

Competency and Motivation Analysis on Educator Performance

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Abstract: The main educator in education is the teacher. Teachers as teachers in educational units or schools. Human Resources are individuals who work as drivers of an organization, both institutions, and companies, and function as assets that must be trained and their abilities developed. Human Resources is one of the resources contained in the organization, including all people who carry out activities. This study is to identify the performance of the quality of educators with the competence and motivation of teachers in the city of Palembang. The method used is descriptive, with a research sample of 150 elementary school teachers in the city of Palembang. The data collection used is observation, interviews, and documentation. The research results obtained are the performance of educators at various levels, namely medium, high, and very high. Teachers have good competence and motivation in their performance as educators. From this research, it can be concluded that teacher performance can be seen from their competence and motivation in the High category.

Keyword: Competence, Motivation, Performance, Human Resources

1. Introduction

Changes in educational conditions in the era of the 4.0 revolution era have led to high competition between different companies, which requires companies to improve their performance, especially the performance of human resources, which can increase productivity and company performance. Not only proper education but also vigilance and dedication are the most demanding. Able to

recruit and retain a skilled workforce, because they are expected to be able to easily adapt to the work they receive. Based on Utama, H. B., Al Kadri, H., Kristiawan, M., & Lian, B. (2020: 44) progress and rapidly in the field of science, knowledge and technology directly and indirectly direct impact on human life, technological progress demands all people to use it.

According to Lestari, N. D. (2018: 22) every educator wants good results best for students, strategies, optimized learning methods and models to achieve learning objectives which are desired. Maximum results obtained by students is a success educators in carrying out the learning process teach. As a research lecturer feel the need to know they need students who are taught, both at the time delivery of material or at the time giving questions, both practice questions and questions exam. Djameluddin (2014), Education is a human effort to grow and develop innate potentials both physically and spiritually by the values that exist in the community and environment.

Education is a process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. According to Saat, S. (2015) education is a system. As a system, educational activities are built into several components, namely educators, students, educational goals, educational tools, and educational environment. All the components that make up the education system are interrelated, interdependent, and mutually determine one another. Each component has its function to achieve educational goals. Educational activities will be carried out properly if they are supported by these components. According to Apriyana, J., Lestari, N. D., & Januardi, J. (2021) learning is a process where do learning activities take place? teaching carried out by teachers and students who interact with each other and exchange information so that they can acquisition of knowledge and formation of attitudes and beliefs student self.

In education units, the important role is educators, according to Fatihah, N., & Nadjih, D (2017) educators must have a democratic spirit and personality. This can be seen clearly from his harsh criticism of the way of teaching and education his father did to him who was seen as being a "dictator". "If his way of educating him was in line,"in his disapproval of his father's educational attitude, "I will be thrown away like a useless child. Meanwhile, according to Sada, HJ (2015) educators are an important aspect of education, educators carry a noble and heavy mandate to carry out, because educators must be able to guide and direct their students to positive and better things, in all aspects that students have both in

terms of cognitive, affective and psychomotor. According to Lestari, N. D., Rachmawati, D. W., & Yusmiono, B. A. (2021: 319) the spirit of education as a form of improvement, the quality of education itself, through the role of the teacher as a personality, improvement efforts from each student. Company-developed learning approach, teachers don't seem to appreciate individual differences between students. This is true, it can be seen that there are still many teachers who apply classical learning where. The teacher teaches all students in the learning process in the same way.

Improving the quality of the performance of educators in motivating and educational competence is also needed, because without the stimulation of motivation and competence, the performance of human resources, in this case, education will not be optimal. The implementation of competence and motivation in Palembang City Elementary School is very important. Based on Takdir, M. (2019) Human Resources is a systematic and continuous process carried out in analyzing the organization's needs for human resources in ever-changing conditions and developing personnel policies that are by the organization's long-term plans. Furthermore, in Priyatna, M. (2017) Human resources are a very vital element in every organization, because human resource factors are very dominant in the organization's work process, so to achieve organizational goals it is necessary to develop human resources carried out to improve performance. , skills, behavior, and knowledge of employees.

In improving the performance of educators who are not optimal, it becomes a study in Palembang City Elementary Schools, by asking the research questions, namely: How to Analyze Competence and Motivation on Educator Performance in Elementary Schools in Palembang City. Based on the research of Ismail, M. I. (2010:44-63) Performance is a translation of the word performance which is defined as the overall level of success of a person during a certain period in carrying out tasks compared to various possibilities such as work standards, targets or targets.

Furthermore, according to research by Sholeh, M. (2016), performance is behavior that shows activities in achieving goals. While the results show the effectiveness of individual behavior, both individually, both objectively, and subjectively, while organizational effectiveness is a step in the consideration of organizational work outcomes that emphasize process aspects. Dam according to Kadafi, M. (2010) performance research is the result of the implementation of a job or work performance both quantity and quality achieved by a person in

carrying out work tasks by the responsibilities given to him in an organization. Therefore, performance is very important for every employee and for the company or organization to see how far the results that have been achieved by them so far are a manifestation of the work done by employees which are used as a basis for assessment. In the performance of a teacher, competence and motivation are needed so that his performance increases like a teacher.

In the performance of a teacher, competence and motivation are needed so that their performance increases as researched by Huda, M. (2017: 16-22) competence is the authority to determine (decide) something. The results obtained are the level of teacher performance at various levels. Namely medium, high, and very high. NH teachers have a score of 4 or a very high level which means applying all kinds of instructions in the Islamic learning process. The RM teacher has a performance with a score of 3 or a high level that applies 3 instructions while the KS teacher gets a score of 2 or a moderate level which only applies two types of prompts, namely verbal and physical requests. Differences in the use of types and indicators applied by PAI teachers are different due to material factors, students, and teacher characteristics. According to Sudradjat, S., & Amyar, F. (2020: 37-42) competence comes from the word competency which means ability or skill, competence can be interpreted (authority) the power to determine or decide something.

In motivation, there are conditions or circumstances that activate or encourage the encouragement of beings to behave to achieve the goals caused by the motivation. Based on Arianti, A (2019: 117-134) motivation is the overall driving force in oneself that causes learning activities, which guarantee learning activities, psychological factors that are non-intellectual. Someone who has a high enough intelligence can fail because of a lack of motivation in learning. Further research by Ernata, Y. (2017: 781-790) motivation and learning are two things that influence each other. However, before discussing further learning motivation, it is necessary to first distinguish between understanding and understanding of learning. The term motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or do.

2. Methods

This is field research using descriptive. Descriptive research is the research procedure that produces descriptive data in the form of written or spoken words

from people and observable behavior then produces data in the form of percentages and performance scoring. The research sample was 150 elementary school teachers in the city of Palembang. Data collection techniques used in this study were observation, interviews, practicum, and documentation. Observations are carried out by marking certain columns as an instrument of observation in the use of the prompts method. Interviews were conducted using interview guidelines for elementary school teachers in Palembang City. Documentation in the form of documents related to teacher performance, teaching materials, learning tools, and media, photos, videos, books, documents, diaries, and so on.

3. Results and Discussion

Analysis of Competence and Motivation on Educator Performance, based on the results of data collection which was distributed by researchers in the form of a questionnaire to elementary school teachers in the city of Palembang, totaling 150 people, of which they were civil servant teachers, permanent foundation teachers, and non-permanent teachers. Based on the data above, based on the gender characteristics of elementary school teachers in the city of Palembang, based on the percentage of the sample studied, the characteristics of the male gender are 34% and the female gender is 66%. To analyze Competence and Motivation on the Performance of Educators in Palembang City, measurements were made using a questionnaire consisting of 20 questions for competence, 25 for motivation, and 25 for performance, so a total of 70 questions were asked, each of which was accompanied by 5 (five) questions. Possible answers that must be chosen and considered appropriate according to the respondent. From these answers, the assessment criteria for each question item are then compiled based on the presentation.

However, it can be said that the higher the performance, the better the competence and motivation of teachers. Teachers' competencies and motivations are not the same but vary widely. This difference can be caused by various factors, which can be broadly divided into two; (1) factors from within a person's education (intrinsic) and (2) factors from outside a person (extrinsic). Basically, in the learning process, the teacher is primarily encouraged to can study well. While teaching is more determined by the teacher as a class manager. Providing reinforcement is defined by the teacher's behavior in responding positively to a certain behavior allowing the behavior to reappear.

Reinforcement is a response to a behavior given by the teacher, which aims to foster positive behavior. Meanwhile, it reinforces the teaching and learning process, intended to teach or increase student responses, so that they are more active in participating in teaching and learning interactions. Empowerment provided by the teacher in the teaching and learning process requires the emergence of the expected process. Because performance is an attitude process, what is given by the teacher will have an impact in the form of an attitude, whether the attitude is positive or negative depending on the teacher's considerations, both individually and in groups. So that we can know that the role of performance in the teaching and learning process is as control or feedback for teachers.

There are external factors that are directly or indirectly related to teacher performance. These external factors can be broadly distinguished in the social environment and the natural environment. The social environment includes family, school, and community. While the natural environment will be discussed ecological factors and temporal factors. Performance in teaching for each teacher is indicated by actions such as obedience to rules, being present on time, providing control over learning materials, supervising student activities, realizing that their duties have a humanitarian role. Performance in teaching that occurs in elementary schools in the city of Palembang is classified as very good criteria. The teachers have a very high commitment, it can be seen from most of the teachers holding meetings with the parents intensively to obtain information on my students in a deliberation forum and most of the teachers providing control over the students' learning so that the subject matter is not monotonous.

Based on the results of data processing and research results, it turns out that the competence of elementary school teachers in the City of Palembang shows an average percentage of 71% in the High category. As for motivation, the average percentage shows 73% in the High Category. After that, the measurement of the performance of educators was carried out, it was found that the teacher's performance showed an average percentage of 76% in the High category.

Thus it can be said that the higher the performance, the better the competence and motivation of teachers. Performance is an achievement that lies in the heart and in the soul of a person who encourages the person concerned to do something or not do something as it is because there are two elements, elements from within the teacher (internal) and elements from outside the teacher (external). Elements from within the teacher are related to teaching goals, teaching

interests, teaching abilities, teaching readiness, teaching methods, and teaching failures. Elements from outside of the teacher involve the family environment, the natural environment which includes cognitive aspects of the environment which include ecological factors, architectural design factors, temporal and technological factors. For more details, the following will describe each of these factors.

Based on the research of Rahardjo, S. (2014: 59-74) improving the performance and motivation of elementary school teachers in Surakarta City can be effectively improved by improving the work environment. The results of this study indicate that improving the performance of elementary school teachers in Surakarta can be done by improving the work environment. Further research by Ristiney, F., Harapan, E., & Destiniar, D. (2020:34) research shows (1) that teacher certification and work motivation have a positive effect on teacher performance, (2) teacher certification has a positive effect on teacher performance, and (3) motivation work has a positive effect on teacher performance. And results on paper findings (Boset, S. A., & Asmawi, A. (2020: 72) researchers recommend doing professional training and improve the condition of EFL teachers in the community high school to get a higher level competence, work motivation, and professionalism performance so that it has the potential to improve results of the EFL teaching and learning process. Besides that, policymakers must have a deeper and broader understanding knowledge of EFL teacher pedagogy for help improve competence, work motivation, and professional performance.

Competence and motivation of teachers are very important in teaching and learning activities, every teacher should be able to show their commitment. Given that his position is very related, then a teacher must be able to understand the characteristics of himself that are needed as role models by his students. In addition, it must be empowered in achieving teaching and learning objectives. One of the efforts that must be made by teachers is to increase teacher performance in certain subjects or fields of study by giving attention to each school principal.

The results of this study are in line with the results of research by Catio, M., & Sunarsi, D. (2020: 16-26) with the results of the study that the level of influence between the variables of competence, work discipline, and motivation on performance is 0.731 and is in the interval between 0.600-0.799 with a strong level of influence, meaning that competence, work discipline and motivation have a strong level of influence on performance. And the contribution of competence,

work discipline, and work motivation to performance is 53.5%, and the remaining 46.5% is influenced by other factors that are not related to the research variable model such as salary, training, work climate, and others. Of the three independent variables (competence, work discipline, and motivation), the work discipline variable gave the highest contribution to performance at 47.5% and the lowest contribution was the competence variable at 36.3%. Then based on the results of research by Safitri, M., & Habe, H. (2020:1-10) the results of data processing have found answers to the hypothesis, which are as follows; there is an effect of competence (X1) on teacher performance (Y) with a level of influence (R-square) of 12.1%. There is an effect of work motivation (X2) on teacher performance (Y) with an influence level of 15.6%. There is an effect of competence (X1) and work motivation (X2) together on teacher performance (Y) with an influence level of 20.3%.

Meanwhile, from the research results of Rahmawati, R., & Asmin, E. A. (2021:52-65) the results show that; (1) motivation has a positive and significant effect on teacher performance; (2) organizational commitment has an effect on teacher performance; (3) competence has an effect on teacher performance; (4) motivation, organizational commitment, and competence have a simultaneous effect on teacher performance. These findings serve as input for school principals to be able to pay attention to the motivation of teachers to achieve educational goals. And based on the research of Patarai, I., Mustari, M., & Azis, M. (2018: 120-133)) the results of this study indicate that teaching motivation has a positive and significant effect on teacher performance at SMK Negeri 4 Soppeng. Professional competence has a positive and significant effect on teacher performance at SMK Negeri 4 Soppeng. The level of education has a positive and significant effect on teacher performance at SMK Negeri 4 Soppeng. Teaching motivation, professional competence, and level of education have a positive and significant effect simultaneously on teacher performance at SMK Negeri 4 Soppeng.

4. Conclusion

The research results obtained are the performance of educators at various levels, namely medium, high, and very high. Teachers have good competence and motivation in their performance as educators. Based on the results of data processing and research results, it turns out that the competence of elementary school teachers in the City of Palembang shows an average percentage of 71% in

the High category. As for motivation, the average percentage shows 73% in the High Category. After that, the measurement of the performance of educators was carried out, it was found that the teacher's performance showed an average percentage of 76% in the High category. Thus it can be said that the higher the performance, the better the competence and motivation of teachers.

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