
Relationship Between Professional Competence And Teacher Work Period With Elementary School Teachers' Performance In Kempo District

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui; (1) hubungan kompetensi profesional dengan kinerja guru sekolah dasar di Kecamatan Kempo, (2) hubungan masa kerja guru dengan kinerja guru sekolah dasar di Kecamatan Kempo, (3) hubungan kompetensi profesional dan masa kerja guru dengan kinerja guru di Kecamatan Kempo. Jenis penelitian ini yaitu korelasional adapun sumber datanya di peroleh dari guru. Teknik pengumpulan data yang digunakan adalah angket dan dokumentasi. Populasi dalam penelitian ini ialah seluruh guru sekolah dasar negeri di Kecamatan Kempo. Sampel dalam penelitian ini di ambil menggunakan teknik Proporsional Random Sampling. Maka sampel dalam penelitian ini berjumlah 32 orang guru yang tersebar di seluruh sekolah dasar negeri di Kecamatan Kempo. Pengelolaan data menggunakan SPSS versi 26. Hasil penelitian menunjukan bahwa (1) kompetensi profesional mempunyai hubungan yang signifikan dengan kinerja guru sekolah dasar negeri di Kecamatan Kempo. (2) tidak ada hubungan antara masa kerja guru dengan kinerja guru sekolah dasar di Kecamatan Kempo. (3) Terdapat hubungan yang signifikan antara kompetensi profesional dan masa kerja guru dengan kinerja guru SDN di Kecamatan Kempo.

Kata kunci: kompetensi profesional, masa kerja guru, kinerja guru.

ABSTRACT

This study aims to determine; (1) the relationship between professional competence and the performance of elementary school teachers in Kempo District, (2) the relationship between teacher tenure and the performance of elementary school teachers in Kempo District, (3) the relationship between professional competence and teacher tenure and teacher performance in Kempo District. This type of research is correlational, while the data sources are obtained from teachers. The data collection techniques used are questionnaires and documentation. The population in this study were all public elementary school teachers in Kempo District. The sample in this study was taken using the Proportional Random Sampling technique. So, the sample in this study amounted to 32 teachers spread across all public elementary schools in Kempo District. Data management used SPSS version 26. The results of the study showed that (1) professional competence has a significant relationship with the performance of public elementary school teachers in Kempo District. (2) there is no relationship between teacher tenure and the performance of elementary school teachers in Kempo District. (3) There is a significant relationship between professional competence and teacher tenure and the performance of SDN teachers in Kempo District.

Keywords: professional competence, teacher length of service, teacher performance

1. INTRODUCTION

National education in Indonesia is currently in a critical situation both from an internal school perspective and an external aspect related to the professional competence of the teachers produced. Facts show that the quality of teachers in Indonesia is still low on average compared to other countries. Various sharp criticisms originating from various points of view continue to be directed at the world of national education for various reasons and interests.

Although it is recognized that teachers are the most important element in national development, ironically teachers have not received fair appreciation in accordance with their dignity

and basic rights. "This is reflected in the absence of guaranteed protection and certainty for teachers in carrying out their duties and obtaining their rights as individuals, educators and citizens (Nanang, 2000:1)."

In carrying out their duties, teachers tend to face various demands including the administrative burden they create to carry out their duties as teachers. In addition, the lack of teachers causes them to work beyond the scope of their duties, performance that is not in accordance with quality demands and less than conducive management are the background to the problems that occur in national education.

Law number 20 of 2003 concerning the National Education System, and Law number 14 of 2005 concerning teachers and lecturers clearly outline the occurrence of reflections of violations of teachers' human rights. Education from the perspective of professional teacher competence will affect teacher performance. Teachers are still in a bureaucratic administrative management that is not based on an educational paradigm that affects professional competence, teachers who are always required to adapt to the development of the times and changes in the curriculum in the sense that every change in the curriculum will have different policies in the world of Indonesian national education.

From the aspect of elements and processes, there is still a lack of integration between the education system, recruitment, appointment, placement, supervision and teacher development, there is still a lack of balance between implementation and needs. Guidance and development of teacher positions as professional staff in supporting the realization of personal and professional development of teachers proportionally. All educational reforms concerning the teaching and learning process must consider the principal and teachers to improve the quality of education.

Education is not a simple endeavor, but rather a dynamic and challenging activity. Teachers are always required to have professional competence in terms of planning, implementing, and evaluating learning. Education will always change along with the changing times so that the curriculum also changes. At all times, education will always be the focus of attention and even the target of dissatisfaction because education concerns human resources and is responsible for the future. That is why education always experiences efforts to improve and increase in line with the high needs and demands of community life.

One of the main keys to educational success lies in the competence of teachers as professionals, considering the large role of teachers in the educational process, the principal as the direct superior is required to have the main capacity as an educator, manager, administrator, supervisor, leader, innovator and motivator to improve teacher performance. Meanwhile, educators as professional workers in Law No. 20 of 2003 Chapter XI Article 39 paragraph 2 have the following main duties: 1) Designing and implementing the learning process; 2) Assessing learning outcomes; 3) Conduct guidance and training; and 4) Conducting research and community service, especially for educators at universities.

Efforts to improve the quality of education must at least touch on improvements to the components above. These improvements should be carried out comprehensively and simultaneously, but simultaneous handling of all components is very difficult and almost impossible to implement. Simultaneous handling requires scattered attention. As a result, these efforts are not in-depth and only remain on the surface. Therefore, gradual improvement efforts are carried out on certain components that are considered the most strategic to be prioritized depending on the teacher's tenure.

The most strategic and systematic component among the components stated above is the teacher component that is related to the performance and professional competence possessed. In this case, teachers can be expected to manage other components as a system, so that with the existing conditions they can display optimal performance.

The ability of teachers in carrying out their duties as educators is certainly required to continue to be improved and increase their quality along with their fairly long work period. This is related to the very heavy duties of teachers, where teachers are not only tasked with teaching knowledge, but are also responsible for educating so that they become good citizens and are useful for the world of education. The task of being a teacher is not just a job, but a profession, where a profession requires follow-up in the form of professionalization.

The need for professionalization in education, indirectly requires all members of the

profession (teachers) to improve their professional competence to provide optimal service to the community through the world of education. This professionalization is expected to produce more qualified teachers. A professional and qualified teacher can be seen through his performance and length of service.

Asf and Mustofa (2013: 156), explained that teacher performance is the work result that can be achieved by a teacher in an educational institution or madrasah in accordance with his/her duties and responsibilities in achieving educational goals. A professional teacher means a teacher who meets the requirements of the teaching profession, namely a teacher who has professional competence, personal competence, social competence and personality competence.

Another effort is through supervision activities that are also continuously pursued intensively. In the Government Regulation of the Republic of Indonesia Number 19 of 2005 Chapter 1 Article 1 paragraph 7 it is stated that the standards for educators and education personnel are the criteria for pre-service education and physical and mental eligibility, as well as in-service education.

With the evidence above, it can be concluded that more optimal efforts are still needed to improve the role of teachers in efforts to improve teacher professional competence as one of the efforts to improve teacher performance so that it leads to more optimal improvements in teacher competence. This is what prompted the research on "The Relationship between Professional Competence and Teacher Length of Service with Elementary School Teacher Performance in Kempo District"

2. METHODS

This study is a quantitative approach study. The type of research used is correlational. Correlational research is research that involves data collection actions to determine whether there is a relationship and level of relationship between two or more variables. This study aims to find out whether there is a relationship between the variables of professional competence and teacher tenure with the performance of elementary school teachers in Kempo District. The sampling technique in this study is Proportional Random Sampling. The data collection techniques used are questionnaires and documentation.

Descriptive statistics are statistics used to analyze data by describing or depicting the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. Data on professional competence, teacher tenure and teacher performance are explained in the table below. Inferential analysis to test the research hypothesis, before testing the previous hypothesis, a data prerequisite test was carried out. In the data prerequisite test, data normality test and data homogeneity test were carried out, in the hypothesis test (r Product Moment test) was carried out. This normality test is conducted to determine whether the data obtained is normally distributed or not in this study. This normality test uses the Kolmogorov-Smirnov SPSS 26 test for data that is said to be normally distributed if the Kolmogorov-Smirnov test obtains the Asymp. Sig. (2-tailed) $\geq$ value of the specified alpha value, which is 5% (0.05), otherwise if the price of obtaining the Asymp. Sig. (2-tailed) value $\leq$ 0.05, the data is declared not normally distributed.

Homogeneity test is used to show that the sample comes from a population that has the same variance. Analysis of homogeneity of variance test with Levene assisted by SPSS 26 for Windows program at a significance level of 95% or alpha 5% with the provision that if the probability or sig value (2-tailed) $\geq$ 0.05 then both population variants are homogeneous or the data comes from a population that has the same variance and if $\leq$ 0.05 then both variants are not homogeneous. Statistical hypothesis is a statement or assumption about the condition of a population that is still temporary or has a weak level of truth. Statistical hypothesis must be tested; therefore it must be in the form of quantity in order to be accepted or rejected. Accepted if the test results confirm the statement and will be rejected if there is a denial of the statement. The hypothesis test conducted in this study used the r product moment test, the provisions are the level of significance (α) = 0.05 or 5% and the criteria used in the r test are H_0 is accepted if $\text{sig} \geq 0.05$, H_1 is accepted if $\text{sig} \leq 0.05$ (using SPSS 26).

3. RESULTS AND DISCUSSION

Result

The research results obtained in this study include 1) the relationship between professional competence and teacher performance; 2) the relationship between teacher tenure and teacher performance; 3) the relationship between professional competence and teacher tenure and teacher performance. For more details, the three discussions above are described below:

The relationship between professional competence (X1) and teacher performance (Y)

The first hypothesis in this study is that there is a significant correlation between professional competence and teacher performance. The basis for decision making if the Sig. F Change value <0.05 then there is a significant relationship and if the Sig. F Change value > 0.05 then there is no significant relationship. Based on the output value of data processing from SPSS version 26, it can be interpreted by referring to the basis for decision making: 1) Based on the significance value of Sig. (2-tailed) from the table above, it is known that $0.000 < 0.05$. Based on the analysis of decision making, if the value of Sig. (2-tailed) is smaller, there is a significant correlation between the professional competence variable and teacher performance; 2) Based on the correlation coefficient value (Pearson correlation) in the table above of 0.807, it can be concluded that based on the correlation interpretation value guidelines, it is in the range of "0.80-1.00" which means that the level of relationship between professional competence and teacher performance has a very strong relationship strength; 3) Based on the comparison between r count and r table with the provision that if r count is smaller than r table then H_0 is accepted and H_a is rejected and vice versa if r count is greater than r table then H_a is accepted and H_0 is rejected. It turns out that r counts 0.807 is greater than r table 0.349 then it can be concluded that H_a is accepted and H_0 is rejected. Correlation analysis is continued by calculating the coefficient of determination by squaring the coefficient found. So, $0.807^2 = 0.65$. This means that the variance that occurs in the teacher performance variable is 65% determined by the variance that occurs in the professional competence variable, and the remaining 35% is determined by other factors such as leadership style or relationships between teachers.

Relationship Between Length of Service (X2) and Teacher Performance (Y)

The second hypothesis in this study is that there is a significant correlation between work period and teacher performance. The basis for decision making if the Sig. F Change value <0.05 then there is a significant relationship and if the Sig. F Change value > 0.05 then there is no significant relationship: 1) Based on the output value of data processing from SPSS version 26 above, it can be interpreted by referring to the basis for decision making; 2) Based on the significance value of Sig. (2-tailed) from the table above, it is known that $0.838 > 0.05$; 3) Based on the decision-making analysis, if the Sig. (2-tailed) value is greater, then there is no significant correlation between the professional competence variable and teacher performance; 4) Based on the correlation coefficient value (Pearson correlation) in the table above of -0.038, it can be concluded that based on the correlation interpretation value guidelines, there is no relationship between length of service and teacher performance; 5) Based on the comparison between r count and r table with the provision that if r count is smaller than r table then H_0 is accepted and H_a is rejected and vice versa if r count is greater than r table then H_a is accepted and H_0 is rejected. It turns out that r counts -0.038 is smaller than r table 0.349 then it can be concluded that H_a is rejected and H_0 is accepted.

Based on the results of the analysis above, there is no relationship between teacher work period and teacher performance which is caused by several factors, for example, boredom in teaching for too long, using traditional methods and being less able to use interesting learning media.

The relationship between professional competence and teacher length of service with teacher performance

From the results of the multiple correlation test conducted using SPSS version 26. This

correlation test aims to determine the level of closeness of the simultaneous relationship between two or more variables (X) with variable (Y). The basis for decision making using the correlation coefficient (r_{xy}) if the correlation coefficient is positive then there is a positive relationship between the independent variable and the dependent variable. The basis for decision making if the Sig. F Change value <0.05 then there is a significant relationship and if the Sig. F Change value >0.05 then there is no significant relationship.

To test the hypothesis, the product moment correlation analysis of Karl Person was used, the results of the multiple correlation analysis in this study: 1) ased on the output value of data processing from SPSS version 26, it can be interpreted by referring to the basis for decision making; 2) Based on the significance value of Sig. F Change from the table above, it is known to be $0.000 < 0.05$. Based on the analysis of decision making, if the value of Sig. F Change is smaller, there is a significant correlation between the variables of professional competence and teacher tenure on teacher performance; 3) Based on R (Correlation Coefficient) in the table above of 0.820, it can be concluded that there is a strong relationship between professional competence (X1), length of service (X2) and teacher performance (Y). This means that if the teacher's professional competence and length of service increase, the teacher's performance results will also increase; and 4) Based on the comparison between r count and r table with the provision that if r count is smaller than r table then H_0 is accepted and H_a is rejected and vice versa if r count is greater than r table then H_a is accepted and H_0 is rejected. It turns out that r counts 0.820 is greater than r table 0.349 then it can be concluded that H_a is accepted and H_0 is rejected.

Correlation analysis is continued by calculating the coefficient of determination by squaring the coefficient found. So, $0.820^2 = 0.67$. This means that the variance that occurs in the teacher performance variable is 67% determined by the variance that occurs in the professional competence and length of service variables, the remaining 33% is determined by other factors such as leadership style or the relationship between teachers and discipline and teacher salary.

Discussion

The relationship between professional competence and teacher performance.

Professional competence is related to teacher performance, this interprets that the better the professional competence of teachers, the better the performance of teachers in public elementary schools in Kempo District. Professional competence is driven by the duties and responsibilities of teachers in carrying out their profession as teachers.

Competence is a combination of personal, technological, social, and spiritual abilities that form standard teacher competencies. Meanwhile, the competencies that must be possessed by teachers are based on Law Number 14 of 2005 concerning Teachers and Lecturers in Chapter IV, Article 10 (paragraph 91), which states that "Teacher competencies include: pedagogical competencies, personality competencies, social competencies and professional competencies obtained through professional education." In addition, the development of professional teacher competencies must be through teacher professional development training in the form of PPG both in-service and pre-service.

By therefore, for the work to be completed properly, it must be done by someone who has competence in the field of work in question. In this case, competence is defined as knowledge, skills, and abilities mastered by someone who has become part of himself, so that he can carry out cognitive, affective, and psychomotor behaviors as well as possible. In addition, Wina Sanjaya (2007) said that the ability to master subject matter in accordance with the field of study being taught is one of the levels of professionalism of a teacher in an effort to improve teacher performance. This can be proven in the correlation data analysis above that there is a relationship between professional competence and teacher performance. The increasing professional competence, the increasing performance of SDN teachers in Kempo District. Professional competence in this study has a relationship to teacher performance.

The relationship between teacher length of service and teacher performance

The length of service of teachers has no relationship with teacher performance, this interprets that there is no guarantee that the longer a teacher teaches at a school, the better his/her performance will be. The boredom factor will greatly affect the situation, including the environment where

teachers teach which is not supported by adequate learning media as well as facilities to access the internet network which are difficult, and this is the reality that occurs in most public elementary schools in Kempo District. The experience gained by teachers who have worked longer compared to new teachers is very different according to the educational developments they experience. Most teachers who have been teaching for a long time rely more on new teachers who they consider competent in matters related to the independent learning program which prioritizes the use of technology based on digitalization of learning.

Every change in the Minister of Education will always be followed by changes in programs and policies so that teachers are required to adapt to the education system, such as the change in the KTSP curriculum to K 13. The effect of this change is that teachers do not have the experience of learning with the new system.

In addition, the use of the lecture method without any other methods so that the delivery of material is easier to understand is mostly applied by teachers who have worked for a long time. Educational background can also affect teacher performance in seeing the length of service as a teacher, an inappropriate educational background can affect teacher performance. In addition, facilities and infrastructure and learning media that do not support efforts to build a conducive learning atmosphere.

The achievement of teacher qualifications that have good performance must go through teacher performance assessment (PKG) then the employee performance target (SKP) is issued by the principal in addition to supervision and assessment of the education office must continue to be carried out to improve teacher performance. According to Reisky (2014), he argues that teachers' understanding of the function and assessment of teacher performance is still low.

From the description above, teacher performance has no relationship with how long the teacher teaches but how the teacher's qualifications and competencies are fulfilled will have a strong position in meeting the required requirements. The longer the teacher teaches, it will not guarantee an increase in teacher performance in a school.

The relationship between professional competence and teacher length of service on teacher performance.

Professional competence and teacher tenure are significantly related simultaneously to teacher performance. Where if professional competence increases and teacher tenure increases, the performance of public elementary school teachers in Kempo District will be better. Efforts to become a professional teacher must be carried out continuously, considering that teachers have an important role in determining the direction and implementation of learning. Analysis of teacher professional competence can be seen from 5 indicators, namely: (1) mastery of material, structure, concepts, and scientific thought patterns that support the subjects taught, (2) mastery of competency standards and basic competencies of the subjects taught, (3) creative development of the subject matter taught, (4) continuous professional development, and (5) utilization of information and communication technology for self-development, (Yulmasita Bagou & Sukung, 2020).

The teaching period is calculated from when the person concerned was first appointed and assigned as a teacher at an educational unit, while for teachers who are not civil servants there must be physical evidence in the form of a letter of assignment from each school where they work. In the Regulation of the Minister of National Education Number 18 of 2007, in-service teacher certification can be followed by in-service teachers who already have a bachelor's degree (S1) or (D-IV) academic qualification. Non-PNS teachers have a very important goal in the struggle to achieve national ideals and goals. Proof of the work period of honorary teachers is in the form of a school principal's decree (appointment decree or teaching load decree) where the teacher concerned was when he was an honorary teacher.

The basic competencies that teachers must have in order to improve the success of teaching and learning are: (1) Mastering the material, (2) Managing the teaching and learning program, (3) Managing the class, (4) Using media or learning resources, (5) Mastering the foundations of education, (6) Managing teaching and learning interactions, (7) Assessing student achievement for education and teaching, (8) Knowing the function and program of guidance and counseling services, (9) Knowing and organizing school administration, (10) Understanding the principles and estimating

educational results for teaching purposes (Faturahman, 2007:46-47).

Based on the above explanation, it can be concluded that professional competence must be possessed by certified teachers. In addition, professional teachers can be developed in PPG training efforts both in office and out of office to determine good teacher performance. In addition, teacher performance assessment and length of service will determine the teacher's experience in developing their professional competence as a teacher to improve teacher performance.

4. CONCLUSION

Based on the results of the analysis and discussion on "The relationship between professional competence and length of service of teachers with the performance of public elementary school teachers in Kempo District", the following conclusions can be drawn, there is a significant correlation between professional competence and the performance of elementary school teachers in Kempo District. There is no significant correlation between teacher tenure and the performance of elementary school teachers in Kempo District. Professional competence (X1), length of service (X2) has a significant relationship with teacher performance (Y) simultaneously.

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