

# The Role of Teachers' Teaching Performance in Bolangitang Barat Elementary School: Competency, Motivation, and Teacher-Training Education

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## ABSTRACT

This study aims to quantitatively measure the influence of teacher competence, teacher work motivation and training education (Training) on teacher performance. This research is included in the descriptive quantitative research. Partial Least Square (PLS) is the method used to analyze the data in this investigation. This research was conducted at a state elementary school in Bolangitang Barat. This study used a purposive sampling strategy, with participants drawn from the elementary school Bolangitang Barat. The findings of this research suggest that factors such as education and training, competence, and teacher motivation in elementary school Bolangitang Barat, this leads us to the conclusion that to improve school teacher performance, it is necessary to provide education and training activities and also provide programs with the aim of increasing teacher competence. In addition, the teacher himself needs to have high motivation with the hope of helping improve his performance.

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## 1. INTRODUCTION

Education has been regulated in the Law on the National Education System Number 20 of 2003 as a national system that defines education as the deliberate and systematic process of creating an instructional environment and guiding students toward acquiring knowledge, abilities, and values that will benefit not only the individual but also his or her community, state, nation, and world (Habe and Ahiruddin, 2017). Several important factors that support the quality of education are related to input, process, environmental support, facilities and infrastructure. Input factors are related to the conditions of students (interest, talent, potential, motivation and attitudes), the process is closely related to the creation of a learning atmosphere, which emphasizes the creativity of the teacher (teacher) (Irmayani, Wardiah and Kristiawan., 2018) . Environmental support is related to the atmosphere or situations and conditions which facilitate the learning process, such as the family environment, community, and natural surroundings, while facilities and infrastructure are devices that can facilitate learning activities,

such as buildings, laboratory equipment, computers and so on (Widyaningrum, Sondari and Mulyati, 2019).

In order to achieve optimal results in education, it is crucial to have qualified teachers. Despite the implementation of various reforms such as curriculum updates, facility provision, and the adoption of new teaching methods, the reality remains that a significant proportion of teachers are still underqualified. This is evident in their limited mastery of teaching materials and lack of skills in utilising innovative learning methods. As a result, the performance of teachers cannot be maximised (Khosa and Makuvire, 2021; Ningsih and Ariartha, 2022).

According to Law No. 14 of 2005, teachers are qualified professionals whose primary responsibility is to instruct, coach, mentor, train, and evaluate pupils from preschool through high school. Professional educators are responsible for designing and carrying out lesson plans, evaluating students' progress, providing guidance and instruction, doing research, and serving their communities. Teacher competency is a measure of whether or not a teacher possesses the fundamental abilities necessary to fulfill their roles as educators, mentors, and teachers (Widyaningrum, Sondari and Mulyati, 2019).

Teacher performance is the success in carrying out good and correct teaching, so as to produce quality graduates (faithful, knowledgeable and charitable). The findings of study conducted by Dimara, (2023) suggest that teacher performance is the main key to education. The good performance of the teacher explains that all aspects of education are carried out properly and correctly and with full responsibility, so that the impact changes in students' attitudes, behavior, ways of thinking and speaking, all of these things are the essence of quality education (Dimara, 2023).

The phenomenon that occurs is a decrease in the achievement of teacher performance, a decline in teacher efficacy as a result of the high rate of teacher absences and the low value of teacher performance. Researchers argue that one of the things that affects teacher performance is not optimal teacher competence and encouragement at work (Grissom and Bartanen, 2019). As for optimal teacher performance, one can prepare all the conditions within to form an effective atmosphere in its work and can arise from oneself as well as from outside oneself. Thus, performance is something that cannot be separated from a teacher to achieve the expected educational goals (Narsih, 2017).

Competence is an umbrella term for the knowledge, skills, and dispositions necessary for adequate performance in certain professions (Nurius and Kemp, 2019). There are two types of teacher competencies, namely general competencies and special competencies that must be mastered. However, there are still many teachers who do not have sufficient competence. The low quality of education across all levels and educational units, notably secondary and higher education, is one of Indonesia's biggest challenges (Febriana, 2021). "There are three dimensions of teacher competence", namely the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers declares. To be professionally competent, educators must possess fundamental information about education, know how to select and implement a variety of effective learning methodologies, and have a thorough and deep understanding of the subject areas they would be imparting to their students. Personal competency is the capacity to present oneself in such a way that it serves as an example to others and a point of identification, both for one's peers and for society as a whole. Teachers that exhibit social competency are those who are able to effectively interact with their students, administrative colleagues, and the greater society (Hadi et al., 2018).

Work motivation is a significant factor in determining a teacher's efficacy in the classroom. Teacher motivation pertains to the intrinsic determination of an educator to perform their duties effectively. Teachers work for several reasons, including the desire to earn revenue, achieve excellence, and advance their careers. When these desires are satisfied and result in alterations, the instructor will experience elevated job motivation (Schaack, Le and Stedron, 2020). Within the realm of enhancing teacher performance, there is a perceived neglect of internal motivation, despite the fact that the teacher's intrinsic disposition typically holds more and enduring influence in driving their job. If the teacher's performance is solely driven by the need for material rewards, then the failure to obtain the promised monetary compensation will result in a fall in performance once again. Herzberg (Robbins,

2007) asserts that work motivation consists of two variables: motivational factors (satisfiers) and hygiene factors. Motivators encompass several factors, such as employment success, positive feedback, development prospects, a sense of significance in one's work, and a sense of ownership over one's work. Hygiene components such as administrative policies, supervision, coworker connections, job security, personal life, work environment, and status have all been identified as factors that can cause dissatisfaction. Enhanced student results can be attained by bolstering instructors' inherent motivation to do their duties proficiently and in compliance with the law (Lubis, Pasaribu, & Tufty, 2021).

In addition to competency and work motivation factors, other factors that influence teacher performance are Training (Education and Training). Training is an important element in the framework of developing human resources in every organization. So, it is appropriate to claim that, Education and Training of the State Civil Apparatus (ASN), educators are no exception as determinants at the forefront of achieving educational goals, and improving the performance of educators (Rais, 2019).

Research by Pratama & Lestari, (2020) shows that the training that teachers have participated in so far has an effect on teachers' pedagogical competence in the aspect of skills. Furthermore, in research Kalyanamitra et al. (2020), Kuruppu et al. (2021), and Agus Salim et al. (2022) demonstrates that training has a noticeable, beneficial influence on performance. Competence has a substantial effect on performance, as Iskanto, (2022) finds later in the study. There is a 57.8% correlation between competency characteristics and performance variables, with the remaining 42.2% attributable to other factors. According to research conducted by Baba (2015), inspiration significantly impacts productivity.

Research on the Influence of Competence, Motivation, and Teacher Training Education on Teacher Performance revealed a number of research gaps that require further investigation. While several studies have looked at these factors separately, more in-depth analysis is needed to understand the complex interactions between them in the context of teachers' teaching performance. While some studies have shown that teacher competencies positively influence teaching performance, there is a need to identify which dimensions of competencies have the most significant impact (Sulaiman & Ismail, 2020). In addition, motivation has also been identified as an important factor in improving teacher performance, but it is unclear to what extent motivation impacts teaching performance when related to the level of teacher education (Kelley et al., 2002).

A lack of research specifically explains how Teacher Training Education has a reinforcing role in linking acquired competencies with embedded motivation, and how this ultimately impacts teaching performance, which needs to be better expressed (Hiebert & Morris, 2012). Therefore, there is a need for more comprehensive and in-depth research combining these three factors in one analytical framework to provide greater insight into how the complex interactions among competence, motivation, and teacher education and training affect teachers' teaching performance. With a better understanding of these relationships, more effective recommendations can be designed to boost student learning by enhancing educator effectiveness.

This justification states that efforts must be made to improve teacher effectiveness by increasing instructor motivation, proficiency, and teacher training. Finding out how much of an effect Competence, Motivation, and Teacher Education Training have on the effectiveness of elementary school teachers in West Bolangitang is the driving force for this research. By looking at how competence, motivation, and training all work together to affect teachers' performance in the classroom, this study hopes to close a knowledge gap in the literature. Quantitatively evaluating the effects of training education, teacher job motivation, and teacher competency on teacher performance is the goal of this research.

## 2. METHODS

This study is a part of the quantitative description. According to Sugiyono (2017), research procedures are the fundamental scientific qualities of data collection for targeted aims. Quantitative methodological procedure. Descriptive research, as defined by Sarstedt et al. (2020), involves gathering information about the current state of our topic of study through methods such as observation,

interviews, and questionnaires. We acquire information about hypotension through surveys and other means. The researcher will provide an account of what has transpired so far in this study by way of descriptive research. SDN Bolangitang Barat was the site of this investigation. This study used a purposive sampling method, with data coming from the SDN Bolangitang Barat.

### **2.1 Validity and Reliability Test**

Tests of validity and reliability are performed to guarantee the precision and dependability of the data collected. Validity and reliability testing examples can be found in:

1. Convergent Validity is the standard loading factor, which quantifies the degree to which each object under study is correlated with its respective construct, is a statistical measure; this metric evaluates the degree to which an item or component score is correlated with the construct score. Consideration is given to each individual reflex measure highly associated if they are greater than 0.7.
2. Discriminant validity is a metric framework evaluated using size and cross-loading variables to calculate a reflection index. If the extracted root mean square variance (AVE) is compared and the two values are different by more than 0.5, we say that the tool has discriminant validity.
3. Composite reliability is an index of structure that can be calculated from the coefficients of latent variables. If the value of this metric is greater than 0.70, the structure can be considered highly reliable.
4. Cronbach's Alpha is a form of reliability analysis with the express purpose of bolstering the findings of composite reliability. If Cronbach's alpha for a given variable is more than 0.7, then we can confidently call it dependable.

### **2.2 R Square test**

The size of the effect of a given set of independent variables on a given latent variable can be analyzed using the R-square of the dependent construct.

### **2.3 Inner Model Analysis**

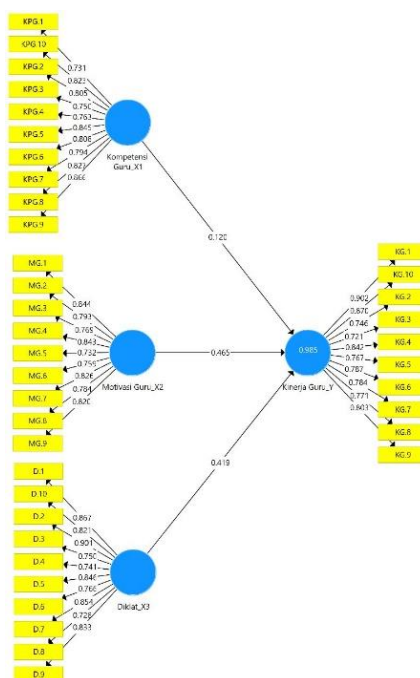
Cause-and-effect relationships between model variables can be predicted using inner model analysis, sometimes called structural modeling. Probability and T-statistic values can be displayed while assessing hypotheses. The direction of a connection can be determined using the beta score, and the t-statistic at a 5% level of significance can be tested using a statistical value of 1.96. The following conditions will determine whether or not the hypothesis is accepted:

$H_a = t\text{-statistic} > 1.96$  with  $p\text{-values} < 0.05$ .

$H_0 = t\text{-statistic} < 1.96$  with  $p\text{-values} > 0.05$ .

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings



#### 3.1.1 Validity test

A questionnaire's credibility can be evaluated with the help of a validity test. Convergent validity and AVE were used to assess the study's validity. If both the AVE and outer loading values are greater than 0.05 and greater than 0.6, respectively, the instrument is considered to be of sufficient quality to be used.

Table 1. Instrument validity test results.

Variable	Indicator	AVE	Outer Loading	Valid
Teacher Competency_X1	KPG. 1	0.643	0.731	Valid
	KPG. 10		0.823	Valid
	KPG. 2		0.805	Valid
	KPG. 3		0.750	Valid
	KPG. 4		0.763	Valid
	KPG. 5		0.845	Valid
	KPG. 6		0.808	Valid
	KPG. 7		0.794	Valid
	KPG. 8		0.827	Valid
	KPG. 9		0.866	Valid
Teacher motivation_X2	MG. 1	0.636	0.844	Valid
	MG. 2		0.793	Valid
	MG. 3		0.769	Valid
	MG. 4		0.843	Valid
	MG. 5		0.732	Valid
	MG. 6		0.759	Valid
	MG. 7		0.826	Valid
	MG. 8		0.784	Valid

	MG. 9		0.820	Valid
	MG. 1		0.844	Valid
Training_X3	D.1	0.661	0.867	Valid
	D. 10		0.821	Valid
	D.2		0.901	Valid
	D.3		0.750	Valid
	D.4		0.741	Valid
	D. 5		0.846	Valid
	D. 6		0.766	Valid
	D.7		0.854	Valid
	D. 8		0.728	Valid
	D. 9		0.833	Valid
Teacher_Y performance	KG. 1	0.641	0.902	Valid
	KG. 10		0.870	Valid
	KG. 2		0.746	Valid
	KG. 3		0.721	Valid
	KG. 4		0.842	Valid
	KG. 5		0.767	Valid
	KG. 6		0.787	Valid
	KG. 7		0.784	Valid
	KG. 8		0.771	Valid
	KG. 9		0.803	Valid

### 3.1.2 Reliability Test

Cronbach Alpha and Composite there were reliability tests carried out. as reliability measures in this study and use 2 type. Cronbach's alpha is a measure of minimum confidence. If the Cronbach alpha for the data is more than 0.7, then the data is considered credible. Composite reliability, on the other hand, is a true measure of variable reliability. If the total reliability score for a data set is greater than 0.7, we classify it as highly reliable.

**Table 2.** reliability test

	Cronbach's Alpha	Composite Reliability
Training_X3	0.942	0.951
Teacher_Y performance	0.937	0.947
Teacher Competency_X1	0.938	0.947
Teacher motivation_X2	0.928	0.940

### 3.1.3 R-Square test

Researchers utilise the R-Square Coefficient determination (R-Square) test to assess the extent to which exogenous variables impact endogenous variables. The R-Square value is generated using the data obtained from a statistical analysis conducted with the assistance of smartPLS software.

**Table 3.** R-Square test

	R Square	R Square Adjusted
Teacher_Y performance	0.985	0.984

The test results indicate that the R square score for teacher performance is 0.985, suggesting that teacher competence, motivation, education, and training collectively contribute to 98.5% of teachers'

job performance. The remaining 1.2% is influenced by unexplained variables not addressed in this study.

### 3.1.4 Hypothesis testing

	Original Sample (O)	T Statistics ( O /STDEV)	P Values
Training_X3 -> Teacher_Y Performance	0.419	6.142	0.000
Teacher Competence_X1 -> Teacher_Y Performance	0.120	2,273	0.023
Teacher_X2 Motivation -> Teacher_Y Performance	0.465	6,218	0.000

## 3.2 Discussion

### 3.2.1 Training\_X3 affects Teacher\_Y performance

The results of testing the training and education hypothesis with teacher performance obtained a score ( $p = 0.419$ ) with a  $p$  value of 0.000 ( $p > 0.05$ ) and a  $t$  statistic of 6.142 ( $p < 1.96$ ) indicating that there is a significant positive relationship between education and training variables on teacher performance. The better the training education, the better the teacher's performance will be. Several previous studies have also shown that education and training have an effect on teacher performance (Ezekiel-Hart, Enyinna and Jessica, 2021). In addition, Improving the quality of education is a prerequisite for producing high-quality educators/teachers. In the sense that, if the quality of education and training is carried out efficiently, this will be the case, the quality of teachers will be high (Rais, 2019). In research by Mislia et al. (2021) shows that training has a positive and significant effect on teacher performance, and is supported in the research of Sluijsmans et al. (2002) which says that training has a substantial impact on teachers' effectiveness, and that the more training teachers receive, the more effective they will be. Similarly, the results of Hikmah, (2019) indicated a significant increase in teachers' knowledge and skills after they received training to enhance teacher performance.

### 3.2.2 Teacher\_X1 competence affects Teacher\_Y performance

The results of testing the hypothesis of teacher competence with teacher performance obtained a score ( $p = 0.120$ ) with a  $p$  value of 0.023 ( $p > 0.05$ ) and a  $t$  statistic of 2.273 ( $p < 1.96$ ) indicating that there is a significant positive relationship between teacher competency variables on teacher performance. The greater the teacher's competence, the higher the teacher's performance. The performance is a natural consequence of motivation and ability. Individuals must possess a specific level of preparedness and skill in order to complete a task and perform work. Without a clear comprehension of what to do and how to do it, an individual's willingness and abilities are insufficient to accomplish a task. Ability influences a person's comprehension of the nature of work and the skills required to perform it. Therefore teachers must be able to improve their abilities and skills (Ezekiel-Hart, Enyinna and Jessica, 2021). Furthermore, logically it can be understood that the greater weight of teacher performance is related to lesson planning, implementation of learning, evaluation of learning outcomes, and implementation of other tasks assigned by the principal. This is in line with Law No. 20 of 2003, which says in Chapter XI, Article 39, paragraph 2, that educators (teachers) are professionals who are responsible for planning and carrying out the learning process, evaluating the learning outcomes, and guiding and training students. Consequently, it can be argued that the greater

the pedagogical and professional competence of instructors, the greater the student achievement, the higher the teacher's performance (Sulisworo et al., 2016).

### 3.2.3 Teacher\_X2 motivation affects Teacher\_Y performance

The results of testing the hypothesis of teacher motivation and teacher performance obtained a score ( $p = 0.465$ ) with a  $p$  value of  $0.000$  ( $p > 0.05$ ) and a  $t$  statistic of  $6.218$  ( $p < 1.96$ ), indicating that there is a significant positive relationship between the variables of teacher motivation on teacher performance. The better the teacher's motivation, the better the teacher's performance will be. In this case, work motivation is one of the psychological factors that affect performance. Teacher performance is significantly influenced by their work motivation, this can influence factors related to physical needs, security, affection, respect, and teacher actualization. Teachers think that under any circumstances they must carry out their duties properly and show good performance (Handayani, Krozer and Filatova, 2019). Besides, in the research by Andriani et al., (2018) States that motivation has a positive and significant effect on teacher performance can be accepted and proven true where the work motivation variable has a positive influence on performance, meaning that every increase in work motivation and will improve teacher performance. This is due to the fact that motivation is a psychological process that stimulates and directs behavior toward the attainment of objectives or goal-directed behavior. Managers, in this instance principals, must comprehend the psychological process if they are to successfully encourage teachers to work towards organizational goals. If employees are highly motivated to attain their individual objectives, they must enhance their performance (Su et al., 2022). Increased worker performance will also increase organizational performance. Therefore, increasing worker motivation will improve individual, group, and organizational performance so that it can accomplish the established organizational goals (Jain et al., 2019).

## 4. CONCLUSION

The findings of this study suggest that teacher performance in SD Bolangitang Barat, Bolaang Mongondow Utara district, is influenced by factors such as education and training, competence, and teacher motivation. Therefore, it can be inferred that to enhance the performance of school teachers, it is essential to offer educational and training initiatives and implement programmes aimed at enhancing teacher competence. Furthermore, the instructor must possess a strong sense of drive in order to enhance their own performance effectively. This study is limited by the use of self-report data or teachers' subjective evaluations of their competence, motivation, and performance. This study may encounter bias issues because subjects' self-perceptions may not consistently align with reality or be impartial. Furthermore, the study solely examines the correlation between competence, motivation, and training variables and teacher performance, neglecting to address other factors that can influence teacher performance variables. The idea for further research is to conduct a comprehensive and detailed investigation into the aspects that can influence teacher performance. This would yield more precise information regarding the components that impact teacher performance.

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