an understanding of the ability to master learning material thoroughly and in depth, which can be a guide for students to be able to achieve the specified competency standards in the National Education Standards of Indonesia.

Data from the Pemalang district education office, the average value of 2015 Teacher Competency Test for high school economics subject teachers was 73.10. There were still 17 teachers or 42.5% of teachers who had score below the minimum achievement criteria. The Teacher Competency Test (UKG) includes a pedagogical test and a professional competency test. This means that the mastery of the professional competence of teachers in general, including those of SMA Negeri in Pemalang Regency, was still low. UKG is a competency test process for prospective teachers or teachers who want to gain recognition and improve their competence. The hope of this UKG is to obtain an overview and mapping of teacher competence and performance (Pujiastuti, 2017).

The teacher becomes an educator because of the motivation to educate. Teachers who do not have motivation will not succeed in educating or teaching (Kodariah, Herawan & Sutarsih, 2016). Every activity carried out by the teacher is driven by a force within the teacher; this driving force is called motivation. Work motivation is a work motivation that arises in a person to behave in achieving predetermined goals (Wahjosumidjo, 2014). Meanwhile, according to Berelson & Steiner, it is explained that motivation is a conscious effort to influence a person's behavior in order to lead to the

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achievement of organizational goals (Wahjosumidjo, 2014).

The results of field observations carried out found that teacher motivation to improve professionalism and qualifications was still low. This condition was in contrast to the condition of high school teachers who more than 70% had received the Teacher Professional Allowance (TPG) where one of the goals was to improve their professionalism by increasing their educational qualifications. The role of professional educators as part of teacher performance is very much needed to realize the goals of national education, namely to educate the nation's life and develop human beings as a whole.

Phenomenon in the field according to interviews with several school principals and supervisors, it was found that many teachers violated time discipline, namely being late in class, teachers were not ready to carry out the learning and teaching process in the classroom such as the absence of learning tools in the form of syllabus, many teachers left official hours which could have been used to do something related to its main function. Seeing the above facts, the performance of teachers in Pemalang District still needs to be improved.

Based on the description above, the writer wanted to find out whether there was an influence between the teacher professional competence, motivation of work, and performance discipline with the performance of teachers in SMA Negeri Pemalang Regency. Based on these problems, the This research aimed to analyze the effect between teacher performance which was affected by professional competence, work motivation, and work discipline on teacher performance of State Senior High School in Pemalang Regency, either partially or simultaneously.

METHODS

This research was included in ex-post facto research, because in the study there was no treatment or manipulation of the research variables, but rather revealed facts based on the measurement of symptoms that occurred in previous respondents. According to Sugiyono (2012) suggests that ex post facto research is a study conducted to examine events that have occurred, then look back to find out or analyze what factors could have caused the incident. Then Darmadi (2013) explains that Ex post facto research is a study in which the independent variable appears when the researcher starts observing the dependent variable in a particular study.

This research was quantitative in nature, in which the symptoms were examined and measured by using numbers. Arikunto (2013) described that research of quantitative is a research approach that is demanded to use data in the form of numbers, from data collection, interpretation, to exposure to results. Quantitative research is a research method based on positivism philosophy, which is used to study a specific population or sample, collecting primary or secondary data using research instruments, for example questionnaires or other, quantitative / statistical data analysis, with the purpose of predetermined hypotheses testing (Sugiyono, 2020).

The locations in this study were 11 state senior high schools in Pemalang district and this study was conducted from May to October 2020. The population in this research were civil servant teachers at state senior high schools in Pemalang district, consisting of 10 state senior high schools. The number of samples used in the research was 200 respondents. The technique of sampling in this study used proportional simple random sampling from a population of 433 spread over 10 state senior high schools in Pemalang Regency.

Data collection techniques on professional competence, work motivation, work discipline and teacher performance in this study was collected by using a questionnaire. The questionnaire was compiled by making a collection of questions or written statements to the respondent to be answered, either in the form of closed or open statements or questions (Sugiyono, 2020). In compiling this questionnaire, a Likert scale was used, which is a scale to be used to measuring attitudes, opinions and perceptions of a person or respondent about the social phenomenon being studied.

The research variable consists of three independent variables (hereinafter referred to as X variable) and one dependent variable (hereinafter referred to as Y variable). According to Sugiyono (2020), Independent variables or endogenous variables are variables that affect or cause changes or the emergence of the dependent variable, while the dependent variable or exogenous variable is the variable that is influenced or caused by the presence of the independent variable. The independent variables in this research are professional competence (X1), work motivation (X2), and teacher work discipline (X3), while the exogenous variable is senior high school teacher performance (Y).

The technique of data analysis used simple regression and multiple regression data analysis techniques with the SPSS Windows version 21 program. The analysis implementation stage included: (1) the analysis requirements test included normality, multicollinearity, heteroscedasticity test, and testing of linearity, and (3) Testing of hypothesis is carried out by multiple regression analysis, F-test, t-test and calculation of coefficient of determination which aims to determine effect of teacher professional competence, work motivation of teacher and work discipline together on the performance of SMA Negeri Pemalang Regency teachers.

RESULTS AND DISCUSSION

A model of regression is good, if the model that can meet classical assumptions required (Ghozali, 2011). The assumptions required are normally distributed data by performing normality test, multicollinearity test, testing heteroscedasticity, and testing linearity based on statistical test results where the results show a significance value> 0.05. The results of statistical tests to meet the regression requirements are presented in detail below.

Next, it is normality test. The Kolmogorov-Smirnov test was carried out with a significance level of 0.05. The research data is normally distributed if it has a significance value> 0.05 (Ghozali, 2011). The results of data processing showed that the data was normally distributed and there was no deviation.

Table 1. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Professional Competence	Work motivation	Work Discipline	Teacher Performance
N		200	200	200	200
Normal Parameters, b	Mean	172,9100	126.9950	108.4900	171.0850
	Std. Deviation	9,43382	6,21434	6.94992	9,71389
Most Extreme Differences	Absolute	, 057	, 059	, 072	, 058
	Positive	, 035	, 037	, 049	, 030
	Negative	-, 057	-, 059	-, 072	-, 058
Kolmogorov-Smirnov Z		, 811	, 838	1,016	, 819
Asymp. Sig. (2-tailed)		, 526	, 484	, 254	, 513

a. Test distribution is normal.
b. Calculated from data.
Source: Data Processed (2020)

Kolmogorov-Smirnov significance test results showed (0.526, 0.484, 0.254, 0.513)> α(0.05). This showed that the data distribution in this study was normally distributed so that it met the assumption of normality.

Next is Multicollinearity Test. This multicollinearity test can be seen from the tolerance value and variance inflation factor (VIF). The cut off value that is commonly used is a tolerance value of 0.10 or a VIF value of 10. So multicollinearity occurs if the tolerance value is <0.10 or the VIF value> 10 (Ghozali, 2011). The VIF value of data processing in this study can be seen in the following table:

Table 2. Multicollinearity Test Results Coefficients

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Professional Competence	, 777	1,286
Work motivation	, 694	1,440
Work Discipline	, 724	1,382

Dependent Variable: Teacher Performance
Source: Data Processed (2020)

Based on the test results above, it was known that tolerance for professional competence (0.777), work motivation (0.694) and work discipline (0.724), while VIF for professional competence variables (1.286), VIF work motivation (1.440), and VIF for work discipline variables (1, 3282). This indicated that the three variables had tolerance values> 10 and VIF <10. Thus it can be concluded that there was no multicollinearity between independent variables (independent) in the regression model.

Hereinafter is Heteroscedasticity Test. If the variance from residuals or observations to other observations is constant, it is called homoscedasticity and if it is different it is called heteroscedasticity. A good regression model is that there is no homoscedasticity. The homoscedasticity test using a scatterplot graph produces an image like the one below.
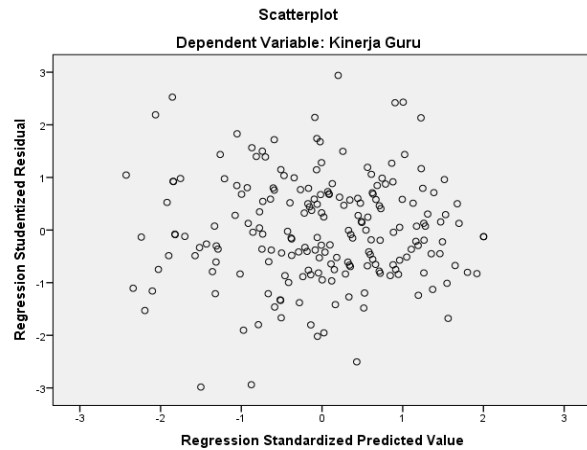

Figure 1. Heteroscedasticity Test Results

Based on the scatterplot graph on figure 1, it can be seen that the dots were spread randomly and were scattered both above and below the number 0 on the Y axis. Based on the observations in the graph above, it can be concluded that in this regression model heteroscedasticity did not occur.

Hereinafter is Linearity Test. Linearity test aims to determine whether two variables have a linear or not significant relationship (Priyatno 2010: 73). The linearity test was carried out by using the Test of Linearity at the 0.05 significance level.

Table 3. The results of the linearity test of teacher performance on professional competence ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
	(Combined)	11262,804	34	331,259	7,273	, 000
Between Groups	Linearity	7996,588	1	7996,588	175,580	, 000
Y * X1	Deviation from Linearity	3266,216	33	98,976	2,173	, 001
	Within Groups	7514,751	165	45,544		
	Total	18777,555	199			

Data source: Primary data that has been processed (2020)

From the results of the linearity test, the value of Deviation from Linearity Sig. was 0.001 and was smaller than 0.05, it can be concluded that there was no significant linear relationship between the variables of professional competence and the variable of teacher performance.

Table 4. The results of the linearity test of teacher performance on work motivation
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
	(Combined)	8235,131	26	316,736	5,198	,000
	Between Groups Linearity	6509,898	1	6509,898	106,827	,000
Y * X2	Deviation from Linearity	1725,233	25	69,009	1,132	,312
	Within Groups	10542,424	173	60,939		
	Total	18777,555	199			

Data source: Primary data that has been processed (2020)

From the results of the linearity test, the value of Deviation from Linearity Sig. was 0.312 and was greater than 0.05, it can be concluded that there was a significant linear relationship between work motivation variables and teacher performance variables.

Table 5. The results of the linearity test of teacher performance on work discipline
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
	(Combined)	7002,183	27	259,340	3,788	,000
	Between Groups Linearity	5264,711	1	5264,711	76,900	,000
Y * X3	Deviation from Linearity	1737,471	26	66,826	,976	,503
	Within Groups	11775,372	172	68,461		
	Total	18777,555	199			

Data source: Primary data that has been processed (2020)

From the results of the linearity test, the value of Deviation from Linearity Sig. was 0.503 and was greater than 0.05, it can be concluded that there was a significant linear relationship between work discipline variables and teacher performance variables.

Furthermore is t-test. The t-test is used for analyze the effect of independent variables on variables dependent partially. The results of the t-test can be seen from the results of the SPSS output, criteria of the decision is the sig t-value<0.05, it means that there is a significant effect of the independent variable partially on the dependent variable and vice versa. To find out more details, the results of the t-test can be seen in the following table.

Table 6. The results of the t test of teacher performance on managerial competence, work motivation and work discipline
Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	-28,304	5,190		-5,453	.000
Managerial Competence	.427	.045	.386	9,510	.000
Work motivation	.792	.067	.499	11,876	.000
Discipline of Work	.191	.046	.138	4,153	.000

a. Dependent Variable: Teacher Performance
Source: Data Processed (2020)

Table 6 showed calculation of Hypothesis test, it can be seen that the professional competence variable produced a t-value of 9,510 then consulted with t-table at a significant level of 5% of 1.972, it turned out that t_{count}> t_{table} or 9.510> 1.972 and had a significance level of 0,000 when compared to the degree of trust (α) which had been determined that was equal to

0.05 (5%) The level of significance of the professional competence variable was smaller (0.000 <0.05). So it can be concluded that professional competence had a positive and significant impact on the teacher performance of State Senior High School in Pemalang Regency.

Based on the data in table 6, the calculation of the hypothesis test in the table can be seen that the work motivation variable produced a t-value of 11,876 then consulted with t-table at a significant level of 5% of 1,972, it turned out that t_{count}> t_{table} or 11,876> 1,972 and had a significance level of 0,000 which if compared to the degree of confidence (α) which had been determined that was equal to 0.05 (5%), the level of significance of the professional competence variable was smaller (0.000 <0.05). So it can be concluded that professional competence had a positive and significant impact on the teacher performance of State Senior High School in Pemalang Regency.

Data in table 6 also showed calculation of Hypothesis test, it can be seen that the variable professional competence produced a t-value of 4,153 then consulted with t-table at a significant level of 5% of 1.972, it turned out that t-count> t-table or 4,153 > 1,972 and had a significance level of 0,000 when compared to the degree of confidence (α) which had been determined that was equal to 0.05 (5%), the level of significance of the professional competence variable was smaller (0.000 <0.05). So it can be concluded

that professional competence had a positive and significant impact on the teacher performance of SMA Negeri Pemalang Regency.

Table 6 was the basis for determining the value of the regression equation that can describe the relationship between these four variables. The constant -28304 stated that if there was no assessment of professional competence, work motivation and work discipline, then the performance value was -28304. The regression coefficient of professional competence (X1) of 0.427 stated that each addition of one level of professional competency assessment would increase the level of teacher performance by 0.427.

The regression coefficient of work motivation (X2) of 0.792 stated that each addition of one level of work motivation assessment would increase the level of teacher performance by 0.792. The regression coefficient of work discipline (X3) of 0.191 stated that each addition of one level of work discipline assessment would increase the level of teacher performance by 0.191. Based on these results data, it can be seen that the greater the level of value-added on the three variables, the teacher's performance would increase, so it can be concluded that professionalism, work motivation and work discipline affected teacher performance. Hereinafter is F test. The calculation of the F test is presented in table 7.

Table 7. Calculation of the F Test ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16804,512	3	5601,504	539,377	.000b
	Residual	2035,488	196	10,385		
	Total	18840,000	199			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Work Discipline, Managerial Competence, Work Motivation

Based on table 7 it can be explained that the results of the regression analysis obtained F-count = 539,377 with a significance level of 0,000. These results indicated that the significance value of F-count 0.000 <0.05. Thus, the fourth hypothesis proposed was acceptable and very significant. This means that the

simultaneous influence of professional competence, work motivation and work discipline on teacher performance was very significant. Furthermore is Coefficient of Determination. The calculation of the coefficient of determination is presented in Table 8.

Table 8. Calculation of the coefficient of determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	, 760a	, 577	, 571	6.36488

a. Predictors: (Constant), Work Discipline, Professional Competence, Work Motivation

Based on table 8, it can be explained that the result of the calculation of the coefficient of determination was 0.577. Thus the percentage of the influence of professional competence, work motivation and work discipline on the teacher performance of State Senior High School in Pemalang Regency was 57.7%.

The Effect of Professional Competence on Teacher Performance

The results showed that there was a significant effect between professional competence on the teacher performance of State Senior High School by producing $t_{count} > t_{table}$ or 9,510> 1,972 with a significance value of 0,000 less than 0.05. The results of this study were supported by the results of Sari's research (2019) which concluded that there was a positive and significant effect between competences on teacher performance of state senior high school in Langke Rembong District, Manggarai Regency. The same thing was stated by Hidayati (2015) and Heriswanto (2018) suggesting that professional competence had a significant effect on teacher performance.

The research results showed that professional competence had an effect on the performance of teachers in State Senior High School in Pemalang Regency. The effect of professional competence on teacher performance was positive, which means that if professional competence increased, it would also increase teacher performance. Therefore, in optimizing and maximizing teacher performance, professional competence needed to be improved, where professional competence was a competency related to teachers starting from making learning devices, preparing learning devices, mastery of learning materials, the creativity of a teacher in providing teaching, encouraging students to always be active in teaching and learning process, administrative work, preparing learning methods, and choosing learning models that stimulate students to actively learn and be able to organize with other teachers.

The Effect of Work Motivation on Teacher Performance

Professional competence variable on the teacher performance of State Senior High School had a significant effect by producing $t_{count} > t_{table}$ or 11,876> 1,972 with a significance value of 0,000 less than 0.05. The results of this study were supported by the results of research by Gabriela & Henny (2019) which concluded that motivation had a partial effect on the performance of SMA 8 Bekasi teachers and supported by Uno (2010) which defines that work motivation is one of the factors that determines a person's performance. Meanwhile, according to Anoraga (2009) work motivation is something that creates enthusiasm or work motivation.

The results showed that work motivation had a relationship with teacher performance. This is in accordance with the theory which states that with high motivation both from within and outside, a teacher will be able to improve his performance optimally. This shows that the higher a person's motivation, the higher the performance and vice versa, the lower the person's motivation, the lower the performance. Thus, the higher the motivation of a teacher at school, the higher the performance produced, so that the action that can be taken by the school is to motivate teachers to work according to their potential.

The Effect of Work Discipline on Teacher Performance

There was a significant effect between professional competence on the teacher performance of State Senior High School in Pemalang Regency by producing $t_{count} > t_{table}$ or 4,153 > 1,972 with a significance value of 0,000 less than 0.05. The results of this study were supported by the research results of Pujiyanti

(2013) which concluded there was a significant correlation between work discipline and the innovation performance of teachers in SMA Negeri 1 Ciamis, so that to improve teacher performance must have high work discipline. This was in accordance with what Rivai (2005) stated, namely an employee who has good work discipline always strives to obey all applicable regulations in the organization where he works.

The results of this study indicated that work discipline was a factor that must be owned by a teacher who strived to improve their performance. A person's work discipline is reflected in several factors, including the accuracy in terms of time discipline, both the punctuality of coming to school and the timeliness of completing the tasks assigned to him. Apart from that, discipline can also be reflected through adherence to established regulations.

The Effect of Professional Competence, Work Motivation and Work Discipline on Teacher Performance

The data analysis results were obtained from the linear regression line equation, namely $\hat{Y} = -28304 + 0.427 (X_1) + 0.792 (X_2) + 0.191 (X_3)$ which can be interpreted the higher professional competence (X_1) and work motivation (X_2) and work discipline (X_3), the higher the teacher performance of State Senior High School in Pemalang Regency. The results of regression analysis obtained a significance of 0.000, a significant level of 5% or 0.000 <0.05. Thus, the proposed hypothesis can be accepted and very significant. This means that the simultaneous impact of professional competence, work motivation and work discipline on the teacher performance State Senior High School in Pemalang Regency was very significant.

The results of this study mean that the teaching profession is a profession that requires a person to have basic abilities and great responsibility with regard to their duties as an educator. Having the motivation to develop oneself is also one of the keys to improving the performance of a teacher in carrying out their duties and not forgetting to be disciplined in work also shows that a teacher has ethics and

behavior that are exemplary for students so that not only improve their performance as a teacher who provides knowledge, but also teaches responsibility by practicing the rules well. The ability or competence, motivation and work discipline of a teacher needs to always be developed to achieve good quality work or to achieve good performance in the educational process so that it leads to educational goals, it is clear that these three aspects will mutually affect the teacher performance in state senior high school in Pemalang Regency.

CONCLUSION

Based on the results research of analysis and hypothesis testing, it can be concluded that this study met the requirements of regression testing, namely normality, multicollinearity and heteroscedasticity and linearity did not occur. The percentage of the effect of professional competence, work motivation and work discipline on teacher performance of Senior High School in Pemalang Regency was 57.7%, the rest was impacted by other variables outside the research. The first hypothesis (H1), the second hypothesis (H2), and the third hypothesis (H3) which is that professional competence, work motivation and work discipline have a positive effect on teacher performance of Senior High School in Pemalang Regencywere partially accepted. The simultaneous effect of professional competence, work motivation and work discipline on teacher performance of Senior High School Pemalang Regency was very significant.

Teachers of Senior High School in Pemalang Regency are expected to be able to utilize information and communication technology in learning properly and appropriately and in accordance with student conditions in order to increase learning motivation so that student learning achievement increases. Secondly, they are expected to be more active and responsible in carrying out their duties as educators, because this affects the success of teaching and learning activities in schools, and thirdly, teachers should be more disciplined in carrying out their duties in terms

of planning lessons, implementing learning, evaluating learning, and doing follow-up.

Principals of Senior High School in Pemalang Regency should try to provide facilities that support the use of information technology in learning, schools need to provide rewards or awards to teachers for their performance so that the purpose of increasing motivation and performance can be realized in accordance with expectations, the principal should provide sanctions for teachers who do not carry out their duties and obligations properly, and the principal should provide flexibility for teachers to further improve their ability to support the implementation of the learning quality process, evaluate the program - programs that have been carried out, as well as reporting the real weaknesses and strengths of educational institutions.

The Pemalang District Education Office should continuously conduct skills training to operate Information and Communication Technology (ICT) for teachers, especially high school teachers to improve teacher skills, provide the widest possible opportunity for teachers to develop themselves by participating in educational training activities, seminars and workshops as well as Other professional training on an ongoing basis, should provide guidance and supervision of all components of the school that must be continuously carried out to further improve and instill discipline in oneself so that schools that have good quality education and human resources are created, and should make training policies to improve teacher performance in particular in the implementation of 2013 curriculum, so that teachers can evaluate learning well.

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