


## The Influence of Competence and Work Culture on the Performance of Elementary School Teachers Inpres 03 Tatura Palu

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Article Info	ABSTRACT
<b>Keywords:</b> Competence, Work culture, Teacher performance.	This research was conducted at SD Inpres 03 Tatura Palu with the aim of the research to determine the influence of competence and work culture on teacher performance at SD Inpres 03 Tatura Palu. Teachers as one of the implementers of education in schools are an important factor in achieve success in quality education. Teachers in producing their performance cannot be separated from the competencies they have and the work culture applied in an educational institution. Therefore, competency and work culture will affect teacher performance. The results of this study are the influence of competence and work culture on teacher performance.
This is an open access article under the <a href="https://creativecommons.org/licenses/by-nc/4.0/">CC BY-NC</a> license 	<b>Corresponding Author:</b> Meri Revita AMIK Tri Dharma Palu, Indonesia Kenzoerzavalentino@gmail.com

### INTRODUCTION

The development of a nation or country cannot be separated from the role of its human resources. Quality human resources are the main thing needed in national development in all fields optimally. Without quality human resources, a nation or country will not be able to develop its potential effectively and optimally for the progress and welfare of the nation or country itself. Improving human resources is one of the tasks and obligations of the government that is very important to always strive for. One effort to improve the quality of human resources is education, so the quality of education needs to be continuously improved as a determining factor for the success of development (Dauhan, 2020). Education is the most important investment for a nation or country, especially for a developing nation. Development can only be done by humans who are prepared through education.

Based on Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, in Article 28 in (The Great The Angel, 2006) It is stated that: educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. This is emphasized by the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, that teacher competency standards are developed in their entirety from 4 main competencies, namely:

- 1) pedagogical competence;
- 2) Personality competency;
- 3) social competence;

4) professional competence.

In the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers, Chapter I, Article 1, paragraph 1, in (Dauhan, 2020) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Therefore, teachers are the main figures in the education process because after all teachers are the parties directly involved with students in the learning process and the main determinants in realizing quality students. Teachers are included as direct determinants of the formation of student character through the development and improvement of personality and instilling the desired moral values and it must start from elementary school education therefore elementary school teachers must be good role models for their students. Therefore teachers are required to have good social and personality competencies in addition to teaching competencies (Dauhan, 2020).

Work culture is a work habit that is developed in groups as a form of work that is reflected in behavior, working hours and behavior that is automatically embedded in each of them. (Yuniar et al., 2021). Work culture is a habit that is done repeatedly by a teacher in his work environment, this habit is a habit that must be obeyed in order to carry out work to achieve goals. The work culture of teachers in the learning process greatly determines the achievement of educational goals. This work culture can be seen from their sense of responsibility in carrying out their mandate and sense of moral responsibility. All of that will be seen in their compliance and loyalty in carrying out their main tasks and functions in the learning process. This attitude will be accompanied by a sense of responsibility to create and prepare the administration of the teaching and learning process, the implementation of the teaching and learning process, and the implementation of evaluations in teaching and learning activities. (Nurhadijah, 2017).

Work culture in the learning process is the teacher's behavior which becomes a habit in carrying out tasks and obligations which can be in the form of the teacher's perspective on work and behavior such as discipline, accuracy and responsibility. (Dauhan, 2020). Based on several opinions above, it can be concluded that teacher work culture is a habit or tradition carried out by teachers in carrying out their duties or obligations every day in the school environment. The teacher's work habits and traditions can be seen from how the teacher understands his work, attitudes and behaviors while working (teaching and learning process and evaluation).

Every teacher has a different perspective and way of thinking about their work and has a lot of behavioral diversity which is the basis for carrying out their duties and obligations in the teaching and learning process which can influence the implementation. activities in schools. Work culture can affect the implementation of the teaching and learning process in schools. and can affect the implementation of the teaching and learning process in the classroom. A strong work culture such as the level of discipline, responsibility, and accuracy are very necessary in the learning process to support success in achieving predetermined goals so that the results in the learning process can be achieved optimally.

Teachers have a role in the learning process not only as educators, but also as teachers and trainers. Every individual who has responsibility is expected to be able to

demonstrate satisfactory performance and contribute to the institution or organization to the maximum. The performance of an educational institution depends on the teaching staff (teachers) but superiors can play a role in planning, implementing and controlling an institution that is led (Riyadi & Mulyapradana, 2017). In this case, superiors must have an important role in their efforts to motivate and manage their employees. Mangkunegara (2009) in (Riyadi & Mulyapradana, 2017) said that performance comes from the word job performance (work performance or actual achievement achieved by someone). teacher performance is behavior or response that provides results that refer to what they do in facing tasks. In addition, performance can also be interpreted as the results of teacher achievement in carrying out tasks based on skills, experience, time, output produced (Agustina & Maulana, nd).

Teacher performance is a skill that will foster self-confidence to appear and can be recognized by others. The abilities obtained in both cognitive, affective, and psychomotor aspects must be able to be utilized in solving problems that occur in everyday life, the teacher's performance ability can be assessed from the way they think, act, and understand a problem". (Dauhan, 2020). Thus, from several opinions, it can be concluded that teacher performance is an achievement that can be achieved by teachers in educational institutions in accordance with their duties and responsibilities in achieving educational goals based on their skills, experience and sincerity.

The low quality of teachers is certainly caused by differences in the quality of performance, competencies and abilities possessed by teachers, which will ultimately influence teacher performance in improving the quality of education in general and the quality of learning in particular. One of the characteristics of the education crisis in Indonesia is that teachers are not fully supported by an adequate level of competency mastery. Therefore, there needs to be a comprehensive effort to improve teacher performance. (Margareth, 2017).

The phenomenon related to professional competence of teachers at SD Inpres 03 Tatura Palu is that teachers' attention to making programs or learning devices as a reference in the learning process is still lacking, especially for teachers who are old (approaching retirement) because the teacher cannot operate a computer or laptop. (Source: teacher interview results). And the description of organizational culture at SD Inpres 03 Tatura Palu can be seen based on the results of interviews with teachers who stated that "Sometimes there are school activities that are not socialized to all teachers and are only known by some teachers, as a result there are some teachers who feel they are not involved in the activity". This work culture is also seen in the results of observations found in the field showing that there are problems with the work culture of teachers at SD Inpres 03 Tatura Palu, including: some teachers have not obeyed the regulations in force at the school, and teacher discipline in terms of attendance is still lacking because they are often present when it is close to the start of class hours. This shows that teachers at SD Inpres 03 Tatura Palu do not uphold the values of respect for the applicable work regulations.

Based on the problems described above, the problem formulation in this research is:

1. Do the competency variables and work culture variables simultaneously have a significant influence on the work variables?performance of teachers at SD Inpres 03 Tatura Palu.?
2. Does the competency variable have a significant influence on the variables?performance of teachers at SD Inpres 03 Tatura Palu.?
3. Do work culture variables have a significant influence onperformance of teachers at SD Inpres 03 Tatura Palu.?

The aim of this research is to analyze:

1. To analyze the influence of competency variables and work culture variables on teacher performance.Presidential Instruction Elementary School 03 Tatura Palu.
2. To analyze the influence of competency variables on teacher performanceElementary School 03 Tatura Palu.
3. To analyze the influence of variableswork culture on teacher performancePresidential Instruction Elementary School 03 Tatura Palu.

## METHODS

### Population

The population in this study were ASN teachers at SD Inpres 03 Tatura Palu, where the number of ASN teachers was 25 people. According to Sugiyono (2012) in(Zamrodah, 2016), if the population is less than 100, then the population can be used as a sample. Considering the members of the research population that are not too large, the technique used is the census technique, namely the entire population is used as research respondents. This is done when the population is relatively small. Thus, the respondents in this study took the entire population totaling 25 respondents. The statistical analysis used is multiple linear regression analysis.

### Method of collecting data

In order to collect primary data, the author conducted direct research, namely:

1. Observation is a complex process that consists of various processes such as observation and memory (Sugiyono, 2012) in(Zamrodah, 2016). In this study, observations were conducted at SD Inpres 03 Tatura Palu.
2. An interview is an effort made by a person or a party to obtain information or opinions about something that is needed for a certain purpose, from another person or party by means of questions and answers. The purpose of the interviewer to obtain the information or opinions is intended to be used as input for a study or used as news material. Thus, the position of the interviewee is a source of information, while the interviewer is an information seeker.
3. A questionnaire is a data collection technique by providing written questions or statements to respondents to answer.

### Data Analysis Methods

The analytical approach used in this study is a multiple regression analysis model (Multiple Regression Analysis). Multiple regression analysis is used to determine the effect of independent variables on dependent variables. To determine the amount of contribution of independent variables to dependent variables and analyzed with the SPSS 16.0 program. The regression equation model is formulated as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Where :

- Y = Teacher Performance
- X1 = Competence
- X2 = Work Culture
- $\alpha$  = Constant (Intercept)
- $\beta_1$  = Competence regression coefficient
- $\beta_2$  = Work Culture regression coefficient
- e = error

## RESULTS AND DISCUSSION

According to the results of the analysis using multiple linear regression tools, the research results were obtained from 25 respondents with the alleged influence of independent variables (competence and work culture) on teacher performance at SD Inpres 03 Palu. The calculation results can be seen as follows:

**Table 1.** Results of Multiple Regression Calculations

Dependent Variable Y = Teacher Performance				
Variables	Coefficient Regression	Standard Error	T	Sig
C = Constant	0.923	0.264	3,494	0.001
X1 = Competence	0.346	0.066	5,280	0,000
X2 = Work Culture	0.247	0.065	4,401	0,000
R- = 0.886 F-Statistic = 33.015 Adjusted R-Square = 0.762 Sig. F = 0.000				

Source: Regression Results

Based on the calculation results, a multiple regression equation model was obtained with the following formulation:

$$Y = 923 + 0.346 X_1 + 0.247 X_2$$

The equation above shows that the independent variables analyzed in the form of variables (X1 and X2) have an influence on the independent variable (Y). The regression analysis model for the performance of teachers at SD Inpres 03 Palu can be seen as follows:

1. For a constant value of 0.923, it means that teacher performance before the independent variable was 0.923.
2. Competence (X1) with a regression coefficient of 0.346 means that there is a positive influence between competence and teacher performance. This means that the better the competence, the higher the teacher performance at SD Inpres 03 Tatura Palu.

3. Work culture (X2) with a regression coefficient of 0.247 means that there is a positive influence between work culture and performance. This means that the better the teacher's work culture, the higher the teacher's performance at SD Inpres 03 Tatura Palu.

The results of the hypothesis testing of this study are:

1. **Simultaneous test** is a test to determine whether the independent variable (X) being studied has an influence on the dependent variable (Y), meaning all the independent variables, namely competence (X1), work culture (X2), with the dependent variable being the performance of teachers at SD Inpres 03 Palu, namely:
  - a. From Table 4.14, the results of the determination test (model reliability) show the Adjusted R-Square value = 0.762 or = 76.20%. This means that 76.20% of the dependent variables are influenced by both independent variables, the rest of the dependent variables are influenced by other variables that are not studied.
  - b. Based on Table 4.14, the calculation results obtained are  $F_{count} = 33.015$  at the real level  $\alpha = 0.05$  or  $Sig.F < 0.05$ . From the table it shows that the significance value of Probability = 0.000. Thus it can be stated that simultaneously the independent variables have a significant influence on the dependent variable.

Thus, the first hypothesis which states that: competence and work culture together have a positive and significant influence on teacher performance at SD Inpres 03 Tatura Palu based on the results of the F-Test is proven.

2. **Partial test** Partial testing is intended to see the influence of each independent variable on the dependent variable, as follows:

1. Competence (X1)

For the Competence variable, the calculation results show that the regression coefficient value is 0.346, while the significance level is 0.001. Thus, the Sig.t value  $< 0.05$  at a 95% confidence level. So it can be stated that the competency variable has a significant influence on the performance of Teachers at SD Inpres 03 Tatura Palu. Thus, the second hypothesis which states that: competency has a positive and significant effect on Teacher performance at SD Inpres 03 Tatura Palu, based on the results of the t-test, is proven.

2. Work Culture (X2)

For variables work culture, the calculation results show that the regression coefficient value is 0.247, while the significance level is 0.000. Thus the Sig.t value  $< 0.05$  at a confidence level of 95%. So it can be stated that the work culture variable has a significant influence on the performance of SD Inpres 03 Tatura Palu Teachers. Thus, the third hypothesis which states that: work culture has a positive and significant effect on the performance of SD Inpres 03 Tatura Palu Teachers, based on the results of the t-test, is proven.

## Discussion

In this study, there are 3 hypotheses that have been tested partially using the multiple linear regression method. The aim is to determine whether the variables of competence and work

culture have a partial effect on teacher performance. The results of partial testing of each independent variable on the dependent variable can be described as follows.

1. The influence of competence on teacher performance

The research results show that competence has a significant effect on performance, this is proven by obtaining a probability value of 0.000 which is less than 0.05. This means that there is a positive influence between teacher competence and performance.

2. The influence of work culture on teacher performance.

The results of the study showed that partially the work culture variable had a significant effect on teacher performance. This is evidenced by the probability level of 0.000 which is greater than the specified requirement of 0.05. indicating that work culture has a positive and significant effect on teacher performance.

3. The influence of competence and work culture on teacher performance

From the results of the simultaneous analysis, it shows that Competence and work culture simultaneously have a positive effect on teacher performance. Teacher performance is influenced by competence and work culture. From the results of the simultaneous study, the coefficient of determination is ( $R^2$ ) of 76.2% and the remaining 24.8% is determined by other factors outside this research model. The results can be understood that teacher performance is influenced by competence and work culture. From these results it can be seen that if teachers at SD Inpres 03 Tatura Palu have competence and work culture, the level of teacher performance will also increase.

## CONCLUSION

Based on the results of the study and discussion using the multiple regression analysis method, it can be concluded as follows: Competence and work culture simultaneously have a significant influence on the performance of teachers at SD Inpres 03 Tatura Palu. Competence has a significant influence on the performance of teachers at SD Inpres 03 Tatura Palu. Work culture has a significant influence on the performance of teachers at SD Inpres 03 Tatura Palu Palu.

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