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How Teacher Performance Moderated by Teacher Competence to Improve Students' Achievement?

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Abstract: How Teacher Performance Moderated by Teacher Competence to Improve Students' Achievement?. **Objective** The purpose of this study is to analyze teacher performance based on teacher competence which has an impact on student achievement at SMA Negeri 5 Pematangsiantar. **Methods:** The population in this study amounted to 30 people. The data analysis technique used is quantitative descriptive analysis. **Findings:**. **Conclusion:** The competencies There is a positive influence between teacher competence on teacher performance and there is a positive influence between teacher performance on student achievement. There is a strong and positive relationship between teacher competence and teacher performance and there is a strong and positive relationship between teacher performance and learning achievementpossessed by each teacher will show the real teacher. These competencies are manifested in the form of mastery of knowledge, skills and also professional attitudes in carrying out their functions as teachers.

Keywords: teacher performance, teacher competence, student achievement.

Abstrak: Bagaimana Kinerja Guru yang Dimoderatori oleh Kompetensi Guru Meningkatkan Prestasi Siswa?. *Objective: Tujuan dari penelitian ini adalah untuk menganalisis kinerja guru berdasarkan kompetensi guru yang berdampak pada prestasi belajar siswa pada SMA Negeri 5 Pematangsiantar. Methods: Populasi dalam penelitian ini berjumlah 30 orang. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif. Findings: Terdapat pengaruh positif antara kompetensi guru terhadap kinerja guru dan terdapat pengaruh positif antara kinerja guru terhadap prestasi belajar siswa. Terdapat hubungan yang kuat dan positif antara kompetensi guru dengan kinerja guru dan terdapat hubungan yang kuat dan positif antara kinerja guru dengan prestasi belajar. Conclusion: Kompetensi yang dimiliki oleh setiap guru akan menunjukkan guru yang sebenarnya. Kompetensi tersebut diwujudkan dalam bentuk penguasaan pengetahuan, keterampilan, dan juga sikap profesional dalam menjalankan fungsinya sebagai guru.*

Kata kunci: kinerja guru, kompetensi guru, prestasi belajar siswa.

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■ INTRODUCTION

Currently education is growing, along with the development of education, the more complex educational problems must be faced (Sudirman et al., 2021). One of the most urgent educational problems to be solved is the quality of education. In dealing with the issue of the quality of education, the government insists on improving the quality of education through improving the quality of human resources, namely educators and education staff (Pakpahan et al., 2019). Because through qualified educators and education personnel, it can create a quality young generation. SMA Negeri 5 Pematangsiantar is one of the high schools located in North Sumatra Province, Indonesia, precisely in Pematangsiantar City. Education is very important to advance a country, for that the education system needs to be considered. Law Number 20 of 2003 concerning the Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have strengths and skills themselves. The education system will not run well without educators. Teachers have a major role in achieving learning success with their competencies and commitments (Sudirman et al., 2021).

Learning achievement is the result obtained by students through the teaching and learning process. Good learning achievement is certainly the goal of education. Student achievement at SMA Negeri 5 Pematangsiantar can be seen from several dimensions, namely the cognitive, affective and psychomotor domains. The phenomenon of student achievement at SMA Negeri 5 Pematangsiantar can be seen in the cognitive domain where there are still students who do not do the tasks given by the teacher during online learning. In the dimension of the affective domain where there are still students who do not take part in online learning conducted by the teacher through google meet or zoom. The factor that causes the decline in student achievement is the low performance of teachers. Teachers need to increase their role as teachers and pay more attention to students when learning so that students are motivated to achieve high achievements (Laksono, 2017). The dimensions of teacher performance at SMA Negeri 5 Pematangsiantar based on the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies include mastering the character of students, mastering learning theory, curriculum development, learning activities, understanding and developing potential, communication with students, assessment and evaluation, acting following national religious, legal, social and cultural norms, showing a mature and exemplary personality, work ethic, high responsibility and pride in being a teacher, being inclusive,

Teacher performance according to the Regulation of the Minister of National Education Number 16 of 2007 concerning Standards of Academic Qualification and Teacher Competence explains that teacher performance is measured based on 14 (fourteen) dimensions. The dimensions of teacher performance are knowing students, mastering learning theory, curriculum development, learning activities, understanding and developing potential, communication with students, assessment and evaluation, acting according to religious, legal, social and cultural norms, showing exemplary personality, work ethic, high responsibility, pride in being a teacher, being inclusive, acting objectively, and not discriminating, communication among teachers, education staff, parents, students, and the community, mastery of materials, structures, concepts, and a scientific mindset that supports subjects taken, develop professionalism through reflective action. The phenomenon of teacher performance problems at SMA Negeri 5 Pematangsiantar is seen in the

dimensions of understanding the characteristics of students where teachers still have difficulty understanding the characteristics of students, especially new students because learning is done online. In the dimension of developing students' potential where during online learning, all extracurricular activities are eliminated so that teachers find it difficult to help develop the potential of students.

The problem of competence is not all teachers are able to master it well. Teachers who are professional and experienced may not necessarily be able to apply them well in the teaching and learning process (Fauth et al., 2019). However, good mastery is not necessarily able to carry out the learning interaction process but must first see the situation and conditions (Fitó-Bertran et al., 2015). Teachers in the learning process in the classroom are seen as being able to play an important role, especially in helping students to build positive attitudes in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and also create conditions for success in learning (Cebrián & Junyent, 2015). Competencies have characteristics in their respective competencies. Individually owned competencies must be able to support the implementation of the organization's organizational strategy and be able to support any changes made by management (Brackett et al., 2012). Based on this description, in realizing optimal teacher performance, four teacher competencies are needed, namely pedagogic competence, social competence, personality competence, and professional competence (Morcke et al., 2013). Teacher competence is very influential on students. This can be seen from the interest of students in the learning process, for example being active in asking questions, being diligent in collecting assignments on time and not being late in participating in learning at school. Competencies have characteristics in each competency.

Individually owned competencies must be able to support the implementation of the organization's organizational strategy and be able to support any changes made by management (Sriekaningsih & Djoko, 2015). Based on this description, in realizing optimal teacher performance, four teacher competencies are needed, namely pedagogic competence, social competence, personality competence, and professional competence (Farida et al., 2020).

Another factor that affects teacher performance is teacher competence. Good competence will improve teacher performance and vice versa if teacher competence does not follow the dynamics of changes in the educational environment it will cause a decrease in teacher performance (Pakpahan et al, 2019). The dimensions of competence that a teacher must possess are pedagogic competence, personality competence, social competence, and professional competence. The phenomenon of teacher competence that occurs at SMA Negeri 5 Pematangsiantar can be seen in the dimensions of pedagogic competence, where there are teachers who lack knowledge of information and communication technology which is very much needed in supporting online learning. In the professional dimension where teachers can create a pleasant learning atmosphere in online learning, which causes students to tend to be bored. Based on the background of the problem above, it can be seen that there is a gap between reality and expectations and theoretical support regarding teacher competence, learning achievement, and teacher performance. Therefore, the authors are interested in doing this research.

■ **METHODS**
The data collected in this study are quantitative data using an associative research design approach. This research was carried out for three months, from January to March 2022. This time was used for both instrument trial data

and research data collection. The population in this study were all permanent teachers with the status of private teachers at SMA Negeri 5 Pematangsiantar and had been identified by researchers to distribute questionnaires with a total of 30 teachers. The research sample was determined using purposive sampling technique. Testing the questionnaire data using a validity test, where if rcount 0.3 with a significance of 95% it is declared valid (Sugiyono, 2017) and a rebiability test, where a variable is said to be reliable, if it has a Cronbach alpha value > 0.60 (Sugiyono, 2017). Furthermore, multiple regression tests were carried out, hypothesis testing with simultaneous and partial methods and correlation tests with the coefficient of determination. Data collected online using an online questionnaire with the help of distribution via google form media to 6 private high schools in Pematangsiantar City. Based on the recapitulation results of respondents' answers who filled out as many as 30 respondents who filled out valid data. The general characteristics of respondents in this study will clearly be described in table 1 below:

Table 1. Respondent general profile

Category	Details	Amount	Percentage (%)
Gender	Men	10	33.33
	woman	20	66.67
Age (years)	20-29	6	20
	30-39	14	46.67
	40-49	10	33.33
Length of work (years)	< 1	2	6.67
	1 – 5	8	26.67
	5 – 10	12	40
	> 10	8	26.66

In accordance with the explanation in table 1, it is known that the number of respondents who are male as many as 10 people (33.33%) and female as many as 20 people (66.67%). Furthermore, the average age of respondents aged between 20-29 years were 6 people (20%), 30-39 years were 14 people (46.67%) and those aged 40-49 were 10 people (33.33%). Then for the period of service of respondents under 1 year totaling 2 people (6.67%), working period between 1 to 5 years amounting to 8 people (26.67%), working period between 5 to 10 years totaling 12 people (40%), and working period of above 10 years amounted to 8 people (26.66%).

■ **RESULT AND DISCUSSIONS**

Instrument Test

The validity test is carried out to determine the extent of the accuracy or accuracy of a measurement instrument in carrying out its size function, namely, so that the data obtained can be relevant to the purpose of the measurement. The results of the validity test can be seen in the following table:

Table 2. Validity test results

Variable	Code	Corrected item- Total correlation
	TC1	0.482

	TC2	0.495
	TC3	0.401
Teacher Competence	TC4	0.544
	TC5	0.490
	TC6	0.395
	TP1	0.528
	TP2	0.504
	TP3	0.379
	TP4	0.528
	TP5	0.464
	TP6	0.418
Teacher Performance	TP7	0.428
	TP8	0.464
	TP9	0.549
	TP10	0.430
	TP11	0.460
	TP12	0.487
	TP13	0.464
	TP14	0.449
	LA1	0.464
	LA2	0.501
Learning Achievement	LA3	0.504
	LA4	0.414
	LA5	0.525
	LA6	0.408

Based on the validity test results above, it can be concluded that all indicators of the variables in this study are valid. Furthermore, the reliability test is used to measure the stability of the indicator of a variable. A questionnaire is reliable if a person's answers to questions are consistent and stable from time to time. The results of the reliability can be seen in the following table:

Table 3. Reliability test results

Variable	Cronbach's Alpha	Instrument Items	Results
Teacher Competence	0.976	6	Reliable
Teacher Performance	0.976	14	Reliable
Learning achievement	0.976	6	Reliable

Based on the reliability test results in table 2 above, it shows that all indicators have a Cronbach's alpha value if the item deleted > 0.70 so it can be concluded that all indicators of the variables in the study are reliable.

Normality test

Normality test is used to determine the formula used in hypothesis testing and to determine whether the data is normally distributed. Normality test using Kolmogorov-Smirnov test.

Based on the table of normality test results, the value of Asymp Sig. (2-Tailed) of each variable d above 0.05 so it can be concluded that each variable is normally distributed.

Simple Linear Regression

This test was conducted to analyze the effect of teacher competence on teacher performance and the effect of teacher performance on learning achievement. Based on the results of simple linear regression testing, the regression equation $Z = 37.727 + 2.987 \, X$ means that if teacher competence increases by one unit, it will increase teacher performance by 2,987 units, so it can be concluded that there is a positive influence between teacher competence on teacher performance at SMA Negeri 5 Pematangsiantar.

Based on the results of simple linear regression testing, the regression equation $Y = 11.871 + 0.126 \, X$ means that if the teacher's performance increases by one unit, it will increase learning achievement by 0.126, so it can be concluded that there is a positive influence between teacher performance on learning achievement at SMA Negeri 5 Pematangsiantar.

Hypothesis test

Hypothesis testing was conducted to determine whether teacher competence and teacher performance had a significant relationship or not, at the same time to determine whether teacher performance and learning achievement had a significant relationship or not. The results of hypothesis testing can be seen in the following:

Table 4. T-test results of teacher competence on teacher performance

Model	T	Sig.
1 (Constant)	1.313	.200
Teacher Competence	4.410	.000
a. Dependent Variable: Teacher Performance		

Based on the table above, it can be seen that the value of the t-count on the teacher competency variable is 4.410 > t-table of 2.04841 or a significant level of 0.000 < 0.05, meaning that teacher competence has a positive and significant effect on teacher performance at SMA Negeri 5 Pematangsiantar.

Based on the table above, it can be seen that the value of the t-count on the teacher performance variable is 4.588 > t-table of 2.04841 or a significant level of 0.000 < 0.05, meaning that teacher performance has a positive and significant effect on learning achievement at SMA Negeri 5 Pematangsiantar.

Table 5. T-test results of teacher performance on learning achievement

Model	T	Sig.
1 (Constant)	2,626	.014
Teacher Performance	4,588	.000
a. Dependent Variable: Learning Achievement		

Correlation Coefficient and Determination Coefficient

The correlation coefficient was used to calculate the strength of the relationship between teacher competence, teacher performance, and learning achievement. Based on the results of data analysis, the correlation coefficient value (r) is 0.640, which means a strong and positive relationship between teacher competence and teacher performance at SMA Negeri 5 Pematangsiantar. Furthermore, the coefficient of determination (R) of 0.410 means that the teacher

competence variable can explain the high and low teacher performance of 41% while the remaining 59% can be explained by other variables not discussed in this study such as work environment, compensation, leadership style, job satisfaction and other factors that affect teacher performance. Based on the results of data analysis, the correlation coefficient (r) is 0.655, which means a strong and positive relationship between teacher performance and learning achievement at SMA Negeri 5 Pematangsiantar. Furthermore, the coefficient of determination (R) of 0.429 means that the teacher performance variable can explain the high and low learning achievement of 42.9% while the remaining 57.1% can be explained by other variables not discussed in this study, such as discipline, learning media, learning facilities and other factors that affect teacher performance.

Based on the results of simple linear regression, it was found that teacher competence had a positive and significant effect on teacher performance at SMA Negeri 5 Pematangsiantar as evidenced by the tcount of 4,410 > ttable of 2,04841 or a significant level of 0.000 < 0.05. Competence of a good teacher will be able to support teachers' performance in carrying out their duties and responsibilities as a professional teachers. The competencies possessed by each teacher will show the real teacher. These competencies are manifested in the form of mastery of knowledge, skills and also professional attitudes in carrying out their functions as teachers. In this connection, the commitment of a teacher will increase. According to Law Number 14 of 2005 concerning Teachers and Lecturers, article 7 (seven) says that the teaching profession is a special field of work carried out based on the principle of one of which is to have a commitment to improve the quality of education, faith, piety and also noble character. Thus the teacher can provide achievements and hand over control in his area of responsibility so that the teacher will be confident in his quality

and can give full loyalty (Efendi et al., 2021). The results of this study are in line with the research results of (Pakpahan et al, 2019; Dharma et al., 2020; Hidayat et al, 2020). However, the results of this study are not in line with the research of Narsih, 2017 which states that teacher competence does not affect teacher performance.

Based on the results of simple linear regression, the results showed that teacher performance had a positive and significant effect on learning achievement at SMA Negeri 5 Pematangsiantar as evidenced by the t-count value of 4,588 > t-table of 2,04841 or a significant level of 0.000 < 0.05. In addition to competence, work performance can also affect promotion. Work performance is the result of real work with quality and quantity standards produced by each employee. From this work performance, it can be seen whether or not an employee deserves to be maintained (Lie, Sherly, et al., 2021). To improve employee morale, promotions are carried out on employees who have high achievements, it will automatically lead to employee motivation to increase morale, which is expected to achieve high productivity (Lie, Simatupang, et al., 2021). The benefits of a promotion are to provide recognition, position, and service rewards, which are getting bigger and better, promotions can enable companies to take advantage of employees' abilities to expand their business, help achieve organizational or company goals as well as achieve employee goals in their work. In promoting employees, there must be certain conditions that have been planned and stated in the company's promotion program (Silalahi et al., 2021). This is important to motivate employees to strive to achieve the promotion requirements. Good teacher performance will provide quality education to improve student learning achievement. Teachers are the key to improving the quality of education (Lin, 2019; Drossel and Eickelmann, 2017; Lu and Lien, 2016; Lomibao, 2016).

■ **CONCLUSIONS**

Based on the results and discussion, it can be concluded that (1) there is a positive influence between teacher competence on teacher performance and there is a positive influence between teacher performance on student learning achievement; (2) there is a strong and positive relationship between teacher competence and teacher performance, and there is a strong and positive relationship between teacher performance and learning achievement; (3) teacher competence has a positive and significant effect on teacher performance, and teacher performance has a positive and significant effect on learning achievement. The competencies possessed by each teacher will show the real teacher. These competencies are manifested in the form of mastery of knowledge, skills and also professional attitudes in carrying out their functions as teachers.

The managerial implication of the results of this study is that teachers who have a high level of competence will also tend to be more easily satisfied and able to produce better performance because of their good pedagogic abilities. In delivering learning, the teacher has a role and task as a source of material that is never dry in managing the learning process. His teaching activities must be welcomed by students as an art of managing the learning process which is obtained through practice, experience, and a never-ending willingness to learn. The next implication is to grow and improve teacher performance, including improving teacher performance by principals and teachers themselves, providing compensation, increasing teacher discipline, developing teacher resources, and the role of school principals. Meanwhile, increasing parental attention can be done through mentoring children while studying, providing encouragement to children, fulfilling learning facilities, and coordinating with schools. To increase and grow student interest in learning can be done by providing motivation to students both by teachers and parents, keeping children away from things that interfere with interest in learning, fostering a desire in children themselves to always learn.

In this research, several limitations were found. First, the sample and population sizes should be enlarged to analyze and understand the relationships better. Therefore, it would be better for further research to use more respondents and schools from different regions and expand the sample by adding teachers in public and private schools. This study was only able to generalize to limited results, because only a sample of SMA Negeri 5 Pematangsiantar teachers was used to measure teacher performance. The second limitation is to increase the generalizability of the results, further research should use a more comprehensive statistical test tool to examine the relationship between exogenous variables and endogenous variables. In complex conditions path analysis can be used, to analyze the pattern of relationships between variables with the aim of knowing the direct or indirect effect, so that the more precise data analysis is structural equation modeling Structural Equation Modeling (SEM).

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