Teacher Performance as Measured by Competence and Discipline at the State Junior High School 2 Siantar

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ARTICLE INFO

The objective of this study was to determine the effect of the competence and discipline on teacher performance at the State Junior High School 2 Siantar, both simultaneously and partially. This study was conducted by using literature review and field research. The population used by the authors in this study were 39 teachers of the State Junior High School 2 Siantar. The type of data used was qualitative and quantitative data. This study used primary and secondary data sources. The data collection was carried out by questionnaires, interviews, and documentation. The analysis technique used was a quantitative descriptive analysis. The results of this study can be summarized as follows: (1) there was a positive effect of competence and discipline on teacher performance; (2) there was a high correlation between competence and discipline on teacher performance; (3) the results of the study were competence and discipline has a positive and significant effect on teacher performance, both simultaneously and partially.

Keywords: Competence, Discipline, Teacher Performance

1. Introduction

In facing the current globalization, education plays an important role in creating reliable and quality human resources. The success of educational institutions depends on the teacher performance in carrying out their duties and responsibilities. The State Junior High School 2 Siantar is a public school with a vision to create a generation that has character, virtuous, noble, and righteous to God Almighty, intelligent, skilled, innovative, and care for the environment. To achieve this vision, there is a need for optimal teacher performance.

Assessment of teacher performance at the State Junior High School 2 Siantar is based on the Regulation of the Minister of Education Number 16 of 2007, including understanding student characteristics, mastering learning theory, curriculum development, educational learning activities, developing student potential, communication with students, assessment and evaluation, acting according to norms, showing a mature personality, work ethic, communicating with fellow teachers, being inclusive, mastery of the material and developing professionalism.

Becoming a committed professional is more than just meeting a set of technical criteria and achieving prominent levels of work-related competence (Poro et al., 2019). The phenomenon of teacher performance at the State Junior High School 2 Siantar can be seen from the dimensions of student characteristics in which 20% of teachers have not been able to understand the characteristics of students that affect the learning process. In the dimension of mastering learning theory and educational principles of learning, 50% of teachers have not determined various creative learning techniques. In the dimension of developing student potential, 30% of teachers have not been able to trace the talents of students who do not follow extracurricular activities arranged by the school.

The factor identified as affecting teacher performance is the headmaster’s leadership competence. This is supported by a study by Hanum et al. (2016) which stated that leadership and work discipline have a positive effect on employee performance. The headmaster’s leadership competence at the State Junior High School 2 Siantar can be seen from the dimensions of personality, managerial, entrepreneurship, supervision, and social. The phenomenon of the problem of headmaster’s leadership competence at the State Junior High School 2 Siantar is in the dimension of personality in which the headmaster has not been able to control himself in dealing with problems so that the teachers often have uncontrolled emotion with offensive language. In the dimension of supervision, the headmaster is unable to carry out supervision activities regularly due to frequent changes in the headmaster’s leadership.

Another factor that has been identified as affecting teacher performance is discipline. This is supported by a study by Hanum et al. (2016) which stated that leadership and work discipline...
have a positive effect on employee performance. The discipline at the State Junior High School 2 Siantar consists of dimensions of attendance frequency, level of vigilance, obedience to work standards, obedience to work regulations, and work ethics. The phenomenon of discipline problems can be seen in the dimension of attendance frequency in which there are still many teachers who arrive late and do not enter class on time during class hours. In the dimension of obedience to work regulations, there are still teachers who do not wear official clothes according to applicable regulations.

There is a difference between expectations and reality as well as theoretical support regarding the headmaster's leadership competence, teacher discipline and performance at the State Junior High School 2 Siantar so that the authors are interested in doing this research. The formulation of the problem to be discussed in this study includes the effect of the headmaster's leadership competence and discipline on teacher performance at the State Junior High School 2 Siantar, both simultaneously and partially.

2. Literature Review

Competence

In the learning process in the classroom, teachers are considered to play an important role, especially in helping students to build positive attitudes in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and also create conditions for success in learning. Mulyasa (2009) stated that competence is an effective tool of behavior related to exploration, investigation, analysis, thinking, and giving directional attention to an individual to find ways to achieve certain goals effectively and efficiently. According to Musfah (2012), "teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities which is in kafah (as a whole) forms the standard competencies of the teacher profession including mastery of the material, understanding of students, educational learning, personal development and professionalism."

Teacher competence as referred to in article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers and also article 1 of Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies covers pedagogical competence, personality competence, social competence, and professional competence.

Discipline

Work discipline is a constructive development process for employees who have an interest because work discipline is aimed at the actions and not the person. Discipline is also a training process for employees so that they can develop self-control and so they can be more effective at work. Good discipline reflects an individual's sense of responsibility for the duties given in the future. This encourages work enthusiasm, and the realization of employee and community work goals. To properly understand discipline, it is necessary to clearly understand what exactly is meant by discipline.

According to Saydam (2001), "discipline is the attitude of an individual's readiness and willingness to fulfill and obey all the regulatory norms that apply around them." According to Sinungan (2009), "discipline is the mental attitude of an individual or group of people who always want to follow or obey all the rules or decisions that have been set." Indicators of discipline used in the study are obedience to time rules, obedience to company regulations, obedience to the rules of work behavior (Sutrisno, 2011).

3. Research Methods

This study used a research design of literature review and field research. The research object was all the teachers at the State Junior High School 2 Siantar. The population and sample used in this study were all 39 teachers at the State Junior High School 2 Siantar. The types of data used in the study included qualitative data and quantitative data. The data sources used were primary data and secondary data. The data
collection techniques used questionnaires, interviews, and documentation. The data were analyzed using quantitative descriptive analysis techniques. For quantitative testing, it included data quality testing using validity and reliability tests, followed by regression analysis, determination coefficient test, simultaneous effect test, and partial effect test.

4. Results of the Study

Data Quality Test

The validity test is used to determine the accuracy of a measurement instrument in carrying out its measuring function. The following are the results of the validity test:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's Alpha</th>
<th>Items</th>
<th>Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>0.837</td>
<td>9</td>
<td>Reliabel</td>
</tr>
<tr>
<td>Discipline</td>
<td>0.880</td>
<td>12</td>
<td>Reliabel</td>
</tr>
<tr>
<td>Teacher</td>
<td>0.894</td>
<td>42</td>
<td>Reliabel</td>
</tr>
</tbody>
</table>

Based on the results of the reliability test shown in Table 2 above, it shows that all indicators have a Cronbach's alpha value of each instrument > 0.70 so it can be concluded that all the instruments used are reliable.

Multiple Linear Regression Analysis

The normality test is carried out before doing multiple linear regression. The normality test is carried out to determine whether the population is normally distributed or not. The normality test uses the Kolmogorov-Smirnov test. The following are the results of the Kolmogorov-Smirnov test:

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>K-S Test</th>
<th>Asymp. Sig. (2-Tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>321</td>
<td>.623</td>
<td>.714</td>
</tr>
<tr>
<td>Discipline</td>
<td>321</td>
<td>.464</td>
<td>.572</td>
</tr>
<tr>
<td>Teacher</td>
<td>321</td>
<td>.571</td>
<td>.698</td>
</tr>
</tbody>
</table>

Based on the results of the normality test, the results of the Kolmogorov-Smirnov test, the Asymp Sig. (2-Tailed) of each variable is above 0.05, so it can be concluded that all the variables studied are normally distributed.

Once the classical assumption test results meet the requirements, the next step is to carry out multiple regression analysis. The results of multiple linear regression analysis can be presented in Table 4 as follows:

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>Constant</td>
<td>25.080</td>
<td>12.763</td>
</tr>
<tr>
<td>Competence</td>
<td>1.122</td>
<td>.322</td>
</tr>
<tr>
<td>Discipline</td>
<td>1.218</td>
<td>.313</td>
</tr>
</tbody>
</table>

Based on the results of the multiple linear regression above, it obtained an equation model as follows

\[ \hat{Y} = 25.080 + 1.122X_1 + 1.218X_2. \]

This proves that competence and discipline have a positive effect on teacher performance at the State Junior High School 2 Siantar.

Hypothesis Testing

Simultaneous Test (F-test)

To examine the relationship between the variables simultaneously, the F-test is carried out. Hypothesis testing is carried out in order to determine whether the competence and discipline variables tested have an effect on teacher performance.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>10608.731</td>
<td>2</td>
<td>53.092</td>
<td>.000*</td>
</tr>
<tr>
<td>Residual</td>
<td>3596.705</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14295.436</td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of the F-test analysis, it obtained the significance level of 0.000 < α 0.05, so H0 is rejected, meaning that competence and discipline simultaneously have a significant effect on the performance of the teachers at the State Junior High School 2 Siantar.

Partial Test (t-test)

This hypothesis testing is to determine the relationship between competence and discipline whether they partially have a significant effect on teacher performance or not. The results of the t-test in this study are as follows:

<table>
<thead>
<tr>
<th>Model</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.965</td>
<td>.057</td>
</tr>
<tr>
<td>Competence</td>
<td>3.479</td>
<td>.001</td>
</tr>
<tr>
<td>Discipline</td>
<td>3.895</td>
<td>.000</td>
</tr>
</tbody>
</table>

Based on the table with the One-Sample Kolmogorov-Smirnov Test model above, the Asymp Sig. (2-Tailed) of each variable is above 0.05, so it can be concluded that all the variables studied are normally distributed.
Based on the table above, the results of the t-test in this study are as follows:
1. For competence, it obtained a $t_{count}$ of 3.479 with a significant level of $0.000 < \alpha < 0.05$, meaning that competence has a significant effect on the performance of teachers at the State Junior High School 2 Siantar.
2. For discipline, it obtained a $t_{count}$ of 13.682 with a significant level of $0.000 < \alpha < 0.05$, meaning that discipline has a positive and significant effect on the performance of teachers at the State Junior High School 2 Siantar.

Analysis of the Coefficient of Determination

The coefficient of determination is used to measure the ability of a model to explain the variation in the dependent variable. The results of the determination test in this study are as follows:

<table>
<thead>
<tr>
<th>Table 7. Coefficient of Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Based on Table 7 above, the coefficient of determination ($R^2 = 0.747$) of competence and discipline can explain the performance of teachers at the State Junior High School 2 Siantar and the rest (25.3%) can be explained by other factors which are not discussed in this study, such as work environment, compensation, organizational culture, organizational commitment, and other factors that are considered to affect teacher performance.

5. Discussion

The Effect of Competence on Teacher Performance

Based on the results of the multiple linear regression test, it was found that competence has no effect on teacher performance.

The Effect of Discipline on Teacher Performance

Based on the results of the multiple linear regression test, it was found that discipline had a positive effect on the performance of teachers at the State Junior High School 2 Siantar. Meanwhile, the results of the t-test obtained a $t_{count}$ value of 3.895 with a significant level of $0.000 < \alpha < 0.05$, in which these results prove that discipline has a significant effect on the performance of teachers at the State Junior High School 2 Siantar. Good discipline reflects an individual's sense of responsibility for the tasks given in the future. This encourages work enthusiasm and the realization of employee and community work goals. To properly understand discipline, it is necessary to clearly understand what exactly is meant by discipline. This is in line with studies conducted by (Aminatuzzuho & Gunadi, 2017), (Siska, 2018), (Muhidin & Lestariningsih, 2019), (Armani & Margunani, 2017), (Lie et al., 2019) and (Lubis, 2020). However, the results of this study are not in line with studies conducted by (Anam, 2018) and (Astuti, 2017) which stated that discipline has no effect on teacher performance.

6. Conclusions

Based on the results and discussion, it can be concluded that (1) there is a positive effect of leadership competence and discipline on teacher performance; (2) there is a very significant relationship of competence and discipline on teacher performance; (3) competence and discipline have a significant effect on teacher performance, both simultaneously and partially.

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