

## **THE EFFECT OF TEACHER COMPETENCY DEVELOPMENT MANAGEMENT AND WORK ATTITUDE ON TEACHER PERFORMANCE AT PUBLIC JUNIOR HIGH SCHOOLS IN THE PENUKAL UTARA DISTRICT**

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### **Abstract**

This study aims to determine the effect of professional competency development management and work attitude on teacher performance at public junior high schools in North Penukal District, both partially and simultaneously. This research uses a quantitative approach with a survey method. The research sample used a saturated sampling technique, in which the entire population of teachers was used as the research sample. Data collection was carried out through questionnaires prepared based on indicators of the research variables and supported by documentation. The data analysis techniques used included validity tests, reliability tests, classical assumption tests, multiple linear regression analysis, coefficient of determination, and hypothesis testing using the t-test and F-test with a significance level of 5%. The results showed that partially the management of professional competency development had a positive but not significant effect on teacher performance. Meanwhile, work attitude had a positive and significant effect on teacher performance. Simultaneously, the management of professional competency development and work attitude had a significant effect on teacher performance. This indicates that improving work attitudes and managing professional competency development effectively can enhance teacher performance optimally.

**Keywords:** Management, Professional Competence, Work Attitude, Teacher Performance

### **Abstrak**

*Penelitian ini bertujuan untuk mengetahui pengaruh manajemen pengembangan kompetensi profesional dan sikap kerja terhadap kinerja guru di SMP Negeri Kecamatan Penukal Utara baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Sampel penelitian menggunakan teknik sampling jenuh, sehingga seluruh populasi guru dijadikan sampel penelitian. Pengumpulan data dilakukan melalui kuesioner yang disusun berdasarkan indikator variabel penelitian dan didukung dengan dokumentasi. Teknik analisis data yang digunakan meliputi uji validitas, reliabilitas, uji asumsi klasik, analisis regresi linear berganda, koefisien determinasi, serta uji hipotesis menggunakan uji t dan uji F dengan tingkat signifikansi 5%. Hasil penelitian menunjukkan bahwa secara parsial manajemen pengembangan kompetensi profesional berpengaruh positif namun tidak signifikan terhadap kinerja guru. Sementara itu, sikap kerja berpengaruh positif dan signifikan*

*terhadap kinerja guru. Secara simultan, manajemen pengembangan kompetensi profesional dan sikap kerja berpengaruh signifikan terhadap kinerja guru. Hal ini menunjukkan bahwa peningkatan sikap kerja serta pengelolaan pengembangan kompetensi profesional yang baik dapat meningkatkan kinerja guru secara optimal.*

**Kata Kunci :** *Manajemen, Kompetensi Profesional, Sikap Kerja, Kinerja Guru..*

## **INTRODUCTION**

Education is one of the main factors in improving the quality of human resources and determining the progress of a nation. Through education, individuals are equipped with the knowledge, skills, values, and attitudes needed to face various life challenges. Therefore, the quality of education is an important concern in national development efforts. A quality education system is not only determined by the curriculum and infrastructure, but is also greatly influenced by the quality of the human resources involved in it, especially teachers as the main implementers of the learning process in schools (Mulyasa, 2013).

Teachers have a strategic role in the implementation of education because teachers are parties who directly interact with students in the learning process. Teachers are not only in charge of delivering subject matter, but also act as facilitators, motivators, supervisors, and evaluators in the educational process. Therefore, the success of the education process is greatly influenced by the performance of teachers in carrying out their duties and responsibilities. Teachers who have good performance will be able to create an effective, conducive, and meaningful learning process for students (Sagala, 2011).

Teacher performance is one of the important indicators in assessing the success of education implementation in schools. Teacher performance reflects the teacher's ability to carry out his professional duties which includes learning planning, implementation of the teaching and learning process, and evaluation of student learning outcomes. Teachers who have high performance will be able to design innovative learning, use learning methods that suit student characteristics, and conduct objective and sustainable assessments. Thus, improving teacher performance is one of the key factors in efforts to improve the quality of education (Supardi, 2014).

However, in practice, teacher performance is inseparable from various factors that affect it. One of the important factors that can affect teacher performance is professional competence. Professional competence is the ability of teachers to master subject matter in depth and be able to manage the learning process effectively and efficiently. This competency includes mastery of teaching materials, understanding of the curriculum, ability to use various learning methods, and the ability to utilize technology in the learning process (Kunandar, 2010).

The development of teachers' professional competencies needs to be carried out on an ongoing basis through various training programs, workshops, seminars, and other professional development activities. In this case, professional competency development management is very important so that the development programs carried out can run systematically, planned, and in accordance with the needs of teachers. Good competency

development management is expected to be able to improve the quality of teachers so that it has a positive impact on improving teachers' performance in carrying out their duties (Mulyasa, 2013).

In addition to professional competence, another factor that also affects teacher performance is work attitude. Work attitude is an individual's behavioral tendency in viewing and carrying out their work. Work attitude reflects how a teacher shows responsibility, discipline, commitment, and motivation in carrying out their duties as an educator. Teachers who have a positive work attitude tend to show high dedication to their work, have enthusiasm in teaching, and try to provide the best for students (Robbins & Judge, 2017). A good work attitude will also encourage teachers to continue to develop themselves and improve their competence. On the other hand, a poor work attitude can have an impact on low work motivation, lack of responsibility for tasks, and a decrease in the quality of learning given to students. Therefore, fostering teachers' work attitudes is one of the important aspects in efforts to improve teacher performance in schools (Sutrisno, 2016).

In the current educational context, teachers are also faced with various demands and challenges that are increasingly complex. The development of science and technology requires teachers to be able to adapt to various changes in the learning process. Teachers are expected to be able to utilize information technology in learning, apply innovative learning methods, and develop critical and creative thinking skills in students (Uno, 2011). Based on the results of initial observations conducted at SMP Negeri Penukul Utara District, several problems related to teacher performance are still found. Some teachers still use conventional teacher-centered learning methods, so student participation in the learning process is still relatively low. In addition, the use of technology in learning has also not been carried out optimally by some teachers.

Another problem is that the teacher competency development program that has been implemented has not fully had a significant impact on improving the quality of learning in the classroom. This shows that the management of teacher competency development programs still needs to be improved to be more effective and in accordance with teachers' needs. In addition, teachers' work attitudes are also factors that affect the success of the implementation of teachers' duties and responsibilities in schools.

Based on this description, it can be concluded that teacher performance is influenced by various factors, including professional competency development management and work attitude. Therefore, research on the influence of these two factors on teacher performance is important. This study is expected to provide an overview of the relationship between professional competency development management and work attitude and teacher performance, so that it can be considered for schools in an effort to improve the quality of teacher performance. Based on these problems, this study aims to analyze the influence of professional competency development management and work attitudes on teacher

performance in State Junior High School North Penukul District both partially and simultaneously.

## **METHOD**

This study uses a quantitative approach with a survey method. The quantitative approach is used because this study aims to determine the influence between independent variables and dependent variables through statistical analysis of data obtained from respondents (Sugiyono, 2019). The research was carried out on teachers of State Junior High School in North Penukul District. The population in this study is all teachers who teach at State Junior High School, North Penukul District. The sampling technique uses a saturated sampling technique, which is a sample determination technique by making all members of the population as research samples, so that all teachers are used as research respondents (Arikunto, 2013). The variables in this study consist of independent variables and bound variables. The free variables include management of professional competency development (X1) and work attitude (X2), while the bound variable is teacher performance (Y). The data collection technique is carried out through the dissemination of questionnaires that are compiled based on the indicators of each research variable and use the Likert scale to measure the level of respondents' approval of each statement given (Sugiyono, 2019). In addition, data collection is also carried out through documentation techniques to obtain supporting data related to school conditions and other information relevant to the research (Arikunto, 2013).

The data analysis techniques used included validity and reliability tests to test the feasibility of the research instrument. Next, a classical assumption test consisting of normality, multicollinearity, and heteroscedasticity tests was carried out before regression analysis was carried out (Ghozali, 2018). The main data analysis used multiple linear regression analysis to determine the influence of independent variables on dependent variables. In addition, a determination coefficient ( $R^2$ ) was used to determine the magnitude of the contribution of independent variables to bound variables. Hypothesis testing was carried out through a t-test to determine the influence partially and an F test to determine the influence simultaneously with a significance level of 5% (0.05) (Sugiyono, 2019).

## **RESULTS AND DISCUSSION**

Based on the results of data analysis that has been carried out through multiple linear regression testing, it was found that the management of professional competency development has a positive influence on teacher performance, but this influence is not statistically significant. This shows that the better the management of teachers' professional competency development programs, the tendency of teacher performance will also increase. However, this increase has not had a statistically significant influence on teacher performance. This shows that professional competency development programs that have been implemented in schools have not fully had a direct impact on improving teacher performance in the learning process.

The results of the study also show that work attitudes have a positive and significant influence on teacher performance. This means that teachers' work attitudes have a considerable role in determining the level of teacher performance in carrying out their duties. Teachers who have a positive work attitude, such as discipline, responsibility, commitment to work, and high motivation in carrying out their duties as educators, tend to show better performance in the learning process in the classroom. In addition, the results of the study show that the management of professional competency development and work attitudes simultaneously have a significant effect on teacher performance. This shows that these two variables together contribute to improving teacher performance in SMP Negeri Penukal Utara District. Thus, the improvement of teacher performance is not only influenced by one factor, but is the result of a combination of various factors that support each other, including professional competence and teachers' work attitudes.

## **DISCUSSION**

The results of the study show that the management of professional competency development has a positive influence on teacher performance, although the influence is not statistically significant. This condition can be caused by several factors, including the implementation of training programs that are not fully in accordance with the needs of teachers, lack of follow-up of training results, and limited opportunities for teachers to apply the training results in classroom learning activities. In some cases, the competency development activities carried out are more administrative so that they have not had a real impact on improving the quality of learning. According to Mulyasa (2013), the professional competency development of teachers must be carried out on an ongoing basis and adjusted to the real needs of teachers in carrying out the learning process. Appropriately designed competency development programs will help teachers improve their professional abilities, such as mastery of subject matter, the use of innovative learning methods, and the use of technology in the learning process. If competency development programs are not designed systematically and sustainably, the impact on improving teacher performance will be less than optimal.

In addition, the success of professional competency development is also greatly influenced by the management system implemented in schools. Good competency development management must include careful program planning, the implementation of directed activities, and evaluations that are carried out on an ongoing basis. This is in line with the opinion of Kunandar (2010) who stated that teachers' professional competence is one of the important factors that determine the success of the learning process in schools. Meanwhile, the results of the study show that work attitude has a positive and significant influence on teacher performance. This shows that work attitude is a very important factor in improving teacher performance. Teachers who have a good work attitude tend to have a high level of discipline, are responsible for the tasks given, and have a strong commitment to carrying out their duties as educators.

This finding is in line with the opinion of Robbins and Judge (2017) who stated that work attitude is a psychological factor that affects individual behavior in carrying out their

work. A positive work attitude will encourage individuals to work more productively, responsibly, and have high motivation in achieving organizational goals. In the context of education, a positive work attitude will encourage teachers to prepare for learning well, carry out the learning process effectively, and evaluate learning objectively.

In addition, a good work attitude can also create a conducive work environment at school. Teachers who have a high commitment to their work will find it easier to work with colleagues, be active in various school activities, and contribute to improving the quality of education at school. Thus, a good work attitude not only has an impact on improving individual teacher performance, but also affects the improvement of overall school organizational performance. The results of the study also show that the management of professional competency development and work attitudes simultaneously have a significant effect on teacher performance. This shows that improving teacher performance does not only depend on improving professional competence, but is also influenced by the work attitude possessed by teachers. Teachers who have good professional competence but are not supported by a positive work attitude are likely to be unable to show optimal performance. On the other hand, teachers who have a good work attitude but are not supported by adequate professional competence will also have difficulty in carrying out their duties effectively.

Therefore, efforts to improve teacher performance need to be carried out comprehensively by paying attention to various factors that affect them. Schools need to manage teacher competency development programs more systematically and sustainably and provide guidance on teachers' work attitudes. This is in line with the opinion of Supardi (2014) who stated that teacher performance is influenced by various factors, both from the aspects of competence, motivation, and individual work attitudes. Thus, the results of this study show that the management of professional competency development and work attitudes has an important role in improving teacher performance in State Junior High School, North Penukal District. Therefore, the school is expected to continue to improve the quality of teacher competency development program management and build a positive work culture in the school environment to support the continuous improvement of teacher performance.

## **CONCLUSION**

Based on the results of research and discussions that have been carried out regarding the influence of professional competency development management and work attitudes on teacher performance in State Junior High School, North Penukal District, it can be concluded that professional competency development management has a positive influence on teacher performance, but this influence is not statistically significant. This shows that the management of professional competency development programs carried out through various activities such as training, workshops, and other professional development activities has not fully had a significant impact on improving teacher performance in the learning process.

Furthermore, work attitudes have been proven to have a positive and significant influence on teacher performance. Teachers who have a good work attitude, such as discipline, responsibility, commitment to work, and high motivation, tend to show better performance in carrying out their duties as educators. A positive work attitude encourages teachers to be more optimal in planning learning, carrying out the learning process, and evaluating student learning outcomes.

In addition, the results of the study also show that the management of professional competency development and work attitudes simultaneously have a significant effect on teacher performance. This shows that the improvement of teacher performance is not only influenced by one factor, but is the result of a combination of various factors that support each other. Therefore, efforts to improve teacher performance need to be carried out comprehensively through the management of more effective professional competency development programs and the development of positive teacher work attitudes. Thus, it is hoped that the quality of teacher performance at State Junior High School in North Penukal District can continue to improve so that it can support the improvement of the overall quality of education.

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