

THE EFFECT OF COMPETENCE, SCHOOL CULTURE AND WORK DISCIPLINE ON TEACHER PERFORMANCE

Abdul Komar¹, Hayatul Millah²

¹Faculty of Tarbiyah, Institut Ilmu Keislaman Zainul Hasan, Probolinggo, Indonesia

²Faculty of Islamic Economics and Business, Institut Ilmu Keislaman Zainul Hasan, Probolinggo, Indonesia

Abstract

The purpose of this study is to describe the effect of competence on teacher performance, the effect of school culture on teacher performance, and the effect of work discipline on teacher performance. The type of this research is qualitative research that uses literature review which describes the influence between variables based on existing theories and empirical studies of relevant journals. The results of this study showed that competence has a positive effect on teacher performance, school culture has a positive effect on teacher performance and work discipline has a positive effect on teacher performance.

Keyword: Competence, School Culture, Work Discipline, Teacher Performance

1. INTRODUCTION

Human resources is an important factor that are very important in carrying out the operational activities of an organization. The Organization with a high quality human resources can be easier to achieve their goals. In order to obtain quality human resources, quality education is also needed, therefore education is one of the important factors that determines the progress of a nation. Basiccally, every human must experience an educational process in his life. This is because humans see education is not as a necessity but as an obligation that must be carried out. The implementation of education in Indonesia is a structured and planned National Education system. The teacher is a part of education that has an important role while occupying a strategic position in educational activities. According to Mulyasa (2008: 5) teachers are the most influential component in creating quality education processes and

outcomes. The existence of teachers is very important in achieve the success or failure of learning and teaching activities in schools. We have seen the importance of the role and position of a teacher in the world of education, then the teacher is required to have good quality in completing the teaching assignments that have been assigned to him.

According to the Ministry of National Education (2008: 21) teacher performance is the ability and effort of the teacher to carry out the best learning tasks in planning teaching programs, implementing learning activities and evaluating learning outcomes. Based on this understanding, we can find out that teachers who have good performance must be able to carry out their duties as well as possible so that the results can be accordance with established standards. There are several things that affect teacher performance, one of that factors is competence.

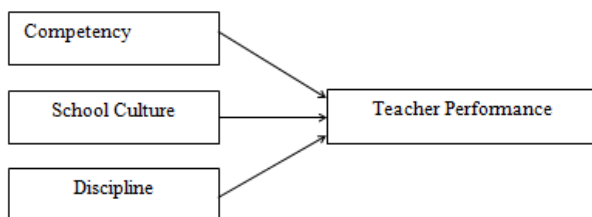
The competence according to Wibowo (2013: 324) is an ability to carry out or carry out the tasks based on skills and knowledge and supported by the work attitude required by the job. Based on this sentences, we can see that a teacher who has good competence is a teacher who has sufficient skills and abilities to carry out his duties in teaching. In addition to competence, there are other factors that influence teacher performance, that is the prevailing school culture. School culture according to Zamroni (2013: 7) is the values, customs, ceremonies, slogans, and various behaviors that have long been formed in schools and continued from one generation to the next, whether consciously or not. It means, the school culture is a set of systems that have been implemented and shared by school members in order to achieve the goals of the school. The competence according to Wibowo (2013: 324) is an ability to carry out some tasks based on skills and knowledge and supported by the work attitude required by the job.

Based on this statement we can know that a teacher who has good competence is a teacher who has sufficient skills and abilities to carry out his duties in teaching. Besides competence, there are other factors that influence teacher performance, that is the school culture.

The school culture according to Zamroni (2013: 7) is the values, customs, ceremonies, slogans, and various behaviors that have long been formed in schools and continued from one generation to the next, whether consciously or not. It means, the school culture is a set of systems that have been implemented and shared by school members in order to achieve the goals of the school.

The higher the school culture adopted by its members, the better the teacher's performance. In addition to school competencies and culture, there are other factors that are very important in influencing teacher performance, that is discipline. According to Sastrohadiwiryo (2002: 291) discipline is an attitude of respect, obedience to the written and unwritten rules and able to do it and never avoid to receive some sanctions if he violates the duties and authority that has given to him. Based on this statement we can know that discipline is very important for a teacher, this is because the teacher as an educator has a task to set a good example for his students. The higher the level of discipline of a teacher, the performance will also increase. Therefore, teachers must have good discipline in carrying out their duties in educational activities

2.CONCEPTUAL FRAMEWORK



Conceptual Framework of Research

3.DISCUSSION

3.1. The Influence of Competence on Teacher Performance

According to Wibowo (2013: 324), competence is an ability to carry out the tasks based on skills and knowledge and supported by the work attitude required by the job. The competence is a description of what a person can do in a work and the results that can be demonstrated. Teacher competence is an illustration of what a teacher can do in order to finish his work, in the form of activities, behavior and results that can be demonstrated (Koswara, 2008). Based on several opinions, it can be concluded that competence is an ability that includes the mastery of a teacher towards a task, skills, attitudes, and appreciation for teaching work that has become his responsibility. The researchs conducted by Ningrum (2016), Pamungkas (2017), and Pujiastuti et al. (2017), Pratiwi (2018) showed the result that competence has a positive and significant effect on teacher performance. It means if competence increase, then the teacher performance will increase. On contrary, if the competence reduce then the teacher performance will reduce.

3.2. The Influence of School Culture on Teacher Performance

The school culture according to Zamroni (2013: 7) is the values, customs, ceremonies, slogans, and various behaviors that have long been formed in schools and continued from one generation to the next, whether consciously or not. A strong school culture will affect the behavior of its members so that they will do work in accordance with their duties and responsibilities. Wirawan (2007: 7) states that organizational culture influences the attitudes and behavior of organizational members to determine the performance of members and organizations in achieving their goals. The school culture is an asset that is so unique and never be same between one schools and each other. The habits that have been carried out in the education process will form the identity of the school so that the teacher's performance can be seen from the attitudes and actions based on the prevailing culture. The research conducted by Oktaviani (2015), Salam et al. (2017) showed that school culture has a positive effect on teacher performance, It means if the school culture increase, then the teacher performance will increase. On contrary, if the school culture reduce then the teacher performance will reduce.

3.3. The Influence of Discipline on Teacher Performance

According to Sastrohadiwiry (2002: 291) discipline is an attitude of respect, obedience to the written and unwritten rules and able to do it and never avoid to receive some sanctions if he violates the duties and authority that has given to him. Hasibuan (2007: 193) states that discipline is the awareness and willingness of someone to comply with organization regulations and prevailing social norms. The awareness is the attitude of someone voluntarily obeying all regulations and being aware of the duties and responsibilities, while willingness is an attitude, behavior, and actions of someone who is in accordance with written and unwritten rules. The higher the discipline of a teacher, then the teacher performance will also increase in accordance with research conducted by Simba et al. (2016), Hartono and Zubaidah (2017), Ratnasih (2017) which showed that work discipline has a positive effect on teacher performance. It means if the work discipline increase, then the teacher performance will increase. On contrary, if the work discipline reduce then the teacher performance will reduce.

4. CONCLUSION

The competence has a positive effect on teacher performance, the school culture has a positive effect on teacher performance and the work discipline has a positive effect on teacher performance.

REFERENCES

[1] Depdiknas. 2008. *Kurikulum Tingkat Stuan Pendidikan*. Jakarta: Dikmenum Depdiknas
[2] Hartono, Bambang Dwi ., Zubaidah. 2017. The Influence of Leadership, Organizational Culture and Work Discipline on Teacher Performance Regarding Work Motivation As Intervening Variable (A Case Study of Yayasan Pendidikan Pondok Pesantren Al Kholidin). *International Journal of Economics, Business and Management Research Vol. 1, No. 01; 2017*
[3] Koswara, D. Dan Halimah. 2008. *Bagaimana Menjadi Guru Kreatif?*. Edisi Pertama. PT.Pribumi Mekar. Bandung
[4] Mulyasa, E. 2008. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosda Karya

[5] Ningrum, Komang Septia Cahya. 2016. Pengaruh Kompetensi Guru terhadap Kinerja Guru SMP Negeri 6 Singaraja. *Jurnal Program Studi Pendidikan Ekonomi (Jppe), Volume: 7 Nomor: 2*
[6] Oktavian, Christina I. 2015. Peran Budaya Sekolah dalam Peningkatan Kinerja Guru *Manajer Pendidikan, Volume 9, Nomor 4, Juli 2015, Hlm. 613-617*
[7] Pamungkas, Andika Tri. 2017. Pengaruh Kompetensi Guru Terhadap Kinerja Guru di MI dab SDI se-Kecamatan Boyolangu Kabupaten Tulungagung. *Tesis*. IAIN Tulungagung.
[8] Pratiwi, Shoumy Aulia. 2018. Pengaruh Budaya Sekolah terhadap Kinerja Guru dalam Melaksanakan Tugas Di Sma Negeri 2 Kotabumi Kabupaten Lampung Utara. *Skripsi*. Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung Bandar Lampung
[9] Pujiastuti, Sri., Murwatiningsih, Rozi, Fahrur. 2017. The Influence of Professional Competence and Working Environment to The Teachers Performance of The Economic Teachers in Senior High School At Pemalang Regency Through Their Working Motivation. *Journal of Economic Education, Vol 6 (2) 151 - 160*
[10] Ratnasih, Cicih. 2017. Leadership Style, Discipline, Motivation and The Implications On Teachers'performance. *International Journal of Human Capital Management. Volume 1 No. 1*
[11] Salam, B., Ma'ufur, M., Dan Laeli, S., 2017. Pengaruh Budaya Kerja terhadap Kinerja Guru Bersertifikasi di Madrasah Aliyah. *Tadbir Muwahhid P-Issn 2579-4876 E-Issn 2579-3470 Volume 1 Nomor 1*
[12] Sastrohadiwiry, Siswanto. 2002. *Manajemen Tenaga Kerja Indonesia*. Bandung : Bumi Aksara
[13] Simba, Nicholas Odoyo., Agak, John Odwar., and Kabuka, Eric K. 2016. Impact of Discipline on Academic Performance of Pupils in Public. Primary Schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice, Vol.7, No.6*
[14] Wibowo. 2013. *Manajemen Kinerja*. Jakarta: Rajawali Pers
[15] Zamroni. 2013. *Manajemen Pendidikan Suatu Usaha Meningkatkan Mutu Sekolah*. Yogyakarta: Penerbit Ombak (Anggota IKAPI)