

# Teacher Competence, Commitment and Work Motivation: What Influences Performance in Yogyakarta

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This paper aims to analyse the influence of competencies, motivation and commitment on teacher performance in Madrasah Aliyah, Yogyakarta. Data were collected through questionnaires distributed to 161 teachers selected in Yogyakarta, Indonesia. The analysis employed Structural Equation Modelling (SEM). The research found that, partially, competence, commitment and motivation have a significantly positive influence on teacher performance. Simultaneously, competencies, commitment, and motivation have a significant, positive influence on teacher performance in Madrasah Aliyah Yogyakarta.

**Key words:** *Teacher Performance, Competence, Commitment, good characters. Work Motivation.*

## Introduction

Teachers are one key element in education, particularly at schools. All other components, starting with the curriculum, facilities, infrastructure, costs, and so on will not have a significant effect, if the essence of learning, namely the interaction between teachers and students, is not qualified (Bahiroh et al., 2020). In fact, there is growing public awareness that without teachers, there is no formal education. There is no qualified education without the presence of professional teachers in sufficient numbers. The tremendous importance of teachers, in transforming education inputs, leads to many experts stating that there will be neither changes nor improvement to school quality without changes and improvement to teacher quality.

Hence, efforts to improve education quality are inseparable from efforts to improve teacher quality. Nowadays, a number of issues relate to teacher conditions in Indonesia. Some research, for example those conducted by Mulyani (Mulyani, 2013), emphasise: (1) diverse teacher abilities in the learning process and mastery of knowledge; (2) the absence of accurate measurement of teacher ability; (3) coaching is not reflecting need; and (4) inadequate teacher welfare. Leaving those concerns unaddressed will impact the poor quality of education.

The low quality of education is determined by numerous essential issues. According to researchers they include, among others: the result of educational effectiveness (Homaie Rad, Kouchakinezhad-Eramsadati, Mohtsham-Amiri, Davoudi-Kiakalayeh, & Yousefzadeh-Chabok, 2019), (Scheerens & Blömeke, 2016); efficiency (Yeo, Wang, An, & Zhang, 2019); relevance (Reitsma, Marshall, & Zarske, 2010); standardisation (Tommasi et al., 2015); inadequate educational facilities and infrastructure (Sebesvari et al., 2019); uneven educational opportunities, the high cost of education, low achieving learners (An & Carr, 2017); and the low quality of teachers (Egert, Dederer, & Fukkink, 2020).

A number of researches on teachers (Yasnawati, Yudana, & Natajaya, 2013) find that, besides the issue of teacher professional abilities, commitment, discipline and motivation, teacher performance is no less important (Suud et al., 2019). Teacher performance is said to be good if the teacher has performed certain elements, comprised of high loyalty and commitment to one's teaching duty, mastering and developing learning materials, discipline in teaching and other duties, creativity in the teaching process, cooperation with the entire school community, leadership that becomes role modelling for students, good personality, honesty (Suud, et al., 2019), objectivity in fostering students, and responsibility in carrying out duties. Meanwhile competence directly affects performance, and determine the quality of work (Herppich et al., 2018).

Non-optimal teachers' performance has been researched. It can be seen (Mardiyoko, 2012) in, among others; 1) work-avoidant behaviour, 2) abandoning teaching prior to the proper finishing hour, 3) idleness, 4) a great amount of complaints by teachers, 5) low work performance, 6) a low quality of teaching, and 7) disciplinary and other negative symptoms. Such conditions are certainly not conducive to school progress. Instead, teacher performance is an important goal in the management of human resources, as it directly or indirectly influences productivity. Teacher performance is indeed complex and involves various factors. The development of professional standards for teachers has been criticised over the years by several researchers: (Tschannen-Moran & Gareis, 2015);(Allen & Penuel, 2015); (Lindvall & Ryve, 2019), and (Laforge, 2005). Similarly, Mathis and Jackson (Nemeth, 2017) state that many factors affect individual performance, including that of teachers, such as: 1) ability, 2)

motivation, 3) support received, 4) existence of the work done, and 5) their relationship with the organisation. Varied efforts have been made in improving teacher performance. They include improving teacher professionalism through training, seminars, courses or formal higher education, as well as coaching and development to support effective learning. In implementation, we are not only demanding expertise from those who develop teachers' competence, but also considering various factors that influence teacher performance.

## **Method**

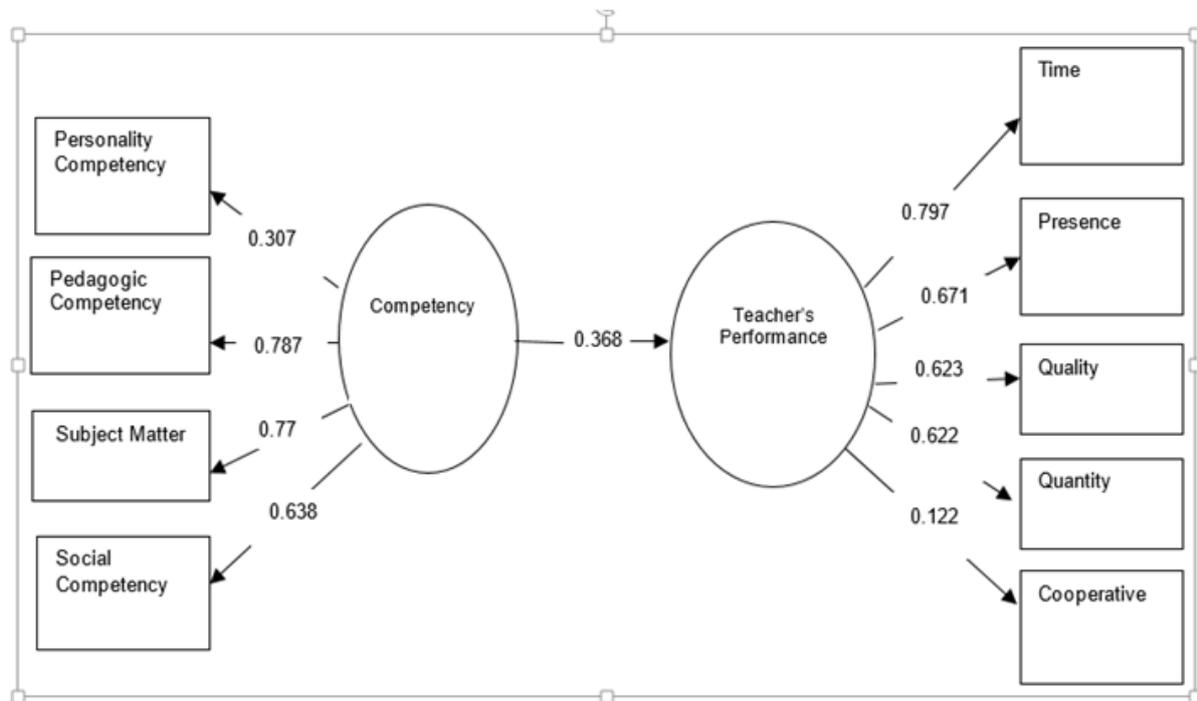
The present research was descriptive and involved verification in its method. It was descriptive because it illustrated something as it was, according to the characteristics of the object. It was verification because it tested the truth of causal relationships (cause-and-effect), namely the relationship between the independent variables (affecting) and dependent variables (the affected). The method employed in this research was a descriptive and explanatory survey. The data were collected through questionnaires distributed to selected respondents as samples. The result of data collection, using a primary data source, was obtained from the total sample of 161 respondents. The analysis method used in this research was Structural Equation Modelling (SEM).

## **Result and Discussion**

The hypothesis testing proposed can be seen from the value of T-statistics. The limit to rejecting and accepting the hypothesis proposed, with a sample of 161 at a significance level of 5% (one-tail), is 1.658. If the T value lies in the value range of -1.658 to 1.658, the hypothesis will be rejected or, in other words, the null hypothesis (H<sub>0</sub>) will be accepted.

There are positive and significant effects of performance on teacher competence at Madrasah Aliyah. The analysis results of hypothesis testing can be described as in Figure 1.

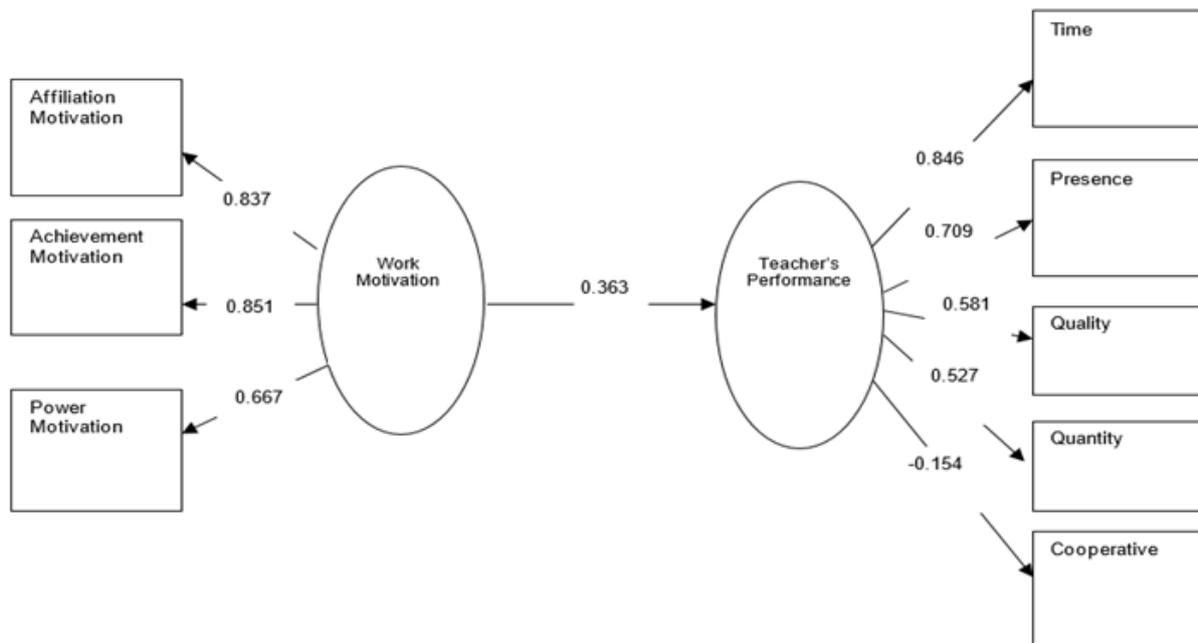
**Figure 1.** Analysis Model of Hypothesis 1



Based on the structural model above, competence has an effect of 0.368 on teacher performance. It means that the competence has a positive effect on teacher's performance at 36.8%. Meanwhile, the dimension of competence has successively loading values of 0.307, 0.787, 0.772 and 0.638. The dimension of teacher performance has loading values of 0.797, 0.671, 0.623, 0.622 and 0.122. On the basis of the results, it can be seen that the competence has a positive effect. The better the competence of a teacher, the better the performance will be. The competence is a characteristic or personality (trait) of an individual that is permanent, which can influence one's performance. Competence covers various technical and non-technical factors, personality and behaviour, soft skills and hard skills. Then it is widely assessed as an aspect, to view the teacher's performance in schools. In general, competence is defined as proficiency, skills, and abilities. Competence is a determinant for someone to produce an excellent performance. In a collective situation, competence is key for the success of the organisation.

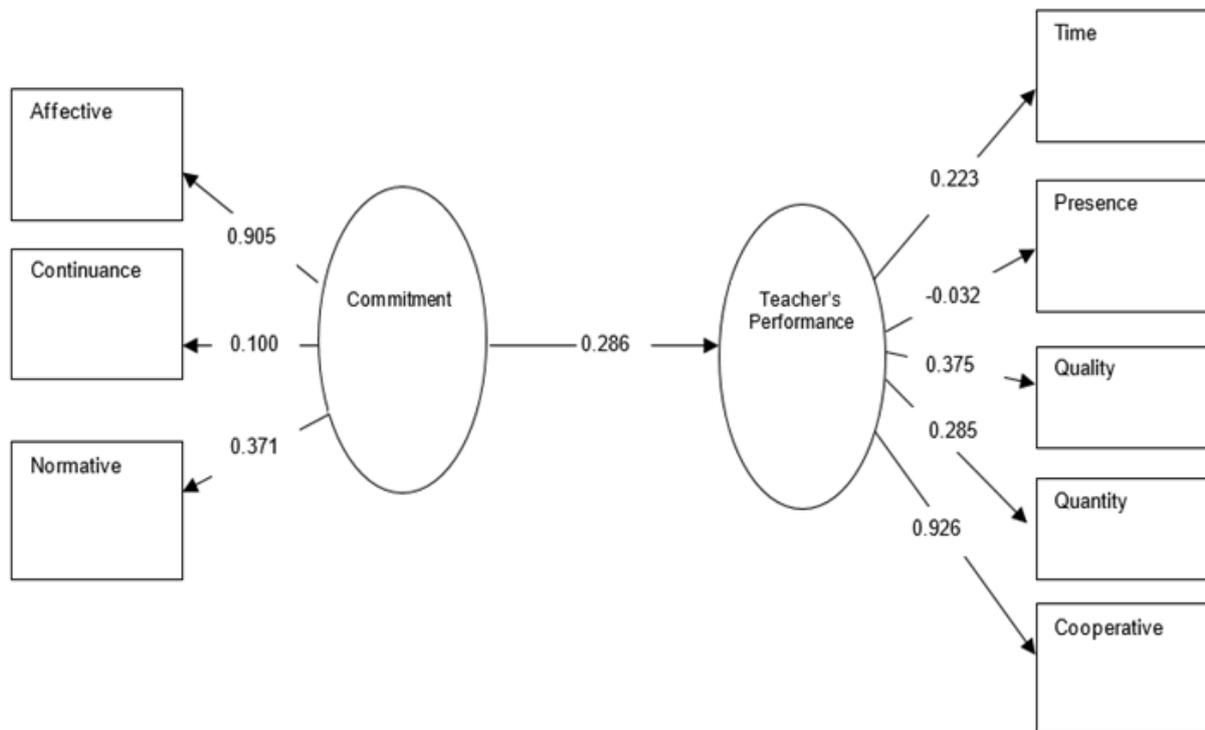
There is a Significant and Positive Effect of Motivation on Teacher Performance at Madrasah Aliyah. Results of analysis which tests this hypothesis can be described as in Figure 2:

**Figure 2.** Analysis Model of Hypothesis 2



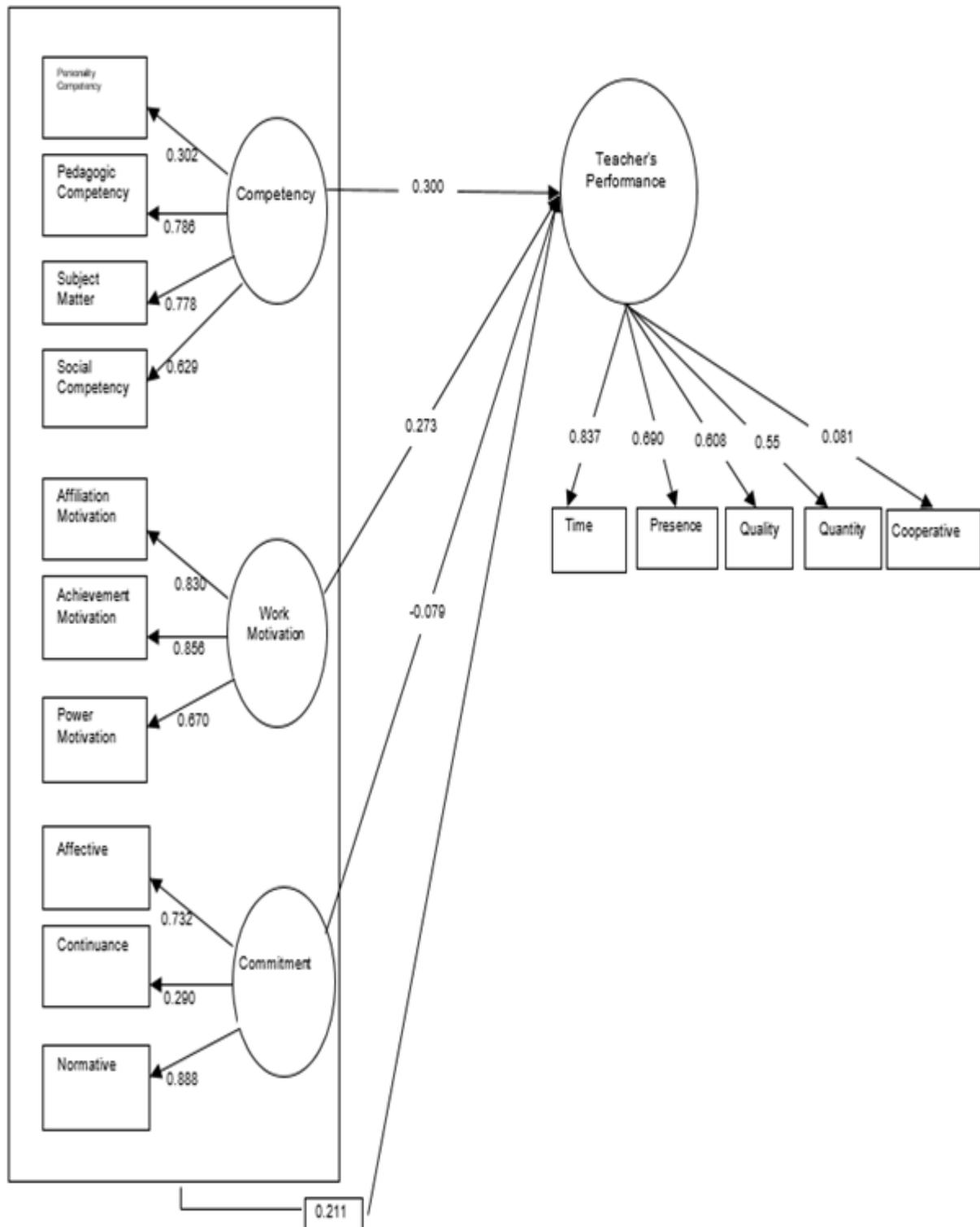
Based on the structural model above, the motivation has an effect of 0.363 on teacher performance. Thus, the motivation has a positive relationship with the teacher's performance at 36.3%. Meanwhile, the dimension of motivation successively has values of 0.837, 0.851 and 0.667, for the dimension of teacher's performance with loading values of 0.846, 0.709, 0.581, 0.527 and -0.154. Based on the results of this hypothesis testing, motivation variable affects teacher performance. The effect is positive, meaning that the higher the motivation, the higher the teacher's performance is likely to be. Teachers having a high motivation from within can be seen, among others; in a high responsibility as to carrying out duties, carrying duties with a clear target, and prioritising the achievement of a position more. The presence of motivation for achievement will make teachers work hard, to improve their work quality in developing their schools. Besides the inner motivation (intrinsic), great extrinsic motivation will affect teachers in their work. This result supports previous research by Rodiyah (2010), that motivation affects the performance of accounting teachers at vocational schools (SMK) in Semarang. Sunarno found a significant effect between work motivation and teacher performance in Tegal Regency (Sunarno, 2005). There are Positive and Significant Effects of Teacher Commitment on Teacher's performance at Madrasah Aliyah. The analysis results of this hypothesis testing are described in Figure 3.

**Figure 3.** Analysis Model of Hypothesis 3



In the structural model above, the commitment has an effect of 0.286 on teacher performance. It means that the commitment has a positive relationship with the teacher's performance of 28.6%. Meanwhile, the dimension of commitment has a successively loading value of 0.905, 0.100 and 0.37. For the dimension of teacher's performance it has loading values of 0.223, 0.032, 0.375, 0.285 and 0.926. Based on the analysis, the commitment has a positive effect on teacher performance. The teachers have a high commitment and seek to perform their job properly. Vice versa, the teachers with low commitment do not do their job well, and are likely to prioritise their personal business over their work. Commitment is the ability and willingness to align personal behaviour with organisational needs, priorities and goals. Organisational commitment reflects how an individual identifies oneself with the organisation and is bounded by its objectives (Bagdadli & Gianecchini, 2019). Organisational specially emphasises the continuity of commitment factors that suggest the decision to stay or leave the organisation, and that is eventually reflected in attendance and labour turnover statistics (Gregory & Macnamara, 2019). Those not satisfied with their jobs or less committed to the organization will withdraw from the organization by absenteeism, or by signing in and out (Bezerra, Gohr, & Morioka, 2019). These results contrast with previous research by Arlina (Arlina, 2008), which stated that both teacher commitment and perceptions of the style of principal leadership affect teachers' performance in high schools at Sawahlunto. There are Simultaneously Significant and Positive Effects of Teacher Competence, Motivation and Commitment on Teacher Performance.

**Figure 4.** Analysis Model Hypothesis 4



Based on the structural model above, joint / simultaneous competence, motivation and commitment have effects on teacher performance, with R<sup>2</sup> values of 0.211 or 21.1%. Meanwhile the remainder, i.e. 78.9%, can be affected by other models outside of this

research. The result provides a general overview that teacher competence, motivation and commitment will affect performance.

Teacher performance is extremely important in achieving school goals. Therefore, the school needs to lead and foster their teachers, producing a high performance in their duties, especially in the implementation of basic tasks and functioning as teachers. With adequate teacher performance, learning can be completed in accordance with established standards, a great quantity of tasks and work can be completed in accordance with targets, there will be a high frequency of task and work completion, teachers will cooperate well, and teachers will yield the latest ideas and measures to resolve the issues arising, with a high motivation to carry out new tasks requiring a large amount of responsibility.

A person's performance (Farooqui & Nagendra, 2014) is affected by three (3) factors, namely (Gibson & Vermeulen, 2003): 1) Individual factors, comprised of capabilities and expertise, background, demographics (Domitrovich, Li, Mathis, & Greenberg, 2019); 2) Psychological factors comprised of perception, (Mokhtarian & Mohammadi, 2011) attitude, personality, learning and motivation (Suud et.al., 2020); 3) Organisational factors, comprised of resources, leadership (Wu & Chen, 2018), respect, structure and job design (Ning, 2018). Meanwhile, Mulyasa (Mulyasa, 2007) affirms that the factor able to affect teacher performance is teacher competence. It is consistent with the statement by Simanjuntak (Simanjuntak, 2007), that the factors which affect individual performance are; 1) Individual competency, covering abilities and work skills, work experience, education and motivation training and work ethic; 2) organisational support, including organising, provision of work facilities and infrastructure, selection of technology, the comfort of work environment, as well as the condition and terms of employment; 3) Managerial support, including the work system and industrial relations.

## **Conclusion**

In part, the research results suggest that competence has positive and significant effects on teacher performance in Madrasah Aliyah, Yogyakarta Municipality. It implies that to increase teacher performance, teacher competency should be noted; including pedagogical, personality, professional and social competencies. The competency possessed by the teacher is the human capital that needs to be constantly and continuously multiplied. Thus, in turn, it will become a multiplier effect. Therefore, teacher competence has significance and strategic meaning for improvement of teacher performance. The results further confirm that motivation has a positive and significant impact on teacher performance, implying that to increase the teacher performance, teachers' motivation, both internal and external, should be noted.



Teacher commitment is proven to have positive and significant effects on teacher performance. It implies that improving teacher performance should occur by increasing teachers' commitment; the commitment both related to their profession as educators, and to improving the quality of their work institution. In addition, the teaching ability possessed by a teacher should be taken into account as well. The indicator of a teacher's applicative teaching abilities can be described through eight teaching skills.

Simultaneously, competence, commitment and motivation have positive and significant effects on teacher performance. It means that teachers' performance, both related to their main duty as educators and other duties, will improve their performance if they have high competence, commitment and good motivation.

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