The Competence and Training of the Performance of Teachers in Senior High School 10 Depok: A Basis for Motivational Intervention Program

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study aims to determine how big the positive and significant influence between competence and training on teacher performance through motivation as an intervening variable at Senior High School in Depok. This study uses a quantitative descriptive method using a normative approach (legal research) for secondary data and an empirical approach to obtain primary data through field research. The population in this study is senior high school in Depok, a population of 70 teachers in sampling using probability sampling technique. The sampling technique used is the questionnaire technique using the Likert scale method. The data analysis technique is used Evaluation Model in PLS-SEM Evaluation of the Measurement Model and Evaluation of the Structural Model with the help of Smart PLS software. The results showed are positive and significant effect of a direct relationship between competence and training on motivation and performance and an indirect relationship between competence and training on performance through motivation.

1. INTRODUCTION

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 paragraph 1 "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their

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potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state [1,2]. Furthermore, the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies, states that a teacher must have four basic components, namely pedagogic competence, professional competence, social competence, and personality competence. These four competencies must be possessed by every educator so that they can carry out their duties as professional educators and the noble goal of creating quality human resources can be achieved optimally [3-6].

Based on the table regarding teacher supervision at SMAN 10 Depok from 2017 to 2020 there are still teacher assessments that have increased or decreased, it can be seen in table 1 in 2020 there was a decrease in performance assessment with a very good assessment category of 15%. In the category of sufficient grades in 2020, the increase in grades is thought to arise due to a decrease in the average percentage of teacher performance scores by 59%, this is suspected to be one of the causes of the decline in teacher performance [7-10].

2. MATERIALS AND METHODOLOGY

2.1 Competence

Competence is a matter related to individual abilities and skills to achieve the expected results [11].

2.2 Training

Training is a systematic process of the organization to develop individual skills, abilities, knowledge or attitudes that can change employee behavior to achieve predetermined organizational goals Sinambela [12,13-15].

2.3 Motivation

Motivation is an impulse from within a person that causes, channels and supports human behavior towards a certain goal.

2.4 Teacher Performance

Giantoro [16] the teacher performance appraisal system is an evidence-based performance appraisal system designed to evaluate the performance level of individual teachers in carrying out their main duties as professional teachers.

Competence is a matter related to individual abilities and skills to achieve the expected results [11,17-19].

Training is a systematic process of the organization to develop individual skills, abilities, knowledge or attitudes that can change employee behavior to achieve predetermined organizational goals Sinambela [12, 20-22].

Motivation is an impulse from within a person that causes, channels and supports human behavior towards a certain goal [23-26].

2.5 Research Design

This research is descriptive quantitative, which explains the relationship between variables by analyzing numerical data (numbers) using statistical methods through hypothesis testing.

2.6 Population

The population in this study were all teachers 70 respondents.

2.7 Sample

The sample in this study were all teachers 70 respondents.

Table 1. Supervision teacher data

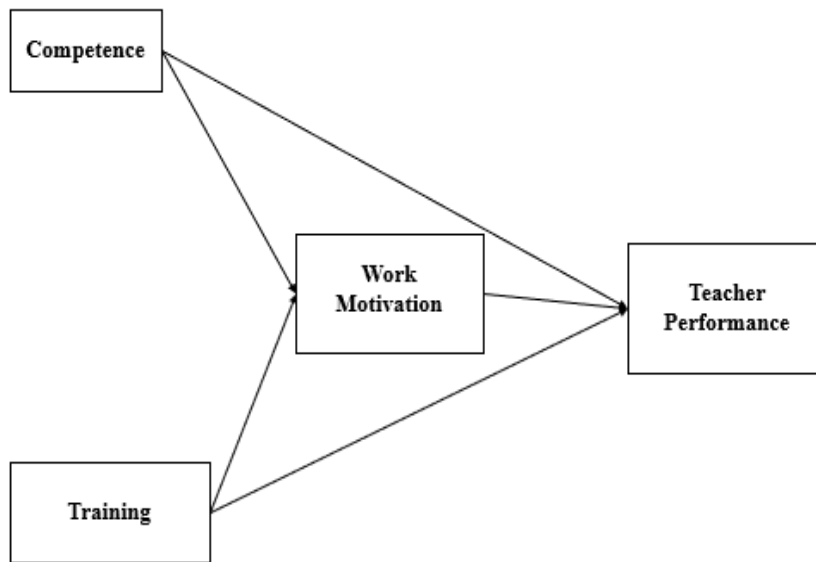| Rate	Year		
	2017-2018	2018-2019	2019-2020
Excellent	63%	47%	26%
Good	20%	40%	15%
Sufficient	17%	16%	59%

Source: Processed Data (2021)

Fig. 1. Framework

2.8 Methods of Data Analysis

Data collection by distributing questionnaires dan interview the respondent. Data analysis are reliability and validity tests. The data analysis technique used in this research is SEM technical analysis with Partial Least Square (PLS).

3. RESULTS AND DISCUSSION

3.1. Validity Test

Shows that all indicator results are declared valid after the second iteration.

That the AVE value is more than 0.50 and is declared valid.

All constructs or latent variables already have good discriminant validity, where indicators in the construct indicator block are better than indicators in other blocks.

Fornell larcker value for each construct is greater than the correlation value so that the construct in this research model can still be said to have good discriminant validity.

3.2 Realibility Test

All constructs have good reliability in accordance with the minimum value limit that has been required.

3.3 Test of Coefficient of Determination

Based on the adjusted r-square value in Table 4, it shows that competence and training are able to explain the variability of the motivational construct by 75.2%, and the remaining 24.8% is explained by other constructs outside the ones studied in this study [27-30]. Meanwhile, competence and training were able to explain the variability of teacher performance constructs by 88.1%, and the remaining 11.9% was explained by other constructs outside those studied in this study [31-35].

3.4 Testing for Partial Variables (t-Test)

3.4.1 Result boostraping

1) The test results shown that the t-statistic value of competence on teacher performance is 3.074 > 1.645. From these results, it is stated that the t-statistic had a positive and significant effect because the p-value is 0.001 <0.05 so that the first hypothesis is accepted. This proves that competence was proven to have a positive influence on teacher performance.

2) The test results shown that the t-statistic value of training on teacher performance is 8.058 > 1.645. From these results, it is stated that the t-statistic had a positive and significant effect because the p-value is 0.000 <0.05 so that the second hypothesis is accepted. This proves that training was

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Table 2. Test for variable validity in research

Variable	Indicator	Outer Loding	Information
Competence	COM1	0.938	Valid
	COM2	0.794	Valid
	COM3	0.897	Valid
	COM4	0.796	Valid
	COM5	0.853	Valid
	COM7	0.837	Valid
	COM8	0.809	Valid
Training	TRA1	0.895	Valid
	TRA3	0.973	Valid
	TRA4	0.935	Valid
	TRA5	0.959	Valid
	TRA6	0.956	Valid
	TRA7	0.976	Valid
	TRA10	0.887	Valid
	TRA11	0.939	Valid
	TRA12	0.872	Valid
Motivation	MOT1	0.842	Valid
	MOT2	0.876	Valid
	MOT3	0.853	Valid
	MOT5	0.734	Valid
	MOT6	0.809	Valid
	MOT7	0.801	Valid
Performance	PER1	0.939	Valid
	PER2	0.719	Valid
	PER4	0.870	Valid
	PER6	0.785	Valid
	PER7	0.884	Valid
	PER8	0.779	Valid
	PER9	0.960	Valid
	PER10	0.967	Valid

Source: Processed Data (2022)

Table 3. Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Competence	0.719
Training	0.871
Motivation	0.673
Performance	0.752

Source: Processed Data (2022)

proven to have a positive effect on teacher performance.

3) The third hypothesis examines whether motivation positively affects teacher performance. The test results shown that the t-statistic value of work motivation on teacher performance is 2.348 > 1.645. From these results it is stated that the t-statistic had a positive and significant effect because the p-value is 0.009 <0.05 so the third hypothesis is accepted.

4) The fourth hypothesis examines whether competence has a positive effect on work motivation. The test results shown that the t-statistic value of competence

on work motivation is 9.272 > 1.645. From these results, it is stated that the t-statistic had a positive and significant effect because the p-value is 0.000 <0.05 so that the fourth hypothesis is accepted

5) The fifth hypothesis examines whether training has a positive effect on work motivation. The test results show that the t-statistic value of training on work motivation is 7.192 > 1.645. From these results, it is stated that the t-statistic has a positive and significant effect because the p-value is 0.000 <0.05 so the fifth hypothesis is accepted. This proves that work motivation is proven to have a positive influence on teacher performance.

6) The sixth hypothesis examines motivation to have an intervening effect on the relationship between competence and teacher performance. The test results show that the t-statistic value of motivation as an intervening variable on the relationship between competence and performance is 3.416 > 1.645. From

these results, it is stated that the t-statistic has a positive and significant effect because the p-value is 0.000 <0.05 so the sixth hypothesis is accepted. This proves that motivation is proven to have an effect as an intervening variable on the relationship between competence and teacher performance.

7) The seventh hypothesis examines motivation to have an intervening effect on the relationship between training and teacher performance. The test results show that the t-statistic value of motivation as an intervening variable on the relationship between training and performance is 8.545 > 1.645. From these results it is stated that the t-statistic has a positive and significant effect because the p-value is 0.000 <0.05 so the seventh hypothesis is accepted. This proves that motivation is proven to have an effect as an intervening variable on the relationship between training and teacher performance.
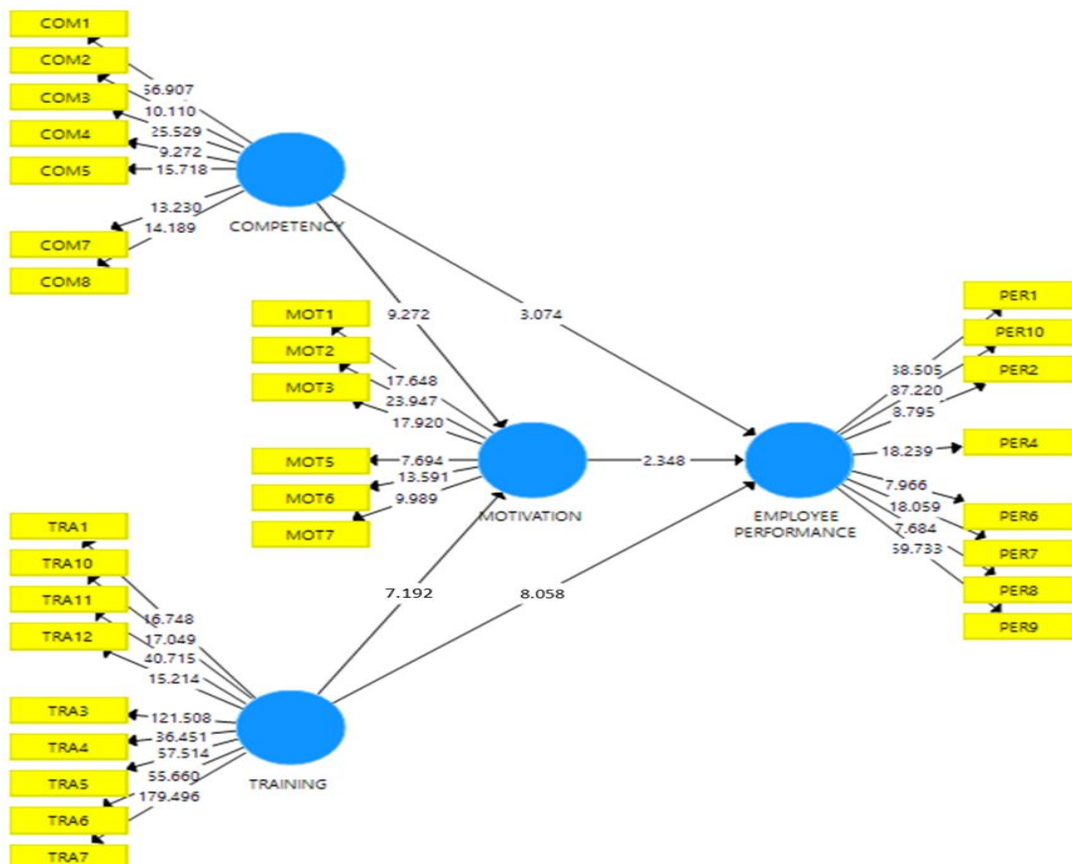

Fig. 2. Path coefficient analysis model

Table 4. Result cross loading

	X1	X2	X3	Y
COM1	0.938	0.737	0.925	0.970
COM2	0.794	0.464	0.619	0.689
COM3	0.897	0.606	0.762	0.822
COM4	0.796	0.694	0.700	0.777
COM5	0.853	0.605	0.711	0.747
COM7	0.837	0.516	0.682	0.683
COM8	0.809	0.685	0.704	0.699
TRA1	0.626	0.895	0.565	0.595
TRA3	0.739	0.973	0.711	0.747
TRA4	0.676	0.935	0.626	0.644
TRA5	0.714	0.959	0.684	0.723
TRA6	0.686	0.956	0.646	0.689
TRA7	0.764	0.976	0.737	0.759
TRA8	0.629	0.887	0.566	0.600
TRA9	0.706	0.939	0.981	0.680
TRA10	0.563	0.872	0.502	0.541
MOT1	0.689	0.558	0.842	0.749
MOT2	0.859	0.662	0.876	0.888
MOT3	0.671	0.538	0.853	0.711
MOT5	0.662	0.406	0.734	0.707
MOT6	0.724	0.671	0.809	0.688
MOT7	0.635	0.520	0.801	0.659
PER1	0.823	0.662	0.849	0.939
PER2	0.719	0.431	0.602	0.764
PER4	0.746	0.612	0.761	0.870
PER6	0.730	0.552	0.706	0.785
PER7	0.819	0.645	0.803	0.884
PER8	0.722	0.652	0.726	0.779
PER9	0.873	0.701	0.873	0.960
PER10	0.868	0.692	0.890	0.967

Source: Processed Data (2022)

Table 5. Result Fornell-Larcker

Variable	Competence	Training	Motivation	Teacher Performance
Competence	**0.917**			
Training	0.848	**0.901**		
Motivation	0.867	0.820	**0.868**	
Teacher Performance	0.731	0.718	0.687	**0.933**

Source: Processed Data (2022)

Table 6. Result composite reliability and Cronbach's Alpha

Variabel	Composite Reliability	Cronbach's Alpha
Competence	0.947	0.934
Training	0.984	0.981
Motivation	0.925	0.902
Teacher Performance	0.960	0.951

Source: Processed Data (2022)

Table 7. Result R-square

Variabel	R-square	R-square Adjusted
Motivasi	0.760	0.752
Kinerja Guru	0.886	0.881

Source: Processed Data (2022)

Table 8. Path coefficients and special indirect effect

Hypothesis	Original Sample (O)	Sample Mean (M)	Standar Deviation (STDEV)	T Statistik (|O/STDEV|)	P Values
Competence -> Teacher Performance	0.516	0.485	0.168	3.074	0.001
Training-> Teacher Performance	0.556	0.544	0.069	8.058	0.000
Motivation-> Teacher Performance	0.415	0.456	0.177	2.348	0.009
Competence -> Motivation	0.786	0.794	0.085	9.272	0.000
Training-> Motivation	0.712	0.711	0.099	7.192	0.000
Competence -> Motivation-> Teacher Performance	0.526	0.565	0.154	3.416	0.000
Training-> Motivation -> Teacher Performance	0.470	0.455	0.055	8.545	0.000

Source: Processed Data (2022)

4. CONCLUSIONS

1. Competence has a positive and significant effect on teacher performance which can influence the ability to work competitively.
2. Training has a positive and significant effect on teacher performance which can influence the participant to participate.
3. Work motivation has a positive and significant effect on teacher performance which can influence the willingness to complete tasks from superiors.
4. Work motivation has a positive and significant effect on intervening the influence of competence on teacher performance
5. Work motivation has a positive and significant effect on intervening the effect Work motivation has a positive and significant effect on intervening the effect of training on teacher performance.

5. RECOMMENDATION

It is recommended to improve skills by arranging programs related to excellent service for students and employees such as programs to encourage employee abilities.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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