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

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ABSTRACT: Performance is a work achievement or a person's work based on the quality achieved in carrying out the responsibilities received. Teacher performance is a determining factor in achieving educational goals. Factors that affect performance include: teacher competence, teacher work discipline and teacher work motivation. This study aims to determine and analyze the effect of teacher competence, teacher work discipline and teacher work motivation on performance. This research approach is quantitative. The population of this study was 180 people from 18 elementary schools. The sampling technique used is Proportional Random Sampling. The number of samples was determined based on the Sloving formula with 150 respondents. collecting data using a questionnaire consisting of teacher competence (14 items), work discipline (15 items), work motivation (8 items), teacher performance (16 items). This research instrument tested the level of validity and reliability using the product moment person correlation test. The research data were analyzed using path analysis to see the direct and indirect effects between variables, by first testing normality, linearity, and homogeneity. The results showed that there was a direct and indirect influence between the influence of teacher competence, work discipline and work motivation on teacher performance. The analysis of the research results used descriptive statistics, simple regression, path analysis and multiple regression using SPSS Window Version 25. The results showed that there was an influence between: (1) teacher competence on teacher performance of 0.871, (2) work discipline on teacher performance of 0.871. 0.991, (3) work motivation on teacher performance of 0.892, (4) teacher competence on work discipline of 0.882, (5) teacher competence on work motivation of 0.884, (6) teacher competency on teacher performance through work discipline of 0.874 (7) teacher competence on teacher performance through work motivation of 0.868. Based on the findings of this study, it can be suggested several things such as: (1) Teachers as educators should be more active in an effort to improve teacher performance, (2) Teachers in schools should increase discipline and motivation at work, (3) educational institutions should provide opportunities for teachers to develop themselves, (4) this research should be used as a reference and a reference for conducting research that is still related.

KEYWORDS- teacher competence, work discipline, work motivation work, teacher performance

I. INTRODUCTION

Teacher performance in schools has an important role in achieving school goals. According to Rusman (2011), performance is an effort made from the results of work that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in order to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics.

According to Barnawi and Mohammad (2014), teacher performance can be interpreted as "a level of success of a teacher in carrying out educational tasks in accordance with responsibilities based on work standards that have been set to achieve educational goals". The results of the study conducted by Kardata (2018) mentioned problems that often occur regarding teacher performance, where teachers still have not mastered the progress of science and technology. There are still many teachers who only continue the habit of implementing the educational curriculum so that teachers lack creativity in innovating learning activities and exploring learning methods and strategies, teaching materials and new patterns of learning relationships in accordance with the progress of the times and the characteristics of today's students. The performance of teachers so far seems less than optimal. Teachers carry out their duties only as routine activities, lacking creativity. Innovation for teachers is relatively closed and creativity is not part of achievement. Things related to teacher performance are in the spotlight of various parties, because teacher performance will be felt by students and parents, so teachers are always required to improve their performance in order to realize a better educational process.

Based on temporary observations made to elementary school teachers throughout Paringin District, there are indications that teacher competence is not maximized due to low mastery in the use of information technology, marked by the number of teachers

who cannot use computers. With low work discipline, teachers feel that there is no example that can be imitated from leaders related to discipline. For example, the leadership's indecisiveness towards teachers who rarely attend, makes teachers who are diligent become lazy as well. The work motivation of teachers is low, because according to them there is no satisfactory award for their work performance either from the school or from the local education office, this makes them not enthusiastic at work.

The competence of a teacher, disciplined attitude both in terms of time to go to school and time discipline in teaching or educating and motivation is a potential strength that exists within a teacher which greatly impacts teacher performance. Daryanto (2015) in more detail explains the personal competence of a teacher, one of which is about the implementation of guidance and counseling, such as guiding students who have learning difficulties and guiding students who have problems, so when viewed from the personal competence, a teacher must take part in the student management process. Thus it will greatly affect the performance of a teacher.

Teacher performance has an impact on a person's work appearance in carrying out their roles and functions in a certain environment, including in the organization. In reality, there are many factors that influence a person's behavior, so when applied to the teacher, how he works will be the basis for analyzing the background that influences him.

Performance is something complex and influenced by many factors, both internal and external Madjid (2016) says that performance is influenced by ability and motivation. Furthermore, it is said that performance is influenced by knowledge and skills. Knowledge is influenced by education, experience, practice and interests. Skills are influenced by nature (talent) and personality.

II. METHOD

This research generally aims to describe the direct influence of teacher competence, teacher work motivation, and teacher work discipline on teacher performance. While specifically this study aims to determine and obtain information about the influence of teacher competence on teacher performance, the influence of teacher competence on teacher work discipline, the influence of teacher competence on teacher work motivation, the influence of teacher work discipline on teacher performance, the influence of teacher work motivation on teacher performance. The influence of teacher competence on teacher performance through teacher work discipline, the influence of teacher competence on teacher performance through teacher work motivation.

The population in this study were all elementary school teachers in Paringin District, totaling 180 with a sample of 150 people. Sampling using proportional random sampling. The number of samples was determined based on the slovin formula. Data were collected through a questionnaire using a Likert scale: disagree, disagree, hesitate, agree, strongly agree. The instrument was tested for validity and reliability by using product moment correlation. The answers are then analyzed through path analysis. The rejection and acceptance of the hypothesis were based on a significance level of 0.05, the medium used to calculate the analysis with the SPSS Window Version 25 application.

The questionnaires used in this study were the Teacher Competence, Pedagogic, Social, Professional, Personality questionnaire with a total of 14 items, Work Discipline, Discipline to service, Discipline to time, Discipline to work atmosphere, Discipline in serving the community with a total of 15 items, Work Motivation , achievement needs, power needs, affiliation needs with a total of 8 items and Teacher Performance, Instructional Skills, Assessment Skills, Management Skills, Professional Deminsi with a total of 16 items. This study uses a descriptive quantitative approach that is intended to determine the effect of teacher competence, work discipline and teacher work motivation on the performance of elementary school teachers. The influence between variables of teacher competence (X), work discipline (Z1), work motivation (Z2) and teacher performance (Y). The data collected to see the direct and indirect effects, by first doing the normality test, linearity test and homogeneity test.

III. FINDINGS AND DISCUSSION

The results of linear regression analysis show the influence model of Teacher Competence (X), Work Discipline (Z1) and work motivation (Z2) with teacher performance (Y) as presented in the following description:

Table 1. Regression Analysis of X, Z1, and Z2 against Y

Coefficients [a]								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	24,658	4,765		2,248	0.000		
	Teacher Competence (X)	626	034	0.871	18,438	0.000	0.217	4,618
	Work Discipline (Z1)	646	009	0.991	75.888	0.002	0.115	3,518
	Work Motivation (Z2)	1.027	019	0.982	54,097	0.000	0.315	4,841
a. Dependent Variable: Performance (Y)								

Source: Calculation Result of Inter-Variable Effect

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Moving on from the results of the analysis as table 1 above shows the Effect of Teacher Competence (X), Work Discipline (Z1) and Work Motivation (Z2) on Teacher Performance (Y) as presented in the following figure:

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

Variable	mean	Standard Deviation	Stage
Emotional Intelligence	82.81	4,567	Tall
Work Commitment	103.49	5,339	Tall
Work Motivation	56,70	3,331	Tall
Performance	48,80	3,482	Tall

Table 3. Summary of path analysis results

Structural 1

Teacher competence on performance, work discipline on performance, work motivation on performance, work discipline on performance, work motivation on performance

Variable	Path Coefficient	T	P	R2 –
Teacher Competence (X) Teacher Performance (Y)	0.871	1.007	0.000	0.034
Teacher Competence (X) Work Discipline (Z1)	0.882	5.656	0.000	0.050
Teacher Competence (X) Work Motivation (Z2)	0.884	2,576	0.000	0.031
Work Discipline (Z1) Teacher Performance (Y)	0.992	20,478	0.000	0.009
Work Motivation (Z2) Performance (Y)	0.982	8,734	0.000	0.019

Structural 2

Teacher Competence and Teacher Performance toward Work Discipline (XZ1Y) and Teacher Competence and Performance toward Work Motivation (XZ2Y)

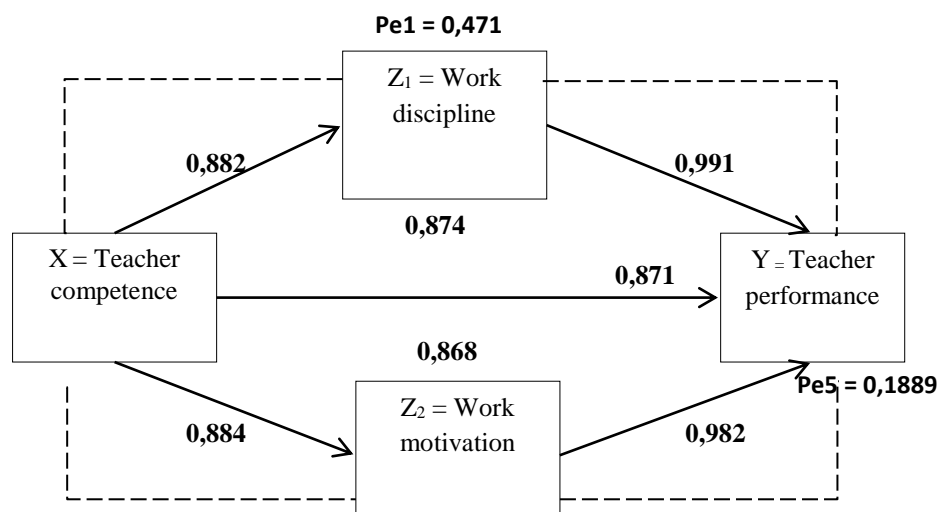| Variable	Path Coefficient	T	P	R2 –
Teacher Competence and Teacher Performance toward Work Discipline (XZ1Y)	0.874	17.4159	0, 0 03	0.982
Teacher's Competence and Performance toward Work Motivation (XZ2Y)	0.868	24.9618	0.002	0.964

Figure 1: Results of the analysis of the influence among variables

Based on Table 3 and Figure 1, the acceptance of the hypothesis in this study can be seen in Tables 4 and 5.

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Table 4. Summary of Hypothesis Testing Decisions H $_1$ H $_2$ H $_3$ H $_4$ H $_5$

Hypothesis		P	Decision
H $_1$	There is influence by direct between significant teacher competence toward teacher performance	0.000	Accepted
H2 $_-$	There is influence by direct between significant teacher competence toward work discipline	0.000	Accepted
H $_3$	There is influence by direct between significant teacher competence toward work motivation	0.000	Accepted
H $_4$	There is influence by direct between Discipline significant work toward teacher performance	0.0 00	Accepted
H $_5$	There is influence by direct between Motivation significant work toward teacher performance	0.000	Accepted

Table 5. Summary of Hypothesis Testing Decisions H $_6$ and H $_7$

Hypothesis		Direct	Indirect	Decision
H $_6$	There is indirect influence between teacher competence and teacher performance toward work discipline	0,874	0,030	Accepted
H $_7$	There is indirect influence between teacher competence and teacher performance toward work motivation	0,868	0.034	Accepted

The results of the path analysis as can be seen in Table 1 are used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 2 and Table 3. Table 4 is a summary of the decisions of H $_1$, H $_2$, H $_3$, H $_4$, and H $_5$ with the criterion of significance value is less than 0.05, then the hypothesis is accepted. Table 5 is a summary of the decisions on hypothesis testing H $_6$ and H $_7$ provided that if the direct influence coefficient is smaller than the indirect effect coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 1, 2, and 3, in this study, the influence between variables was found.

A. The Direct Effect of Teacher Competence on Teacher Performance

Based on the results of the path analysis between teacher competence and teacher performance, the path coefficient value is 0.871 with a t count of 18.437 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that teacher competence has a positive and significant direct influence on the performance of elementary school teachers in Paringin District, Balangan Regency in planning, implementing and assessing learning. This means that if the competence of the teacher is getting better, the better the performance of the teacher/educational staff will be. The amount of influence that the teacher has determines what and how a job is carried out in an organization that he owns. This is in line with research study by Rahmayanti, et al., (2021) explaining that there is a significant influence between teacher competencies on teacher performance. Daryanto (2015) explains about the personal competence of a teacher, one of which is about the implementation of guidance and counseling, such as guiding students who have learning difficulties and guiding students who have problems, so when viewed from the personal competence, a teacher must take part in student management process. Teachers are the type who is considered capable of improving performance, not only paying attention to the need for self-actualization and appreciation but also raising awareness for them to do their best by paying more attention to human factors, performance, and organizational growth. Teachers as one of the resources in schools have an important role in improving the quality of education. The teacher is tasked with guiding and directing student learning in order to achieve optimal results. In the world of education, the teacher is the spearhead when learning, the better the teacher's performance, the better the quality of learning in the classroom. "Teacher performance is the success of teachers in carrying out their teaching duties (Sudirman, 2011). Teachers are the type who is considered capable of improving performance, not only paying attention to the need for self-actualization and appreciation but also raising awareness for them to do their best by paying more attention to human factors, performance, and organizational growth.

B. Direct Influence of Teacher Competence on Work Discipline

Based on the results of the path analysis between teacher competence and teacher discipline, the path coefficient value is 0.882 with a t count of 19.442 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that teacher competence has a positive and significant direct influence on the discipline of elementary school teachers in Paringin District, Balangan Regency. This means that the better the teacher's competence, the better the teacher's competence. Based on the results of the distribution of respondents in the diagram, it shows that the respondents' answers regarding the statement of teacher competency statements are in a very high position. This shows that the loyalty, trust and involvement of the teachers towards the school is very high. Hasibuan (2016) explains that discipline is a person's awareness and willingness to obey all applicable social rules and norms. Discipline is not only for students, but teacher discipline also needs to be considered. Schools need to have binding regulations for teachers and employees in order to create an orderly work environment. Without the support of good teacher discipline, it will be difficult for schools to achieve their vision and mission.

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C. Direct Influence of Teacher Competence on Work Motivation

Based on the results of the path analysis between teacher competence and teacher work motivation, the path coefficient value is 0.884 with a t count of 19.696 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that teacher competence has a positive and significant direct influence on the work motivation of elementary school teachers in Paringin District, Balangan Regency in carrying out official duties as well as attitudes and behavior.

As a teacher in a school organization, he plays an important role in educating, teaching, directing and fostering all student activities that affect the school organization. Aspects of the progress and setbacks of a learning process are also part of the teacher's responsibility. This is in line with research study by Rahmayanti, et al., (2021) explaining that there is a significant influence between work motivation on teacher performance. Motivation is the attitude of encouraging, inviting, obedient and obedient to the applicable regulations, both written and unwritten, and being able to run them. Teacher enthusiasm is one of the important elements in influencing work motivation (Hasibuan, 2016).

D. The Direct Effect of Work Discipline on Teacher Performance

Based on the results of the path analysis between teacher work discipline and teacher performance, the path coefficient value is 0.991 with a t count of 75.888 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that teacher work discipline has a positive and significant direct influence on the performance of elementary school teachers in Paringin District, Balangan Regency in carrying out official duties as well as attitudes and behavior. This means that the higher the work discipline of the teacher, the better the performance of the teacher/educational staff. Teacher performance is basically the performance of teachers in carrying out their duties as educators. The quality of teacher performance is influenced by the work discipline possessed by teachers and education staff which with high work discipline will improve the quality of educational outcomes. Mangkunegara (2015) explains that work discipline is defined as the implementation of management to strengthen organizational guidelines. Sometimes, the behavior of workers in the organization becomes so disruptive that it results in decreased performance. Therefore, discipline is needed in such conditions. In the organization, there are still many employees who are late, ignore safety procedures, do not follow predetermined instructions or get into problems with coworkers. Discipline is obeying, respecting, appreciating, following and obeying the applicable rules and norms, both written and unwritten and ready to accept sanctions if violated. Therefore, every company is expected to have various provisions that must be adhered to and standards that must be met by its members. Discipline is a management action to encourage its members to meet these demands. This study is in line with research (Ngiode, 2016) stating that work discipline has an effect on teacher performance. Rahmayanti, et al., (2021) explains that there is a significant influence between work discipline on teacher performance.

E. The Direct Effect of Work Motivation on Teacher Performance

Based on the results of the path analysis between teacher work motivation and teacher performance, the path coefficient value is 0.982 with a t count of 54.097 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that teacher work motivation has a positive and significant direct influence on the performance of elementary school teachers in Paringin District, Balangan Regency in carrying out official duties as well as attitudes and behavior. This means that the higher the perceived work motivation, the better the performance and conversely the lower the perceived work motivation, the less good the performance. Motivation is the attitude of encouraging, inviting, obedient and obedient to the applicable regulations, both written and unwritten, and being able to run them. Teacher enthusiasm is one of the important elements in influencing work motivation. According to McClelland which is translated by Suwanto (2020) explaining that work motivation is a set of forces both from within and from outside a person that encourages them to start behaving work according to a certain format, direction, intensity and period of time. This is in line with research Alhusaini, Amin, Muhammad Kristiawan (2020) who explains that there is a significant influence between work motivation on teacher performance.

F. Indirect Influence of Teacher Competence and Teacher Performance on Work Discipline

Based on the results of the path analysis between there is an indirect effect between teacher competence on teacher performance through teacher work discipline, the path coefficient value is 0.874 with a t count of 17.4159 and a significance of 0.000 so that the significance value is less than 0.05. This shows the results that there is a direct positive and significant effect of teacher competence on teacher performance through the work discipline of elementary school teachers in Paringin District, Balangan Regency in trust and involvement in school development. The effect of teacher competence on teacher performance through teacher work discipline is greater than the acquisition value of the direct influence of teacher competence on teacher performance. This is in line with research study by Hidayat (2021) explaining that there is an indirect effect of teacher competence on teacher performance.

G. Indirect Influence of Teacher Competence and Teacher Performance on Work Motivation

Based on the results of the path analysis, there is an indirect effect between teacher competence on teacher performance through teacher work motivation, the path coefficient value is 0.868 with t count 24.9618 and a significance of 0.000 so that the significance value is less than 0.05. The effect of teacher competence on teacher performance through teacher work motivation is smaller than the acquisition value of the direct influence of teacher competence on teacher performance so that the direct influence of teacher competence on teacher performance is better. Usman (2010) mentions that teacher competence is the ability of a

teacher to carry out his duties and responsibilities related to teaching tasks which include mastery in the field of study being taught, understanding the situation of students, understanding teaching principles and techniques, mastering the branches of science that are taught. relevant to their field of study, respecting their profession. This is in line with research study by Resawati, et al., (2016) explaining that there is an indirect influence between teacher competence and teacher performance.

IV. CONCLUSION

The competence of elementary school teachers in Paringin District, Balangan Regency is in a high classification. There is a direct influence between teacher competence and teacher performance, work discipline, work motivation and there is a direct influence between work discipline and teacher performance, there is a direct influence between work motivation and teacher performance and there is a direct relationship between work motivation and teacher performance. Indirect influence between teacher competence and teacher performance through teacher work discipline and indirect influence between teacher competence on teacher performance through work motivation in Elementary Schools in Paringin District, Balangan Regency.

Teachers should use work motivation as a driving force to improve competence, discipline, and performance in their schools.

It is recommended for further research to pay attention to other variables that can also affect teacher performance in addition to teacher competence, teacher work discipline and teacher work motivation in different places.

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