

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.

Keywords: Competence, Training, Motivation, Teacher Performance

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:

Comment [U1]: Please consider this title: "THE COMPETENCE AND TRAINING OF THE PERFORMANCE OF TEACHERS IN SENIOR HIGH SCHOOL 10 DEPOK: A BASIS FOR MOTIVATIONAL INTERVENTION PROGRAM."

Comment [U2]: Consider this statement: "The data analysis technique used is Evaluation Model in PLS-SEM Evaluation of the Measurement Model and Evaluation of the Structural Model with the help of Smart PLS software."

Comment [U3]: Please correct grammar: ".there were positive and significant effects of"

Comment [U4]: INTRODUCTION is composed of one column while the others have two columns. You may transfer INTRODUCTION on the second page for uniformity.

Comment [U5]: Where is the close apostrophe?

Comment [U6]: There is a missing thought. Please review.

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 1 in 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).

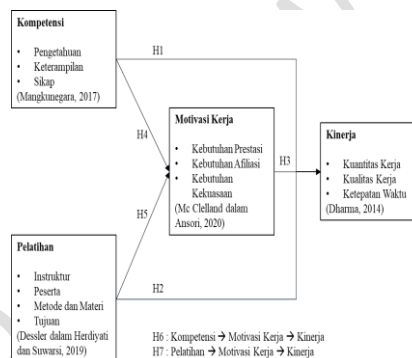
2.3 Motivation

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

Comment [U11]: Please translate figure 1 into English language.

Comment [U7]: Please lessen the size of the font in order to

Comment [U12]: Capitalize letter "D".

Comment [U8]: Please consider this statement: "Based on the Table 1: Supervision Teacher Data at SMAN 10 Depok from 2017 to 2020, the rate of teacher's performance under Excellent and Good is decreasing while Sufficient was decreased in 2018-2019 and increased in 2019-2020."

Note: If you will discuss the % of increase and decrease, please include the details in the table.

Comment [U9]: Use Methodology instead Material and Methods. There is no such materials used since it is descriptive and not experimental research.

Comment [U13]: Please consider this statement: "This is a causal descriptive research that 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."

Comment [U14]: You may consider this statement: "The total 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."

Revise this statement to make it more clearer to the reader.

Comment [U15]: This author was not mentioned in the REFERENCES.

Comment [U16]: Since you the population as your sample, you can remove this 2.8 SAMPLE.

Comment [U10]: Please include this discussion in INTRODUCTION.

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 Loading	Information
Competence	COM1	0.938	Valid
	COM2	0.794	Valid
	COM3	0.897	Valid
	COM4	0.796	Valid
	COM5	0.853	Valid
	COM7	0.837	Valid
	COM8	0.809	Valid
Training	TRA1	0.895	Valid
	TRA3	0.973	Valid
	TRA4	0.935	Valid
	TRA5	0.959	Valid
	TRA6	0.956	Valid
	TRA7	0.976	Valid
	TRA10	0.887	Valid
	TRA11	0.939	Valid
Motivation	TRA12	0.872	Valid
	MOT1	0.842	Valid
	MOT2	0.876	Valid
	MOT3	0.853	Valid
	MOT5	0.734	Valid
	MOT6	0.809	Valid
	MOT7	0.801	Valid
Performance	PER1	0.939	Valid
	PER2	0.719	Valid
	PER4	0.870	Valid
	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

Comment [U17]: Please consider this statement: "Data collection was obtained by distributing questionnaires to research respondents. The validity and the reliability of the instrument were tested using PLS program. The data analysis technique used in this research is SEM technical analysis with Partial Least Square (PLS)."

Comment [U18]: The validity of the instrument should be discussed in the METHODOLOGY.

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 Alpha

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.

Comment [U19]: The reliability of instrument should be discussed in the METHODOLOGY.

3.4 Testing for Partial Variables (t-Test)

Result Bootstraping

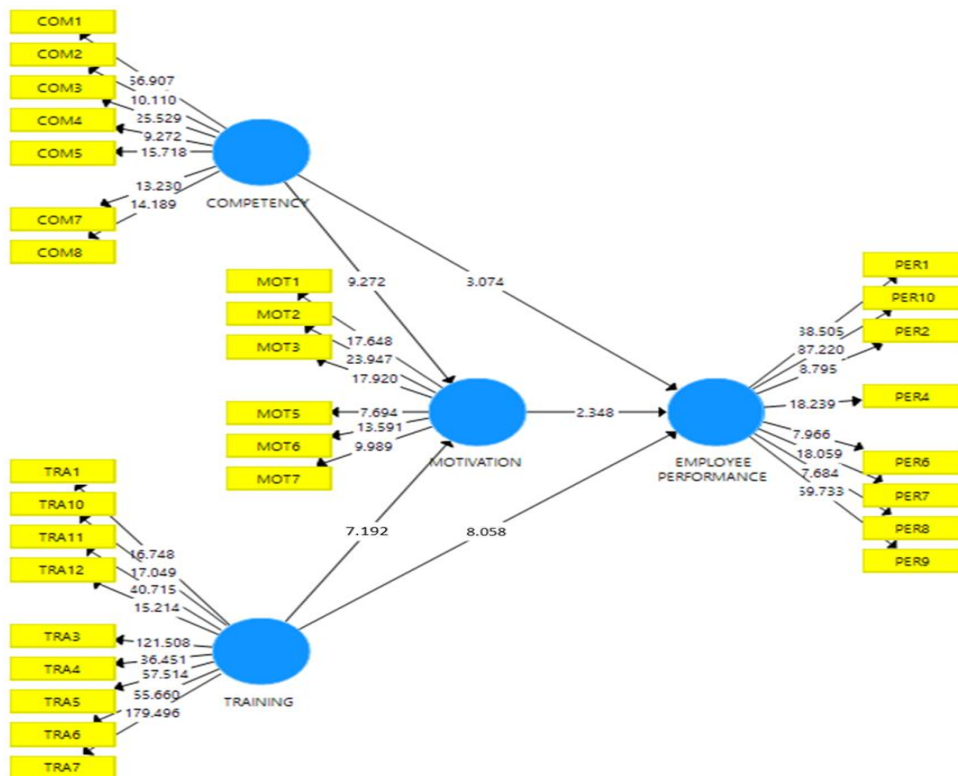


FIG2: Path coefficient analysis model

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

Comment [U20]: What this word means?

Source: Processed Data (2022)

- 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.

CONCLUSION

1. Competence has a positive and significant effect on teacher

Comment [U21]: It must be "shown" past tense.

Comment [U22]: Change to "had".

Comment [U23]: Change to "was proven".

Comment [U25]: Change to "CONCLUSIONS"

Comment [U24]: Please align.

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

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.

Comment [U26]: Restate this statement and consider this style: "Competence has a positive and significant effect on teacher performance which can influence the ability to work competitively."

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

Comment [U31]: Please improve RECOMMENDATIONS.

You may suggest a motivation program on how to improve the performance of the teachers by stating the areas to be improved/developed.

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

Comment [U27]: Provide space between two words.

Comment [U28]: Please consider this statement: "Training has a positive and significant effect on teacher performance which can influence the participant to participate."

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.

Comment [U29]: Please consider this statement: "Work motivation has a positive and significant effect on teacher performance which can influence the willingness to complete tasks from superiors."

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.

Comment [U30]: Please restate. See comments on CONCLUSIONS No. 1-3.

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

REFERENCE

- AgustiningTyas, V. E., Tyasari, I., & Yogivaria, D. W. (2020). The Influence of Good Governance, Government Internal Control System, Human Resource Competence on the Quality of Local Government Financial Reports (LKPD) in Malang City OPD. *Journal of Accounting Student Research*, 8(1).
- Anshori, M. I., Sutrisno, B., & Gani, E. (2020). Motivational Approach Mc. Clelland on the Accuracy of Completion of Studies Through Commitment to Tasks (Studies on Management Students, Faculty of Economics and Business, University of Trunojoyo Madura). *Competence: Journal of Management Studies*, 14(1), 9-25.
- Arifin, M. (2018). The influence of organizational culture, principal leadership and motivation on the performance of educators at SMPN 2 Paciran (Doctoral dissertation, UIN Sunan Ampel Surabaya).
- Bolung, R. V., Moniharapon, S., & Lumintang, G. G. (2018). The Effect of Training and Compensation on Employee Performance at Bpmpd of North Sulawesi Province. *EMBA Journal: Journal of Economic Research, Management, Business And Accounting*, 6(3).
- Cahyani, N. L. P. A. (2017). The Effect of Emotional Intelligence, Motivation, and Training on the Performance of State Civil Apparatus in the General Bureau of the Regional Secretariat of North Sulawesi Province. *Politico: Journal of Political Science*, 6(1), 160800.
- Dessler, G. (2015). *Human Resource Management*. Jakarta: Four Salemba.
- Dessler, Gary. 2015. *Human Resource Management, Tenth Edition Volume Two*. Jakarta : PT Index.
- Dharma, A. (2014). *Performance of Supervisors at Madrasah Tsanawiyah Negeri Bukit Raya Pekanbaru City* (Doctoral dissertation, Sultan Syarif Kasim State Islamic University, Riau).
- Dimas, P., & Simanjuntak, D. (2017). The Effect of Education and Training on Work Productivity at the Branch Office of the Kualuh Hulu District Education Office, Labuhanbatu Utara. *ECOBISMA (Journal of Economics, Business and Management)*, 4(2), 64-76.
- Giantoro, H. M., Haryadi, H., & Purnomo, R. (2019). The influence of teacher competence, principal leadership according to teacher perceptions and work motivation on the performance of state vocational high school teachers in Puralingga district. *Journal of Economics, Business, and Accounting*, 21(2).
- Hamzah B. Uno Haji. 2016. *Educational Profession*. Jakarta: Earth Literacy
- Herdiyati, S. D., & Suwarsi, S. (2019). The Effect of Training on Entrepreneurship Competence at

Comment [U32]: Make it plural: REFERENCES.

Please check your REFERENCE format. The publisher of the book was not included.

See <https://apastyle.apa.org/style-grammar-guidelines/references>

- PMI Purna in Majalengka Regency. Management Proceedings, 278-284.
- Hidayatullah, R. (2018). Factors Affecting Teacher Performance. Economic Education, 201.
- Ibrahim, A. (2016). Analysis of the implementation of quality management of operational performance in the extractive industry in North Sulawesi. EMBA Journal: Journal of Economic Research, Management, Business and Accounting, 4(2).
- Khurotin, N. (2018). Analysis of Training and Human Resource Development at PT Beon Intermedia Malang Branch (Doctoral dissertation, Universitas Brawijaya).
- Lukiyana, L., & Simbolon, N. L. (2022). Building Generation Z Competence in the Industrial Revolution 4.0 at Generation Z at Sman 25 Gambir, Central Jakarta. Journal of the Empowerment of the Archipelago, 2(1), 7-21.
- Mangkunegara, A. A. P., & Puspitasari, M. (2015). Teacher emotional intelligence, job stress, and high school teacher performance. Journal of Education: Learning Innovation Research, 45(2).
- Mawanda, A. H. (2018). Disharmony in the Implementation of Competency Certification in the Field of Geospatial Information Technology. In National Seminar on Information Technology (Vol. 1, pp. 831-838).
- Muslimah, N. N. (2016). The Influence of Competence on Employee Performance. JMK (Journal of Management and Entrepreneurship), 1(2), 152-161.
- Nugroho, F. A. (2017). The Influence of Organizational Culture, Leadership and Work Motivation on Employee Performance at Pt Bank Danamon Semm Area Ngawi Division. Equilibrium: Scientific Journal of Economics, 12(2), 119-124.
- Regulation of the State Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009
- Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007
- Reza, M., & Yani, A. S. (2021). The Effect of Herzberg's Training and Motivation on Employee Performance With Work Commitment as Moderating Variable at Ahass Mitra Gemilang Motorcycle Dealer (Cilincing Branch). Economic Studies Media, 24(2).
- Santoso, H., Utari, W., & Prasetyo, I. (2021). The Influence of Competence and Training on Teacher Performance With Motivation as an Intervening Variable at Smk Nahdlatul Ulama Balikpapan. Journal of Business Managerial, 5(2), 115-126.
- Saragih, N. N., Syahputri, Y., & Pribadi, T. (2020). The Effect of Social Security and Job Training on Employee Performance at BPR Karya Murni Menteng Medan. Scientific Journal of Management and Business (Jimbi), 1(2).
- Sinambela, S., Naibaho, P., Simanjuntak, E., & Wijangkara, G. (2021). The Influence of Work Discipline, Job

- Training and Motivation on Employee Performance. *Journal of Strategic Management and Business Applications*, 4(1), 217-240.
- Siswoyo, H. (2017). sem method for management research with amos lisrel pls. Luxima Metro Media, East Jakarta, 6, 43-67.
- Sudarmanto, B. (2019). Improving Teacher Performance in Developing RPP Through Fostering a Program for Reading Library Reference Books at SMPN 2 Mejiyan for the 2017/2018 Academic Year. *Reflex Journal the Learning (JRP)*, 4(3), 11-20.
- Sugiyono. 2019. *Qualitative Research Methods and R&D*. Bandung : Alfabeta
- Sulaefi, S. (2017). The Effect of Training and Development on Work Discipline and Employee Performance. *Journal of Management and Entrepreneurship*, 5(1), 8-21.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System
- Vizzya, R., & Afrianty, T. W. (2017). *Analysis of Training and Human Resource Development in Female Daily Network* (Doctoral dissertation, Brawijaya University).
- Wibowo, N. (2016). Efforts to reduce the competency gap of vocational high school graduates with the demands of the industrial world. *Journal of Technology and Vocational Education*, 23(1), 45-59.
- Widiastuti, N. (2018). The Role of Sewing Courses and Training Institutions in Strengthening Community Empowerment Management in Padalarang Village. *Comm-Edu (Community Education Journal)*, 1(2), 30-35.
- Yusica, T. N. (2017). Aktivitas Pengembangan Kompetensi Sumber Daya Manusia Dalam Pengelolaan Pelayanan Ibadah Haji. *Anida (Aktualisasi Nuansa Ilmu Dakwah)*, 17(2), 113-126.
- Zahroh, M. N. (2017). Evaluasi Kinerja Guru Dalam Peningkatan Mutu Pendidikan Di Yayasan Al Kenaniyah Jakarta Timur. *Jurnal Manajemen Pendidikan*, 8(2), 139-149.

UNDER PEER REVIEW