



THE EFFECT OF TEACHER COMPETENCE AND WORK MOTIVATION ON IMPROVING THE QUALITY OF GRADUATES

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Abstract

The problems in this research are, How big is the influence of partial teacher competence through its dimensions on improving the quality of graduates at SMP Negeri Kisaran, Asahan Regency, How much influence does the teacher's work motivation partially through its dimensions have on improving the quality of graduates at SMPN, Asahan Regency and how big is the influence of teacher competence and teacher work motivation simultaneously through its dimensions on improving the quality of graduates at SMPN Asahan. The influence of teacher competence and teacher work motivation simultaneously through its dimensions on improving the quality of graduates at SMPN, Asahan. Research results: The results of the descriptive analysis of respondents showed that the respondents' responses to teacher competence were included in the good/medium category, namely 44%. Responses to work motivation are included in the good category by 38%. The response to the quality of graduates is included in the good category by 44%. Simultaneously, teacher competence and work motivation have a significant influence on the quality of graduates as evidenced by the SPSS 16.00 program, it can be seen that the calculated F value is 8.034 with sig. of 0.001 ($p > 0.05$). While the contribution of the variable Teacher Competence and Work Motivation to the quality of graduates is 0.327, which means the contribution of the variance provided by Teacher Competence and Work Motivation to the quality of graduates is 32.7%, while the remaining 67.3% is influenced by other variants outside the model.

Keywords: Competence, Motivation, And Quality of Graduates

INTRODUCTION

Permendiknas No. 19 of 2007 article 1 explains that every educational institution must meet the National Education Management Standards, namely program planning, implementation of work plans, supervision and evaluation, school leadership, education management information systems and special assessments. The scope of education management

is an effort to explore, cultivate, mobilize and maintain educational resources in a balanced and sustainable manner in order to achieve goals through a cooperative system.¹

The issue of the quality of graduates has become one of the central issues that are always warmly and interestingly discussed by various groups today, ranging from intellectuals, education practitioners, teachers, political elites, culturalists, to ordinary people.² Finally, they came to the conclusion that the quality of national graduates has not been able to be increased significantly so as to satisfy all parties, especially users of educational outcomes. Therefore, discussion after discussion, discussion after discussion, seminars, workshops and similar meetings continue to be held to find solutions to the quality problems of graduates, both nationally and regionally. The issue of graduate quality is not something that is instantaneous, easy to achieve and can just happen, but it is a complex process and requires deep thought from all competent parties.³ The problem of the quality of graduates at this time is more focused on problems.

The main task of the teacher is to convey learning material to students through communication interactions in the teaching and learning process that he does, where the success of the teacher in conveying the material is very dependent on the smoothness of communication interactions that lead to messages by the learner to the learner. This is because human resources are still low. Teachers play the main role of education. Without the active role of teachers, any sophisticated educational reform policies will still be in vain. No matter how good and no matter how modern a curriculum and strategic educational planning are designed, if without qualified teachers, it will not produce optimal results. This means that good and superior education will still depend on the condition of the quality of teachers. So it can be said to improve the Quality of Graduates depends first of all on improving recruitment, training, social status, and personal conditions, professional prospects, and the right motivation of teachers if they want to meet expectations.

Motivation, as stated by Abraham Spierling as a tendency to act, starts from the drive in oneself and ends with adjustment.⁴ Meanwhile, in relation to the work environment, Ernest J. McCormick in the book A.A. Anwar⁵, suggests that work motivation is a condition that influences to generate, direct, and maintain behavior related to the work environment.⁶ While the work motivation of teachers is the encouragement of the work of teachers to provide their expertise in order to achieve the goals of the institution. In accordance with this case, the author

¹ Karim et al., "The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District"; Miron et al., "Schools without Diversity: Education Management Organizations, Charter Schools, and the Demographic Stratification of the American School System."

² Sulisworo, "The Contribution of the Education System Quality to Improve the Nation's Competitiveness of Indonesia"; Werang, Betaubun, and Leba, "Factors Affecting the Low Quality of Graduates in East Indonesia Border Area (Case Study At State Senior High Schools in Merauke Regency , Papua)."

³ Kartiko, *Manajemen Mutu Pendidikan*.

⁴ Heriyono et al., "Gaya Kepemimpinan Prof. Dr. Kh. Asep Saifuddin Chalim Dalam Meningkatkan Motivasi Kerja Karyawan Di Pesantren."

⁵ Ari Kartiko, Sanusi Anwar, "THE EFFECT OF LEADERSHIP, COMPENSATION, AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE AT THE MOTHER AND CHILD HOSPITAL 'FATIMAH' LAMONGAN"; Anwar Prabu Mangkunegara, *Manajemen Sumber Daya Perusahaan*.

⁶ Han and Yin, "Teacher Motivation: Definition, Research Development and Implications for Teachers"; Ramachandran, Pal, and Unit, "Teacher Motivation in India."

intends to examine "The Influence of Teacher Competence and Work Motivation on Improving the Quality of Graduates at SMP Negeri Kisaran, Asahan Regency".

Based on the background above, the writer can formulate a thesis research problem in the form of a research problem statement, namely: The quality of graduates at SMP Negeri Kisaran, Asahan Regency is Low. The factors causing the low quality of graduates are suspected to be because Teacher Competence and Teacher Work Motivation have not been carried out optimally and effectively. From the problem statement above, it can be identified the problem into problem questions as follows: 1) How big is the influence of teacher competence partially through its dimensions on improving the quality of graduates at SMP Negeri Kisaran, Asahan Regency? 2) How much influence does the teacher's work motivation partially through its dimensions have on improving the quality of graduates at SMP Negeri Kisaran, Asahan Regency? 3) How big is the influence of teacher competence and teacher work motivation simultaneously through its dimensions on improving the quality of graduates at SMP Negeri Kisaran, Asahan Regency?

Research Methode

This research method is in the form of descriptive analysis research, through a quantitative approach.⁷ The quantitative method is called the traditional method because this method has been used for a long time so it has become a tradition as a method for research. This method is called the positivistic method because it is based on the philosophy of positivism.

According to Sugiyono, put forward the definition of the method, namely: "This method is called a quantitative method because the research data is in the form of numbers and analysis uses statistics".⁸ Testing statistical data using the SPSS 18 application. SPSS is one of the most widely used programs for statistical analysis of social sciences. SPSS is used by market researchers, health researchers, survey companies, governments, educational researchers, marketing organizations, and so on.⁹

Population According to Sugiyono, Population is a generalization area consisting of objects or subjects that become certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. In this study, the population used were teachers, totaling 36.¹⁰

The sample is part of the number and characteristics possessed by the population. If the population is large, and it is not possible for the researcher to study everything in the population, for example due to limited funds, manpower and time, the researcher can use samples taken from that population. What is learned from the sample, the conclusion will be applicable to the population for that sample taken from the population must be truly representative. According to Suharsimi Arikunto, if the subjects from the population are less than 100, it is better to take all of them, but if the subjects are more than that amount, then a sample of between 5%-15% or 20-25% or more can be taken. So the sample in this study is 36 teachers.¹¹

⁷ Putra, "Anak Berkesulitan Belajar Di Sekolah Dasar Se-Kelurahan Kalumbuk Padang."

⁸ Sugiyono, *Metode Penelitian Kombinasi (Mix Methods)*.

⁹ Sampel and Nurlaila, "Populasi, Sampling."

¹⁰ Sugiyono, *Metode Penelitian Kombinasi (Mix Methods)*.

¹¹ Arikunto, *Manajemen Penelitian*.

Research Results

The t-test basically shows how far the influence of one independent variable individually in explaining the variation of the dependent variable. The results of the t test using SPSS 16.0 are

Test Results
Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	43.266	8.670		4.990	.000		
Teacher Competency	.175	.336	.241	.520	.606	.095	10.545
Work Motivation	.388	.532	.338	.729	.471	.095	10.545

Based on the test results with the SPSS 16.0 program, it can be seen that the t value for Teacher Competence is 0.520. With a significance level of 0.05, it can be seen that t is 2.021. In other words, t is smaller than t. So, the conclusion is that there is a positive and insignificant effect between the variables of the school environment on the satisfaction of the quality of graduates.

Based on the test results with the SPSS 16.0 program, it can be seen that the t value for the Work Motivation variable is 0.729. With a significance level of 0.05, it can be seen that t is 2.021. In other words, t is less than t, then Ho is accepted. So, the conclusion is that there is a positive and insignificant effect between the variable cost of education on the quality of graduates.

The coefficient of determination (R^2) is used as an analytical tool to show the magnitude of the contribution of the independent variable Teacher Competence and Work Motivation to the dependent variable, namely the quality of graduates.

Uji Analisis Koefisien Determinasi
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.572a	.327	.287	5.714

From the test results, the coefficient of determination (R^2) is 0.327, which means that the contribution of the variance provided by Teacher Competence and Work Motivation to the

quality of graduates is 32.7%, while the remaining 67.3% is influenced by other variants outside the model.

Discussion

These results are in line with the research conducted by Sukur et al of the descriptive analysis of respondents showed that the respondents' responses to teacher competence were included in the good/medium category, namely 44%. Respondents' responses to work motivation are included in the good category by 38%. And the response of respondents to the quality of graduates is included in the good category by 44%.¹²

The results of testing with the SPSS 16.0 program can be seen that the t value for the teacher competency variable is 0.462 with sig. t is 0.520 with sig. T is 0.606 ($p > 0.05$), so the decision rejects H_0 . It means that it can be concluded that there is an insignificant and positive effect between the teacher competency variables on the quality of graduates.

The test results with the SPSS 16.0 program can be seen that the t value for individual cultural variables is 0.729 with sig. t is 0.471 ($p > 0.05$), so the decision is to accept H_0 . It means that it can be concluded that there is a significant and positive influence between work motivation variables on the quality of graduates.

Simultaneously Teacher Competence and Work Motivation have a significant influence on the quality of graduates as evidenced by the SPSS 16.00 program, it can be seen that the calculated F value is 8.034 with sig. of 0.001 ($p > 0.05$). While the contribution of the variable Teacher Competence and Work Motivation to the quality of graduates is 0.327, which means the contribution of the variance provided by Teacher Competence and Work Motivation to the quality of graduates is 32.7%, while the remaining 67.3% is influenced by other variants outside the model.

CONCLUSION

Based on the results of research and discussion on the influence of teacher competence and work motivation on the quality of graduates at SMP Negeri Kisaran, Asahan Regency, the following conclusions are drawn: There is an insignificant and positive effect between the teacher competence variables on the quality of graduates. The results of the test with the SPSS 16.0 program can be seen that the t value for the teacher competency variable is 0.462 with sig. t is 0.520 with sig. T of 0.606 ($p > 0.05$), There is a significant and positive influence between work motivation variables on the quality of graduates. The test results with the SPSS 16.0 program can be seen that the t value for individual cultural variables is 0.729 with sig. t is 0.471 ($p > 0.05$). Teacher Competence and Work Motivation have a significant influence on the quality of graduates as evidenced by the SPSS 16.00 program, it can be seen that the calculated F value is 8.034 with sig. of 0.001 ($p > 0.05$).

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