



# The Role of Work Motivation, Competency, and Professionalism on Teacher Performance

Rahayu Mardikaningsih<sup>1</sup>, Ella Anastasya Sinambela<sup>1\*</sup>, Vatosoa Mendrika<sup>2</sup>

<sup>1</sup>Fakultas Ekonomi, Manajemen, Universitas Sunan Giri

Jl. Brigjen Katamso II, Bandilan, Kedungrejo, Kec. Waru, Kabupaten Sidoarjo, Jawa Timur, Indonesia

<sup>2</sup>Faculty of Sciences, Université d'Antsiranana

Antsiranana, Madagascar

Email: <sup>1,\*</sup>easinambela@gmail.com

Email Penulis Korespondensi: easinambela@gmail.com

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**Abstrak**—Salah satu unsur sekolah sebagai suatu sistem adalah guru. Peran guru merupakan salah satu sumber daya yang menentukan keberhasilan pendidikan, khususnya dalam kegiatan belajar mengajar di sekolah. Penelitian ini bertujuan untuk membahas peran motivasi kerja, kompetensi, dan profesionalisme terhadap kinerja guru. Penelitian ini menggunakan metode survei dengan pendekatan kuantitatif korelasional. Lokasi penelitian berada di Gugus Sekolah, Kecamatan Gempol, Kabupaten Pasuruan. Data dikumpulkan dari seluruh guru SD di UPTD Pendidikan dan Kebudayaan Kabupaten Gempol sebanyak 40 orang. Analisis data yang digunakan adalah regresi linier berganda. Temuan penelitian ini menunjukkan bahwa terdapat peran yang signifikan antara motivasi, kompetensi dan profesionalisme guru dalam membentuk kinerja guru secara bersama-sama. Motivasi secara parsial berperan penting dalam membentuk kinerja guru. Kompetensi secara parsial memberikan peran yang signifikan dalam naik turunnya kinerja guru. Pembentukan kinerja guru didasarkan pada profesionalisme guru.

**Kata Kunci:** Profesionalisme, Kompetensi, Motivasi Kerja, Kinerja Guru

**Abstract**—One element of the school as a system is the teacher. The role of the teacher is one of the resources that determine the success of education, especially in teaching and learning activities in schools. This study aims to discuss the role of work motivation, competence, and professionalism on teacher performance. This study uses a survey method with a correlational quantitative approach. The research location is in the School Cluster, Gempol District, Pasuruan Regency. Data were collected from all primary school teachers in the UPTD Education and Culture of Gempol District as many as 40 people. The data analysis used is multiple linear regression. The findings of this study indicate that there is a significant role of teacher motivation, competence and professionalism to shape teacher performance together. Motivation partially plays a significant role in shaping teacher performance. Competence partially provides a significant role in the ups and downs of teacher performance. The formation of teacher performance is based on the professionalism of the teacher.

**Keywords:** Professionalism, Competence, Work Motivation, Teacher Performance

## 1. INTRODUCTION

The education system is a regulator of knowledgeable human output that contributes to material and spiritual development in the life of the nation and state. Teachers are one of the factors that exist in the school system (Gunawan, 2012). Teachers are educators who have professional abilities with responsibilities to provide education, conduct teaching, provide guidance and are able to direct, provide training, provide assessments, and evaluate the learning process of students who take formal education for early childhood, elementary school education, as well as secondary school education (Akmal, 2015).

The success of educators in the learning process in schools is the role of teachers as educators (Munir & Putra, 2021). The quality of the educational process is influenced by the professionalism of the teacher. A teacher is required to know the identity that is in his teacher and always actualize it in accordance with the competence and form of teacher professionalism (Sutarjo, 2007). To their students, teachers have the responsibility to help students update and master learning competencies from various sources so that they are able to achieve the objectives of the learning (Lembong, 2015). Good teacher performance is an effective solution for success in the field of education.

Performance is the result of a task that includes the quality and quantity achieved by a person when completing the task with full responsibility (Mardikaningsih, 2013; Putra, 2017; Arifin et al., 2022). Teacher performance is described by Sinambela (2014) as the result of work carried out by teachers as educators which is reflected in their success in carrying out tasks. A person's performance including teacher performance is influenced by various aspects such as education, training, personality attitudes, work experience, leadership, organization, work environment and work motivation (Darmawan, 2012).

Motivation is an impulse that causes a person to want to take an action. Another opinion states that motivation is a change in energy that occurs in a person which is indicated by an impulse that starts from a response to a goal. Teachers have an obligation not only to master the lesson but also to protect students as role models and always motivate students to be better and progress. Therefore, it is imperative for teachers to have good work motivation in order to provide similar motivation to students. Motivation will encourage effective efforts (Darmawan, 2020). The right motivation will have an impact on teacher performance (Lestari, 2014; Hariani, 2016; Arifin, 2017; Werdati et al., 2020; Sinambela & Ernawati, 2021; Pramudya & Mardikaningsih, 2022). Forms of motivation that can encourage performance such as providing appropriate compensation (Mardikaningsih & Darmawan, 2012; Darmawan, 2015;



Putra & Mardikaningsih, 2021; Widiyana, 2021; Ernawati et al., 2022; Munir et al., 2022). In principle, compensation as the main form of work motivation determines the formation of performance and job satisfaction (Andayani, 2011; Lestari et al., 2020; Sinambela, 2022; Agusti P, 2022; Mardikaningsih et al., 2022).

Competence is closely related to teacher performance (Arifin, 2017; Ernawati, 2020; Mardikaningsih, 2020; Retnowati & Lestari, 2021; Putra & Retnowati, 2022). The competence of a teacher leads to mastery of teaching methods and effective management of the learning process (Darmawan et al., 2021). Teachers also need to master learning materials and always use the latest literature for learning updates (Hutomo, 2012). This is done so that teachers are able to guide students to learn and achieve learning goals (Mardikaningsih & Hariani, 2016).

Teachers with a high professional attitude will have good skills and are in accordance with their learning fields. This is an indication of good performance (Ernawati et al., 2020). In addition, teachers also need to have social and moral skills (Prasetyo, 2022). Teachers are said to be professional if they have awareness of their obligations to fulfill the rights of students who need guidance so that children will be stimulated optimally (Munir & Arifin, 2021).

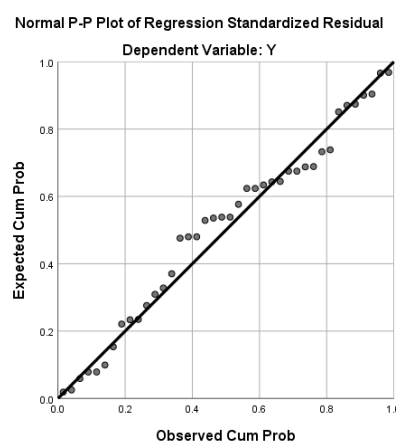
Teachers play a very important role in the process of achieving educational goals. Teacher performance is critical to the success of any educational program. Thus, this paper discusses the role of work motivation, competence, and professionalism on teacher performance.

## 2. RESEAERCH METHOD

This quantitative correlation study uses a survey method. This research was conducted in the School Cluster, Gempol District, Pasuruan Regency. Data were collected from all elementary school teachers in the UPTD Education and Culture of Gempol District as many as 40 people. Questionnaires were used to obtain data from the respondents. The analytical tool used is regression analysis which was previously tested for data quality through validity and reliability tests.

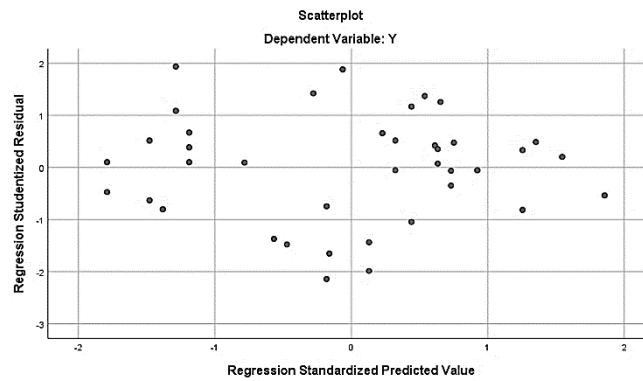
## 3. RESULT AND DISCUSSION

The data obtained through the questionnaire was processed and tested for validity. The validity test resulted in the conclusion that all the questions presented in the questionnaire were declared valid in accordance with the established standards. The next process is a reliability test. This study uses Cronbach's alpha as a basis for assessing reliable or not. This process produces a Cronbach alpha value of 0.821 for work motivation. Cronbach's alpha value for the competency variable was obtained by a value of 0.811. The value of 0.825 was obtained by the professionalism variable for Cronbach's alpha. For the performance variable, it gets a value of 0.823. With the large value of Crobach's alpha produced, it is stated that this research variable is reliable.



**Figure 1.** Normality Test

Then the normality test was carried out. The assessments carried out for the normality test are shown in the P-P Plot graph. From the graph, it is known that the data follows the diagonal axis. With the results obtained, it is stated that this study is normally distributed. The next process is a multicollinearity test using the VIF value for the standard of assessment. The VIF scores for work motivation, competence, and professionalism were respectively 1.105; 1.145; 1,094. With the resulting figures, it is stated that this research does not occur multicollinearity. Next is the autocorrelation test. The assessment used for the autocorrelation test is to pay attention to the Durbin-Watson value. The DW value of this study obtained the results of 1.789. This value is in the interval -2 to 2. Thus, this study does not experience autocorrelation. The next process is to do a heteroscedasticity test. In this test, the standard used is a scatterplot graph. The data on the graph shows a spread on the Y axis. In addition, the distribution of the data does not create a pattern that can be determined. Thus, this study did not experience heteroscedasticity.



**Figure 2.** Heteroscedasticity Test

Furthermore, the researcher proves the amount of contribution given by the independent variable to the formation of the Y variable by testing the coefficient of determination. The R result obtained from this test is 0.815 with an R Square value of 0.665. The value of Adjusted R Square is 0.637. This means that motivation, competence, professionalism, contribute to the formation of performance by 63.7%. Other variables that become factors of performance formation but not examined contributed 36.3% of the rest.

**Table 1.** Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.815 <sup>a</sup>	.665	.637	3.690	1.789

Next is the F test. From the processing carried out on the data obtained, the F value is 23,776. For a significant value obtained 0.000 where this result does not exceed the limit value that has been set, namely 0.05. Thus, the formation of performance is significantly influenced by motivation, competence, and professionalism.

**Table 2.** ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	971.467	3	323.822	23.776	.000 <sup>p</sup>
Residual	490.308	36	13.620		
Total	1461.775	39			

Furthermore, multiple linear regression test was performed. From this test, the regression model is obtained, namely  $Y = 18,321 + 3,000X_1 + 2,513X_2 + 1,551X_3$ . These results indicate that the value of performance is 18.321 if the value of motivation, competence, and professionalism is zero. The results of the t-test showed a significant value for motivation obtained 0.001. This value does not exceed the limit value used. These results indicate that motivation has a significant role in the ups and downs of performance. For competence, it is known that it has a significant role in the formation of performance. This is evidenced by the significant value obtained from the data processing of 0.000. Professionalism got a significant value of 0.006. These results are evidence that teacher performance is significantly influenced by professionalism.

**Table 3.** Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics			
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF	
1 (Constant)	18.321	6.276		2.919	.006			
X1	3.000	.870	.350	3.450	.001	.905	1.105	
X2	2.513	.528	.492	4.762	.000	.874	1.145	
X3	1.551	.533	.294	2.909	.006	.914	1.094	

This study shows that motivation partially plays a significant role in the formation of teacher performance. With the motivation given by the principal, the head of the city education office, or from colleagues, it will provide encouragement to improve teacher performance. The role of motivation in improving performance was previously described by Arifin et al. (2017).

Competence partially provides a significant role in the ups and downs of teacher performance. With the increase in competence in line with the increase in teacher performance. Thus, teachers need to improve competence by reading the latest literature and attending training to develop and increase self-competence (Retnowati et al., 2022).



With good competence, the teacher's performance will be much better. Performance is influenced by competence in line with the statement given by Sinambela et al. (2020).

The formation of teacher performance is based on the professionalism of the teacher. The professionalism of a teacher has been studied since attending teacher education in tertiary institutions (Yanti, 2013). This attitude needs to be applied in the real world of work. With a professional attitude that is consistently applied by teachers, it will develop teacher performance (Infante, 2022). The role of professionalism in the formation of performance strengthens the research of Ernawai et al. (2020).

This study also shows that the three variables, namely motivation, competence, and professionalism, play a significant role together in the formation of teacher performance. For the development of teacher performance, collaboration is needed to increase motivation, competence, and professionalism.

#### 4. CONCLUSION

The findings of this study indicate that there is a significant role of teacher motivation, competence and professionalism to simultaneously shape teacher performance. Motivation partially gives a significant role in the formation of teacher performance. Competence partially provides a significant role in the ups and downs of teacher performance. The formation of teacher performance is based on the professionalism of the teacher. From these results, it is suggested that training and human resource development are needed to improve teacher performance. This is aimed at developing the work of teachers to be better. Principals as leaders in schools need to improve the climate in schools so that they are conducive and build a school organizational culture in order to provide a better working spirit for teachers. To increase teacher motivation, it is necessary to have the opportunity and freedom to develop themselves in a quality manner by not burdening teachers with other administrative tasks.

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