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INDONESIAN TEACHER PERFORMANCE: Professional and Character

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ABSTRACT

Teacher is a profession that demands competence, professionalism, and role model. This task is very heavy, so there needs to be special and more attention from the education unit organizers, even the government. On the shoulders of the teacher is the fate of the nation in the future, by providing quality education to the nation's children. This study aims to review teacher performance through its main determinants, namely professional and personality. In order to answer the research objectives, this research uses a quantitative scientific approach with regression analysis techniques. The object of research is a religious school in the Kuningan area, West Java. The research sample is teachers, as many as 125 people. The research data was obtained through questionnaires, either through google forms or questionnaire sheets. The results of the study reveal that teacher performance is very important for student success. Therefore, professional and personality factors are very decisive, how teachers educate and guide students to be able to excel and have character. Interestingly, the contribution of teacher performance also has an impact on the quality of educational institutions.

Keywords: Professional, Personality, Competence, Performance, Teacher

INTRODUCTION

Educational activities basically consist of two parties, namely, teachers and students, the involvement of these two parties is the involvement of human relations (Damanik, 2019). The problems that exist in the world of formal education are increasing from year to year. One of the main problems faced by the Indonesian people is the low quality of education at every level of education (Sukoyo, & Juhji, 2021). Efforts have been made to improve the quality of national education, among others through various trainings to increase teacher competence, procurement of books and learning tools, improvement of educational facilities and infrastructure for school management quality. However, various indicators of the quality of education have not shown a significant increase (Sihotang, et al., 2020).

The educational process cannot be separated from teaching and learning activities in the classroom. Teaching and learning activities are basically very much determined by the cooperation between teachers and students. Therefore, teachers are required to present material optimally, so teachers need creativity and new ideas to develop ways of presenting and delivering subject matter when teaching (Rasam et al., 2019). Creativity in question is the ability of a teacher in choosing methods, approaches, and media that remain in the presentation of subject matter. In the teaching and learning process, teachers as educators have a role in determining the quality of teaching they carry out, namely providing three aspects, namely cognitive aspects, affective aspects, and psychomotor aspects (Mukhtar & Luqman, 2020). In other words, the main task and role of the teacher lies in the field of teaching. Teaching is a tool to achieve educational goals. Therefore, a teacher is required to be able to manage the classroom, use teaching methods, teaching strategies, as well as the attitudes and characteristics of teachers in an effective teaching and learning process, develop teaching materials well, and improve students' ability to listen to lessons and master the educational objectives that they must have. achieve (Suwandi, 2020).

The teacher's task is to convey subject matter to students through communication interactions in the teaching and learning process. The success of the teacher in conveying highly depends on the competence he has from the start of teacher and student communication interactions. Teachers have a very important role in the educational process, therefore teachers must have professional qualifications in order to be able to develop their professional qualifications and be able to carry out their duties and roles. Teachers are cognitive agents, teachers are moral and political agents, teachers are innovators, teachers play a cooperative role, and teachers are agents of social equality and education.

Competence has a significant effect on performance (Agustin & Nafiah, 2019). That is, the ability of teachers to significantly affect the quality of education. Because, competent teachers will complete their responsibilities correctly, mobilizing all their hearts and minds to deliver students who excel, are independent, and have noble character.

The main requirement of a teacher is knowledgeable or often called competence. Considering the teaching profession is the teaching of science (Immah & Kartini, 2020).

Therefore, competence is a vital element of teacher performance, namely carrying out quality, humanist and religious teaching. The same thing was stated by Komarudin (2020), that competence has a significant effect on teacher performance. This finding also suggests that the teacher's performance measure has a complex dimension, namely changing students into noble human beings (faith and knowledge). Therefore, teacher competence is not only able, but more skilled and even wise.

Holilah, et al. (2021) suggested that teacher competence had a significant effect on teacher performance. Competence in question is all physical and non-physical potential of a scientific nature used to educate students to become superior human beings, both in terms of morals and science.

THEORY

Educational institutions are a place to organize education. While the teacher is a person who carries out one of the educational activities, namely teaching science and knowledge. Students or students are people who are taught science and knowledge. The implementation of quality education requires competence. Therefore, educational institutions in this case schools must make various efforts to improve teacher performance.

Teacher performance is the success of carrying out good and correct teaching, so as to produce quality graduates (faith, knowledge and charity). The results of research conducted by Immah & Kartini (2020) suggest that teacher performance is the main key to education. The good performance of the teacher explains that all aspects of education are carried out properly and responsibly, so that the impact is a change in attitudes, behavior, ways of thinking and speaking of students, all of these things are the essence of quality education.

To achieve this performance, one of the competencies required is competence, and the competencies of which consist of professional competence and personality competence. Professional competence is an ability related to the mastery of learning material in the field of study in a broad and deep manner which includes mastery of the mastery of the substance of the content of the curriculum material in school subjects and the scientific substance that overshadows the curriculum material, as well as increasing scientific insight as a professional teacher. According to Law No. 14 of 2005

concerning teachers and lecturers, professional competence is the ability to master subject matter broadly and deeply. Professional competence includes expertise or expertise in their field, namely mastery of the material that must be taught along with the method, a sense of responsibility for their duties and a sense of togetherness with other teacher colleagues. The role of the professional competence of teachers is to adjust planning and implementation in the learning process so that learning is active, effective, and efficient so as to give birth to a quality learning system that is intelligent. The results of research by Alwi & Machali (2021) suggest that professional competence has a significant effect on the achievement of teacher performance, namely scoring outstanding students. The results of the research by Immah & Kartini (2020) show that professional competence has a significant effect on teacher performance.

Teachers as educators whose main task is to teach science, including character or personality. The teacher's personality which is expressed in behavior does not only affect student behavior, but also influences PBM in schools. Therefore, a teacher must have a strong and integrated personality competence so that he is able to carry out teaching functions which in turn provide educational products, which make students as adults with personality. In the Explanation of Government Regulation No. 19 of 2005 concerning National Education Standards, it is stated that teacher personality competencies are personality abilities which include four indicators of teacher personality competencies that must be used as guidelines for teachers. The indicators are: (1) steady, stable and mature, (2) wise, wise, and authoritative, (3) noble character, being a role model for students and the community, (4) always evaluating their own performance and developing themselves in a sustainable manner. The results of the research by Lestari & Rahmawati (2020) suggest that personality competencies have a significant effect on teacher performance.

METHOD

This study uses a quantitative approach with causal associative methods and descriptive narrative techniques. The object of research is a religious school in the Cipakem Kuningan area, the research sample is teachers totaling 125 people, simple random sampling technique, data collection techniques using questionnaires as research instruments and analytical methods using linear regression. The stages include

descriptive analysis, validity test, reliability test, classical assumption test, partial test, simultaneous test and coefficient of determination test.

RESULTS

The results of descriptive analysis show that overall competence is perceived as good with an average score of 3.90 and teacher performance is perceived with an average score of 4.02. This data confirms that religious teachers in Cipakem Kuningan fundamentally have competence as teachers, in artisanal administrative requirements have been met, but in terms of implementation related to the level of quality they have different values for each teacher. In detail, it can be seen that based on the question "I am a teacher who is responsible for student achievement" I have a pretty good score. In other words, teachers have fulfilled basic competencies through diplomas and teaching skills, but it is also realized that teachers are not fully capable of providing quality education.

In addition, teacher performance is perceived as good with an average score of 4.02. This finding explains that teachers carry out their duties correctly. However, whether the teacher has maximally provided the best for students through quality learning has not been recognized. The teachers are fully aware that their competence has many limitations, they can only try their best with their abilities.

The findings above explain that the competence and performance of religious teachers in the Cipakem Kuningan area is already good based on the size of the school. However, when compared to other schools or the standards of the Ministry of Education, there are still many shortcomings. Therefore, more efforts are needed from the school to improve the quality of its education, namely through the development of human resources (teachers), for example through the provision of educational scholarships.

Table 1. Result Analysis

Dependent	Independent	Coefficient (β) / Determination	Sig
Teacher Performance	Professional Competence	0.553	0.000
	Personality Competence	0.605	0.000
	Professional Competence, Personality Competence	0.641	0.000

Source: Research data, 2021

The data above explains that professional competence has a significant effect on teacher performance of 0.553. This finding confirms that professional competence is one of the abstractions of teaching implementation. The ability to use teaching materials is absolute, non-negotiable. The ability to plan teaching materials is absolutely irreplaceable. The ability to use learning methods and use learning tools absolutely cannot be represented. Teachers with professional competence are intended to be able to carry out their duties correctly, thereby achieving quality education (performance). In fact, this finding confirms the theory and the education law, that it is true that teachers must be professional, which means that teachers are not allowed to be careless, careless, do not master and so on. However, teachers must be good at science, must be good at conveying knowledge, must be experts in using learning methods and tools and so on, because only in such ways will knowledge be conveyed properly and correctly. Therefore, there needs to be efforts that can be made by the Cipakem Kuningan religious school according to its characteristics, namely:

1. Providing higher education scholarships in stages with a selection system, so that healthy competition will be created.
2. Providing school training assignments and providing incentives with an achievement system, thereby creating teacher motivation.
3. Giving awards to teachers in various categories, a) Length of Teaching, b) Exemplary, c) Activeness, d) Achievement, e) favored by students and the teacher council, f) creativity, and others.
4. Conducting comparative study activities.
5. Periodic evaluation activities are held.
6. Organized holiday activities together.
7. A joint study is held.

In addition, personality competence has a significant effect on teacher performance with a regression coefficient of 0.605. This statistic explains that the superiority of the teachers at the Cipakem Kuningan religious school is their personality, and so far the teacher's performance has been dominated because of these characteristics. In other words, the personality abilities of Cipakem Kuningan religious school teachers need to be maintained and developed as the basic capital to improve the quality of education. This finding also explains that the characteristics have a strong portion in the world of

education. That is, a competency can be conveyed and can be received well and is strongly influenced by his personality. Even the simplest things can become extraordinary because of personality abilities. Another thing that also explains this finding is that personality has a psychological influence. This is the reason why personality has a big influence on performance. That is, teachers with this ability can influence students to learn, to behave, to act, to lifestyle, to ideals, and so on, so it is not surprising that many teachers with this ability are used as role models and inspirations. Therefore, there need to be efforts that can be made by the Cipakem Kuningan religious school according to its characteristics, namely:

1. Holding religious activities, and massively conveying religious values in every school activity, such as congregational prayers.
2. Conduct ESQ or motivational training. Namely by inviting motivators to grow the motivation of teachers and school residents.
3. Building school culture through the application of values.
4. Provide incentives to teachers with categorization such as exemplary, friendly, etc.
5. Provide moral support, for example every teacher is encouraged and assisted to obtain teacher certification and participation.

The data above also suggests that together professional competence and personality competence have a significant effect on teacher performance with a contribution value of 0.641. This finding has an interpretation that these two competencies must exist simultaneously in a teacher. Teachers are required to have professional competence so that they are good at teaching and teachers are required to have personality competencies to be role models. Therefore, the above efforts need the awareness of all parties, the cooperation of all parties, and the encouragement of all parties. Creating quality education requires a high price, both morally and materially. Educating students is not easy. It takes all aspects, both aspects of school organization, government aspects, HR aspects, student aspects, and so on.

CONCLUSION

The results of the study confirm that the professional competence of teachers has a positive and significant effect on teacher performance with a significance value of 0.00<0.05. Personality competence has a positive and significant effect on teacher

performance with a smaller partial significance value of 0.00 <0.05. Professional competence and personality competence have a positive and significant effect on the performance of religious school teachers in Cipakem Kuningan with a significance value of 0.000 <0.05.

The findings above prove the theory and previous research, that it is true that performance is the result of sincere work, smart work, hard work, and thorough work, and competence is a requirement. The teaching profession is one of the jobs that demands the complexity of abilities, both physically, mentally and materially. And the true performance of teachers is to educate the nation's life. Through capacity building, it is expected to be able to provide quality education (performance), and thereby create a generation that is religious, intelligent, independent, characterized and competitive.

The role of the government must be maximized through policies, educational assistance, providing opportunities and providing training. The role of the school must be maximized through rewards (compensation), facilities and infrastructure, and values. The role of the teacher must maximize self-potential and carry out responsibilities properly. The role of parents or guardians of students is to support all school teaching and learning activities both materially and morally. With joint efforts, it is expected to improve teacher performance, and have an impact on improving the quality of education, and have an impact on increasing student achievement (academic achievement, personality achievement, social achievement).

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