



**The Influence of Teacher Competence in Learning and Work Motivation on Teacher Performance at SMA Negeri Sirimau District, Ambon City**

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**Article Info**

**Article History:**

Received: 19 March 2022

Revised: 30 March 2022

Published: March 2022

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.6613353

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**Abstract:**

To get a quality process and student learning outcomes of course required maximum teacher performance. Teacher performance will be maximized if teachers who have in-depth mastery of the material, have good communication skills, are committed in their duties, are able to utilize learning media effectively which will help in the smooth learning process. It should be realized that the low performance of teachers can reduce the quality of education and hinder the achievement of educational goals in schools. For this reason, teacher performance needs to be managed properly so that there is no decline. This study aims to determine the significant effect of competence and work motivation on teacher performance. This research was conducted at a public high school in Sirimau District, Ambon City. In this study using a quantitative descriptive method. The research method used is the correlation, partial and simultaneous test method using the SPSS 21.0 program. The results of this study indicate, 1) there is a significant effect of competence on teacher performance with a  $t_{count}$  3.287 and  $t_{table}$  1.998, 2) there is a significant effect of work motivation on teacher performance with a  $t_{count}$  2.663 and  $t_{table}$  1.998, 3) there is an influence significant competence and work motivation on teacher performance with a value of  $f_{count}$  21,258 and  $f_{table}$  3,150. The conclusion is that there is a significant influence of competence and work motivation on the performance of teachers at SMA Negeri in Sirimau District, Ambon City.

Keywords: Teacher Competence, Learning, Work Motivation, Teacher Performance

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**INTRODUCTION**

Education is basically a communication process which includes the transformation of knowledge, values, and skills both inside and outside school that lasts a lifetime from generation to generation. Education is also very meaningful for the lives of individuals,

communities and nations. According to Law no. 20 of 2003 concerning the National Education System (SISDIKNAS), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

In the education system itself, there are several components that support the implementation of education in a country, one of which is the teacher. The teacher is the most decisive component in the education system as a whole, which must receive central attention, because the teacher is always associated with any component in the education system. Teachers play a major role in the development of education, especially those held formally in schools. Teachers also determine the success of students, especially in relation to the teaching and learning process. Teachers are also the component that has the most influence on the creation of quality educational processes and outcomes. Therefore, any improvement efforts to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers.

Sardiman (1992: 125) suggests that the teacher is one of the human components in the teaching and learning process, which participates in the effort to form potential human resources in the field of development. Therefore, the teacher is one element in the field of education who must play an active role and place his position as a professional in accordance with the demands of a growing society. Professional teachers must have good basic teaching skills, understand or master the material and have loyalty to their duties. Thus, teachers are required to have competence.

If we take a closer look at the reality of teacher competencies today, it seems that they are still diverse. Danim (2002) revealed that one of the characteristics of the education crisis in Indonesia is that teachers have not been able to show adequate work performance. This shows that teacher performance has not been fully supported by an adequate degree of mastery of competence, therefore a comprehensive effort is needed to improve teacher competence. Teacher competence is defined as a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers in carrying out their professional duties. This is in line with the Decree of the Minister of National Education No. 045/U/2002 which explains that competence is a set of intelligent, responsible actions that a person has as a condition to be considered capable by the community in carrying out tasks in accordance with certain jobs. Teacher competencies include; pedagogic competence, personality competence, social competence, and professional competence obtained through professional education, training, and professional experience.

Apart from increasing the professional competence of teachers, efforts to improve teacher performance can also be done through increasing the work motivation of teachers. Work motivation is something that gives rise to enthusiasm or encouragement and work. Therefore, work motivation in psychology is a driving force for work morale (Anoraga, 1998:35). The teacher becomes an educator because of the motivation to educate. If he does not have motivation, he will not succeed in educating or teaching. The success of the teacher in teaching because of this encouragement or motivation is a sign of what the teacher has done that he is interested in because it is in accordance with his own interests. Teachers who are motivated at work will lead to job satisfaction, because the teacher's needs are met to encourage teachers to improve their performance. The importance of work motivation in improving performance has been recognized by various experts, because motivation is part of the will symptoms in humans that encourage them to carry out an activity.

Work motivation in this study is the work motivation of SMA Negeri Sirimau District teachers, Ambon City. If it is based on the explanation above, it can be understood that what is meant by the work motivation of SMA Negeri Sirimau District teachers, Ambon City is the

urge that exists within a teacher who encourages him to do a job in the form of teacher assignments in order to meet his needs. .

Basically, to get quality student learning processes and outcomes, of course, maximum teacher performance is needed. Teacher performance will be maximized if teachers who have in-depth mastery of the material, have good communication skills, are committed in their duties, are able to utilize learning media effectively which will help in the smooth learning process. According to Martinis Yamin and Maisah (2010: 86) "teacher performance is a behavior or response that gives results that refer to what they do in dealing with tasks. In addition, performance can also be interpreted as the results achieved by the teacher in carrying out tasks based on skills, experience, time, and the resulting output which is reflected in both quantity and quality.

During this Covid-19 pandemic, we are familiar with the *Work from Home (WFH)*. The term *Work From Home* was first known since the spread of the SARS-CoV-2 virus. Some explain in detail about today's online learning. During the *Work From Home (WFH)* period, all levels of education from basic to higher education need to strengthen online learning. Actually learning this model is not something really new. Learning with internet media has become a recommended discourse in the world of education for the past few years. This is because the direct method of learning or what is commonly said face-to-face is considered outdated and is considered a less advanced learning model, so the discourse of learning to use better learning media by utilizing modern information technology, such as using smartphones, the internet and various applications is promoted. support for today's online systems.

However, this has received various comments and rebuttals based on things that happened in the field, especially at SMA Negeri Sirimau District, Ambon City. Based on the results of observations and interviews of researchers with senior teachers (Mr. KF and Mrs. NT) on April 5, 2021, it was found that many obstacles were faced by the school, teachers and students and parents. One of them is the habit of children who are more focused on learning when directly attended and listening to the teacher's explanation. This of course greatly affects student learning outcomes, seeing the process and learning performance carried out by the teachers also cannot be said to be optimal due to various obstacles. Even though the teaching facilities are complete and sophisticated, if they are not supported by the presence of teachers who perform well, it is impossible to lead to a maximum learning and learning process. In essence, the teacher's performance is heavily influenced by various factors, both internal and external factors of the individual concerned. This is one of the external factors experienced by teachers, but professionally the teacher is still a teacher who must be able to exert all his abilities when transferring lessons.

Teacher competence in learning to use online media with high work motivation has a great impact on teacher performance in teaching. Four teacher competencies, mastery of the material, attitudes and motivation of teachers were tested 'forcefully' during the Covid-19 pandemic. The things described above are interesting to study in order to solve the problem.

## **METHODOLOGY**

The research method used is a quantitative research method. The research population was 112 teachers. The research sample was taken by random sampling as many as 53 teachers. Data collection techniques using questionnaires or questionnaires. The data analysis technique used simple regression analysis and multiple regression analysis.

## RESULTS AND DISCUSSION

### Analysis of Statement Testing

Testing was carried out before performing multiple linear regression analysis. Prerequisites used in this study include normality test, homogeneity test using computer-assisted SPSS 20.00 for Windows program.

The results of the analysis prerequisite test are presented below:

### Normalization Test

Based on the results of the study, the value of  $\text{sig} = 0.689 = 68.9\% > 5\%$  means that the unstandardized variables are normally distributed. Besides using the *Kolmogorov-Mirnov* test, the normality test can also be seen on the Normal P-Plot graph as follows:

Normal P-P Plot of Regression Standardized Residual

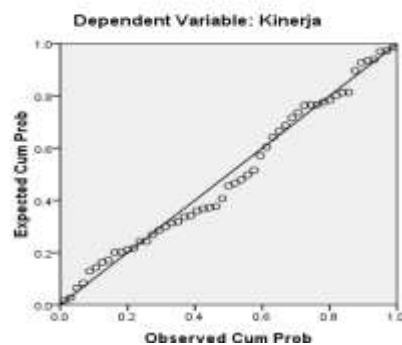


Figure 1. PP Plot Normal Graph

In the P-Plot graph, it can be seen that the data spreads around the diagonal line and follows the direction of the histogram line towards the normal distribution pattern. the dependent variable Y meets the assumption of normality so that it can be concluded that the dependent variable and the independent variable both have a normal distribution. This normality test can also be seen in the histogram below:

Histogram

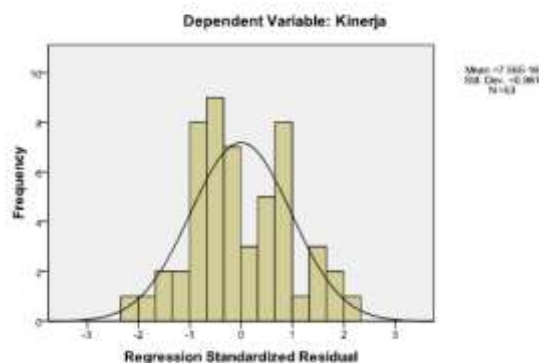


Figure 2. Histogram of SPSS Output Results

In the histogram image above the line pattern forming a bell indicates that the distribution pattern is normal.

### Multicollinearity

Test The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. The following are the results of calculations using the SPSS program:

Table 1. SPSS Output Results of Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Competence	.661	1.514
	Work Motivation	.661	1,514

a. Dependent Variable: Performance

Based on the table above, it can be seen that each independent variable has a tolerance value  $> 0.1$  and a VIF value  $< 10$ . So it can be concluded that there is no multicollinearity between the independent variables in this regression model.

### Heteroscedasticity Test

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from one observation residual to another observation.

The following is the result of processing using the SPSS program:

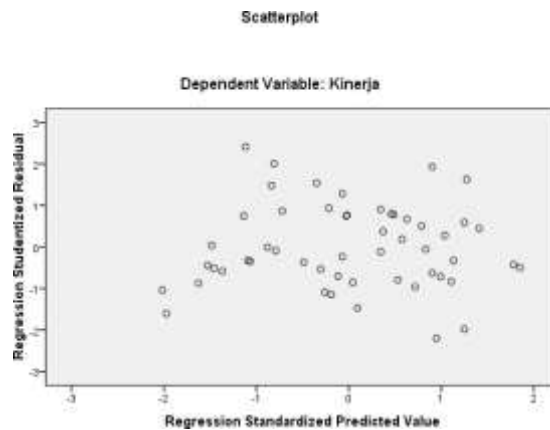


Figure 3. Scatterplot graph ,

In the scatterplot graph *can* be seen that the points spread randomly and are spread both above and below zero on the Y axis. It can be concluded that there is no heteroscedasticity in this regression model. So that the regression model can be used to predict the level of teacher performance based on the input of the independent or independent variables, namely Teacher Competence and Teacher Work Motivation.

### Hypothesis Testing

Below will be discussed the results of multiple regression analysis conducted using the SPSS 21.00 for windows program. The summary of the results of multiple regression analysis can be seen in table 2:

Table 2. Summary of Multiple Regression Analysis Results

Variable	Regression Coefficient	t- count	f- count	Sig.	0.208
The Effect of Teacher Competency in Learning on Teacher Performance	.287	3,		0.000	Significant

Effect of Work Motivation on Teacher Performance	0.336	2.663	0.000	Significant
Influence of Teacher Competence in Learning and Teacher Work Motivation on Teacher Performance	0.498	21,258	0.000	Significant
$R^2 = 0.438$				

## DISCUSSION

### Effect of Teacher Competency on High School Teacher Performance

Based on the results of the study, it can be seen that competence has a positive and significant effect on teacher performance. The competence possessed by State Senior High School teachers in Sirimau District, Ambon City is considered high. The magnitude of the influence of competence on the performance of State Senior High School teachers in Sirimau District, Ambon City is 17.7%. this is a good initial capital in order to improve teacher performance considering that competence affects teacher performance.

From 53 teachers, the results of the teacher competency variables were as follows: 34 teachers said that they had competence with good criteria, namely 64%, and 0 teachers said that they had competence with bad criteria, which was 0%. It can be concluded that broadly speaking, the competence of State Senior High School teachers in Sirimau District, Ambon City is included in the Good criteria with a classical average of 71.3%.

Competence has an influence on teacher performance. The t-count value for the competency variable in the partial test is 3.287 with a significance result of  $0.002 < 0.05$ , so the hypothesis that there is an influence of competence on performance is acceptable. This means that the better the competence of a teacher, the better the performance of the teacher or vice versa. Based on the results of the partial determination coefficient test, it shows that competence contributes to performance by 17.7%.

### The Effect of Teacher Work Motivation on High School Teacher Performance

Based on the results of the study, it can be seen that work motivation has a positive and significant effect on teacher performance. The work motivation in SMA Negeri in Sirimau District, Ambon City is in the good category.

From 53 teachers, the results obtained information about work motivation variables as follows: that as many as 30 teachers said that they had a level of motivation with good criteria, namely 57%, and 2 teachers said that they had a motivation level with very bad criteria, which was as much as 4%. It can be concluded that in general the provision of motivation to public high school teachers in Sirimau District, Ambon City is included in the Good criteria with a classical average of 71.1%.

The calculated t value for the work motivation variable in the partial test is 2.663 with a significance result of  $0.01 < 0.05$ , so the hypothesis that work motivation affects teacher performance can be accepted. Based on the results of the partial determination coefficient test, it shows that work motivation contributes to performance by 12.4%.

### The Effect of Teacher Competence and Teacher Work Motivation on High School Teacher Performance

The influence of independent variables (teacher competence and teacher work motivation) on the dependent variable (teacher performance) is positive, which means that every increase in the independent variable will be followed by an increase in the dependent variable. Based on the value of *Adjusted R Square* on the results of the coefficient of

determination (R<sup>2</sup> Simultaneous results obtained are 0.438, so it can be concluded that teacher competence and teacher work motivation affect the performance of SMA Negeri teachers in Sirimau District, Ambon City by 43.8% while the rest is 0.562 explained that teacher performance was influenced by other factors by 56.2%.

## CONCLUSION

1. Teacher competence has a significant effect on teacher performance at SMA Negeri in Sirimau District, Ambon City. That is, the better the competence of teachers at public junior high schools in Baguala District, Ambon City, the teacher's performance will increase. The magnitude of the influence of teacher competence is largely determined by indicators of pedagogic competence, personality competence, social competence and professional competence.
2. Work motivation has a significant effect on teacher performance at SMA Negeri in Sirimau District, Ambon City. That is, the better the work motivation of teachers at SMA Negeri in Sirimau District, Ambon City, the teacher's performance will increase. The magnitude of the influence of work motivation is determined by physiological needs, safety needs, social needs, esteem needs and self-actualization needs.
3. Teacher Competence and Work Motivation have a significant effect on Teacher Performance at State Senior High Schools in Sirimau District, Ambon City. This means that if it is between competence and work motivation together, then the performance of teachers at public high schools in Sirimau District, Ambon City will increase. Good competence and high work motivation will improve teacher performance.

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