The Effect Of Competence and Motivation on Teacher Performance In Development Technology Vocational School Bekasi West Java

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ABSTRACT

Educational problems are very complex problems if not addressed by staying targeted. Where education here will create students who will jump in the wider community to run life as a wider community. The teacher is the most influential component in the creation of quality education processes and results, therefore any improvement efforts made to improve the quality of education will not make a significant contribution without being supported by teachers of high quality teacher competence. Teacher Competence has a positive effect on Teacher's performance, Motivation has a positive effect on teacher performance, and Teacher competency and motivation together influence teacher performance.

Keywords: Competency; Motivation, Teacher Performance

INTRODUCTION

Educational problems are very complex problems if not addressed by staying targeted. Where education here will create students who will jump in the wider community to run life as a wider community. The role of teacher power is in the spotlight which is very crucial. Because they are required to be able to direct these students.

The role of the teacher is very important in teaching and educating students, also in advancing the world of education. Student quality and education depends on the quality of the teacher. Therefore, the teacher must have abilities that are in accordance with national standards, so that he can carry out his duties and roles well and successfully.

Bakar (2018), stated that vocational school as one type educational institutions that prepare births to enter the world of work, providing improved quality of learning, which holes can increase student achievement. Learning the process must be able to equip students with knowledge, skills, and values that can be transformed into competencies for students. The learning process will take place if that supported by a professional teacher, able to master and implement the skills taught in the learning process.

Larson (2009), stated that examples of schools for children with special needs have their own provisions in providing academic curriculum for their students. If these students fail to get lesson material, friends, and getting away from their social activities in school, it will be increasingly difficult to learn. Therefore the effectiveness of the teacher to be active in this matter.

Holleran (2015), stated that Every student has different values from each other, in this case special attention is needed. For example, we would classify a house if it did not use a strong or sturdy pile foundation for the initial design. Then the teacher also has a positive meaning in giving gelatin students can be followers of what has been used. And in the end everything will have an impact on the performance of the teacher itself.

Because positive teacher performance will increase the level of learning of each of these students.So if you have students who learn about learning, it will improve positive performance.

The teacher is the most influential component in the creation of quality education processes and results, therefore any improvement efforts made to improve the quality of education will not make a significant contribution without being supported by teachers of high quality teacher competence. That is why researchers want to know the effect of Teacher Competence and Work Motivation on the Teacher's Performance.

RESEARCH METHOD

A survey method has been applied for this research by involving 62 sample which derived from teacher at Development Technology Vocational School Bekasi. There were three instrument which measured Teacher Competency (TC), Motivation (M) and Teacher Performance (TP). Data has been analyzed by SPSS software.

RESULTS AND DISCUSSIONS

Based on calculation, it was found that all items for measuring TC were valid (20 items) and it was found also that 1 items were not valid, so items was still 20 to be used for research. Its reliability was respectively .774 (TC), and .754 (M). From this test of reliability and validity of Teacher Competencies, all questions are Valid (> α = .25) and reliable Cronbach's Alpha .754> .60.

The results of normality test data using the Kolmogorov Smirnov Test as seen in table 1. KS Test.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters[a,b]	Mean	,0858757
	Std. Deviation	,52799924
Most Extreme Differences	Absolute	,299
	Positive	,271
	Negative	-,299
Kolmogorov-Smirnov Z		1,638
Asymp. Sig. (2-tailed)		,009

a. Test distribution is Normal.

b. Calculated from data.

Because Sig. (2-tailed): 0.09> alpha 0.05, Ho is accepted, so it can be concluded that the data is normally distributed. And the result correlation analysis on pairs of data for both variables produced a product moment correlation coefficient with R = .274, R^2 = .075, and the significant test of the correlation coefficient is presented in table 2 Result of Regression Analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.274[a]	.075	.044	.577

In table 3 ANOVA and table 4 Coefficient are also shown the results of the calculation of these variables;

Table 3 ANOVA

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.596	2	.798	2.396	.100[a]
	Residual	19.646	59	.333		
	Total	21.242	61			

a. Predictors: (Constant), Motivasi, Kompetensi

b. Dependent Variable: Kinerja

Table 4 Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.928	.813		6.065	.000		
	Kompetensi	.349	.160	.277	2.178	.033	.968	1.033
	Motivasi	-.019	.109	-.022	-.173	.863	.968	1.033

a. Dependent Variable: Kinerja

In the table above the sig value of the variable Competency 0.033 and Motivation 0.863 where Competence 0.033 <0.05 H0 is rejected, which means the independent variable Competence partially has a significant effect on the variable Teacher Performance. While motivation significantly 0.863> 0.05 did not significantly affect teacher performance so the estimation equation was:

Teacher Performance = 4,928 + 0.349 * Competence - 0.019 * Motivation

The coefficient used is standardized coefficients because there is no multicollinearity and there are different parameters so the results need to be logged so that they can be normal and can be standardized.

Hypothesis 1: States that Teacher Competence has a positive effect on Teacher's performance. In the table above can be seen the value of t count of 2.178, while the value of t table at a significant level of 95% (α = 0.05) and the degree of freedom 59 (62 - 2 - 1) equals 2,001 (see distribution table t), then t count> t table (α = 0.05), the results of the analysis it is significant.

Hypothesis 2 : States that motivation has a positive effect on teacher performance. In the table above can be seen the value of t count of -, 173 while the value of t table at a significant level of 95% (a = 0.05) and the degree of freedom 59 (62 - 2 -1) equal to 2,001 (see distribution table t), then t count <t table (α = 0.05) so that the results of the analysis are declared insignificant.

Hypothesis 3: States that teacher competency and motivation together influence teacher performance. In the table above, the sig = 0.1> 0.05, so that H0 fails to be rejected (H0 is accepted) means that the independent variables together do not have a significant effect on the dependent variable.

There are several factors that can be stated in this research so that the influence factors of Motivation have no significant effect including: First; Leadership Factors that are not included in the research variable which is one of the external factors in forming a

teacher's motivation, Second; Incentives factor provided by schools in carrying out activities that may not be as expected, Third; Personality factor of the teacher who considers teaching is not a Main profession that promises as a support for the family so that the teacher does not focus on performing tasks only in one school institution.

CONCLUSION

Based on the results of the analysis conducted in this study, the total determination coefficient shows a value of 7.5 percent. This value indicates that the 7.5 percent change of the dependent variable in this case is the teacher's performance influenced by this research model. While the remaining 92.5 percent is explained by errors and other variables outside the model.

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