

Teacher Competence and Learning Facilities in Supporting Junior High School Teacher Performance

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Abstract

This research aims to determine the influence of teacher competence and learning facilities on teacher performance. Operationally, this research aims to determine partially and simultaneously "The influence of teacher competency and learning facilities on the performance of junior high school teachers in Tolinggula District, North Gorontalo Regency. This research uses a quantitative survey type method. This research data was obtained by distributing questionnaires to 33 teachers as respondents. Research data comes from primary data with statistical analysis using SPSS. The results of this research can be concluded that the partial influence of competence (X1) on teacher performance (Y) is 0.975 or 97.5%, this is acceptable because teacher competence (X1) is very significant in strengthening the success of teacher performance in the classroom and outside the classroom which determines teacher performance at the Tolinggula District Level, North Gorontalo Regency. Statistically, it shows that competence has a very important influence in improving teacher performance, this is the basic capital for teachers to improve the quality and quality of education professionally to increase professional teacher performance. The partial influence of learning facilities (X2) on teacher performance (Y) is 0.014, this is acceptable because learning facilities (X2) are not the only parameter that determines teacher performance at the Tolinggula District Level, especially at the junior high school level in North Gorontalo Regency. . Statistically, it shows that learning facilities do not have an important influence on improving teacher performance, this is because the character of the teacher himself is better than before. Taken together, research on the influence of teacher competency and learning facilities simultaneously on teacher performance is 0.968 or 96.8%. Meanwhile around 3.2% was influenced by other factors not included in the research model. This is understandable because teacher performance is not only determined by teacher competency and learning facilities, because other factors are also very likely to influence teacher performance, for example the work environment, certified teacher leadership, teacher education qualifications and teacher motivation so it can be concluded that The overall influence of competency and learning facilities on teacher performance is 96.8% acceptable.

Keywords; Competence, Learning Facilities and Teacher Performance

Introduction

A teacher is called a professional teacher if he has the ability to realize the best possible performance of the teaching profession in achieving his professional duties as stated in Law no. 14 of 2005, Chapter IV Article 20 (a) concerning Teachers and Lecturers in carrying out their professional duties teachers are obliged to plan, carry out the learning process, as well as assess and evaluate learning outcomes. Optimal teacher work must also be in line with educational goals and integrated with school components, be they principals, teachers, employees and students.

Teacher qualifications are the skills needed to carry out teacher work through special skills education. Teachers in each educational unit must meet academic qualifications in a scientific field that is relevant to the field of study or subject they teach at their school so that they are said to be competent in their field of work. Competent teachers will be better able to create an effective, enjoyable learning environment and better able to manage their classes so that student learning outcomes are also good.

Teachers as a part of professional educators have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. In carrying out their duties, teachers apply expertise, skills that meet certain quality standards or norms that they obtain through professional education. Recognition of teachers' position as professionals is proven by conducting certification for in-service teachers. Furthermore, teachers who already have an educator certificate are entitled to earn an income above the minimum living requirements and social welfare guarantees. Income above minimum living needs includes basic salary, allowances attached to salary, as well as other income in the form of professional allowances, functional allowances, special allowances, and additional benefits related to one's duties as a teacher which are determined by the principle of reward based on achievement. This is in accordance with the objectives of teacher certification, namely: (1) determining a person's suitability in carrying out their duties as a learning agent; (2) improving the quality of educational processes and outcomes; and (3) increasing teacher professionalism (Dikti, 2006).

So that teacher professionalism and quality can be measured, it is necessary to assess work performance. Evaluation of employee work performance in an organization is very important because it will be useful for knowing the effectiveness of the organization so that the organization's goals will be achieved. Performance is the real behavior displayed by each person as a work achievement produced by employees in accordance with their role in government organizations (Rivai, 2004; 309). The real behavior displayed by teachers is influenced by various factors that help shape a person's (teacher's) behavior which is then reflected in their actions and behavior in carrying out their work.

Teacher competency in the organization is also very important apart from career, training and training in the organization, because low motivation can also

affect low performance. Basically, motivation can encourage employees to work hard so they can achieve their goals. This will increase employee productivity so that it will influence the achievement of government organizational goals. The sources of motivation are three factors, namely (1) the possibility to develop, (2) type of work, (3) whether they will feel proud to be part of the government organization where they work (Rivai, 2005; 456).

Support for learning facilities also plays an important role in strengthening student learning achievement, with support for infrastructure and facilities it will certainly increase the creativity of teachers and students to develop their natural talents.

According to Adjiesoejpto (2015; 151) learning facilities are one of the supporting factors in achieving success in the teaching and learning process. Of course, this can be achieved if adequate availability is accompanied by optimal management and utilization. Along with the implementation of the Educational Unit Level Curriculum or better known as KTSP, the implementation of decentralized decision making gives full autonomy to each level of educational unit. To optimize the provision, utilization, maintenance and control of educational advice and infrastructure, schools are required to have the independence to regulate and manage school needs according to needs based on the aspirations and participation of the school community while still referring to applicable national education regulations and legislation. Without good learning facilities, schools will find it difficult to produce competent output.

The quality of education at a school can also be seen from the learning outcomes of its students. If the student learning outcomes are good then the quality of the school's education is good, and vice versa. Learning plays an important role in human development, habits, attitudes, beliefs, goals, personality and even perception. Learning is a process activity and is a very fundamental element in the implementation of every type of education level. This means that whether learning is successful or not depends on the learning process, where the learning process determines student learning outcomes.

Teacher performance certainly has a big impact on the progress of the organization in order to achieve various organizational goals that have been set. As explained by Prawirosentono (1999), performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authority and responsibilities, in order to achieve the goals of the organization concerned legally, without violating the law and in accordance with morals or ethics. Performance is basically what employees do or do not do (Mathis and Jackson, 2004). There are several factors that can influence performance, such as the physical and social environment that the organization pays attention to. The results of Bhat's (2013) research show that organizational performance is significantly determined by the training provided to employees. Likewise, research conducted by Omari and Okaheh (2016), stated that the main work environmental conditions have an impact on work performance and should receive more attention.

Teacher performance determines the quality of education because good performance will encourage (accelerate) the achievement of national education goals. In line with this, Wibowo (2010) explains that performance is defined as: (1) something achieved, (2) demonstrated achievement, and (3) ability to work. In relation to this research, the meaning of performance is the achievements shown by someone. Terminologically, performance is a measure of how well people do their jobs. So, performance is about doing work and the results achieved from that work.

Research Methods

This research uses a quantitative approach with a survey method, namely research aimed at studying large and small populations by selecting and studying samples selected from that population according to their characteristics, so this research uses causal analysis, namely a flow system in one direction, so there is no direction. which is upside down. The causal approach is an analysis of whether or not there is an influence between one variable and another variable using multiple regression techniques. So multiple regression analysis has the power to measure causal influences.

Discussion

1) Simultaneous analysis of the influence of teacher competency and learning facilities on teacher performance.

From the results of the analysis it is known that the influence of the physical environment and social environment simultaneously on teacher performance is 0.968 or 96.8%. Meanwhile around 3.2% was influenced by other factors not included in the research model. These other factors include leadership, teacher certification, school environment, teacher motivation, support from parents and the culture of the school community itself. This is understandable because teacher performance is not only determined by competency factors and learning facilities, because other factors are also very likely to influence teacher performance, for example certified teachers, teacher educational qualifications so it can be concluded that the influence of competency and learning facilities as a whole on teacher performance of 96.8% is acceptable. Simultaneously, both teacher competence and learning facilities can influence a teacher's performance. The following is an explanation of these two factors;

- 1) Teacher Competency: Teacher competency refers to the knowledge, skills and attitudes possessed by a teacher in carrying out their duties. Factors such as teachers' education, experience, training, and communication skills can influence their performance. Teachers who have good competence will be able to convey lesson material clearly, understand student needs, and manage the class effectively. High teacher competence will also influence their ability to develop relevant and varied learning strategies according to student needs.

- 2) Learning Facilities: Learning facilities include all facilities and infrastructure used in the learning process, such as classrooms, learning equipment, teaching materials and supporting technology. Adequate learning facilities will create an environment that is conducive to an effective learning process. For example, a comfortable classroom, adequate equipment, and relevant teaching materials will help teachers convey the material better. In addition, modern and sophisticated learning facilities, such as information and communication technology, can increase student interaction and involvement in learning.

When teacher competence and learning facilities are considered simultaneously, both influence each other and can improve teacher performance. Teachers who have good competence will be able to make optimal use of learning facilities, while adequate learning facilities will help teachers carry out their duties more effectively. In other words, high teacher competency can increase the use of learning facilities, while good learning facilities can support teachers in optimizing their abilities.

Therefore, it is important to pay balanced attention to developing teacher competence and providing adequate learning facilities. Efforts to develop teacher competency through training and professional development need to be accompanied by investment in providing adequate learning facilities to create a learning environment that is conducive to optimal teacher performance.

This is in line with the results of research by Rika Apriani (2022) with the research title The Influence of Teacher Pedagogical Competence and Learning Facilities on Student Learning Outcomes in Class XI IPS Economics at SMA Negeri 2 Jambi City. This research aims to determine the description of the variables of the influence of teacher pedagogical competence and learning facilities on student learning outcomes in class XI IPS economics at SMA Negeri 2 Jambi City. This research is quantitative research. The population in this study were class XI IPS students at SMA Negeri 2 Jambi City. The sampling technique in this research used the Simple Random Sampling technique, with a sample size of 116 respondents. The data collection technique uses a questionnaire, while the data analysis technique used is multiple linear regression analysis. The results of this research show that (1) There is an influence of teacher pedagogical competence on learning outcomes. This can be proven through the results of the t test, it can be seen that the value of $t_{count} > t_{table}$ is $4.121 > 1.658$ so that there is a significant influence between teacher pedagogical competence on learning outcomes (2) There is an influence of learning facilities on learning outcomes. This can be proven through the results of the t test, it can be seen that the value of $t_{count} > t_{table}$ is $3.618 > 1.658$ so that there is a significant influence between learning facilities on learning outcomes (3) There is a joint influence of teacher pedagogical competence and learning facilities on learning outcomes. This can be proven through the results of the F test where the F_{count} value is 12.997 while the F_{table} is 3.08 because $12.997 >$

3.08 so there is a significant influence between the variables of teacher pedagogical competence and learning facilities on learning outcomes. Based on the research results above, it can be concluded that teacher pedagogical competence and learning facilities have a significant and influential effect on student learning outcomes. From the conclusions, it is recommended that teachers can further improve their abilities in managing learning in order to create a conducive atmosphere. Meanwhile, it is recommended that students are expected to be able to utilize the learning facilities available both at home and at school in order to improve student learning outcomes.

This means that teacher performance is basically the basic foundation for teachers to improve the quality and quality of education both collectively and individually. The achievement of educational goals is largely determined by the teacher's professional duties, especially in the learning process, because the teacher is the party who has the most direct contact with students in learning. Professional teachers are expected to have good performance in an effort to improve the quality of their students. Teacher performance is basically the performance or performance carried out by teachers in carrying out their duties as educators. In carrying out their professional duties, teachers need special skills.

Good teacher performance needs to refer to the way teachers carry out their duties and responsibilities in educating students. The meaning of teacher performance is very important because the quality of teacher teaching has a direct influence on student development and achievement. The following are some of the important meanings of teacher performance: 1) Effective teaching: Teachers who have good performance are able to convey lesson material in an effective way so that students can understand and master the material well. They use a variety of teaching methods and strategies to suit students' needs. 2) Development of student potential: Good teacher performance also involves the ability to identify individual student potential and needs. Effective teachers can help students develop their abilities to the fullest and provide the support needed to achieve their goals. 3) Creating a positive learning environment: Good teacher performance involves creating a safe, inclusive, and positive learning environment for students. Teachers must be able to create a classroom climate that supports collaboration, active participation, and mutual understanding between students. 4) Monitoring and evaluation: Good teachers have the ability to monitor and evaluate student progress on a regular basis. They may use various forms of evaluation, such as assignments, tests, or projects, to measure student understanding and progress. By conducting regular evaluations, teachers can adjust their teaching methods according to student needs.

2) Analysis of the Effect of Competency on Teacher Performance Partially.

The partial influence of teacher competency (X1) on teacher performance (Y) is 0.975, this is acceptable because competency (X1) is not the only parameter that determines teacher performance at the Middle School Teacher Level in Tolinggula

subdistrict, North Gorontalo Regency. Statistically, it shows that competence is very determining and has an important influence in improving teacher performance. This is because there are limited teachers who have competence through increasing teacher certification, so this will directly increase teacher creativity to be more disciplined in improving the quality of students.

Teacher competency has a very significant influence on teacher performance. The following are some of the main influences of teacher competence on their performance; 1) Teaching Quality: Teachers who have strong competence in the field of teaching will be able to provide quality learning to students. They have in-depth knowledge of subject matter, effective teaching methods, and appropriate evaluation strategies. With good competence, teachers can present material in a clear way, attract students' attention, and facilitate good understanding. 2) Classroom Management: Teacher competency also includes skills in managing the class effectively. Competent teachers can create a conducive learning environment, manage student behavior well, and maintain discipline in the classroom. They are able to keep learning activities running smoothly without being disturbed by internal or external disturbances. 3) Motivation and Inspiration: Teachers who have good competence can be a source of motivation and inspiration for students. They are able to identify individual student needs, provide positive encouragement, and encourage students to reach their best potential. Competent teachers can develop good relationships with students, understand their interests and talents, and provide the support needed to achieve success. 4) Professional Improvement: Competent teachers continually strive to improve their professionalism through training and self-development. They follow the latest developments in the field of education, use relevant educational technology, and continuously learn to improve the quality of their teaching. This continuously developing teacher competency has a positive impact on their performance and ultimately provides benefits to students. 5) Evaluation and Monitoring: Teacher competency also includes the ability to evaluate and monitor student development. Competent teachers can identify student strengths and weaknesses, provide constructive feedback, and develop appropriate remedial or enrichment programs. Through good evaluation, teachers can monitor student progress and adopt effective teaching strategies.

Overall, teacher competency has a significant impact on their performance. Competent teachers tend to achieve better results in teaching, managing classes, motivating students, and increasing their professionalism. This directly impacts student achievement and the overall quality of education. Therefore, it is important for teachers to continue to develop their competencies through relevant education and training.

This is in line with research in 2009 by Danel Dahliati, PAI Study Program with the title "The Relationship between Teacher Professional Competence and Students' Effective Learning Outcomes in PAI Subjects at SMPN 1 Gunung Toar, Toar District". The results of the research are that between Teacher Professional

Competence and Student Effective Learning Outcomes, there is a significant positive correlation, by looking at the value of phi which is greater than the "r" product moment value, both at the 5% significance level and at the 1% significance level. The higher the teacher's professional competence, the better the student learning outcomes in the affective aspect. On the other hand, the lower the teacher's professional competence, the worse the student learning outcomes in the effective aspect.

Thus, partially teacher competency can be said to be a first level requirement which guarantees the quality of education in the classroom and students completing school, so that the management of teaching and learning interactions is more effective and efficient. This means that this is a challenge for the Indonesian nation to improve its human resources so that they become people who are able to compete in order to maintain their survival in the era of globalization. Education is the right place to improve the quality of human resources. In this case, the quality of teachers must also be improved because they play an important role in realizing quality education.

3) Partial Analysis of the Effect of Learning Facilities on Teacher Performance.

The magnitude of the influence of learning facilities (X₂) partially on teacher performance (Y) is 0.014 or 0.14%, this is acceptable because learning facilities (X₂) are not significant in providing reinforcement in the success of teacher performance in the classroom and outside the classroom which determines teacher performance at junior high school level, Tolinggula District, North Gorontalo Regency. Statistically, it shows that learning facilities do not have a positive effect on improving teacher performance, this is the basic capital for teachers to improve the quality of learning in schools and can increase teacher motivation to improve their performance.

The learning facilities provided can have a significant influence on a teacher's performance. The following are some partial influences of learning facilities on teacher performance; 1) Conducive learning environment: Good learning facilities, such as comfortable classrooms, adequate lighting, and good ventilation, can create a conducive learning environment. A comfortable environment can help teachers to focus on teaching and provide better performance. 2) Educational technology: Learning facilities equipped with educational technology, such as computers, projectors, or interactive learning software, can help teachers deliver lesson material in a more interesting and interactive way. The appropriate use of educational technology can improve the quality of teaching and teacher performance. 3) Adequate learning resources: Learning facilities that provide adequate learning resources, such as a complete library, scientific laboratory, or supporting software, can help teachers to prepare and deliver lesson material effectively. With adequate learning resources, teachers can develop their skills and provide better learning experiences for students. 4) Training and

professional development: Learning facilities that provide quality training and professional development can have a positive impact on teacher performance. Relevant and in-depth training can help teachers improve their understanding of the latest teaching methods, evaluation strategies, or use of technology in learning. With good training facilities, teachers can continue to develop themselves and provide more effective teaching. 5) Collaboration and knowledge exchange: Learning facilities that encourage collaboration between teachers, such as teachers' rooms or discussion forums, can help in the exchange of knowledge and experience. Teachers can share ideas, strategies and best practices, which can improve the overall quality of their teaching.

It is important to note that although learning facilities can have a significant influence on teacher performance, other factors such as motivation, competence, and managerial support also play an important role in determining a teacher's performance.

This is in line with research conducted by Ilmi Sawianti (2020). With the research title The Influence of Learning Facilities on Teacher Performance. Based on the research results, it can be concluded that the reality of learning facilities at SMP Negeri 1 Ulaweng, Bone Regency is in the adequate category, which is indicated by the average response of 29 respondents from 20 statement items of 75.82 with a total score of 2,200 so the percentage is 76% of established criteria. The reality of teacher performance at SMP Negeri 1 Ulaweng, Bone Regency is in the good category as indicated by the average response of 29 respondents from 21 statement items of 73.43 with a total score of 2,123 so the percentage is 70% of the specified criteria. The influence of learning facilities on teacher performance at SMP Negeri 1 Ulaweng, Bone Regency shows a positive influence of 19% with a correlation coefficient of 0.437 and a regression equation of $Y = 61.638 + 0.152X$.

In improving the quality of education, it is necessary to consider learning facilities as the facilities and infrastructure used to support the learning process. These facilities can be classrooms, libraries, laboratories, studios, halls, or even technological facilities such as computers and internet networks. The meaning of learning facilities is as follows: 1) Improving the Quality of Learning: Good and complete learning facilities can help improve the quality of learning. A comfortable classroom, modern laboratory equipment, or a well-stocked library will create a comfortable environment for students to study and understand the material better. 2) Encouraging Active Student Involvement: Interesting and interactive learning facilities can encourage active involvement of students in the learning process. For example, the presence of sophisticated multimedia technology in the classroom can help teachers present material in a more interesting way and stimulate students' curiosity. 3) Provide Access to Learning Resources: Adequate learning facilities also provide easy access to various learning resources. A complete library with a collection of books, journals and reference materials can help students find relevant information. Technological facilities such as computers and the internet can also

provide access to digital resources such as e-books, online journals, and other interactive learning resources. 4) Communicating Practical Skills: Some learning facilities, such as laboratories or art studios, allow students to develop practical skills relevant to their field of study. Through hands-on and practical experience, students can deepen their understanding of theoretical concepts and improve their skills in specific areas. 5) Facilitate Collaboration and Discussion: Learning facilities can also create an environment that allows collaboration and discussion between students. For example, separate discussion rooms or workgroup areas can encourage students to share ideas, collaborate on projects, and expand their understanding through social interaction.

Learning facilities will create an environment that supports effective learning processes, actively engages students, provides access to learning resources, and develops practical skills relevant to their field of study. On the other hand, teacher performance is also questioned when discussing the issue of improving the quality of education.

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