

Teacher Performance: The role of Professional Competence and Satisfaction

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ABSTRACT

The phenomenon that occurs based on observations shows that teacher performance is not optimal; this is due to the presumption that professional competence and job satisfaction are not optimal. For this reason, this study aims to determine the influence of professional competence and job satisfaction on teacher performance. This study uses a survey approach method; the type of research is descriptive analysis—the data collection method done by interview, questionnaire, and documentation study. The data analysis method used is path analysis. This study's sample was 42 teachers in the Kindergarten Cluster in one of the districts in Bandung Regency. The results showed that professional competence and job satisfaction significantly affected teacher performance both simultaneously and partially. This result means that professional competence and job satisfaction can improve teacher performance.

Keywords: professional competence, job satisfaction, teacher performance.

INTRODUCTION

Improving the quality of education is determined by the readiness of human resources involved in the education process. Teachers, as one of the determining factors for the high and low quality of educational outcomes, have a strategic position, so every effort to improve the quality of education needs to pay great attention to increasing teachers both in terms of number and quality.

Teachers are figures who are human resources who occupy positions and play an essential role in education. When everyone raises questions about the world of education, the teacher figure must be involved in the discussion plan, especially those concerning formal education in schools. Educators or teachers are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for higher

education educators. This condition can deny because formal educational institutions are the life world of teachers. Most of the time, the teacher is at school; the rest is at home and in the community.

Thus, this affirmation illustrates that education is a conscious effort that involves the personal as the implementer of the education itself. This person can create a learning atmosphere and learning process that allows students to develop their potential to have religious-spiritual strength and self-control actively.

Education has a vital role in national development to achieve a nation that develops, independent, intelligent, pious, and civilized. The basic principle of education is an effort to humanize humans and improve the quality of human resources. Education has demands on the needs of society and challenge to be able to answer various problems.

To improve the quality of national education, the government continues to make various changes and updates to the education system. If you observe the reality of teacher competence at this time, it is still various. One of the crises in Indonesia's education is that teachers have not shown adequate performance. It identified many indicators related to teacher performance in carrying out professional educational duties such as; knowledge of learning strategies, class management skills, achievement motivation, and professional commitment and work ethic.

More broadly, teacher performance problems include low awareness of the dual duties of teachers who must adjust to the demands of the curriculum and community expectations. This condition relates to the openness of the teacher's attitude towards renewal, the ability to respond to and respect others' opinions and try positive ideas from other

teachers. Second, decreased commitment to the profession. This is indicated by the teacher's lack of enthusiasm in the process of teaching and learning activities. Reluctance to understand the difference between school problems and teaching problems.

With the lack of teachers' ability to develop themselves, seek information, and keep up with developments in science and technology, many things need to be considered how teacher performance will impact quality education. Teacher performance is required to develop; good performance will affect the teacher as a whole.

To improve the quality of education, teachers are required to have a certificate of competency educators. Teacher competencies include pedagogical, personal, social, and professional competencies. If the teacher's four competency components are owned, the teacher has met the required academic qualification standards.

One of the efforts that can improve teacher competence is by optimizing the role of school principals as educators, managers, administrators, leaders, creators of the work climate, and entrepreneurship. As the manager, the principal has the task of developing personnel performance, significantly increasing teacher professional competence. So that if every school already has professional teachers, this, in turn, will improve its performance.

The implementation of education is successful or not achieved by each school; both primary and secondary levels can be evaluated from teacher performance results at the end of each academic year or academic year.

Based on the results of observations, the authors found a symptom in a kindergarten in one of the districts in Bandung Regency that the performance was not optimal, the teacher's

performance showed that the average activity program preparation had "good" criteria, but the realization of the activity program was in the "less good" category. ". This condition can see in 4 (four) activity programs that are not yet optimal and have "not good" criteria. The four programs that are still low include: formulating learning objectives, developing and organizing materials, learning media and learning resources, designing class management and planning procedures, types and preparing assessment tools.

The empirical data informs that teacher performance is still low and not optimal. Meanwhile, if the school wants good and even excellent work results, it needs good program planning, which supports achieving it seriously, directed, and guided by planning school goals. This condition means that it must carry out optimally to achieve the predetermined program in addition to good planning.

Teacher performance is not optimal; the author can detect that other weaknesses that support teachers' success or failure in carrying out their profession are factors of professional competence and perceived job satisfaction. Teachers who have competence are a requirement for teacher professionalism in carrying out their profession. But in reality, teachers' quality of human resources is still not optimal; therefore, teachers must have adequate teacher quality. Improving the quality of education will also be related to efforts to increase teacher competence because if we look at the logical contribution of this quality improvement, there will be an association, namely that efforts to educate are an effort to build a better future for a better nation that has high competitiveness in the global era. This effort achieve if education must be continuously improved following the demands of development. Improving the quality of education begins with

efforts to improve and improve the quality of learning for teachers and students in the classroom. (Kunter, Klusmann, Baumert, Richter, Voss & Hachfeld, 2013) The quality of learning can be improved if the teacher can do it. And to be able to do so, he must have competence concerning learning tasks. Because the job of a teacher is a professional job that requires specific requirements demanded by profession. (Kunter, Kleickmann, Klusmann & Richter, 2013) Sumantri & Whardani (2017) show that there is an effect of professional competence on the performance of elementary school teachers in Central Java. Job satisfaction is closely related to individual behavior; Judge & Bono's (2001) research confirms this. Then Judge, Thoresen, Bono & Patton (2001) proved a close relationship between job satisfaction and performance. Knox & Anfara Jr (2013) show the critical role of teacher job satisfaction in increasing work productivity.

The requirements for teacher professionalism are meeting the government's competency standards. They must support educational facilities and infrastructure in the implementation of teaching activities in schools where the teacher is assigned. Every teacher desires to improve their quality because this is a requirement for teachers to meet the government's standards, including that teachers must continue to develop their competence. If the teacher has met the quality and competence, he will feel satisfaction and impact, increasing work productivity.

Several aspects of job satisfaction, namely: wages, the job itself, supervision, co-workers, job security, promotion opportunities. (Tasios & Giannouli, 2017) In this case, Smith, Kendall & Hulin (1969) stated that one of the factors of job satisfaction is the job itself. They also said that the job itself is that every job requires a specific skill in its respective fields. Whether a job is

difficult or not, and a person's feeling that their expertise is needed to do the job will increase or decrease job satisfaction.

The job satisfaction felt by a teacher will foster an impulse to work to improve his performance. Because in carrying out his duties, everything he needs can be fulfilled. But the desire or need must be positive because it can assume that it will improve his performance or work performance.

Job satisfaction is a positive emotional state from evaluating one's work experience. Job satisfaction can lead to a positive attitude towards the progress of a job. Employee satisfaction and loyalty see as the key drivers of productivity and efficiency. Where productivity here is the result of employees' work, likewise in schools, namely productive teachers are teachers who have high performance.

Based on the phenomena described above, the factors that cause teacher performance in the Kindergarten Cluster of Bandung Regency are not optimal. It suspects that job satisfaction has not been optimal. Job satisfaction is still low; it is suspected that teachers' competence and educational infrastructure are not optimal. Given its importance, it is necessary to carry out scientific and in-depth research on the competence and infrastructure of education to directly or indirectly influence job satisfaction and its implications for teacher performance. With the hope of this research will be obtained recommendations and constructive input to increase job satisfaction, which has implications for teachers' performance in the Kindergarten Cluster, Bandung Regency.

The problems described above show that problems related to professional competence, job satisfaction, and teacher performance involve comprehensive, complex, and complex aspects of the problem. Based on the background of the

problems described above, research problems can formulate how much influence influences professional competence and job satisfaction jointly or partially on teacher performance. And the purpose of this study is to determine and analyze the magnitude of professional competence and job satisfaction jointly or partially on teacher performance.

RESEARCH METHODS

This research was conducted in the Kindergarten Cluster in one of the Districts in Bandung Regency, carried out for four months. In this study, the sample used was Kindergarten teachers who were willing to participate in the research at the Kindergarten Cluster, Bandung Regency, totaling 42 people.

The research method used is a survey with correlational techniques. This method uses to examine the effect of independent variables on the dependent variable. The independent variables studied consisted of professional competence variables, job satisfaction variables, and the dependent variable was teacher performance.

The operationalization of the variables in this study intends to facilitate or direct the necessary data measurement tools based on the hypothesis's variables.

The research variables in this study are professional competence (X1) with indicators of understanding the stages of child development, understanding children's growth and development, understanding the provision of educational stimuli, and building cooperation with parents in carrying out education. And Job Satisfaction (X2) as an independent variable, which is a variable whose existence is not influenced by other variables, with indicators referring to the Minnesota Satisfaction

Questionnaire (MSQ) developed by Weiss, Dawis, England, and Loftquist (1967). Teacher Performance Variable (Y) as the dependent variable, namely the variable influenced by the independent variable with indicators according to the Technical Guidelines for the Minister of Education and Culture Regulation Number 35 of 2010.

The steps taken in conducting data analysis and data analysis techniques used in this study are Path analysis used to show the relationship that shows how much influence a particular variable has, both direct and indirect effects on several other variables.

RESULTS AND DISCUSSION

The research was carried out in Bandung city, taking a method sample by purposive sampling technique of accidental sampling. The object of study is divided based on purposive sampling, where the largest leasing company determined in Bandung. Then accidental sampling was carried out on leasing company employees in the city of Bandung.

The profile of respondents in the study, which divided into education levels and years of service, shows that the composition of teacher education as respondents in this study is one person (2.38%) postgraduate (S2), 23 undergraduate (54.76%), D3 amounted to 3 people (7.14%), D2 amounted to 6 people (14.29%) and Senior High School/equivalent amounted to 9 people (21.43%), a total of 42 people. The composition of the age of the teachers as respondents in this study was that there were three people under the age of 20 (7.14%), 25 to 30 years old (59.52%), nine people aged 31 to 40 years (21.43 %), while the age above 40 years was five people (11.90%).

Testing data quality on statements in the variable instrument Professional competence meets the required criteria, namely > 0.300 . The statement in the Job Satisfaction variable instrument fulfills the required criteria, namely > 0.300 . Thus it can conclude that the statement items can be declared valid and genuinely an indicator of Job Satisfaction. The statement in the teacher performance variable instrument meets the required criteria, namely > 0.300 . Thus, it can conclude that the statement items can be declared valid and confirmed as an indicator of Teacher Performance. Based on the reliability testing of the four research variables, the results obtained professional competence = 0.917, job satisfaction = 0.919, and teacher performance = 0.911. The reliability test results show that all variables are categorized as reliable because the score is > 0.700 .

The normality test used to determine whether data follows a normal distribution or not to determine whether the data follows the normal distribution can be done by various methods, including the Kolmogorov-Smirnov method. The data calculation result shows that all variables follow the normal distribution with a p -value > 0.05 . The results of the calculation show that all variable data consisting of professional competence variables is 0.797, job satisfaction is 0.363, and teacher performance is 0.773; the calculation results follow the normal data distribution using the Kolmogorov-Smirnov test by showing a p -value > 0.05 , thus rejecting H_1 and accepting H_0 ; thus the sample comes from a normally distributed population.

The results of the calculation of the correlation coefficient using correlation analysis that The relationship between the variable professional competence (X1) and job satisfaction (X2) obtained a value of 0.535, and when consulted with the interpretation table, the value of r (correlation) is at the coefficient

interval 0.40 - 0.599 so that it has a level a moderate and unidirectional relationship because the value is positive.

Based on the results of the calculation of the path coefficient, which is to find out how much the degree of contribution between variables X1 and X2 to variable Y, that variable X1 has a path coefficient of 0.487, and Variable X2 has a path coefficient of 0.490. The results of the variable path analysis of professional competence (X1) and job satisfaction (X2) on teacher performance (Y) shown in the path analysis image below:

For the validity test, the following results obtained:

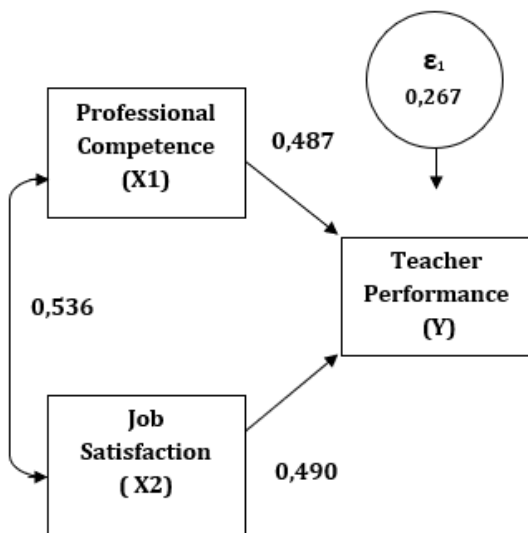


Figure 1. Path Test Results

The image of the path test results above shows that there is an influence from the independent variable, namely professional competence (X1) and job satisfaction (X2), on the variable, namely teacher performance (Y). Based on the results of the study, the Professional Competence (X1) variable has a direct influence on the Teacher Performance variable (Y) of 23.7%, the indirect effect through its relationship with job satisfaction (X2) is 12.8% so that the total effect is 36.5. %.

The job satisfaction variable (X2) has a direct effect on the Teacher Performance variable (Y) of 24.0%, the indirect effect through its relationship with professional competence (X1) is 12.8% so that the total effect is 36.8%.

The results of the calculation of the coefficient of determination (R-squared), which expressed in percent, represent the size of the contribution of the independent variables to the dependent variable, indicating that the contribution of the independent variables, namely professional competence (X1) and job satisfaction (X2) in determining the intervening variable, namely teacher performance (Y) 73.3%. While the value of epsilon showed other factors that were not researched and also influenced teacher performance (ϵ) = 0.267 or 26.7%, other variables referred to such as emotional intelligence, intellectual intelligence, motivation, organizational culture, organizational climate, principal leadership, teacher commitment, compensation, work discipline and so on.

The results of descriptive data processing can describe that the professional competence variable is in the "Good Enough" category with an average value of 2.65. Thus, it can illustrate that professional competence is in an excellent and adequate category.

The results of descriptive research can describe that the job satisfaction variable is in the "Good Enough" category with an average score of 2.75. Thus it can also describe that job satisfaction is in the good enough category, but it can conclude that it is adequate. This result indicates that in the conditions of their work environment, the teachers feel less satisfied in carrying out their duties or the work itself as what teachers feel is the low desire for protection from the school / official office for the work I do because they don't want a bonded job.

According to Judge & Bono (2001), the behavioral characteristics of satisfied workers are those who have high motivation to work, they are happier in doing their work, while the characteristics of less satisfied workers are those who are lazy to go to work, and lazy to do their work. A person's job satisfaction depends on the difference between what he wants and what he thinks he has obtained through his job. (Manik & Sidharta, 2017) This result is related to self-esteem, self-control, self-efficacy, and emotions related to individual behavior. People will be satisfied if there is no difference between what they want and their perception of reality because the minimum limit is desired; people will be more satisfied. (Knox & Anfara Jr, 2013)

Based on the research results, it can conclude that the Teacher Performance Variable is in the "Good Enough" category with an average score of 2.77. Thus it can also illustrate that the teacher's performance is in the relatively good and adequate category. Based on the field data, there are weaknesses in implementing teaching, namely using the syllabus they have made themselves; the categories are quite good. Furthermore, in terms of educating, teachers assume that educating students' morale is more dominant by their parents. According to the teachers for moral education, the time will not be sufficient if carried out in school.

The main task of teachers, according to the Law on Teachers and Lecturers, is to educate, teach, guide, a direct, train, assess, and evaluate. They were educating related to morals that conveyed at any time. Teaching, training, assessing, and evaluating can be done during the teaching and learning activities. Guiding, directing can relate to counseling guidance. The teacher's activities in carrying out their duties include teaching planning, carrying out teaching procedures, and interpersonal relationships.

To determine the success of a teaching and learning activity, it is necessary to conduct an assessment or evaluation. Thus, the assessment function in teaching and learning activities has multiple benefits, namely for students and teachers. For teachers, assessment is feedback to improve teaching and learning activities, then for students, evaluation functions as a tool to measure the learning achievement they achieve. Professional competencies that need to develop for Kindergarten are the most dominant skills that teachers need to develop in connection with the need for innovative learning demanded by students. The research results conducted by Symanyuk & Pecherkina (2016) prove that professional competence needed for an innovative school environment compared to conservative schools that expect consistent learning stability.

Job satisfaction shows that someone's job satisfaction depends on the difference between what he wants and what he thinks he has obtained through his job. People will be satisfied if there is no difference between what they want and their perception of reality. The minimum limit desired; people will be even more satisfied even though there is a "discrepancy," but it is a positive discrepancy. On the other hand, the farther from the perceived reality that it is below the minimum standard so that it becomes a negative discrepancy, the greater the dissatisfaction with the job. Zeinabadi, H. (2010) shows that job decision is closely related to the intrinsic and extrinsic conditions in the workplace, which impact productivity, which is caused by the high commitment and organizational citizenship behavior. The results of this study support previous research conducted by Usikal, Ogunleye & Effiong (2015), which proved that job satisfaction has a significant effect on teacher performance in Nigeria. Based on the description above, it can conclude that there is an influence of

professional competence and job satisfaction on teacher performance that supports the study results. In other words, better job satisfaction, better teacher performance, and vice versa.

CONCLUSIONS

Based on the previous discussion results, it can conclude that the overall professional competence can describe as adequate. Overall job satisfaction is adequate. Likewise, overall teacher performance is adequate. This result illustrates that the overall research variables are following the facts in the field. Simultaneously or partially, professional competence and job satisfaction provide positive contributions that can improve teacher performance. In contrast, other factors affect teacher performance shown by other variables such as emotional intelligence, intellectual intelligence, motivation, organizational culture, organizational climate, principal leadership, teacher commitment, compensation, work discipline, etc. To increase professional competence and job satisfaction can be done by creating and building a conducive work climate, mutual support in developing professional competence, and job decisions to optimal teacher performance.

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