

## THE EFFECT OF TEACHER WELFARE, WORK MOTIVATION AND COMPETENCY ON THE PERFORMANCE OF SMPN TEACHERS IN TULANG BAWANG DISTRICT

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### ABSTRACT

*This study aims to determine the effect of teacher welfare, work motivation and competence on the performance of SMPN teachers throughout Tulang Bawang Regency. The form of this research is quantitative in the form of a survey. The study was conducted during July 2021. The population in this study were all 1110 SMPN teachers in Tulang Bawang Regency. Banjar Baru District was chosen as the research sample, with a total of 82 teachers. Districts become clusters in this study, so there are 15 clusters, the sample in this study is 10% of the population, namely 1 cluster. The data analysis technique used in this research is Multiple Linear Analysis, Coefficient of Determination Test, and F Test. Based on the hypothesis test results, teacher welfare (X1), and work motivation (X2). Competence (X3) significantly contributes and affects teacher performance (Y) either partially or simultaneously.*

**Keywords:** *Teacher Welfare, Work Motivation, Competence, Teacher Performance*

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui Pengaruh kesejahteraan guru, motivasi kerja dan kompetensi terhadap kinerja guru SMPN Se-Kabupaten Tulang Bawang. Bentuk penelitian ini adalah kuantitatif dalam bentuk survey. Penelitian dilakukan selama bulan juli 2021. Populasi dalam penelitian ini adalah seluruh guru SMPN se-Kabupaten Tulang Bawang sebanyak 1110 guru. Populasi dalam penelitian ini adalah seluruh guru SMPN se-Kabupaten Tulang Bawang sebanyak 1110 guru. Kecamatan menjadi klaster dalam penelitian ini sehingga terdapat 15 klaster, sampel dalam penelitian ini sebesar 10% populasi yaitu 1 klaster. Kecamatan Banjar Baru dipilih menjadi sampel penelitian dengan jumlah guru sebanyak 82 guru. Teknik analisis data yang digunakan pada penelitian adalah Analisis Linier Berganda, Uji Koefisien Determinasi, dan Uji F. Berdasarkan hasil uji Hipotesis, kesejahteraan guru (X1), Motivasi Kerja (X2) ). Kompetensi (X3) memiliki kontribusi dan berpengaruh signifikan terhadap kinerja guru (Y) baik secara parsial maupun simultan.

**Kata Kunci:** *Kesejahteraan Guru, Motivasi Kerja, Kompetensi, Kinerja Guru*

## A. INTRODUCTION

Education is a very important and fundamental need for human life, community groups, or nations (Permanasari & Pradana, 2021). Education is an effort to develop students' human potential, creativity, taste, and intention so that potential becomes real and can function in their lives (Sugiarta, Mardana, Adirta, & Artanayasa, 2019). Education is essentially a process of maturation of the quality of life (Mukhlisin, 2019) and education has an important role in influencing one's abilities (Maskur et al., 2020). The educational process is in the form of a gradual transformation of knowledge and values to students, which is expected to be actualized through their behavior in everyday life (Kuntoro, 2019). The function of education is not only to explore the educational potential that exists in humans but to control the potential that has been developed so that it can be useful for improving the quality of human life and others.

Teachers are one element in the field of education that must participate actively and place their position as professionals by the demands of a growing society (Sundari, 2017). But remember, achieving educational goals is not only the role of teachers or teaching staff. Elements of education must be involved to achieve the planned educational goals (Rahmawati, Pradana, Novalia, Rinaldi, & Syazali, 2021). In this case, the teacher is not merely a "teacher" who transfers knowledge but also as an "educator" who transfers values and, at the same time acts as a "supervisor" who provides direction and guides students in learning (Rahayu, Nurhasanah, & Khaironi, 2019). The completeness of the number of teaching staff and the quality of these teachers will affect the success of students in learning, leading to an increase in the quality of education. For this reason, teachers are required to be professional in carrying out their duties. As one of the efforts to create professional teachers, the government has made regulations for the requirements to become teachers. Teachers must have academic qualifications, competencies, and educator certificates, be physically and mentally healthy, and realize national education goals (Latiana, 2010; Sabandi, Junaidi, & Warneri, 2018).

Tulang Bawang Regency is one of the regencies in Lampung province. At the time of the formation of the Tulang Bawang Regency on March 20, 1997, the Tulang Bawang Regency at that time had the largest area, 22% of the area of Lampung Province. By realizing the magnitude of the challenges and efforts to accelerate development and shorten the span of control of public services in the Sai Bumi Nengah Nyapur area, in 2008, the Tulang Bawang Regency carried out regional expansion (Mukhlis & Makhya, 2019). The Tulang Bawang

Regency was divided into 3 (three) New Autonomous Regions (DOB), namely Mesuji Regency and Tulang Bawang Barat Regency. After this area was expanded, currently Tulang Bawang Regency has 15 sub-district administration areas, 4 sub-districts and 148 villages. Although this area has been expanded, Tulang Bawang Regency still has a variety of potential natural resources and cultural diversity that has the potential to be developed to achieve the welfare of all levels of society.

Education is one of the main foundations in shaping one's personality (Nurajizah, 2016) to become a civilized society (Arisandi, 2017), so the Tulang Bawang Regency Government always places the field of education as one of the foremost priorities in development. The priority scale of education development in Tulang Bawang Regency, among others, is directed at increasing public access to quality education (Suryana, 2020). This is done through increasing the availability of educational facilities/infrastructure at various levels throughout the sub-district, which is supported by improving the quality and quantity of teaching staff.

**Table 1.** Number of Middle Schools in Tulang Bawang Regency

Number	Subdistrict	SMP Level		
		Country	Private	Total
1	Kec. Banjar Agung	3	9	12
2	Kec. Gedung Aji	1	0	1
3	Kec. Menggala	5	6	11
4	Kec. Penawartama	3	4	7
5	Kec. Rawajitu Selatan	2	5	7
6	Kec. Gedung Meneng	6	8	14
7	Kec. Banjar Margo	3	10	13
8	Kec. Penawar Aji	2	5	7
9	Kec. Rawa Pitu	4	4	8
10	Kec. Rawajitu Timur	5	0	5
11	Kec. Meraksa Aji	3	3	6
12	Kec. Gedung AJi Baru	2	4	6
13	Kec. Dente Teladas	9	14	23
14	Kec. Banjar Baru	3	3	6
15	Kec. Menggala Timur	4	1	5
Total		55	76	131

Source : <https://referensi.data.kemdikbud.go.id>

Based on the data in table 1, it is known that the Tulang Bawang district has 131 junior high schools (SMP) consisting of 55 public junior high schools and 76 private junior high schools. One source of education is the teacher. Given the important role of teachers in

creating reliable educational human resources, it is very necessary for teachers with good performance. The number of teachers in SMP Negeri in Tulang Bawang Regency is 1110, consisting of 411 male and 699 female teachers.

**Table 2.** Total number of teachers SMP throughout the district Tulang Bawang

No	Region	Teacher of SMP Negeri		Total
		Man	Woman	
1	Kec. Menggala	26	100	126
2	Kec. Banjar Agung	32	91	123
3	Kec. Dente Teladas	46	63	109
4	Kec. Banjar Margo	62	92	154
5	Kec. Gedung Meneng	33	60	93
6	Kec. Penawartama	37	35	72
7	Kec. Rawajitu Selatan	29	26	55
8	Kec. Banjar Baru	33	53	86
9	Kec. Gedung AJI Baru	10	21	31
10	Kec. Rawajitu Timur	19	34	53
11	Kec. Penawar Aji	21	19	40
12	Kec. Rawa Pitu	22	32	54
13	Kec. Menggala Timur	11	36	47
14	Kec. Gedung Aji	6	10	16
15	Kec. Meraksa Aji	24	27	51
Total		411	699	1110

Source : <http://disdik.tulangbawangkab.go.id/mod/data-teacher>

Teacher performance is the work performance or performance obtained by a person in carrying out his duties and responsibilities (Ajasan, Usman, & Niswanto, 2016). The professional duties of teachers are to plan lessons, implement lessons, assess learning outcomes, guide and train students, and carry out additional tasks (Lailatussaadah, 2015). Several factors affect teacher performance, including welfare, work motivation and competence. One factor that affects teacher performance is the level of teacher welfare. Welfare here is the compensation received by the teacher. Several types of compensation include basic salary and wages, incentives, allowances, leave, bonuses and commissions (Firsda, Arafat, & Wahidy, 2020). In improving the welfare of teachers, the government is very involved in providing rewards or allowances that can be given to teachers so that the lives of teachers in the future can be more prosperous and teaching and learning activities carried out in the classroom can be carried out effectively and can support the growth of the nation's children. If the level of teacher welfare is not guaranteed, the resulting performance will be less effective. Therefore, teacher welfare needs to be prioritized first so that the

resulting performance will encourage the learning process, which is expected to be achieved properly. So, the welfare factor affects teachers' performance in improving their quality because the more prosperous a person is, the higher the possibility of improving his work.

The government has made various efforts to improve the quality of teachers, one of which is teacher certification (Anwar & Mubin, 2020). However, the growing reality is that the certification program has not been as expected, and teachers who have passed the certification do not show the expected quality. The impact of inadequate teacher welfare can be seen in the number of teachers who carry out other additional work besides their main duties in teaching, namely teaching in several schools, trading in the school environment, and raising livestock, all of which will ultimately have an impact on teacher performance.

There is a tendency for several teachers to have low work motivation (Muhbar & Rochmawati, 2019). This can be observed in teachers who are still late for work for classic reasons (Hutagaol, Wardah, & Neliwati, 2022), empty classes without the presence of teachers (Rosmiati, 2020) and work reports that are not according to schedule. as well as other things that are considered less than optimal. In addition to the phenomena mentioned above, there are also teachers with a quite good teacher work motivation, this can be seen from the teacher's responsibility in carrying out their duties and responsibilities in schools, even though the regional conditions are quite difficult. Internal and external factors strongly influence a teacher's work motivation (Sari, 2018). Internal factors include motivation, competence and job satisfaction. While external factors are related to economic factors such as salaries, honorariums or other incentives such as hopes to get promoted quickly, to get praise and a good impression or vice versa to avoid reprimands and bad judgments from superiors (Dewi, Kurniaitun, & Abubakar, 2018).

In addition to motivational factors, other factors that affect teacher performance are teacher competence. It can be observed from learning documents made by the teacher concerned to assess teacher competence. The learning document in question is a learning implementation plan (RPP) (Maolana, 2018). One of the goals of national education is to have competent teachers. These competencies will form professional educators in carrying out their duties. Teacher competence must always be developed and processed so that the higher the quality, so the teacher can carry out his duties seriously and responsibly. Professional educators have a set of competencies, including pedagogic, personality, social, and professional competencies obtained through professional education (Jamin, 2018). It aims to carry out daily life as educators and has also fulfilled the competency requirements realized by teaching staff certificates. In the learning process, the teacher plays an important

role in students' success. In addition, teachers are also responsible for fostering students to become human beings with character (A. Gafar Hidayat & Tati Haryati, 2019).

Based on observations in several SMPNs in Tulang Bawang, Lampung Province, there are problems in terms of teacher performance that have not been maximized. The Learning Implementation Plan (RPP) and syllabus made by some teachers are still not in accordance with the situation and condition of the students they teach. In addition, some teachers in the implementation of learning are still using media and learning methods that are less varied. The learning carried out in the classroom is not carefully evaluated by the teacher. Teachers are required to make the right questions because teachers need the right data or information related to student learning outcomes and the level of mastery of the material carried out by the teacher. However, learning evaluations are still more focused on student learning outcomes, while teachers are less self-reflecting on how to teach. In the classroom. Based on the above background, this study aims to determine the effect of teacher welfare, work motivation and competence on the performance of SMPN teachers in Tulang Bawang Regency.

## **B. METHOD**

The form of this research is quantitative in the form of a survey (see Amalia Solikhah & Herlisya, 2021; Destika, 2022; Herlisya & Wiratno, 2022; Nurchurifiani, Nissa, & Febriyanti, 2021). The study was conducted during July 2021. The independent variable (X) in this study is the variable Teacher Welfare (X1), Work Motivation (X2), and Competence (X3), while the dependent variable used is the Teacher Performance variable (Y). The data collection method used is the questionnaire method. The questions in the questionnaire are made on an ordinal scale or often called a Likert scale.

The population in this study were all teachers of SMPN in Tulang Bawang Regency, as many as 1110 teachers. The population in this study were all 1110 teachers of SMPN in Tulang Bawang Regency. Districts become clusters in this study, so there are 15 clusters, the sample in this study is 10% of the population, namely 1 cluster. Banjar Baru District was chosen as the research sample, with a total of 82 teachers. The data analysis technique used in this research is Multiple Linear Analysis, Coefficient of Determination Test, and F Test.

## **C. RESULT AND DISCUSSION**

Multiple linear regression analysis aims to determine the effect of the independent variables on the dependent variable. The independent variables in this study are teacher

welfare, work motivation and competence, while teacher performance is the dependent variable. Based on statistical tests, the results are obtained in table 3.

**Table 3. Regression Test Results**

		<b>Coefficients<sup>a</sup></b>				
		<b>Unstandardized</b>		<b>Standardized</b>		
		<b>Coefficients</b>		<b>Coefficients</b>		
<b>Model</b>		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
1	(Constant)	.473	8.572		.055	.956
	Teacher's Welfare	.723	.080	.709	8.986	.000
	Work motivation	.758	.086	.703	8.834	.000
	Competence	.559	.118	.469	4.747	.000

a. Dependent Variable: Performance

Based on table 3 above, the constant value or coefficient constant is 0.473. This value means that if there are not all independent variables, namely teacher welfare (X1), work motivation (X2) and competence (X3). The coefficient value of the teacher welfare variable is 0.723, the work motivation variable is 0.758 and the competency variable is 0.559. Based on these values, a multiple linear regression analysis equation models is formed as follows:

$$Y = 0,473 + 0,723X_1 + 0,758X_2 + 0,559X_3 + e \quad (1)$$

From table 3 above, it can also be determined that the value of Sig. of 0.00 (< (0.05)), means that the welfare of teachers (X1) has a significant contribution and effect on teacher performance (Y). The regression coefficient for teacher welfare (X1) is 0.723, meaning that every 1 value increase in the teacher welfare variable will increase teacher performance by 0.723. Teacher welfare is the provision of living prosperity to people who work in the educational environment, both in the form of material and spiritual, so that a decent and better life is fulfilled as a reciprocal or remuneration for the responsibilities they carry. The fulfillment of adequate welfare for teachers will increase enthusiasm in their work, so that awareness arises to develop and improve the quality of the available resources. One form of teacher welfare in the form of teacher certification allowances certainly helps teacher welfare.

Ida Ningsih (2019) research clearly illustrates that teacher welfare has a very strong relationship with performance. The higher the teacher's welfare, the higher the teacher's performance. Ida Ningsih (2019) research entitled The Relationship between Teacher Welfare and Teacher Performance at the Senior High School of the Indonesian Teachers

Association Pekanbaru stated that teacher welfare is very strong with a percentage of 82.43%. Likewise, the teacher's performance is classified as very strong, averaging 81.45%. While the relationship between teacher welfare and teacher performance has a positive relationship equal to 33.4%, the remaining 66.6% is influenced by other variables not included in this study.

Work motivation is an encouragement that exists in individuals to work, as a teacher work motivation is needed to improve the quality of students, without high teacher work motivation it will improve the performance of the teacher concerned and will ultimately improve the performance of the institution. In the variable of Work Motivation (X2), the value of Sig. which is obtained is 0.00 ( $< (0.05)$ ). This means that work motivation (X2) significantly contributes and affects teacher performance (Y). The regression coefficient of Work Motivation (X2) is 0.758, meaning that every 1 value increase in the Work Motivation variable will increase teacher performance by 0.758.

Research conducted by Titin Eka Ardiana (2017) under the title *The Effect of Work Motivation on Accounting Teacher Performance at SMK in Madiun City* states that work motivation has a significant influence on the performance of accounting teachers at SMK Madiun City, according to the results of the determination analysis of R<sup>2</sup> (R Square), shows that there is a positive influence between work motivation and the performance of vocational accounting teachers in Madiun City. This study also provides a clear description that high work motivation will affect the performance of vocational accounting teachers in the city of Madiun. From this research, it can be seen that teacher work motivation can affect teacher performance, the higher a teacher's work motivation will affect teacher performance.

And lastly, the value of Sig. on the competency variable (X3) of 0.00 ( $< (0.05)$ ), means that competence (X3) has a significant contribution and effect on teacher performance (Y). The competency regression coefficient (X3) is 0.559, meaning that every time there is an increase of 1 value in the competency variable. it will increase teacher performance by 0.559. Next will be seen the coefficient of determination of the variable X against the variable Y. Research conducted by Komang Septia Cahya Ningrum (2016) with the title *The Effect of Teacher Competence on Teacher Performance at SMP Negeri 6 Singaraja*. Based on the study results, pedagogic competence, professional competence, social competence, and personality competence have a positive and significant impact on the performance of SMP Negeri 6 Singaraja teachers.



Furthermore, it will be seen whether the independent variables have an effect on the dependent variable simultaneously. To prove it, the F test was carried out. The results of the F test are presented in table 4.

**Table 4.** F . Test Results

	<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	2257.309	3	752.436	35.505	.000 <sup>a</sup>
	Residual	1652.996	78	21.192		
	Total	3910.305	81			

From Table 4 above, it can be seen that simultaneously the variables of teacher welfare, work motivation and competence affect teacher performance. This can be seen from the Fcount value of 35,505, greater than the FTable of 2,463. Value of Sig. 0.000, which is smaller than 0.05 indicates that teacher welfare, work motivation and competence have a positive and significant effect on teacher performance.

How far the contribution of the variables of teacher welfare, work motivation and competence to teacher performance can be seen from the value of the coefficient of determination (R Square) can be seen in table 5 below.

**Table 5.** Coefficient of Determination (R<sup>2</sup>)

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.760 <sup>a</sup>	.577	.561	4.60350

a. Predictors: (Constant), Competence, Motivation. Work, Welfare. Teacher

Based on table 5 above, the coefficient value of Adjusted R square is 0.561. This means that the influence of teacher welfare, work motivation, and competence variables on teacher performance is 56.1%. The remaining 43.9% is influenced by other factors not examined. These results are in line with the research conducted by Agus Kurniawan (2016) under the title The Effect of Work Motivation and Teacher Welfare on Teacher Professional Competence at MIN Air Joman and MIS MPI Binjai Serbangan, Asahan Regency. The study states that there is a significant influence between teacher work motivation on teacher professional competence at MIN Air Joman and MIS MPI Binjai Serbangan, Asahan district,

which is 83.2%. In addition, there is a significant effect of teacher welfare on the professional competence of teachers at MIN Air Joman and MIS MPI Binjai Serbangan, Asahan district, which is 75.3%. And lastly, there is a significant simultaneous effect between work motivation and teacher welfare on the professional competence of teachers at MIN and MIS Air Joman, Asahan district, which is 79.3%.

#### **D. CONCLUSION**

Based on the results of hypothesis testing, it can be concluded that teacher welfare (X1) has a positive and significant effect on teacher performance (Y). Work Motivation (X2) significantly contributes and affects teacher performance (Y). Competence (X3) significantly contributes and affects teacher performance (Y). In addition, teacher welfare, work motivation and competence have a positive and significant effect on teacher performance. The contribution of teacher welfare, work motivation and competence to teacher performance is 0.561 or 56.1%, while other factors influence the remaining 43.9%.

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