

Competency Analysis and School Culture on Teacher Performance in Cimanggu District

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Abstract

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The purpose of this study was to determine the effect of competence and culture on teacher performance in Cimanggu District. The method used in this study is a survey method with a quantitative approach. Data collection techniques used instruments to measure competence, school culture and instruments to measure teacher performance. Based on the results of data analysis and hypothesis testing with path analysis calculations, the results show that 1) There is an influence of competence on teacher performance at the Cimanggu District Elementary School, with the acquisition of t_{count} 2.34 while t_{table} for $\alpha = 00.5$ is 1.53 because t_{count} is more larger than t_{table} . 2) There is a positive influence of school culture on teacher performance at Elementary Schools in Cimanggu District with the acquisition of t_{count} 3.99 while t_{table} for $\alpha = 00.5$ is 1.53 because t_{count} is greater than t_{table} . 3) There is a significant direct effect between competence and school culture on teacher performance with t_{count} 3.29 while t_{table} for $\alpha = 00.5$ is 1.53. Good performance can be achieved by the school culture and the competencies possessed by teachers

Keywords: Competence, School Culture, Teacher Performance

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential in the form of spiritual, religious, self-control, personality, noble character, and skills to be applied in the life of society, nation and state. (Syaripudin, 2007). In addition, education is also one of the factors that play a role in the progress of a nation. Basically every human being must experience an educational process in his life. This happens because humans view education as an obligation that must be taken, not just as a necessity and in the end educational activities become a routine. The implementation of education in Indonesia is a national education system that is structured and planned, becomes a basic need and occupies a central position in development oriented to improving the quality of human resources.

Improving the quality of education is a problem that requires a solution, because education plays an important role for human survival. Improving the quality of education from year to year is always strived for, both at the elementary, secondary and tertiary levels. The improvements are carried out in all fields, such as learning resources, media, facilities and facilities, curriculum, as well as the performance of educators or teachers. In this case the commitment of educators is needed in improving the performance of teachers to carry out their duties as educators. In addition, teacher performance is also determined by adequate and

conducive environmental conditions related to where the learning process is carried out.

One of the problems in improving the quality of education seems to lie in the performance of teachers. Ideally, teacher performance should be optimal considering that to become a teacher, various professional requirements are needed for an educator in schools. But in reality the performance of teachers is still low. Indonesia has low competitiveness in the field of education by ranking 37 out of 57 countries surveyed in the world and Indonesia is only predicated as a *follower* (follower) not as a leader. One of the characteristics of the educational crisis with unsatisfactory work results is that the expected performance cannot be achieved so that in the end the goals of the school in particular and the goals of education in general will not be achieved. There are four main problems of national education that need to be prioritized to overcome, namely the problem of educational equity, the problem of education quality, the problem of education efficiency and the problem of educational relevance (Susanto, 2012).

From the results of observations made in Cimanggu District, there are still many teachers who teach not according to their educational qualifications. With conditions like this, of course, it is an indication that the teacher is not competent in the teaching process carried out. The work discipline of teachers in carrying out their duties has also not been fully carried out properly, it can be seen that there are some teachers who lack a sense of responsibility in carrying out their duties by coming to school not on time, there are even some educators who are on the market during study hours, teachers are still procrastinating teaching time, and students are usually only assigned to work on practice questions, the lack of complete learning tools prepared such as planning (RPP, semester programs, annual programs) carried out by teachers so that this condition causes the learning process in the classroom to be less conducive (interviews with reliable source).

This condition shows the low performance of teachers which can have an impact on the low achievement of educational goals. According to Djamarah (2010) the implementation of learning is an activity that has educative value, educative values color the interactions that occur between teachers and students. Interactions that have educative value are because the implementation of learning carried out is directed to achieve certain goals that have been formulated before the implementation of learning begins. The above statement has implications for the need to improve teacher performance in carrying out their duties in schools as educators, and at the macro level the teacher's role will determine the survival of the nation in the future.

Schools are educational institutions that provide formal education based on the curriculum. Schools are also places where teaching and learning activities take place. According to Darajat (2016) School culture is also the values, beliefs, slogans or mottos, habits, and ceremonies that have been developed for a long time and are firmly held by all school members. When a teacher already has a good school culture or culture and can apply it well too, it can support success in carrying out his duties and responsibilities as a teacher. Based on this background description, of course competence and school culture/culture are important for the teacher to know and understand. Because with competence and good school culture, it is expected to be able to assist teachers in carrying out their duties at school.

Therefore, the purpose of this study was to determine the effect of competence and school culture on teacher performance in Cimanggu District.

BASIC THEORY OF

School Culture

Culture is a value system that is agreed upon and adhered to by all members of the organization which is dynamic and capable of increasing productivity (Sudaryono, 2014). School culture is a distinctive characteristic of the school that can be identified through the values it holds, the attitudes it has, the habits it displays and the actions shown by all school personnel who make up a special unit of the school system (Komariah & Triatna 2010).

Teacher Competency

Moeheran (2014) defines competence as “a competency is an underlying characteristic of an individual that is usually related to criteria referenced effective and or superior performance in a job or situation. Competence as a characteristic that underlies a person is related to the effectiveness of an individual's performance in his work or the basic characteristics of an individual that has a causal causal relationship with the criteria used as a reference. Wibowo (2016) states competence as the ability to carry out work and tasks based on skills and knowledge attitudes. Competence is an individual's ability to carry out a job correctly and has advantages based on matters relating to knowledge, attitudes, and skills (Edison, 2016). According to Kunandar (2007) teacher competence is a set of mastery abilities that must exist within the teacher in order to realize his performance appropriately and effectively.

Teacher Performance

(2013) suggests that the term performance comes from the word *job performance* or *actual performance* (work achievement or actual achievement achieved by someone). Performance demands the expression of one's potential, and overall responsibility or ownership (Hamzah, 2014). It can be concluded that performance is a work achievement that has been achieved by someone.

RESEARCH METHODOLOGY

This study uses a survey method with a quantitative approach and path analysis techniques, by analyzing the effect of one variable on other variables. The sample in this study were State Elementary School Teachers in Cimanggu District.

RESEARCH RESULTS

From the results of the analysis carried out there is an influence between competence on the performance of elementary school teachers in Cimanggu District, with the acquisition of $t_{\text{count}} 2.34$ while t_{table} for $\alpha = 0.05$ is 1.53 because t_{count} is greater than t_{table} then H_0 rejected and H_a accepted. From these results it is interpreted that teacher performance is influenced by competence, for teachers competence is very important because competence is basically a description of what a person can do at work, as well as what forms of work can be seen. To be able to do a job, a person must have the ability in the form of knowledge, attitudes and skills that are relevant to the field of work (Musfah 2012).

The second hypothesis from the results of calculations carried out shows that there is a positive influence of school culture on teacher performance at the

Cimanggu District Elementary School with the acquisition of t_{count} 3.99 while the t_{table} for $\alpha = 0.05$ is 1.53 because t_{count} is greater than t_{table} then H_0 rejected and H_a is accepted. According to Suhar Saputra (2010), culture becomes values, beliefs, and actions as a result of a mutual agreement that gives birth to the commitment of all personnel to implement it consistently and consistently. The meeting of values held by principals and teachers will emerge and produce values in the form of actions that are carried out together on a daily basis. School culture can form a person to obey the rules and create positive new habits through disciplinary efforts enforced by the school, so that school culture will have an influence on teacher performance in carrying out learning.

The third hypothesis is that there is a significant direct effect between competence and school culture on teacher performance with the acquisition of t_{count} 3.29 while t_{table} for $\alpha = 0.05$ is 1.53 because t_{count} is greater than t_{table} then H_0 rejected and H_a accepted. Good performance can be achieved by the school culture and the competencies possessed by teachers.

CONCLUSION

Teacher competence has a positive effect on teacher performance, meaning that having a high mastery of competence can improve the results of teacher performance in the education process. School culture has an effect on teacher performance. This means that if the school culture is applied well in the school environment, it will have a positive impact on teacher performance. Teacher competence and school culture have a direct positive effect on teacher performance. This means that if the teacher applies good habits, it can help improve the teacher's performance in the process of implementing education.

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