



The Effect of Competence and Work Discipline on Teacher Performance at Madrasah Aliyah Negeri 1 Batang Hari

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ABSTRACT

Based on the author's initial grand tour at Madrasah Aliyah Negeri 1 Batang Hari regarding the factors that affect teacher performance, including; competency factor that can be seen from the latest educational qualifications of teachers who are in accordance with the standards, but the number of certified teachers and teacher mastery of the subject matter taught is still not optimal. Then, the work discipline factor that can be seen from the level of teacher attendance in the last 3 months has increased and is good, but in terms of teacher obedience to Madrasa rules, it is still less/not optimal. In addition, teacher performance can also be influenced by the support given by the Madrasah Head to the teacher, which in this case is already optimal. Overall the teacher's performance achievement has been very good. The purpose of this study was to determine the effect of competence on teacher performance, to determine the effect of work discipline on teacher performance, and to determine the effect of competence and work discipline on teacher performance at Madrasah Aliyah Negeri 1 Batang Hari. The population in this study were teachers of Madrasah Aliyah Negeri 1 Batang Hari, while the research sample used a saturated sample where all members of the population were sampled as many as 29 teachers. The data analysis used was multiple linear regression analysis, and the data was processed with the help of the SPSS Version 20 program. The results showed that, partially competence has a significant effect on teacher performance by 46.1%. Work discipline has a significant effect on teacher performance by 39.7%. Simultaneously there is a significant influence between competence and work discipline on teacher performance of 80.3%, with the obtained value of $f_{count} > f_{table}$ ($53.093 > 3.37$). This shows reject H_0 and accept H_a . This means that there is a significant influence between competence and work discipline together (simultaneously) on the performance of teachers at Madrasah Aliyah Negeri 1 Batang Hari. Where if the competence and work discipline are getting better, the performance of teachers at Madrasah Aliyah Negeri 1 Batang Hari will also be better. While the remaining 19.7% is influenced by other variables not included in this study.

Keywords: Competence, Teacher Performance, Work Discipline

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INTRODUCTION

Education is an investment of a nation, because with education humans will have knowledge that will be able to improve and develop the quality of human resources.

Human resource management is a program, activity to obtain, develop, maintain and utilize human resources in achieving its goals in an organization (Hikmah et al., 2022).

Teachers have a very central role in realizing the goals of education. Therefore, various efforts to improve teacher performance in the education system are carried out in order to achieve an increase in the quality of education. This will not be achieved without the support of qualified and professional teachers (Keshav et al., 2022).

Discipline is a mental attitude that is reflected in the actions or behavior of individuals, groups or communities in the form of obedience to rules or regulations applied by the government or ethics, norms and rules that apply in society for certain purposes (Nadya et al., 2022). Work discipline can also be interpreted as self-control so as not to do something that is contrary to the philosophy and morals of Pancasila.

Teacher performance can also be influenced by their final educational qualifications, whether they are in accordance with the established standardization. In general, qualifications are the main requirement for someone to become a teacher in an educational institution (Mudinillah, 2019).

Based on the above background, the formulation of the problem can be formulated as follows : (1). Does competence have a direct effect on teacher performance? (2) Does work discipline have a direct effect on teacher performance? (3) Do competence and work discipline together have a direct effect on teacher performance?

Teacher Performance

Basically, the discussion about performance is something that cannot be separated from individual life. Every individual lives to fulfill their life needs with the work process. In this work process, each individual is required to have good and competent performance quality with the hope of achieving goals in an organization and individual needs (Rohmalimna et al., 2022).

Performance is a work achievement that is the result of the implementation of a work plan made by an institution implemented by an organization that is carried out by leaders and employees (HR) who work in these institutions, both government and companies (business) to achieve organizational goals (Kartel et al., 2022). From the above opinion, it can be seen that performance is a product produced by an employee in a predetermined unit of time with certain criteria as well. The product in question can be in the form of services and goods.

Performance is the achievement or achievement of a person with regard to the tasks assigned to him (Tri Wulandari & Adam Mudinillah, 2022). Referring to this definition, performance can be interpreted as the result of a person's work in carrying out his duties. Performance can be formulated as the results of work achieved by a person, group or organization at a certain time in carrying out tasks or work that is the authority and responsibility of a person, group or organization based on applicable procedures and rules for the benefit of achieving predetermined goals (Amrina, Iswantir M, et al., 2022).

According to Amrina, Zulmuqim, et al. (2022), several factors can be used as a measure of employee performance, namely (a) effectiveness, (b) authority and responsibility, (c) discipline, and (d) initiative. Furthermore, Umar mentioned that there

are ten components to measure performance, namely: (a) quality of work, (b) employee honesty, (c) initiative, (d) attendance, (e) attitude, (f) cooperation, (g) reliability, (h) knowledge of work, (i) responsibility, and (j) time utilization. The quality of employee performance is influenced by various factors that can be used as a benchmark for good or bad employee performance. These factors are related to each other to form the performance expected to achieve organizational goals.

Meanwhile, there are five factors in the popular performance appraisal, namely a) the quality of work, including: accuracy, thoroughness, appearance and acceptability of output; b) quantity of work, including: volume of output and contribution; c) supervision required, including: advice, direction and improvement; d) attendance, including: regulation, trustworthiness/reliability and punctuality; e) conservation, including: prevention of waste, damage and maintenance of equipment. To measure individual performance can be done through three indicators proposed by Mathis and Jakcson, namely: quantity of results, quality of results and timeliness of results (Riane Jonhly, 2015).

The level of performance produced by teachers or employees tends to vary. In an organization, good performance is expected. Of course, good performance will produce good quality for individuals or organizations. With the achievement of optimal teacher performance will certainly improve the quality of an educational institution. Because every job will definitely have a reward in the world or in the hereafter (Najeed et al., 2022).

Competence

Competence is a fundamental characteristic of an individual (Safitri et al., 2022). Thus, competence becomes very useful to help organizations/institutions create a high performance culture. Every institution always tries to improve itself in improving the competence of its human resources. This is intended to face the dynamics of competitive work and requires teachers to be able to provide improved performance (Hartini et al., 2022).

Competence is also defined as knowledge, skills and abilities that a person has mastered have become part of him so that he can perform cognitive, affective and psychomotor behaviors as well as possible (Anoum et al., 2022).

Competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job (Ritonga et al., 2023). Competence also indicates the characteristics of knowledge and skills possessed or required by each individual that enable them to perform their duties and responsibilities effectively and improve professional quality standards in their work (Assoah, 2007). Competence is an ability to do a job based on the skills, knowledge and work attitude required by the job (Demina et al., 2022).

Based on these meanings, it can be seen that competence is a pillar or very important thing in performance or profession. Because without having competence the work will not be carried out as expected. Either competence in the form of knowledge or in physical form (Dewi S et al., 2022). Competence is a behavioral characteristic that describes a

person's motives, traits, self-concept, values, knowledge (knowledge) and skills (skills) in carrying out their work properly. These characteristics are not visible and are described in the unity of behavior in the form of attitudes. However, the elements of competence can be mentioned, namely knowledge, skills, and behavior (attitude) (Firman et al., 2022).

Competence is not an ability that cannot be influenced. Michael Zwell revealed that there are several factors that can affect a person's competence, namely: (1) beliefs and values, (2) skills, (3) experience, (4) personality characteristics, (5) motivation, (6) emotional issues, (7) intellectual abilities, and (8) organizational culture (Wibowo, 2011). An organization that has a strong organizational culture always emphasizes the importance of expertise to achieve good quality performance.

Work Discipline

In an institution or organization, work discipline is something that really needs to be considered for the smooth and effective achievement of the organization's goals. Because obedience to the rules and policies that exist in the work environment greatly influences performance (Gabriela et al., 2022).

Singodimedjo defines discipline as the attitude of a person's willingness and willingness to obey and obey the norms of the rules that apply around him. Good employee discipline will accelerate company goals, while degenerate discipline will become a barrier and slow down the achievement of goals (Edy Sutrisno, 2012).

According to Latainer, defines discipline as a force that develops within the employee's body and causes the employee to adjust voluntarily to decisions, rules, and high values of work and behavior. Meanwhile, Edy Sutrisno revealed that discipline is a respectful attitude towards company rules and regulations, which exists within the employee, which causes him to adjust voluntarily to the rules and regulations of the organization (Nopiana et al., 2022).

Work discipline is a tool used by managers to change a behavior and as an effort to increase a person's awareness and willingness to obey all applicable social rules and norms. Discipline is basically a management action to encourage members of the organization to comply with various provisions and regulations that apply in an organization, which includes: (a) the existence of rules or regulations, (b) the compliance of followers, and (c) the existence of sanctions for violators (Qureshi et al., 2022).

According to (Rahmah et al., 2022), discipline is a person's awareness and willingness to obey all company regulations and applicable social norms. Awareness is the attitude of someone who voluntarily obeys all the rules and is aware of his duties and responsibilities, so he will obey / do all his duties properly, not under duress.

RESEARCH METHODOLOGY

This research is quantitative research with a survey approach. Survey research is a study conducted through direct observation of a symptom or collection of information from a large or small population, but the data studied is data from a sample as representative of the population data. The population in this study were all teachers at Madrasah Aliyah Negeri 1 Batang Hari, totaling 29 people.

RESULT AND DISCUSSION

1. Measures of Central Tendency

Statistics				
		Competence	Work Discipline	Teacher
N	Valid	29	29	29
	Missing	0	0	0
Mean		133,90	132,72	138,10
Std. Error of Mean		2,643	2,668	2,473
Median		134,00	133,00	140,00
Mode		126	133	140
Std. Deviation		14,231	14,367	13,316
Variance		202,525	206,421	177,310
Range		59	58	57
Minimum		95	94	101
Maximum		154	152	158
Sum		3883	3849	4005

Based on the results of data processing using the SPSS version 20 program above, it can be described in detail for each variable, as follows.

2. Normality Test

			Ltable	
1	Teacher performance (Y)	0,107	0,05	Normally Distributed
2	Competence (X1)	0,200	0,05	Normally Distributed
3	Work Discipline (X2)	0,200	0,05	Normally Distributed

Based on the summary of the results of the normality test calculation above, it can be stated that the data of the three variables are normally distributed.

3. Variance Homogeneity Test

Competence (X1) on Teacher Performance (Y)

ANOVA					
Competence					
	Sum of	df	Mean Square	F	Sig.
Between Groups	5071,940	20	253,597	3,388	,041
Within Groups	598,750	8	74,844		
Total	5670,690	28			

Based on the results of the calculation with SPSS version 20 above, the value of r (sig) is obtained

smaller than the specified α (alpha) level (ie 0.05) or $0.041 < 0.05$ so that the scores on the competency variable and the scores on the teacher performance variable spread homogeneously.

Work discipline (X2) on Teacher Performance (Y)

ANOVA					
Work Dicipline					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5408,793	20	270,440	5,832	,008
Within Groups	371,000	8	46,375		
Total	5779,793	28			

Based on the results of the calculation with SPSS version 20 above, the value of r (sig) is smaller than the specified α (alpha) level (i.e. 0.05) or $0.008 < 0.05$, so the scores on the work discipline variable and the scores on the teacher performance variable spread homogeneously. So that the scores on the work discipline variable and the scores on the teacher performance variable spread homogeneously.

4. Regression Linearity Test

Teacher Performance (Y) on Competence (X1)

ANOVA Table							
			Sum of	df	Mean	F	Sig.
Teacher		(Combined)	4745,273	21	225,965	7,209	,006
Performa	Between	Linearity	3805,341	1	3805,34	121,4	,000
Compete	Groups	Deviation	939,932	20	46,997	1,499	,303
		from					
		Linearity					
Within Groups			219,417	7	31,345		
Total			4964,690	28			

Based on the results of data processing with SPSS version 20, it appears that the value of r is smaller than the α (alpha) level, namely (0.05) or $0.000 < 0.05$, so the competency variable on the teacher performance variable is linear.

5. Teacher Performance (Y) on Work Discipline (X2)

ANOVA Table							
			Sum of	df	Mean	F	Sig.
Teacher Performance	Between Groups	(Combined)	4623,523	23	201,023	2,946	,116
		Linearity	3745,602	1	3745,602	54,894	,001
		Deviation	877,921	22	39,905	,585	,826
		from					
	Within Groups		341,167	5	68,233		
Total		4964,690	28				

Based on the results of data processing with SPSS version 20 above, it appears that the value of r is smaller than the α (alpha) level used (0.05) or $0.001 < 0.05$, so that the work discipline variable on the teacher performance variable has a linear pattern.

6. Multiple Linear Regression Analysis

Coefficients ^a				
Model	Unstandardized		Standardized	T
	B	Std. Error	Beta	

1	(Constant)	23,699	11,163		2,123	,043
	Competence	,461	,181	,493	2,541	,017
	Work	,397	,180	,428	2,206	,036
a. Dependent Variable: Teacher Performance						

The results showed that:

1) Competency and work discipline variables have a positive coefficient direction on teacher performance; 2) The constant value shows the effect of variable X (competence and work discipline), if the competence and work discipline variables increase by one unit, it will have an effect of one unit on the teacher performance variable. This means that the teacher performance variable will increase or be fulfilled by one unit of the competence and work discipline variables; 3) The regression coefficient value of the competence variable on the teacher performance variable is equal to 0.461 means that if the teacher's competence increases by one unit, the teacher's performance will increase by a constant of 23.699. The regression coefficient is positive, meaning that between competence and teacher performance has a positive effect.

Based on the above calculations, it can be seen that the effect of competence(X1) on teacher performance (Y), or teacher performance determined by competence is 0.461 or 46.1%. The regression coefficient value of the work discipline variable on the teacher performance variable is equal to 0.397 means that if the teacher's work discipline increases by one unit, the teacher's performance will increase by a constant of 23.699. The regression coefficient is positive, meaning that work discipline and teacher performance have a positive effect.

Based on the above calculations, it can be seen that the effect of work discipline (X2) on teacher performance (Y), or teacher performance is determined by work discipline is 0.397 or 39.7%.

7. Simultaneous Test Equation Results (Test f) Competence (X1) and Work Discipline (X2) Against Teacher Performance (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3988,174	2	1994,087	53,093	,000 ^b
	Residual	976,515	26	37,558		
	Total	4964,690	28			
a. Dependent Variable: Teacher performance						
b. Predictors: (Constant), Work Discipline, Competence						

The third hypothesis is tested in accordance with the paradigm that reflects the hypothesis, namely Competence and Work Discipline together (simultaneously) affect Teacher performance. To answer the third hypothesis, a simultaneous test (f test) was conducted. The f_{table} value can be seen in the f distribution table using a confidence level of 95%, a value of 5% (0.05), taking into account df 1 (number of variables minus 1) or 3-1 = 2 and df 2 (n-k-1) or 29-2-1 = 26. Where n (number of respondents), k (number of independent / free variables). Which then obtained an f_{table} value of 3.37. From the Anova test or f test as shown in table 35 above using SPSS version 20 for windows, the

f_{count} is 53.093 with a probability level p -value of 0.000, because the value of $f_{count} > f_{table}$ ($53.093 > 3.37$). So simultaneously Competence and Work Discipline have an influence on Teacher performance.

So it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that there is a significant influence between Competence and Work Discipline together on Teacher performance at Madrasah Aliyah Negeri 1 Batang Hari. Thus the third hypothesis is accepted.

8. Summary of Test Results between Competence (X_1) and Work Discipline (X_2) Variables on

No	Variable	Resulting Results			Description
		Directly	Indirectly	Total	
1	$X_1 - Y$	46.1%	-	46.1%	Significant effect
2	$X_2 - Y$	39.7%	-	39.7%	Significant effect
3	$X_1, X_2 - Y$	-	-	80.3%	Significant effect

Based on the table above, it can be seen that partially the most influential variable is the Competence variable on Teacher performance, which is 46.1%.

CONCLUSION

Conclusion: (1) Based on regression analysis shows that the effect of Competence on Teacher performance is 46.1%, with the obtained value of $t_{count} > t_{table}$ or $2.541 > 1.705$, this indicates reject H_0 and accept H_a . This means that there is a significant influence between Competence on Teacher performance in Madrasah Aliyah Negeri 1 Batang Hari. (2) Based on regression analysis, it shows that the effect of Work Discipline on Teacher performance is 39.7%, with the obtained $t_{count} > t_{table}$ value or $2.541 > 1.705$, this indicates reject H_0 and accept H_a . This means that there is a significant influence between Work Discipline on Teacher performance in Madrasah Aliyah Negeri 1 Batang Hari. (2) Based on the results of inferential analysis with multiple regression analysis shows the magnitude of the influence of Competence and Work Discipline simultaneously on Teacher performance by 80.3%. Furthermore, the results of the calculation of the value of $f_{count} > f_{table}$ or $53.093 > 3.37$, this indicates reject H_0 and accept H_a . This means that there is a significant influence between Competence and Work Discipline simultaneously on Teacher performance at Madrasah Aliyah Negeri 1 Batang Hari.

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