

The Effect of Teacher Competence, School Facilities and Work Motivation on the Work Performance of Islamic Elementary School Teachers in Banjarmasin City



Muhammad Rizki¹, Ahmad Suriansyah², Sunarno Basuki³

^{1,2,3}Master in Educational Administration, Lambung Mangkurat University, Banjarmasin, Indonesia.

ABSTRACT: This study aims to analyze the direct and indirect effect of teacher competence, school facilities and teacher work motivation on teacher performance. This study used a quantitative approach, a type of correlational research. The population in this study was teachers of SD Islam Kota Banjarmasin which amounted to 544 people and a sample of 231 people was determined using proportional random sampling techniques. Data collection was carried out using instruments consisting of teacher competence (37 items), school facilities (43 items), work motivation (22 items) and teacher performance (30 items). Test the validity and reliability of the data using Alpha Cronbach. The research data were analyzed using path analysis to see direct and indirect relationships between variables, by first conducting normality tests, homoscedasticity tests, multicollinearity tests and correlation tests. The results showed that there is an effect between: (1) teacher competence on teacher work performance, (2) school facilities on teacher work performance, (3) work motivation on teacher work performance, (4) teacher competence on teacher work motivation, (5) school facilities on teacher work motivation, (6) teacher competence on teacher work performance through teacher work motivation, (7) school facilities on teacher work performance through teacher work motivation.

KEYWORDS: Teacher Competence, School Facilities, Work Motivation, Teacher Work Performance

INTRODUCTION

An indicator of human quality is having high work performance. Work performance is needed by various government and private institutions. Employees or employees who have high work performance will always be fully aware of their responsibilities and try to carry out all the tasks given to them properly in accordance with their abilities to get maximum work results. Conversely, if an employee does not have work performance, it will only have a negative impact on the employee himself and the institution where he works.

Efforts to improve the work performance of a teacher really need to be done both personally and in groups to get better work results. Work requires an achievement target so that work performance increases. Nathalia, Saleh & Aslamiah (2019) Work performance is the result of an employee's work during a certain period compared to various possibilities such as standards, targets / targets or criteria that have been predetermined and mutually agreed.

Teacher work performance is one of the causes of the success of education in schools. However, according to Timpe, teacher work performance is highly dependent on a number of factors, including competence, facilities, motivation and other factors (Effendi & Desnirita, 2018).

Teacher performance is effected by several factors, one of which is work motivation. Motivation is an individual's internal state that gives birth to strength, excitement and dynamics and directs behavior to goals (Rahmawati, Ahmad & Suriansyah, 2019). This opinion emphasizes that motivation is the reason that drives a person to action. Work motivation is defined as something that raises morale encouragement.

Motivation is not a personal trait because motivation is the result of interaction between individuals and situations. The low motivation of teachers' work has a negative impact on the teacher's work performance (Kristiani, Suriansyah & Metroyadi, 2019). Thus, the motivation of a teacher will be different from the motivation of other teachers, and the difference in motivation will certainly lead to different work achievements produced by a teacher.

In addition to motivation, school facilities are also very influential on teacher work performance. School facilities are facilities that can help teachers, students, and other school residents to access or provide learning information simultaneously without time and place restrictions (Daulay, Fitriani & Ningsih, 2022). Moreover, with the help of school facilities, students can learn faster as they can receive lessons better.

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The third factor that also greatly affects work performance is teacher competence, this is in accordance with (Hasanuddin, 2017; Inike Anjarsari, Wahyu, 2022; Laila Hajidah, Ahmad Suriansyah, 2022; Rahmatullah, Rustam Effendi, 2022; Wahyu, Wahyu, 2022) which concluded that teacher competence is in the very high category in influencing teacher work performance. The study also stated that teacher competence has a positive and significant effect on teacher work performance.

METHOD

The research design in this study is quantitative method. This study uses path analysis with independent variables of teacher competence (X_1) and School Facilities (X_2) while the variable is teacher work performance (Y) and intervening variable, namely teacher work motivation (Z). The population in this study was all teachers of SD Islam Se-Kota Banjarmasin amounting to 544 people, while the sample amounted to 231 people using Proportional Random Sampling. In this study, data collection techniques used questionnaires. Before the questionnaire was used, it was first tested on 30 respondents from the same population but outside the research sample which was then analyzed with validity and reliability tests.

RESULTS

Based on the results of data analysis and using path analysis, direct and indirect relationship coefficients were found. As illustrated below:

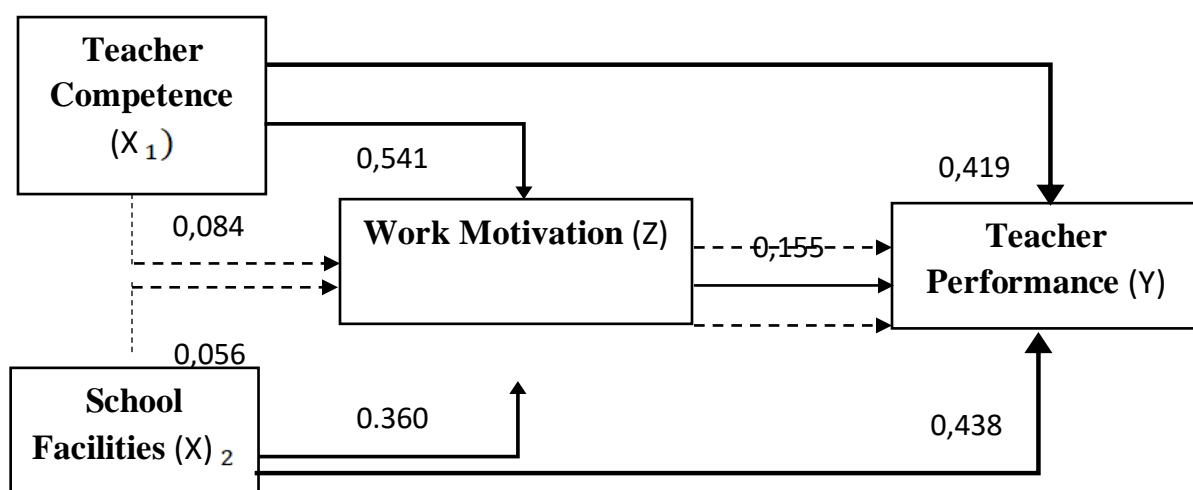


Figure 1. X₁, X₂, Z and Y Path Analysis Models

Table 1. Summary of H₁ H₂ H₃ H₄ H₅ Hypothesis Testing Decisions

| | Hypothesis | P.S | Decision |
|----------------|--|-------|----------|
| H ₁ | There is a direct effect of teacher tension on teacher performance | 0.000 | Accepted |
| H ₂ | There is a direct effect of school facilities on teacher performance | 0.000 | Accepted |
| H ₃ | There is a direct effect of work motivation on teacher performance | 0.000 | Accepted |
| H ₄ | There is a direct effect of teacher competence on work motivation guru | 0.000 | Accepted |
| H ₅ | There is a direct effect of school facilities on teachers' work motivation | 0.000 | Accepted |

Table 2. H₆ and H₇ Hypothesis Testing Decision Summary

| | Hypothesis | | |
|----------------|---|--------|----------|
| | | Direct | Indirect |
| H ₆ | There is an indirect effect of teacher competence on work performance through teacher work motivation | 0,419 | 0,084 |
| H ₇ | There is an indirect effect of school facilities on job performance through teacher work motivation | 0,438 | 0,056 |

Table 1 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with significance value criteria less than 0.05, then the hypothesis is accepted. Table 2 is a summary of H₆ and H₇ hypothesis testing decisions for indirect effects between variables. Based on the results of the analysis in Tables 1 and 2 above, in this study successfully found the effect between variables that can be explained as follows.

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DISCUSSION

A. Direct Effect of Teacher Competence on Teacher Work Performance in SD Islam Kota Banjarmasin

The direct effect of Teacher Competence on the Work Performance of Teachers of SD Islam Kota Banjarmasin as shown by the Standardized Coefficients Beta value of 0.419 with a significance value of $0.000 < 0.05$, then H_0 was rejected; thus there is an effect of teacher competence on the work performance of teachers of SD Islam Kota Banjarmasin.

The results of this study strengthen the research of Hajidah, Suriansyah, & Asniwati (2022) which states in their research that there is an effect of competence on work performance as shown by the value of the path coefficient of 0.506, significance of 0.000 and R value of 0.975.

Rudiansyah, Wahyu & Sulaiman (2022) in their research also stated that there is a direct effect of competence on work performance, evidenced by an R value of 0.747, a path coefficient value of 0.275 and a significance of 0.000.

This result is also in line with the research of Alimuddin, Rizalie &; Basuki (2022), which concluded that there is a positive and significant effect of teacher competence on teacher work performance as evidenced by a high score of 0.871 and significance obtained at 0.000 and Losa, Trang, &; Pandowo (2021) in their research which shows that teacher competence is partially positively and significantly related to teacher work performance with a significant result of 0.008 (t test), significance 0.000 (F test) and score 0.434. Teacher work performance can be reflected in their duties as a teacher and as an administrator of teaching activities. In other words, teacher work performance can be seen in the activities of planning, implementing, and assessing the teaching and learning process whose intensity is based on work ethic and teacher motivation.

B. The Direct Effect of School Facilities on Teacher Work Performance at SD Islam Kota Banjarmasin

The direct effect of School Facilities on the Work Performance of Teachers of SD Islam Kota Banjarmasin as shown by the Standardized Coefficients Beta value of 0.438 with a significance value of $0.000 < 0.05$, then H_0 was rejected; thus, there is an effect of school facilities on the work performance of teachers of SD Islam Kota Banjarmasin.

The results of this study strengthen the research of Indrawan, Suriansyah & Suhartono (2022) which states that facilities have a positive effect on achievement. This finding means that teacher performance is determined by school facilities. Teachers who are equipped with adequate school facilities will show better job performance than teachers who are not equipped with adequate school facilities.

This result is also reinforced by research by Soleh, Elvina, Halim & Ritonga (2022) which states that facilities have a positive effect on work performance with a Beta coefficient value of 0.555 and a significance of 0.000 and an R value of 0.875.

Pratiwi, Jamaluddin, Niswaty & Salam (2019) in their research also expressed the same opinion. This study used observation, questionnaire, interview and documentation techniques in data collection. The sample used amounted to 35 respondents and used descriptive statistical analysis techniques and inferential statistical analysis. The results showed that there was a significant effect of facilities on work performance as indicated by the value of the Beta coefficient of 0.688 and the significance of 0.014.

The findings of this study are in line with the research of Sahrul, Prasetyo & Utari (2022) also strengthens the findings of this study by concluding that school facilities have a positive and significant effect on teacher work performance with an effect of 78.2% and a significance level of 0.000 which means H_0 is rejected.

C. Direct Effect of Teacher Work Motivation on Teacher Work Performance at SD Islam Kota Banjarmasin

The results of this research analysis show that there is a direct effect of work motivation on teacher work performance as evidenced by a Standardized Coefficients Beta value of 0.155 with a significance value of $0.000 < 0.05$, then H_0 was rejected; thus, there is an effect of teacher motivation on the work performance of teachers of SD Islam Kota Banjarmasin.

Test results that motivation contributes to teacher performance ($R = 0.983$; $R^2 = 0.96T6$). here is a very significant contribution of work motivation variables to teacher work performance, which means high work motivation, the higher the work results. The results of this study strengthen the research of Agustin, Suriansyah & Hadi (2023) which states that there is an effect of work motivation on work performance indicated by an R value of 0.762 and a significance of 0.000 which shows that a large effect of work motivation on work performance.

The results of this study are supported by previous research by Supiansyah, Suriansyah & Ngadimun (2022) which states that there is a direct relationship between work motivation and work performance, as evidenced by the value of the path coefficient of 0.306. Rachmat, Aslamiah & Sulaiman (2022) in their research stated that there is a direct effect of motivation on work performance with a path coefficient value of 0.798, a t test score of 14.081 and a significance of 0.00.

Then it was reinforced again by researchitian Puspitasari, Sulaiman & Saleh (2022) which stated that there is a direct relationship between work motivation and work performance with a path coefficient value of 0.870 and a t test score of 10.936 and a significance of 0.00. Pratiwi, Wahyu & Aslamiah (2022) also mentioned the same thing in their research. The results of the path analysis show that there is an effect of work motivation on work performance which is indicated by a path coefficient value of 0.804, a t test score of 12.451 and a significance of 0.000 and an R value of 0.789. Another researcher also raised the same thing, namely Alimuddin, et al (2022) in their research showed that the value of the coefficient of the path of effect of work motivation on work performance was 0.982 with a t-test score of 54.097 and a significance of 0.000.

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D. Direct Effect of Teacher Competence on Teacher Work Motivation in SD Islam Kota Banjarmasin

The direct effect of competence on the motivation of teachers of SD Islam Kota Banjarmasin as shown by the Standardized Coefficients Beta value of 0.541 with a significance value of $0.000 < 0.05$, then H_0 was rejected; thus there is an effect of competence on the motivation of teachers of SD Islam Kota Banjarmasin. The results of this study are reinforced by research by Alimmudin, et al (2022) which concluded that there is a positive and significant effect of teacher competence on teacher work performance shown by a path coefficient value of 0.884 and a t test score of 19.696 and a significance of 0.000. Heriswanto (2022) in his research concluded that there is a positive and significant effect of teacher competence on teacher work performance indicated by a path coefficient value of 0.967. Then it can also be proven by a critical point value of 66.668 with a probability value (p-value) of $0.000 < \alpha = 0.000$.

The effect of competence on motivation is research conducted by Herlambang, Sinaga & Sihombing (2022). Data collection in this study used questionnaires distributed to 140 respondents. Teacher competence is measured using a 5-point Likert scale. The results showed that competence had a positive and significant effect on motivation. Ferial, Mattalatta & Tamsah (2019) in their research with the results obtained t count for competency variables greater than t table, which is $5.940 > 2.011$ and significance value smaller than 0.05 which is 0.000. Thus, the competency variable has a positive and significant effect on the motivation of the tutor, thus the hypothesis is accepted. The value of the Beta coefficient (standardized coefficient) of the effect of the competency variable on motivation is 0.651 which means that the competency variable contributes 65.1% to the ups and downs of motivation.

E. Direct Effect of School Facilities on Teachers' Work Motivation at SD Islam Kota Banjarmasin

The direct effect of School Facilities on the Motivation of Teachers of SD Islam Kota Banjarmasin as shown by the Standardized Coefficients Beta value of 0.360 with a significance value of $0.000 < 0.05$, then H_0 was rejected; thus, there is an effect of school facilities on the motivation of teachers of SD Islam Kota Banjarmasin.

The results of this study were strengthened by the research of Anggrainy, Darsono & Putra (2018). The results of this study showed a calculated t value greater than the table t or $6.457 > 1.97$ and a significance of 0.000 which means that facilities have a significant effect on motivation. The same thing was stated by Jufrizen & Hadi (2021) in their research which concluded that facilities have a positive and significant effect on motivation.

One of the latest studies that examines the effect of facilities on work motivation is a study conducted by Arita & Agustin (2022). The study was conducted using a survey method of 35 respondents. The results of the analysis obtained the Sig. value for the facility value is 0.004 smaller than the probability value of 0.05, or the value of $0.004 < 0.05$ and the effect of facilities on work motivation with a score of 41%. Thus showing that facilities have a positive and significant effect on work motivation. This indicates that the better the facilities owned, the higher the work motivation. Mustaqimah, Karnadi & Pramesthi (2022) showed that the original sample value was positive (0.570) and the P Value was 0.000 (< 0.05), so it can be concluded that facilities have a significant effect on motivation.

F. Indirect Effect of Teacher Competence on Teacher Work Performance through Teacher Work Motivation at SD Islam Kota Banjarmasin

The indirect effect of teacher competence on teacher work performance through the work motivation of teachers of SD Islam Kota Banjarmasin, referring to the calculation of sobel, it is known that the value of the Sobel Test Statistic indirect effect of the variable Teacher Competence (X1) on Teacher Work Performance (Y) through Work Motivation (Z) Teachers of SD Islam Kota Banjarmasin is 4.224. The value of the Sobel Test Statistic is greater than ttable 1.980, so H_0 is rejected; so it can be said that Teacher Competence indirectly has a significant effect on the variable of Teacher Work Performance through the work motivation of teachers of SD Islam Kota Banjarmasin. The results of the study are in line with the results of the study (Syarif, Idris &; Alam, 2020).

The results of the study, the magnitude of indirect effect was obtained from the results of coefficient multiplication (b_1 , b_4), where the value of the coefficient ($b_1 = 0.724$) with the level of sig. $0.000 < 5\%$, and the value of the coefficient ($B_4 = 0.266$) with the level of Sig. $0.001 < 5\%$, so the magnitude of indirect effect is $(0.724) \times (0.266) = (0.192)$. However, the coefficient of direct effect of competence on performance is greater (0.388). Based on the calculation of the path analysis, it can be concluded that competence has a positive and significant effect on performance through work motivation.

The results of this study are also reinforced by research by Alimmudin, et al (2022) which states that teacher competence affects teacher work performance through motivation as evidenced by the value of the indirect effect path coefficient of 0.034 smaller than the direct effect of 0.868 or $0.034 < 0.868$, which means that there is an indirect effect of teacher competence on teacher work performance through teacher motivation. The same thing was also stated by Heriswanto (2018) in his research which concluded that there is an indirect effect of teacher competence on teacher work performance through teacher motivation.

G. Indirect Effect of School Facilities on Teacher Work Performance through Teacher Work Motivation at SD Islam Kota Banjarmasin

The indirect effect of school facilities on teacher work performance through the work motivation of teachers of SD Islam Kota Banjarmasin, referring to the calculation of sobel, it is known that the value of the Test Statistic indirect effect of the variable

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School Facilities (X2) on Teacher Work Performance (Y) through Work Motivation (Z) of SD Islam Teachers in Banjarmasin City is 3.29. The value of the Sobel Test Statistic is greater than ttable 1.980, so Ho is rejected; so it can be said that School Facilities indirectly have a significant effect on the variable of Teacher Work Performance through the work motivation of teachers of SD Islam Kota Banjarmasin.

This finding is in line with research Mustaqimah, Karnadi & Pramesthi (2022), which states that facilities are an important factor that affects work performance through motivation shown by the original sample value, which is positive (0.167) and P Value which is 0.042 (<0.05).

CONCLUSIONS

Based on the results of data analysis, the conclusion of the study is that there is a direct and indirect effect between teacher competence, school facilities, and work motivation on teacher work performance. Teachers can maintain motivation by establishing good relationships with fellow teachers, because supporting each other can create good work. Researchers can then conduct research using other variables, such as job satisfaction, performance or achievement, organizational culture, leadership style, and training that are also thought to affect teacher job performance.

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