*Original Research Article*

**THE IMPACT OF COMPETENCE AND TRAINING ON THE PERFORMANCE OF TEACHERS OF SENIOR HIGH SCHOOL 10 DEPOK THROUGH WORK MOTIVATION AS VARIABLE INTERVENING**

**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 in this study is using the 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 that there was a 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.

## 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. 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.

Based on the results of the supervision assessment, attendance, the results of previous researchers on distance learning, and the results of the teacher pre-survey conducted by the principal and researchers. The following is the supervision data for SMA Negeri 10 Depok teachers in the last 3 years:

**Table 1. Supervision Teacher Data**

| Rate | Year | | |
|------|------|------|------|
| | 2017-2018 | 2018-2019 | 2019-2020 |
| Excellent | 63% | 47% | 26% |
| Good | 20% | 40% | 15% |
| Sufficient | 17% | 16% | 59% |

Source: Processed Data (2021)

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 1in 2020 there was a decrease in performance assessment with a very good assessment category of 21%. 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 43%, this is suspected to be one of the causes of the decline in teacher performance.

## 2. MATERIAL AND METHODS

### 2.1 Competence
competence is a matter related to individual abilities and skills to achieve the expected results (International Organization for Standardization in Lukiyani & Simbolon, 2022).

### 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 (2021).

### 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 (2017) 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.

### 2.5 Fig 1: Framework
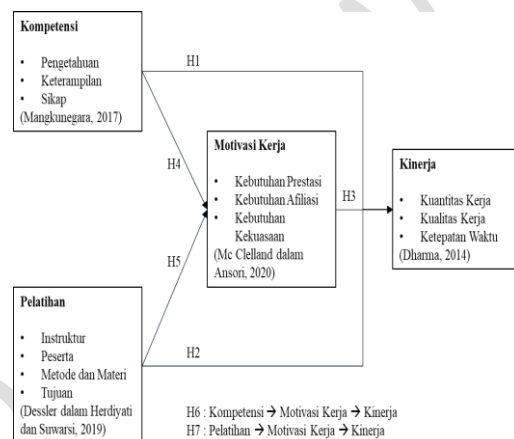


### 2.6 Research design
Research design is a guideline or technique in planning a research, useful as a guide to form a strategy at the beginning of research planning. This research is causal descriptive. Descriptive research aims to describe certain characteristics that are ongoing at the time the research is conducted, and examine the causes of a certain symptom in the research variables.

### 2.7 Population
Total population was saturated so that the entire population was used as the research sample by Sujarweni (2019). The population in this study were all teachers 70 respondents.

### 2.8 Sample
The sample in this study were all teachers 70 respondents.

### 2.9 Methods Of Data Analysis

Data collection was obtained by distributing questionnaires to research respondents by distributing a list of questions. by using a table with descriptive statistical analysis and reliability and validity tests using the PLS program. 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
### Table 2. Test for Variable Validity in Research

| Variable | Indicator | Outer Loding | Information |
|---|---|---|---|
| | COM1 | 0.938 | Valid |
| | COM2 | 0.794 | Valid |
| | COM3 | 0.897 | Valid |
| Competence | COM4 | 0.796 | Valid |
| | COM5 | 0.853 | Valid |
| | COM7 | 0.837 | Valid |
| | COM8 | 0.809 | Valid |
| | TRA1 | 0.895 | Valid |
| | TRA3 | 0.973 | Valid |
| | TRA4 | 0.935 | Valid |
| | TRA5 | 0.959 | Valid |
| Training | TRA6 | 0.956 | Valid |
| | TRA7 | 0.976 | Valid |
| | TRA10 | 0.887 | Valid |
| | TRA11 | 0.939 | Valid |
| | TRA12 | 0.872 | Valid |
| | MOT1 | 0.842 | Valid |
| | MOT2 | 0.876 | Valid |
| Motivation | MOT3 | 0.853 | Valid |
| | MOT5 | 0.734 | Valid |
| | MOT6 | 0.809 | Valid |
| | MOT7 | 0.801 | Valid |
| | PER1 | 0.939 | Valid |
| | PER2 | 0.719 | Valid |
| | PER4 | 0.870 | Valid |
| Performance | PER6 | 0.785 | Valid |
| | PER7 | 0.884 | Valid |
| | PER8 | 0.779 | Valid |
| | PER9 | 0.960 | Valid |
| | PER10 | 0.967 | Valid |

Source: Processed Data (2022)

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

### Table 3. Average Variance Extracted (AVE)

| | Average Variance Extracted (AVE) |
|---|---|
| Competence | 0.719 |
| Training | 0.871 |
| Motivation | 0.673 |
| Performance | 0.752 |

Source: Processed Data (2022)

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

### Table 4. Result Cross Loading

| | X1 | X2 | X3 | Y |
|---|---|---|---|---|
| COM1 | 0.938 | 0.737 | 0.925 | 0.970 |
| COM2 | 0.794 | 0.464 | 0.619 | 0.689 |
| COM3 | 0.897 | 0.606 | 0.762 | 0.822 |
| COM4 | 0.796 | 0.694 | 0.700 | 0.777 |
| COM5 | 0.853 | 0.605 | 0.711 | 0.747 |
| COM7 | 0.837 | 0.516 | 0.682 | 0.683 |
| COM8 | 0.809 | 0.685 | 0.704 | 0.699 |
| TRA1 | 0.626 | 0.895 | 0.565 | 0.595 |
| TRA3 | 0.739 | 0.973 | 0.711 | 0.747 |
| TRA4 | 0.676 | 0.935 | 0.626 | 0.644 |
| TRA5 | 0.714 | 0.959 | 0.684 | 0.723 |
| TRA6 | 0.686 | 0.956 | 0.646 | 0.689 |
| TRA7 | 0.764 | 0.976 | 0.737 | 0.759 |
| TRA8 | 0.629 | 0.887 | 0.566 | 0.600 |
| TRA9 | 0.706 | 0.939 | 0.681 | 0.680 |
| TRA10 | 0.563 | 0.872 | 0.502 | 0.541 |
| MOT1 | 0.689 | 0.558 | 0.842 | 0.749 |
| MOT2 | 0.859 | 0.662 | 0.876 | 0.888 |
| MOT3 | 0.671 | 0.538 | 0.853 | 0.711 |
| MOT5 | 0.662 | 0.406 | 0.734 | 0.707 |
| MOT6 | 0.724 | 0.671 | 0.809 | 0.688 |
| MOT7 | 0.635 | 0.520 | 0.801 | 0.658 |
| PER1 | 0.823 | 0.662 | 0.849 | 0.939 |
| PER2 | 0.719 | 0.431 | 0.602 | 0.764 |
| PER4 | 0.746 | 0.612 | 0.761 | 0.870 |
| PER6 | 0.730 | 0.552 | 0.706 | 0.785 |
| PER7 | 0.819 | 0.645 | 0.803 | 0.884 |
| PER8 | 0.722 | 0.652 | 0.726 | 0.779 |
| PER9 | 0.873 | 0.701 | 0.873 | 0.960 |
| PER10 | 0.868 | 0.692 | 0.890 | 0.967 |

Source: Processed Data (2022)

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

### Table 5. Result Fornell-Larcker

| Variable | Competence | Training | Motivation | Teacher Performance |
|---|---|---|---|---|
| **Competence** | **0.917** | | | |
| Training | 0.848 | **0.901** | | |
| Motivation | 0.867 | 0.820 | **0.868** | |
| Teacher Performance | 0.731 | 0.718 | 0.687 | **0.933** |

Source: Processed Data (2022)

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 Realibility Test

**Table 6. Result Composite Reliability and Cronbach's Al**pha

| Variabel | Composite Reliability | Cronbach's Alpha |
|---|---|---|
| Competence | 0.947 | 0.934 |
| Training | 0.984 | 0.981 |
| Motivation | 0.925 | 0.902 |
| Teacher Performance | 0.960 | 0.951 |

Source: Processed Data (2022)

All constructs have good reliability

in accordance with the minimum value limit that has been required.

## 3.3 Test of Coefficient of Determination
**Table 7. Result R-square**

| Variabel | R-square | R-square Adjusted |
|---|---|---|
| **Motivasi** | 0.760 | 0.752 |
| **Kinerja Guru** | 0.886 | 0.881 |

Source: Processed Data (2022)

Based on the adjusted r-square value in Table 4.10, 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. 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.

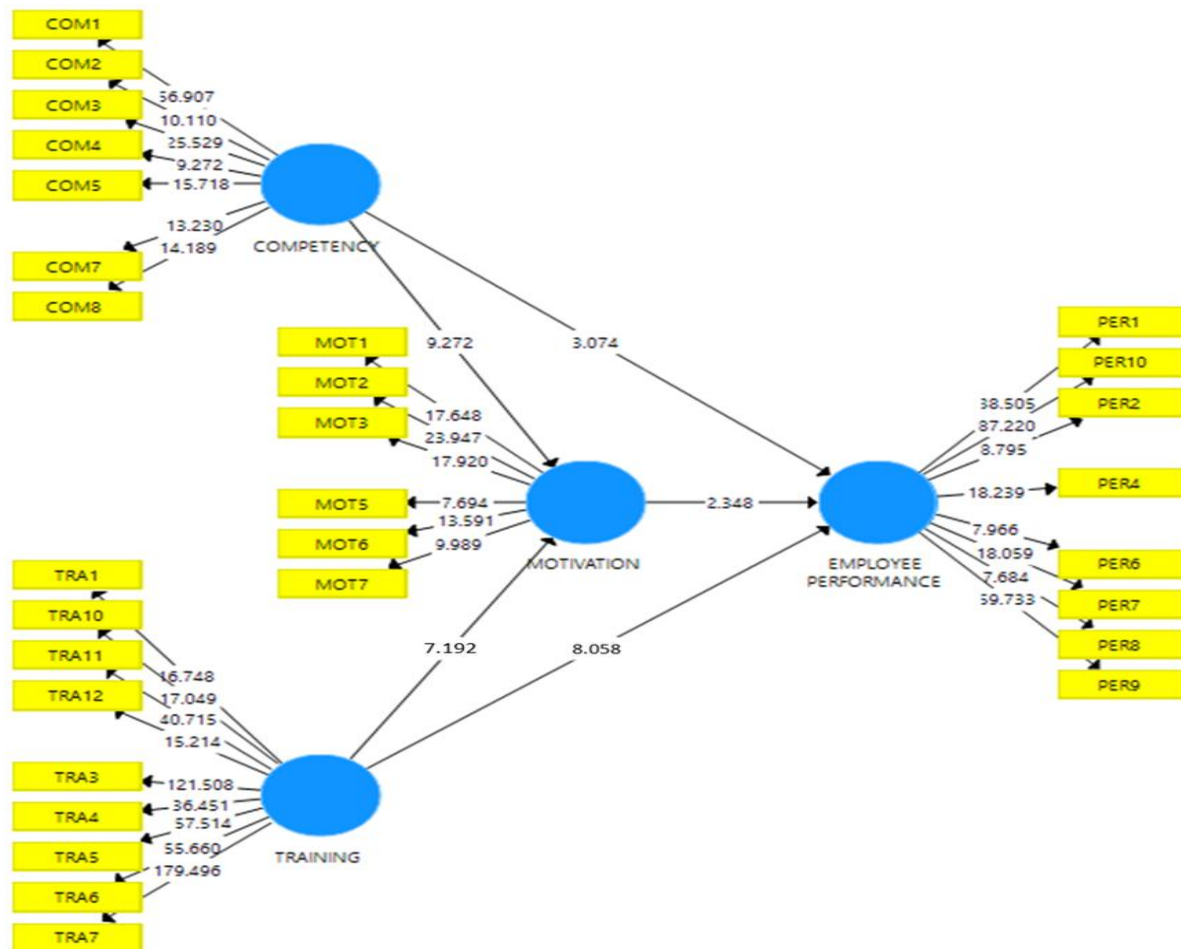## 3.4 Testing for Partial Variables (t-Test)
**Result Boostraping**

FIG2: Path coefficient analysis model

| Hypothesis | Original Sample (O) | Sample Mean (M) | Standar Deviation (STDEV) | T Statistik (|O/STDEV|) | P Values |
|---|---|---|---|---|---|
| **Competence -> Teacher Performance** | 0.516 | 0.485 | 0.168 | 3.074 | 0.001 |
| **Training-> Teacher Performance** | 0.556 | 0.544 | 0.069 | 8.058 | 0.000 |
| **Motivation-> Teacher Performance** | 0.415 | 0.456 | 0.177 | 2.348 | 0.009 |
| **Competence -> Motivation** | 0.786 | 0.794 | 0.085 | 9.272 | 0.000 |
| **Training-> Motivation** | 0.712 | 0.711 | 0.099 | 7.192 | 0.000 |
| **Competence -> Motivation-> Teacher Performance** | 0.526 | 0.565 | 0.154 | 3.416 | 0.000 |
| **Training-> Motivation -> Teacher Performance** | 0.470 | 0.455 | 0.055 | 8.545 | 0.000 |

**Table 8: Path Coefficients dan Special Indirect Effect**

1) The test results show 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 has 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 is proven to have a positive influence on teacher performance.

2) The test results show 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 has 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 is proven to have a positive effect on teacher performance.

3) The third hypothesis examines whether motivation positively affects teacher performance. The test results show 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 has 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 show that the t-statistic value of competence on work motivation is 9.272 > 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 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 work motivation is proven to have a positive influence on 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 competence 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.

## CONCLUTION

1. Competence has a positive and significant effect on teacher

performance, while the indicator that has a big influence is the ability to work competitively.

2. Training has a positive and significant effect on teacher performance, while theindicator that has a major influence is the variance of participant participation.

3. Work motivation has a positive and significant effect on teacher performance, while the indicator that has a big influence is the willingness to complete tasks from superiors

4. Competence has a positive and significant effect on work motivation, while the indicator that has a big influence is the ability to work competitively.

5. Training has a positive and significant effect on work motivation, while the indicator that has a big influence is the variance of participant participation.

6. Work motivation has a positive and significant effect on intervening the influence of competence on teacher performance

7. Work motivation has a positive and significant effect on intervening the effect Work motivation has a positive and significant effect on intervening the effect of training on teacher performance.

## RECOMMENDATION

Based on the results of the study the authors provide some suggestions as follows:
1. For the next researcher
It can be suggested to conduct research on teacher performance through various other independent variables (outside of the three research variables that have been described) along with other intervening variables (motivation or others) using similar data processing techniques using Path Analysis or it can also use other research methods.

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