



# The Effect Of Work Competency And Commitment On Teacher Performance In State SMA 13 Medan

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## ABSTRACT

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In the world of teacher education, one of the supporting tools that play an important role in achieving national education goals is through the teaching and learning process. The purpose of this study was to determine the effect of competence on teacher performance, commitment at SMA Negeri 13 Medan, to determine the effect of competence and work commitment of teachers together on teacher performance at SMA Negeri 13 Medan. This research the sample is 61 teachers. Analysis of the hypothesis using SPSS 16. Research results: 1). The magnitude of the influence of competence on teacher performance as shown by the results of the study is 47.7 meaning that competence has a good influence on teacher performance. 2). The magnitude of the effect of work commitment on teacher performance as shown by the results of the study is 36.6%. This means that in improving teacher performance, one of the variables that influence it is teacher work commitment. 3). The magnitude of the effect of competence and work commitment on teacher performance is shown by the results of the study of 83.3%

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## 1. Introduction

In Law N0.14 of 2005 article 10 paragraph 1 it is stated that teacher competencies are grouped into 4 components, namely pedagogic competence, personality competence, social competence and professional competence. pedagogic competence, The word pedagogy comes from the ancient Greek language, which consists of the words paedos (child) and agogos (to lead, guide, lead). So in short it can be concluded that the meaning of the term pedagogic means the ability to guide children to progress. Pedagogic competence is the ability of teachers to manage student learning.

Personality Competence, This competency concerns the personal teacher in the eyes of his students as a figure who becomes a role model. Personal competence is the ability of a personality that is steady, wise, wise, has noble character, and is authoritative as well as being a role model for students. Included in this ability are: (a) Faith and piety to God Almighty, (b) Understanding the goals of education and learning, (c) Self-development, (d) Demonstrating a democratic attitude.

Social competence is the ability of teachers to communicate and interact with students, fellow teachers, parents of students, and with the surrounding community effectively and efficiently. So, it is expected that teachers are able to use their emotional intelligence in building social competence, so that they are able to establish good social interactions. Included in the components of social competence are: (a) Flexibility in associating with students, peers and the community, (b) Being friendly, familiar and warm to students, peers and the community, (c) Being sympathetic and empathetic, (d) Easily adapting to social environment.

The four competencies above are the minimum standards that must be possessed by a teacher which can affect the success of teaching and learning activities that can affect the improvement of teacher performance.



Work commitment is a basic characteristic of a teacher who uses the deepest part of his personality, and can influence his behavior when he faces work which ultimately affects his ability to improve his professionalism as a teacher.

Teacher commitment in teaching is the determination of the most important teacher to show sincerity and direct all abilities professionally in carrying out tasks at school. The aspects seen from the commitment are caring, responsibility, and loyalty in teaching.

Teacher performance is an important element in education for the target of achieving the success or failure of a learning activity carried out, besides that it is also a determinant of the high and low quality of education. Teacher performance is carried out by the teacher in carrying out the duties of a teacher as an educator. The quality of teacher performance is crucial to the quality of educational outcomes.

## 2. Method

This research is a type of survey research, namely research that is used using a questionnaire as a research tool. Survey research is research conducted on large or small populations, but the data studied are data from samples taken from that population, so that relative events, distributions, and relationships between sociological and psychological variables are found (Sugiyono, 2011: 7).

## 3. Result and Discussion

### 3.1 Data Normality Test

The data normality test process is carried out by taking into account the distribution of data (points) on the Normal P-Plot of Regression Standardized Residual from the dependent variable. The requirement of the data normality test is that if the data spreads around the diagonal line, then the regression model fulfills the assumption of normality. If the data spreads far from the diagonal line and or does not follow the diagonal line, then the regression model does not meet the assumption of normality. Based on the normality test of the data, it can be concluded that the data from each variable is normally distributed, for more details, the results of the normality test can be seen below:

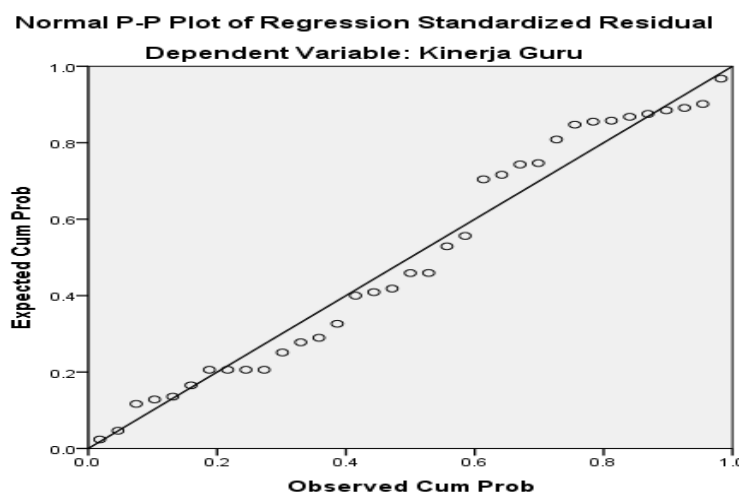


Figure 3. Data Normality Test Results

From the table above shows that from the normality test the data shows the points spread around the diagonal line, then the regression model fulfills the assumption of normality.

1. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another observation. If the residual variance from one observation to another observation remains, it is called homoscedasticity and if it is different it is called heteroscedasticity. A good regression model is homoscedasticity or there is no occurrence of heteroscedasticity, with the basis of decision making if sig > 0.05 there is no heteroscedasticity and if sig < 0.05 then heteroscedasticity occurs. The results of the heteroscedasticity test can be seen in table 1 below:

**TABLE 1.**  
**HETEROSCEDASTICITY TEST RESULTS**  
**Coefficientsa**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,893	20,310		3,884	.000
	Competence	.162	.104	.477	.593	.006
	Work Commitment	.188	.147	.366	1,282	.005

Dependent Variable: Teacher performance

Thus it can be explained as follows:

**TABLE 2.**  
**EXPLANATION OF HETEROSCEDASTICITY TEST RESULTS**

Variable	Sig	Conclusion
Competence	0.006	Heteroscedasticity does not occur
Work commitment	0.005	Heteroscedasticity does not occur

Source: Primary data processed, 2021

From table 2, it can be seen that for all variables have a significance value of more than 0.05, so that the reward variable, Work Commitment Competence, there is no heteroscedasticity problem.

2. Multicollinearity Test

Aims to test whether the regression model found a correlation between the independent variables (Independent). A good regression model should not have a correlation between the independent variables. If the VIF value is more than 10 and the tolerance value is less than 0.10, then multicollinearity occurs, on the contrary, there is no multicollinearity between variables if the VIF value is less than 10 and the tolerance value is more than 0.10. The results of the multicollinearity test can be seen in table 17 below:

**TABLE 3.**  
**MULTICOLLINEARITY TEST RESULTS**  
**Coefficientsa**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Toleranc e	VIF
1	(Constant)	78,893	20,310		3,884	.000		
	Competence	.162	.104	.477	.593	.006	.873	1.334
	Work commitment	.188	.147	.366	1,282	.005	.864	1.476

Dependent Variable: Teacher Performance

From table 3, it can be seen that all the variables, namely Competence and Work Commitment, have a tolerance value > 0.10 and a VIF value < 10, so that all variables are free from multicollinearity problems.

**3.2 Hypothesis testing  
Multiple Regression Analysis**

This linear regression test is to predict the magnitude of the effect of the dependent variable by using the independent variable, in which the independent variable has known the magnitude of the respondent's answer.

From the SPSS analysis, the output is obtained and it can be concluded as follows:

**TABLE 4.  
RESULTS OF LINEAR REGRESSION ANALYSIS COEFFICIENTS (A)  
Coefficientsa**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,893	20,310		3,884	.000
	Competence	.162	.104	.477	.593	.006
	Work commitment	.188	.147	.366	1,282	.005

Dependent Variable: Teacher Performance

Based on the results of the calculation of multiple regression analysis, the regression equation is obtained as follows:

$$Y = 78.893 + 0.162X_1 + 0.188X_2$$

To interpret the results of the analysis, it can be explained:

- The constant of 78,893 with positive parameters indicates that if there is competence, work commitment, it should have maximum teacher performance abilities.
- The X1 regression coefficient, namely competence, shows a positive coefficient of 0.162. Thus, it can be seen that competence actually increases teacher performance.
- The regression coefficient X2, namely work commitment, shows a positive coefficient of 0.188. Thus, it can be seen that work commitment can improve teacher performance.

**3.3 T test (Individual Test)**

The t test is used to test the effect of the independent variable on the dependent variable separately or separately. Based on the results of the analysis can be seen the results of the t test as shown in the following table:

**TABLE 5.  
T TEST RESULTS  
Coefficientsa**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,893	20,310		3,884	.000
	Competence	.162	.104	.477	4,593	.006
	Work commitment	.188	.147	.366	3,282	.005

Dependent Variable: Teacher Performance

From the results of table 5, it can be seen that the results of the t-test for the competence variable, work commitment to teacher performance.

The competency variable is known to have a t-count value of 4,593 > t-table 2.00 or can be seen from the significance value of 0.006 < 0.05. Therefore, H1 is accepted, meaning that competence has a significant influence on teacher performance. The magnitude of the influence of competence on teacher performance can be taken from table 19, column Beta 0.477 or 47.7%



The work commitment variable is known to have t-count (3.282) > t-table (2.00) or it can be seen from the significance value of 0.005 < 0.05. Therefore, H2 is accepted, meaning that work commitment has a significant influence on teacher performance. The magnitude of the effect of work commitment on teacher performance in SMA Negeri 13 Medan is taken from table 19, the Beta column is 0.366 or 36.6%.

### 3.4 F test

This test is intended to test whether the regression model with the dependent variable and the independent variable has a statistical effect. The results of the F test obtained the following results:

**TABLE 6.**  
**F RESULTS**  
**ANOVAa**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126,812	2	63.406	5.010	.001b
	Residual	3640,828	58	62.773		
	Total	3767,639	60			

Dependent Variable: Teacher performance

Predictors: (Constant), Work Commitment, Competence

From table 6, it can be seen that  $F_{count} > F_{table}$  that is  $5.010 > 3.153$  and the significance value = 0.016 < 0.05. This means that the variables of competence and work commitment to teacher performance affect simultaneously (simultaneously).

### The influence of competence on teacher performance at SMA Negeri 13 Medan

The problem to be answered is how much influence competence is reflected in the form of dimensions Pedagogic, personality, social and professional on teacher performance SMA Negeri 13 Medan. Empirically, the results of this study inform the magnitude of the influence of competence on teacher performance which is indicated by the results of the 47.7% study that has positive implications for performance through the dimensions Pedagogic, personality, social and professional. This is not only influenced by competence, there are other factors (epsilon) that are not examined in this study other than competence.

Thus, the results of this study mean that the better the competencies created and owned by the school in the dimensions of Pedagogic, personality, social and professional. This provides an explanation that:

1. The results of the study can be interpreted that if competency with performance is measured by the instrument developed in this study, then every change in the competency score of 1 (one) unit can be estimated that the teacher's performance score will change to increase by 0.477 (47.7%) in the same direction. High school performance State 13 Medan .
2. Based on empirical findings that indicate a significant and positive influence between competence and teacher performance, the results of this study provide the following information:
  - a. Competence at SMA Negeri 13 Medan through the dimensions Pedagogic, personality, social and professional is good.
  - b. Ways to improve teacher performance at SMA Negeri 13 Medan applying competence can improve teacher performance through the dimensions Pedagogic, personality, social and professional. So in order to improve performance that can realize the achievement of the goals of SMA Negeri 13 Medan, it is necessary to maintain and guide the Pedagogic, personality, social and professional. at SMA Negeri 13 Medan in order to improve teacher performance. Thus the description of the results of this study provides a useful explanation of teacher performance at SMA Negeri 13 Medan.

### The Effect of Work Commitment on Teacher Performance at SMA Negeri 13 Medan

The problem to be answered is how much work commitment is reflected in the Continuous commitment, Integrated commitment, Controlled commitment, influential on teacher performance at SMA Negeri 13 Medan. Empirically, the results of this study inform the magnitude of the effect of work commitment on performance as indicated by the results of 36.6% research that Continuous commitment,

Integrated commitment, Controlled commitment bring positive implications for teacher performance on the dimensions of Continuous commitment, Integrated commitment, Controlled commitment. However, the teacher's performance is not only influenced by work commitment, there are other factors (epsilon) that are not examined in this study other than the work commitment factor. These findings suggest that:

1. The results of this study indicate that the better the work commitment at SMA Negeri 13 Medan, the better the teacher's performance will be SMA Negeri 13 Medan.
2. Based on these results, it can be interpreted that if work commitment is developed on performance as measured by the instruments developed in this study, then every change in 1 (one) score of work commitment can change the teacher's performance improvement by 36.6% in the same direction. Based on empirical findings that indicate a significant and positive influence between work commitment and teacher performance, the results of this study provide the following information.
  - a. Work commitment that is owned in the dimensions of Fairness and support, Shared values, Trust, Organizational understanding, Teacher involvement at SMA Negeri 13 Medan is good.
  - b. The findings of this study confirm that work commitment has a positive influence on teacher performance at SMA Negeri 13 Medan through the dimensions of Continuous commitment, Integrated commitment, Controlled commitment is an important factor in the formation of teacher performance and needs to be guided and developed in the implementation of teacher work assignments at SMA Negeri 13 Medan.

#### **The Effect of Competence and Work Commitment on Teacher Performance at SMA Negeri 13 Medan**

The problem to be answered is how much influence Competence and Commitment work together which is reflected in the Pedagogic, personality, social and professional, on teacher performance at SMA Negeri 13 Medan. As well as work commitment which is reflected in Continuous commitment, Integrated commitment, Controlled commitment effect on teacher performance at SMA Negeri 13 Medan.

#### **4. Conclusion**

Based on the results of the analysis and discussion of this research, the following conclusions can be drawn: The magnitude of the influence of competence on teacher performance as shown by the results of the study of 47.7% has positive implications for performance through the dimensions of Pedagogic, personality, social and professional. This means that from the results of statistical tests on questionnaires distributed to respondents, that competence has a good influence on teacher performance, in this case the principal as a leader must continue to apply competence in managing schools in accordance with the development of the school environment with the aim of improving teacher performance. The magnitude of the effect of work commitment on teacher performance as shown by the research results is 36.6% that Continuous commitment, Integrated commitment, Controlled commitment bring positive implications for teacher performance on the dimensions of Continuous commitment, Integrated commitment, Controlled commitment. This means that in improving teacher performance one of the variables that influence it is the work commitment of teachers, principals and all teachers involved in the organization, especially SMA Negeri 13 Medan, must have a work commitment in any activity to improve teacher performance. The magnitude of the influence of competence and work commitment on teacher performance is shown by the results of this 83.3% study which states that these two factors have positive implications for teacher performance in the dimensions of Pedagogic, personality, social and professional. And work commitment in dimensions Continuous commitment, Integrated commitment, Controlled commitment, however, the performance of this teacher is not only influenced by competence and work commitment, there are other factors (epsilon) 16.7% that are not studied in this study other than competence and work commitment.

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