

THE EFFECT OF TEACHER COMPETENCY AND JOB SATISFACTION ON PRIMARY SCHOOL TEACHER PERFORMANCE

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ABSTRACT: *The purposes of this research are: 1) to know the influence of the teacher's competence towards to teacher's performance, 2) to know the influence of the job satisfaction towards to teacher's performance, 3) to know the influence of teacher's competence and job satisfaction towards to teacher's performance. The researcher use quantitative descriptive method. This research has two independent variable, these are: variable X_1 (teacher's competence), X_2 (job satisfaction), and a dependent variable Y (teacher's performance). While the sampling technique, this research using proporsional random sampling. The results of this research are: 1) there is a positive and significant influence partially of the teacher's preved performance. preved the value of nilai t_{value} (5,023) > t_{table} (1,960) and p_{value} (sig. = 0,000) < 0,05, 2) there is a positive and significant influence partially of the job satisfaction variable towards to teacher's performance. This is suppatud by the value of nilai t_{value} (3,838) > t_{table} (1,960) and p_{value} (sig. = 0,000) < 0,05, 3) there is positive a simultan and significant influence of the teacher's competence variable and job's satisfaction toward teacher's performance. It is marked by the value of nilai F_{value} (27,515) > F_{table} (3,000) and p_{value} (sig. = 0,000)*

Keywords: *Competence, Job satisfaction of teachers, Teachers ' Performance.*

1. Introduction

The teacher is a profession, that is, a job that must be done with certain qualifications of expertise required for the teaching profession, possessing proficiency, skills and meeting the minimum standards obtained through professional education (Law No. 14 of 2005 Article 1 paragraph 4). To become a teacher, special requirements are needed, especially professional teachers who have to really master the ins and outs of education and teaching with various other sciences that need to be nurtured and developed through certain educational periods or Teacher Professional Education.

To achieve this requires professionalism of teachers, and requires attention to what has been contributed. The fact is that there are teachers who don't pay much attention, starting from the remuneration given, the welfare of the teachers, the low quality of graduates to the most worrying problem, namely the commercialization of education and there are still many problems related to these teachers. This will certainly affect the quality of education, but with the Republic of Indonesia Law no. 14 of 2005 concerning

Teachers and Lecturers, it is hoped that various problems that occur can be resolved so that the quality of education and teachers can be improved

Performance is the result of the work of all activities of all existing resource components. Performance is the work that has been achieved by a person in an organization to achieve goals based on standardization or size and time according to the type of work and in accordance with established norms and ethics (Supardi, 2016: 47). Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. In achieving good quality education, it is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance is an important requirement for achieving educational success. In general, the quality of good education is a benchmark for the success of teacher performance.

The objectives of this study include to analyze whether teacher competence has an influence on the performance, To analyze whether teacher job satisfaction has an influence on the performance, To analyze whether the competence and job satisfaction of teachers have an influence on the performance of elementary school teachers in Wedung distric.

2. Literature Review and Hypothesis Development

2.1 Definition of teacher competence

According to Law no. 14 of 2005 article 1 teacher competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and controlled by the teacher or lecturer in carrying out professional duties.

Madjid (2016: 25) teacher competence can be interpreted as unanimity of knowledge, skills and attitudes in the form of smart and responsible actions in carrying out duties as learning agents.

Competence is a set of knowledge, skills, and behaviors that teachers have, live and control in carrying out their professional duties (Law No. 20 of 2003). It is emphasized again in Law No. 20 of 2003 on the National Education System (Article 10) that a teacher needs to have pedagogical competence, personality competence, social competence, and professional competence.

Based on the above definitions, it can be concluded that teacher competence is a set of knowledge, skills and behaviors that are possessed and controlled by teachers in the

teaching and learning process which includes pedagogical competence, personality competence, social competence and professional competence.

2.2 Definition of teacher of job satisfaction

Davis in Tahir (2014: 85) job satisfaction is a set of employee feelings about the pleasure or displeasure of their job. Tiffin in Anoraga (2014: 82) job satisfaction is related to employee attitudes towards the job itself, work situations, cooperation between leaders and others employees. Blum in Anoraga (2014: 82).

From some of the literature that has been reviewed above, it can be concluded that teacher job satisfaction is the feeling that a teacher has who is satisfied with the work achieved so that the person likes his job, so as to create a positive situation in his work environment.

2.3 Definision of teacher performance

Depdiknas in Mulyasa (2013: 44) defines teacher performance by achievement or performance. Performance is a form of work or business results in the form of physical appearance or ideas. Performance is often associated with teacher competence, while Bocal in Madjid (2016: 6) says that teacher performance is a continuous process of communication, which is carried out by a partnership between a teacher and student.

From several explanations about the definition of performance above, it can be concluded that teacher performance is the performance of a teacher in relation to the roles, duties and responsibilities that they carry based on their professional abilities.

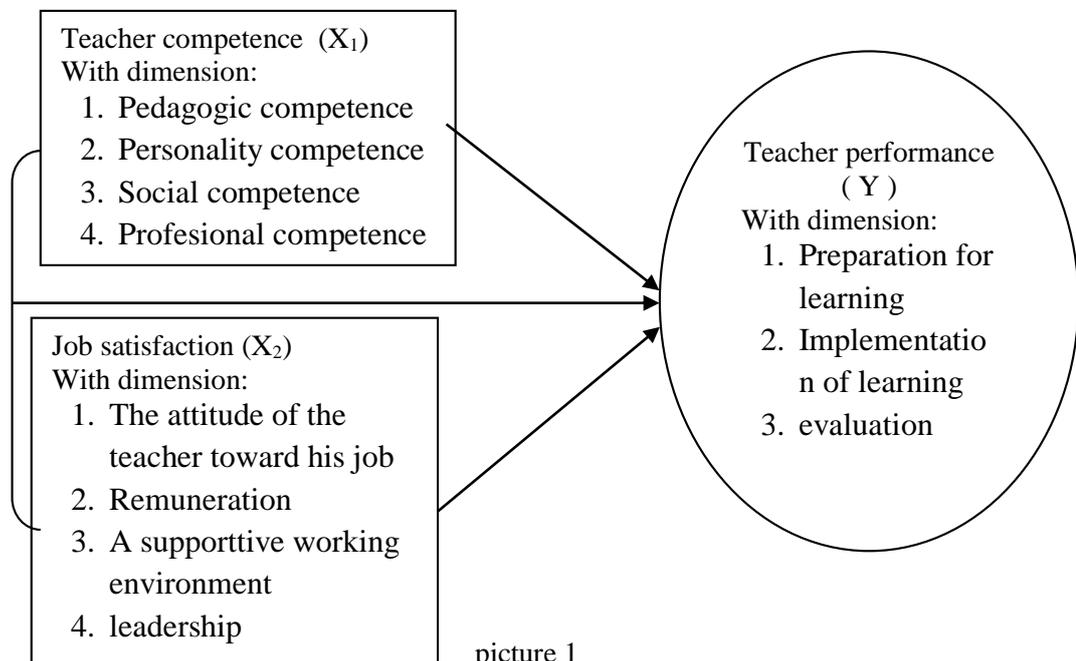
2.4 preview researarch Review

The results of Dwi Narsih's research (2017), which examines "The Effect of Competence and Job Satisfaction on Teacher Performance at SMKN 23 North Jakarta" there are conclusions: 1) there is no effect of teacher competence on performance, 2) There is a significant influence between job satisfaction and performance, 3) There is an effect of teacher competence and job satisfaction jointly affecting performance.

3. **Research Metode**

3.1 Researc design

This study uses a quantitative approach, placing teacher competence (X_1) and job satisfaction (X_2) as independent variables, and teacher performance (Y) as the dependent variable.



picture 1

Researc design

3.2 Data source

The population in this study were the teachers of SD Negeri in Wedung Subdistrict, Demak Regency. 2019/2020 school year with a population of 212 people. The research sampling technique uses proportional random sampling.

3.3 Data collection technique

The technique used in obtaining data to support research by means of: Questionnaires, namely data collection by providing a list of questions that are submitted in writing to respondents to be answered.

3.4 Operational Definition of Research Variables

1. Teacher Competence is a set of knowledge, skills and behaviors that are possessed and controlled by teachers in the teaching and learning process which includes pedagogical competence, personality competence, social competence, professional competence.

2. Teacher job satisfaction is the feeling of a teacher who is satisfied with the work achieved so that the person likes his job, so as to create a positive situation in his work environment.
3. Teacher performance is the work achieved by a teacher in an educational institution within a certain period of time in carrying out his duties and responsibilities in achieving educational goals.

3.5 Data Analysis Techniques

The data analysis technique was carried out by analyzing descriptive analysis, before testing the validity and reliability, then conducting prerequisite analysis tests including, Data Normality Test, Homogeneity Test, Linearity Test after conducting prerequisite tests followed by Regression Test (Single and Multiple Regression), Statistical Hypothesis, Simultaneous Test (Test F), Coefficient of Determination

4. Research Results

The partial test results obtained in this study are as follows:

Table 1. Test result – t

Variabel	t_{hitung}	>/<	t_{tabel}	Sig (p _{value})	Keputusan	Keterangan
Kompetensi guru (X ₁)	5,023	>	1,690	0,000 < 0,05	Ho ditolak	Signifikan
Kepuasan kerja guru (X ₂)	3,838	>	1,690	0,000 < 0,05	Ho ditolak	Signifikan

Sumber data primer yang diolah 2015

From the calculation results obtained the t-test:

- 1) The influence of teacher competency variables on teacher performance obtained $t_{count} = 5.023 > t_{table} = 1.690$ with sig. 0,000, because of the sig. obtained <level sig. $\alpha = 0.05$, then Ho is rejected and Ha is accepted.
So it can be stated that there is a positive and significant effect of the influence of teacher competence on the performance of public Elementary School teachers in Wedung Subdistrict, Demak Regency.
- 2) The influence of teacher job satisfaction variables on teacher performance is obtained $t_{count} = 3,838 > t_{table} = 1,690$ with sig. 0,000, because the sig. obtained <sign level. $\alpha = 0.05$, then Ho is rejected and Ha is accepted.
So it can be stated that there is a positive and significant effect of teacher job satisfaction on the performance of public Elementary School teachers in Wedung

Subdistrict, Demak Regency.

The results of the F test analysis can be seen in the following table.

Table 2. Results of the F Test analysis (Simultaneously)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1511.555	2	755.777	27.515	.000 ^a
	Residual	3735.567	136	27.467		
	Total	5247.122	138			

Sumber : Data Primer yang diolah tahun 2020

The results of calculations using the SPSS program show that $F_{\text{count}} (27.515) > F_{\text{table}} (3.00)$ with a probability value of 0.000, because the probability value is smaller than 0.05, so H_0 is rejected and accepts H_a . So it can be said that simultaneously there is a positive and significant influence between the teacher competency variables (X_1) and job satisfaction (X_2) on the performance of Public Elementary School teachers in Wedung District, Demak Regency.

5. Conclusion

Based on the results of data analysis that has been carried out on all the data obtained, the following conclusions can be drawn:

1. Teacher competence (X_1) includes pedagogical competence, personality competence, social competence, professional competence, according to data processing having an average score of 75 which is included in the good category with the percentage (21.6%) very good category, (92.81%)) good category, (5.04%) enough category.
2. Teacher job satisfaction (X_2) which includes teacher attitudes towards their work, supportive work environment conditions, remuneration, leadership, according to the results of data processing has an average score of 78 including in the good category with a very high percentage (28.8%) good, (94.96%) good category, (2.16%) enough category.
3. Teacher performance (Y) which includes planning, implementation, and evaluation of learning according to the results of data processing has an average score of 77 which is included in the good category with the percentage (1.44%) very good category, (97.84%) good category , (0.72%) category enough.
4. Hypothesis 1 (H_1) is accepted, while (H_0) is rejected.

There is a partially positive and significant influence on the teacher competency variable on the performance of public Elementary School teachers in Wedung Subdistrict, Demak Regency. This is evidenced by the value of $t_{\text{count}} (5.023) > t_{\text{table}} (1.960)$ and $p_{\text{value}} (\text{sig.} = 0.000) < 0.05$ with a determination of 20.7%.

5. Hypothesis 2 (H_2) is accepted, while (H_0) is rejected.

There is a positive and significant effect simultaneously of the teacher job satisfaction variable on the performance of public elementary school teachers in Wedung Subdistrict, Demak Regency. This is indicated by the value of $t_{\text{count}} (3.838) > t_{\text{table}} (1.960)$ and $p_{\text{value}} (\text{sig.} = 0.000) < 0.05$ with a coefficient of determination of 14.4%.

6. Hypothesis 3 (H_3) is accepted while (H_0) is rejected

There is a positive and significant effect simultaneously of the competency and job satisfaction variables of teachers on the performance of public Elementary School teachers in Wedung Subdistrict, Demak Regency. This is indicated by $F_{\text{count}} (27.515) > F_{\text{table}} (3.00)$ with a significance of 0.000. With a determination coefficient of 27.8%. Thus, if teacher competence and teacher job satisfaction are getting better, the teacher's performance will increase

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