

## **The Effect of Teacher Professional Competence, Work Culture and Work Communication on the Performance of Elementary School Teachers in Paringin Selatan District**



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**ABSTRACT:** This study aims to describe character education management in the perspective of extracurricular activities in MTsN 1 Balangan and MTsN 3 Balangan. This research employed a multi-site qualitative descriptive approach. Data was collected through in-depth interviews, participant observations and documentation including planning, organizing, implementing, evaluating, following up. The sources of research data are the head of the madrasah, the head of the madrasa committee, wakamad, teachers, and students. Data collection techniques through observation, interviews and documentation. This study used interactive data analysis, namely data reduction, data presentation and conclusion drawing. The data validity test was carried out by triangulation of sources and methods. The results of the study that character building management was carried out in accordance with existing management functions as well as character building strategies. The efficacy of character education can be carried out in writing in detail or in writing in detail depending on the prevailing customs. Organizing character education can involve all components in the madrasa as needed. The implementation of character education is held periodically in extracurriculars that have been specially dedicated to elements of general or special goodness based on religious values. Evaluation of character education is carried out in a varied way as a benchmark for the success of activities. Following up on character education in each school madrasah held various improvements both physically and non-physically for extracurricular procurement.

**KEYWORDS:** Management, Character Education, Extra-curricular

### **INTRODUCTION**

Teacher performance is basically the ability and efforts of teachers to carry out learning tasks as well as possible in planning learning programs, implementing learning activities and evaluating learning outcomes (Amirullah, 2015) According to (Anoraga, 2013) said the teacher's performance as a teacher can be seen from his ability or competence to carry out the task. Abilities related to the teacher's duties as a teacher can be displaced into four abilities, namely planning the teaching and learning process, implementing and processing the teaching and learning process, assessing the progress of the teaching and learning process, mastering the learning materials. (Suharsaputra, 2013) So, teacher performance is the result of the work achieved by a teacher in carrying out the tasks charged to him. To measure the teacher's performance, it is necessary to have an assessment of teacher performance (PKG). (Barnawi, 2012) Teacher performance assessment is carried out to identify the level of quality of teacher performance carrying out their main duties, for subject/ class teachers including planning, implementing, and assessing the learning/mentoring process and the level of quality of teacher performance. In addition, teacher performance appraisal is used to motivate teachers to improve their professionalism and competence as professional educators. (Aslamiah., 2019). According to teachers, they have a strategic role in the field of education, even other adequate educational resources are often less meaningful if they are not supported by qualified teachers, and vice versa. In other words, teachers are the end of the day in an effort to improve the quality of services and educational outcomes. In many cases, the quality of the education system is as a whole related to the quality of the teacher. (Susanto, 2013) stated that teacher competence is a basic ability that a teacher must have to carry out his duties as a teacher and educator.

Based on the results of preliminary observations obtained from observations and discussions with several principals, it can be seen that the level of teacher performance in SDN in the South Paringin District is still not optimal, such as in the case of teachers choosing, compiling, and arranging learning materials that are in accordance with the needs and characteristics of students, the use of approaches, strategies, methods, and learning techniques that educate creatively and adjust learning methods to suit the characteristics learners and motivate them to learn. (Martoyoo, 2000) Likewise in terms of teachers analyzing the learning potential of each learner and identifying the development of learner's potential through learning programs that support

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students to actualize their academic potential, personality, and creativity until there is clear evidence that learners actualize their potential (Ideswal, 2020).

Teacher performance is effected by various factors both from within the individual, and those from outside the individual such as high low motivation in work so that it will have a good impact on work performance, work discipline and work quality so that it will make teacher performance better. (Widoyoko, S.E.P., 2012) Factors from outside the individual such as the leadership of the principal who is able to motivate and empower teachers to create good performance as well as the organizational culture of the teacher's own school which is able to improve the quality of their own work such as the teacher's habit of working or correlations with colleagues (Supardi, 2014).

## METHOD

This study aims to describe and analyze the direct and indirect correlations between variables: professional competence, work culture and work communication. The population of this study was all 140 teachers. The sampling technique used is *proportional Random Sampling*. The number of samples was determined based on Cronbach's Alpha formula with 103 people. Data were collected using questionnaires consisting of professional competencies (mastery of the material, opening lessons, asking questions, learning variations, presentation of the material, managing classes, closing lessons), work culture (attitude towards work, behavior at work time), work communication (downward communication, upward communication, horizontal communication, cross-channel communication, zippers), teacher performance using PKG. The questionnaires are arranged with a likert scale that has been tested for validity and reliability using correlation. The collected data uses path analysis to see the direct and indirect correlations between variables, by first conducting tests of normality, linearity, homogeneity and multiconeliarity.

## FINDINGS AND DISCUSSION

The results of the linear regression analysis show a model of the correlation between teacher professional competence (X1) work culture (X2), and work communication (Z) can be seen from Table 1:

**Table 1. Results of Regression Variables X1, X2 and Z to Y**

Model	Unstandarize d Coefficients		Standarized Coefficients	F	Sig.	t	Sig.
	B	Std. Error	Beta				
Constant	24.436	5.485		9.809	.421	21.809	.421
Professional Competence (X1)	.313	.068	.506			4,600	.000
Work Culture (X2)	.125	.090	-.124			1.379	.031
Work Communication (Z)	.441	.148	.349			2,982	.004

a. Dependent Variable: Performance (Y)

**Source:** Result of calculation of effect between variables

Moving on from the results of the analysis as table 1 above shows the correlation of professional competence (X1) Work Culture (X2) and work communication (Z) to Work (Y) as presented in the following figure:

**Table 2. Mean, Standard Deviation, and Stage of Research Variables**

Variable	mean	Standard Deviation	Stage
Professional Competence	61.73	5.813	High
work culture	95.57	3,580	High
Work Communication	29.04	2, 845	High
Teacher performance	48,50	3,600	High

**Table 3. Summary of path analysis results**

Professional Competence, Work Culture, Work Communication on Performance				
Variable	Path Coefficient	T	P	R2
Professional Competence	0.506	4,600	0.000	
Work Culture	0.324	16,979	0.000	0.975
Work Communication	0.491	28,303	0.000	

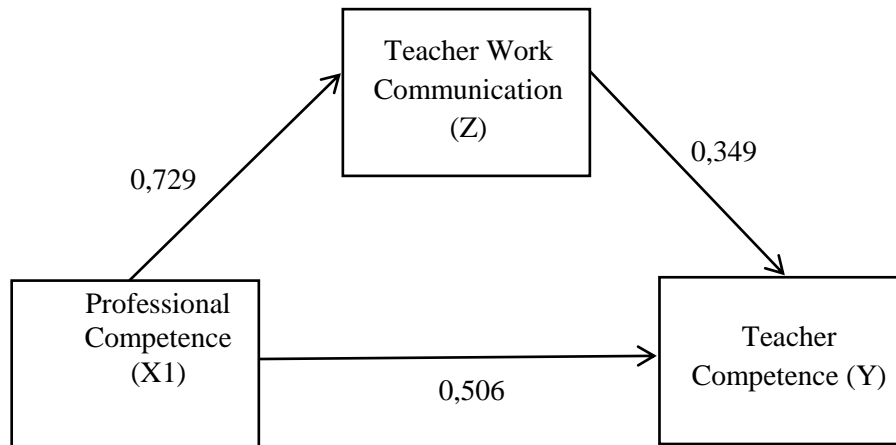
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Principal's leadership towards work discipline				
Variable	Path Coefficient	T	P	R2
Principal leadership	0.570	7,781	0.000	0.325

Principal's leadership on achievement motivation				
Variable	Path Coefficient	T	P	R2
Principal leadership	0.182	5,299	0.000	0.182

Path Model of correlation X to Y Through Z



**Table 4 . Summary of Hypothesis Testing Decisions H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> H<sub>4</sub> H<sub>5</sub>**

Hypothesis	P	Decision
H <sub>1</sub> There is a direct effect on the teacher 's professional competence teacher performance	0.000	Accepted
H <sub>2</sub> There is a direct effect of professional competence on the p work communication	0.000	Accepted
H <sub>3</sub> There is effect direct work culture t e r had a p teacher performance	0.000	Accepted
H <sub>4</sub> There is a direct effect of work culture on the p work communication	0.000	Accepted
H <sub>5</sub> There is a direct effect of work communication on teacher performance	0.000	Accepted

**Table 5. Summary of Hypothesis Testing Decisions H<sub>6</sub> and H<sub>7</sub>**

Hypothesis	Direct	Indirect	Decision
	H <sub>6</sub> There is an indirect effect on the principal's leadership on performance through teacher work discipline	0.385	
H <sub>7</sub> There is an indirect effect of situational leadership on performance through achievement motivation	0.385	0.209	Accepted

**DISCUSSION**

**A. effect of Teacher Professional Competence on Primary School Teacher Performance in South Paringin District**

Based on the results of the path analysis between the teacher's professional competence and teacher performance, a path coefficient value of 0.506 with a t count of 4.600 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that the professional competence of teachers has a positive and significant effect directly on the performance of elementary school teachers in South Paringin District in planning, implementing and assessing learning. This means that if the teacher's professional competence is getting better, the better the performance of the teacher/education staff. Research results (Nurtanto, n.d.) Professional competence is the ability to master learning materials broadly and deeply that allows guiding students to meet competency standards. Professional competencies includesub-competencies: (1) mastering the substance of the field of study and its scientific methodology, (2) mastering the structure and material of the curriculum in the field of study, (3) mastering and utilizing information and communication technology in learning, (4) organizing

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curriculum material in the field of study, (5) improving the quality of learning through class action research. The results of Immah's research et.al (2020) The professional competence of teachers in this study uses 5 indicators, namely 1) mastery of the material, 2) mastery of competency standards and basic competencies, 3) material development, 4) self-development and 5) utilization of ICT. This research is also in line with the research (Jamin, n.d.) Social competencies are important for a teacher because they affect the quality of learning and student learning motivation. Professional competence is the ability to master a broad and deep learning material that allows guiding students to meet the competency standards set out in the National Standards of Education. Performance is the result of a certain work function or activity which consists of three aspects, namely the clarity of the task or work for which it is responsible, the clarity of the expected results of a job or function, and the clarity of the time required to complete a job so that the expected results can be realized.

### **B. The effect of Teacher Professional Competence with Teacher Work Communication on Elementary School in South Paringin District**

Based on the results of the path analysis between teacher professional competence and teacher job satisfaction, a path coefficient value of 0.729 was obtained with a calculation of 8.745 and a significance of 0.000 so that the significance value was less than 0.05. This shows the result that the professional competence of teachers has a positive and significant effect directly with the work communication of elementary school teachers in Paringin Selatan District. This means that if the teacher's professional competence is better, the better the work communication that the teacher has.

The results of this study strengthen the research (Dudung, n.d.; Hasturmadi, 2018) Professional competence is the basic ability of teachers in knowledge about learning and human behavior, the field of study they foster, the right attitude about the environment and have skills in teaching techniques.

### **C. The effect of Work Culture with the Performance of Elementary School Teachers in South Paringin District**

Based on the results of the path analysis between teacher work culture and teacher performance, a path coefficient value of 0.124 with a t count of 1.379 and a significance of 0.031 so that the significance value is less than 0.05. This shows the result that the teacher's work culture has a positive and significant effect directly on the performance of elementary school teachers in South Paringin District in the implementation of official duties. This means that the higher the teacher's work culture, the better the performance of the teacher/education staff.

This researcher is in line with Syalwa's research (2020) entitled The effect of Work Culture, Instructional Leadership of Principals and Work Motivation on the Performance of Elementary School Teachers in North Banjarbaru District in her research found an effect between work culture and teacher performance. This can be seen from the magnitude of the correlation of 0.484 with a significance level of 0.014.

### **D. The effect of Teacher Work Culture with Work Communication of Elementary School Teachers in South Paringin District**

Based on the results of the path analysis between teacher work culture and teacher work communication, a path coefficient value of 0.245 with a t count of 2.936 and a significance of 0.004 so that the significance value is less than 0.05. This shows the results that the teacher's work culture has a positive and significant effect directly with the work communication of elementary school teachers in Paringin Selatan District. This means that the higher the work culture of the teacher being carried out, the better the work communication and vice versa the lower the teacher's work culture that is carried out, the work communication is also the worse. (Scientific et al., 2019) concludes that work culture as an organizational glue that binds members of the organization through the values it adheres to, the apparatus of symbols and social ideals to be achieved. This is emphasized by Mondy (Suriansyah, 2012) that work culture as a system of values, beliefs and habits produces norms. Norms form the personality of work in the form of commitments and work habits based on norms, values, organizational rules including organizational work standards.

### **E. The Effect of Teacher Work Communication with The Performance of Elementary School Teachers in South Paringin District**

Based on the results of the path analysis between teacher work communication and teacher performance, a path coefficient value of 0.349 with a t count of 2.982 and a significance of 0.004 so that the significance value is less than 0.05. This shows the result that teacher work communication has a positive and significant effect directly with the performance of elementary school teachers in Paringin Selatan Subdistrict. This means that the better the teacher's work communication that is felt, the better the performance and vice versa, the lower the teacher's work communication that is felt, the performance is also not good. (Luthans, 2011) gives an understanding that directly leads to changes and organizational development that can only occur through the development of human resources in their respective environments. To achieve organizational goals, good communication is needed, where there is a correlation of understanding in the communication so that it can be understood and implemented between one party and the other party. This communication plays a very important role in an organization to achieve its goals.

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### F. effect of Teacher Professional Competence with Teacher Performance through Work Communication of Elementary School Teachers in South Paringin District

Based on the results of the analysis of the path between teacher professional competence and teacher performance through teacher work communication, a path coefficient value of 0.254. This shows the result that there is a positive and significant effect directly on teacher professional competence with teacher performance through work communication of elementary school teachers in South Paringin District. The effect of teacher professional competence with teacher performance through teacher work communication obtains a score smaller than the value the acquisition of the direct effect of the professional competence of the teacher with the performance of the teacher.

(Kusumawardani, 2015) mentioning the professional competencies of the teacher including: mastery of the material, ability to open lessons, ability to ask questions, ability to hold variations of learning, clarity and presentation of material, ability to manage classes, ability to close lessons.

### G. The effect of Teacher Work Culture with Teacher Performance through Work Communication of Elementary School Teachers in South Paringin District

Based on the results of the analysis of the path between the teacher's work culture and teacher performance through teacher work communication, the value of the path coefficient is 0.086 and the significance is 0.000 so that the significance value is less than 0.05. The effect of teacher work culture with teacher performance through teacher work communication, the score is smaller than the value of obtaining a direct effect of teacher work culture with teacher performance so that it is better to have a direct effect of teacher work culture with teacher performance.

that work culture as a system of values, beliefs and habits produces norms.

work culture according to research (Nawawi, 2013) is a habit that is carried out repeatedly by employees in an organization, violation of this habit does not have a firm sanction, but from the actors of the organization morally have agreed that the habit is a habit that must be obeyed in the context of carrying out work to achieve goals.

## CONCLUSION

Professional competence, work culture and work communication of state elementary school teachers in South Paringin District are in a high classification. This means that professional competence and teacher work culture have been able to improve teacher work communication. Then, teacher performance based on assessment categorization that accommodates the Performance Appraisal Guidelines is in the good classification. This means that state elementary school teachers in South Paringin District have carried out their duties optimally in accordance with their main duties and functions. There is a direct effect between the professional competence of the teacher and the performance of the teacher, between the professional competence of the teacher and the communication of the teacher's work, antara of the teacher's work culture and the performance of the teacher. Between the teacher's work culture and the teacher's work communication, the teacher's work communication and the performance of the school teacher. Indirect effect between teacher professional competence and teacher performance through teacher work communication. Indirect effect between teacher work culture and teacher performance through teacher work communication.

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