

Effect of Professionalism and Competence of Teachers on Teacher Performance and Its Impact on Student Learning Outcomes at Harapan Mandiri College

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ABSTRACT

Harapan Mandiri College in Medan is one of the private universities that has programs to produce the best student learning outcomes. The achievement of high student learning outcomes cannot be separated from the roles of students and teachers. Qualified students will produce quality output. The student management process will make the achievement of quality learning outcomes. Thus it is very important to research the teaching staff at the Harapan Mandiri College, so that the factors that influence student learning outcomes can be identified so that it can be implemented in other schools. Student learning outcomes are as an improvement in the learning process. The importance of teacher performance as the teacher's ability to apply competence and professionalism. The purpose of this study was to improve student learning outcomes by analyzing the influence of professionalism and competence on teacher performance and an impact on student learning outcomes. This type of research is descriptive quantitative and the nature of the research uses descriptive explanatory level. The method used was a saturated sample or census, where the population was taken as a sample of 95 teacher respondents at the Harapan Mandiri College. Data analysis was done using path analysis. The results showed that professionalism has a positive and significant effect on teacher performance. Competence has a significant and dominant positive effect on teacher

performance. Teacher performance has a positive and significant effect on student learning outcomes. Teacher performance is a partial mediator in influencing professionalism and competence on student learning outcomes.

Keywords: Professionalism, Competence, Teacher Performance, Student Learning Outcomes

INTRODUCTION

Education is an effort to improve the welfare of human life and part of national development. Education is expected to be able to contribute to developing the nation's next generation to become quality citizens who are able to face academic and business challenges in the future. Quality education is the main requirement for realizing an advanced, modern and prosperous life in a nation.

If we refer to the objectives of national education as stated in Law No. 20 of 2003 concerning national education, an educational process plays a role as a process of capacity building and the formation of dignified national character and civilization in order to educate the nation's life. The aim of national education is an effort to increase or develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, competent,

creative, independent, and become democratic and responsible citizens.

If we underline the objectives of education as a medium for human resource development, then the education carried out is related to planning, development and management of human resources.

The success of educational institutions in carrying out their roles in producing quality human beings is very important in creating the next generation who are able to drive change for the better. In the teaching and learning process, there is a need for educators who direct students to become good human resources. Thus, the success of educational institutions in producing good human resource output is centered on educators.

The teacher in an education system has a dual role, namely as a teacher and educator. As a teacher, teachers are obliged to provide scientific intake to their students; as an educator, the teacher plays a role in shaping the character and personality of a student that is in line with prevailing norms, is agile, active, creative, and cares for the environment. In Law No. 14 of 2005 concerning teachers and lecturers, teachers are said to be professional educators who are tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students. Thus, the center of the educational process is teacher-centered.

Harapan Mandiri College has programs and student learning outcomes targets in order to achieve a success rate of up to 100% by continuously updating the teaching system every period and improving the quality of teachers by providing training and direction and monitoring from schools so that it can reduce remedial and improve affective, cognitive and psychomotor students so that they can produce high-achieving and ethical students so that they can be useful for the country and the nation.

Harapan Mandiri College in Medan is one of the private universities that has programs to produce the best student learning outcomes. The achievement of high student learning outcomes cannot be

separated from the roles of students and teachers. Qualified students will produce quality output. The student management process will make the achievement of quality learning outcomes. Thus it is very important to research the teaching staff at the Harapan Mandiri College, so that the factors that influence student learning outcomes can be identified so that it can be implemented in other schools.

Problems that occur in performance according to research by Busro (2011) explain that in improving teacher performance, responsibility for tasks, interest in assignments, appreciation for assignments, opportunities for development, attention from school principals, interpersonal relationships with fellow teachers, guided discussion groups and library services. The phenomenon that occurs in this study is that the decline in teacher performance is caused by several changes of school principals. During a change of leadership, teachers feel there is an influence on their performance. The impact of principal mutations and teacher performance has an effect on decreased student achievement in MAN Karangampel, Indramayu Regency. Problems in teacher performance do not only occur in frequent changes in leadership, but it is also hoped that teacher performance will get maximum results.

The performance of teachers at the Harapan Mandiri College is already in the good category; however, there is still something that needs to be developed from the teacher's performance. As many as 77.89% of the teachers of Harapan Mandiri College still have not reached the evaluation ranking with excellent scores.

The problems that occur in competence according to Jamaludin (2013) research explain that the phenomena and problems that occur in schools in relation to Indonesian language learning are caused by factors; inadequate teacher competence, the relevance of the curriculum to the needs and environment of students, the unavailability of teaching materials, learning facilities and

infrastructure, learning methods. The phenomenon that occurs in independent hope colleges is related to teacher competence when the teacher performance assessment is viewed from the instrument of teacher supervision activities in the implementation of the 2013 curriculum, it can be seen that the tendency of teachers to mismatch the target expectations of implementation with the actualization of the implementation of class activities. This supervision instrument reflects the teacher's competence in teaching in the classroom.

Student learning outcomes are as an improvement in the learning process. The importance of teacher performance as the teacher's ability to apply competence and professionalism.

The problems that occur in professionalism according to Prayudi (2012) explain that professionalism will affect teacher performance and student learning outcomes. In the research, the problems that occur are the inability to master the classroom conditions and the learning materials at SMP Negeri 19 Bandar Lampung. Teachers are required to have high professionalism in order to master their fields and not experience obstacles in providing education.

Based on the data shows that there are 35 teachers or 36.84% of teachers who have not passed the teacher certification program. If this becomes a reference in assessing the work professionalism of a teacher, only 63.16% of teachers at Harapan

Mandiri College are registered as professional teachers by certificate.

The professionalism of teachers is still very low. Basically, the attitude of teacher professionalism comes from within the teacher himself. If the teacher can give a positive attitude to the teacher's workload, then the teacher will carry out his duties wholeheartedly with the best competence he has. Conversely, if the teacher is unable to produce positive attitudes, even negative attitudes, then the teacher will only produce or view their teacher assignments as routine daily life.

The purpose of this study was to improve student learning outcomes by analyzing the influence of professionalism and competence on teacher performance and an impact on student learning outcomes.

RESEARCH METHODS

This type of research is descriptive quantitative and the nature of the research uses descriptive explanatory level. This study was conducted to test the proposed hypothesis using a research method that has been designed in accordance with the variables to be studied in order to obtain accurate results. This type of research is descriptive quantitative. Sinulingga (2013) explains that quantitative descriptive research is a type of research that aims to describe systematically, factually and accurately about the facts and properties of a particular object or population.

RESULT AND DISCUSSION

Path Analysis Model Sub Model I

Table 1: Path Analysis Model Sub Model I
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.957	5.288		3.774	.000
	Professionalism (X ₁)	.178	.084	.211	2.109	.038
	Competence (X ₂)	.149	.063	.239	2.389	.019
a. Dependent Variable: Teacher Performance (Z)						

Source: Research Results, 2016 (Data Processed)

The method used was a saturated sample or census, where the population was

taken 95 teachers at the Harapan Mandiri College consisting of elementary school,

junior high school, and high school. According to Sugiono (2008), that all members of the population are sampled called saturated sampling or another term is census. As a sample of 95 teacher respondents at the Harapan Mandiri College.

Data analysis was done using path analysis. Path analysis can be said to be an extension of multiple regression analysis, although based on history there are basic differences between path analysis that is independent of statistical procedures in determining causal relationships (Muhidin, 2007).

Professionalism (X₁) to Teacher Performance (Z)

The results showed that professionalism has a positive and significant effect on teacher performance.

The results showed that the level of professionalism that was getting better affected the performance produced by the teacher, while the significant effect showed that professionalism played an important role in improving the performance of the Harapan Mandiri College. Then the conclusion is obtained that the hypothesis is accepted.

High professionalism will improve performance; professional teachers are teachers who teach sincerely so that teachers can be more enthusiastic in teaching and share their knowledge properly. Teacher sincerity in teaching occurs because of the desire of oneself without coercion and having a commitment to teaching, namely an attachment to one's duties and obligations as a teacher which can give birth to responsibility for developing knowledge.

In the research conducted, there is the highest average value, namely being able to carry out teaching and learning activities, this means that if the teacher is placed in subjects according to their knowledge and abilities, the teacher is able to carry out Teaching and Learning Activities (KBM) well. The teacher is able to manage the teaching and learning process

that provides stimulation to students so that they want to learn.

Teaching and learning activities are characterized by an cultivation of material that is designed in such a way that it is suitable for achieving goals. In its activities, the teacher acts as a guide. In their role as a guide, the teacher must try to animate and motivate him so that a conducive interaction process occurs.

In teaching and learning activities require discipline. Discipline in teaching and learning activities is defined as a pattern of behavior that is regulated in such a way as to what the teachers and students knowingly obey. Evaluation is needed as the last and important part of the Teaching and Learning Activities (KBM).

This research is supported by Nzulwa (2014), who analyzes the variables of motivation and professionalism on teacher performance. In this study, the teaching profession requires a high level of professionalism as required in the teacher code of ethics, teacher professional ethics. Teachers play an important role in students to guide all students. However, there are reports of indications that teachers are consistent with their professional vocation. Correct understanding of the motivational factors that influence teacher professionalism so that they can effectively affect the teacher's performance. This study seeks to determine the motivational factors that influence the professionalism and job performance of teachers in Nairobi County. The results of this study indicate that professional teachers and work performance are strongly influenced by motivational factors so that teacher performance increases or decreases. In order for teacher professionalism and motivation to be accepted by teachers, schools need to develop aspects of promotion, opportunities for promotion, bonuses and lunch. In addition, transparent and professional recruitment of teachers and selection needs to be carried out.

This research is supported by Dewi (2015), who analyzes the variables of

professionalism and motivation on teacher performance. In this study, it is explained that the variable teacher professionalism has a positive and significant effect on teacher performance. The research object was carried out by all economics teachers in the city of Malang. One of the keys to improving the quality of education lies in the professionalism of teachers. This is because teacher professionalism is at the center of any reform effort in the world of education that leads to qualitative changes. So the high and low levels of professionalism will affect teacher performance.

Competence (X₂) to Teacher Performance (Z)

Competence has a significant and dominant positive effect on teacher performance.

Thus it can be concluded that the level of teacher competence is able to provide good results to be able to directly

increase the maximum performance of Harapan Mandiri College. The higher the competency level of Harapan Mandiri College teachers, the higher their performance will be and vice versa. This means that the influence of teacher competence is a factor of high and low performance, if the competence of the teacher provided is not in accordance with what is given, the level of performance will decrease.

This research is supported by Nadeem (2011), who analyzes teacher competency and performance variables. It was found that a number of teachers manipulated to promote the performance of female teachers. This is done because female teachers are considered to be less competent in teaching. In fact, teacher competence causes the teacher's performance to decline which results in the low quality of the lessons delivered. This research was conducted on teachers in Bahawalpur (South Punjab) Pakistan.

Path Analysis Model Sub Model II

Table 2: Path Analysis Model Sub Model II Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.348	4.497		3.191	.002
Professionalism (X ₁)	.266	.068	.327	3.889	.000
Competence (X ₂)	.185	.051	.308	3.635	.000
Teacher Performance (Z)	.336	.083	.349	4.072	.000

a. Dependent Variable: Student Learning Outcomes (Y)

Source: Research Results, 2016 (Data Processed)

Professionalism (X₁) to Student Learning Outcomes (Y)

The results showed that professionalism has a positive and significant effect on student learning outcomes.

High professionalism can improve student learning outcomes, where teachers who care about student development will be more motivated to educate students better by making corrections and improvements to student shortages, while students also feel cared for so students feel embarrassed about their shortcomings and will automatically change his mistake. Furthermore, teachers

who teach with sincerity will be more enthusiastic in teaching and sharing their knowledge. Teacher sincerity in teaching occurs because of the desire of oneself without coercion and having a commitment to teaching, namely an attachment to one's duties and obligations as a teacher which can give birth to responsibility for developing knowledge. The attention of the teacher, sincere teaching and commitment to teaching are an attraction to students and can automatically improve student learning outcomes.

This is shown by research conducted by Prayudi (2012), in his research which

discusses the perception and professionalism variables of the learning outcomes of 19 State Junior High School in Bandar Lampung. This can be explained that professionalism has a positive and significant influence on learning outcomes. This can be seen from the higher the professionalism, the higher the student learning outcomes.

Competence (X₂) to Student Learning Outcomes (Y)

Competence has a positive and significant effect on student learning outcomes.

Student learning outcomes will increase if the teacher has high competence, where teachers are able to design subject matter according to the circumstances of their students, namely the teacher understands how teaching techniques are suitable for these students accompanied by the teacher's expertise in mastering the media used for teaching such as teaching aids. The teacher is also wise in the use of time, namely being able to divide time between the beginning of teaching such as testing students' abilities regarding the material that has been taught, teaching the latest material and evaluating the subject matter that has just been taught, automatically student learning outcomes will also increase. High competence can improve student learning outcomes, a competent teacher which includes the high ability to provide lessons and understanding will be more easily accepted by students which have a high impact on student learning outcomes.

This statement is supported by previous research by Shumway (2003). This study explains that if teachers assess students, they need to understand the process of assessing learning outcomes which will be assessed from the most appropriate way to assess each outcome. The method of assessment chosen must be valid, reliable, practical and have an appropriate impact on student learning outcomes. For educational as well as

economic reasons, there should be cooperation between schools and teachers in the development of tests related to the assessment of learning outcomes and in approaches. In this study it shows how to do a better job of assessing students by requiring an understanding of the assessment process and knowledge of the tools available and how they can use them for assessment of learning outcomes. Teacher competence is needed in the assessment process, because the accuracy of the results of the assessment of student learning outcomes depends on the level of competence possessed by the teacher.

Teacher Performance (Z) to Student Learning Outcomes (Y)

Teacher performance has a positive and significant effect on student learning outcomes.

High performance affects learning outcomes where teachers are able to develop lesson plans (lesson plans), in this case with lesson plans, teachers are more ready to carry out learning activities with careful planning and to streamline the learning process to fit what is planned. Standard material developed must be in accordance with the abilities and needs of students, as well as adapted to the characteristic conditions of the students. Teachers are also able to mentally prepare their students before teaching, namely by providing motivation and expectations about if students can learn well then these students can become class winners and enter their favorite colleges so that student learning outcomes can increase. Thus it can be concluded that teacher performance affects with student learning outcomes at Harapan Mandiri College. Learning outcomes can be produced according to predetermined targets which are influenced by teacher performance.

This statement is supported by previous researchers, namely Busro (2011) who analyzed the variables of professionalism and performance and their effects on learning outcomes. Through this

research, the writer can find out the big influence that occurs on learning outcomes. The results showed that performance had a positive and significant effect directly or indirectly on learning outcomes at Madrasah Aliyah Negeri (MAN) Karangampel, Indramayu Regency. The higher the level of professionalism of the principal and teacher performance, the higher student learning outcomes will be.

Testing the Mediating Effects of Teacher Performance

Table 3: Testing the Mediating Effects

Effect	Mediating	Indirect Effect	Total Effect	VAF	Sig
X ₁ →Y	Z	0.074	0.401	18.45%	0.06
X ₂ →Y	Z	0.083	0.391	21.22%	0.04

Source: Research Results, 2016 (Data Processed)

Teacher performance is a partial mediator in influencing professionalism and competence on student learning outcomes.

High professionalism is like a sincere teacher in teaching so that teachers teach with enthusiasm in sharing their knowledge. The sincerity of the teacher in teaching occurs because of the desire of oneself without coercion and having a commitment to teaching, which is an attachment to one's duties and obligations as a teacher that can give birth to responsibility for developing science, so that teachers care more about the development of their students in improving learning outcomes although teacher performance has decreased such as the inability of teachers to develop programs for teaching and the lack of desire of teachers to hold periodic tests/examinations, it can be concluded that high teacher professionalism will improve learning outcomes even though teacher performance is low.

This research is supported by Busro (2011) who analyzes the variables of professionalism and performance and their effects on learning outcomes. In this study, it was explained that the variables of professionalism and performance had an effect on student learning outcomes at Madrasah Aliyah Negeri (MAN) Karangampel, Indramayu Regency. It can

be explained that the maximum learning outcomes will be obtained if the teacher has high professionalism and performance.

CONCLUSION AND SUGGESTION

Conclusion

The results showed that professionalism has a positive and significant effect on teacher performance. Competence has a significant and dominant positive effect on teacher performance. Teacher performance has a positive and significant effect on student learning outcomes. Teacher performance is a partial mediator in influencing professionalism and competence on student learning outcomes.

Suggestion

Based on the results of the research conducted, the following are some suggestions for improving the quality of services at Harapan Mandiri College, namely:

1. Perguruan Harapan Mandiri often provides motivation about teaching as devotion and hero without merit, Harapan Mandiri College can also provide direction about the profession and role of a teacher so that teachers better understand their profession and increase the desire of teachers to teach.

To increase teacher commitment in teaching, Harapan Mandiri College is expected to pay more attention to compensation for teacher welfare such as overtime pay, allowances and food allowances, because as compensation increases, teachers are required to be more professional in their work. The amount of compensation given is based on the level of seniority, experience and position received.

Teachers are expected to pay attention and assess each student's progress that occurs every day. From these results, it can be a measure of whether a teacher is professional in educating these students. Teachers are also expected to establish communication with parents so that they can share information on student development and can exchange ideas between parents and

teachers about how to solve problems being experienced by students.

2. Harapan Mandiri College is expected to be able to strengthen the relationship between fellow teachers by holding frequent meetings between teachers, namely randomly selected group work and recreation in order to create close relationships with fellow teachers.

To establish good communication between teachers and students, teachers are expected to be able to mingle with students by inviting students to joke and ask about students one by one so that students get comfortable and not feel afraid.

Teachers are expected to carry out a lesson preparation program starting from identifying the material needed by schools and students, adjusting to the applicable curriculum, determining the material to be taught at each meeting and adjusting the time requirements from teaching to discussion time and student skills tests.

3. For student learning outcomes based on research, namely in the statement that students are proficient in acting according to the material they have learned, the teacher is expected to often do practical exercises for students in order to get students used to working on the subject matter.

Teachers are expected to be able to provide enthusiasm and motivation to students every time they teach about their hopes to be able to win class and enter favorite schools and famous universities so that these students can be more enthusiastic and motivated to be able to compete to be the best students so that they get maximum learning results

4. For further researchers, it is expected that they seek and develop other factors that affect student learning outcomes such as compensation, training, discipline, ethics and developing variable indicators according to research subjects to be investigated further.

Researchers are expected to be able to pay attention to and compare journals and research that have been done before in order

to increase understanding in conducting these studies and to look for larger research objects and more samples than previous researchers, which amounted to 95 people. Researchers are expected to be able to examine two different types of schools, namely public and private and to make comparisons between the two types of schools in order to obtain better and more accurate results.

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