



INFLUENCE OF WORK MOTIVATION, DISCIPLINE AND PROFESSIONAL COMPETENCE ON PERFORMANCE OF TEACHERS IN VOCATIONAL-TECHNICAL SECONDARY EDUCATION DILI

Sabino da Costa Gusmão Borges^{1*}, Manuel Brito², Augusto da Costa³, Natalino Parada⁴, Agostinho dos Santos Gonçalves⁵
Instituto Superior Cristal^{1,3,5}, Univerdicade Catolica Timor Leste²

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ABSTRACT

This aims to describe the influence of work motivation, discipline, and professional competence on teachers' performance in vocational-technical secondary education-technology and industry Group Becora, Dili. The type of research is quantitative descriptive. The research population is all teachers in mentioning school composed of 89 people. While the purposive sampling of 89 people. Technique collecting data with observation, documentation, and questionnaire. The technique to analyze data is assumed multiple linear regression with a normality test, autocorrelation test, multicollinearity test, and heteroscedasticity test. However, it is the final test of the hypothesis with the t-test and F-test. Based on the hypothesis test result on the t-test showed that work motivation $0.369 > 0.05$ or $t\text{-count} (0.904) < t\text{-table} (2.000)$ significant there is no influence of work motivation on teacher performance. Discipline $0.005 < 0.05$ or $t\text{-count} (2.888) > t\text{-table} (2.000)$ There is a significant influence of work discipline on teacher performance. Professional competence $0.039 < 0.05$ or $t\text{-count} (2,096) > t\text{table} (2,000)$ significant there is the influence of professional competence on teacher performance. It is based on the F-test result of a significant value for the 3 independent variables that simultaneously influenced on teacher's performance with $0.002 < 0.05$ and the value $F\text{count} (5,586) > F\text{table} (2,711)$ means there are effects of the service motivation, service discipline, and professional competence simultaneously for teacher performance.

INTRODUCTION

Education is a human effort to broaden the knowledge of zoning to form values, attitudes, and morals. As an effort not only benefits to produce, education is also a basic need, and there is still no hope to achieve hope. This is the reason that students who have not yet achieved the priority of meeting the criteria used as the domination of the presence of existing educational institutions. Such an insult is an insult that lowers the quality of education, following Lahamuddin's (2019:1) capacity to perform the same duties or performance as something that can be done with encouragement and continuity.

The performance of teachers as a result of the quality and quantity of work achieved by each teacher for the implementation of the task according to the responsibilities given is reflected in the way of planning, realization, and evaluation of seasonal learning processes in schools with intentional work, including the professional discipline of teachers in the learning process. Professor is a staff member of the field education professional who has a role in the play as a determining factor for the outcomes of education, because the teachers are in direct contact with the students in the field, guiding and getting graduates. Therefore, the teacher is a human resource with his role as a planned schedule, author, and determinant of the organization's objective. (Lahamuddin, 2019).

Work motivation is something that causes will or encourage work. According to Alhusaini et al., (2020:2) "Job rehabilitation is a factor that determines the performance of each person". The wages of teachers are not part of a process carried out to use mobile teachers to guide real efforts to achieve the objective. Motivation for work is an important factor to increase the performance of teachers because it is the principal reinforcement of each teacher in the performance of the profession based on the establishment of current rules.

* Corresponding author.

E-mail addresses: sabinocosta1984@gmail.com (Sabino da Costa Gusmão Borges)*
britoinfordepe@gmail.com (Manuel Brito), acostas3bk2015@gmail.com (Augusto da Costa),
dossantosgoncalvesagostinho@gmail.com (Agostinho dos Santos Gonçalves)

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According to Alhusaini, et al. (2020:2), it states that "discipline is an attitude of respect, consideration, obeying the rules applicable, neither written nor written down, is it applied that they must not be convicted when they receive work tasks with responsibility". Professional competencies are the capacity or knowledge that teachers should be able to deal with tasks properly and correctly. According to Bintarti (2015:35), there is a definition of the following definition: (1) professional competence such as the chosen tool, (2) professional competencies on the occasion of teacher training, (3) the importance of professional competence on the occasion of preparing curriculum, (4) the importance of professional competence is related to the activity and results of student evaluation".

The reality is to discover that the professional competence of teachers is: (1) knowledge about seasonal learning and human behavior, (2) knowledge and domination of teaching materials, (3) having a good attitude about dominance, school, sports, and learning materials, (4) in the learning skills". Based on the explanation above, the observations of the researchers at the Senior High School of Technical High Schools of Vocational and the Becora Industry suggest that most teachers during the presentation process were not well motivated. While teachers don't yet have any discipline to adhere to the rules of the school. Meanwhile, not having the competency of teachers at school results in the performance of teachers as teachers.

In this research there are 4 issues. Is there any motivations for the performance of teachers in the technical secondary schools of industrial groups in Becora? Is there any influence on the working discipline service of teachers in the technical secondary education of the industrial group of Becora? Is there any professional competence for the performance of teachers of the Technical High Schools of Vocational and Becora Industry group? Has any influence concerning the working motivation, discipline, and professional competence of teachers in the technical secondary education schools of the technical or technical group of Becora Industry?

REVIEW OF LITERATURE

Generally, the definition of performance is the result of quality and quantity achieved by the staff or teachers in the implementation of the main spatial activity and its functions as staff according to the responsibilities assumed by the respective staff. Performance is the result of the activities carried out, which have already been created, either individually or in groups. The performance result is when no individual or group

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does not carry out activities. Methodic learning activities are a change process to produce knowledge, understanding, skills, human values, and performance of students and teachers. According to (Djamarah, 2009:20) that "Performance as achieved results have been set up.

The same performance has been created, the result of work, the results are satisfied with feelings of resistance, and strength and are not easily discouraged from work. Professor has a high vision, wanting to be a familiar more familiar person. Tenacity is a key to the continued development of competitiveness in the dynamic and full of challenges". Therefore, Sunarsi (2020:21) reinforces that "performance is the achievement of outcomes of both the quality and quantity carried out by others of the labor behavior in the execution of work activities. To understand or measure the performance of teachers is measured by indicators such as the quality of work or teaching, producing the number of graduate graduates, time management, effectiveness, and personality.

Teacher performance is the result of efforts achieved through education values on progress after he has worked. Work performance is therefore not only intended to understand where the number of staff or teachers' progress has been completed, but also as an instrument to motivate each teacher to work better, both individually and in the group. Teacher performance is the capacity and effort of teachers to implement seasonal learning courses that can improve seasonal learning programs. Emphasizing, that teacher performance is an educator capacity that implements seasonal learning tasks in schools and is responsible for guiding students, increasing student learning performance, and others (Fauzi and Herminingsih, 2021).

This indicator is therefore an important measure to measure the performance of teachers. According to Siregar (2019:5), "The performance indicators of teachers in this research are (1) Quality and quantity of services; (2) Work Cooperatives; (3) Work initiative; (4) Work capacity; (5) Communication services". Meanwhile, according to Sholeh (2017), the teacher performance indicators are: (1) the achievement of strong personality management from both inside and outside; (2) carried out seasonal learning activities including the drafting of classroom plans, teaching methods, the use of teaching relationships, personal entertainment relationships, monitoring and evaluation of seasonal learning outcomes; (3) it gave both free time both inside and outside school; (4) developing the profession; 5 teachers (organized students and include seasonal learning materials; 6 (communication skills) with students; (sympathetic) and empathy, especially

students, especially students who have experienced seasonal activities”.

Motivation

Based on the strategic teratology motivated by Latina Movere word which means changes the will (to move), (Yusuf, 2015:120). He stated that “the motivation to act as a result of an internal or external process that enthusiastically generates attitudes and persistent action following service orientation”. Continue to reinforce that “the motivation is the basis for changing energy from people (individuals) that have felt feelings and interaction to achieve the goal”.

While motivation is a psychological basis process and one element is explained about the individual attitude (individuals), (Siregar, 2019:6). Motivation is something that initiates or begins a movement or action or behavior that initiates a person to determine the ways, (Asih, 2020:35). The Motivation of works is encouraged by teachers who work based on hierarchy the need to perform their work well. According to Maslow (1993), people's need is based on the hierarchy of needs below to meet the greatest needs. While reinforced by McClelland (1961), those three sides are the basis for motivating people, such as the need for provision, the need for power, and the need for affiliation”. Therefore, there are working indicators of Tamzil Yusuf (2015:120) that indicators for the motivation for the investigation are:

(1) Psychological needs (Physiological Needs). Psychological needs are a hierarchy of the need for people to live based on their indicators of infrastructure supplies and facilities and allow them to rest (2) The need for comfort is based on its indicator felt comfortable by the superior behavior, in guaranteeing the safety and security of the workers. (3) Social Needs (Social Needs) of its indicator adapted to the working environment and the need for working together 4 groups. (4) The recognizing need (Esteem Needs) is seen by its indicators as rewards, attention, and ideas that make it satisfied. (5) Self-actualization needs as such, according to Asih (2020:30), the importance of motivation will come from an introductory motivation such as responsibility, recognition, valorization, and doctrine such as decent work, salaries, policies, working relations, working environment, and supervision.

Work Discipline

Discipline is a way of obeying the applicable formal and informal regulations to supervise and control. It is a meaning of discipline as a teaching or training, which aims to

develop themselves as a way of personal behavior. According to Bintarti (2015), “discipline is a management action to encourage members of the organization to achieve multiple conditions”. Discipline is a managerial activity to be implemented according to organizational standards. Discipline is a behavior and behavior that is intended to obey organizational regulations based on self-reliance to adopt the rules applied within the organization. The implementation of school discipline or organization will serve as a guide for teachers and staff to achieve the objectives (Sunarsi, 2020).

Discipline services are awareness, willingness, and willingness of others to comply with obviously applicable rules and norms. Fauzi & Herminingsih (2021:518) that “service discipline is a procedure that is corrupt or punctual for subordinates in breach of the rule. However, the discipline service is a personal behavior that obtains the regulation, work procedures or discipline, behavior and procedural action in the organization's regulation, whether written or not written (informal)”. The objective of discipline is (1) to guarantee professional behavior that consists of the school rules; (2) to keep mutual respect and trust; (3) disciplinary action can also help increase the productivity of teachers; (4) disciplinary action can be stimulating to individuals individually and improve the performance of teachers (Biora, 2021). Based on the working discipline indicator, it is Fauzi and Herminingsih (2021:519) as: “(1) Obedience for punctuality; (2) Obedience for organization regulation; (3) Obedience in working behavior; (4) Obedience to other regulations in the organization”.

Professional Competencies

Competencies are the capacity or skills that teachers must have to deal with these tasks properly and correctly. While competence is the result of a dog between education, training, and experience. Capacity or competence are the attributes inherent in each person's own. The attribute is a quality that clings to each person or something else. This means that Indonesia is coming from English as “Competence means the fitness of the ability”. According to Sunarsi (2020:19), “It is a competency that is the basis for skills and knowledge that supports behavior, including the implementation of the performance of duties and services that guide the criteria established”. Professional competencies are the domination of seasonal learning materials widely and deeply.

Domination includes curriculum for seasonal learning and substantive materials relating to learning materials and structures domination including methodology. Following Lahamuddin (2019:25-26) that “professional competence consists of the same

sub competence; 1). Understand the discipline prepared to teach; 2) understand the competency standards and content of the classroom listed in the regulations of the Ministry of Education including teaching materials at the level of educational units; 3) understand the structure, concepts, and scientific methods of teaching materials; 4) understand the concept of teaching materials; 5) implementing the scientific concept in the classroom”.

According to Faria (2005), “professional competence indicators are: (1) communication, a clear form of expression, a clear purpose of listening, understanding the context of speaking or messaging, good feedback, good feedback to all parties; (2) Guiding for results, good work can result and perform good execution; (3) interpersonal relations, relations between two or more independent and more consistent ways of interaction are essential for life and think that human beings are incompatible with others; (4) Leadership, processes in which a person is organizing, directing, executing and influencing behavior and the profession of another person achieve the goals; (5) Issuance means how we can choose to behave for all things surrounding us; (6) Comprehension, action to do something; (7) Make a decision, a better alternative option of other alternatives based on the systematic continuity of use

METHOD

The quantitative research approach is a method used to image, situation, and issue in detail based on the facts. This research was carried out at the Technical High School of Vocational-Group of Becora Industry, Dili academic year 2022. The time required by researchers during the survey took place between August 23rd, 2022, and August 28th, 2022. According to Sugiyono (2013:117), the population is a generalized area of interest that consists of the subject of questionable objects and specific characteristics determined by researchers to study and then draw conclusions. The population of this research is a total of 89 people who teach in the ESTV-GTI school in Becora. The definition of the sample by Sugiyono (2012:73) is part of the quantity and characteristics of the population, the sample taken by the population, and should be representative.

The sample size is the total sample taken from the population. According to Arikunto (2012:104), if the total population is less than 100 people, the total sample is taken, but if the total population is more than 100 people, it can take 10-15% and 20-25% of the total population. Based on a total of more than 100 people per person, researchers use a population sample of 89 people.

Data collection techniques were observed, for the first time, to observe the real situation that occurred in the field of research. Using the questionnaire is a tool used by researchers to distribute to respondents as teachers to become engaged in real conscience and experiences that occur or respondents face in the workplace. While documentation is an object to obtain information through writing on paper, in space, and by staff. However, the validity test under Riduwan (2010:109) states that "Validity is a size that indicates an instrument's validation. A tool validates the validity of the same validity as the less validity of the instrument. Validity is a measure that measures to demonstrate a clear degree of validity observations:

r_{count} = the correlation coefficient

$\sum X$ = total score item; $\sum Y$ = *total skore item*

1. Formula of t_{count}

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Observations:

$t = t_{\text{count}}$ value ; r = value ; coefficient correlation result r_{count} ; n = total respondent

2. Seek t_{table} while there is a significant $\alpha = 0,05$ with the degree of freedom ($dk = n-2$) with unilateral testing.

3. Makes a comparative decision about t_{count} and t_{table}

Decision rule: If only $t_{\text{count}} \geq t_{\text{table}}$ means about the land in which the diverted $t_{\text{count}} < t_{\text{table}}$ means that it does not have a valid effect.

Confidence is a measure that indicates where a material or instrument can be reliable and reliable. A reliability test was used to ascertain and acquit consistent research instruments such as the use of questionnaires. According to Arikunto (1993), Instrument can state that it is confidential and, in the conference,) when there is a trustworthy or trustworthy coefficient than 0.6. The reliability test witness used by Cronbach Alpha. If $\text{Alpha} > 0.6$ then the reliable results would have been more credible. Next is the result of a reliability test. According to Riduwan (2004:110) the following criteria for confidence are:

1. Total score test

2. Value of the correlation product moment: $r_{\text{count}} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$

Observations:

r_{count} = coefficient correlations; ; $\sum X$ = *total score item*; $\sum Y$ = *total score item*

3. The reliability of all testing instruments and formulated Spearman-Brown are: $r_{11} = \frac{2 \cdot r_b}{1 + r_b}$
4. Observations: r_{11} = koefficient internal reliability for each item r_b = correlation product moment for each item.
5. Seek r_{table} while there is a significant $\alpha = 0,05$ with the degree of freedom ($dk = n-2$) with unilateral testing.
6. Makes decisions with comparative r_{11} with a r_{table}

Decision rule: If only $r_{11} \geq r_{table}$ significant means while the $r_{11} < r_{table}$ means is not reliable.

The underlying assumptions of linear regression are testing data normality, a test undertaken to assess the distribution of data to vulnerable or variable data, in or distribution of normal data. According to Purwanto (2010:286), a "normality test is a test designed to assess the distribution of data to an author or variable". Analysis of data normality tests used by Kolmogorov Smirnov method. Tests are autocorrelation, such as an analysis of statistics conducted to discover or correlate variable weather predictions with the time change.

Therefore, in the event of self-regulation of a model of predictability, the value of disturbance (disruption) will not be significant, but in line with self-determination (Yenny, 2004). The problem of self-correlation assumptions will be detected using a type of analysis such as Durbin Watson testing. A multicollinearity Test is a test used to discover or not store multistory assumptions or a linear correlation between an independent variable for the regression model. To detect multicultural practices taking place and take into account the prevailing value of inflation factors (VIF) that cannot be exceeded by more than ten (10), limiting the multicollinearity model (Asih, 2020). Meanwhile, Kasenda (2013:857), that "decisions made based on multicollinearity testing are as follows: If the values of the $VIF < 10$ or the value of Tolerance $> 0,01$, this means that no multicollinearity takes place. If the $VIF > 10$ or the value of Tolerance $< 0,01$, it means multicollinearity experience.

The Test Heteroscedasticity, while the distance from the Heteroscedasticity is used to discover there or no assumptions for the storage of classic heritage or the variety of inequities to observe all the regression models (Sukardi, 2003). According to Puspitasari (2009:60), "the requirement to test the hydro well is to have the objective of testing in or

not taking into account the different types of disposal models from one of the residues to another observation, called homoscedasticity, and if a variety of residues for other observation is to be made and viewed in the graph scatters, based on analysis”.

Most comprehensive regression Tests, in this research, are dependent on the influence of independent variables. While testing or estimate of a problem where an independent variable is not used using simple regression tests. The data used in this research are multiple regressions. The broad regression of multiple linear regressions included:

$$Y = a + b_1YX_1 + b_2YX_2 + b_3YX_3 \quad \dots\dots\dots(Riduwan, 2004)$$

Observations:

Y: Performance of teacher (dependent variable); X1: Motivation of Services (independent variable); X2: Service Discipline (independent variable); X3: Professional responsibilities (independent variable); a: Constant; b1: coefficient regression of variable service motivation; b2: coefficient regression of variable service Discipline; b3: coefficient regression of variable professional competence; b1, b2, b3, bn: the number of directions or coefficients for regression, which shows an increase or reduction of the total dependence variable based on an independent variable change. The Effective Analysis of Determination (R^2) was analyzed to discover the contributions of many of the donated persons or independent variable contributions (work motivation, work Discipline, and Professional Competence) to the professional variable (teacher performance). $R^2 = r^2 \times 100\%$ (Riduwan, 2004).

R^2 = coefficient determination; r^2 = coefficient correlation. Test t (partial testing), according to Sugiyono (2007), is used to discover an independent variable, such as influencing work motivation, discipline, and professional competence partially to the performance variable of teachers has a significant influence.

$H_0 : b_1 = 0$ (X_1 had no influence on Y); $H_1 : b_1 \neq 0$ (X_1 had influence on Y);

$H_0 : b_2 = 0$ (X_2 had no influence on Y); $H_2 : b_2 \neq 0$ (X_2 had influence on Y)

$H_0 : b_3 = 0$ (X_3 had no influence on Y); $H_3 : b_3 \neq 0$ (X_3 had influence on Y)

$t_{count} < t_{table} = \text{accept } H_0$ and $t_{count} > t_{table} = \text{not accept } H_0$.

While a significant value of $t > 0,05$ to accept H_0 and reject H_1 , there is no significant influence on independent variables for dependent variables. While significant $t < 0,05$ that it does not mean H_0 and accepts H_1 , which has an independent effect on a dependent variable. Test F (simultaneous testing) or concurrently, as to discover the influence of

independent variables simultaneously for dependent variables, has no significant influence, determined $\alpha = 5\%$ (Riduwan, 2004). The witness started with the development of the research course, and was as follows:

H₀: there is no significant influence on work motivation (X₁), work discipline (X₂), and professional competencies (X₃) for the teacher performance (Y) in ESTV-GTI in Becora.

H₁: There is a significant influence in the work motivation (X₁), work Discipline (X₂), and Professional Competencies (X₃) for the teacher performance (Y) in ESTV-GTI in Becora.

The criteria for testing include: If the value of the $F_{\text{count}} < F_{\text{table}}$ or the significant probability $> 5\%$ received H₀ and refused to H₁ that the Work Motivation variable (X₁), work Discipline (X₂), and Professional Competencies (X₃) do not have significant influence over the teacher performance (Y) in the ESTV-GTI in Becora. Therefore, if the $F_{\text{count}} > F_{\text{table}}$ or probability value significance $< 5\%$, it rejects H₀ and accepts H₁ that the work motivation (X₁), work Discipline (X₂), and Professional Competence (X₃) had a significant impact on the teacher performance (Y) in the ESTV-GTI in Becora.

RESULTS AND DISCUSSION

Results

The result of the variable work motivation (X₁), the result of the observation r_{table} is a value from the df sample = (N-2) = 12 - 2 = 10 is higher (0.5760). And the result of the validity test is that all instruments of the work motivation (X₁) included from x1.1, x1.2, x1.3, x1.4, x1.5, x1.6, 1.7 are all values minus $r_{\text{count}} < r_{\text{table}}$ significant valid. This means that these values are: 0.299 < 0.5760 valid, 0.008 < 0.5760 valid, 0.409 < 0.5760 valid, 0.096 < 0.5760 valid, 0.220 < 0.520 < 760 valid, 0.094 < 0.5760, 0.042 < 0.5760. Thus, it is concluded that all instruments of the work motivation (X₁) in this research mean valid. As a result of the work discipline variable (X₂), the results of your observation obtained the value of the mineral sample = 12 - 2 = 10 are the largest (0.5760).

The result showed the validity test that all instruments are from the work discipline variable (X₂) which included all x2.1, x2.2, x2.3, x2.4, x2.5, x2.6, get a value smaller than $r_{\text{count}} < r_{\text{table}}$ significantly valid. The significance of the values includes 0.404 < 0.5760 valid, 0.029 < 0.5760 valid, 0.001 < 0.5760 valid, 0.005 < 0.5760 valid, 0.000 < 0.5760 valid, 0.100 < 0.5760 valid. And concluded that all instruments of the work

discipline variable (X2) in this study were significantly valid. And also the results of the professional competence variable (X3), from the results of r_{table} observations, the value of the sample $df = (N-2) = 12 - 2 = 10$ is greater (0.5760).

The result showed from the results of the validity test that all instruments from the professional competence variable get values less than $r_{count} < r_{table}$ significant valid. The significance of all values includes $0.180 < 0.5760$ valid, $0.199 < 0.5760$ valid, $0.183 < 0.5760$ valid, $0.007 < 0.5760$ valid, $0.007 < 0.5760$ valid, $0.016 < 0.5760$ valid, $0.003 < 0.5760$. and also concluded that all instruments of the professional competence (X3) variable from this study were significantly valid. while the results of the teacher performance variable (Y), from the results of r_{table} observations, the value of $df = (N-2) = 12 - 2 = 10$ is greater (0.5760).

The result showed the results of the validity test that all instruments of the teacher performance variable (Y) which include: y.1, y.2, y.3, 4.4. y.5, y.6, y.7, y.8, y.9, y.10. The significance of all values included: $0.639 > 0.5760$ invalid, $0.419 < 0.5760$ valid, $0.751 > 0.5760$ invalids, $0.335 < 0.5760$ valid, $0.303 < 0.5760$ valid, $0.147 < 0.5760$ valid, $0.544 < 0.5760$ valid, $0.237 < 0.5760$ valid, $0.551 < 0.5760$ valid, $0.806 > 0.5760$ invalids. And concluded that all valid instruments of the teacher performance variable (Y) include y.2, y.4, y.5, y.6, y.7, y.8, y.9. and also invalid instruments including y.1, y.3, no y.10. The significance of the work performance variable instrument (Y) is ten valid are seven and invalid are three \. And also the results of the reliability test including the results of the work motivation variable (X1), the relationship to the reliability test results of the work motivation variable (X1) shows that $r_{count} \geq r_{table}$ that the results of Cronbach's Alpha 0.647 0.5760, the significance of the question items (x1, x, x3, x4, x5, x6, x7) of the work motivation variable (X1) show reliable. And also the results of the work discipline variable (X2), the relationship to the reliability test results of the work discipline variable (X2) shows $r_{count} \geq r_{table}$ that the results of Cronbach's Alpha 0.705 0.5760, significant question items (x1, x2, x3, x4, x5, x6) of the work discipline variable (X2) show that there is reliable. And also the results of the professional competence variable (X3), the relationship to the reliability test results from the professional competence variable (x3) shows $r_{count} \geq r_{table}$ that the results of Cronbach's Alpha 0.578 0.5760, significant question items (x1, x2, x3, x4, x5, x6, x7) of the professional competence variable (X3) is reliable. Likewise, the results of the work performance variable (Y), the relationship to the reliability test results of the professional competence variable (X3) shows that $r_{count} \geq r_{table}$ that the results of Cronbach's Alpha 0.815 0.5760, significant question items (y1, y2, y3, y4, y5, y6, y7, y8,

y₉, y₁₀) of the work performance variable (Y) are reliable. And from the normality test such as Kolmogorov Smirnov, then there are normality test results from the variables x₁, x₂, x₃, and y that can have a significant value of $0.854 > 0.05$, so I conclude that the residual value has a normal distribution. And also the Durbin Watson relationship on the results of the autocorrelation test mak $n = 89$, $k = 3$, here's a look at the Durbin Watson table = 5% to find the DL and DU values. Then the value obtained from Durbin Upper (DU) = 1.7254, Durbin Lower (DL) = 1.5863, Durbin Watson (DW) = 1.969, then $DU < DW < 4-DU$; $1.7254 < 1.969 < 4-1.7254$; $1.7254 < 1.969 < 2.2746$. Significance there is no positive autocorrelation. Likewise, the relation on the results of the multicollinearity test that the tolerance value of the work motivation variable (X_1) > 0.01 or $0.903 > 0.01$ or $0.903 > 0.01$ is significant, there is no multicollinearity. And the tolerance value of the professional competence variable (X_3) > 0.01 or $0.980 > 0.01$ is significant, there is no multicollinearity. Likewise, the relationship in the scatterplot above, the researcher concludes that there is an output on the heteroscedasticity test that can say that all of these types are achieved because the regression model of the influence of work motivation (X_1), work discipline (X_2) and professional competence (X_3) on teacher performance (Y) does not indicate heteroscedasticity problem. The following is the result of $t_{table} = t(\alpha/3; 89-3-1) = t(0.016; 85) = 1.990$. The significance of work motivation (x_1) is $0.369 > 0.05$ or $t_{count}(0.904) < t_{table}(2,000)$ that there is no effect of work motivation (X_1) on teacher performance (Y). The reason for work motivation (X_1) has no effect on work performance (Y) due to observations from the field that during work activities such as matriculation of new students, re-registration of old students, re-testing of material modules, workshop practices, monitoring of current students. field practitioners, practice the final results including the head of the department, homeroom teacher, and supervisor of the national exam. Concerning all these activities, the school structure always motivates the teachers who do all the work with responsibility. Therefore, the results of this study on the relevant variables did not show a significant effect. The significance of work discipline (X_2) is $0.005 < 0.05$ or $t_{count}(2.888) > t_{table}(2,000)$ that there is an effect of work discipline (X_2) on work performance (Y). and significant from professional competence (X_3) $0.039 < 0.05$ or $t_{count}(2,096) > t_{table}(2,000)$ that there is an effect of professional competence (X_3) on work performance (Y). And also the relationship on the F test output, the significance value of the variables X_1 , X_2 , X_3 simultaneously at Y is $0.002 < 0.05$ and valor $F_{count}(5.586) < F_{table}(2.711)$, then concludes that there is an effect of work motivation (X_1), work discipline (X_2) and professional competence (X_3) simultaneously

on teacher performance (Y). And also the results of the coefficient of determination at the output R Square (0.165) are signs that the influence of work motivation variables (X1), work discipline (X2), and professional competence (X3) simultaneously on teacher performance (Y) then 16.5%.

Discussions

Based on the results of the research data analysis output in Chapter IV using the SPSS version 19 program, at; Variable of work motivation, based on the theoretical basis that educational institutions have good motivation for employees or teachers so that they can work to show good work performance, the motivation given includes intrinsic and extrinsic motivation. There are existing research results that show that t_{count} (0.369) > (0.05) has no significant effect of work motivation on teacher performance at ESTV-GTI Becora. The reason for work motivation (X1) has no effect on teacher performance (Y) due to observations from the field that during work activities such as matriculation of new students, registration of old students, modular re-test of subjects, workshop practice, monitoring of student field practice, guidance on final results student practice, department heads, homeroom teachers, national examination supervisors, teacher training.

Based on this activity, the school structure and staff always motivate their teachers who work responsibly. Therefore, the results of research on this variable do not show a significant effect. Based on the results according to Fauzi & Herminingsih (2021), shows that there is no effect of work motivation on teacher performance. And also according to (Kasenda, 2013) that there is no effect of work motivation on teacher performance. And also according to Lubis (2020) that there is no effect of work motivation on teacher performance.

The work discipline variable is based on the theoretical basis that all teachers must be punctual, and responsible and comply with all applicable regulations in a particular workplace. Thus the results of the study indicate that the variable (x2) $0.005 < 0.05$ or t_{count} (2.888) > (2,000) has a significant influence on work discipline on teacher performance at ESTV-GTI Becora. Based on previous research according to Sunarsi (2020), there is an influence of work discipline on teacher performance. According to Ibrahim (2022), there is an effect of work discipline on teacher performance. Likewise, there is the effect of work discipline on work performance (Bintarti, 2015).

Professional competencies such as mastering subjects broadly and deeply on
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scientific substance based on the curriculum. The results showed that the variable (x_3) $0.039 < 0.05$ or $t_{\text{count}} (2,096) > t_{\text{table}} (2,000)$ had a significant effect on professional competence on the performance of teachers at ESTV-GTI Becora. According to Rachmawati & Kaluge (2020) that there is an influence of professional competence on teacher performance. And according to Biora (2021) that there is an influence of professional competence on teacher performance. And there is also the influence of professional competence on teacher performance (Sandriyani et al., 2021).

Based on the output results, the significance value of the variables x_1 , x_2 , and x_3 simultaneously on y is $0.002 < 0.05$ and the value of $F_{\text{count}} (5.586) > F_{\text{table}} (2.711)$ has a significant effect on work motivation (X_1), work discipline (X_2) and professional competence (X_3) simultaneously on teacher performance (Y) at ESTV-GTI Becora. According to Yenny (2004) that there is an effect of x_1 , x_2 , and x_3 simultaneously on teacher performance. And according to Lahamuddin (2019) that there is a simultaneous x_1 , x_2 , x_3 effect on teacher performance. And there is an effect of x_1 , x_2 , and x_3 on teacher performance (Rachmawati & Kaluge, 2020). Based on the results of the output of R Square (0.165) in this section, it is significant that there is an influence of work motivation variables (X_1), work discipline (X_2), and professional competence (X_3) on teacher performance (Y) 16.5%.

CONCLUSIONS

Based on the results of the research carried out, the conclusions are as follows: (1) there is no effect of work motivation (X_1) on work performance (Y) based on the results of the t-test analysis. This shows that there is no effect of work motivation (X_1) on teacher performance (Y) at ESTV-GTI Becora who has answered the null hypothesis (H_0), (2) there is an effect of work discipline (X_2) on teacher performance (Y) at ESTV- GTI Becora which has answered the hypothesis (H_1), (3) there is an effect of professional competence (X_3) on teacher performance (Y) at ESTV-GTI Becora which has answered the hypothesis (H_2), (4) work motivation (X_1), work discipline (X_2), and professional competence (X_3) there is a simultaneous effect on teacher performance (Y) based on the results of the F test analysis. This shows that there is a simultaneous influence of work motivation (X_1), work discipline (X_2), and professional competence (X_3). teacher at ESTV-GTI Becora who has answered the hypothesis (H_3).

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