

THE EFFECT OF TEACHER COMPETENCE AND DISCIPLINE ON TEACHER'S PERFORMANCE IN SMA NEGERI 9 KUPANG

Uli Dia Marbun, Hikmah and Anthon S.Y Kerihi
Nusa Cendana University
Marbun.ulidiah00@gmail.com

ABSTRACT

This study discusses about the competence and discipline of teachers in SMA Negeri 9 in Kupang City. The populations of this research are 67 people that consist of 38 civil servant teachers, 9 contract teachers, and 20 honorary teachers. The sample in this study replaced 40 teachers determined by the Solvin formula. The technique used in this research is accidental sampling. The data analysis technique used is multiple linear regression analysis. Data collection techniques in this study are observation, documentation and questionnaires. The data analysis technique used in this study was quantitative descriptive. The results showed that Teacher Competency and Discipline at SMA Negeri 9 in Kupang City is included in the high category of Teacher Performance that classified as medium and Teacher Competency and Discipline are jointly directly related to the Teacher Performance. It means that more higher the Competence and discipline of the teacher, more higher the increasing of teacher's ability in SMA Negeri 9 in Kupang City.

Keywords: competence, teacher discipline, teacher performance

INTRODUCTION

Education is one of media that is needed by every human being because it is strategic in the development of a nation, especially in its human resources. One component is the teacher who is the most important element in the educational system, especially in schools. All other components are the curriculum, facilities, costs, and so on, will not be meaningful if the quality of the teacher is low, whether seen from the context of competence, discipline, motivation and performance (Sukmadinata, 2009). In fact, the public awareness has been growing that there will be no quality education, without the presence of professional teachers with sufficient numbers (Priansa, 2014). The role of the teachers is important in transforming educational inputs, to the point that many experts state that there will be no change or improvement in the quality of education without changes and improvements of teacher's quality.

The Teacher performance could be a problem in a number of schools in Indonesia, One of is in SMA Negeri 9 of Kupang City. There are some problems found in that school such as about teacher competency and teacher discipline. By seeing those problems in that school, there are some teachers do not have a complete learning device so the teaching and learning processes that occurred not effective and efficient. Seen from the discipline, The teachers in that school are indiscipline on the schedule of before or after school hours, where time for school activity starts at 7:00 a.m. and stops at 3:00 pm. In addition, problems were also found, regarding to the teachers not doing follow-up activities to the students by informing upcoming topics that will be discussed at the next meeting, this is very important to the students to be followed, so they can prepare them-self by learning the upcoming topics that will be discussed.

The problems above need attention and in-depth study, especially for the world of education, policy makers, teachers, prospective teachers, and anyone who is committed to develop the quality of education in Indonesia. This study aims to determine the effect of teacher competence and discipline on teacher performance in SMAN 9 in Kupang city.

LITERATURE REVIEW

1. Teacher Performance

The teacher's performance can be seen when she or he carries out teaching and learning interactions in class including preparation both in the form of semester programs and teaching preparation. The teaching and learning process is not as simple as that seen when the teacher delivers the subject matter in class, but in carrying out good learning a teacher must prepare well so that when carrying out learning can be directed to the aim of the learning objectives contained in the indicators of learning success. The learning process is a series of activities carried out by a

teacher starting from the preparation of learning, the implementation of learning until the final stages of learning is the implementation of evaluations and improvements for students who have not been successful at the time of the evaluation.

2. Teacher Competence

Competence is a basic characteristic of an individual who is causally related to achieve the criteria needed in occupying a position (Spencer in Palan, 2007). Competence consists of 5 types of characteristics, namely motives (a consistent willingness as being the cause of action), innate factors (consistent character and response), self-concept (self-image), knowledge (information in a particular field) and skills (ability to carry out tasks).Based on the views and opinions about teacher competencies, the synthesis in this study is the ability of teacher to integrate the ability of personnel that reflects a steady personality. The indicators in this study are: a) pedagogical competence; b) personality competence; c) social competence; and d) professional competence.

3. Teacher Discipline

According to the English term, the word discipline comes from the word discipline which means orderly, obedient or controlling behavior, self-control, self-control, training to shape, straighten or perfect something as a mental ability or moral character; the penalty given to train or improve; collection or system of rules for behavior (Mac Millan Distionary, 1979 in Tu'u, 2004).

The indicators of discipline according to Tabrani (2006) are, on time, assertive and responsible, therefore, it can be understood that a teacher should instill a sense of responsibility for the tasks assigned to him, namely educating, teaching and training. Educating means continuing and developing life values, teaching assignment means continuing and developing

science and technology, while training is developing skills in students. So that the goals of education and teaching can be achieved as well as possible. Besides that, other tasks and work that should not be forgotten should not be forgotten. In addition to his duties as a teacher in schools, teachers are also members of the community who have other duties and obligations.

4. Thinking Framework

- a. The Effect of Teacher Competence on Teacher Performance Competence is an ability. According to Syah (2000) in Rasto, competence is an ability, state of authority or fulfill requirements according to legal provisions. Furthermore, according to Syah, states that teacher competence is the ability of a teacher to carry out their responsibilities responsibly and properly, the competency possessed by each teacher will indicate the quality of teachers in teaching. The competence will be realized in the form of mastery of knowledge and professionals in carrying out its function as a teacher. According to Government Regulation No. 19 of 2005, teachers must have adequate competence, the intended competencies are pedagogical competencies, professional competencies, personal competencies and social competencies.
- b. The Effect of Teacher Discipline on Teacher Performance A disciplined teacher is defined as a teacher who always comes and goes home on time, does all the work well, obey all applicable organizational rules and social norms. Good discipline reflects the magnitude of one's sense of responsibility for the tasks assigned to her/him. This encourages enthusiasm for work, and supports the realization of organizational , employee and community goals. Thus discipline is very important in efforts to improve the performance of an organization or company. In other words, undiscipline individual can damage the performance of an organization or company. Teacher's work discipline is an act of someone to obey the rules that have been

mutually agreed upon. This action if done correctly and continuously will become a habit that is embedded in the teacher's behavior and will help to achieve the specified work goals. High discipline will be able to build professional performance because a good understanding of the discipline of the teacher is able to observe the rules and strategic steps in carrying out the process of teaching and learning activities. The ability of teachers to understand the rules and implement the right rules, both in relationships with other personnel at school and in the teaching and learning process in the classroom is very helpful in efforts to teach students towards better. Discipline for teachers is an integral part in carrying out their duties and obligations.

- c. The Effect of Teacher Competence and Discipline on Teacher Performance Whether or not the teacher's performance can be influenced by competency and work discipline factors. An employee who already has competence and has a high work discipline will tend to have a better / higher performance, because competence can provide opportunities for teachers to expand work skills, while work discipline is needed in order to be able to carry out work programs to achieve the goals has been established. If teacher has a teacher competency in accordance with his profession and high teacher discipline, it will help to improve teacher performance.

1) Research Hypothesis

The Hypothesis is a temporary answer that still needs to be tested the truth. This hypothesis is proposed in order to help researchers obtain a picture of the possibilities and direction of research action and analysis of research results as a temporary answer in conducting further studies. The hypotheses in this study are as follows:

1. Effect of teacher competence on teacher performance

H1 : There is a significant influence of teacher competence on teacher performance.

H01 : There is no significant effect of teacher competence on teacher performance.

2. Effect of Discipline on teacher performance

H1 : There is a significant influence of teacher discipline on teacher performance.

H02 : There is no significant influence of teacher discipline on teacher performance.

3. Effect of teacher competence and teacher discipline on teacher performance

H1 : There is a significant influence of teacher competence and teacher discipline on teacher performance.

H03 : There is no significant effect of teacher competence and teacher discipline on teacher performance.

RESEARCH METHODS

This type of research is quantitative research that is regression that is research conducted to look for the Effect of Teacher Competence and Discipline on Teacher Performance in SMA Negeri 9 in Kupang City. This type of research used writing in the Ex Post Facto method (causal-comparative method). This research is also called Ex Post Facto research, because this study was conducted to examine the events that have occurred and then backward to find out the factors that can cause the occurrence of events. Then based on the level of expansion of this study classified as associative research, namely research that intends to explain the position of the variables studied and the relationship between one variable with another variable David Client (Sugiyono, 2012: 11).

This research will be conducted at the SMA Negeri 9 in Kupang City, which is located at Jalan Prof. Dr. Herman Johanes, Lasiana, Kelapa Lima, Kupang City. The research period is 6

months from February to July, referring to the school's academic calendar. The population is assumed to be the whole object that has the same characteristics, is the teachers in SMA Negeri IX Kupang City.

The population of this study was 67 teachers who taught at SMA Negeri IX Kupang City, and was calculated in real as the basis for determining the sample. Population determination is done by purposive proportional random sampling.

Table 1. Research Population

No	Population (N)	Total
1	Civil Cervant	38
2	Contract	9
3	Honor	20
Total		67

Sample

Sample is a representative portion of the population studied (Arikunto, 1998: 117). While Hadi (1998: 221) argues that sample is a number of residents whose numbers are less than the population. The sampling technique is random sampling (lottery) because each member of the population is the Concerned sampling frame . It Has equal rights to be elected as sample members (Arikunto, 1998: 111-114). Sample Determination Basically there is no absolute determination for what percentage of the population to be taken. To determine a sample from a population using the Solvin formula as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

$$n = \frac{67}{1 + 67 (0.1)^2}$$

$$n = \frac{67}{1 + 0,67}$$

$$n = \frac{67}{1,67}$$

$$n = 40.11 = 40$$

Information :

n: Sample size

N: Population

e: Percent leeway inaccuracy due to sampling errors that can still be tolerated or desired, which is 10% = 0.1

Table 2. Research Sample

No.	Sample (S)	Total
1	Civil Servant	23
2	Contract	5
3	Honor	12
Total		40

Research variable

Variable is also called constructs or traits to be studied (Terlingger, in Sugiyono, 2012: 38). Variable is symptoms that are distinguishing one element of a population from another (Purwanto, 2011: 18). Variable is also abstract concepts that must be translated in concrete forms in the form of observation or manipulation of Cozby (2009: 107). The variables examined in this study are as follows:

Table 3. Research Variable

Independent Variable X	Binding Variable Y
Teacher Competence(X ₁)	Teacher Performance
Teacher Discipline (X ₂)	(Y ₁)

Data collection technique

1. Documentation is a collecting data by collecting notes and documents relevant to what was studied. In this case the research after collecting documents from the administration section in the form of school profiles, teacher's biography and data on the results of the teacher's work while teaching at SMA Negeri 9 Kupang.
2. Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered.

Data analysis technique

In this research the data analysis technique used is quantitative descriptive. Quantitative analysis is an analysis technique used to explain frequency distribution table data obtained from research results (Nawawi, 1987). For the purposes of data analysis, the results of this study were analyzed quantitatively and using regression analysis. This analysis was used to determine the effect of teacher competence (X1) teacher discipline (X2) on teacher performance (Y). To calculate the linear regression coefficient, use the following equation:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Information :

- Y : Bound Variable (Teacher performance)
X1 : Independent Variable (Teacher Competency)
X2 : Independent Variable (Teacher's Discipline)
b1 : The coefficient of the independent variable X1 to Y
b2 : The coefficient of the independent variable X2 to Y

Statistical Hypothesis

1. T test (Partial Test)

This test is used to test whether the independent variable (the effect of teacher competence and teacher discipline) partially or individually influences the dependent variable (teacher performance). How to test with the SPSS 21 programme. The rules in making decisions in the t test are:

- If probability > 0.05 then Ho is accepted (same variance)
- If probability < 0.05 then Ho is rejected (different variance)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3,246	3,191		1,017	,316
KOMPETENSI_GURU	,691	,111	,703	6,246	,000
DISIPLIN_GURU	,257	,117	,247	2,196	,034

a. Dependent Variable: Teacher's Performance

a) Effect of Variable X1 (Teacher competence) on variable Y (Teacher performance).

Hypothesis:

Ha : There is a significant influence of teacher competency variable (X1) on the teacher performance variable (Y).

Ho : There is no significant effect of the teacher competency variable (X1) on the teacher performance variable (Y).

Based on the partial test results presented in table 4.14 it is known that the probability value of the teacher competency variable is 0,000 < 0.05, then Ho is rejected and Ha is accepted. This means that the teacher competence variable has a significant influence on teacher performance.

b) Effect of Variable X2 (Teacher Discipline) on Y variable (Teacher Performance)

Hypothesis:

Ha : There is a significant influence of teacher discipline variable (X2) on teacher performance variable (Y).

Ho : There is no significant effect on the teacher discipline variable (X2) on the teacher performance variable (Y).

Based on the partial test results presented in table 4.14 it is known that the probability value of the competency variable is $0.034 < 0.05$, then Ho is rejected and Ha is accepted. This means that teacher discipline variable has a significant influence on teacher performance.

2. F Test (Simultaneous Test)

Simultaneous test (F test) is used to test the effect of independent variable (the influence of teacher competence and teacher discipline) on the dependent variable (teacher performance) continuously (simultaneous) with a significant level used of $\alpha = 5\%$ and df (k: nk-1). The rules of decision making in the F test using SPSS 21 are:

- If the probability of sig f > 0.05, then Ho is accepted.
- If the probability of sig f < 0.05, then Ho is rejected.

Table 4. Simultaneous Test
ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4119.770	2	2059.88	94.5	,000 ^a
Residual	806.230	37	21.790	33	
Total	4926.000	39			

a. Predictors: (Constant), Teacher Competence, Teacher Discipline,

b. Dependent Variable: Teacher Performance

(1) The Effect of Variables X1 (Teacher competence) and X2 (Teacher discipline) on variable Y (Teacher performance).

Hypothesis:

Ha : There is a significant influence of the teacher competency variable (X1) and teacher discipline (X2) on the teacher performance variable (Y).

Ho: There was no significant effect of the teacher competency variable (X1) and teacher discipline (X2) on the teacher performance variable (Y).

Based on the simultaneous test results presented in table 4.15, it is known that the significance probability value f of the teacher competency and discipline variable is $0,000 < 0.05$, then Ho is rejected and Ha is accepted. This means that the variables of teacher competence and teacher discipline have a significant influence together on teacher performance.

DISCUSSION

1) The Effect of teacher competence on teacher performance.

Based on the results of partial and simultaneous tests it is known that the competency variable has a significant influence on the performance variable. Teacher Competency Variable is influenced by indicators such as Pedagogical Competence, Personality Competencies, Professional Competencies, Social Competencies. Based on the research results obtained positive regression coefficient values indicate that if competence increases; then the teacher's performance increases. The first factor affecting teacher performance is competence. The results of this study are relevant to previous research conducted by Gatot (2014) conducting research on "The Effect of Competence, Work Discipline, Education and Training, Career Patterns on Employee Performance of Gunung kidul Regency Land Office". The results showed that there was an

influence of competence on the performance of the employees of Gunung kidul District Land Office .

2) The effect of teacher discipline on teacher performance.

The Discipline of time is indicated by the actions of the teachers who come to school and start teaching on time and orderly manner, so that it can be said of good work discipline. Using school equipment and facilities properly wisely and avoid the damage, it shows that a person has good work discipline. High responsibility is shown by awareness of the teacher who always completes the tasks assigned to him/her based on the procedures and responsibility for the work, so that it can also be said to have good work discipline. Compliance with school rules is shown by the teacher complying with all regulations in the school. If the indicator of work discipline exists in the teacher, it can improve teacher performance. The results of this study show the same results as previous research conducted by Harlie (2010) conducting research on "The Effect of Work Discipline, Motivation, and Career Development on the Performance of Civil Servants on the Government of the Tabalong Regency in Tanjung South Kalimantan". The results showed that there was a positive and significant effect of work discipline on the performance of civil servants in the Tabalong district government in Tanjung South Kalimantan.

3) Effect of Competence and Teacher Discipline on Teacher Performance.

Whether or not the teacher's performance can be influenced by competency and work discipline factors. A teacher who already has competency and has a high work discipline will tend to have a better / higher performance, because competence can provide opportunities for teachers to expand work skills, while work discipline is needed in order to be able to carry out work programs to achieve goals that have been established. If the teacher has competencies that are in accordance with his profession and high work discipline, it will help to improve employee

performance. The results of this study are relevant to previous research conducted by Gatot (2014) conducting research on "The Effect of Competence, Work Discipline, Education and Training, Career Patterns on Employee Performance of Gunungkidul Regency Land Office". The results showed that there was an influence of competence, work discipline, education and training, career patterns together on the performance of Gunung Kidul Regency Land Office Employees.

CONCLUSION

Based on the results of the study as described from the previous chapter it can be concluded several things as follows: Teacher competence has a positive and significant effect on teacher performance. It can be seen directly that teachers apply or use learning indicators properly. This means that the higher the influence of teacher competence, the teacher's performance will increase. Increasing teacher discipline will improve teacher performance. Teacher competence and discipline have a positive and significant impact together on teacher performance. Can be seen with the existence of good teacher competence and the process of teaching and learning effectively and efficiently it will get satisfying results by the support of good teacher discipline and role models so teacher competence and discipline will have a big influence on teacher performance and very supportive of all school programs as well as advancing schools, getting good and quality students.

SUGGESTION

Based on the conclusions of the study, the authors recommend the following suggestions: For teachers or educators, they must improve their competence to get better quality

and teachers must be involved as the participants in conducting trainings in order to increase the knowledge / insight wider, by having the training will help so much the teaching and learning process so that it can run effectively and efficiently. With a good discipline, the teaching and learning process will run effectively and efficiently, and with good discipline, students will also be motivated to be disciplined. This is very important for the progress of the school and students are growing better, so that all programs that will be implemented could run smoothly.

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