

THE EFFECT OF PROFESSIONALISM COMPETENCIES ON THE TEACHERS' PERFORMANCE

*(Quantitative Descriptive Research Of English Teachers At SMA N 3 North
Bengkulu In Academic Year 2018/2019)*

THESIS

Submitted as A Partial requirement for the degree Of S.Pd (Sarjana Pendidikan)
In English Language Education



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MOTTO

The success was not a matter that can be prepared in overnight . Likewise, when you think of wanted to be anything and like anyone . So be prepared to prepare yourself from now on to welcome an opportunity . Because success comes when the opportunity and preparation will meet.

DEDICATION

Alhamdulillah. Alhamdulillah. Alhamdulillahirobbil'alaamiin ...

Prostration of gratitude I dedicate to you God the almighty Supreme and Most High , on destiny have you made me human beings are always thinking , knowledgeable , faithful and patient in living the life of this . So that I can finish a work little of this . I present this little work to :

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Bengkulu, August 2019

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ABSTRACT

Nepria Santika , SRN. 1516230009, August 2019 thesis title : " Th Effect of Professionalism Competences on the Teachers' Performance". Thesis : Study Program Of English Education Faculty Of Tarbiyah and Tadris, IAIN Bengkulu. Advisors : 1. Risnawati , M, Pd 2. Detty Lismayanti , M. Hum .

Key Term : Professionalism competences and Teachers' Performance.

The success of teachers in teaching students to be supported by the ability of pedagogical, personality, professional, and social. The objective research is to find out: 1) The effects of each professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMA N 3 North Bengkulu; 2) The effects of overall professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMA N 3 North Bengkulu; and 3) The most significant factor of professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMA N 3 North Bengkulu. The subject of this study was all English teachers of SMA N 3 North Bengkulu consisting of four (4) teachers. A questionnaire was used to collect the data, and simple linear regression was used to analyze the data. The results of the study showed that there were significant effects of the pedagogical, personal, professional, and social on teachers' performance at SMA N 3 North Bengkulu. Thus, we can concluded that among all competences, the dominant factor in the teachers' performance at SMA N 3 North Bengkulu was the social competence.

ABSTARK

Nepria Santika, NIM. 1516230009, Agustus 2019 judul skripsi: “The Effect Of Professionalism Competencies On The Teachers’ Performane (Quantitative Descriptive Research Of English Teachers At SMA N 3 North Bengkulu In Academic Year 2018/2019” Skripsi: Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Tadris, IAIN Bengkulu. Pembimbing:

1. Risnawati , M, Pd 2. Detty Lismayanti , M. Hum .

Kata Kunci: Kompetensi Professionalism dan Kinerja Guru.

Keberhasilan guru dLm mengajar siswanya harus didukung oleh kemampuan dasar seperti, yaitu: pedagogik, kepribadian, professional, dan social. Penelitian ini bertujuan untuk mengetahui: 1) Pengaruh dari masing-masing kompetensi profesionalisme (kompetensi pedagogik, kepribadian, professional, dan social) terhadap kinerja guru di SMA N 3 Bengkulu Utara; 2) Pengaruh kompetensi profesionalisme secara keseluruhan profesionalisme (kompetensi pedagogik, kepribadian, professional, dan social) terhadap kinerja guru di SMA N 3 Bengkulu Utara; dan 3) Faktor yang paling signifikan berpengaruh diantara ke empat kompetensi profesionalisme (pedagogik, kepribadian, professional dan social terhadap kinerja guru di SMA N 3 Bengkulu Utara . subjek penelitian ini adalah semua guru Bahasa Inggris yang mengajar di SMA N 3 Bengkulu Utara yang terdiri dari empat (4) guru. Kuesioner digunakan untuk mengumpulkan data, dan regresi linear sederhana digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan dari pedagogik, kepribadian, professional, dan social terhadap kinerja guru di SMA N 3 Bengkulu Utara. Dengan demikian, dapat disimpulkan bahwa diantara semua kompetensi, factor yang paling mempengaruhi dalam kinerja guru di SMA N 3 Bengkulu Utara adalah kompetensi social.

LIST OF CONTENTS

COVER	
RATIFICATION	i
ADVISOR SHEET	ii
VALIDITY SHEET	iii
REPAIR THE TITLE	iv
PRONOUNCEMENT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	ix
ABSTRAK	x
LIST OF CONTENT	xi
LIST OF TABLE	xiv
LIST OF CHART	xv
LIST OF APPENDICIES	xvi
CHAPTER 1 INTRODUCTION	1

A. Background of the Study	1
B. Identification of the Problem	8
C. Limitation of the Problem	9
D. Formulation of the Problem	10
E. The Purpose of Research	10
F. Significance of the Study	11
G. Definition of Key Term	11
CHAPTER II LITERATURE REVIEW	13
A. The Concept of Teacher	13
B. Definition Of Teacher	13
1. The role of the teacher in learning	15
2. Teacher Requirements	17
C. The Concept of Teacher Competence	19
1. Definition Of Competence	19
2. Understanding of teacher competence	20
3. Teacher Competency Measurement Indicator	22
D. The Concept of Teacher Professionalism Competencies	24
1. Pedagogic Competence	24
2. Personality Competence	25
3. Social Competence	26
4. Professional Competence	27
E. The Concept of Teachers Performance	29
1. Definition Of Performance	29

2. Teacher Performance Measurement Indicators	31
3. Good performance criteria for teachers	33
F. Some Related Previous Study	35
G. Hypotheses	38
CHAPTER III RESEARCH METHOD	39
A. Research Design	39
B. Population and Sample	40
C. Research Instrument	41
D. Technique for Collecting Data	43
E. Research Procedure	45
CHAPTER IV RESULTS AND DISCUSSION	46
A. Result	46
B. Discussion	58
CHAPTER V CONCLUSION AND SUGGESTION	66
A. Conclusion	66
B. Suggestion	67

REFERENCES

APPENDICES

LIST OF TABLE

Table 4.1 The result of effect each professionalism competence (pedagogical, personal, professional and social competency) on the teachers' performance at SMA N 3 North Bengkulu.	49
Table 4.2 Pedagogic competence of teachers'	50
Table 4.3 Personality Competence of Teachers'	51
Table 4.4 Professional Competence of Teachers'	52
Table 4.5 Social Competence of Teachers'	53
Table 4.6 The effects of overall professionalism competence	54
Table 4.7 The most significant factor of professionalism competence ..	56

LIST OF CHART

Chart 4.1 The result of effect each professionalism competence (pedagogical, personal, professional and social competency) on the teachers' performance at SMA N 3 North Bengkulu.	48
Chart 4.2 Pedagogic competence of teachers'	49
Chart 4.3 Personality Competence of Teachers'	50
Chart 4.4 Professional Competence of Teachers'	51
Chart 4.5 Social Competence of Teachers'	52
Chart 4.6 The effects of overall professionalism competence	54
Chart 4.7 The most significant factor of professionalism competence	56

LIST OF APPENDICES

1. Questionnaire about professionalism competencies of teacher
2. Documentation at the time the teacher to fill of questionnaire

CHAPTER I

INTRODUCTION

A. Background Of The Study

Generally, the quality of education is shown by the quality of teachers, qualified teachers will succeed in teaching their students¹. Ideally, the type of professional teacher is a teacher who has good pedagogical competence. Mulyasa explained that good pedagogical competence can be reflected in the teaching and learning process carried out by the teacher in the classroom. The teaching and learning process will be more conducive if supported by students and facilitated by innovative methods. In order to carry out their duties properly, the teacher must also have a good, stable, and mature personality.

As stated in the Law of the Republic of Indonesia Number 2 of 1989 explaining the National Education System (Abbreviated as National Education) this was amended by the Law of the Republic of Indonesia Number 20 of 2003, a legal force in the field of national education in Indonesia². Good education will produce quality human resources and look away about how important the knowledge of nations and countries will come

¹ Tukiran Taniredja and Muhammad Abduh. *Pedagogical, Personality, Social and Professional Competence in Correlation with Teachers' Performance (Correlation Study Of Junior High School Teacher at SMPN 3 Purwokerto)* Dukuh Waluh Street, Central Java Indonesia. The 2nd International Conference On Science, Technology, And Humanity. ISSN: 2477-3328. 2016. P. 264

² Cipto Wardoyo. *The Measurement of Teacher's Personality Competence and Performance Using Embedded Model*. Department of Accounting, Faculty of Economics,

(Dirjen PMP-TK). Based on the explanation of the national education above that qualified teachers will produce a generation of quality, whereas successful students have great teachers.

Expertise, competence and high professionalism are very important roles that must be owned by a teacher. According to Mc Cully the teacher can improve the quality of student education as long as they carry out their duties as a teacher. Professionalism is something that is very important for someone to pursue a job. As for matters that include professionalism are conditions, directions, values, goals and quality of expertise and authority relating to one's livelihood. The following is a theory that explains about five elements of individual professionalism according to Kalbers and Fogarty, theorizing five elements of individual professionalism: 1) believing their work has interest, 2) committing to public goods services, 3) the need for autonomy on job requirements, 4) support self-regulation for their work, 5) affiliation with members of the profession.

According to Wahyudi professional teachers are teachers who are able to manage themselves in carrying out their daily tasks. The professionalism in question is a change from not knowing to knowing about a science. whereas according to Glicknam in bafadal professionalism is where a person has broad capabilities / knowledge and high motivation in a job ³. Whereas in Law No. 14 concerning Teachers and Lecturers stated that teacher

³ Cut Fitriani Dkk. *Kompetensi Profesional Guru Dalam Pengelolaan pembelajaran Di Mts Muhammadiyah Banda Aceh*. Jurnal Magister Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala. 2015. P. 90

professionalism includes skills, or skills that meet certain quality standards or norms and require education professionals in a job or activity carried out by someone and their livelihood resources. Furthermore, it is said that there are four competencies, namely: 1) pedagogical, 2) personal competence, 3) social competence, and 4) professional competence.

In contrast to other competencies. According to Joni Personal competence requires special attention to students, because most student personalities cannot be formed through direct learning in the formal context of education, but most are formed from the accumulation of teacher learning experiences as companions obtained based on prepositions and education previously formed even in the environment their own family⁴. So that the teacher needs an interview personally and deeply using a mixed approach to find out each student's personality, while the competencies that use quantitative methods.

Professional teachers will be reflected in several competencies owned by a teacher when teaching in the classroom. In addition to compensation competencies will also determine job satisfaction which will ultimately determine the performance of a teacher as well. According to Rivai and Sagala stated that competence is something that is accepted by a company as a substitute for employee contributions for as long as they teach or work in the company. According to Dessler said that all forms of competency carried out by an employee constitute feedback or benefits provided to employees

⁴ Cipto Wardoyo. P.18

and leave their jobs. Whereas according to Mondy stated that all competencies given are rewards given by employees as rewards that will affect their services or work. Competence can be measured through intrinsic and extrinsic measurements which include: 1) financial rewards, 2) interpersonal rewards and sense of completion, 3) recognition and autonomy, and 4) promotion, achievement, and growth.

Complexity in completing a job. In order to complete a job it requires a high level of concentration, skills and expertise compared to work that does not require thinking. Rue and Byars said that shows that performance refers to the level of completion of the tasks that make up the work of employees. I reflect how well an employee meets job requirements. Dessler defines performance as a comparison of performance between jobs significantly with the specified work standards. Mangkunegoro define performance is the result of quality and quantity of work achieved by an employee who can carry out his duties in accordance with his responsibilities.⁵

Therefore, one effort that can be done so that the success of teaching and learning activities in schools, needs to do a research about teacher professionalism, teacher competence and performance of English subjects. Considering that the teacher is theoretichally should understand the principle of how to study English the good and right in l ife reflects the principle in turn can determine its performance.

⁵ Hamdiyah Dkk. *Peningkatan Kinerja Karyawan Melalui Kompensasi, Lingkungan Kerja Dan Gaya Kepemimpinan Di Ada Swalayan Banyumanik Semarang*. Journal Of Management Vol.02 No.02. 2016. P. 5

To find out the success or failure of the English learning process at SMA N 3 North Bengkulu, researchers conducted the first observation by interviews to english teacher and student (22 January 2019). This interview asked about professionalism competencies and teacher performance at school. According to Teacher 1 (one) to teach English subjects at SMA N 3 North Bengkulu, the success of the teaching teacher can be seen from the quality and quantity of the teacher when teaching. Qualified teachers can be seen in the competencies they have when teaching such as competencies: pedagogical, personal, professional and social competencies that teachers have. 4 (four) competencies owned by these teachers are interconnected, often the teachers here teach do not develop material widely and in detail about the material being taught, such as teaching using only one guide book, teaching without making RPP. Based on the above statement already shows that the competency possessed by a SMA N 3 North Bengkulu teacher has not reached the standard or cannot be said to be fully a teacher who is professional in teaching even though this is an obligation of a teacher.

Mastery of competence for teachers is very important, because without competence, someone will work without direction and will not achieve the expected goals. At least the teacher must know the basics that will be taught beforehand to his students. The teacher must have a performance in teaching his students in the class, using interesting media even using methods that. For example, forming variations into letters U while the teacher can meet face to face with each student without spending a lot of time. According to some

students of SMA N 3 North Bengkulu. Based on the results of interviews of students at SMA N 3 North Bengkulu, the students said that the teacher taught using only 1 (one) teaching method, so students often feel bored, teachers rarely explain the material just take notes, teachers rarely enter only to leave assignments because there is an important need. From the description above shows that a teacher has not fulfilled their obligations like a teacher, such as entering on time, explaining the material widely and in detail, and using many methods and media of teaching materials so that students do not easily feel bored when studying in class.

Here are some of the problems based on the results of interviews of some of the students at SMA N 3 North Bengkulu in studying English subjects: The lack of comprehend teacher about personal competencies, the lack comprehend about teacher performance and lack of comprehend about 4 components of teacher competency in teaching. The teacher must be apply professionalism competences just not only to understand about professionalism competence and performance also to able applied this competencies and performance. Carrying out the duties and responsibilities in providing learning guidance to students that contain knowledge and skills that will lead to improving student achievement is one of the teaching performance of the teacher. (Rodriguez and Capelleras and Garcia).⁶ According to Mangkunegara and Sastrohadiwiryono suggest that a person's performance can be seen from 7 factors: 1) teacher loyalty to other teachers,

⁶ Lia Tresna Yulianingsih. *Kinerja Mengajar Guru Sebagai Factor Prestasi Belajar Siswa*. Journal Pendidikan Manajemen Perkantoran. Vol. 1, No. 1. 2017. P. 53

2) teacher performance in the classroom, 3) a teacher's responsibility towards students as a professional teacher, 4) honesty a teacher to students and to their working relatives, 5) collaboration, 6) initiative to combine several methods in teaching, 7) leadership is an attitude that should be emulated from a teacher while in class.

From some of the opinions above, it can be concluded that the main task of a teacher in the learning process can be grouped into three main activities. Among them as follows. A) Developing teaching programs in schools according to the curriculum: 1) the annual program of curriculum implementation, 2) semester programs conducted every two times in one year, 3) program lesson plans in accordance with RPP, 4) planning teaching programs must be clear and structured; B) present / implement teaching: 1) deliver material in accordance with syllabus or RPP, 2) use teaching methods in accordance with the material to be taught, 3) use clear / accurate media / sources, 4) manage classroom / teaching and learning interactions with good so that the class atmosphere is conducive; and C) carry out study evaluations at the end of each lesson: 1) analyze the results of evaluation studies, 2) report the results of evaluation studies, 3) carry out improvement and enrichment programs at the end of each lesson.

Based on the above research, 4 (four) components of teacher competency are discussed: pedagogic competence, professional competence, personal

competence, and social competence, the most significant factor influencing teacher performance is social competence. Then to measure teacher performance in this study using the simple linear regression. From the description above, the researcher can be concluded that, the importance of competency of personality in SMA N 3 North Bengkulu to improve performance for teachers so that they have qualified students.

B. Identification Of The Problem

Here are some of the problems based on the results of interviews of some of the students at SMA N 3 North Bengkulu in studying English subject is as follow: Lack of comprehend teacher about professionalism competencies, Lack comprehend about teacher performance.

According to Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph (10) competence is a set of knowledge, skills, and behaviors that must be possessed by every student, internalized, and mastered by the teacher or lecturer in carrying out professional duties.

According to one teacher who teaches English subjects at SMA N 3 North Bengkulu. According to Teacher 1 (one) to teach English subjects at SMA N 3 North Bengkulu, the success of the teaching teacher can be seen from the quality and quantity of the teacher when teaching. We can seen from 4 (four) competencies owned by these teachers are interconnected, often the teachers here teach do not develop material widely and in detail about the material being taught, such as teaching using only one guide book, teaching

without making RPP (Lesson Plans). Competence is a basic very important ability that must be in accordance with the chosen field of work. Mastery of competence for teachers is very important, because it does not have competence, someone will work without direction and will not achieve the expected goals. Teacher Performance is the most important input in conducting education for the success of teaching students. Preferably the teacher must discuss the basics that will be taught beforehand to the student.

C. Limitation Of The Problem

Based on the identification of the problems above, this study will to know success or not teaching students depends on professionalism competence and performance of a teacher. In this study, researchers focus on the problems faced by the teacher at SMA N 3 North Bengkulu namely “Lack of comprehend teacher about professionalism competencies “ . Teacher competency is the knowledge raised and the skills possessed by a teacher in teaching and carrying out his professional duties as a teacher so that the objectives of education can be achieved properly. Teacher Performance is the most important input in conducting education for the success of teaching students. This study will be conducted of English Teachers’ in SMA N 3 North Bengkulu.

D. Formulation of the problem

Based on the background described, the problem of this research can be formulated into the following questions:

1. Is there any significant effects of each professionalism competence (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu.
2. Is there any significant effects of overall professionalism competence (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu.
3. What is the most significant factor of pedagogical, personal, professional, and social on teachers' performance at SMA N 3 North Bengkulu.

E. The purpose of Research

Based on the problems above, the objective of this study are as follows:

1. To find out about effects of each professionalism competence (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu.
2. To find out about effects of overall professionalism competence (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu.
3. To find out about the most significant factor of pedagogical, personal, professional, and social on teachers' performance at SMA N 3 North Bengkulu.

F. Significance Of The Study

The writer hopes that this study will be able to :

- 1) The teacher is able to understand the four components of teacher competency and not just personality competencies.
- 2) The teacher is able to apply the four components of teacher competency in teaching students.
- 3) Finally, if the teacher is able to understand and apply the four components of teacher competency, the learning process in the classroom will be conducive. Usually, competence will have an impact on performance. If the competency is good then the performance will be good.

G. Definition Of The Key Term

In this study, there are two key term in this below:

- 1) Competency teacher's is a teacher must have competence so that the teacher can to become a teacher who is professional in teaching. Skills, abilities and skills are competencies that must be possessed by a professional teacher. Therefore, the teacher must be have the four competencies above, a teacher is able to educated and guide the students to become noble and sincerely personalities as stated in the purpose of education.

2) Teacher Performance is the most important input in conducting education for the success of teaching students.⁷ Based on the opinion above it can be concluded that teacher performance is the most important and main input in education for the success of learning students. Then the teacher's performance is the result of quality and quantity work and a teacher can commit according to the profession given to them because a great teacher has qualified students.

⁷ Koswara, Rasto. *Competence And Teachers Performance With Professional Certification*. Jurnal Pendidikan Manajemen Perkantoran Volume 1, Nomor 1.2016 P. 65

CHAPTER II

LITERATURE OF REVIEW

A. The Concept Of Teacher

1. Definition Of Teacher

According to the law of the republic Indonesian No. 14 year 2005 about the teacher and lecturer: “ Teachers is educator professional who have the main task is as: teaching, educating, directing, guide, the rain, the judge and evaluate learners on education an early age, primary school, and senior high school and that’s functions and a lead role for a teacher professional the truth”⁸.

According to Uzer Usman, the teacher is a position or profession that is owned by someone who needs a special skill in a field to be practiced, the job of being a professional teacher cannot be done by everyone and must be done by people who have expertise specifically in the field pursue being a teacher⁹. People who are proficient in speaking can not be called a teacher. There are special conditions needed to become a teacher, especially as a professional teacher who must master the broad education and teaching that will be taught to

⁸ Dr. Supardi. *Kinerja Guru*. Jakarta: Rajawali Pers. 2014. P.52

⁹ Heriyansyah. P. 121

students. So it is clear how important the role of a teacher in education today.

According to Danim explained that the teacher is a profession or position that requires special expertise in the field of teacher training that must be met by attacking teachers¹⁰. As a result of the teacher's learning process which is not qualified will lead to low competence possessed by the teacher, the unwillingness and inability of the teacher to adjust insight and competence can lead to low quality education in schools, besides that all of them are one of the teacher's duties and responsibilities to students. Government Regulation No. 19 of 2005 concerning National Education Standards requires teachers to master all components of existing teacher competencies, the following four competencies that must be mastered by a teacher are pedagogical, personality, professional and social competencies. The main task of the teacher will be effective and efficient if you have a high degree of professionalism and can reflected in competencies, skills, skills, or skills that meet certain quality standards or ethical norms.

Teaching, educating and training. Teaching is a stage to continue and develop the knowledge and technology possessed by the teacher. Educating is a stage to continue and develop the value of life that exists. While training is a stage to develop the skills possessed by students. As stated in Law Number 20 of 2003 concerning the National Education

¹⁰ Nana Surya Permana. *Peningkatan Mutu Tenaga Pendidik Dengan Kompetensi Dan Sertifikasi Guru*. Journal ilmiah bidang pendidikan: Studia Didaktika. 2017. P.2

System, article 39 paragraph 2, namely: "Planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service , especially for educators in higher education is the professional duty of a teacher ".¹¹

2. The role of the teacher in learning

The fourth planner, executor, manager and appraiser is the main function for teachers according to Gage and Berliner, relating to the main functions and tasks as a teacher. Meanwhile, Abin Syamsuddin Makmur attributed education as a medium and a vehicle for transferring value systems to the school to formulate that there are five roles and functions of the teacher, namely as conservatoons, innovators, transmitters, transformers, organizers.¹²

Teachers as the main actors in implementing educational programs in schools play an important role in achieving educational goals as expected as from other schools. There are nine roles of a teacher for students in the process of learning in class. Here are 9 roles of a teacher in teaching, namely:¹³

a. Educator for students

¹¹ Feralys Novauli. M. *Kompetensi Gurudalam Peningkatan Prestasi Belajar Pada Smp Negeri Dalam Kota Banda Aceh*. Journal Administrasi Pendidikan Pascasarjana universitas syiah kula. ISSN 2302-0156. Vol, 3. No.1 . 2015. P. 45-46

¹² Askhabul Kirom. *Peran Guru Dan Peserta Didik Dalam Proses Pembelajaran Berbasis Multikultural*. Al-Murabbi: Jurnal Pendidikan Agama Islam. Volume 3, Nomor 1. 2017. P. 72

¹³ Juhji. *Peran Urgan Guru Dalam Pendidikan*. Journal ilmiah pendidikan: Studia Didaktika. Vol, 10. No, 1. ISSN 1978-8169.2106.P.54-59

- b. Teach and guide students
- c. Coach and advisor for students
- d. Innovator for students
- e. As a Person, a good Model and Example should be emulated for students
- f. Generating Views (Motivators) and Drivers of Creativity so that students are able to be as expected by the teacher
- g. Routine Workers and Actors
- h. Emansipator, Pengawet and Kulminton
- i. Researchers and Evaluators for students are very important for teachers to conduct research and evaluations.

According to Dr. Rusman, M.Pd there are four roles that the majority work on are as follows:¹⁴

1. The teacher as a demonstrator

It means that the teacher must master the material or teaching material before teaching, and the teacher is able to re-develop the material to be delivered to students. Understanding the material for teachers who are able to explain well to students is a factor of student success.

2. Teacher as class manager

It means that the teacher must be able to make the classroom atmosphere as attractive as possible so that students do not feel

¹⁴ Askhabul Kirom Ibid. P.73-74

bored with the classroom atmosphere or the learning process takes place.

3. The teacher as a mediator and facilitator

As a mediator, the teacher should have sufficient knowledge and understanding for the media of education, because the media of education is a communication tool to make the learning process more efficient and efficient. Likewise the teacher as a facilitator, the teacher should have a textbook, magazine, or newspaper as a source of knowledge that can be obtained by a teacher.

4. Teacher as evaluator

The teacher as a good evaluator, the teacher should make an assessment to find out whether the goals that have been formulated have been achieved or not, whether the material taught has been mastered or not by students, and whether the method used is sufficiently precise.

3. Teacher Requirements

Teacher's profession is a very noble profession that is giving knowledge to students in general. There are conditions that must be fulfilled by a prospective teacher to become a teacher. These requirements involve the physical, mental-spiritual and intellectual aspects of the teacher. Some education experts have explained the

conditions that must be met by prospective teachers if someone wants to become a teacher.

Barnadib is one of the education experts in Indonesia, saying that the task as a teacher is quite heavy but noble and noble ¹⁵. Because it is a teacher besides having a physical body that is healthy and not disabled, it must also have the following characteristics. Namely:

- a. Candidates are truly talented in teaching, guiding and educating students,.
- b. Clever polite language, in teaching, guiding and educating students.
- c. His personality must be good and strong, so as to be able to bring the situation and conditions at the time of learning.
- d. It must be liked and respected by students, meaning that teachers are required to be authoritative and charismatic.
- e. His emotions must be stable, so that no crime takes place between the teacher and students.
- f. Good at adjusting, adapting to the classroom environment.
- g. It should not be sensitive, and be able to understand the character of each student.
- h. Must be calm, objective and wise, in dealing with students.
- i. To be honest and fair, is a good example for students.

¹⁵ Yosep Aspat Alamsyah. *Expert Teacher (Membedah Syarat-Syarat Untuk Menjadi Guru Ahli Atau Expert Teacher)*. Journal Pendidikan dan Pembelajaran Dasar Volume 3 Nomor 1. 2016. P. 27

- j. Must be moral in behavior, so as not to get out of the norm about student attitudes and behavior.
- k. The social nature must be large, because humans are social beings and cannot stand alone and depend on other creatures.

Al-Abrasi , an expert on Islamic education from Egypt, suggested several conditions for a teacher. Namely:

- a. Zuhud, not prioritizing material and teaching solely because of God, but for the future of future generations.
- b. Clean birth and mind, in order to be able to teach children according to the right context.
- c. Sincerely at work, and not because of forced.
- d. Forgiving, being a good example for students.
- e. A father before he is a teacher, second parent for students at school.
- f. Knowing the attitude of students is an obligation for a teacher.
- g. Mastering the subjects to be taught to students.

From the description above, it can be concluded that there are conditions that must be met if someone wants to become a teacher, especially in formal education. By looking at the conditions as explained above that it is not easy to become a teacher. Teacher's profession is not a marginal class profession. Being a teacher is a respectable job. Currently, teachers are professional workers who can be aligned with other professions such as doctors, accountants, and so on.

B. The Concept Of Teacher Competence

1. Definnition Of Competence

According to Trianto explained that being a teacher must have competence so that the teacher can to become a teacher who is professional in teaching¹⁶. Skills, abilities and skills are competencies that must be possessed by a professional teacher. These, by having the three competencies above, a teacher is able to educate and guide his students to become noble and noble personalities as stated in the purpose of education.

According to Robbins competence is the ability possessed by the individual to perform a variety of tasks in a job given to a person. Then, the ability of the individual can be form by two factors: intellectual abilities and physical abilities. In order to perform mental activities completely then the necessary intellectual ability, while to performance activities such as as skill, strength, dexterity, and stamina it takes phsycal ability in carrying out such tasks¹⁷.

According to Mulyasa said that teacher competence is a combination of social, scientific, technological, personal, and spiritual abilities that thoroughly form teacher professional standard competencies the

¹⁶ Nana Surya Permana Ibid .P .2

¹⁷ Dr. Rulam Ahmadi. *Profesi Keguruan Konsep & Strategi Mengembangkan Profesi & Karier Guru*. Jogjakarta: Ar-Ruzz Media.2018. P. 17

importance of competence for teachers, so that teachers can develop and prepare material that will be presented when teaching using various approaches and methods and can utilize existing technology. It is expected that with various approaches, methods and use of these technologies can help teachers teach students more effectively and efficiently and get a positive impact.

2. Understanding of teacher competence

Teacher competency is the teacher's mastery of an assigned task, namely, teaching and educating, skills, attitudes and appreciation needed to support the success of the education process carried out by a teacher. Thus competence does not only explain the ability of a teacher in presenting lessons in the classroom, but includes the skills of the teacher in educating and instilling a good attitude to students as long as the teacher teaches.

Teacher competency according to Cogan and sagala that teachers must have: (1) The ability to view and approach students' problems from the perspective of society globally, means that teachers play a role in solving the problems of existing students (2) The ability to work together with other people cooperatives and responsibilities in accordance with roles and tasks in the community, teachers must be able to establish harmonious relationships with people around them (3) Capacity to think critically and systematically by teachers (4) The desire to always improve the intellectual abilities of teachers according

to demands an ever-changing era with knowledge and technology, so the development of science is increasingly widespread as well. Based on the above quotation, it can be stated that teacher competency is feasibility to carry out tasks, ability as an important factor for teachers, therefore the quality and productivity of teacher work must be able to show quality professional actions.

As stated by Hamalik, teachers are considered professionally competent if :

- a. The teacher is able to develop and provide knowledge and responsibility as well as possible as a teacher.
- b. The teacher is able to play a role like a professional teacher succeeds in teaching.
- c. The teacher is able to work in an effort to achieve educational goals together for the sake of the school (school instructional goals).
- d. The teacher is able to carry out his role in the teaching and learning process in class during the teaching and learning activities.

3. Teacher Competency Measurement Indicator

According to Usman teacher competence is the ability of a teacher in carrying out the obligations and responsibilities for the tasks

given to a teacher. Teacher competency can be measured through the following indicators¹⁸:

1. According to Usman explained that management of learning, related to the ability of teachers to sort learning objectives to be delivered in a structured manner, adjusting learning media with the material delivered in the learning process by the teacher, adjusting the use of Information and Communication Technology as a learning resource that can be used by the teacher so that students are easier and more practical, and the ability of the teacher to actualize the various potentials students have.
2. According to Mulyasa, defining scientific mastery is related to the scientific knowledge of the teacher to the extent of the teacher's ability to teach students the knowledge possessed in teaching students. The teacher must have high and broad insight into the science of education that is possessed in teaching students.
3. According to Olim defines that, Attitude or personality is related to the personality of the teacher by presenting himself as an honest, noble person, and role model for students and society, showing work ethic, high responsibility, pride in being a teacher and self-confidence, and uphold the professional code of ethics of the teacher.

¹⁸ Koswara, Rasto Ibid. P. 66

4. According to Spencer and Olim explained that social interaction, related to the ability of teachers to interact with students both during school and outside of school to advise students, interact with fellow colleagues in the office, interact with parents / guardians of students, and interact with the surrounding community is as good as reflecting professional teachers.

C. The Concept Of Teacher Professionalism Competencies

According to Rice and Bishoprick, professional of teacher are teachers who are able to manage themselves in carrying out their daily tasks. The professionalization of teachers by the two pairs of authors is seen as a process that moves from ignorance to knowing, from immaturity to maturity, from being directed by others (other-directedness) to directing oneself. Improving the quality of school-based education (MPMBS) requires teachers who have extensive knowledge, maturity, and are able to move themselves in order to improve the quality of education at school ¹⁹.

According to Law No. 14 of 2005 concerning teacher and lecturer article 10 paragraph (1), stated that teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through

¹⁹ Dr. Ibrahim Bafadal. *Seri Manajemen Peningkatan Mutu Pendidikan Berbasis Sekolah Peningkatan Profesionalisme Guru Sekolah Dasar Dalam Kerangka Manajemen Peningkatan Mutu Berbasis Sekolah*. Jakarta: Pt. Bumi Akasara. 2008. P.5

professional education. Some of these competency domains will be elaborated in the following description.

1. Pedagogic Competence

According to Yohana explain pedagogic competence is the ability of teachers to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. The pedagogic competence of a teacher is very related and influences the performance of the teacher in the learning process.²⁰

According to the Ministry of National Education, pedagogic competence is a learning management competency. This competency can be seen from the ability to plan learning programs, teaching, the ability to carry out interactions or manage the teaching and learning process, and the ability to conduct assessments such as the following:²¹

- a) Competence Developing Learning Plans
- b) Competence in Implementing the Teaching and Learning Process.

²⁰ Ni Komang Dewi Murniati. *Kontribusi Kompetensi Profesional, Kompetensi Pedagogik, Dan Kepuasan Kerja Terhadap Kinerja Guru Pkn pada Smp Negerise-Kabupetentabanan*. E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Administrasi Pendidikan Volume 4 . 2003. P. 4

²¹ Dr. Rulam Ahmadi P.21-25

- c) Competencies Carrying Out the Teaching and Learning Process Assessment.

2. Personality Competence

Syaiful Bahri Djamarah said that Personality competency is the whole of the individual's attitude which consists of psychological and physical elements. Thus in personality reflected in all attitudes, actions and behavior contained in a person who has a process of change in students.²²

Johnson, as quoted in Anwar's book, said the teacher's personal abilities include:

- a) Appearance of a positive attitude towards the overall task as a teacher and to the overall situation of education and its elements.
- b) Understanding, appreciation, and appearance of values - values that should be adopted by a teacher; and
- c) Personality, values, and attitude to life are displayed in an effort to make themselves role models and role models for their students.

Arikunto argued that personal competence requires that teachers have a strong personality so that it becomes a source of inspiration for students and should be followed by students. Based on

²² Heriyansyah Ibid. P. 121

the description above, the teacher's personal competence is reflected in the indicators of attitude and exemplary.

3. Social Competence

Social competence, The teacher must place himself as a second parent for students both in school and outside of school, by carrying out the tasks entrusted by the parents of guardians in the term a certain time, for that understanding of the soul and character of students is needed for the teacher so that the teacher can easily understand the soul and character of the students. That is the job of the teacher as a second parent, after the parents of the students in the family at home.

Arikunto argues that social competence requires teachers to have social communication skills with students, fellow teachers, principals, administrative staff, and even community members. Based on the description above, the teacher's social competence is reflected through the following indicators:

- a) Teacher interaction with students,
- b) Teacher interaction with the principal.
- c) Teacher interaction with coworkers,
- d) Interaction between teachers and parents of students, and
- e) Teacher interaction with the community.

4. Professional Competence

According to Susilo professional competence is the ability of the teacher to master the learning material that will be delivered

widely and deeply to students.²³ Whereas according to Rusman teacher professional competence is a teacher who has a specific job based on expertise, skills and skills in the field of teacher training with a deep understanding of the educational foundation, and academically has knowledge of educational theories and has the skills to can implement the educational theory. Teacher professional competence is closely related to teacher performance in the learning process.

Competencies that absolutely must be possessed by every teacher and that is one of the requirements to become a professional educator. Teacher competency can be interpreted as a broad round of knowledge by teachers, skills and attitudes that are displayed in the form of intelligent and responsible behavior towards students that a teacher has in carrying out his profession. I can conclude, it is clear that a teacher is required to have competence or ability in his knowledge, mastery of subject matter skills, ability to interact socially with fellow students and with fellow teachers and principals, even with the wider community.

Makmun explained that each competency basically has 6 elements, namely:

- a) Subject component; mastery of material / substance of knowledge and technical skills in accordance with the field.

²³Ni Komang Dewi Murniati Ibid. P. 4

- b) profession, performance: appearance in accordance with the field of profession;
- c) process: intellectual abilities such as logical thinking, problem solving, creative, making decisions;
- d) professionals; substance of technical knowledge and skills in accordance with the field of profession;
- e) adjustment: adjustment;
- f) attitude: attitude, personality value.

D. The Concept of Teachers Performance

1. Definition Of Performance

The following is an understanding of the performance of teachers according to some experts as follows:

“Menurut Henry Bosley Woolf performance berarti “ The execution of an action” (Webster New Collegiate Dictionary) Dari pengertian tersebut dapat disimpulkan bahwa kinerja atau performance berarti tindakan menampilkan atau melaksanakan suatu kegiatan, oleh karena itu performance sering juga diartikan penampilan kerja atau perilaku kerja”.²⁴

“Hasibuan menyatakan bahwa kinerja atau prestasi kerja adalah suatu hasil kerja yang dicapai seseorang dalam melaksanakan tugas yang dibebankan kepadanya yang didasarkan atas kecakapan, pengalaman, dan kesungguhan serta waktu”.

²⁴ Siti Asiah T. Efektivitas Kinerja Guru. Tadbir : Jurnal Manajemen Pendidikan Islam. Volume 4, Nomor 2 : Agustus 2016. P.1

“Dalam kamus besar bahasa indonesia “Kinerja adalah suatu yang dicapai, prestasi yang diperlihatkan dalam kemampuan kerja (Depdiknas)”²⁵

Based on the three opinions of the experts above, the researcher can conclude that the teacher's performance is an activity of displaying and carrying out an activity with an action by a teacher that will be achieved by having achievements that can be shown in the work ability of a teacher in carrying out their duties as a teacher. The teacher should be makes lesson plans (RPP) at the time of teaching in the classroom , ignores the administrative give assignment without just face to face for the students, whereas don't to uses monotonous models and method, and evaluates learning that is not optimal. All of that often happens among teachers at this time teaching without proper preparation.

Improving teacher performance is needed because of the importance of teacher performance in education for students. Based on the behavior theory of Luthans there are many factors that can affect the performance of a teacher. Teacher competency is thought to have a strong influence on teacher performance, so it was used as a study in this study. Based on this matter the formulation of the research problem is "Want to know whether there are differences in the competencies and performance of teachers who have taken professional certification and who have not participated in the certification profession and" Want to know is there any influence of competence on teacher performance? to analyze the influence of teacher

²⁵ Tiara Anggia Dewi. Pengaruh Profesionalisme Guru Dan Motivasi Kerja Terhadap Kinerja Guru Ekonomi Sma Se-Kota Malang. Jurnal Promosi : Jurnal Pendidikan Ekonomi Um Metro. Issn: 2442-9449 V ol.3.No.1 (2015) 24-35. P. 28

competencies on teacher performance and differences in competency and teacher performance both after and before taking professional certification.

According to Yamin and Maisah explained that the job satisfaction of a teacher can be influenced by teacher attack performance factors. Teacher job satisfaction is the main factor that really needs to be considered in every school, because the achievement of school goals is largely determined by the human element in the school, namely a teacher. The teacher has good competencies which are shown based on the teacher's attitude in teaching.

²⁶If the teacher is satisfied with the conditions that affect him during his study, then he will teach well. But if the teacher is not satisfied with the situation and conditions when teaching, he will teach according to his will. Job satisfaction of a teacher is one form of teacher behavior results in an organization. According to Darmawan, it was stated that teacher job satisfaction can influence work behavior such as work motivation and teacher performance. Teachers who are satisfied with their institutions will have a positive impact on the smoothness of teaching and learning activities in schools and improving the quality of services to students. In other words, by achieving a certain level of job satisfaction, it is expected that performance as a teacher will be good.

According to Mardin performance can be divided into 4, namely: (1) individual performance describes the implementation of one's duties independently so that it can provide results determined by a group of people

²⁶ Ni Komang Dewi Murniati Ibid. P.4

or institutions; (2) group performance describes the implementation of the main activities of a group carried out in groups so as to achieve the results set by the institution; (3) the performance of the institution with regard to the implementation of all the main activities of an institution to achieve the existing mission or vision of the institution, and (4) the performance of the program / policy regarding the implementation of activities in the program or policy so as to achieve the program or policy objectives.

2. Teacher Performance Measurement Indicators

According to Uno and Lamatenggo, a person's performance (including teachers) can be measured through five indicators, as follows²⁷:

1. Quality of work.

This indicator is related to the quality of the work of the teacher in mastering all the material that will be delivered to students in the teaching and learning process, as well as how the teacher prepares to apply the results of the research that will be applied in the classroom during learning.

2. Speed / determination of work.

This indicator relates to the accuracy of the teacher's work in adjusting the content of the material to be delivered to students must be

²⁷ Kusworo, Rasto Ibid. P. 65

in accordance with the characteristics of the students and the completion of the teaching program in accordance with the academic calendar.

3. Initiative in work.

This indicator relates to the initiative of the teacher in the use of varied learning models according to the subject matter, so as not to create a monotonous atmosphere during learning that will make students feel bored. Use of various school inventories wisely.

4. Work ability.

This indicator is related to the ability of how the teacher in leading the classroom conditions in order to remain conducive to classroom learning, management of teaching and learning activities, and assessment of student learning outcomes. Students can learn well until learning is complete.

5. Communication.

This indicator relates to the teacher communicating well in the classroom in the tutoring service process with students who are less able to learn well and are open in accepting input for learning improvement. It is important for a teacher to have an evaluation and input for the teacher for the smooth learning process in the classroom .

3. Good performance criteria for teachers

According to Bernaddin and Russell said that there are six criteria for good performance as a teacher, namely :²⁸

1. Quality, competent teachers are reflected in the quality they have.
2. Quantity is never separated from quality.
3. Timeliness, namely teachers who are able to minimize their time in teaching so they never arrive late.
4. Effectiveness, in teaching students,
5. Monitoring requirements, always monitoring students so that they are always controlled and not deviating from the context of learning and
6. Good interpersonal influence on students and teacher colleagues.

According to Lamatenggo the level of quality of teacher performance in schools is influenced by many factors, both internal factors of the teacher concerned and external factors, such as school facilities, applicable regulations and policies, managerial quality and leadership of the principal, and other environmental conditions. The level of quality of teacher performance will further contribute to determining the quality of graduates resulting from the achievement of graduates produced and the achievement of overall school success.

Realizing quality teacher performance is not easy because many variables influence it. Several factors can affect the performance of teachers in carrying out their duties, namely:²⁹

²⁸ Cipto Wardoyo Ibid. P. 19

- a) Principal leadership;
- b) Work facilities;
- c) Hopes
- d) Trust of school personnel.

One of the factors that influence teacher performance is guidance by the principal through supervising. According to Mark, "one of the extrinsic factors that contributes significantly to work motivation, achievement, and teacher professionalism is the principal's supervision service". Further stated that: "According to Peter, the low motivation, and prestige of teachers who influence the teaching profession is inseparable from the low contribution of principals in fostering teachers in schools through supervision activities." According to Sergiovani & Starrat, Because most supervisor times are used for administrative issues in school.

Other factors that influence teacher performance are factors in the physical and non-physical work climate. Schools that have a safe, orderly and comfortable work climate create comfortable learning processes. Therefore, effective schools always create a safe school climate, orderly culture through the efforts of factors that can foster the climate³⁰.

E. Some Related Previous Studies

²⁹ Dr. Rulam Ahmadi. P. 162

³⁰ Dr. Supardi. P. 9 – 11

There are several relevant previous studies about teacher personality competencies in improving teacher performance.

First, Taniredja1 (2016) with the research title "Pedagogical, Personality, Social and Professional Competence in Correlation with Teachers" Performancce (Correlation Study of Junior High School Teachers at SMPN 5 Purwokerto). Conclude that the results of this study (1) To determine the effect of each of professionalism competencies, pedagogical competencies, personal competence, professional competency, and social competency on teacher performance in SMP Negeri 3 Purwokerto (2) To determine the significant effect of Professionalism Competence and each of the pedagogical competencies, personal competition, social competency on teacher performance in SMP Negeri 3 Purwokerto; and (3) To determine the most significant factors affecting teacher performance among the four competencies, namely pedagogical competency, personal competency, professional competency, and social competency on teacher performance in SMP Negeri 3 Purwokerto Junior High School. It can be concluded that from the right of competencies that are Pedagogical, Professional, Personality and Social which most influence teacher performance, namely Social Competence. This study measures teacher performance using the Embedded Model. The researcher analyzes the data using a track diagram or path diagram. The subjects of this study were all teachers of SMP Negeri 3 Purwokerto Middle School consisting of 39 English Subject teachers.³¹

³¹ Cipto Wardoyo Ibid. P.18

Second, Murniati (2013) with the research title ". Contributions of Professional Competence, Pedagogic Competence, and Job Satisfaction on Teacher Performance on Junior High School-Kabupetentabanan "concluded that. First, there was a significant contribution between professional competence and PKn teacher performance. Second, there was a significant contribution between pedagogical competencies and PKn teacher performance. Third, There is a significant contribution between job satisfaction and PKn teacher performance and. Fourth, there is a significant contribution between professional competence, pedagogic competence, and job satisfaction on PKn teacher performance. The results of this study can imply that professional competence is the biggest factor affecting the performance of PKn teachers, so Civics teachers can make the most of their time to add relevant knowledge and skills to the field of PKn studies. This study utilizes simple regression analysis and multiple regression analysis to analyze data. The research subjects were taken as many as 89 PKn teachers in State Middle Schools in Tabanan Regency, using purposive sampling techniques.³²

Third, Rasto (2016) with the research title "Competence and Teachers Performance with Professional Certification" concluded that the results of the study showed: First, Teacher's competency and performance were in the high category, in the sense that there was a significant effect on Teacher Performance. Second, There is a significant influence on the level of performance of teachers both teachers who have not followed professional

³² Ni komang Dwi Murniati Ibid. P. 1

certification or who have taken professional certification; and. Tird, there are differences in the competence and performance of teachers who have not participated in professional certification with those who have taken professional certification. The research method uses explanatory surveys to examine this research. The data collection technique uses a 5-scale scale rating rating questionnaire to collect data in this study. Data analysis techniques use simple regression. Research Subjects were 88 teachers of Vocational Schools (SMK) in the city of Bandung.³³

Based on the three previous studies above, there are similarities and differences. The third equation of this study lies in the sample taken is the teacher. To find out the significant influence of each of the teacher's competencies on teacher performance. The difference in this study lies in how to analyze the data of the first researcher using a track diagram or pah diagram while the second researcher uses multiple regression and simple regression and the third research uses a simple regression. The first researcher used the Englis subject asa sample, the second researcher took the Pkn teacher as a sample and the third study all the teachers in the SMK in the city of Bandung.

F. Hypotheses

In relation to the study, the writer formulates the following hypotheses :

³³ Koswara Rasto Ibid. P. 64

Ha1 : There is significant effect of each professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMA N 3 North Bengkulu.

Ho1 : There is no significant effect of each professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMA N 3 North Bengkulu.

Ha2 : There is a significant effect of overall professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMA N 3 North Bengkulu.

Ho2 : There is no significant effect of overall professionalism competence (pedagogical, personal, professional, and social competency) on the teachers' performance at SMA N 3 North Bengkulu.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell explained that quantitative descriptive research is a research method that uses numbers in data collection using mathematical models as a methodology for analyzing data. In addition, to ensure the results of the data are in accordance with the method based on numbers, the researcher conducts an investigation or observes the existing statistical data collection methodology.³⁴

According to Borg and Gall the main purpose of this quantitative method is to find out the relationship between variables one with other variables and the reason between variables affect each other or are interconnected. In this quantitative research behavior information is obtained through observations from samples obtained through collecting statistical behavior data that are observed through existing samples. Data, which is obtained will be analyzed in numerical or numerical form.³⁵ Based on the opinion above, I can conclude that, quantitative research research is a research method that covers the hypotheses, and knows whether there is a

³⁴ Samar Rahi. *Research Design And Methods: A Systematic Review Of Research Paradigms, Sampling Issues And Instruments Development*. International Journal Of Economics & Management Sciences. Doi: 10.4172/2162-6359.1000403. 2017. P. 66

³⁵ Siti Hawa Abdullah. *Quantitative And Qualitative Research Methods: Some Strengths And Weaknesses*. Jurnal Pendidik Dan Pendidikan, Jilid 17, 200012001. 2001.P. 120

significant effect of each of the dependent and independent variables. This research method uses numerics or steps to collect and analyze data in the form of mathematical models. Many researchers also use quantitative research methods because they are considered not to take a long time.

B. Population and Sample

In this study researchers will be doing research in SMA N 3 North Bengkulu as population and sample consists of 4 English teacher.

1. Population is the whole English Teacher or the subject to be taken to teach at the school they teach ³⁶. Thus, the population just not only about people, but also objects and nature. Population is also just not only about number that exist on the object or subject being studied, but include all the characteristics or properties owned by the subject or object. Population can be defined as all people or goods that want to be understood in this case the meaning is all people who will be used as samples to be examined and observed through the questionnaire that will be given by the researcher. In this study the researchers took all English Teacher populations as many as 4 people at SMA N 3 North Bengkulu. Based on the above understanding it can be concluded that the population is all goods or people that will be examined by researchers.
2. Sample is a process to select a subject or person statistically representative or mathematical model of the desired population to be observed. In a study

³⁶ Adrianty. *Intellectual Capital Managing In Order To Increase The Competitive Advantage Pt. Telkomsel Ixregional Makassar*. Jurnal Analisis, Juni 2012, Vol.1 No.1. 2012. P. 96

it is important to take a sample because usually the sample taken consists of the number of individuals who will be used as the subject of research as participants who will be observed. Sample is a population selection process that will be investigated or observed by researchers. In the process of selecting this sample the researcher gathers subjects or individuals that will be investigated or observed to measure the characteristics, beliefs and attitudes of people through tehknik questionare. According to Malhotra and Birks explained that the smaller the population taken, the greater the ability to draw conclusions about the group. In this study, researchers will examine the English teacher at SMA N 3 North Bengkulu among to 4 teacher. Based on the above definition that the sample is a process of selecting the desired sample to investigate and observe the subject or individual through a technique questionare conducted by researchers to obtain an information and truth from individuals

C. Research Instrument

According to Best Questionnaire was used to collect the data by digging technique in measuring the individual's attitudes or beliefs, called as the scale of opinion or the scale of attitudes ³⁷. This study also used the items' scale, in the form of a scale of attitudes, namely likert scale. Likert scale inquired the respondents as udividual to answer the questions in the parameter of:

³⁷ Tukiran Taniredja dan Muhammad Abduh ibid.P.265

1. For alternative answers A is given a score of 5
2. For alternative answers B is given a score of 4
3. For alternative answers C is given a score of 3
4. For alternative answers D is given a score of 2
5. For alternative answers E is given a score of 1

The total for the questionnaire was 65 questions, of which 22 questions for pedagogical competence, 12 questions for personality competencies, 17 questions for social competence, and 14 questions for professional competencies were based on the number of questions above, the researchers would take each 12 questionnaires for each competency

Questionnaires that have been filled out by teachers' or responses and then be returned to the researcher to be processed in the next stage. The questionnaires used provides five choices, namely Strongly Agree (SS), agree (S), undecided (N), disagree (TS), and Strongly Disagree (STS). Because the questions raised are positive questions, so the score used is a score of 5,4, 3, 2, 1, with a distribution that can be seen in table 1:

ANSWER	SCORE
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

D. Technique For Collecting Data

In this study, researchers used 2 instruments, namely as follows.

a) Questionare

Questions $A = \pi r^2$ more than just a list of questions that the answers will be sought. However, to ensure that the occurrence of misunderstandings or ambiguities in questions is reduced to a minimum, and to allow data to be peeled out among sample members to be asked questions, various different ways to be asked when asking questions have been developed when compiling questions for interviews and questionnaires what will be done. Foddy emphasized that researchers must clearly explain the topic of each question that will be given, because it is important for the person to be interviewed to get a clear question because it can determine the application of the questions asked by each respondent, and determine the perspective for the interviewee to respond to questions .³⁸

E. Technique For Analysis Data

To analyze the data the researchers used simple linear regression.

³⁸Burcu Akbayrak. *A Comparison Of Two Data Collecting Methods : Interviews And Questionnaire.* [Http://Www.Efdergi.Hacettepe.Edu.Tr/Yonetim/Icerik/Makaleler/1051-Published.Pdf](http://Www.Efdergi.Hacettepe.Edu.Tr/Yonetim/Icerik/Makaleler/1051-Published.Pdf). 2000. P. 1

1. Simple Linear Regression

Regression analysis is one method used to determine the causal relationship between one variable and the other variables. Here are some terms in "cause" variables: independent variables, independent variables, explanatory variables, or explanations, variable X (because they are often depicted in graphs as abscisses or X-axis). Variable "effect" or known as a bound variable, Y variable, variable influenced, or dependent variable ³⁹.

These two variables are random variables, but the variables affected must always be random variables. Regression analysis is one of the most popular and most frequently used analyzes in seeing a significant influence between one variable and the other variables. This analysis is also used to understand which independent variables are related to the dependent variable and to know the forms of the relationship.

Simple Linear Regression One tool that can be used in predicting future demand based on past data or to determine the effect of one independent variable on one dependent variable is to use linear regression ⁴⁰.

This study aims to see whether there is a significant influence between the competencies of professionalism on the performance of a teacher. In analyzing the data to see whether there is a significant influence between the independent variable and the dependent variable the researcher

³⁹ Erhaneli dan Oki Irawan. Prediksi Perkembangan Beban Listrik Sektor Rumah Tangga Di Kabupaten Sijunjung Tahun 2013-2022 Dengan Simulasi Spss. Journal momentum Vol, 17 . No, 2. ISSN: 1693- 752X. 2015. P. 15

⁴⁰ Rini Oktofiyani, Nurmalasari, Wakhyu Anggraeni. Penerimaan Sistem E-Learning Menggunakan Technology Acceptance Model (Tam)Study Kasus Siswa/I Kelas X Di Smu Negeri 92 Jakarta. Jurnal Pilar Nusa Mandiri Vol.XII, No. 1. ISSN 1978-1946 . 2016. P. 48-49

uses a simple linear SPSS application. In order to find out there is a significant influence between the two variables, namely by looking at the value of R in the "Model Summary" table. If the value of the correlation coefficient is $r > 0.05$ then there is a correlation or relationship between the two variables. If the correlation coefficient $r < 0.05$ then there is no correlation or relationship between the two variables.

F. Research Procedure

In this study the sample taken was English teacher at SMA N 3 North Bengkulu consist of 4 teacher. The purpose of this study is to determine the significant effect of professionalism competencies on teacher performance. Researchers using a questionnaire to measure or see a significant effect between competence on teachers performance.

CHAPTER IV

RESULTS AND DISCUSSION

A. Results

Based on results data analysis in the form of questionnaire given to all English teachers' that among to 4 people teach at SMA N 3 North Bengkulu can found 4 competencies professionalism on the teacher. Research this has been by researcher from May 15 to by July 9 2019. The 4 competencies professionalism teaching found on the data analysis that is as the following. In the following data table researcher will explain effect from each competence professionalism on the teacher toward teacher performance, effects in a manner whole from teacher professional competence and the most influencing competencies to the performance a teacher.

1. The effects of each professionalism competence (pedagogical, personal, professional and social competency) on the teachers' performance at SMA N 3 North Bengkulu.

The following are the values of each of professionalism competencies such as (pedagogical, personality, professional, and social) that can affect the performance of English teachers who teach at SMA N 3 North Bengkulu.

The sample of teachers taken were all English teachers who taught at SMA N 3 North Bengkulu as many as 4 people. For more clarity, we can see the explanation in chart 4.1 and table 4.1 below.

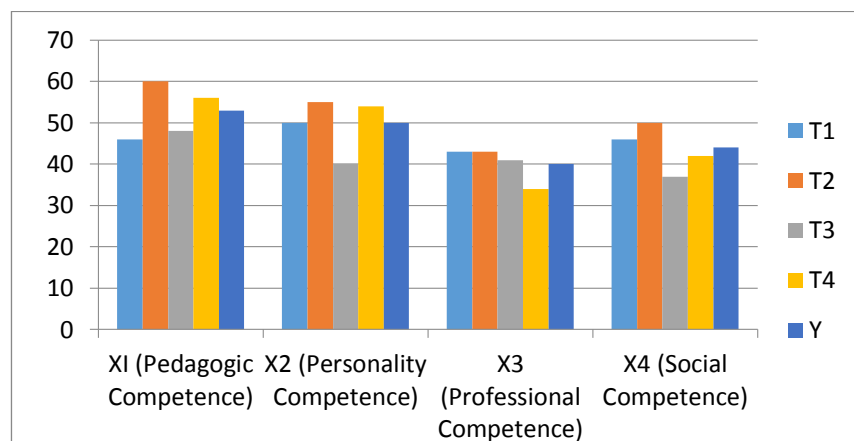


Chart 4.1

The result of effect each professionalism competence (pedagogical, personal, professional and social competency) on the teachers' performance at SMA N 3 North Bengkulu.

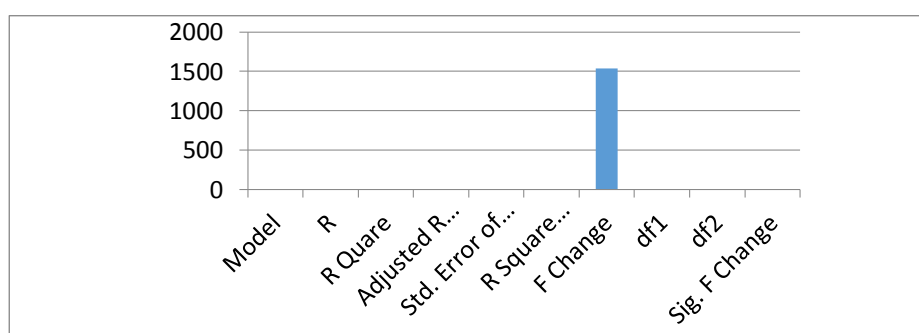
From the data above can to showed score of each professionalism competences can to influential of teachers' performance at the time the teacher doing process teaching learning in the classroom. The sign of T1 (Teacher 1), T2 (Teacher 2), T3 (Teacher 3), T4 (Teacher 4) and Y is (Performance). As seen on the chart above show that X1 is (Pedagogic Competence), X2 is (Personal Competence, X3 is (Professional Competence, X4 is (Social Competence). X1 in chart is score of each pedagogic, X2 in chart is score of each personality competence personality, X3 in chart to show score of each professional, X4 in chart to show score of each social competence and Y is the score each of the performance of the teachers' from to four the English teacher to teaching at SMA N 3 North Bengkulu.

Table 4.1

The score of each professionalism competence (pedagogical, personality, professional, and social) on the teachers' performance at SMA N 3 North Bengkulu.

Teacher	X1	X2	X3	X4	Y
T1	46	60	48	56	53
T2	50	55	40	54	50
T3	43	43	41	34	40
T4	46	50	37	42	44

Based on table above it is showed the score of Pedagogical competence Teacher 1 (46), Teacher 2 (50), Teacher 3 (43), and Teacher 4 (46). Personality competence Teacher 1 (60), Teacher 2 (55), Teacher 3 (43), and Teacher 4 (50). Professional competence Teacher 1 (48), Teacher 2 (40), Teacher 3 (41), and Teacher 4 (37). Social competence Teacher 1 (56), Teacher 2 (54), Teacher 3 (34), and Teacher 4 (42) and teachers' performance Teacher 1 (53), Teacher 2 (50), Teacher 3 (40), and Teacher 4 (44).

**Chart 4.2**

Pedagogic competence of teachers'

Based on the data analysis above, in chart to showed the score of correlation coefficient was r table in pedagogical competence $0,659 > 0,05$. It

means any significant effect pedagogical competence on the teachers' performance at SMA N 3 North Bengkulu. See more clearly the result of the pedagogical competence can be seen table 4.2 below:

Table 4.2
Pedagogic competence of the teachers'

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.659 ^a	.435	.152	5.38891	.435	1,538	1	2	.341

a. Predictors: (Constant), Pedagogic

Based on the data analysis or findings, the value of the correlation coefficient was $r_{table} 0.659 > 0,05$, then alternative hypothesis was accepted and the null hypothesis was rejected. From the data above, pedagogical competence and Performance was correlated or there was a significant positive correlation between pedagogical competences toward performance of teacher.

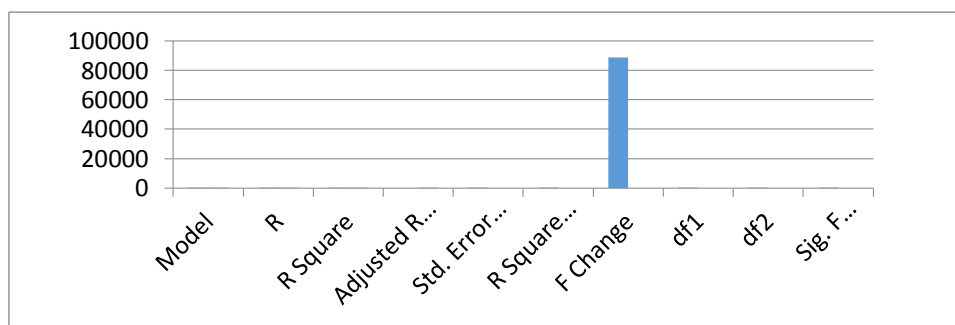


Chart 4.3.

Personality Competence of Teachers'

Based on the data analysis above, in chart can to showed the score of correlation coefficient was r table in personality competence $0,989 > 0,05$. It means any significant effect pedagogical competence on the teachers' performance at SMA N 3 North Bengkulu. See more clearly the result of the personality competence can be seen table 4.3 below:

Table 4.3
Personality competence of the teachers

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.989 ^a	.978	.967	1.06513	.978	88,569	1	2	.11

a. Predictors: (Constant), Personality

Based on the data analysis or findings, the value of the correlation coefficient is $0.989 > 0.05$, then the alternative hypothesis was accepted and the null hypothesis was rejected. From the data above, personality competence and Performance is correlated or there is a significant positive correlation between personality competence toward performance of teacher.

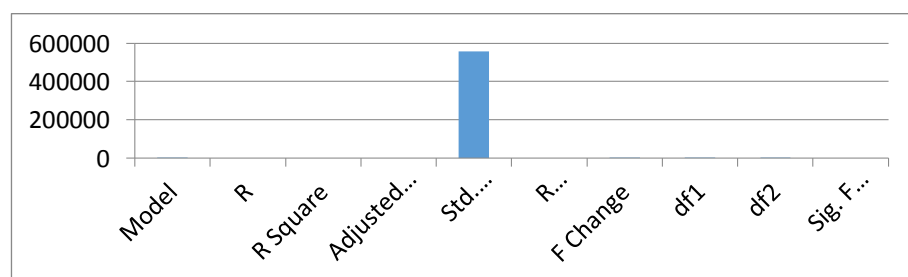


Chart 4.4
Professional Competence of Teachers'

Based on the data analysis above, in chart to showed that the score of correlation coefficient was r table in personality competence $0,630 > 0,05$. It means any significant effect pedagogical competence on the teachers' performance at SMA N 3 North Bengkulu. See more clearly the result of the professional competence can be seen table 4.4 below:

Table 4.4
Professional competence of the teachers'

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.630 ^a	.397	.096	5.56535	.397	1,317	1	2	.370

a. Predictors: (Constant), Professional

Based on the data analysis or findings, the value of the correlation coefficient is $0.630 > 0,05$, then the alternative hypothesis was accepted. From the data above, professional competence and performance was correlated or there was a significant positive correlation between professional competence toward performance of teacher.

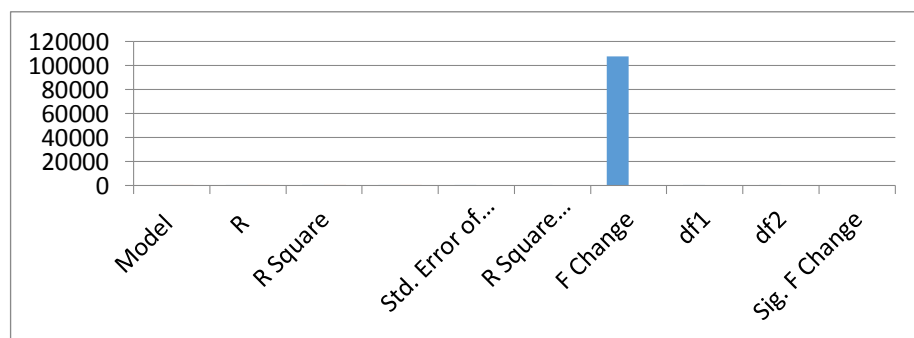


Chart 4.5
Social Competence of Teachers'

Based on the data analysis above, in chart to showed that the score of correlation coefficient was r table in social competence $0,991 > 0,05$. It means any significant effect pedagogical competence on the teachers' performance at SMA N 3 North Bengkulu. See more clearly the result of the social competence can be seen table 4.5 below:

Table 4.5
Social competence of the teachers'

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.991 ^a	.982	.973	.97014	.982	107,172	1	2	.009

a. Predictors: (Constant), Social

Based on the data analysis or findings, the value of the correlation coefficient is $0.991 > 0,05$, then the alternative hypothesis was accepted and the null hypothesis was rejected. From the data above, social competence and performance was correlated or there is a significant positive correlation between social competence toward performance of Teachers.

Based on the analysis of collected data, the r value or correlation coefficient of each variable was as follows:

- 1) Pedagogical Competence : 659
- 2) Personal Competence : 989
- 3) Professional Competence : 630
- 4) Social Competence : 991

2. The effects of overall professionalism competence (pedagogical, personal, professional and social competency) on the teachers' performance at SMA N 3 North Bengkulu.

The following are the overall results of professionalism competencies that can affect the performance of English teachers who teach at SMA N 3 North Bengkulu. For a clearer explanation we can see in chart 4.6 and table 4.6 below.

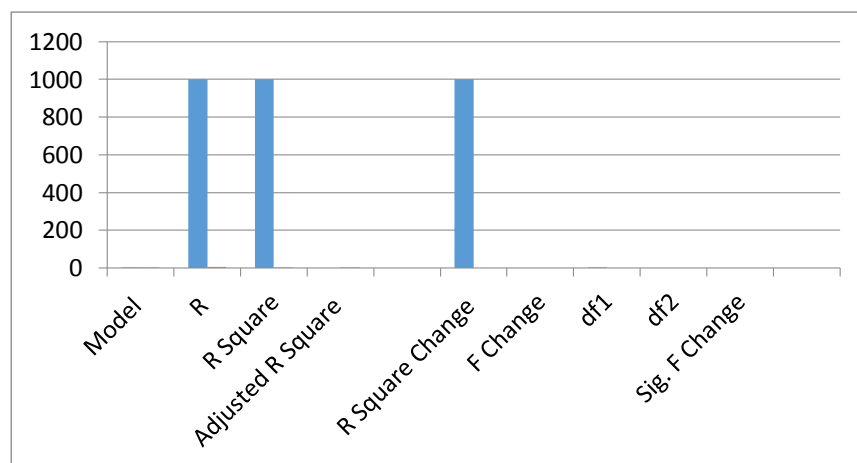


Chart 4.6

The effects of overall professionalism competence

Based on the data analysis above, in chart to showed that the score of the whole of the four competences to have correlation coefficient was $r = 1.000 > 0,05$. It means any significant effect pedagogical competence on the teachers' performance at SMA N 3 North Bengkulu. See more clearly the result of the overall professional competences can be seen table 4.6 below:

Table 4.6
The effects of overall professionalism competence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	1,000 ^a	1,000	.	.	1,000	.	3	0	.

a. Predictors: (Constant), Social, Professional, Pedagogic

Based on the data analysis or findings, the value of the correlation coefficient is $1.000 > 0,05$, then the alternative hypothesis was accepted and the null hypothesis was rejected. From the data above pedagogical, personality, professional, and social competence toward performance is correlated or there is a significant positive correlation between pedagogical, personality, professional, and social competence toward performance of teacher.

3. The most significant factor of pedagogical, personality, professional, and social competence on teacher performance at SMA N 3 North Bengkulu.

Among the 4 professionalism competencies (pedagogical, personality, professional, and social competence) that most influence the performance of English teachers at SMA N 3 North Bengkulu, namely social competence. For more clarity, we can see in the results of chart 1.6 and table 4.7 below.

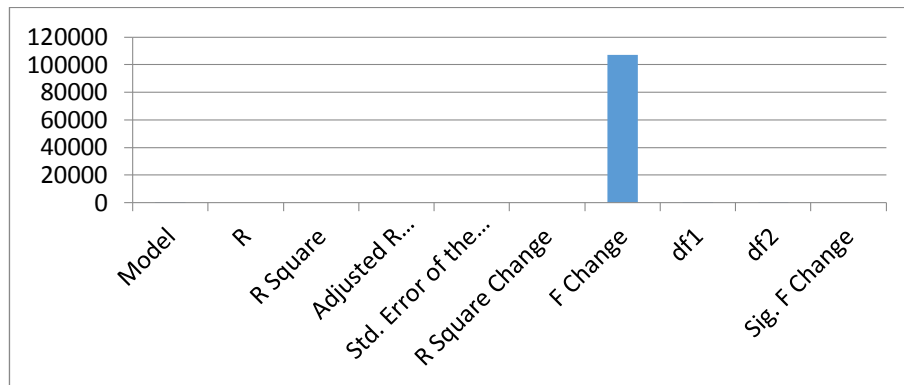


Chart 4.7

The most significant factor of professionalism competence

There are four competencies of professionalism that can be influential the performance of the teacher at time process teaching learning activity in the classroom such as: pedagogical, personality, professional, and social toward performance on the teachers. Based on the analysis above can to show among four competencies that is very influential is social competences. See more clearly the result of the most influential professionalism competences can be seen table 4.7 below:

Table 4.7

The most significant factor of professionalism competence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.991 ^a	.982	.973	.97014	.982	107,172	1	2	.009

a. Predictors: (Constant), Social

Based on the data analysis or findings, the value of the correlation coefficient was $r\ 0.991 > 0,05$, then the alternative hypothesis was accepted

and the null hypothesis was rejected. It means any significant effect pedagogical competence on the teachers' performance at SMA N 3 North Bengkulu .

Among the variables of pedagogical, personal, professional, and social competence the most influential variable on the teachers' performance at SMA N 3 North Bengkulu was the social competence.

B. Discussion

The research was conducted with the aim of knowing the effect of competence professionalism the teachers' performance at SMA N 3 North Bengkulu. After doing research of data analysis above can to showed results of each the influence of the competency of teachers' more, the influence of competence of the teachers', and competence professionalism of the teachers' who very influential can to showing in this below:

First, the effects of each professionalism competence. The results of the analysis above, it shows that there is a significant influence between of each professionalism competence on teacher performance. It can be seen from the results of hypothesis which shows that pedagogical competence the correlation coefficient $r\ 0.659 > 0.05$, personality competence $0.989 > 0.05$, professional competence $0.630 > 0.05$ and social competence $0.991 > 0.05$. The alternative hypothesis was accepted and the null hypothesis was rejected.

Planning learning / developing syllabus, understanding insights or foundation is the ability in the management of students who are included in pedagogical competencies. Pedagogic competence is one of the competencies which plays an important role in the performance of a teacher, a teacher must possess abilities in the field of pedagogical competence. In education there is a need for pedagogical use as an assessment of teachers in schools, in order to be able to assess whatever activities and activities carried out by a teacher can be assessed through the pedagogical competencies that they have and their truth and objectivity. So it is very clear that pedagogical competence has a very positive effect on teacher performance evaluations in schools.⁴¹ The term performance according to Keban is a translation of the word performance which is defined as appearance, performance or achievement.⁴²

Thus, based on the notion of pedagogic competence and teacher performance can be concluded and that there is a significant influence between the two. Pedagogic competence is competence in the management of student Participants include: understanding knowledge or educational foundation, lawyer development curriculum / syllabus, learning design . While performance is defined as the appearance, performance or achievements, to get it course, a teacher must understand and applied the

⁴¹ Nursiah Sappaile. *Pengaruh Kompetensi Pedagogik , Kompetensi Profesional, Dan Sikap Profesi Guru Terhadap Kinerja Penilaian Guru Di Sekolah Dasar*. Jurnal Teknologi Pendidikan Vol, 19 No. 1. 2017. P.49

⁴² Mujahidin. *Pengaruh Kompetensi Pedagogik Dan Motivasi Berprestasi Terhadap Kinerja Guru Di Smpn 8 Sekayu Musi Banyuasin*. Belajea Jurnal Pendidikan Islam Vol. 1, No. 02. Stain Curupbengkulu P-Issn 2548-3390; E Issn 2548-3404. 2016. P 177

pedagogic competence into himself in order to become a professional teacher and has a high performance.

According to Chaerul Rochman said that the teacher's personal competence includes a steady, stable, wise personality, an adult becomes an example and has a noble and authoritative character and it can all reflect that a teacher has a good personality. The teacher's personal abilities are , they cover 3 things: First, the teacher must appear and overall positive attitude towards his duties as a teacher, and to the overall situation however an early pension conditions importance and its elements. Second, teachers must have a broad understanding of educational insights , appreciation and appearance of values that should be adopted by a teacher. Third, the teacher must have a good personality , good value towards others , attitude life is displayed in an effort to make itself a role model and role model for its students.⁴³

Based on the above understanding of personal competence, it is very influential on the performance of a teacher, because in this competency students are taught about personal abilities that reflect a stable, stable, mature, wise and authoritative personality, becoming role models for students and noble characters. If a teacher has a low competence will affect the competence of a teacher in teaching students, which is actually a teacher bias is not separated from the competence of the teacher or the teacher's performance depends on the competence of a teacher.

⁴³ Arisman. *Pengaruh kompetensi kepribadian guru terhadap motivasi belajar peserta didik MTSN 2 Bone kabupaten bone*. Journal diskursus islam volume 06 Nomor 3.2018. P.423-424

Based on the above understanding shows that competence is the main key to the success of a teacher in teaching. Good or quality competency will have a good impact on the performance of a teacher. Competence greatly determines the quality of a teacher and greatly influences the performance of a teacher, a teacher who has good competence will give birth to a generation that is good or quality as well. So, if the quality of teacher competency is very low, it will affect the teacher's performance in teaching.

As we know that social competence is the ability of educators as part of the community to communicate and get along effectively with students, fellow educators, education staff, parents / guardians of students, and the surrounding community. Performance is closely related to the work done by an educator. According to Hasibuan explain that performance or work performance is a work result that must be achieved by someone in carrying out the tasks assigned to him based on skills, experience, and sincerity as well as time.⁴⁴

From the description above, the researcher can conclude that it is very necessary and very influential on teacher performance if a teacher has low social competence. Basically social competence here teaches students to communicate and interact between teachers and fellow teachers, parents of students, the community especially to students in the school so a student is required to be brave and able to communicate and interact well as done by a teacher taught to them.

⁴⁴ Tiara Anggia Dewi. *Pengaruh professional guru terhadap motivasi kerja terhadap kinerja guru ekonomi SMA Se-kota Malang*. Journal promosi journal pendidikan ekonomi un metro. ISSN 2442-9449. Vol 3, No. 1. 2015. P. 27-28

Second, the effects of overall professionalism competence. The results of the analysis above, it shows that there is a significant influence between of overall professionalism competence on teacher performance. It can be seen from the results of hypothesis which shows that professionalism competence the correlation coefficient $r = 1,000 > 0,05$. The alternative hypothesis was accepted and the null hypothesis was rejected.

Teacher competence has a large effect on the quality of the teaching and learning process because teacher competence determines their performance in facilitating students to succeed in learning. According to Inayah explained that if seen from several studies related to teacher competency, it showed that there was a significant influence of teacher competence on student learning outcomes. But in reality, several studies show that the four competencies of teachers in some schools are still inadequate. One of them is research conducted by Siswantari. Siswantari (2011) conducted a study that aimed to determine the competence of non-formal teachers throughout the learning group (Kejar) Package A and Package B throughout Indonesia. The results of his research show that the competence of non-formal teachers consisting of pedagogical competencies, professional competence, social competence, and personality competencies in general is still low.⁴⁵

Competence is very influential on the performance of a teacher, because teacher performance is one of the benchmarks of success in carrying out good and true teaching, so that it can produce quality graduates (give man,

⁴⁵ Yovi Anggia Lestari. *Hubungan kompetensi pedagogik, profesional, sosial, dan kepribadian pada guru non formal X*. Journal kependidikan, Volume 2, No, 1. 2018. P.199

knowledge and charity). From the 5 studies conducted by Setiyati (2014), Yusrizal, Soewarno and Fitri (2011) and Mangkunegara and Puspitasari (2015) suggested that teacher performance is the main key to education. The good performance of teachers explains all aspects of education carried out properly and correctly and responsibly, so that the impact is changes in attitudes, behavior, ways of thinking and speaking of students, all of these are the essence of quality education. To achieve this performance, one of them requires competency, and competencies include professional competence and personality competencies. Professional competence is an ability that is concerned with mastery of learning material in a broad and in-depth field of study that includes mastery of the mastery of the substance of the content of curriculum subjects in schools and the scientific substance that houses the curriculum material, as well as adding scientific insight as a professional teacher.⁴⁶

There are four (4) teacher Competencies that we must apply in a teacher and the four competencies must be possessed and adhered closely to each teacher who demonstrates his professionalism as an educator in both the school and the community . For a teacher this competence as capital in carrying out the teaching and learning process in order to achieve learning objectives effectively and efficiently. ⁴⁷

⁴⁶ Andi Sopandi. *Pengaruh Kompetensi Professional dan Kompetensi Kepribadian Terhadap Kinerja Guru*. Scientifict Journal Of Reflection : P-ISSN 2615-3009 Economic, Accounting, Management and Bussines E-ISSN 2621-3389, Vol 2, No 2. 2019. P. 122

⁴⁷ Sunanik. *Pengaruh Sertifikasi Guru Terhadap Kinerja Guru SMPN 1 Durenan*. Effector ISSN. 2355-956X : 2355-7621 Efektor. Unpkediri. Ac. Idjournal No 26.2015.P. 75

The mastery of these four competencies becomes very important for teachers as a provision because qualified teachers will produce quality students as well. But the phenomenon that occurs in the field is very contrary to what is expected. From the author's observation of the teacher of English language studies at Padang 10 Public High School in the 2012-2013 academic year while conducting educational practice activities that took place in the July-December 2013 semester . One of the problems that arose was the lack of mastery of the four competencies by English teachers. This lack of mastery of competence often results in mistakes made by the teacher. ⁴⁸

Third, the most significant factor of professionalism competence. The results of the analysis above, it shows that among to four the professionalism of the teacher most influential is social competences on teacher performance. It can be seen from the results of hypothesis which shows that the most significant factor of professionalism competence the correlation coefficient $r = 0,991 > 0,05$. The alternative hypothesis was accepted and the null hypothesis was rejected.

According to Heriswanto, he stated that competence is very significant effect on the performance of a teacher. That is, the ability of teachers significantly influences quality education . Therefore, teachers ber competent will finalize their responsibilities correctly, with all of your heart and mind in order to deliver students who excel and quality as well, the bias is

⁴⁸ Rika Yulianti. *Peningkatan Kompetensi Guru Bahasa Inggris Di SMPN 10 Padang*. Volume 2, No. 1. *Bahana Manajemen Pendidikan*. Journal Administrasi Pendidikan. 2014. P.632

independent in learning activities take place, and morality in order to be a good role model for students.⁴⁹

Finally, berdasarkan hasil penelitian diatas menunjukkan adanya pengaruh dari ke empat (4) kompetensi professionalism terhadap kinerja guru Bahasa Inggris yang mengajar di SMA N 3 North Bengkulu, secara masing-masing maupun secara keseluruhan dapat kita lihat pada table dan grafik diatas yang ditunjukkan oleh nilai R (nilai coefficient correlation) yang menunjukkan adanya pengaruh dari ke empat (4) kompetensi professionalism terhadap kinerja guru yang mengajar.

⁴⁹ Andi Sopandi. Ibid. P. 122

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the data analysis on previous chapter, it can be concluded that:

1. There is significant effects of each professionalism competencies (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu can be seen from the results of hypothesis which shows that pedagogical competence the correlation coefficient was $r\ 0,659 > 0,05$, personal competence the correlation coefficient was $r\ 0,989 > 0,05$, professional competence the correlation coefficient was $r\ 0,630 > 0,05$, and social competence the correlation coefficient was $r\ 0,991 > 0,05$. It means any significant effects of each professionalism competencies (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu.
2. There is significant effects of overall professionalism competencies (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu can be seen from the results of hypothesis which shows the correlation coefficient was $r\ 0,1000 > 0,05$. It means any significant effects of each professionalism

competencies (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu.

3. The most significant factor of professionalism competence on the teachers' performance at SMA N 3 North Bengkulu based on the results above it can be concluded that is social competency is very influential on the performance of the teacher at SMA N 3 North Bengkulu. It can be seen from the correlation coefficient was $r\ 0,991 > 0,05$. It means any significant effects of each professionalism competencies (pedagogical, personal, professional, and social competence) on the teachers' performance at SMA N 3 North Bengkulu.

B. Suggestion

Based on the conclusions above, the researcher would like there are several suggestion who can develop theories in this study in order to be better than the research made by the researchers. The researchers put forward some suggestions as follows:

1. For the principal

Based on the definition of professionalism competences of teacher and performance, the principal is a role to explain for all of the teachers to teach at SMA N 3 North Bengkulu that is very important to understand and apply to four professionalism competence of the

teacher it is because is so influential on the performance of a teacher. Basically teachers who understand about competence of teacher will have the quality in teaching. If the teacher qualified will produce students who are qualified anyway.

2. For the teacher

A teacher mandatory understand and apply to four competence of teacher in order to be successful in teaching and can be a teacher professional. That as competence these highly influential on the performance on the teachers. Teachers who have a good performance of the competency and will produce students who have the quality.

3. For the future researcher

It is expected to develop the results of this study in a wider scope . The author hopes the researchers can continue and develop this research for other similar variables or use more innovative methods. Thus, that they can add insight and can improve the quality of learning in teaching students.

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QUESTIONNESR OF TEACHER COMPETENCE IN IMPLEMENTING THE STUDY PROGRAM LEARNING

Teacher's name :

Subjects :

Class / Semester :

Direction : Assessment do to every item question in the following table with way give sign ceklis (✓) in such a choice (Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree) in the column with conditions :

No.	Item Question	SD	DSG	UDD	AGR	SA
1	Associate learning with issues actual education and the latest					
2	Develop material learning corresponding with ability students					
3	Explain syllabus learning					
4	Giving learning right time					
5	Doing learning at least 14 meetings per semester					
6	Giving material learning corresponding syllabus					
7	Giving chance to students for respond learning					
8	Giving reinforcement / appreciation to response positive students					
9	Use a variety of media in learning					
10	Giving assignments learning to students					
11	Giving bait turn back to task students .					
12	Grow cheerfulness and antiquity students in follow learning .					
13	Behave corresponding with religion					
14	Act polite and polite					
15	Have authority					

16	Appreciate opinion students					
17	Have the establishment of a solid					
18	To be example in behave and behave					
19	Act friendly					
20	Act honest					
21	Act discipline					
22	Control self in various situation and condition					
23	Fair treat students					
24	Ready to admit deficiency and error					
25	Dominate material learning in a manner large					
26	Dominate concept science					
27	Answer question students in a manner fast					
28	Dominate method development science in eye lessons taught					
29	Giving Relevant examples with material to be taught					
30	Connect the material being taught with other fields / topics					
31	Involved students in other research / studies conducted by teachers					
32	Using the internet as wrong one source learn					
33	Dominate multimedia technology in the learning process					
34	Dominate issues the latest in field taught					
35	Use reference mandatory / support in learning					
36	Dominate material learning in a manner deep					
37	Receive critics and student advice					
38	Communicate oral in learning in a manner polite					

	with students					
39	Doing communication learning in a manner clear written with students					
40	Know with well students who follow learning					
41	Interact with students					
42	Pay attention difference ability students					
43	Braid relationship well with students in learning					
44	Create educational relationship with students in learning					
45	Ready braid relationship well with parents / guardians students .					
46	Obey norm and applicable rules					
47	Apply principle brotherhood in learning					
48	Have spirit togetherness in learning					

PROFIL SMA N 3 NORTH BENGKULU



**The researcher divide questionnaire to the English teacher At
SMA N 3 North Bengkulu.**



**The researcher divide questionnaire to the English teacher At
SMA N 3 North Bengkulu.**



