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Teacher Performance Sukoharjo Veteran I High School

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh kompetensi, motivasi, pengalaman kerja dan etos kerja terhadap kinerja guru. Penelitian ini dilakukan pada SMA Veteran 1 Sukoharjo yang beralamatkan di Jalan Dokter Muwardi No.84, Sawah, Gayam, Kecamatan Sukoharjo, Kabupaten Sukoharjo, Jawa Tengah 57514. Waktu penelitian dilakukan selama 3 bulan. Dengan metode sensus diperoleh sampel sebanyak 37 responden. Variabel penelitian terdiri dari variabel dependen yaitu kinerja guru, variabel independen yaitu kompetensi, motivasi, pengalaman kerja dan etos kerja. Data Penelitian yang sudah didapat akan dilanjutkan pengolahan data menggunakan alat analisis regresi linier berganda dengan bantuan software statistik SPSS 25. Berdasarkan hasil pengujian hipotesis dan pembahasan yang telah dilakukan maka dapat disimpulkan kompetensi, motivasi, pengalaman kerja dan etos kerja berpengaruh terhadap kinerja guru SMA Veteran 1 Sukoharjo

Kata Kunci: *etos kerja, motivasi, kinerja, kompetensi dan pengalaman kerja*

Abstract

This study aims to determine the influence of competence, motivation, work experience and work ethics on teacher performance. This research was conducted at SMA Veteran 1 Sukoharjo which is located at Jalan Dokter Muwardi No. 84, Sawah, Gayam, Sukoharjo District, Sukoharjo Regency, Central Java 57514. The research time was carried out for 3 months. With the census method, a sample of 37 respondents was obtained. Research variables consist of dependent variables, namely teacher performance, independent variables, namely competence, motivation, work experience and work ethics. Research data that has been obtained will be continued data processing using multiple linear regression analysis tools with the help of SPSS 25 statistical software. Based on the results of hypothesis testing and discussions that have been carried out, it can be concluded that competence, motivation, work experience and work ethics affect the performance of teachers of SMA Veteran 1 Sukoharjo.

Keywords: *Work ethics, motivation, performance, competence and work experience*

INTRODUCTION

Human resources are very influential in the continuity of an organization. To obtain quality human resources, you cannot escape from the provisions that those human resources have. These provisions can be obtained in various ways, one of which is through education. Education is a learning process for students to be able to know, evaluate and apply any knowledge gained from classroom learning or experiences that occur in everyday life. Educational quality human resources can also help advance the nation. Education is one of the fundamental aspects in the nation's development civilization. By getting a good education, the next generation is expected to be able to change the nation to become more advanced and stronger so that it is able to face problems independently.

A teacher is a figure who can shape the soul and character of students. Teachers have the power to shape and develop students' personalities into people who are useful for the religion, homeland and nation. New developments in the view of teaching and learning have consequences for teachers to increase their role and competence. Because basically the teaching and learning process and student learning outcomes are largely determined by the role and competence of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that student learning outcomes are at an optimal level.

In the teaching and learning process in schools, teachers must be competent in their field because teachers become facilitators for developing soft-skills and hard-skills which consist of aspects of character formation, knowledge, spiritual or social attitudes, and morals so as to be able to create quality human beings. Teachers as educators have an important role in achieving development in the field of education (Widyastuti, 2021).

Performance is the result of work that has a strong relationship with the organization's strategic goals, customer satisfaction and contribution. Performance is about doing work and the results achieved from that work. Performance becomes about what is done and how to do it (Soetrisno & Gilang, 2018). Performance benchmarks consist of job demands that describe the work results to be achieved. A teacher who is professional and has high performance should have a positive attitude towards the work at hand, such attitudes include being disciplined, likes to work seriously, maintains the quality of his work, is responsible, highly dedicated, highly motivated and so on (Wibowo, 2020).

Education does not escape the important role of a teaching staff or teacher, indirectly with teachers being able to form quality human resources and being able to create the nation's next generation. Teachers are expected not only to be able to give assignments to students, but to be able to make students active in learning activities to develop students'

attitudes, knowledge and skills (Sudrajat, 2020). Wibowo (2016) states that competence is the ability to carry out or carry out a job or task that is based on skills and knowledge and is supported by the work attitude required by the job. Article 4 of Law no. 14 of 2005 concerning Teachers and Lecturers explains that teachers as learning agents play an important role in improving the quality of national education. In order to carry out their role well, teachers are required to master teacher competencies, one of which is professional competency. Essentially professional competency is a teacher's mastery of learning material in depth (Rahmayanti et al., 2021).

The competencies of teachers are faced with the process of mastering their work competencies. Becoming a teacher is not just limited to being a teacher by getting a diploma, but being a professional teacher has many competencies that one must have. To achieve how someone can become a professional teacher, of course they must have the competencies in order to become a professional teacher. (Simatupang & Silalahi, 2019).

Teachers as educators are expected to have the motivation to educate. If a teacher does not have educational motivation, he will not be successful in teaching. A teacher must have high motivation in working. Whether the motivation is due to one's own needs, or due to external stimulation (Fauzyah, 2020). Work motivation has a very close relationship with employee performance. With high motivation, teacher performance can be achieved optimally. (Fauzyah, 2020). Motivation moves individuals to demonstrate action to achieve certain goals.

Teacher work motivation is a factor that determines the level of teacher satisfaction, commitment and performance in carrying out their duties. There are various factors that can influence teacher work motivation, including intrinsic factors including personal satisfaction, hopes, and one's own needs and extrinsic factors including salary, working environment conditions, and support from leaders or the community (Yope & Isma, 2022).

Work experience is an illustration of an individual's capacity to carry out various tasks in a job (Hariani et al., 2019). Experienced employees are considered to have better competence when compared to those who do not have work experience (Darmawan et al., 2018). According to Ritonga et al. (2020) experience is another form of competency that can change and develop over time and changes in the environment. Thus, teachers' experience in teaching and carrying out tasks in the field of education is very valuable, and can influence their performance.

Rahmadita et al. (2022) work ethic is work behavior that has positive aspects and shows the high quality of an employee, is based on awareness, and is strongly believed to be able to achieve organizational goals. Work ethic is a fundamental attitude towards themselves

and their world which is reflected in the real world. However, if an employee's work ethic decreases, their performance will not be optimal and the achievement of organizational goals will not be achieved with maximum work ethic reflected in discipline.(Barrung et al., 2021).

This research was conducted at SMA Veteran 1 Sukoharjo which is located at Jalan Dokter Muwardi No. 84, Sawah, Gayam, Kec. Sukoharjo, Sukoharjo Regency, Central Java.

RESEARCH METHODS

This study uses a quantitative approach. The author chose to use a quantitative descriptive method to determine the magnitude of influence and significance between the variables of competence, motivation, work experience and work ethic on teacher performance. This research was conducted at Veteran 1 Sukoharjo High School, whose address is Jalan Dokter Muwardi No. 84, Sawah, Gayam, Sukoharjo District, Sukoharjo Regency, Central Java 57514. The research period was carried out for 3 months.

Population is the subject of research(Arikunto, 2019: 103). The population of all employees working at SMA Veteran 1 Sukoharjo is 37 people. The sample is a part or representative of the population to be studied(Arikunto, 2019: 109). The sample taken in this research was 37 respondents.

The sampling technique used in this research is the census technique. The census method is a sampling technique when all members of the population are used as samples.

The variables used in this research consist of 2 variables, namely the independent variable and the dependent variable. The independent variables consist of competence, motivation, work experience and work ethic and the dependent variable is teacher performance. The data collection technique is a method of collecting data obtained directly at the research location, to search for complete data related to the problem being studied.

The research data that has been obtained will continue with data processing using multiple linear regression analysis tools with the help of SPSS 25 statistical software.

RESULTS AND DISCUSSION

The results of the multiple linear regression test are used to determine the pattern of the dependent variable that can be predicted through the independent variable. In multiple linear regression, the aim is to estimate the magnitude of the regression coefficient and show the magnitude of the influence of several independent variables on the dependent variable.

Table 1
Multiple Linear Regression Results

No	Variable	Unstandardized B	tcount	Sig.	tcount	Information
1	(Constant)	0.886				
2	Competence	0.257	2,216	0.034	2,216	Influential
3	Motivation	0.189	2,160	0.038	2,160	Influential
4	Work experience	0.257	2,397	0.023	2,397	Influential
5	Work ethic	0.220	2,313	0.027	2,313	Influential

Source: Primary data processed in 2024

Based on the table above, it can be seen that the regression equation formed is:

$$Y = 0.886 + 0.257 X_1 + 0.189 X_2 + 0.257 X_3 + 0.220$$

From this equation it can be explained that:

a) Constant (a) = 0.886

This means that if the constant value (a) = 0.886 while the variables of competence, motivation, work experience and work ethic are considered constant or equal to zero, then the teacher performance variable is 0.886 and shows positive results.

b) Competency Coefficient (b1) = 0.257

This means that if the coefficient value of the competency variable increases, while the motivation, work experience and work ethic variables are assumed to be the same value from the regression model, then the teacher performance value will increase by 0.257 and show positive results.

c) Motivation Coefficient (b2) = 0.189

This means that if the coefficient value of the motivation variable increases, while the competency, work experience and work ethic variables are assumed to be the same value from the regression model, then the teacher performance value will increase by 0.189 and show positive results.

d) Work Experience Coefficient (b3) = 0.257

This means that if the coefficient value of the work experience variable increases, while the variables of competence, motivation, work ethic are assumed to be the same value from the regression model, then the teacher performance value will increase by 0.257 and show positive results.

e) Work Ethic Coefficient (b_4) = 0.220

This means that if the coefficient value of the work ethic variable increases, while the variables of competence, motivation, and work experience are assumed to be constant values from the regression model, then the teacher performance value will increase by 0.220 and show positive results.

DISCUSSION

1. The influence of competency on teacher performance at Veteran 1 Sukoharjo High School.

Based on the SPSS calculation results, $t_{count} > t_{table}$ ($2.216 > 2.036$) and a significance of $0.034 < 0.05$. This means that competence has a positive and significant effect on teacher performance.

This research is in line with previous research conducted by (Simatupang & Silalahi, 2019); (Rahmayanti et al., 2021) Competence has a positive and significant effect on teacher performance.

The teacher's role as an educator must have a set of good and correct teaching competencies. Teaching competence in this research focuses on the importance of professional competence and teacher personality competence on student learning motivation. Teachers who have appropriate professional competence and personality competence will be able to create a conducive, creative, effective and enjoyable learning atmosphere so as to increase student learning motivation optimally. Teachers who have competencies in accordance with the field being taught will be able to improve their performance as educators in accordance with the wishes of their students.

2. The influence of motivation on teacher performance at Veteran 1 Sukoharjo High School.

Based on the SPSS calculation results, $t_{count} > t_{table}$ ($2.160 > 2.036$) and a significance of $0.038 < 0.05$. This means that motivation has a positive and significant effect on teacher performance.

This research is in line with previous research conducted by (Fauzyah, 2020); (Yope & Isma, 2022) motivation has a positive and significant effect on teacher performance.

The main benefits of motivation are creates passion for work, so that work productivity increases. Meanwhile, the benefit gained from working with motivated people is that the work can be completed properly. Teachers who always feel happy and enthusiastic about teaching will of course improve their performance over time.

3. The influence of work experience on the performance of teachers at Veteran 1 Sukoharjo High School.

Based on the SPSS calculation results, $t_{count} > t_{table}$ ($2.397 > 2.036$) and significance is $0.023 < 0.05$. This means that work experience has a positive and significant effect on teacher performance.

This research is in line with previous research conducted by (Ritonga et al., 2020); (Arifin & Putra, 2020) work experience has a positive and significant effect on teacher performance.

Teacher work experience can provide significant benefits to improve teacher performance in schools. When teachers have a positive work experience, they tend to be more motivated, involved and enthusiastic about teaching and of course their performance will also be optimal. Teachers who feel comfortable and valued at work also tend to be more productive and perform better, because they feel they have a clear sense of purpose and feel recognized for their contributions.

In addition, positive work experiences can help increase teacher satisfaction and reduce absenteeism rates, which can have an impact on the performance of existing teachers at school.

4. The influence of work ethic on teacher performance at Veteran 1 Sukoharjo High School.

Based on the SPSS calculation results, $t_{count} > t_{table}$ ($2.313 > 2.036$) and a significance of $0.027 < 0.05$. This means that work ethic has a positive and significant effect on teacher performance.

This research is in line with previous research conducted by (Barrung et al., 2021); (Rahmadita et al., 2022) Work ethic has a positive and significant effect on teacher performance.

High work morale will make you more productive and improve performance. This mentality encourages you to be more efficient in completing work, not procrastinating and not being lazy. The reason is, doing a good job and getting maximum results will give you personal satisfaction. Apart from that, a high work ethic will broaden teacher career opportunities.

CONCLUSION

Research was conducted to determine the influence of competence, motivation, work experience and work ethic on teacher performance. Using the census method, a sample of 37 respondents was obtained. The research variables consisted of the dependent variable, namely teacher performance, the independent variables, namely competence, motivation, work experience and work ethic. The population in this study was 37 respondents. Based on the results of hypothesis testing and discussions that have been carried out, it can be concluded that competence, motivation, work experience and work ethic influence the performance of teachers at Veteran 1 Sukoharjo High School.

It is hoped that in the future SMA Veteran 1 Sukoharjo will continue to maintain and improve existing competencies, motivation, work experience and work ethic. The high quality of competence, motivation, work experience and work ethic of teachers at SMA Veteran 1 Sukoharjo means that teacher performance will also increase and be better than before.

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