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THE EFFECT OF PROFESSIONAL COMPETENCE AND WORK MOTIVATION ON TEACHER PERFORMANCE IN PUBLIC ELEMENTARY SCHOOLS 064976

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Abstract

The aim of this research is to investigate how work motivation and professional competence influence teacher performance, as well as investigate whether these two factors interact to influence teacher performance. The research was conducted on 19 education staff at SDN 064976 using quantitative data collection methods. The results of this research show that work motivation and professional competence have a positive and significant influence on teacher performance, especially in the aspects of learning planning, classroom management, and mastery of subject matter. Factors such as job satisfaction, autonomy, and recognition also have a positive impact on teacher performance. These results underline the importance of developing professional competence among teachers as well as increasing work motivation to improve their performance in schools.

Keywords: Motivation, Professional Competence, Teacher Performance

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INTRODUCTION

According to the law of numbers: Law of numbers: Potential students. have knowledge in order to have potential that has creativity, responsibility, and democratic spirit. Therefore, it is necessary to improve both educational processes and outcomes determined by the preparation of educational human resources. Teachers are a key and important factor in formal education because they are often regarded by students as role models even for self-affirmation.

As a professional, the teacher checks the quality of his work; This confirms that the activity of the teacher reflects the professional quality of his work. Work motivation is the cause of increasing learning achievement. Nurfadhilah and Farihah (2021). Conscious efforts to influence one's behavior to achieve their goals are to form motivation which includes a type called Heryanto (2021). Besides motivation, another element that plays an important role in determining teaching efficiency is professional capacity.

Technical competence is a broad and profound ability in mastering educational material, which helps learners achieve skill standards. This is in accordance with the regulation of the Minister of National Education of the Republic of Indonesia Number 1.16 of 2007, which outlines the qualification standards that must be possessed by teachers and lecturers, including pedagogical capacity, subject professional capacity, personality competence, and social competence. However, common problems in many schools are teaching staff shortages and low levels of performance.

Researchers analyzed that teacher performance is affected by job skills and motivation levels that have not reached optimal potential. The focus of this study is to explore how work motivation and professional competence impact teaching success in the school environment.

LITERATURE REVIEW

The most important role of teachers and education personnel in educational activities is a benchmark for success in addition to students who work as teachers, so teachers should have good and broad skills and abilities to carry out educational tasks only. Accountability. The assignment is considered a professional skill, although it is not in accordance with the previous level of education.

With the Decree on Teachers and Educators Number 14 of 2005, professional competence is the ability to master the content of subjects broadly and deeply. Meanwhile, what drives work from this point of view is the work of teachers, so that teacher work is optimally improved and prepares all conditions ranging from personal conditions and in it to create an effective atmosphere in life. their work. External sources may come.

Therefore, teacher performance has a close relationship with the achievement of educational goals desired by educational institutions. Motivation, both intrinsic and extrinsic, has a great impact on teachers' academic performance, as explained by Amalia (2017). This motivation can improve the way teachers meet their job satisfaction, professional development, personal growth, and daily needs. In addition, staff motivation and satisfaction also have a significant influence on teacher performance in the school environment. Sumrsih (2022).

From the previous two comments, one can encourage someone to do good deeds if they believe that teachers offer challenges that benefit physical and mental health. Satisfaction on the job can be influenced by a variety of factors, such as excitement or perceived satisfaction in the performance of tasks, satisfaction from the job itself, a pleasant work environment, drive to achieve success, evaluation or appreciation of underlying motivations, as well as an urgent need to meet life needs or a desire to improve student intelligence and produce proud achievements for teachers. With strong motivation, teachers can work more efficiently, be well organized, demonstrate a high work ethic, and behave very professionally. This professionalism has a great impact on performance in schools, helping to improve performance through a variety of means, including self-development and professional development. Holy Afriani (2019).

Self-development refers to efforts to improve skills and abilities in the context of learning, such as the development of subject matter, the use of technology to communicate, and fostering students' abilities to develop independently and as individuals. According to some previous researchers, motivation is closely related to professional competence; When a teacher is motivated, it can create positive encouragement that improves his skills and abilities, especially in improving professional proficiency to perform tasks better. Teachers' performance achievements reflect their ability and success in carrying out educational tasks. Supardi (2013).

Factors such as motivation and professional expertise play a role in determining the success of the learning process aimed at achieving optimal learning outcomes. The efficiency of teacher work has always been a major concern in the context of educational institutions as it has a direct impact on overall school performance. Adriani (2018).

Work motivation encourages teachers to be actively and conscientiously involved in their tasks, while stimulating the desire to improve skills in order to gain more professional competence and expertise. The professional skills of teachers will improve and make a greater contribution. By gaining a deeper and broader understanding of the learning experience with students, along with positive job performance, teachers and education staff are satisfied with the results of their work, which then becomes a focus in school and teacher development to meet teachers' organizational and individual goals.

RESEARCH METHODS

This research applied quantitative descriptive method and was carried out at 064976 Letda Sujono State Elementary School, Medan City. Data collection approaches include observation and interviews. The study population included all teachers in 064976 State Elementary Schools, with a sample of 19 teachers. The subjects of this study are teachers at 064976 State Elementary School, with the implementation scheduled for Thursday, April 25, 2024. The instruments used for this study were interviews and observations. After the data is collected, researchers conduct data analysis to produce research findings, as a means to examine the relationship between teacher professional competence (X1) and work motivation (X2) to teacher performance (Y).

FINDINGS AND DISCUSSION

A. RESEARCH RESULTS

In this study, researchers used data processing methods through interviews or questions and answers. There are 8 questions related to the professional competency variable (X1), 10 questions that focus on the work motivation variable (X2), and a total of 18 questions that relate the two variables (X1 and X2) with the performance variable (Y). This interview process was conducted with teachers at

064976 Letda Sujono State Elementary School, with 19 teachers as a sample involved in this study. The results of interviews and observations conducted by researchers are as follows:

1. The effect of work motivation (X2) on teacher performance (Y) in school

   The interview results showed that work motivation had an effect of 64.3% on teacher performance in 064976 Elementary School. The remaining 35.7% were influenced by other factors that were not variables in the study. Some of the motivational indicators identified include: 1) morale, which is an internal drive that influences teachers' behavior in achieving goals and improving their performance; 2) work loyalty, which includes loyalty to work and values held as well as a willingness to maintain the quality of education; 3) a feeling of pride for achieving the target, which is more spiritual in nature where the teacher feels satisfied, happy, and proud when achieving the goal; 4) self-potential development, which involves teachers' efforts to improve their abilities, skills, and knowledge and optimize their potential;

   5) the working environment, which is the place where a person works; a comfortable environment will improve teacher comfort and performance; 6) wages or salaries, which play an important role in satisfying the life needs of teachers and can affect their motivation. Therefore, it is important to create a good working environment, which includes various aspects such as lighting, air temperature, noise, use of colors, space of movement, direction of work, and relationships between teachers. So it can be concluded that the better the work motivation, the better the performance of 064976 public elementary school teachers and vice versa, the lower or no work motivation of a teacher, the lower the performance of the teacher.

2. Professional Effect of Work (X1) on Teacher Performance (Y)

   Based on the results of interviews conducted by researchers, professional skills have a significant influence on teacher performance in 064,976 public elementary schools, of which 60.8% are influenced by changes in other non-factors. It's research. Professionalism is a skill that teachers must possess, including the ability to demonstrate the relationship between core competencies, breadth of subjects, and areas of practice studied. The context of life, mastery of current issues in sharing fields of study, willingness to reflect and discuss learning

problems faced by teachers and students, training experts, technology development skills are the ability of teachers to learn the material and fully master their work ethic. have. by the teacher in 064976. State Elementary School is the regularity and discipline of working hours of State Elementary School operates starting at 07.00 WIT, and the teacher on duty must come ten minutes before 07.00 WIT by following the rules of conduct, namely, obeying the rules that have been set, such as how to dress and other good manners, meet the requirements for the quantity and quality of educational institution products and carry out work in good spirits, That is, teachers can work with enthusiasm, good and quality.

There are several signs of professionalism in the work of teachers that need attention. First, the ability to create a conducive learning climate in the classroom, including the ability to develop learning materials and help students adapt to the learning environment that has been built by the teacher. Second, proficiency in learning management strategies, which includes strategies for teaching students with diverse learning characteristics and needs. Third, the ability to provide feedback and reinforcement, where teachers are able to provide suggestions, comments, and support to motivate students. Finally, the ability to continuously improve, show a willingness to continue to develop and improve personal qualities and professionalism without being satisfied with existing achievements.

3. The effect of work motivation (X2) and professional competence (X1) on teacher performance (Y)

Work motivation and professional competence have a positive impact on teacher performance at Letda Sujono 064976 State Elementary School, Medan City, with an influence level of 63.2% based on research conducted by researchers. The performance of these teachers is a concrete result of the motivation and professional competence possessed by educators in 064976 State Elementary Schools. Teacher performance indicators in this school include planning learning programs, implementing learning activities, and learning evaluation results. Teacher performance is considered satisfactory because every year there are developments that improve the quality of educational institutions as a whole.

Factors that affect performance in public elementary schools are: 1) Mental attitude is a state of mind that encourages employees to act effectively and

efficiently in carrying out their duties, achieving the goals of the educational institution and achieving their own goals, 2) education. Refers to formal and informal education received by education personnel. 3) Skills refer to the ability or expertise that a person has to solve the problem at hand. 4) Leadership management. Leadership is the process of managing and implementing effective leadership styles to increase motivation and performance.

5) Income level, namely H. Income or salary that is considered sufficient or able to meet the needs of life by education personnel, 6) Salary and health, salary is a source of external motivation that allows a person to meet the needs of life and meet his basic needs while remaining healthy. That's what allows educators to be more focused and effective in their work. 7) Work environment is a situation or atmosphere that prevails in an educational institution such as: b. Responsibility, recognition, support and commitment. 8) Infrastructure: Facilities and infrastructure needed to support the functioning and development of educational institutions, 9) Technology, ie. H. the ability of teachers to use systems and practices that affect teacher behavior and performance, 10) opportunities for achievement, especially those that receive abilities or opportunities, goals or standards of Achievement of Excellence. Therefore, performance problems in educational institutions have always been a major concern because they affect the performance of teachers at SDN Letda Sujono 064976.

Based on observations made through data analysis and interviews, it can be explained that professional competence is the teacher's ability to understand the subject matter deeply and deeply. This aspect of professional competence is reflected in the Regulation of the Minister of Education of the Republic of Indonesia Number 16 of 2007 concerning Professional Academic Qualification Standards which emphasizes the importance of educator certification for strengthening professional competence. By being certified as educators, teachers can work according to their qualifications and educational background so as to produce optimal performance.

It is very important to place teachers according to their abilities so as not to negatively affect the way they work and work results. The professional qualification test partially shows that this affects the performance of teachers in SD Negeri 064976. The results of this study show that a teacher's performance is strongly influenced by professional competence, especially in mastering the subject matter taught. Because

professional competence has a direct effect on performance, it can be concluded that professional competence has a significant effect on performance skills.

Motivation at work is a state of mind that motivates a person to act and gives more energy to work. Work motivation has a significant influence on teacher work. Motivation has to do with the motivating factors that exist in each individual. Everyone has different reasons for learning, and if teachers meet those reasons, they will achieve better results. Sukamto and Pardjono (2016).

Motivation that comes from within the individual is an important element, while external motivation tends to increase the individual's sense of responsibility towards his task compared to external stimuli.

Teachers who feel competent will apply teaching methods that value students and maintain harmonious relationships with students and parents, which in turn will affect the quality of learning optimally. The presence of a clear understanding of what to do and how to do it is the key to a person's effectiveness in performing his duties. Therefore, individual ability and motivation have a significant role in determining performance. Motivated teachers tend to work harder and be more productive. The results of research on learning motivation also show its influence on 064976 State Elementary Schools. This indicates that teaching activities are not only influenced by internal factors, but also by external stimuli that arouse enthusiasm in teaching.

This research states that professional competence and motivation have an important influence on performance. Professional competence and motivation together have a positive impact and lead to better performance. Various motivational factors such as recognition, rewards, career development opportunities, awareness of purpose, and the role of teachers in society also play a role in improving performance. A teacher's performance can be measured through a variety of dimensions, including technical skills, knowledge, teaching methods, educational experience, conceptual ability, and interpersonal skills.

The results of this study are consistent with other findings that confirm that competence and motivation have a positive and significant impact on teacher performance. The theory used also supports the findings, asserting that performance is influenced by ability and motivation, but strong motivation alone is not enough without being supported by appropriate knowledge and skills. Observations show that work motivation is more influential on teacher performance in 064976 State

Elementary Schools.Thus, teacher performance at SDN 064976 tends to be influenced more by work motivation than by professional competence. This research confirms that work motivation has a very vital role in improving the performance of a teacher. That is, even though a teacher has a high level of competence, if it is less driven by strong work motivation in carrying out its duties, then its performance can decrease. Competence refers to a person's ability to act, not just to what he knows or understands. Therefore, it can be concluded that optimal performance does not only depend on ability, but is also more effective when pursued with passion and dedication. This thinking is supported by the view that the higher the motivation of a teacher's work, the better the results of his work. The following are the performance scores of teachers at Letda Sujono 064976 State Elementary School over the past two years, presented in a table format:

Table 1

Recapitiulation Performance Assessment Of Public Elementary School Teacher Period 2023-2024

Kriteria skor penilaian	2023 Jumlah	2023 %	2024 %	2024 %
70-80%	4	21,05	5	26,31
81-90%	8	42,10	7	36,84
91-100%	7	36,84	7	36,84
Jumla pegawai	19	100	19	100

From the table presented, it can be seen that performance in 064976 State Elementary School has not reached the maximum level. This can be seen from the fact that performance scores between 91-100% have not changed from 2023 to 2024. Meanwhile, performance scores between 81-90% decreased by 5.26% from 2013 to 2024, and performance scores between 70-80% increased by 5.26% from 2023 to 2024. The decline in teacher performance if left unchecked can have a negative impact on the objectives of educational institutions, even though they have now reached the existing average standards of teacher performance. In addition, the results of observations on the level of attendance at the school can also be seen in the recapitulation of the following table:

Table 2

Recapitulation Of Teacher Attendance In Primary School 064976

Period 2023-2024

Tahun	Jumlah Guru	Target Kehadiran %	Presentasi kehadiran	Tanpa Alasan	Keterangan Ketidak hadiran
2023	19	100	85	18	Turun
2024	19	100	93	13	Turun

It is concluded from the table presented that teachers in 064976 State Elementary School are almost maximal in attendance and obey the rules set.

CONCLUSION

From the research that has been analyzed data and the results of the discussion, it can be concluded that professional competence and work motivation have a partial influence on teacher performance, as can be seen from the results of interviews and data obtained. In addition, both work motivation and professional competence together have an impact on teacher performance, which shows the important role of both in supporting teacher performance in schools. Overall, greet professional competence and high work motivation are complementary and have an impact on elementary school teacher performance. Teacher with great work motivation are more likely to be enthusiastic and dedicated to their work, and their professional competence guarantees that they posses the information and abilities needed to teach effectively. When combined, these element can enhance student academic performance and foster a happy learning environment. However, it is important to remember that this study has limitations, especially in uncovering other factors that affect teacher performance that are complex and not explained in this study. In addition, the measurement of professional competence is based only on the views of economics teachers, so the results cannot be generalized as a whole.

For this reason, it is recommended that teachers in public elementary schools 064976 improve their professional competence through efforts that support performance improvement. School principals are also expected to pay more attention to the academic qualifications of teachers so that they can work in accordance with their capacity, so that the expected goals are achieved.

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