



Teacher's Social Competence and Work Motivation Toward Teacher Performance in Managing Classes at Junior High Schools

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DOI: <https://doi.org/10.33369/jeml.1.2.39-47>



ABSTRACT

This study purposed to examine the influence of teacher's social competence and work motivation toward teacher performance in managing classes. This research was causality research with a quantitative approach. The sample of this research consisted of 100 junior high school teachers. The instrument in collecting data was questionnaire. The data analysis technique consisted of descriptive statistics and inferential statistics. Descriptive statistic described the result. Inferential statistics consisted of two tests, (1) assumption test consisted of normality, linearity, and independency, (2) hypothesis test used multiple linear regression. The result of this research indicated that (1) social competence had a positive influence toward teacher performance in managing classes with a correlation coefficient of 0.584 and a significance of 0.000 and the influence exerted based on an R Square determination score was 37.20% (2) Work motivation had a positive influence toward teacher performance in managing classes where the correlation coefficient score was 0.38 with a significance was 0.000 and the influence based on the R Square determination score was 13.60%. (3) social competence and work motivation together had a positive influence on teacher performance in managing classes at Junior high schools in Muara Bangkahulu Sub-District in Bengkulu City with R Square determination coefficient of 0.417.

Keywords: Social competence, work motivation, teacher performance.

INTRODUCTION

Teachers as educators, instructors, and mentors have an important role in improving the quality of human resources. The teachers must have quality (performance) in managing to learn the classroom. This is in accordance with the Government Regulation No. 19 of 2005 on National Education Standards, one of the standards to be developed is a standard process. It is a national education standard related to the implementation of learning in educational units to achieve graduate competencies.

Teachers are the spearhead or vanguard in education. Recognizing the important role of teachers, the government made great efforts to improve the quality of teachers through training programs, workshops, etc. In carrying out this mission, the teacher should have an excellent quality of the performance. One of the performances of teachers who give direct effect to the student is the teacher's performance in managing the class or classroom management. In the research of Puluhalawa (2013), Agung (2014), and Baharun (2017), they suggest that the social competence of teachers is one of the competencies that must be owned by a teacher. The social competence of teachers is the teacher's ability to interact and communicate with students, fellow teachers, and the school community as well as the surrounding community. Social competence held by teachers will expedite the process of interaction and learning in the classroom.

Professional teacher is supported by teacher social competence and work motivation. Both of these aspects are assumed to be able to improve teacher performance in managing classes. Some empirical data showed that there was a positive influence between social competence and work motivation toward teacher performance. Theoretically also showed that the correlation between these variables. The aim of this research was to examine the influence of social competence and motivation of the teacher's performance in managing the class in SMPN Muara Bangkahulu Bengkulu City.

RESEARCH METHODS

This research was a causal design aimed to examine the influence of independent (teacher social competence or X1 and work motivation or X2) variables toward the dependent variable (teacher performance in managing classes) at Junior high schools in Muara Bangkahulu sub- District in Bengkulu City.

The election results were used as a sample of subjects in the study as follows:

Table 1. Sample Selection Research

Schools	Populations	Samples
SMP 17	52	44
SMP 11	48	36
SMP 22	36	20
Total	136	100

According to the table above, the samples were 100 teachers. 36 teachers as research instrument testing. Data from 36 teachers were used to analyze the quality of research instruments.

Data collection techniques in this study consisted of: (1) observation, (2) questionnaire, and (3) documentation.

The questionnaire forms enclosed statement by using the scale choice answers. It was the Linkert scale. The criteria questionnaire assessment score as in the following table.

Table 2. Criteria for assessment questionnaire

Items	Score
Strongly Agree	5
Agree	4
Hesitated	3
Disagree	2
Strongly Disagree	1

Instruments to measure teacher performance consists of 29 items statement. Indicators developed refers to the Minister of National Education in Indonesia No. 41 in 2007. It is about the Standard Process of Elementary and Secondary Education Unit Related to part III on Implementation of Learning Process. Instruments measuring social competence consists of 24 items statement. Indicators examined from the National Education Standards Article 28 paragraph (3) point about the competence of teachers. The dimensions of social competence were measured, (1) The ability to communicate with students, (2) The ability to communicate with all educators, (3) The ability to communicate with parents. In measuring the indicator based on the compiled work motivation, internal and external motivation dimensions.

Data Analysis Techniques consisted of, (1) Instrument testing techniques, (2) Analysis prerequisite test, and (3) Hypothesis tests.

(1) Instrument testing techniques

Validity is used to determine the proper questionnaire items on the questionnaire which gives a definite statement about what will be studied. Test the validity of using the calculation method of product moment. The validity of the analysis carried out by a questionnaire distributed to 35 respondents. The results of the analysis of the validity of each of the variables in the table below.

Table 3. Instrument validity results

Variables	Number	Valid	Not Valid
Social competence	24 items	22 items	2 items
Work motivation	25 items	23 items	2 items
Teacher performance	29 items	26 items	3 items

The reliability test to determine the extent of the questionnaires researchers trustworthy or reliable or consistent. Reliability test using Cronbach's alpha formula with SPSS with the following equation:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma b^2}{\sigma t^2} \right]$$

Explanation:

r_{11} = Reliability of instrument

K = items

$\sum \sigma b^2$ = Number of variants grains

$\sum \sigma t^2$ = sum total variance

With criteria: If $r_{11} > 0.60$, it is reliable If $r_{11} < 0.06$ then it is not reliable. Instrument reliability test results of each study variable as presented in the following table.

Table 4. Results of test instruments reliability

Variables	Number	Alpha score	Explanation
Social competence	22 items	0.841	Reliable
Work motivation	23 items	0.903	Reliable
Teacher performance	26 items	0.903	Reliable

Based on the analysis of validity and reliability, the questionnaire as a research instrument can be used as a data collection tool. Based upon the testing criteria, (1) the instruments of social competence there were 22 items that can be used, (2) on the instrument were 23 items of work motivation, and (3) an instrument for measuring the performance were 26 items. Data from questionnaires that have been used as a valid and reliable test data hypotheses.

(2) Analysis of the prerequisite test

Analysis of the prerequisite test with the two-step, normality test, and linearity test. Normality test using Kolmogorov-Sniov criteria if $\text{sig} > 0.05$ then the normal distribution of data. If $\text{sig} < 0.05$, the data did not have a normal distribution. Linearity test is a test used to determine the research data in terms of the linear regression line between independent variables that influence employee motivation or X_1 and X_2 teacher or the social competence with the dependent variable was the performance of teachers in classroom management or Y. These data linearity tests using Fisher's exact test (F).

(3) Hypothesis test

In testing the hypothesis, researchers used the test steps as follows:

(a) Simple Linear Regression

Simple linear regression was used to see the trend of the correlation between the independent variables. In general, a simple linear regression equation is:

The simple linear regression analysis investigates the influence of social competence of teachers (X_1) on teacher performance in managing the class (Y).

$$Y = a + b_1 \cdot X_1$$

Explanation:

Y : Variable performance of teachers

a : Constants

X_1 : Variable social competence of teachers

b_1 : Coefficient of regression of social competence

The simple linear regression analysis to examine the effect of work motivation (X_2) on teacher performance in managing the class (Y).

$$Y = a + b_2 \cdot X_2$$

Y : Variable performance of teachers in managing classes

a : Constants

X_2 : Work motivation variable

B_2 : The regression coefficient variable work motivation

(b) Multiple Regression

Multiple regression aims to look at the trends between the dependent variable with several independent variables simultaneously. In this study, there were two independent variables, therefore the regression equation is linear regression analysis to look concurrently influence social competence and motivation of teachers working together on teacher performance in managing the class.

$$Y = a + b_1 X_1 + b_2 X_2$$

Explanation:

Y : Variable performance of teachers in managing classes

a : Constants

X_1 : Variable social competence of teachers

X_2 : Variable work motivation of teachers

b_1 : coefficient regression of social competence of teachers

b_2 : Regression Coefficient teacher work motivation

RESULTS AND DISCUSSION

Description of the research subject

In testing the research hypothesis targets for data collection was a teacher at junior high schools in Muara Bangkahulu sub-district in Bengkulu city consist of three schools: (1) SMPN 11 (2) of SMPN 17, SMPN 22 Bengkulu City. The subjects were selected as respondents in this study were 100 teachers with criteria for teachers who have tenure of more than one year.

Research Data Description

Data described based on the results of questionnaires obtained from 100 respondents who were the subject of research. Summary of research data based on the range theorist and actual score of each variable as in the following table.

Table 5. Description of Research Results Data

Variables	Theoretical Range	Mean Theorist	Actual Range	Mean Actual
Social competence	22-110	66	76-109	90,35
Work motivation	23-115	69	77-113	96,12
Teacher performance	26-130	78	91-128	109,4

From conclusion description above, the research data showed that the average actual score or scores obtained from respondents in each variable was higher than the average theoretical. These data indicated that the research data in each variable indicated a high category.

1. Hypothesis Test Results

Regression Test Results

Hypothesis testing is done by multiple linear regression with 95% confidence level. The results of multiple regression analysis using SPSS software for windows version 23:00. The results of multiple linear regression analysis based test using SPSS output as in table 6.

Table 6. Results of multiple linear regression

Models	Unstandardized Coefficients		T	Sig.
	B	Std. Error		
1 (Constant)	40.216	9.064	4.437	.000
Social competence	.527	.077	6.831	.000
Work motivation	.225	.083	2.715	.008

Based on the test results of multiple regression equation regression models in testing the hypothesis indicated that the value of each coefficient of the variable was positive.

Statistical analysis of multiple regression analysis used multiple analysis, namely: (1) statistic F test, (2) t-test, and (3) test the coefficient of determination (R^2). The analysis of the results of multiple linear regression test described as follows.

(1). Test F Statistics

F test results of the statistical analysis of multiple linear regression analysis were as follows.

Table 7. F test results

Model	F	Sig.
1 Regression	34.64	.000 ^b
Residual		
Total		

Based on the test results in Table 7 above, 0,000 significant, F score was 34.64. The analysis showed that the significance with score of less than 0,05. It shows the 95% confidence level regression models in this study expressed the significance.

(2). Partial Statistical Testing (t-Test)

The results of the t test were used to determine the effect of partially each independent variable on the dependent variable. The results of t test analysis were also used to answer the research hypothesis that has been prepared (H_1 and H_2). The hypothesis testing criteria used in this study were: If the scoring probability (sig) was less than the hypothesis was accepted. T test results of the statistical analysis by multiple linear regression output as follows.

Table 8. Results of the linear regression t test

Model		Unstandardized Coefficients		T	Sig.
		B	Std. Error		
1	(Constant)	40.21	9.064	4.437	.000
	Teacher social competence	.527	.077	6.831	.000
	Work motivation	.225	.083	2.715	.008

The results of t test analysis at 8 above table showed that the social competence variable t value of 6.83 with a significance was 0.000. Based on the criteria then the hypothesis was accepted that there was significant social competence toward teacher performance. The correlation of work motivation significance score of 0.008, which means less than $\alpha = 0.05$.

A positive value on the variable Coefficients unstandardized showed that correlation that high social competence will effect high performance of teachers in managing classes. likewise with increased motivation is directly proportional to the performance of teachers in managing classes.

(3). Determination Coefficient Test (R)

Test results to determine the value of R shows great influence exerted by the independent variable together on the dependent variable. The results of the analysis of the research data determination test is as follows:

Table 9 Results of linear regression t test

Model	R	R Square	Adjusted R Square
1	.645 ^a	.417	.405

The results of multiple linear regression analysis on table 9 above showed that the R^2 score of 0.417, so, it concluded the influence of independent variables on the dependent variable (performance of teachers) was 41.70%.

2. Hypothesis Testing Analysis

The influence of social competence of the Teacher Performance

Based on the results of t-test analysis that has been presented, then there was the influence of social competence toward teacher performance. The regression equation variable correlation between social competence and performance of teachers. This equation showed that the social competence variable coefficient of 0.527 and a positive value. It means an increase of 0.527 would increase the variable Y, assuming other variables remain.

The test results also showed that the significance score of 0.000, which means it was less than the score criteria α (0.05). So, that there was the influence of social competence possessed by a teacher to improve performance in the classroom. The higher social competence, the better resulting performance.

The Effect of Work Motivation on Teacher Performance

Results of testing the second hypothesis were the influence of work motivation on the performance of teachers in classroom management. The results of regression testing based on the t test output showed that the significance score was 0.008, which means it was less than the α (0.05). The results of the analysis on the t test also showed positive unstandardized coefficients which means that the effect exerted was positive.

Results of regression testing hypotheses two regression equations were: this equationshowed each increase of 0.255 motivation variable Y will increase by 1, assuming other variables remain. Based on this, the second hypothesis was accepted so that there was an influence of work

motivation on performance. The higher motivation of a teacher, the higher the teacher's performance in managing the class.

Simultaneous Effect of Competence and Work Motivation on Teacher Performance

The third hypothesis tested was the effect of the dependent variable (social competence and motivation) together on the dependent variable (performance of teachers). Hypothesis testing based on the analysis of the results of the F test and the results of the R test analysis. The results of the analysis showed that the significance score in the F test was 0,000, which means less than alpha so the hypothesis is accepted. There was an influence together between social competence and motivation on teacher performance in managing class.

The results of analysis of R^2 score showed that the R^2 score was 0.417 , it means, the influence of independent variables (social competence and motivation) toward teacher performance was 41.70%. In addition, the R score of 64.50 which means there was a strong correlation between the two independent variables to the dependent variable.

Effect of Social Competence on Teacher Performance

Based on the results of the analysis of hypothesis testing that has been described, it showed that there was a positive influence between the social competence of teachers on performance in managing class. It means the better social competence of a teacher, the higher the teacher's performance in managing the class.

The results of this study are supported by the results of previous studies that mentioned the influence of social competence toward teacher performance. The results of research conducted by Agung (2014) shows that the ranking order of indicators in social competence is communicative, objective, non-discriminatory, and authority influences teacher performance. In addition, the results of research conducted by Putri & Suwanto (2017) show that pedagogical and social competencies have a positive effect on student achievement in the introduction of the subject of office administration in class X Office Administration Class at SMK Negeri 1 Subang.

The social abilities of the teacher were very important in supporting performance in the classroom. This was in accordance with the opinion of Sari & Astika (2016) which states that teacher competencies that include the ability to communicate can affect the character of students that have an impact on student intelligence. Increasing student intelligence will improve teacher performance.

Analysis of the Effect of Motivation on Teacher Performance

The results of the statistical analysis of the study indicated that the research hypothesis (H_2) was accepted, which means that there was an influence of work motivation on teacher performance in SMPN in Muara Bangkahulu District. The results of the statistical analysis showed a positive correlation between motivation and performance. This means that the higher the motivation of a teacher, the higher the teacher's performance. The correlation between motivation and performance based on the results of the research can be described as the following chart.

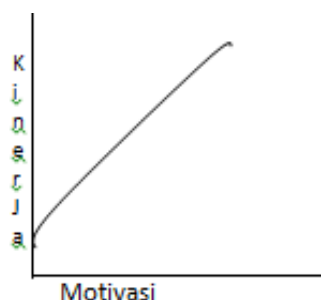


Figure 1. Correlation of Motivation and Performance

The correlation of the picture above shows that every motivation of a teacher increases, it will improve its performance. The results of this study are supported by the results of research conducted by Yenni (2019) and Riesminingsih (2013) which states that there is a significant influence between motivation and teacher performance.

Data from this study were also supported theoretically by one of the opinions of Uno (2014: 69) which states that the characteristics can be observed in someone who has work motivation as follows: a). Its performance depends on the ability and effort it has compared to performance through groups, b). Having the ability to complete difficult tasks, c). There was often concrete feedback about how tasks should be carried out optimally, effectively and efficiently. This showed that if someone has high work motivation, it will support their performance.

Analysis of the Effect of Social Competence and Motivation toward Teacher Performance

The results showed that there was the influence together between social competence and motivation on teacher performance in managing class. The results of this study indicated that jointly increasing social competencies held by teachers and work motivation will improve performance. The results of this study are supported by the results of research conducted by Yenni (2019) which states that Competency, Motivation and Work Discipline simultaneously have a significant effect on Teacher Teaching Performance of the Imanuel Palu Education Foundation. In addition, the results of research conducted by Riesminingsih (2013) which states that based on the results of statistical analysis shows that Competence and Motivation affect the performance of teachers in Yadika 3 High School.

CONCLUSION

Based on the results above, we concluded that,

- (1) The teacher's social competence influences the teacher's performance in managing classes on Junior High Schools in Muara Bangkahulu sub-District in Bengkulu city. This is indicated by the score of the regression analysis result with a positive coefficient and significance of 0,000. The higher the social competency possessed by junior high school teachers, the higher the performance in managing the class.
- (2) Work motivation affects the performance of teachers in Muara Bangkahulu sub-District, Bengkulu City. The analysis showed that the significance score was 0.008 and the coefficient was positive.
- (3) There was an influence together between social competence and motivation on the performance of teachers managing classes on Junior High Schools Muara Bangkahulu sub-District in Bengkulu city. The influence found positive and strong criteria with an R score of 0.417

Recommendation

- (1) Based on the results of the study there was an influence of social competence on teacher performance, it was recommended that teachers always develop social competence both with students, colleagues, and the surrounding community. Improvement can be acquired through training or experience gained. Actions that can be carried like, cooperating with the local community, to link up well with peers.
- (2) Based on the results of research that showed that there was an influence of work motivation on teacher performance, it was recommended that schools can create a school climate that has an environment that supports both facilities and infrastructure. School actions can be taken by increasing facilities for teachers such as the provision of the internet and other supporting public facilities.

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