

Jurnal Nasional 48

by Darwin Lie

Submission date: 06-Oct-2022 01:56PM (UTC+1100)

Submission ID: 1917883723

File name: Jurnal_Nasional_48.pdf (389.76K)

Word count: 3577

Character count: 20191



Teacher Performance as Measured by Competence and Discipline at the State Junior High School 2 Siantar

Edy Dharma¹, Sherly², Humiras Betty Marlina Sihombing³, Darwin Lie^{4,*}

^{1,2,4} Sultan Agung Economic Academy, Pematangsiantar, North Sumatera, 21118

³ University of Dharma Agung, Medan, North Sumatera, 20153

ARTICLE INFO



Received: 22 Agustus 2020

Received in revised:
10 Desember 2020

Accepted: 17 Desember 2020

Published: 17 Desember 2020

Open Access

ABSTRACT

The objective of this study was to determine the effect of the competence and discipline on teacher performance at the State Junior High School 2 Siantar, both simultaneously and partially. This study was conducted by using literature review and field research. The population used by the authors in this study were 39 teachers of the State Junior High School 2 Siantar. The type of data used was qualitative and quantitative data. This study used primary and secondary data sources. The data collection was carried out by questionnaires, interviews, and documentation. The analysis technique used was a quantitative descriptive analysis. The results of this study can be summarized as follows (1) there was a positive effect of competence and discipline on teacher performance; (2) there was a high correlation between competence and discipline on teacher performance; (3) the results of the study was competence and discipline has a positive and significant effect on teacher performance, both simultaneously and partially.

Keywords: Competence, Discipline, Teacher Performance

1. Introduction

In facing the current globalization, education plays an important role in creating reliable and quality human resources. The success of educational institutions depends on the teacher performance in carrying out their duties and responsibilities. The State Junior High School 2 Siantar is a public school with a vision to create a generation that has character, virtuous, noble, and righteous to God Almighty, intelligent, skilled, innovative, and care for the environment. To achieve this vision, there is a need for optimal teacher performance. Assessment of teacher performance at the State Junior High School 2 Siantar is based on the Regulation of the Minister of Education Number 16 of 2007, including understanding student characteristics, mastering learning theory, curriculum development, educational learning activities, developing student potential, communication with students, assessment and evaluation, acting according to norms, showing a mature personality, work ethic, communicating with fellow teachers, being inclusive, mastery of the material and developing professionalism.

Becoming a committed professional is more than just meeting a set of technical criteria and achieving prominent levels of work-related competence (Poro et al., 2019). The phenomenon of teacher performance at the State Junior High School 2 Siantar can be seen from the dimensions of student characteristics in which 20% of teachers have not been able to understand the characteristics of students that

affect the learning process. In the dimension of mastering learning theory and educational principles of learning, 50% of teachers have not determined various creative learning techniques. In the dimension of developing student potential, 30% of teachers have not been able to trace the talents of students who do not follow extracurricular activities arranged by the school.

The factor identified as affecting teacher performance is the headmaster's leadership competence. This is supported by a study by Hanum et al. (2016) which stated that leadership and work discipline have a positive effect on employee performance. The headmaster's leadership competence at the State Junior High School 2 Siantar can be seen from the dimensions of personality, managerial, entrepreneurship, supervision, and social. The phenomenon of the problem of headmaster's leadership competence at the State Junior High School 2 Siantar is in the dimension of personality in which the headmaster has not been able to control himself in dealing with problems so that the teachers often have uncontrolled emotion with offensive language. In the dimension of supervision, the headmaster is unable to carry out supervision activities regularly due to frequent changes in the headmaster's leadership.

Another factor that has been identified as affecting teacher performance is discipline. This is supported by a study by Hanum et al. (2016) which stated that leadership and work discipline

* Corresponding author

E-mail addresses: liedarwin989@gmail.com (Darwin Lie)

2614-6983/ © 2020 P3M Politeknik Negeri Bengkalis. All rights reserved.

have a positive effect on employee performance. The discipline at the State Junior High School 2 Siantar consists of dimensions of attendance frequency, level of vigilance, obedience to work standards, obedience to work regulations, and work ethics. The phenomenon of discipline problems can be seen in the dimension of attendance frequency in which there are still many teachers who arrive late and do not enter class on time during class hours. In the dimension of obedience to work regulations, there are still teachers who do not wear official clothes according to applicable regulations.

There is a difference between expectations and reality as well as theoretical support regarding the headmaster's leadership competence, teacher discipline and performance at the State Junior High School 2 Siantar so that the authors are interested in doing this research. The formulation of the problem to be discussed in this study includes the effect of the headmaster's leadership competence and discipline on teacher performance at the State Junior High School 2 Siantar, both simultaneously and partially.

2. Literature Review

Competence

In the learning process in the classroom, teachers are considered to play an important role, especially in helping students to build positive attitudes in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and also create conditions for success in learning. Mulyasa (2009) stated that competence is an effective tool of behavior related to exploration, investigation, analysis, thinking, and giving directional attention to an individual to find ways to achieve certain goals effectively and efficiently. According to Musfah (2012), "teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities which is in *kafah* (as a whole) forms the standard competencies of the teacher profession including mastery of the material, understanding of students, educational learning, personal development and professionalism."

Teacher competence as referred to in article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers and also article 1 of Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies covers pedagogical competence, personality competence, social competence, and professional competence.

Discipline

Work discipline is a constructive development process for employees who have an interest because work discipline is aimed at the actions and not the person. Discipline is also a training process for employees so that they can develop self-control and so they can be more effective at work. Good discipline reflects an individual's sense of responsibility for the duties given in the future. This encourages work

enthusiasm, and the realization of employee and community work goals. To properly understand discipline, it is necessary to clearly understand what exactly is meant by discipline.

According to Saydam (2001), "discipline is the attitude of an individual's readiness and willingness to fulfill and obey all the regulatory norms that apply around them." According to Sinungan (2009), "discipline is the mental attitude of an individual or group of people who always want to follow or obey all the rules or decisions that have been set." Indicators of discipline used in the study are obedience to time rules, obedience to company regulations, obedience to the rules of work behavior (Sutrisno, 2011).

Teacher Performance

The learning process is an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved properly through a learning activity carried out by the teacher following the targets and goals through a teacher performance process. According to Sutrisno (2010), performance is an individual's success in carrying out a duty. According to Mangkunegara (2017: 67), performance is the result of work in quality and quantity achieved by an employee in carrying out their duties in line with the responsibilities assigned to them. According to the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, there are 14 indicators of teacher performance assessment that is from teacher competencies, including understanding student characteristics, mastering learning theory and educational principles of learning, curriculum development, educational learning activities, developing student competence, developing student potential, communication with students, assessment and evaluation, acting according to religious, legal, social and national cultural norms, showing a mature and exemplary personality, work ethic with responsibility and a sense of pride in being part of the teacher, inclusive by acting objectively and not discriminating, communicating with fellow teachers, education staff, parents, students, and the community, mastery of material, structure, concepts, and scientific patterns that support the subjects being taught, developing professionalism through reflective action.

3. Research Methods

This study used a research design of literature review and field research. The research object was all the teachers at the State Junior High School 2 Siantar. The population and sample used in this study were all 39 teachers at the State Junior High School 2 Siantar. The types of data used in the study included qualitative data and quantitative data. The data sources used were primary data and secondary data. The data

collection techniques used questionnaires, interviews, and documentation. The data were analyzed using quantitative descriptive analysis techniques. For quantitative testing, it included data quality testing using validity and reliability tests, followed by regression analysis, determination coefficient test, simultaneous effect test, and partial effect test.

4. Results of the Study

Data Quality Test

The validity test is used to determine the accuracy of a measurement instrument in carrying out its measuring function. The following are the results of the validity test:

Table 1. Results of Validity Test

Variable	Corrected item- Total correlation	r-table	Test Results
Competence	0.412	0.3	Valid
Discipline	0.594	0.3	Valid
Teacher Performance	0.610	0.3	Valid

Source: processed data (2020)

Based on the validity test above, it is concluded that all indicators in this study are valid. Furthermore, the reliability test is used to measure a questionnaire which is an indicator of the variable. A questionnaire is said to be reliable if an individual's answers to the questions are consistent.

Table 2. Results of Reliability Test

Variable	Cronbach's Alpha	Items	Test Results
Competence	0.837	9	Reliabel
Discipline	0.880	12	Reliabel
Teacher Performance	0.894	42	Reliabel

Source: processed data (2020)

Based on the results of the reliability test shown in Table 2 above, it shows that all indicators have a Cronbach's alpha value of each instrument > 0.70 so it can be concluded that all the instruments used are reliable.

Multiple Linear Regression Analysis

The normality test is carried out before doing multiple linear regression. The normality test is carried out to determine whether the population is normally distributed or not. The normality test uses the Kolmogorov-Smirnov test. The following are the results of the Kolmogorov-Smirnov test:

Table 3. Results of Normality Test

Variable	N	K-S Test	Asymp. Sig. (2-Tailed)
Competence	321	.623	.714
Discipline	321	.464	.572
Teacher Performance	321	.571	.698

Source: processed data (2020)

Based on the table with the One-Sample Kolmogorov-Smirnov Test model above, the Asymp Sig. (2-Tailed) of each variable is above

0.05, so it can be concluded that all the variables studied are normally distributed.

Once the classical assumption test results meet the requirements, the next step is to carry out multiple regression analysis. The results of multiple linear regression analysis can be presented in Table 4 as follows:

Table 4. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients	Standardized Coefficients
	B	Std. Error
Constant	25.080	12.763
Competence	1.122	.322
Discipline	1.218	.313

a. Dependent Variable: Teacher Performance

Source: processed data (2020)

Based on the results of the multiple linear regression above, it obtained an equation model as follows

$$\hat{Y} = 25.080 + 1.122X_1 + 1.218X_2$$

This proves that competence and discipline have a positive effect on teacher performance at the State Junior High School 2 Siantar.

Hypothesis Testing

Simultaneous Test (F-test)

To examine the relationship between the variables simultaneously, the F-test is carried out. Hypothesis testing is carried out to determine whether the competence and discipline variables tested have an effect on teacher performance.

Table 5. Results of F-Test

Model	Sum of Squares	Df	F	Sig.
Regression	10608.731	2	53.092	.000 ^a
Residual	3596.705	36		
Total	14295.436	38		

Source: processed data (2020)

Based on the results of the F-test analysis, it obtained the significance level of $0.000 \leq \alpha$ 0.05, so H_0 is rejected, meaning that competence and discipline simultaneously have a significant effect on the performance of the teachers at the State Junior High School 2 Siantar.

Partial Test (t-test)

This hypothesis testing is to determine the relationship between competence and discipline whether they partially have a significant effect on teacher performance or not. The results of the t-test in this study are as follows:

Table 6. Results of t-test

Model	t	Sig.
(Constant)	1.965	.057
1 Competence	3.479	.001
Discipline	3.895	.000

a. Dependent Variable: Teacher Performance

Source: processed data (2020)

Based on the table above, the results of the t-test in this study are as follows:

1. For competence, it obtained a t_{count} of 3.479 with a significant level of $0.000 < \alpha 0.05$, meaning that competence has a significant effect on the performance of teachers at the State Junior High School 2 Siantar.
2. For discipline, it obtained a t_{count} of 13.682 with a significant level of $0.000 \leq \alpha 0.05$, meaning that discipline has a positive and significant effect on the performance of teachers at the State Junior High School 2 Siantar.

Analysis of the Coefficient of Determination

The coefficient of determination is used to measure the ability of a model to explain the variation in the dependent variable. The results of the determination test in this study are as follows:

Table 7. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.864 ^a	.747	.733	9.995423

a. Predictors: Competence, Discipline

b. Dependent Variable: Teacher Performance

Source: processed data (2020)

Based on Table 7 above, the coefficient of determination (R Square) = 0.747, meaning that 74.7% ($R^2 = 0.747$) of competence and discipline can explain the performance of teachers at the State Junior High School 2 Siantar and the rest (25.3%) can be explained by other factors which are not discussed in this study, such as work environment, compensation, organizational culture, organizational commitment, and other factors that are considered to affect teacher performance.

5. Discussion

The Effect of Competence on Teacher Performance

Based on the results of the multiple linear regression test, it was found that the value stated that competence had a positive effect on the performance of teachers at the State Junior High School 2 Siantar. Meanwhile, the results of the t-test obtained a t_{value} of 3.479 with a significant level of $0.001 < \alpha 0.05$, in which these results prove that competence has a significant effect on the performance of teachers at the State Junior High School 2 Siantar. Good competence will have implications for the application of a good learning process so that it can provide a stimulus for improvement and increase in teacher performance. Manifestations of optimal teacher performance can be measured by adjusting and increasing teacher competence. The results of the study have the same results and are in line with studies conducted by (Siregar, 2019), (Setianingsih & Kader, 2018), (Hidayat et al., 2020), (Pakpahan et al., 2019), (Kawuryaningsih & Talkah, 2015), (Heryanto & Danasasmita, 2019), (Ashar et al., 2019). However, the results of this study are not in line with a study conducted by (Narsih, 2017), which stated that

competence has no effect on teacher performance.

The Effect of Discipline on Teacher Performance

Based on the results of the multiple linear regression test, it was found that discipline had a positive effect on the performance of teachers at the State Junior High School 2 Siantar. Meanwhile, the results of the t-test obtained a t_{count} value of 3.895 with a significant level of $0.000 < \alpha 0.05$, in which these results prove that discipline has a significant effect on the performance of teachers at the State Junior High School 2 Siantar. Good discipline reflects an individual's sense of responsibility for the tasks given in the future. This encourages work enthusiasm and the realization of employee and community work goals. To properly understand discipline, it is necessary to clearly understand what exactly is meant by discipline. This is in line with studies conducted by (Aminatuzzuhro & Gunadi, 2017), (Siska, 2018), (Muhidin & Lestariningsih, 2019), (Armani & Margunani, 2017), (Lie et al., 2019) and (Lubis, 2020). However, the results of this study are not in line with studies conducted by (Anam, 2018) and (Astuti, 2017) which stated that discipline has no effect on teacher performance.

6. Conclusions

Based on the results and discussion, it can be concluded that (1) there is a positive effect of leadership competence and discipline on teacher performance; (2) there is a very significant relationship of competence and discipline on teacher performance; (3) competence and discipline have a significant effect on teacher performance, both simultaneously and partially.

References

- Aminatuzzuhro, & Gunadi. (2017). Pengaruh Disiplin Dan Kompetensi Terhadap Kinerja Guru Di Madrasah Tsanawiyah Ittihaadul Ulum Kota Lubuklinggau. *Interprof: Jurnal Manajemen*, 3(1), 39–59.
- Anam, C. (2018). Pengaruh Motivasi, Kompetensi, Kepemimpinan, Lingkungan Kerja dan Disiplin Kerja Terhadap Kinerja Guru di Sekolah Menengah Kejuruan. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 4(1), 40–56.
- Armani, A. R., & Margunani. (2017). Pengaruh Profesionalisme Guru, Disiplin Kerja Dan Lingkungan Kerja Terhadap Kinerja Guru Mata Pelajaran Ekonomi Di Sma Negeri Se-Kabupaten Sragen. *Economic Education Analysis Journal*, 6(1), 70–82.
- Ashar, M. K., Mujanah, S., & Murgianto. (2019). Pengaruh Kompetensi, Dukungan Organisasi Terhadap Kinerja Guru Dengan Motivasi Sebagai Variabel Intervening Pada Yayasan Pendidikan Cendekia

- Utama Surabaya. *Global*, 04(01), 1–14.
- Astuti, A. D. (2017). Pengaruh motivasi dan disiplin kerja terhadap kinerja guru SD di Kabupaten Cilacap. *Jurnal Akuntabilitas Manajemen Pendidikan*, 5(2), 150. <https://doi.org/10.21831/amp.v5i2.13931>.
- Hanum, dkk. 2016. Pengaruh Kepemimpinan dan Disiplin Kerja Terhadap Kinerja Pegawai Pada Kantor Agama Kota Pematangsiantar. *Jurnal Manajemen Maker STIE Sultan Agung*, 2(2), 54-62.
- Heryanto, I., & Danasasmita, W. M. (2019). Pengaruh Kompetensi Profesional dan Motivasi Eksternal Terhadap Kinerja Guru SMK di Kota Bandung. *Jurnal Computech & Bisnis*, 13(2), 135–143.
- Hidayat, T., Tanjung, H., & Juandi, A. (2020). Motivasi Kerja, Budaya Organisasi dan Kompetensi terhadap Kinerja Guru Pada SMK Muhammadiyah 3 Aek Kanopan. *Jurnal Manajemen Bisnis*, 17(2), 189–206.
- Kawuryaningsih, Y., & Talkah, A. (2015). Analisis Pengaruh Kompetensi Manajerial Kepala Sekolah Terhadap Kinerja Guru di SMAN 1 Rejotangan Tulungagung. *Jurnal Revitalisasi: Jurnal Ilmu Manajemen*, 4(4), 56–59.
- Lie, D., Sherly, S., Dharma, E., & Sudirman, A. (2019). The Impact of Work Discipline and Work Ethic on the Teacher Performance of Sultan Agung Pematangsiantar Private Middle School Teachers T.A. 2018/2019. *International Journal of Business Studies*, 3(3), 125–135.
- Lubis, S. (2020). Pengaruh Lingkungan Kerja, Disiplin Kerja dan Motivasi Kerja Terhadap Kinerja Guru Madrasah Aliyah Negeri 2 Model Medan. *Jurnal EduTech*, 6(1), 17–25.
- Mangkunegara, Anwar Prabu. (2017). *Manajemen Sumber Daya Manusia Perusahaan*. Cetakan Keduabelas. Bandung: Remaja Rosdakarya.
- Mulyasa, E. (2009). *Standar Kompetensi dan Sertifikasi Guru*. Cetakan Keempat. Bandung: PT Remaja Rosdakarya.
- Musfah, Jejen, (2012). *Peningkatan Kompetensi Guru*. Jakarta: Kencana.
- Muhidin, M., & Lestariningsih, M. (2019). Pengaruh Disiplin Kerja, Achievement Motivation dan Stres Kerja Terhadap Kinerja Guru. *Jurnal Ilmu Dan Riset Manajemen*, 8, 1–18.
- Narsih, D. (2017). Pengaruh Kompetensi dan Kepuasan Kerja terhadap Kinerja Guru SMKN 23 Jakarta Utara. *Utility: Jurnal Ilmiah Pendidikan Dan Ekonomi*, 1(1), 94–102.
- Pakpahan, G. E., Nababan, S., Simanjuntak, J., & Sudirman, A. (2019). Pengaruh budaya organisasi, komunikasi dan kompetensi guru terhadap kinerja guru sma swasta sultan agung pematangsiantar. *Jurnal Kinerja*, 16(2), 131–138.
- Peraturan Menteri Pendidikan Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik dan Kompetensi Guru.
- Porro, S. G., Yiga, A. P., Enon, J. C., Mwosi, F., & Eton, M. (2019). Teacher competence and performance in primary schools in Nwoya District , Northern Uganda. *International Journal of Advanced Educational Research International*, 4(1), 3–8.
- Saydam, Gouzali. (2000). *Manajemen Sumber Daya Manusia*. Jakarta: PT Toko Gunung Agung.
- Setianingsih, W., & Kader, M. A. (2018). Pengaruh disiplin kerja, kompetensi, dan kompensasi terhadap kinerja guru. *Jurnal Ilmu Manajemen*, 5(20), 313–320. <https://doi.org/http://dx.doi.org/10.2827/jeim.v5i2.1761.g1425>
- Siregar, M. (2019). Pengaruh Kompetensi, Motivasi Kerja dan Lingkungan Terhadap Kinerja Guru SMA Negeri 18 Medan. *Jurnal Ilmiah Research*, 5(1), 1–15. <https://doi.org/10.17009/shakes.2019.55.4.005>
- Sinungan, Muchdarsyah. (2009). *Produktivitas*. Jakarta: Bumi Akasara.
- Siska, A. J. (2018). Pengaruh Disiplin dan Motivasi Kerja terhadap Kinerja Guru pada SMAN 1 Canduang Kabupaten Agam. *JUSIE: Jurnal Sosial Dan Ilmu Ekonomi Volume*, 3(2), 98–103.
- Sutrisno, Edy. (2010). *Budaya Organisasi*. Jakarta: Kencana
- Sutrisno, Edy. (2011). *Manajemen Sumber Daya Manusia*. Edisi Pertama. Jilid 3. Jakarta: Kencana Prenada Media Group.

ORIGINALITY REPORT

98%

SIMILARITY INDEX

98%

INTERNET SOURCES

98%

PUBLICATIONS

26%

STUDENT PAPERS

PRIMARY SOURCES

1

media.neliti.com

Internet Source

98%

2

Edy Dharma, Sherly Sherly, Humiras Betty Marlina Sihombing, Darwin Lie. "Teacher Performance as Measured by Competence and Discipline at the State Junior High School 2 Siantar", Inovbiz: Jurnal Inovasi Bisnis, 2020

Publication

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

Jurnal Nasional 48

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5
