

# IMPROVE TEACHER PERFORMANCE THROUGH STRENGTHENING COMPETENCE

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## ABSTRACT

Teacher performance is fundamental in order to maintain and improve the quality of education at all levels of education. As the spearhead and main actor in creating human resources in schools, it is necessary for teachers to get strengthening in their competence aspects. Therefore, the purpose of this study is to examine in depth the efforts to improve teacher performance through strengthening their competence. The approach used in this research is quantitative research by examining the results of the distribution of questionnaires to high school teachers as many as 55 people as the main respondents in Gorontalo Regency. Data were collected using SPSS version 24 and analyzed using simple linear regression.

The author believes that through strengthening the competence of teachers, their performance can increase. The author's belief is evident from the processed field data, it turns out that the contribution of variable X (Competence) to Y (Teacher Performance) is 0.374 or 37.4%. Therefore, if teacher competence is improved, it will immediately improve teacher performance in schools in general and more specifically in the teaching and learning process. This result is also supported by the results of previous research conducted by Sedayu 2019 where competence affects the performance of SMK teachers by 0.556 or 55.6%.

**Keywords:** Competence Improving Performance

## INTRODUCTION

Teaching is a profession, where being a teacher is not easy. To become a teacher, an individual must go through a level of teacher education. The teaching profession is not just a vehicle to channel hobbies, but is a job that must be occupied and requires seriousness in living it. To realize maximum expertise as educators, teachers need to improve their competence. In Law no. 14 of 2005 concerning Teachers and Lecturers [1] states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students

in early childhood education through formal education, basic education, and secondary education. . In carrying out their authority, teachers are required to have a diverse set of abilities so as to provide maximum results.

Learning activities carried out in schools require creativity and innovation of teachers which can be seen from their work. This is emphasized by Rusyan, et al (2012:67)[2], that in terms of teacher activities, not only in the classroom, but also outside the classroom. In addition to carrying out the learning process, it also

carries out other activities such as school administration and learning administration, providing guidance and services to students, and carrying out assessments. There is a set of standards for assessing teacher performance in carrying out their duties, which include how teachers work with individual students, lesson preparation and planning, utilization of learning media, involving students in various learning experiences, and active leadership. (Kusmianto, 2013:17)[3].

An interesting phenomenon from the results of a survey conducted is that schools, especially high schools in Gorontalo Regency, are on average accredited B. However, in terms of the quality of the quality produced by the output, it is still not balanced. in Gorontalo Regency is only below the standard, which is an average of 56.65%. This data is obtained through the Regional Education Balance [4] specifically showing the achievement of the results of the Teacher Competency Test which is focused on pedagogic and professional aspects.

Law on Teachers and Lecturers No. 14 of 2005 and government regulation no. 19 of 2005 mandates that in achieving maximum performance, teachers are required to have competencies consisting of: personality competence, pedagogic competence, professional competence and social competence. First; Personality competence is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, becomes an example for students, and has noble character. The teacher's personality has a very strong influence on his duties as educators. The authority of the teacher is in his personality. It is difficult for teachers to educate students to be disciplined if the teacher concerned is not disciplined.

Students will disturb and imitate the teacher so that what the teacher says should be the same as his actions. Teachers who are honest and sincere in carrying out their duties as educators are different from teachers who teach because there is no other job. Students can easily read it. Second; Pedagogic competence is a technical ability in carrying out duties as educators, teachers and mentors. Pedagogic competence is the ability of teachers with regard to understanding students and managing educational and dialogical learning. Substantively, this competency includes the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. Third; Social competence is related to the ability of educators as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. Fourth; Professional competence is an ability related to mastery of learning material in the field of study in a broad and deep way, which includes mastery of the substance of the content of the curriculum material in school subjects and the scientific substance that overshadows the curriculum material, as well as increasing scientific insight as a teacher. Meanwhile, according to Mulyasa (in Kusmanto 2015:13), the characteristics of teachers who are assessed as professionally competent are able to develop responsibilities well, able to carry out their roles and functions well, able to work to realize school education goals, able to carry out their roles and functions in learning in class.

Teacher Performance

Teacher performance according to Uno (2007:17) [5] is the result of teacher work which is reflected in how to plan, implement and assess the teaching and learning process whose intensity is based on work ethic, and professional discipline in the learning process. This definition implies that teacher performance is measured through the three most important aspects of activities carried out by teachers in schools, namely planning KBM, implementing KBM, and assessing student learning outcomes. In line with Uno's opinion, Mangkunegara (2007: 18) [6] states that: "Performance related to the teaching profession is a real behavior shown by teachers when giving lessons to their students. Teacher performance can be shown from the ability to plan teaching and learning activities, the ability to carry out the teaching and learning process, and the teacher's ability to assess learning outcomes.

According to Article 20 of the Law on Teachers and Lecturers [7], that in carrying out professional duties, teachers are obliged to:

- 1) Planning learning, implementing a quality learning process, as well as assessing and evaluating learning outcomes.
- 2) Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts.
- 3) Act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions, or family background, and socio-economic status of students in learning.

4) Upholding laws and regulations, laws, and teacher code of ethics, as well as religious and ethical values, and maintaining and fostering national unity and integrity.

In addition to this, the law on teachers and lecturers also states that there are seven main duties of teachers. The seven tasks are as follows.

1) Educate. Is to invite, motivate, support, help and inspire others to take positive actions that are beneficial to themselves and others or the environment. Educating is more focused on habits and example.

2) Teaching. It is an action taken by the teacher to help or facilitate students in carrying out learning activities. The process is done by giving examples to students or practicing certain skills or applying concepts given to students so that they become skills that can be used in everyday life.

3) Guiding. Is a process carried out by the teacher to deliver teaching materials to transfer science, technology and art with a certain approach that is in accordance with the character of students. Guiding is also intended to help students find their potential and capacity, discover their talents and interests so that they are in accordance with their period of development and growth.

4) Directing. It is an activity carried out by the teacher to students so that they can follow what must be done so that the goals can be achieved. Directing does not mean forcing, the freedom of students is still respected with the aim of growing creativity and initiative of students independently.

5) Train. In essence, it is a process of activities to help other people (athletes) prepare themselves as well as possible in their efforts to achieve certain goals. In the world of education, the teacher's task is to train students on physical, mental, emotional and skills or talents.

6) Assess. Is a series of activities to obtain, analyze, and interpret data about the process and learning outcomes of students carried out systematically and continuously, so that it becomes meaningful information in decision making.

7) The teacher's task is to assess students on aspects of skills, attitudes and knowledge. The goal is to measure the extent of student competence after the teaching and learning process is completed.

8) Evaluate. Can be interpreted as a systematic process to determine or make decisions to what extent the program objectives have been achieved (Gronlund, 1985, in Djaali and Pudji M) [10]. Evaluation is intended to obtain data and information that is used as the basis for determining the level of progress, development, and achievement of student learning, as well as the effectiveness of teacher teaching. Learning evaluation includes measurement and assessment activities.

### Teacher Competence

Teacher competence is something that is very important in achieving learning objectives, especially in improving teacher performance. According to Muhibbin (in Andaru Werdayanti 2008:81) [8] that: "teacher competence is the ability and

authority of teachers in carrying out the teaching profession. Teacher competence is defined as mastery of a task (teaching and educating), skills, attitudes and appreciation needed to support the success of the educational process he does. Thus, competence is not only related to the teacher's ability to present lessons in front of the class, but includes the teacher's skills in educating and instilling good attitudes to students to become professional teachers. Professional teachers are not only for one competency, namely professional competence, but professional teachers must able to have the four competencies as mandated by Law no. 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 19 of 2005 [11] concerning National Education Standards where teachers need to understand, master, and skillfully use new learning resources and master pedagogic competence, personality competence, professional competence, and social competence as part of of the teacher's ability. Thus, the competencies possessed by each teacher will show the actual quality of teachers, these competencies will be realized in the form of mastery of knowledge, skills and professional attitudes in carrying out their duties.

Teacher competency standards are developed as a whole from four main competencies, namely pedagogic competence, personality competence, social competence, and professional competence, the four competencies are integrated in teacher performance.

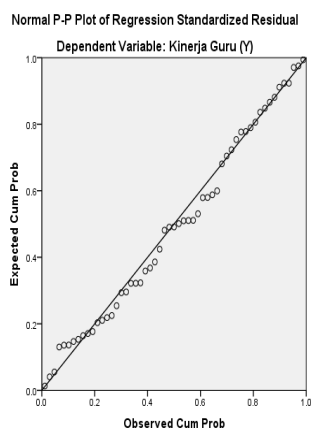
### RESEARCH METHODS

This study uses a quantitative approach that aims to test research hypotheses related to the variables studied. From a number of

teacher populations in Gorontalo Regency, by calculating the number of samples using the Slovin formula, 55 main respondents were obtained spread over 10 high schools in Gorontalo Regency which were taken randomly. Furthermore, the data collected through the questionnaire was processed using SPSS and analyzed by simple linear regression.

## RESEARCH RESULT

### Normality Test Results.



Mean that the regression line and follow the direction of the diagonal line. Based on the existing provisions that the data is normal when the points follow a diagonal line, so that with the fulfillment of these criteria, it can be said that the regression model has data that is normally distributed. In order for the results to be more reliable and there are no differences in perception regarding the distribution of dots on the diagonal line, it is necessary to continue with the Kolmogorov Smirnov test. Kolmogorov Smirnov is a normality test carried out on the residuals of regression testing (Santoso, 2012: 230). The results of the normality test with the Kolmogorov Smirnov One Sample test can be described as follows:

| One-Sample Kolmogorov-Smirnov Test                 |                |                         |
|--|----------------|-------------------------|
|  |                | Unstandardized Residual |
| N  |                | 55                      |
| Normal Parameters <sup>a,b</sup>                   | Mean           | .0000000                |
|  | Std. Deviation | 5.00217906              |
| Most Extreme Differences                           | Absolute       | .071                    |
|  | Positive       | .071                    |
|  | Negative       | -.071                   |
| Test Statistic                                     |                | .071                    |
| Asymp. Sig. (2-tailed)                             |                | .200 <sup>c,d</sup>     |
| a. Test distribution is Normal.                    |                |                         |
| b. Calculated from data.                           |                |                         |
| c. Lilliefors Significance Correction.             |                |                         |
| d. This is a lower bound of the true significance. |                |                         |

Based on the results of the questionnaire distribution on teacher competence for the dimensions of pedagogic competence, it shows some opinions on the instrument as follows:

- 1) In the learning process there are only 16 teachers who often broaden their horizons before carrying out the learning process, 10 teachers who always, 26 teachers who occasionally and there are 3 teachers who rarely broaden their horizons. This is because the teacher is lacking in understanding. So it is necessary for teachers to read more or attend trainings.
- 2) In the teaching and learning process, the teacher does not only broaden his horizons but as an educator and substitute for parents, it is necessary for the teacher to pay attention to the characteristics of each

student. From the results of the histogram above, it can be seen that there are 7 teachers who always pay attention to the characteristics of students, 19 teachers who often pay attention to the characteristics of students, and there are 29 teachers who sometimes pay attention to the characteristics of students. this is due to a pandemic that makes it difficult for teachers to directly pay attention to the characteristics of students.

3) Before carrying out learning, of course, an educator must first design a Learning Implementation Plan (RPP), from the research results obtained there are 8 teachers who always design RPP, 19 teachers who often, 26 teachers who sometimes, and there are 2 teachers who rarely.

4) After carrying out the learning process, of course a teacher will evaluate. The results of the study show that there are 9 teachers who always do, 16 teachers who often, 22 teachers who sometimes, and 8 teachers who rarely evaluate learning after learning ends. With the current situation during the pandemic or covid-19, it is one of the obstacles for teachers to carry out the learning process and provide efficient evaluations to students.

Furthermore, for the dimensions for the dimension of social competence, it shows some opinions on the instrument as follows:

1) In the learning process, of course, the teacher must increase communication with students because the teacher is a substitute for parents. people who are rare, this is due to the prohibition to meet face to face so that many teachers are less efficient in communicating

2) Every teacher needs communication with parents of students because by communicating with each other it will create cooperation between teachers and parents / guardians of students to know and control each student, from the results of the distribution of instruments there are 8

teachers who answer always, 19 teachers often, 25 teachers answered sometimes, and 3 teachers answered rarely, this is due to the current pandemic that has hit the country, making it difficult for teachers to communicate with parents.

3) It is necessary for teachers to communicate between teachers and teachers, in addition to getting to know each other we can also exchange experiences and thoughts, in this research after the distribution of the instrument there were 9 teachers who answered always, 17 teachers answered often, there were 26 teachers who answered sometimes and there were 3 teachers who answered rarely.

4) For smooth learning and security in the school environment, it is necessary for teachers to also maintain interaction with the surrounding community, because by maintaining these interactions well, everything made by schools that involve the surrounding community can be carried out properly. Based on the results of the distribution of the instrument, it was found that there were 7 people who answered always, 18 people who answered often, then there were 28 teachers who answered sometimes, and there were 2 teachers who answered rarely.

For the dimensions of personality competence, it shows some opinions on the instrument as follows:

1) Punctuality in ourselves is very important, because with us always arriving on time it is the same as giving a good example for students and students, based on the results of the instrument, it was found that there were 8 teachers who answered always, there were 18 people who answered often, 28 people answered sometimes, and 1 person g answered rarely,

2) The teacher is a role model and role model for students, so a teacher must set a good example to students and students, not only in terms of characteristics but also in terms of the way a teacher dresses,

especially when in the school environment, from the research results. After the distribution of the instrument, there were 9 teachers who answered always, 18 teachers answered often, 28 teachers answered sometimes, and 1 teacher answered rarely.

3) From the results of the distribution of the instrument, there were 8 teachers who answered always, there were 20 teachers who answered often, there were 25 teachers who answered sometimes and there were 2 teachers who answered rarely. A teacher is strictly prohibited from committing violence against students, especially in terms of physical contact.

4) One of the problems that often occurs in the world of work is mocking each other among others, especially in the world of education, of course a teacher is strictly prohibited from doing things that are not educational, especially mocking each other between teachers and teachers is one of the acts that do not educate. From the results of the study, after distributing the instrument to the respondents, it was found that there were 9 teachers who answered always, 14 teachers answered often, there were 23 teachers who answered sometimes, and 9 teachers answered rarely.

The results of the analysis with the help of the SPSS program are in the table below:

Table 2. Results of Regression Analysis

Based on the results of the above analysis, the linear regression equation model is as follows:

$$= 13.777 + 0.374X +$$

Based on the regression equation model, it can be interpreted as follows:

1) The constant value of 13,777 is a fixed value of the performance variable of high school teachers in Gorontalo Regency,

Gorontalo Province if there is no influence from Teacher Competence

2) The value of the regression coefficient of the X1 variable (teacher competence) is 0.374, indicating that each increase in the Teacher Competency variable by 1 unit will increase the performance of high school teachers in Gorontalo Regency, Gorontalo Province by 0.374 units.

Finally, the results of the questionnaire on teacher competence for the dimensions of professional competence, show some opinions on the instrument as follows:

1) In carrying out the learning process, of course we have to adjust it to the lesson plan, a teacher is required to make or prepare the lesson plan before starting the teaching and learning process in the classroom and not just a demand but as an obligation and obligation for an educator. From the results of the distribution of research instruments to respondents, it was found that there were 7 teachers who answered always, 15 teachers answered often, there were 32 teachers who answered sometimes, and there was 1 teacher who answered rarely.

2) Learning media is one of the important points in the learning process, being a teacher or an educator is not easy, there are so many demands and obligations that must be done, in the learning process a teacher is required to use learning media to make it easier for teachers to carry out the teaching and learning process in the learning process. class. From the results of the study after the distribution of the instrument, it can be seen that there are 7 teachers who answer always, 15 teachers who answer often, 31 people who answer sometimes, and 2 teachers who answer rarely.

3) Before carrying out the teaching and learning process, of course a teacher evaluates or asks again the learning that has been given at the previous meeting, because to find out whether students really understand the learning that has been given. After distributing the questionnaire to the respondents, it is known that there are 8 respondents who answered always, 18 respondents answered often, there were 26 respondents who answered sometimes, and there were 3 respondents who answered rarely.

The results of testing the influence of competence on the performance of high school teachers in Gorontalo Regency, Gorontalo Province are as follows:

Based on the analysis, the regression coefficient of teacher competence is 0.374 and has a positive effect on the performance of high school teachers in Gorontalo Regency. The positive regression coefficient shows that the teacher's competence on the performance of high school teachers in Gorontalo Regency is empirically tested. Then based on the value of the t-test, a Tukey value of 3.653 was obtained, which the significance value of teacher competence (0.001) was smaller than the probability value of 0.05. So it can be concluded that teacher competence has a positive and significant effect on the performance of high school teachers in Gorontalo Regency.

## DISCUSSION

Statistically seen from several previous studies that teacher competence is very important in improving teacher performance. But after doing research

again on different objects and different locations, the statistical results show that teacher competence has a very small effect on the performance of high school teachers, only 37.4%. This could have happened because the learning activities carried out by high school teachers were different from vocational teachers, where high school teachers were more monotonous in the aspect of knowledge transfer. Meanwhile, vocational school teachers in addition to knowledge, also need to master various supporting skills in improving the abilities and competencies of their students so that later they can be accepted in the world of work and industry. From the results of the analysis, it is known that the influence of teacher competence (X1) on the performance of high school teachers in Gorontalo Regency is 0.374 which affects teacher performance. The regression coefficient shows that the influence of teacher competence on teacher performance is in accordance with the theory. Then, based on the value of the t-test, the Tukey value is 3.653, and the significance value of teacher competence is 0.001 which is smaller than the probability value of 0.05. This is acceptable because teacher competence (X1) is not the only parameter that determines the performance of high school teachers in Gorontalo Regency. Statistically seen from several previous researchers that teacher competence is very important in improving teacher performance. But after the researchers conducted research, the statistical results showed that teacher competence had an effect on teacher performance ranging from 37.4% which showed that teacher competence was not good, this was due to current conditions during the pandemic which forced teachers to limit meetings intensely with students so that the four competencies required were:



the demands of teachers are not realized properly, namely pedagogical competence.

k, personality competence, professional competence and social competence. This is in line with Fajar Enda Fitriani's 2019 research [12] which shows that teacher competence has an effect on teacher performance.

Referring to some of the previous reasons, it is undeniable that competence has an effect on teacher performance, with the current situation in the pandemic period as we know that the government not only urges but requires schools to close and learning to be carried out online. With the current conditions online learning certainly requires teacher competence so that the learning process can continue to be carried out. Especially teachers must further improve their skills in operating android technology, be able to adjust learning activities according to a more simplified curriculum. In addition, it requires patience and sincerity of a teacher considering that there are so many problems faced such as the absence of an internet network, android facilities and laptops that are not owned by both students and teachers themselves. However, the demands on teacher performance still exist. Teachers must be able to plan learning activities according to conditions. In addition, the learning process is also designed in such a way that the transfer of knowledge and transfer of skills persists and students do not find it difficult and also bored to carry out their activities from home.

## CONCLUSION

Based on the results of this study, it can be concluded that competence affects the

performance of high school teachers in Gorontalo Regency. This is acceptable because teacher competence is one of the parameters that determine the performance of high school teachers in Gorontalo Regency. If this continues, various aspects can be affected, including increased learning outcomes, guaranteed learning quality, increased quality of education, smooth and conducive learning. Therefore, stakeholders need to continue to make improvements so that they do not only increase teacher competence, but on the other hand, teacher professional allowances and other awards should be given, especially during the COVID-19 pandemic. Stakeholder commitment and consistency is required to realize the SDGs, namely quality and inclusive education.

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