The Competence and Training of the Performance of Teachers in Senior High School 10 Depok: A Basis for Motivational Intervention Program

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Authors’ contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study aims to determine how big the positive and significant influence between competence and training on teacher performance through motivation as an intervening variable at Senior High School in Depok. This study uses a quantitative descriptive method using a normative approach (legal research) for secondary data and an empirical approach to obtain primary data through field research. The population in this study is senior high school in Depok, a population of 70 teachers in sampling using probability sampling technique. The sampling technique used is the questionnaire technique using the Likert scale method. The data analysis technique is used Evaluation Model in PLS-SEM Evaluation of the Measurement Model and Evaluation of the Structural Model with the help of Smart PLS software. The results showed are positive and significant effect of a direct relationship between competence and training on motivation and performance and an indirect relationship between competence and training on performance through motivation.

Keywords: Competence; training; motivation; Teacher performance.

1. INTRODUCTION

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 paragraph 1 "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their
potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state [1,2]. Furthermore, the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies, states that a teacher must have four basic components, namely pedagogic competence, professional competence, social competence, and personality competence. These four competencies must be possessed by every educator so that they can carry out their duties as professional educators and the noble goal of creating quality human resources can be achieved optimally [3-6].

Based on the table regarding teacher supervision at SMAN 10 Depok from 2017 to 2020 there are still teacher assessments that have increased or decreased, it can be seen in table 1 in 2020 there was a decrease in performance assessment with a very good assessment category of 15%. In the category of sufficient grades in 2020, the increase in grades is thought to arise due to a decrease in the average percentage of teacher performance scores by 59%, this is suspected to be one of the causes of the decline in teacher performance [7-10].

2. MATERIALS AND METHODOLOGY

2.1 Competence

Competence is a matter related to individual abilities and skills to achieve the expected results [11].

2.2 Training

Training is a systematic process of the organization to develop individual skills, abilities, knowledge or attitudes that can change employee behavior to achieve predetermined organizational goals Sinambela [12,13-15].

2.3 Motivation

Motivation is an impulse from within a person that causes, channels and supports human behavior towards a certain goal.

2.4 Teacher Performance

Giantoro [16] the teacher performance appraisal system is an evidence-based performance appraisal system designed to evaluate the performance level of individual teachers in carrying out their main duties as professional teachers.

Competence is a matter related to individual abilities and skills to achieve the expected results [11,17-19].

Training is a systematic process of the organization to develop individual skills, abilities, knowledge or attitudes that can change employee behavior to achieve predetermined organizational goals Sinambela [12, 20-22].

Motivation is an impulse from within a person that causes, channels and supports human behavior towards a certain goal [23-26].

2.5 Research Design

This research is descriptive quantitative, which explains the relationship between variables by analyzing numerical data (numbers) using statistical methods through hypothesis testing.

2.6 Population

The population in this study were all teachers 70 respondents.

2.7 Sample

The sample in this study were all teachers 70 respondents.

Table 1. Supervision teacher data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>63%</td>
<td>47%</td>
<td>26%</td>
</tr>
<tr>
<td>Good</td>
<td>20%</td>
<td>40%</td>
<td>15%</td>
</tr>
<tr>
<td>Sufficient</td>
<td>17%</td>
<td>16%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Source: Processed Data (2021)
2.8 Methods of Data Analysis

Data collection by distributing questionnaires and interviewing the respondents. Data analysis involves reliability and validity tests. The data analysis technique used in this research is SEM technical analysis with Partial Least Square (PLS).

3. RESULTS AND DISCUSSION

3.1. Validity Test

Shows that all indicator results are declared valid after the second iteration.

That the AVE value is more than 0.50 and is declared valid.

All constructs or latent variables already have good discriminant validity, where indicators in the construct indicator block are better than indicators in other blocks.

Fornell Larcker value for each construct is greater than the correlation value so that the construct in this research model can still be said to have good discriminant validity.

3.2 Reliability Test

All constructs have good reliability in accordance with the minimum value limit that has been required.

3.3 Test of Coefficient of Determination

Based on the adjusted r-square value in Table 4, it shows that competence and training are able to explain the variability of the motivational construct by 75.2%, and the remaining 24.8% is explained by other constructs outside the ones studied in this study [27-30]. Meanwhile, competence and training were able to explain the variability of teacher performance constructs by 88.1%, and the remaining 11.9% was explained by other constructs outside those studied in this study [31-35].

3.4 Testing for Partial Variables (t-Test)

3.4.1 Result bootstrapping

1) The test results shown that the t-statistic value of competence on teacher performance is 3.074 > 1.645. From these results, it is stated that the t-statistic had a positive and significant effect because the p-value is 0.001 < 0.05 so that the first hypothesis is accepted. This proves that competence was proven to have a positive influence on teacher performance.

2) The test results shown that the t-statistic value of training on teacher performance is 8.058 > 1.645. From these results, it is stated that the t-statistic had a positive and significant effect because the p-value is 0.000 < 0.05 so that the second hypothesis is accepted. This proves that training was
Table 2. Test for variable validity in research

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicator</th>
<th>Outer Loading</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>COM1</td>
<td>0.938</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>COM2</td>
<td>0.794</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>COM3</td>
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<td>Valid</td>
</tr>
<tr>
<td></td>
<td>COM4</td>
<td>0.796</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>COM5</td>
<td>0.853</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>COM7</td>
<td>0.837</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>COM8</td>
<td>0.809</td>
<td>Valid</td>
</tr>
<tr>
<td>Training</td>
<td>TRA1</td>
<td>0.895</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>TRA3</td>
<td>0.973</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>TRA4</td>
<td>0.935</td>
<td>Valid</td>
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<tr>
<td></td>
<td>TRA5</td>
<td>0.959</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>TRA6</td>
<td>0.956</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>TRA7</td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>MOT2</td>
<td>0.876</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>MOT3</td>
<td>0.853</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>MOT5</td>
<td>0.734</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>MOT6</td>
<td>0.809</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>MOT7</td>
<td>0.801</td>
<td>Valid</td>
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<tr>
<td>Performance</td>
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<td>0.939</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>PER2</td>
<td>0.719</td>
<td>Valid</td>
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<td></td>
<td>PER4</td>
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<td>Valid</td>
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<tr>
<td></td>
<td>PER6</td>
<td>0.785</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>PER7</td>
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<td>Valid</td>
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<td></td>
<td>PER8</td>
<td>0.779</td>
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<td></td>
<td>PER9</td>
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<td>Valid</td>
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<tr>
<td></td>
<td>PER10</td>
<td>0.967</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Source: Processed Data (2022)

Table 3. Average Variance Extracted (AVE)

<table>
<thead>
<tr>
<th>Average Variance Extracted (AVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
</tr>
<tr>
<td>Training</td>
</tr>
<tr>
<td>Motivation</td>
</tr>
<tr>
<td>Performance</td>
</tr>
</tbody>
</table>

Source: Processed Data (2022)

3) The third hypothesis examines whether motivation positively affects teacher performance. The test results shown that the t-statistic value of work motivation on teacher performance is 2.348 > 1.645. From these results it is stated that the t-statistic had a positive and significant effect because the p-value is 0.009 < 0.05 so the third hypothesis is accepted.

4) The fourth hypothesis examines whether competence has a positive effect on work motivation. The test results shown that the t-statistic value of competence proven to have a positive effect on teacher performance.
on work motivation is $9.272 > 1.645$. From these results, it is stated that the t-statistic had a positive and significant effect because the p-value is 0.000 <0.05 so that the fourth hypothesis is accepted.

5) The fifth hypothesis examines whether training has a positive effect on work motivation. The test results show that the t-statistic value of training on work motivation is $7.192 > 1.645$. From these results, it is stated that the t-statistic has a positive and significant effect because the p-value is 0.000 <0.05 so the fifth hypothesis is accepted. This proves that motivation is proven to have an effect as an intervening variable on the relationship between competence and teacher performance.

6) The sixth hypothesis examines motivation to have an intervening effect on the relationship between competence and teacher performance. The test results show that the t-statistic value of motivation as an intervening variable on the relationship between competence and performance is $3.416 > 1.645$. From these results, it is stated that the t-statistic has a positive and significant effect because the p-value is 0.000 <0.05 so the sixth hypothesis is accepted. This proves that motivation is proven to have an effect as an intervening variable on the relationship between training and teacher performance.

7) The seventh hypothesis examines motivation to have an intervening effect on the relationship between training and teacher performance. The test results show that the t-statistic value of motivation as an intervening variable on the relationship between training and performance is $8.545 > 1.645$. From these results it is stated that the t-statistic has a positive and significant effect because the p-value is 0.000 <0.05 so the seventh hypothesis is accepted. This proves that motivation is proven to have an effect as an intervening variable on the relationship between training and teacher performance.
### Table 4. Result cross loading

<table>
<thead>
<tr>
<th></th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>Y</th>
</tr>
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<tr>
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<td>0.925</td>
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</tr>
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</tr>
<tr>
<td>COM5</td>
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<td>0.605</td>
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<td>0.516</td>
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</tr>
<tr>
<td>COM7</td>
<td>0.809</td>
<td>0.685</td>
<td>0.704</td>
<td>0.699</td>
</tr>
<tr>
<td>COM8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRA1</td>
<td>0.626</td>
<td>0.895</td>
<td>0.565</td>
<td>0.595</td>
</tr>
<tr>
<td>TRA2</td>
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<td>0.711</td>
<td>0.747</td>
</tr>
<tr>
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<td>0.626</td>
<td>0.644</td>
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<tr>
<td>TRA4</td>
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<td>0.689</td>
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<td>0.759</td>
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<td>0.600</td>
</tr>
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<td>TRA10</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOT1</td>
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<td>0.749</td>
</tr>
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<td>MOT2</td>
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<td>0.662</td>
<td>0.876</td>
<td>0.888</td>
</tr>
<tr>
<td>MOT3</td>
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<td>0.853</td>
<td>0.711</td>
</tr>
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<td>MOT4</td>
<td>0.662</td>
<td>0.406</td>
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<td>MOT5</td>
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<td>0.809</td>
<td>0.688</td>
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<tr>
<td>MOT6</td>
<td>0.635</td>
<td>0.520</td>
<td>0.801</td>
<td>0.659</td>
</tr>
<tr>
<td>MOT7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>0.662</td>
<td>0.849</td>
<td>0.939</td>
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</tr>
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<td>PER4</td>
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<td>0.706</td>
<td>0.785</td>
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<td>PER5</td>
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<td>0.803</td>
<td>0.884</td>
</tr>
<tr>
<td>PER6</td>
<td>0.722</td>
<td>0.652</td>
<td>0.726</td>
<td>0.779</td>
</tr>
<tr>
<td>PER7</td>
<td>0.873</td>
<td>0.701</td>
<td>0.873</td>
<td>0.960</td>
</tr>
<tr>
<td>PER8</td>
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<td>0.692</td>
<td>0.890</td>
<td>0.967</td>
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</tbody>
</table>

Source: Processed Data (2022)

### Table 5. Result Fornell-Larcker

<table>
<thead>
<tr>
<th>Variable</th>
<th>Competence</th>
<th>Training</th>
<th>Motivation</th>
<th>Teacher Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>0.917</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>0.848</td>
<td>0.901</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>0.867</td>
<td>0.820</td>
<td>0.868</td>
<td></td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>0.731</td>
<td>0.718</td>
<td>0.687</td>
<td>0.933</td>
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</table>

Source: Processed Data (2022)

### Table 6. Result composite reliability and Cronbach’s Alpha

<table>
<thead>
<tr>
<th>Variable</th>
<th>Composite Reliability</th>
<th>Cronbach’s Alpha</th>
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</thead>
<tbody>
<tr>
<td>Competence</td>
<td>0.947</td>
<td>0.934</td>
</tr>
<tr>
<td>Training</td>
<td>0.984</td>
<td>0.981</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.925</td>
<td>0.902</td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>0.960</td>
<td>0.951</td>
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</tbody>
</table>

Source: Processed Data (2022)
Table 7. Result R-square

<table>
<thead>
<tr>
<th>Variabel</th>
<th>R-square</th>
<th>R-square Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivasi</td>
<td>0.760</td>
<td>0.752</td>
</tr>
<tr>
<td>Kinerja Guru</td>
<td>0.886</td>
<td>0.881</td>
</tr>
</tbody>
</table>

Source: Processed Data (2022)

Table 8. Path coefficients and special indirect effect

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Original Sample (O)</th>
<th>Sample Mean (M)</th>
<th>Standar Deviation (STDEV)</th>
<th>T Statistik (O/STDEV)</th>
<th>P Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence -&gt; Teacher Performance</td>
<td>0.516</td>
<td>0.485</td>
<td>0.168</td>
<td>3.074</td>
<td>0.001</td>
</tr>
<tr>
<td>Training -&gt; Teacher Performance</td>
<td>0.556</td>
<td>0.544</td>
<td>0.069</td>
<td>8.058</td>
<td>0.000</td>
</tr>
<tr>
<td>Motivation -&gt; Teacher Performance</td>
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<td>0.456</td>
<td>0.177</td>
<td>2.348</td>
<td>0.009</td>
</tr>
<tr>
<td>Competence -&gt; Motivation Performance</td>
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<td>0.794</td>
<td>0.085</td>
<td>9.272</td>
<td>0.000</td>
</tr>
<tr>
<td>Training -&gt; Motivation</td>
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<td>0.099</td>
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<tr>
<td>Competence -&gt; Motivation -&gt; Teacher Performance</td>
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<td>0.565</td>
<td>0.154</td>
<td>3.416</td>
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<tr>
<td>Training -&gt; Motivation -&gt; Teacher Performance</td>
<td>0.470</td>
<td>0.455</td>
<td>0.055</td>
<td>8.545</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Source: Processed Data (2022)

4. CONCLUSIONS

1. Competence has a positive and significant effect on teacher performance which can influence the ability to work competitively.
2. Training has a positive and significant effect on teacher performance which can influence the participant to participate.
3. Work motivation has a positive and significant effect on teacher performance which can influence the willingness to complete tasks from superiors.
4. Work motivation has a positive and significant effect on intervening the influence of competence on teacher performance.
5. Work motivation has a positive and significant effect on intervening the effect of motivation on teacher performance.

5. RECOMMENDATION

It is recommended to improve skills by arranging programs related to excellent service for students and employees such as programs to encourage employee abilities.

CONSENT

As per international standard or university standard, respondents’ written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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2. Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of; 2007.
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35. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.