

The Relationship between Professional Competence and Work Motivation with the Elementary School Teacher Performance

Multi Sukrapi¹, Pudji Muljono² and Ninuk Purnaningsih³

¹Staff Education Offices Rokan Hulu District Riau Province, Indonesia.

²Department of Community Development and Communication Sciences, Faculty of Human Ecology, Bogor Agricultural University Bogor, Indonesia.

³Department of Community Development and Communication Sciences, Faculty of Human Ecology, Bogor Agricultural University Bogor, Indonesia.

ABSTRACT— *This study aims to (1) to analyze the relationship between the professional competence of teachers with teacher performance, (2) to analyze the relationship between work motivation of teachers with teacher performance, and (3) Analyzing the relationship between professional competence of teachers and motivation of teachers together with teacher performance. This research uses the census method. The population of this study is any teacher who residing in the sub-districts Kepenuhan of Rokan Hulu districts. respondents are 71 people. data collection was conducted from November 2013 to February 2014. Analysis of the data in this study include (1) a descriptive analysis; frequency distribution, Explanatory Research to test the hypothesized relationship between variables, and (2) the inferential analysis: stepwise multiple regression. Results showed (1) there is a significant positive relationship between the professional competence with of the teacher's performance, (2) there is a significant positive relationship between motivation with performance of teachers, (3) there is a significant positive relationship between professional competence of teachers and work motivation of teachers together with teachers' performance.*

Keywords— professional competence, motivation, and teacher performance

1. INTRODUCTION

Education is the process of changing attitudes and behavior of a person or group of people in making adult through the efforts of teaching and training, processes, ways and deeds educate (Ministry of National Education 2008). The teacher is one element in the field of education should play an active role and put the position as educators professionals in accordance with the demands of a growing community.

As one of the efforts to create a professional teacher, the government has made a rule requirements to become a teacher one of which that teachers shall have competence (Law No. 14 of 2005). Government Regulation No. 19 Year 2005 Article 28 Paragraph 3 explains that competence as an agent of learning in primary and secondary education, and early childhood education include:

1. Competence pedagogic
2. Competence personality
3. Competence professional
4. The social competence.

Fourth competence of teachers that have been mentioned previously would affect the performance of the teacher, but there is a competence that greatly affect the performance of teachers, namely professional of competency. As stated by Permadi and Arifin (2010) that professional competence very important, because it directly relates to the performance displayed.

Increased professional competence of teachers in an effort to improve the performance of teachers can also be done through increase in work motivation of teachers. Teachers teach because there is something that motivates himself to work. This is in accordance with the opinion Mulyasa (2009) states that one of the factors that cause the low professionalism of teachers is the lack of motivation of teachers in improving the quality of self. Within the expected teacher is the need to have the motivation to actualize themselves as educators who can be a role model for students (Permadi and Arifin, 2010). So the motivation, especially motivation to work of teachers is indispensable in improving the quality of education.

Arikunto (1993) explains that the professional competence means "teacher must have extensive knowledge as well as in the subjects to be taught, and mastery of the methodology in the sense of having knowledge of theoretical concepts, is able to choose the right method, and be able to use in teaching and learning".

Kepenuhan Sub district is one area in Rokan Hulu which still needs a lot of improvement in education which is based on the results of the talks that have been in doing with some of the teachers and principals, it was concluded that the performance of public elementary school teachers in the kepenuhan sub district allegedly still not optimal . This arises because there are indications that can degrade the performance of teachers begins from the learning facility, the ability of the teacher to make and using the device learning, until the work motivation of teachers themselves.

In the framework of efforts to increase the performance of the teacher, of course very necessary to know in advance of the most dominant weakness possessed by the teachers and weakness mentioned cause less than the maximum of the of performance of teachers. Considering this problem raises the question of the how relation between the professional competence of teachers with teacher performance Elementary School in District Kepenuhan? How is the relationship between work motivation with teacher performance Elementary School in District Kepenuhan? Is there a relationship between professional competence of teachers and work motivation of teachers together with the teacher's performance Elementary School in District Kepenuhan?

Purpose of this study is (1) to analyze the relationship between the professional competence of teachers with teacher performance, (2) to analyze the relationship between work motivation of teachers with teacher performance, and (3) Analyzing the relationship between professional competence of teachers and motivation of teachers together with teacher performance. This study is expected to provide significant input for the government represented by the Ministry of Education and Culture, Department of Education district / city, and the school in formulating strategies for improving the competence and motivation of teachers in order to improve the performance of teachers to improve the quality and the quality of education

2. PROFESSIONAL COMPETENCE OF TEACHERS

According to Syah (2000) competence is the ability, proficiency, conditions that determine, or eligible under the provisions of the law. Further Professional competence of teachers can be defined as the ability and authority of teachers in their profession. Teachers are competent and professional is a skilled teacher in carrying out his profession. As one of the efforts to create a professional teacher, the government has made a rule requirements to become a teacher one of them is that teachers are required to have competency (Act 14 of 2005)

Based Permendiknas No. 16 of 2007 explained about the standard of academic qualifications and competence of teachers to support teachers' professional competence. "Professional competence include:

1. Mastering the material, structure, concepts, and scientific mindset that supports the lesson matter which carried.
2. Mastering standards of competence and basic competences carried subjects.
3. Developing of teaching learning materials carried creatively.
4. Developing professionalism in a sustainable manner by taking action reflective.
5. Utilizing information and communication technology to develop the profession "

Wahyudi (2010) said that professional competence is the ability with respect to mastery learning material in a field of study that includes extensive and in-depth mastery of substantive content in school curriculum subject and substance of science that includes curriculum materials, as well as increase the depth of knowledge as a teacher, meanwhile, according Aryulina (2010) Professional competence is a special ability with regard to performance of duties of teachers in a particular field which acquired through professional education.

Based on the above understanding of the professional competence of teachers, it can be concluded that professional competence is the ability to master the subject matter is broad and deep. Thus enabling teachers to guide learners to meet the standards of competence in accordance with the National Standards.

3. WORK MOTIVATION OF TEACHERS

One aspect that is important in the world of education in their efforts to improve or maintain the work ethic of teachers in order to remain persistent in working order to improve or maintain the productivity of labor is with provide motivation (power stimulant) for teachers so that the spirit of their work has not decreased.

According Rahardja (2004), "The definition of a teacher work motivation are factors that encourage a person to perform the work of teachers, are more excited so will get better achievement. Meanwhile according Karweti (2010) that motivation is the force or encouragement someone to achieve work goals, meanwhile Hasibuan (2007), "motivation is awarding power driving which creates the spirit of work someone they want work together, effectively and integrated with all his efforts to achieve satisfaction ", as for According to Sejati (2012) says that motivation is a state or condition that encourage or stimulate someone to do something or doing various activities is to achieve a goal.

Based the definition above, it can be concluded that motivation is a condition a person who drives the desire of individuals to perform certain activities in order to achieve the goal. So work motivation is a psychological condition that drives a person to do effort produces something that can achieve a goal.

4. METHODOLOGY

4.1 The research approach

The study was conducted in November 2013 to February 2014 using the survey method . The unit of analysis in this study is in part a public elementary school teachers as respondents of the study. The population in this study is every public primary school teachers who are in the sub-districts Kepenuhan of Rokan Hulu districts by the number of respondents 71 people.

4.2 Source of data

Primary data were collected directly from respondents through interviews, using a questionnaire that has met the requirements of validity, dependability (reliability), and accountable (Kerlinger, 2000; Nawawi, and Hadari, 2006). In addition to primary data, secondary data collected is also relating to the general conditions / the actual potential of the condition geographic, demographic and school development data corresponding to the research objectives. Secondary data were obtained from Office of Management Unit Technical Education Department District of Kepenuhan, Education Office of District Rokan Hulu and other relevant agencies.

4.3 Data analysis

Data obtained in the form of quantitative data and will be processed statistically. Analysis of the data used in this study using the technique analyzes the relationship with the Spearman correlation coefficient, using program SPSS 20.0 software. In this study, the data is converted into an ordinal scale interval data (which has the same characteristics of the numerical distance) by using the method of Successive Interval (MSI) (Muhidin and Abdurahman, 2007). In data processing, the use of the program to change the ordinal to interval data from Microsoft Office Excel 2010.

5. RESULTS AND DISCUSSION

5.1 Description of Research Results

5.1.1 Professional competence of teachers

The results showed that the professional competence of teachers in Subdistrict Kepenuhan is classified in the category of high namely 85.9%. In accordance with the opinion of Udiyono (2011), The higher level of professional competence of teachers, then will the higher the also level of teacher performance

Tabel 1 : frequency distribution Professional Competence Teachers

Variables	Category	n	%
Professional Competence	low	0	0.0
	moderate	10	14.1
	high	61	85.9

Explanation category: low (0-33.3), moderate (33.3-66.7), high (66.7-100)

5.1.2 Work motivation of teachers

While the results of motive or encouragement teachers to work entry to in category moderate (59.2%), expectations are also entry to in category high (85.9%), while the incentive or reward teachers were classified into categories moderate (70.4%). This means the remuneration of teachers needs to be improved, according to the opinion of Setyono and Sudjadi (2011), said that incentives or rewards have a positive effect on teacher performance. This means that if teacher incentive enhanced, it will improve the performance of teachers.

Tabel 2 : frequency distribution of work motivation of teachers

Variables	Category	n	%
Motif	low	0	0.0
	moderate	42	59.2
	high	29	40.8
Ekspektasi	low	0	0.0
	moderate	10	14.1
	high	61	85.9
insentif	low	14	19.7
	moderate	50	70.4
	high	7	9.9

Explanation Category: low (0-33.3), moderate (33.3-66.7), high (66.7-100)

5.1.3 Teacher's performance

While the results of learning plan categorized as excellent (63.4%), the implementation of learning are also classified into categories of excellent (53.5%), evaluation of learning in the category of good (56.3%).

Table 3: The frequency distribution of teacher performance

Variables	Category	n	%
learning plan	not good	0	0.0
	good	26	36.6
	very good	45	63.4
implementation of learning	not good	0	0.0
	good	33	46.5
	very good	38	53.5
evaluation of learning	not good	0	0.0
	good	40	56.3
	very good	31	43.7

Explanation Category: not good (0-33.3), good (33.3-66.7), very good (66.7-100)

5.2 Relations professional competence of teachers with teacher performance

The results showed that the professional competence of teachers significantly correlated and have a close relationship with the performance of teachers ranging from learning plan with value $r=0.477$ (sufficiently strong or moderate), implementation of learning with value $r=0.519$ (sufficiently strong or moderate) nor evaluation of learning with value $r=0.591$ (sufficiently strong or moderate). This may imply that the professional competence of teachers including the factor that determines the success of teachers in implementing performance begins of plan learning, implementing learning, until with evaluation learning. This finding is in line with the findings Mulyanto (2009), that there is a significant positive relationship between the professional competence of teachers with teacher performance, meaning that teachers who have high professional competence in teaching will capable produce better teacher performance

However, in addition to teacher success in completing the necessary materials in learning, there are still deficiencies that must be improved in the learning activities namely the use of IT in teaching and learning activities because it is still a small proportion of teachers dikecamatan fullness (12.68%) or 9 out of 71 teachers in the category of very good in the use of IT equipment in the learning. However, a shortage of teachers in the use of IT equipment in the learning process must not left as it is.

As one way to improve the ability of teachers namely in addition to training on how to create a new model of learning preparation should also be given special training on how to using IT equipment that has a relationship with learning activities. As opinion Satriya (2011), that teachers in his capacity as educators need to learn about computers through training, a basic use of computer training that will increase the teacher confidence.

Table 4: The relationship between professional competence of teacher and work motivation of teacher with teacher performance

No	Variables	Teacher performance (Spearman correlation coefficients)		
		1	2	3
1.	Professional competence of teachers	0.477**	0.519**	0.591**
2.	Motif	0.491**	0.584**	0.378**
3.	Ekspektasi	0.472**	0.611**	0.557**
4.	Insentif	0.300*	0.301*	0.393**
5.	Professional competence dan motivation	0.573**	0.661**	0.651**

Explanation : 1. Learning plan, 2 implementation of learning, 3. Evaluation of learning

* Correlation significant at the 95 percent confidence level ($\alpha= 0.05$)

** Correlation significant at the 99 percent confidence level ($\alpha= 0.01$)

5.3 Relations motive or impulse with teacher performance

Based on the results of research found that work motivation of teachers on indicator motive or impulse in significantly correlated and has a close relationship with all three indicators of teacher performance ranging from lesson plans with $r=0.491$ (sufficiently strong or moderate), implementation of learning with $r=0.584$ (sufficiently strong or moderate) nor evaluation of learning with $r=0.378$ (low). This may imply that the work motivation of teachers in the motive or encouragement indicator of teacher including the factor that determines the success of teachers in performing their duties start making lesson planning, implementing learning and evaluation of learning activities.

This happens because, the availability of a school environment that makes teachers calm in their activities, where most of the teachers strongly agreed (53.52%) or 38 of 71 respondents to the environmental conditions that are available in the teaching and learning activities. Good working environment can create morale, thus increasing the productivity of teachers. The findings above in accordance with the opinion Sudjadi and Setyono (2011), Physical working environment

of teachers have a positive effect on teacher performance. This means that if the physical work environment improved for the better, it will improve the performance of teachers.

5.4 Relationship expectations with teacher performance

The results showed that motivation work in the indicators of expectations or hopes have a real relationship the with all three indicators of teacher performance ranging from learning plan with $r=0.472$ (sufficiently strong or moderate), implementation of learning with $r=0.611$ (strong) nor evaluation of learning with $r=0.577$ (sufficiently strong or moderate). This may imply that the work motivation of teachers on indicators of expectations or the expectations of teachers, including the factor that determine the success of teachers in performing their duties start making lesson planning, implementation and evaluation of teaching and learning activities.

Such findings could be due to obedience and loyalty of teachers in carrying out its duties and responsibilities where the majority of teachers agree (53.52%) or 38 of 71 respondents, against principals leadership until they obey the task which given to him. As Carudin opinion (2011), that the principal leadership has a positive effect on teacher performance, meaning the better the principal leadership then the better the performance of teachers. Similarly, the findings Rabiya et al (2013), that there is a significant relationship between school leadership with teacher job performance, meaning the better the school leadership then performance of teachers so better anyway.

5.5 Relationship Incentive or reward with teacher performance

The results showed that motivation work in the indicators of incentives or rewards have a real relationship and a close with all three indicators of teacher performance ranging from learning plan with $r=0.300$ (low), implementation of learning with $r=0.301$ (low) nor evaluation of learning with $r=0.393$ (low). This may imply that the work motivation of teachers on indicators of incentives or reward including factor that determine the success of teachers in performing their duties start making lesson plan, implementation of learning and evaluation of teaching and learning activities.

Such findings can be due to good cooperation amongst teachers namely (56.34%) or 40 out of 71 people said it strongly agree if any problems at school are always discussed and it is a huge reward for teachers in order to improve its performance. This is in accordance with the opinion of Rabiya et al (2013), that there is a significant relationship between organizational climate of the school with teacher performance, which means that the better the organizational climate then will better the performance of teachers.

5.6 Relationship of professional competence of teacher and work motivation of teacher with teacher performance

Based the results showed that the professional competence of teachers and work motivation of teachers together significantly correlated and have a close relationship with the performance of teachers ranging from learning plan with value $r=0.573$ (sufficiently strong or moderate), implementation of learning with value $r=0.661$ (strong) nor evaluation of learning with value $r=0.651$ (strong)

This may imply that the professional competence of teacher and work motivation of teachers together including be the factor that determines the success of teachers in performing their duties as a teacher start making lesson planning, implementing pembelajaran and the evaluation of learning.

5.7 This type of repair competence professional and motivation necessary to improve the performance of teachers

Judging from the results of the study can be formulated, that in accordance with the above information to improve teacher performance required the optimal course of remediation effort in terms of professional competence of teachers and motivation of teachers including improvements in the :

1. In addition to training relating to changes in the curriculum, the training is also necessary for teachers on the use of IT equipment related to the learning process.
2. Besides give permit, school heads nor government provided the impetus for teachers to continue their education
3. Giving gifts to teachers who excel, whether it in the form goods or position promotion.
4. Creating a pleasant atmosphere for teachers in schools.
5. Teachers and principals together to deliberate on any problems encountered

6 . CONCLUSION

There is a significant positive relationship between the professional competence with of the teacher's performance. the higher the level of professional competence of teachers, the higher also the level of teacher performance.

Work motivation of teachers includes motifs (boost), expectations (expectations) and incentives (rewards) associated positively and significantly with the performance of teachers in terms of learning planning, implementation learning and evaluation of learning.

Professional competence and motivation of work teachers together related positively and significantly with the performance of teachers in terms of learning planning, implementation of learning and evaluation of learning.

8. REFERENCES

- [1] Carudin. , 2011. Influence of Principal Leadership and School Climate Working on Teacher Performance. [Journal] INVOTEC, Vol. 7, No.. 2, August 2011
- [2] Karweti E. 2010. Influence managerial ability of principals and factors affecting the motivation work on the performance of special-ed teacher in the district Subang. [Journal] Educational Research. Vol. 11 No. 2 oktober 2010.
- [3] Kerlinger FN. , 1990. Principles of Behavioral Research. Yogyakarta: Gadjah Mada University Press.
- [4] Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers.
- [5] Ministry of National Education. , 2008. Big Indonesian Dictionary. Jakarta: Centre for Languages.
- [6] Mulyanto AS, 2009. Relationship between professional competence and self-concept of teachers with Teacher Performance Class V Elementary School in sub district Grorol distrik Sukoharjo Year 2008/2009. [Thesis] State University of March
- [7] Rabiyyah, Sindju HB, Shukri M. 2013. Relations Principal Leadership and Organizational Climate with junior high teacher performance. [Journal] Education and Learning. Vol.2 no.3 March 2013
- [8] Rahardja AT.2004. Relations Between Communication between Personal and Work Motivation Master Teacher with Teacher Performance SMUK BPK PENABUR Jakarta. [Journal] Education of Sower . Vol. 3 No.03 December 2004
- [9] Satriya AI. , 2011. Teachers and Utilization of Computers in the Classroom. [Internet]. [downloaded 18 April 2014]. available at: <http://edukasi.kompasiana.com/2011/09/29/guru-dan-pemanfaatan-komputer-di-kelas-399494.html>.
- [10] Sejati P. 2012. Relationships Work Motivation With Work Performance Teachers And Employees in SMK Muhammadiyah 1 Sleman. [Thesis], University of Yogyakarta.
- [11] Setyono H, Sudjadi A. 2011. Influence of Teacher Competency, Incentives and Work Environment Physical against the Teacher Performance Patimuan SMA Negeri 1 district Cilacap. [Journal] SAINTEKS Vol. 7 No. 2. 2011
- [12] Udiyono.2011. Influence of Professional Competence And Participation in Scientific Forum As well as profession development Against Teacher Performance. [Journal] Magistra, Vol. 23 No. 76 June 2011.
- [13] Wahyudi. , 2010. Standards of Professional Competence teacher. [Journal] Education of Sociology and Humanities Vol. 1 No. 2. October, 2010.