



Analysis of The Impact of Competence on Performance: An Investigative In Educational Institutions

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ARTICLE INFO

Research Paper

Article history:

Received: January 10, 2022

Revised: January 25, 2022

Accepted: January 30, 2022

Keywords: Competence, performance, teacher, educator, ability

ABSTRACT

This study aims to determine the impact of competence on performance: an investigative study in educational institutions. This research is important to do to find out the variables to improve the quality of education by looking at the teacher's performance. This research is a quantitative research with data processing and hypothesis testing using SPSS version 25. The entire population of teachers from the two schools that became the object of the study was sampled. The influence of the competence variable on the performance variable is 57.8% while the remaining 42.2% is influenced by other variables that are ignored or not examined in this study.

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INTRODUCTION

Performance is the result of efforts made by employees on certain job functions and activities during a certain period. Performance is a picture that shows the extent of effort made in implementing programs and activities to achieve organizational goals. To get high performance, the competence of the individual possessed must be in accordance with the competence of the position held by someone in the organization (Fausan & Noor, 2021, 2021).

This will result in compatibility and conformity with their abilities so that they are able to carry out their duties and responsibilities. Performance is the result or level of success of a person as a whole in carrying out the task compared to various possibilities, such as work standards, targets or targets as well as criteria that have been determined in advance and have been determined. agreed together. Basically, performance can be seen from two aspects, namely employee performance (individual) and organizational performance. Employee performance is the result of individual work in an organization while organizational performance is the totality of the work achieved by the organization. Employee performance and organizational performance have a very close relationship (Dj & Wahdaniah, 2022; Iskamto, 2012, 2019).

The achievement of organizational goals cannot be separated from the resources owned by the organization run by employees who play an active role as actors in an effort to achieve the goals of the organization. The achievement of maximum performance will not be separated from the role of the leader in motivating his

subordinates to carry out their main tasks and functions effectively and efficiently.(Hasyim & Rokhmatin, 2021; Iskanto, Ghazali, & Afthanorhan, 2021).

Professional teachers must have adequate academic qualifications, as stated by an Associate Diploma or Bachelor of Education in accordance with the field of study they will be teaching. According to Permendiknas Number 16 of 2007 Article (1) every teacher is required to meet nationally applicable standards of academic qualifications and teacher competence. Teachers at MTs, or other equivalent forms, must have a minimum educational qualification of a diploma or bachelor (S1) study program in accordance with the field of study they are capable of, and obtained from an accredited study program(Suebudin, 2021). In addition to academic qualifications, a teacher is also required to have competencies that apply nationally, including pedagogic competence, personality competence, social competence, and professional competence. Teachers are required to have these four competencies. The four competencies have their respective roles and complement each other between one competency and another(Length, 2021).

Teachers as the front line in the world of education must work hard to bring students to the gates of success.Susilowati, Sudrajat, & Padillah (2021)states that a person's success in becoming a good teacher and having professional competence is influenced by many factors and requires a long process. Teachers who have high performance will try to improve their professional competence so as to obtain optimal work results.

Teachers have a very big role in education, on their shoulders they are burdened with a responsibility for the quality of education. Therefore, teachers must develop themselves with the knowledge and skills needed in learning. Therefore, the professionalism of a teacher must be followed by the motivation of a teacher in developing a curriculum at school, if the teacher has the desire, responsibility, interest, appreciation and improve himself in carrying out the duties of teaching activities. Then the performance will automatically increase(Dhamayantie & Fauzan, 2017).

Teacher performance is dominant in determining student motivation and learning quality. That is, if teachers involved in learning activities have good performance, they will be able to improve the quality of learning, and vice versa. This can be understood because teachers who have good performance in class will be able to explain the lesson well, be able to grow student learning motivation well, be able to use learning media well, be able to guide and direct students in learning so that students will have enthusiasm and motivation in learning. learning, happy with the learning activities that are followed, and find it easy to understand what is presented by the teacher(Hasanah, Utomo, & Hamid, 2019). Based on the descriptions of the background above, the authors are interested in conducting research that aims to determine the extent to which competence has an effect on performance(Abdullahi, Abubakar, Aliyu, & Umar, 2015; Fausan & Noor, 2021; Suebudin, 2021).

LITERATURE REVIEW

Teacher Competence

Mangkunegara (2016)Competence is a characteristic in individual behavior related to effective reference criteria and or superior performance in a job or situation. Competence according to Doni Juni Priansa (2014: 252) states that the competence and performance of HR is the key to achieving optimal organizational performance. Organizations need competent and professional human resources in achieving the vision and able to carry out the organization's mission. according to(Iskamto, 2021b, 2021b; Suebudin, 2021)Teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and realized by teachers in carrying out their professional duties.(Efdison, 2021; Marlinda, 2021; Setiawati, 2021; Yadewani & Wijaya, 2021).

Teacher Competency Indicator

According to Hutapea and Thoha (2008:28), revealed that there are four main indicators of competence formation, namely the knowledge a person has, abilities, experience, and individual behavior. The four indicators can be explained as follows:

Knowledge, An insight possessed by a person that can be obtained through education and training consisting of:

Individual knowledge is the basic capital of each individual to be able to make a good contribution to the company. Individual abilities can increase the effectiveness of their work. A good understanding of the company's work plan can help the company in achieving its goals.

The higher the level of individual knowledge, the higher the individual performance in the company (Agusra, Febrina, Lussianda, & Susanti, 2021; Iskamto, 2020, 2021a).

Skills, Is the ability to show a system or sequence of behavior that is functionally related to the achievement of performance goals consisting of skills related to a person's ability to complete technical work. The skills possessed by a person are expected to be able to complete work professionally. Skills in using facilities and infrastructure in achieving goals. Behavior is a physical characteristic in a consistent response to a situation or information possessed by a person which consists of: Tasks that are completed with a sense of responsibility the results will be satisfactory. The actions of employees in taking risks to their work can improve employee performance. Discipline that must be applied by everyone in order to complete their respective jobs. Employee loyalty to work and the company is able to improve its performance.

Experience, Is the length of time the person concerned has worked, which consists of;

The experience that a person gains from the events experienced in carrying out work is able to improve and improve his performance. The more work experience a person has, the more the quality of his work will improve. Work experience is in accordance with the work he is currently doing. A person's level of experience in work supports the completion of each task.

Performance

Performance in English is called job performance or actual performance or level of performance, which is the level of success of employees in completing their work. Performance is not an individual characteristic, such as talent, or ability, but is a manifestation of talent or ability itself. Performance is a manifestation of ability in the form of real work. Performance is the result of work achieved by employees in carrying out tasks and work that comes from the organization (Doni Juni Priansa, 2014:269).

Armstrong (2009) in Donni Juni Priansa (2016: 272) states that in general performance management schemes are prepared using ratings and are determined after the performance appraisal is carried out. The ranking shows the quality of performance or competence displayed by employees by choosing the level on the scale closest to the rater's view of how well the employee is performing. Rivai and Sagala (2009) in Doni Juni Priansa (2016: 272) state that performance appraisal refers to a formal and structured system that is used to measure, assess, and influence work-related traits, behaviors, and outcomes, including level of performance. absence.

Then Mangkunegara (2008:9-10) defines performance appraisal as follows: Performance appraisal is a process used by leaders to determine whether an employee is doing his job in accordance with his duties and responsibilities.

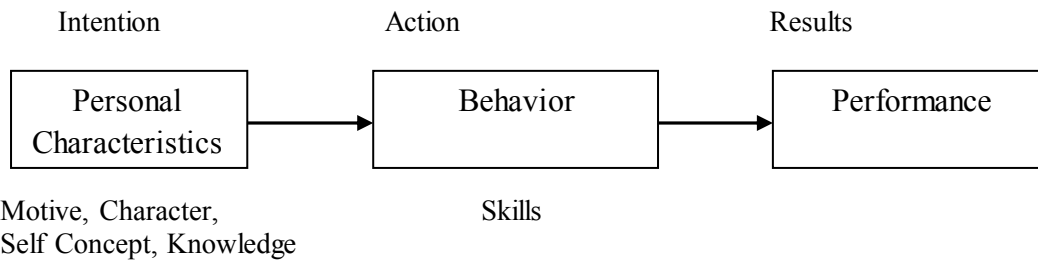
Performance appraisal is a systematic evaluation of an employee's work and potential that can be developed that can be used as a basis for determining policies in terms of promotion or determination of rewards.

Performance appraisal is measuring/assessing to determine whether an employee/employee succeeds or fails in carrying out his work by using job standards as a benchmark.

The Effect of Competence on Performance

Competence is said to be one of the factors that influence performance. Competence is needed to help organizations create a high performance culture. The number of competencies used by human resources will be able to improve performance, Wibowo (2012:323).

Competency Cause-and-Effect Flow Model



Source ; Priansa, 2016

METHOD

This research was conducted in two first-level schools in the city of Pekanbaru, where all 31 teachers in the two schools were sampled. For data analysis and hypothesis testing, the author uses SPSS, where before testing the hypothesis and conducting the Reality, Validity and Normality Test where the results of the three instrument tests show that the data is Real, valid and Normal.

RESULTS AND DISCUSSION

Validity test

Validity is used to test whether one statement is valid or not. The questionnaire was distributed to 46 respondents. The test criteria is done by comparing the value of rcount with the value of rtable. The basis for taking this validity test are: If $r_{count} > r_{table}$ then the instrument item is declared valid, If $r_{count} < r_{table}$ then the instrument item is declared invalid. The following are the results of the instrument validity test on each variable using the SPSS program.

Table 1: Competency Variable Validity Test (X)

No. Statement	r count	R Table (N-2=51, =5 %)	Conclusion
Statement 1	0.670	0.285	Valid
Statement 2	0.787		Valid
Statement 3	0.331		Valid
Statement 4	0.861		Valid
Statement 5	0.875		Valid
Statement 6	0.852		Valid
Statement 7	0.887		Valid
Statement 8	0.740		Valid
Statement 9	0.691		Valid

Statement 10	0.619		Valid
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Source: Processed data from research, 2017

In table 1 above, the item is declared valid if the value of $r_{count} > r_{table}$. The test results with SPSS show that all performance variable statement items have $r_{count} > r_{table}$. So it can be concluded that all items of the performance variable statement are declared valid.

Table 2: Validity Test of Performance Variable (Y)

No. Statement	r count	R Table (N-2=51, =5 %)	Conclusion
Statement 1	0.720	0.285	Valid
Statement 2	0.765		Valid
Statement 3	0.724		Valid
Statement 4	0.838		Valid
Statement 5	0.782		Valid
Statement 6	0.783		Valid
Statement 7	0.801		Valid
Statement 8	0.830		Valid
Statement 9	0.866		Valid
Statement 10	0.844		Valid

Source: Processed data from research, 2017

In table 2 above, the item is declared valid if the value of $r_{count} > r_{table}$. The test results with SPSS show that all performance variable statement items have $r_{count} > r_{table}$. So it can be concluded that all items of the performance variable statement are declared valid.

Reliability Test

Reliability can be interpreted as reliability or can be trusted. A reliable instrument means that if the instrument is used several times to measure the same object, it will produce the same data. The reliability value is in the Cronbac's Alpha column, ie a variable is considered a variable if the Cronbac's Alpha value is above 0.60. The results of the questionnaire reliability test are as follows:

Table 3: Performance Recapitulation

Variable	Cronbac's Alpha	Reliable Value	Description
Competence (X)	0.908	0.60	Reliable
Performance (Y)	0.934	0.60	Reliable

In table 3 above, it can be seen that Cronbac's Alpha in each variable, namely the competence variable (0.908) and performance (0.934) has a Cronbac's Alpha value above 0.60. This means that each variable item used in this study has reliability or reliability.

Normality test

To test whether the distribution of the disturbing variable or residual is normal or not, it can be done graphical analysis or by looking at the *probability plot* which compares the cumulative distribution of the actual data with the cumulative distribution of the normal distribution.

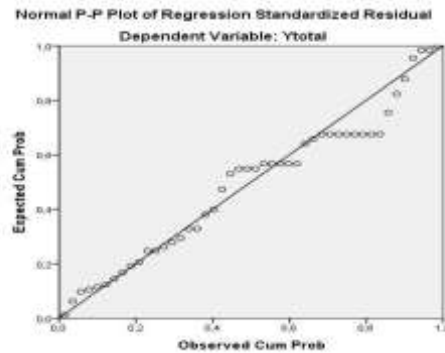


Figure 1: Normality Test

From the Figure 1 above, it can be seen that the data spreads around and follows the direction of the diagonal line. It can be interpreted that the regression model meets the assumption of normality

Partial Test (t Test)

This t test is an analysis used to determine the independent variable (independent variable), namely competence (X) affects the dependent variable (the dependent variable).

Table 4 : Test the t Distribution Hypothesis (Test t)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6,602	5,016		1,316	,195
Xtotal	,858	,110	,760	7,764	,000

a. Dependent Variable: Ytotal

From the table 4 above, it can be seen that the value of t_{count} Teacher competence is 7,764. The significance level of this study was 5% or 0.025 (2-sided test). To perform the t-test, the following steps are carried out:

The significance level of this study was 5% or 0.025 (2-sided test). Means obtained $t_{table} 2,015$. Then it is proven that: Competence (X) = with $t_{count} 7.764$ is greater than $t_{table} 2.015$ with a significant level of 0.195 less than 5%. Then H_0 rejected and H_a accepted, meaning that the competence variable has a positive and significant effect on the performance of Middle School Teachers in Muara Fajar Barat Village.

Coefficient of Determination Test (R²)

The coefficient of determination (R²) is used to determine the percentage contribution or contribution of the independent variable competence (X) to the dependent variable performance (Y). The results of the coefficient of determination can be seen in the table below:

Table 5: Coefficient of Determination (R²)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,760 ^a	,578	,568	3,01352

From the table 5 above, it can be seen that the coefficient of determination (R^2) of 0.578 means that the contribution or contribution of the independent variable to the dependent variable is 0.578 or 57.8% while the remaining 42.2% is influenced by other variables that are ignored or not examined in this study.

CONCLUSION

Based on the results of research analysis on the effect of competence on performance, it can be concluded that competence has a significant effect on performance. The influence of the competence variable on the performance variable is 57.8% while the remaining 42.2% is influenced by other variables that are ignored or not examined in this study. This research is in line with research (Hasyim & Rokhmatin, 2021; Suebudin, 2021; Susilowati et al., 2021) which states that competence has an effect on performance.

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