

Analysis of the Influence of Teacher Professional Competence and Work Discipline on Teacher Performance at Vocational High Schools in Samarinda City

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ABSTRACT: Teacher competence is one of the important substances in the progress and success of the implementation of education. This has implications for teacher performance to measure teacher professional competence in schools. Therefore, this study aims to determine the effect of teacher professional competence and work discipline on teacher performance. This study uses a quantitative approach. Data collection was carried out using a survey method using a questionnaire that was distributed to 22 teachers of public vocational high schools in Samarinda City. The results of the study show that the correlation coefficient between professional competence and work discipline is 0.636, so it can be said that there is a positive relationship between professional competence and work discipline with teachers. Meanwhile, the coefficient of determination is 0.636, meaning that professional competence affects work discipline by 63.6%. Based on this, it is known that the professional competence of teachers in the high category is 58%, the medium category is 42%, and there is no teacher professional competence in the low category. So, it can be concluded that there is a positive and significant influence between professionalism on teacher performance, teacher professionalism, and work discipline together on teacher performance.

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Introduction

Teacher professionalism is an important determinant in the pursuit of educational excellence (Wardoyo et al., 2017; Wolf et al., 2019). As evidenced by the publication of Law of the Republic of Indonesia Number 14 of 2005, the Government of Indonesia specifically focuses on increasing teacher professionalism. These competencies include pedagogic competence, personal competence, social competence, and professional competence. Teacher professionalism is determined as a competency that meets professional education standards so a teacher is required to have a professional background capable of carrying out his duties professionally (Wahab et al., 2022).

Teacher competence is one of the important substances in the progress and success of the implementation of education (Amon, Ping, et al., 2021). More precisely, it is used as an implementation in the implementation of the teaching process. This is because some

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educators still apply conventional learning methods, namely, they only record lessons and give examples of practice questions to work on then leave students until the time the lesson is over (Amon, Putra, et al., 2021). Thus, class conditions are not optimal because the teacher does not accompany students in class until class time is over for unclear reasons (Buan, 2021). From the main problem, this is of course a matter of great concern because this incident can mean that the teacher's work is not carried out optimally (Warman et al., 2021). Furthermore, the process was not carried out based on the process standards of the Minister of National Education Regulation Number 41 of 2007.

Teacher professionalism is the way teachers think about their profession, why they should be professional, and how they behave and apply knowledge and skills related to their profession (Wardoyo et al., 2017). According to Cooper and McIntyre (1996), professional teacher competence is a teacher who has knowledge of learning and human behavior, has knowledge of the field of study being taught, and has teaching skills. Referring to the Law of the Republic of Indonesia Number 20 of 2003, teacher competence includes learning management, potential development, academic mastery, and personality traits.

Teacher professionalism has been widely observed as one of the main issues in education (Jina, 2020), because one of the components that determine student learning outcomes is the teacher (Komariyah & Wahyudi, 2018). The results of Wajdi et al.'s research (2018) show that professional competence has a significant effect on the effectiveness of education in schools. That is, the role of the teacher is very important for achieving student achievement (Sirait, 2016). Therefore, to improve student learning achievement, it is necessary to increase teacher professionalism (Komariyah et al., 2021).

In addition, the decline in teacher performance can be seen from the phenomenon of teachers who are often absent from teaching. Teachers are not punctual when they come to school or enter teaching in class, and do not have prepared for teaching so the implementation of learning is not optimal. The routine learning activities carried out by the teacher illustrate the symptom that the teaching teacher is only limited to aborting obligations as a routine without any creative and innovative ideas and developing more effective learning (Amon & Anggal, 2021).

Innovative learning models such as quantum teaching are still rarely practiced, because teachers are not interested in this learning model (Warman et al., 2022). Teachers think that the most important thing is teaching and learning activities according to working hours. The lack of the teacher's role in making students excel is because the teacher is only in charge of teaching not educating, and receives a salary without attaching importance to other aspects of education, such as providing directions for students, developing students' abilities, not yet making improvements or enrichment to the fullest (Amon & Bustami, 2021; Kustanto et al., 2021).

The role of strategic educators is to improve the quality of both formal and non-formal. Therefore, teachers are demanded as agents driving the process of teaching and learning activities to the maximum as one of the foundations of educational development. Teachers have a very decisive role in the development of quality human resources. Good quality

affectively, cognitively, and psychomotorically. Therefore, the profession must be developed as a dignified and competent profession.

Another case that is often encountered is the low capacity of teachers in guiding students to achieve achievements in fields according to their talents so teachers in exploring student achievement tend to be low, and often do not reach their targets, because they prioritize orders from superiors (Amon et al., 2022). In addition, teachers do not yet have professional competence as educators, as seen from the lack of discipline of teachers in carrying out teaching assignments, for example, teachers leave class for no apparent reason and complete assignments outside their duties as a teacher (Anggal et al., 2020).

This research represents the teacher's performance in developing a good quality learning process, but some problems actually arise from the performance itself. Based on the limitations of the problems above, the problems in this study can be formulated as follows: (1) Is there a positive and significant influence between teacher professional competence and work discipline on teacher performance? (2) Is there a positive and significant influence between teacher professional competence on teacher performance? and (3) Is there a positive and significant effect of work discipline on teacher performance?

This study analyzes teacher performance which is implemented through the level of teacher professionalism and also the discipline of teacher work implementation. In general, this study aims to prove the professional competence of teachers and the work discipline implemented. The specific purpose of this research is to analyze and reveal empirical data about direct or factual data depictions. In this study, the performance measurement of vocational high school teachers was viewed from the aspects of planning, implementation, and evaluation of learning as follows: Aspects of lesson planning, teacher performance was seen from routine, independence, accuracy, and teacher proficiency in making lesson plans, syllabus, semester programs, and annual programs. In the planning aspect, teacher performance is seen from the accuracy and harmony of teacher activities to manage time allocation, use of learning resources and media, application of learning methods or strategies, and classroom management so that students and teachers are comfortable in the teaching and learning process in class. In the evaluation aspect, teacher performance is seen through accuracy and suitability in the evaluation process, compiling assessment standards, reviewing the results of student evaluations, and using the evaluation results.

Methods

The method used in this study is quantitative (Moleong, 2006), as already stated, using a survey method. Primary data was obtained from questionnaires through questionnaires. In this case, a questionnaire or questionnaire is used as a basis for analyzing the small and large influence of teacher professional competence and work discipline on teacher performance in Vocational High Schools, in Samarinda City. The data obtained were analyzed to determine the relationship between the dependent variable and the independent variable. The dependent variable in this study is teacher performance, while the independent variables include teacher professional competence and work discipline.

Result and Discussion

The number of teachers in this study were 28 people. However, in terms of data collection, there were 6 teachers who were not selected as respondents because the six teachers were religious subject teachers, namely: fiqh teachers, akhidah akhlak teachers, Arabic language teachers, Quran hadith teachers, and Islamic cultural history teachers. Thus, the number of respondents in this study were 22 respondents.

From the results examined based on the analysis of the 22 respondents, a statistical description can be displayed from the results of calculations and tests carried out with the help of a computer through the SPSS 22.0 application program, as well as the analysis and interpretation.

Table 2. Description of Statistical Research Data

		Teacher Professional Competence	Work Discipline	Teacher Performance
N	Valid	22	22	22
	Missing	0	0	0
Mean		62,36	63,41	79,82
Median		62,00	63,00	79,00
Mode		62	59	70
Std. Deviation		4,645	5,466	9,184
Minimum		56	53	64
Maximum		73	73	96
Sum		1372	1395	1756

Teacher Professional Competency Data Analysis (X_1)

Teacher Professional Competence obtained from respondents has an average of 62.36 with a standard deviation of 4.645, a median of 62.00, a mode of 62, a minimum score of 56, and a maximum score of 73. A standard deviation of 4.645 indicates that the difference in Teacher Professional Competence is low. This is evidenced by the fact that the Teacher Professional Competence of the respondents did not very much.

From Table 2 it can be seen that the mean and median values are almost the same, namely 62.36 and 62.00. This shows that the Teacher Professional Competency data in this study is quite representative. Meanwhile, Teacher Professional Competence which is above the average indicates that there are more teachers who have Teacher Professional Competence with high calculations than teachers who have low professional competence. The following is a Histogram of Teacher Professional Ability data.



Figure 1. Histogram of Teacher Professional Competency Value Data

From the distribution table and histogram, it can be concluded that the data on teacher professional competence scores in this study have a distribution that tends to be normal.

Work Discipline Data Analysis (X_2)

The value of work discipline obtained through the respondents has an average of 63.41 with a standard deviation of 5.466, a median of 63.00, a mode of 59, a minimum value of 53, and a maximum value of 73. This description proves that the mean and the mean (medium) is close to the same, namely 63.41 and 63.00. This illustrates that the Work Discipline data obtained in this study is representative. Meanwhile, there are more values above the average compared to values that are below the average indicating that respondents have more good work discipline than those who are not working disciplined. The data is presented and can be seen in the appendix while the histogram of the data can be seen in Figure 2.

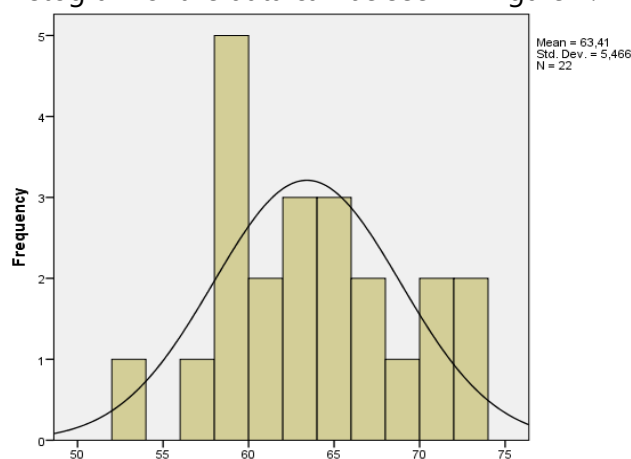


Figure 2. Histogram of Work Discipline Value Data

From the histogram and distribution table, it can be concluded that the value of the work discipline scale in this study has a distribution that tends to be normal.

Analysis of Teacher Performance Data (Y)

The Teacher Performance instructions obtained from all respondents, it has an average value of 79.82 with a standard deviation of 9.184, mode 70, a median of 79.00, a minimum value of 64, and a maximum value of 96. This illustrates that the average teacher performance of all

respondents includes the high category. The standard deviation value of 9.184 illustrates the difference between respondents included in the high category. This matter illustrates that the Teacher Performance of all respondents is very diverse.

From the data presentation, it can be seen that the mean and median values are almost the same, namely 79.82 and 79.00. In this case, it illustrates if the value of Teacher Performance in this study shows representative. Meanwhile, the scores above the average are more than the scores below the average, illustrating that there are more teacher performances above average than below average.

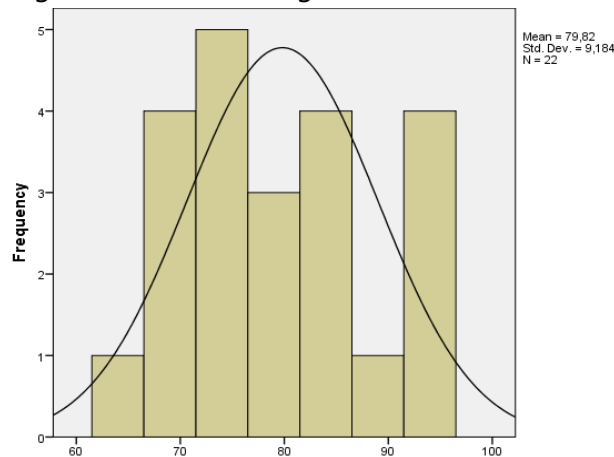


Figure 2. Histogram of Work Discipline Value Data

In the histogram and data distribution table, it can be concluded that the teacher performance value data in this study has a distribution that tends to be normal. The results of data processing in describing the effect of performance are shown from Table 3 Table 4 and Table 5 as follows:

Table 3. Calculation results of the Correlation Coefficient of the Effect of Variables X1 and X2 on Variable Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,797 ^a	,636	,598	5,826

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

Table 4. Recapitulation of Calculation Results of Significance Tests of Regression Coefficients Influence of Variables X1 and X2 with Variable Y

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1126,355	2	563,177	16,592	,000 ^b
	Residual	644,918	19	33,943		
	Total	1771,273	21			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Discipline, Teacher Professional Competence

Table 5. Recapitulation of the results of calculating the regression line equation for the effect of variables X^1 and X^2 on variable Y

		Coefficientsa				
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-26,272	18,471		-1,422	,171
	Teacher Professional Competence	1,049	,319	,530	3,284	,004
	Disiplin Kerja	,642	,271	,382	2,364	,029

a. Dependent Variable: Teacher Performance

Effect of Teacher Professional Competence (X^1) on Teacher Performance (Y)

Hypothesis:

$$H_0 : \beta_1 = 0$$

$$H_1 : \beta_1 \neq 0$$

Has the meaning that:

H_0 : There is no significant effect of Teacher Professional Competence on Teacher Performance

H_1 : There is a significant effect of Teacher Professional Competence on Teacher Performance

To prove this hypothesis is to pay attention to the values/numbers listed in the t column or the Sig column for the Teacher Professional Competency row (Variable X^1) in Table 4. According to existing provisions, the regression significance criterion is "if Sig < 0.05 then H_0 is rejected", which means that there is a significant effect of the independent variable X^1 on the dependent variable Y. From Table 5, it can be seen that the value of Sig = 0.004 < 0.05 and tcount = 3.284 then H_0 is rejected and means that there is a significant influence of the independent variable X^1 (Teacher Professional Competence) there is a related variable Y (Teacher Performance).

Based on the results of the regression test, it can be concluded that there is a significant influence of the independent variable X^1 (Teacher Professional Competence) on the Y variable (Teacher Performance).

Effect of Work Discipline (X^2) on Teacher Performance (Y)

Hypothesis:

$$H_0 : \beta_2 = 0$$

$$H_1 : \beta_2 \neq 0$$

Meaning:

H_0 : There is no significant effect of Work Discipline on Performance

H_1 : If there is a significant effect of Work Discipline on Teacher Performance

Proof of the hypothesis can be seen in the values or numbers listed in the t column or the Sig column for the Work Discipline line (Variable X^2) in Table 5. According to existing

provisions, the regression significance criterion is "if Sig < 0.05 then H₀ is rejected", which means that there is a significant effect of the independent variable X₂ on the dependent variable Y. From Table 5 it can be seen that the value of Sig = 0.029 < 0.05 and t_{count} = 2.364, then H₀ is rejected which means that there is a significant effect of the independent variable X² (Work Discipline) on the variable tied to Y (Teacher Performance). From the results of the regression test, it can be concluded that there is a significant influence of the independent variable X₂ (Work Discipline) on the dependent variable Y (Teacher Performance).

The Influence of Teacher Professional Competence (X¹) and Work Discipline (X²) Together on Teacher Performance (Y)

The influence hypothesis is:

H₀ : $\beta_1 = 0$ dan $\beta_2 = 0$

H₁ : $\beta_1 \neq 0$ dan $\beta_2 \neq 0$;

Has the meaning that:

H₀ : If there is no significant effect of Teacher Professional Competence (X¹) and Work Discipline (X²) together on Teacher Performance (Y)

H₁ : There is a significant influence of Teacher Professional Competence (X¹) and Work Discipline (X²) together on Teachers (Y)

From Table 5 above, it shows that the multiple correlation coefficient influences the independent variables of Teacher Professional Competence (X¹) and Work Discipline (X²) together on Teacher Performance (Y) which is equal to 0.636. In the results of these calculations, it is known if the correlation coefficient is significant. So that it can be said that there is a significant influence of the independent variables on Teacher Professional Competence (X¹) and Work Discipline (X²) together on Teacher Performance (Y). Meanwhile, the coefficient of determination of 63.6% illustrates that the contribution of Teacher Professional Competence (X¹) and Work Discipline (X²) together to Teacher Performance (Y) is 63.6%, the rest (36.4%) due to the influence of other factors.

Testing the hypothesis with regression analysis shows the calculated results as listed in Table 4. and Table 5. In Table 4, it is found that the regression line equation which represents the effect of variables X¹ and X² on variable Y, is $\hat{Y} = 16.592 + 1.049 X^1 + 0.642 X^2$. Meanwhile, the significance test of the regression line is by showing the calculated results in Table 4. Meanwhile, according to existing regulations, the regression significance barometer is "if Sig < 0.05 then H₀ is rejected" or "if F_{count} > F_{table} then H₀ is rejected", indicating that the regression coefficient is significant.

It can be said that there is a significant influence of the independent variables X¹ and X² on the dependent variable Y. The Sig value is the number contained in the Sig column in Table 4. The calculated F value is a number contained in column F in Table 3. Meanwhile, the F table value is the value of the distribution table F with a significant level of 5% with the degree of the numerator (K) = 2 and with the degree of the denominator (n - k - 1) = 21 when n is the number of respondents, and k is the independent variable.

In Table 4, if the value of Sig = 0.000 < 0.05 and F count = 16.592, then H₀ is rejected, which means that the regression coefficient is significant. In other words, there is a significant influence of the independent variables Teacher Professional Competence (X¹) and Work Discipline (X²) together on the dependent variable Teacher Performance (Y). From both the correlation and regression test results, it can be concluded that there is a significant influence of the independent variables Teacher Professional Competence (X¹) and Work Discipline (X²) together on the dependent variable Teacher Performance (Y).

Conclusion

Based on the results of research and discussion, it can be concluded, as follows. (1) There is a positive and significant effect of teacher professionalism on teacher performance at Islamic Senior High School Islamic Scholars Balikpapan. It can be proven by the value of Sig = 0.004 < 0.05 and tcount = 3.284; (2) There is a positive and significant effect of work discipline on teacher performance. This is evidenced by the value of Sig = 0.029 < 0.05 and tcount = 2.364; (3) There is a positive and significant influence of teacher professionalism and work discipline together on teacher performance. This is evidenced by the value of Sig = 0.000 < 0.05 and Fcount = 16.592.

According to the results of the analysis of the data contained in the research variables, it is known that the professional competence of teachers is in the high category. Of the 22 teachers who were included in the research respondents, 13 teachers (42%) were found to be in high professional competence, 9 teachers (42%) were found to be in the medium professional competence category, and no teachers were found to be in professional competence low.

According to the results of the research, discussion, and conclusions that have been detailed previously, some suggestions are presented as follows:

1. For a teacher, let's imitate the behavior of teachers who have good work discipline and professional competence. Furthermore, it can be through participating in seminars or training activities related to writing class action research and using technology and communication in order to broaden scientific insights.
2. A school principal pays attention to the work discipline of teachers, especially those who have low work discipline indicators and is strict with teachers who are still lacking in the discipline at work. Furthermore, through a system of cooperation with the education office, the ministry of religion improves the most important professional competencies, namely the preparation of scientific papers and the preparation of class action research, and the publication of scientific papers in scientific journals.
3. Education Office and Ministry of Religion. Conducting evaluations of teacher performance and conducting follow-up on the results of these evaluations. Socializing the preparation of classroom action research and directing teachers to make classroom action research so that they are used to compiling classroom action research.

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