

The Influence of Professional Competence on Teacher Performance at SMK Mitra Karya Rengasdengklok Karawang

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Abstract This research aims to analyze the effect of professional competence on teacher performance at SMK Mitra Karya Rengasdengklok Karawang. A descriptive quantitative and associative approach was used in this study. Data were collected through questionnaires distributed to 30 teachers at the school, using a Likert scale to measure professional competence and teacher performance. The results of the analysis showed that professional competence had a very strong positive effect on teacher performance, with a correlation coefficient of 0.854. Each increase of one point in professional competence could increase teacher performance by 0.876 points. These findings indicate that mastery of subject matter, the use of technology in teaching, and innovation in teaching methods are essential factors in improving teacher performance. Therefore, this study recommends the need for continuous professional development and better human resource management in schools. Support from the school, committee, and community is also crucial to create an optimal learning environment.

Keywords: *Professional competence, Teacher performance, Continuous training.*

1. INTRODUCTION

Humans play a vital role in every organizational activity, especially in human resource management (HRM), which focuses on the relationships and contributions of individuals within an organization. In the context of education, teachers are key components responsible for achieving educational goals. As agents of change, teachers are expected to possess high professional competence, which includes mastery of learning material and interpersonal skills to create an effective learning process.

Professional competence, as defined by Danim in Yusuf and Suci (2016), refers to the ability and authority that teachers have in performing their profession with high skill. This competence is crucial because teachers are not only instructors but also role models in social, moral, and academic aspects. Therefore, professional development through further education and practical experience is essential to ensure that teachers meet the established competency standards.

Several previous studies have shown a connection between professional competence and teachers' performance. Research conducted by Immah (2024)

revealed that professional competence has a significant impact on teachers' performance at SMA Negeri 01 Kalisat, with a strong correlation coefficient of 0.925. Another study by Hasan (2022) found that although the impact of professional competence on the performance of economics teachers at SMA Negeri in Gowa Regency was relatively weak, it still had a positive contribution to their performance. These findings indicate the importance of professional competence in supporting the improvement of teachers' performance.

In an effort to improve the quality of education, the government, through Ministerial Regulation No. 16 of 2007 and Law No. 14 of 2005, requires teachers to master four core competencies: pedagogical, professional, personal, and social competencies. However, despite the establishment of these regulations, there are still emerging issues related to teachers' professional competencies, which impact their performance in the field. Paidi (2023) indicates that low professional competence directly affects teachers' performance, which in turn influences the learning process.

This study aims to analyze the influence of professional competence on teachers' performance at SMK Mitra Karya Rengasdengklok. The identified issues at the school include teaching methods that do not meet students' needs, replacement of teachers by assistants without adequate qualifications, and inconsistencies in evaluation practices. These issues may affect the quality of education provided to students, highlighting the need for improvement in teachers' professional competence at the school.

2. RESEARCH METHODOLOGY

This study employs both descriptive quantitative and associative approaches to analyze the influence of professional competence on teacher performance at SMK Mitra Karya Rengasdengklok Karawang. The descriptive quantitative approach aims to provide a clear depiction of the professional competence of the teachers and their performance at the school, while the associative approach seeks to examine the relationship between professional competence and teacher performance. Data collected through questionnaires will be analyzed using relevant statistical methods, such as simple regression analysis and correlation analysis, to examine the influence between the two variables.

The research object consists of all teachers at SMK Mitra Karya Rengasdengklok Karawang, with a population of 30 individuals. The sampling technique used is saturated sampling, where the entire population is included as the sample in this study. The questionnaire distributed to the respondents includes questions related to professional competence and teacher performance, measured using a Likert scale. The variables studied include professional competence as the independent variable and teacher performance as the dependent variable. The collected data will be analyzed using

statistical methods, such as validity and reliability tests to ensure the instruments used are valid and consistent.

To analyze the data, the study will employ several statistical methods. Classical assumption tests, including normality, heteroscedasticity, and linearity tests, will be conducted to ensure the validity of the model used. Descriptive analysis will be used to present the data by calculating the mean for each variable. Additionally, quantitative analysis through simple regression and Pearson correlation will be used to test the influence of professional competence on teacher performance. A t-test will be conducted to assess the significance of the relationship between the variables being studied.

3. RESEARCH RESULTS AND DISCUSSION

In this section, the results of the study on the influence of professional competence on teacher performance at SMK Mitra Karya Rengasdengklok Karawang will be discussed. Based on the data analysis, the main findings regarding professional competence and teacher performance at this school are outlined as follows.

3.1. Research Results

a. Professional Competence

The professional competence of teachers at SMK Mitra Karya Rengasdengklok Karawang is categorized as good, with an average score of 67.60, falling within the range of 66.5 – 70.9. However, several issues were identified, such as those in questions 13 and 14, which show a low utilization of electronic media and technology in teaching, as well as a lack of innovation in teaching methods. This indicates that teachers at this school have not fully maximized their professional competence, particularly in utilizing technology and creativity

in teaching. On the other hand, question number 1 showed the best achievement with the highest score, indicating that teachers understand the importance of mastering the subject matter to be taught.

b. Teacher Performance

The teacher performance at SMK Mitra Karya Rengasdengklok Karawang is also categorized as quite good, with an average score of 64.00, falling within the range of 63.2 – 67.2. Problems related to teacher performance were found in question number 6, indicating a lack of attention to detail in teaching, possibly due to the replacement of teachers by assistants who are not qualified. However, questions 8 and 15 showed the best achievements, with teachers actively providing remedial classes for students who performed poorly and receiving support from the school committee and community in realizing the school's vision and mission.

c. The Influence of Professional Competence on Teacher Performance

Based on regression analysis, the regression equation obtained is $Y' = 4.781 + 0.876 X$, indicating that for every increase of one point in professional competence, teacher performance will increase by 0.876 points. The correlation coefficient (r) of 0.854 shows that professional competence has a very strong positive influence on teacher performance. 73.0% of teacher performance can be explained by professional competence, while the remaining 27.0% is influenced by other factors. The t-test results showed that the t-statistic (8.691) is greater than the t-table (2.042), indicating that the alternative hypothesis (H_1) is accepted, and there is a significant effect between

professional competence and teacher performance at SMK Mitra Karya Rengasdengklok Karawang.

3.2. Discussion

The results of this study show that the professional competence of teachers at SMK Mitra Karya Rengasdengklok Karawang is generally good, but there are still areas that need improvement, particularly in the use of technology and innovation in teaching methods. Teachers' understanding of the subject matter to be delivered, as shown in question number 1, indicates that mastery of the subject is one of the main strengths of the teachers at this school. However, challenges arise in the use of electronic media and technology in the teaching and learning process, which is still not maximized. This suggests that further training in the use of educational technology could be an important step in improving teachers' professional competence.

Regarding teacher performance, while the average score shows that their performance is quite good, issues regarding attention to detail in teaching were found, particularly related to the replacement of teachers by assistants without proper authorization. This issue suggests that better management of human resources is necessary to ensure that the quality of teaching is not affected. Moreover, the positive results from questions 8 and 15 indicate that teachers are proactive in providing remedial lessons and receiving support from various parties in school activities.

The influence of professional competence on teacher performance at SMK Mitra Karya Rengasdengklok Karawang has been proven to be very strong, with a contribution of 73.0% to the

improvement of teacher performance. This shows that increasing professional competence, in terms of mastering the subject matter, using technology, and innovating in teaching, can have a significant positive impact on teacher performance. Therefore, it is important for the school to continue developing relevant training programs to improve teachers' overall competence.

Based on the results of this study, it can be concluded that although teachers' professional competence is generally good, there is still room for improvement, particularly in the utilization of technology in teaching and innovation in teaching methods. Ongoing training on the use of electronic media and technology in education would be highly beneficial in improving teachers' competence, which in turn would enhance the quality of teaching.

Additionally, the issue of lack of attention to detail in teaching, particularly regarding the replacement of teachers by assistants without proper authorization, highlights the need for stricter policies in human resource management at the school level. Replacing qualified teachers with unqualified assistants can adversely affect the quality of education provided to students. Therefore, school management needs to ensure that only qualified teachers are assigned to teach in classrooms.

Finally, while professional competence has a significant influence on teacher performance, support from external parties such as the school committee and the surrounding community is also crucial. A closer collaboration between teachers, the school, and the community can improve the overall quality of education. Therefore, it is

important to continue strengthening this relationship to achieve the school's vision and mission more effectively.

4. CONCLUSION

This study shows that the professional competence of teachers at SMK Mitra Karya Rengasdengklok Karawang is categorized as good, but there are still areas that need improvement, particularly in the utilization of technology and innovation in teaching methods. The analysis results indicate that while teachers' mastery of the subject matter is adequate, the use of electronic media and technology in the learning process remains limited. This highlights the need for additional training for teachers to better utilize educational technology, which in turn could enhance the quality of teaching at the school.

Furthermore, teacher performance at SMK Mitra Karya Rengasdengklok Karawang also shows satisfactory results, although some issues were found related to a lack of attention to detail in teaching, particularly concerning the replacement of teachers by unqualified assistants. The replacement of teachers by assistants without proper authorization may affect the quality of teaching and reduce the effectiveness of the learning process. Therefore, stricter policies are needed in managing human resources at the school to ensure that teaching is conducted only by qualified teachers.

Overall, the findings of this study indicate that professional competence has a significant impact on teacher performance at SMK Mitra Karya Rengasdengklok Karawang, with a contribution of 73%. Improving professional competence, which includes mastery of the subject, the use of technology, and innovation in teaching methods, can have a very positive impact on teacher performance. Therefore, the school should continue to develop relevant training programs and ensure

effective human resource management to achieve optimal educational quality for students.

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