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The Influence of Teacher Competency, Teacher Commitment, and Workload on Teacher Performance

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A B S T R A C T

This study aims to determine the effect of teacher competence, teacher commitment, and workload on teacher performance at SMP Negeri 1 Banjar. The population and research sample were 59 teachers. The results of this study indicate that the influence of teacher competence has an effect on teacher performance at SMP Negeri 1 Banjar, with competence possessed by teachers at work being able to help them improve their work results by sharing their knowledge and sharing it among fellow teachers in an effort to achieve goals desired learning. Teacher commitment affects teacher performance at SMP Negeri 1 Banjar with the length of service the teacher has to teach at agencies, a high commitment to agencies, and a feeling of comfort in carrying out work can help these teachers improve their performance. The effect of workload on teacher performance at Banjar 1 Public Middle School is evidenced by the process of assigning teacher workloads, which were given at the beginning of the school year meeting it was determined that at least the teacher had to teach 24 hours a week, with the workload given to the teachers concerned and the responsibilities charged by the teacher can improve the performance it has. The effect of teacher competence, teacher commitment and workload on teacher performance is 78.2%, while other variables influence another 21.8%.

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1. INTRODUCTION

The educational process is a process carried out which aims to make the nation's life more intelligent through an educational process that can shape individual figures as human resources who will play an important role in the development of the nation and state. A school is a place where students receive formal education. Schools throughout the country collaborate with each other to educate the nation's children. As a result, improving student's abilities during the learning process requires the quality of teachers, which can be measured by their performance in the classroom.

A teacher's ability to carry out tasks and actions in accordance with predetermined goals is known as teacher performance. These goals include creating and maintaining classes to continue the learning process, controlling optimal learning conditions, and evaluating learning outcomes (Puspitasari et al., 2020). According to Jalil (2019), performance is the real behaviour displayed by each person as a work achievement produced by employees in accordance with their role in the organization. This understanding is also supported by Roberts et al. (2019), performance is something achieved by work in accordance with criteria related to a particular job. One of the efforts that must be made to work on educators' presentations in schools is to build educators' abilities in teaching.

According to Priansa (2018), competency is the teacher's capacity to demonstrate behaviour in accordance with job requirements and organizational guidelines to achieve the desired results. Educator capabilities are a collection of abilities, capacities, development, experience, survival, and progress in completing job obligations (Kristiani, 2020). According to research by Mukhtar & Luqman (2020), teacher competency is related to teacher performance, with a teacher's ability to work in an organization contributing to increased performance. The performance of a teacher can be known through the process of providing daily lessons, and this process is obtained through an activity that the teacher has carried out in teaching through the PPG system to obtain an educator certificate, with an educator certificate the teacher is expected to become a more professional educator because he has fulfilled the requirements as professional staff and can carry out teaching duties in accordance with their educational qualifications so that it is hoped that they can improve the quality of learning and the quality of education on an ongoing basis.

Apart from expanding the ability of educators to demonstrate the responsibilities of educational institutions, this will of course influence the results of the exhibition independently. Commitment is an individual's readiness to commit himself and have the choice to show his steadfastness in a situation because he accepts himself to be involved with agency activities (Nainggolan et al., 2020). According to Mukhtar dan Luqman (2020), teachers must possess, internalize, and master a set of knowledge, skills, and behaviour to fulfil their professional responsibilities. This ability can come from various sources. Educator capabilities are a collection of abilities, capacities, development, experience, survival, and progress in carrying out office obligations (Kristiani, 2020). Mashudi (2021) in his research shows that the

commitment of educators clearly influences its implementation, where the higher the teacher's obligation to work will directly affect his performance.

Apart from the commitment of educators, of course, the responsibilities or workload that educators have in an institution or organization can directly influence the performance of educators. According to Antin & Kiflee (2018), teacher workload is an official task or responsibility given by the school to the teacher to be completed while the teacher works there. Workload is a basic action that includes planning learning, completing understanding, calculating learning outcomes, directing and preparing students, and carrying out various tasks (Wahyudin, 2020). Meanwhile, assessment in line with Jalil (2019) shows that workload involves discernment where people sort and elaborate on their real impressions to prioritize their current situation. According to Simangunsong (2023), workload has a positive effect on teacher performance, because employee performance can be influenced by the workload received or imposed by the organization. The following is data that researchers obtained from SMP Negeri 1 Banjar, Banjar District from 2020 to 2022 regarding the training that teachers have attended, namely as follows:

Table 1. Types of Training for SMP Negeri 1 Banjar, Banjar District 2020 to 2022

No	Year	Type of Training	Number of Teachers Sent
1	2020	Creating Written Work	4
2	2021	Participate in Teacher Competency Training	10
3	2021	Curriculum Development Training	12
4	2021	Teacher Professionalism Workshop	2
5	2022	Training in Making Creative Learning Media	6
6	2022	Writing Training and Literacy Culture Development	4
		Total	38

Source: SMP N 1 Banjar (2023)

Based on **Table 1** above, it can be explained that there are 6 types of training that teachers have participated in over the last 3 years, which consist of activities with a total number of teachers sent by the school, namely 38 people. The training in making written work was attended by 4 teachers. In this training, the teachers sent were representatives of teachers who wanted to carry out the promotion process to help with the promotion process. The training followed teacher competency training, which was attended by more teachers, namely 10 teachers. Curriculum development training by sending 12 teachers, where the teachers sent were teachers appointed by the school principal to take part in the training, teacher professionalism workshops, which were attended by 2 teachers, as well as training in making creative learning media where the teachers were selected in accordance with the principal's decision to ensure that teachers who take part in the training can impart training information to other teachers and writing training and literacy culture development which 4 teachers attend. With the training that the teacher

takes part in and is appointed by the leadership, it is hoped that it will help improve their performance.

Based on the phenomenon that researchers encountered at the research location regarding teacher performance as seen from the PKG value, this was obtained when there was supervision by the school principal to find SKP values or Employee Work Targets which were related to this, namely the number of teachers taking part in existing activities or training and attended by all teachers, whether PNS, PPPK, and Honorary School Teachers, where the training that teachers take part in and show the results in the form of certificates or learning media will help the teacher to increase the grades they get. When the principal carries out academic supervision, there is sometimes a lack of teacher preparation in preparing learning media and mastery of the class during supervision, which indicates the importance of thorough preparation by the teacher before carrying out learning and it can be seen how the teacher's performance is in preparing the learning process.

Teachers always have good strategies for teaching in class, whereas a teacher he should be able to improve his mastery of the various competencies he has in the learning process in class. As a result, it can be seen how professional the teachers are in creating learning conditions that can attract students' interest in learning and are also supported by the workload given by the school principal in accordance with the results of meetings held by teachers at the beginning of the school year. Apart from that, the competencies possessed by teachers that are in accordance with the abilities of educators will really help educators to improve their presentations as far as providing learning that is in accordance with the RPP that has been designed for the learning process. Considering the responsibilities given to educators. Based on the workload given to teachers, it can be shown in the following table:

Table 2. Additional Duties of Teachers at SMP Negeri 1 Banjar, Banjar District in 2023

No	Workload	Total Number of Teachers
1	Become a Class Teacher	34
2	Student Council Trustee	8
3	Extracurricular Activities Supervisor	12
4	Become a Picket Teacher	59

Source: SMP Negeri 1 Banjar, Banjar District (2023)

Based on **Table 2** above, it can be explained that the additional workload received by teachers during 2023 is 4, consisting of being a Class Teacher of 34 people according to the student study group, OSIS Supervisor consisting of 8 teachers, Extracurricular Activity Supervisor of 12 teachers and Being Picket Teachers are all teachers on duty or who teach at SMP Negeri 1 Banjar, Banjar District.

2. RESEARCH METHODS

The location of this research is SMP Negeri 1 Banjar, Banjar District, focusing on determining the influence of teacher competency, teacher commitment, and workload on teacher performance for both PNS teachers, PPPK teachers, and honorary teachers. The population was all teachers, namely 59 people, and the sample used a saturated sampling technique by taking all teachers, namely 59 people, consisting of 30 civil servants, 8 PPPK people, and 21 school honorees. The questionnaire uses a collection technique using a 1-5 Likert scale. The following operational definitions of research variables can be displayed in the following table:

Table 3. Operational Definition

No	Variable	Definition	Indicator	Measuring Scale
1.	Teacher Competency (X1)	Teacher competency is the teacher's capacity for the attributes of the work he or she carries out, which is a collection of abilities, skills, maturity, and experience mastered by the teacher in carrying out his or her professional duties.	1. Able to develop responsibility well 2. Able to carry out their roles and functions appropriately. 3. Able to work to realize educational goals at school 4. Able to carry out their roles and functions in classroom learning	Likert (1-5)
2.	Teacher Commitment (X2)	Teacher commitment is a person's attitude and behavior to act and involve himself in an organization so that he has an attachment to that organization.	1. Have concern 2. Responsibility 3. Loyalty	Likert (1-5)
3.	Workload (X3)	Workload is the main activity which includes designing education, conducting learning, calculating educational results with the tasks and functions it has.	1. Targets to be achieved 2. Working conditions 3. Time use 4. Job standards	Likert (1-5)
4.	Teacher Performance (Y)	Teacher performance is the result of work in terms of quality and quantity achieved by a teacher in carrying out his main duties, also demonstrated by behaviour at work.	1. Planning learning 2. Carrying out learning 3. Assessing learning 4. Guiding and training students 5. Carry out additional tasks.	Likert (1-5)

Source: Reseacher (2023)

Before data analysis, the validity and reliability tests will first be carried out. The validity test will compare the correlation value (r-count) with the r-table and the reliability value standard uses Cronbach's Alpha standard (0.60). Data analysis techniques use SPSS Version 21.0 For Windows. The first stage in data analysis is the classical assumption test, which includes the data normality test, multicollinearity test, and heteroscedasticity test. The next stage is multiple

linear regression analysis, and the last stage is the model feasibility test (goodness of fit) consisting of hypothesis testing (t-test) and determination analysis.

The method used in this research is quantitative, which describes the influence of the independent and dependent variables. This research determines the influence between the independent and dependent variables, using 3 independent variables and 1 dependent variable, namely teacher competency, teacher commitment, and workload on teacher performance at SMP Negeri 1 Banjar. In the learning process, teacher competency, teacher commitment, and workload play an active role in helping a teacher improve their performance. Leaders must pay attention and carry out evaluations to improve teacher performance. The following is a picture of the research model in this study:

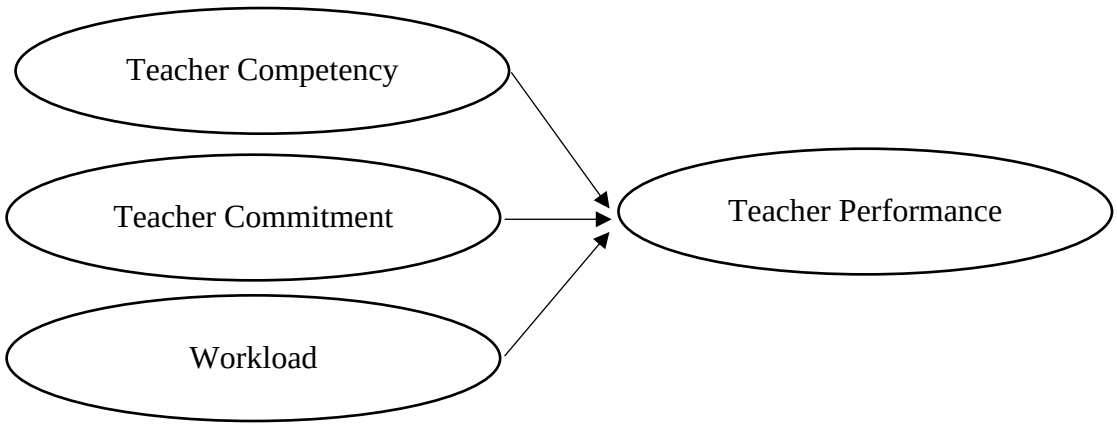

Figure 1. Research Model

Source: Reseacher, 2023

Based on the problem formulation in this research, the following research hypothesis can be prepared:

H1: The better the teacher's competence, the higher the teacher's performance at SMP Negeri 1 Banjar, Banjar District.

H2: The higher the teacher's commitment, the higher the teacher's performance at SMP Negeri 1 Banjar, Banjar District.

H3: The better the process of assigning workload, the higher the teacher's performance at SMP Negeri 1 Banjar, Banjar District.

3. RESULTS & DISCUSSION

Results. The questionnaire was distributed using a sample of 59 teachers with a Likert scale of 1 to 5. From the results of the questionnaire distribution, all questionnaires were suitable for use in research. In this research, the independent variables are teacher competency, teacher commitment, and workload, while the dependent variable is teacher performance. Teacher

competency with 4 indicators, namely being able to develop responsibilities well (TCY1), being able to carry out their roles and functions appropriately (TCY2), being able to work to realize educational goals at school (TCY3), being able to carry out their roles and functions in learning at class (TCY4). Teacher commitment with 3 indicators, namely having concern (TCT1), responsibility (TCT2), and loyalty (TCT3). Workload with 4 indicators, namely targets to be achieved (WD1), working conditions (WD2), use of time (WD3), and work standards (WD4). Teacher performance with 5 indicators, namely planning learning (TP1), implementing learning (TP2), assessing learning (TP3), guiding and training students (TP4), and carrying out additional tasks (TP5).

Research Instruments and Testing. The research variable is said to have a valid influence for the validity test and must have a calculated r value greater than the r table, namely (0,226). In comparison, the reliability test value of each variable must have a value greater than 0,6. The following are the results of the validity and reliability tests.

Table 4. Validity Test Results

Variable Instrument	Corrected Item-Total Correlation	r-Table	Information
Teacher Competency			
TCY1	0,573	0,256	Valid
TCY2	0,441	0,256	Valid
TCY3	0,644	0,256	Valid
TCY4	0,551	0,256	Valid
Teacher Commitment			
TCT1	0,528	0,256	Valid
TCT 2	0,406	0,256	Valid
TCT 3	0,434	0,256	Valid
Workload			
WD1	0,715	0,256	Valid
WD 2	0,628	0,256	Valid
WD 3	0,605	0,256	Valid
WD 4	0,796	0,256	Valid
Teacher Performance			
TP1	0,576	0,256	Valid
TP2	0,71	0,256	Valid
TP3	0,622	0,256	Valid
TP4	0,635	0,256	Valid
TP5	0,662	0,256	Valid

Source: Processed Data (2023)

From the table above, it is known that Teacher Competence has 4 indicators with values of 0,573; 0,441; 0,644; 0,551. Teacher Commitment with 3 indicators with values of 0,528; 0,406; 0,434. Workload with 4 indicators with values of 0,715; 0,628; 0,605; 0,796. Teacher performance with 5 indicators with values of 0,576; 0,710; 0,622; 0,635; 0,662. All research variables have a Corrected Item-Total Correlation value above 0,256 and it can be concluded that all indicators of this variable are valid.

Table 5. Reliability Test Results

Variable Instrument	Cronbach's Alpha	Reliable Conditions	Information
Teacher Competency	0,753	0,60	Reliable
Teacher Commitment	0,644	0,60	Reliable
Workload	0,847	0,60	Reliable
Teacher Performance	0,836	0,60	Reliable

Source: Processed Data (2023)

From the table above, it can be explained that Teacher Competence has a Cronbach's Alpha value of 0,753. Teacher Commitment has a Cronbach's Alpha value of 0, 644. Workload has a Cronbach's Alpha value of 0,847. Teacher Performance has a Cronbach's Alpha value of 0, 836. It can be stated that the 4 research variables have met the requirements for reliability.

Table 6. One-Sample Kolmogorov-Smirnov Test Result

		Unstandardized Residual
N		59
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.25978644
Most Extreme Differences	Absolute	.123
	Positive	.059
	Negative	-.123
Kolmogorov-Smirnov Z		.945
Asymp. Sig. (2-tailed)		.334

Source: Processed Data (2023)

From the table, the results of the one-sample Kolmogorov-Smirnov test show the Asymp value. Sig. (2-tailed), namely 0,334 with a large sample size of N 59 people. It can be explained that the questionnaire in the research was good and had a normal distribution.

Table 7. Multicollinearity Test Results

Model / Variable		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Teacher Competency	0,408	2,453
	Teacher Commitment	0,318	3,142
	Workload	0,455	2,199

Source: Processed Data (2023)

Based on the classical assumption test, the multicollinearity test value for the Teacher Competency variable was obtained with a Tolerance value of 0,408 and a VIF of 2,453. Teacher Commitment with a Tolerance value of 0,318 and VIF 3,142. Workload with a Tolerance value of 0,455 and VIF 2,199. It can be concluded that all research variables do not have multicollinearity problems because the Tolerance value is > 0,10 and the VIF value is < 10.

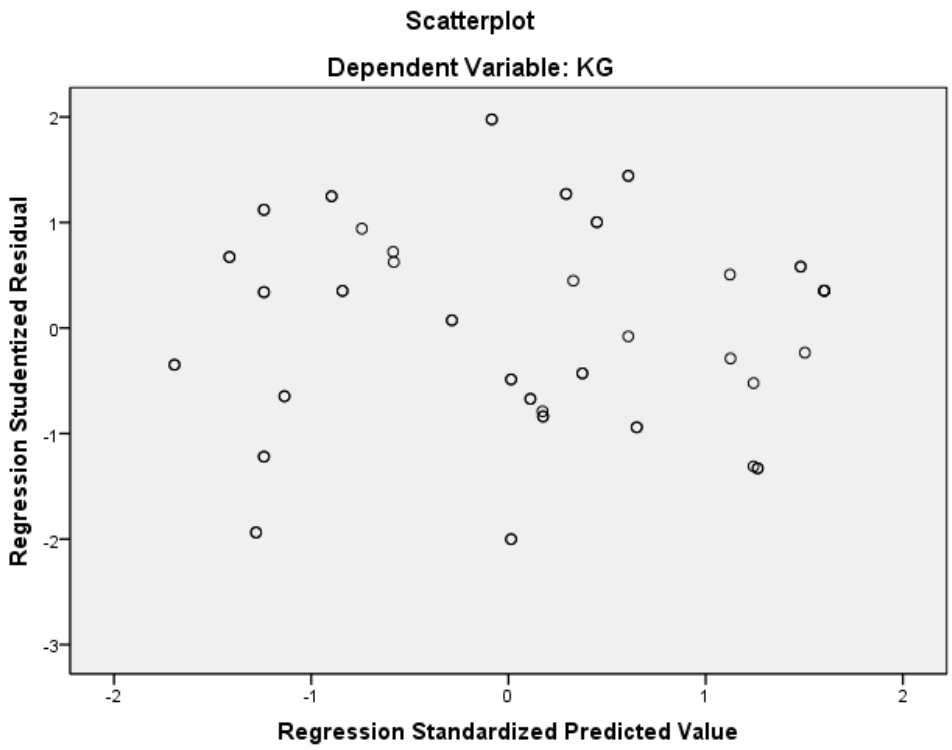

Figure 2. Scatterplot Graph

Source: Processed Data, 2023

Based on the irregular distribution of the points, the points in the graph above are well distributed, namely below 0 and above 0, so it can be stated in the regression model above that there is no heteroscedasticity.

Table 8. Multiple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	0,714	0,249	
	Teacher Competency	0,193	0,088	0,217
	Teacher Commitment	0,411	0,097	0,473
	Workload	0,235	0,077	0,284

Source: Processed Data (2023)

The table shows that the teacher performance value is in accordance with Unstandardized Coefficients B 0,714 + 0,193 + 0,411 + 0,235 + 0.249. TF = 0,714 + 0,193 (Teacher Competency) + 0,411 (Teacher Commitment) + 0,235 (Workload) + 0,249 (Errors). From the multiple linear regression analysis presentations, it can be explained that the constant value for the teacher performance research variable is 0,714. This shows that if there is an increase in teacher

competency scores, teacher commitment, and workload is constant, then teacher performance will be with a value of 0,714. Likewise, the teacher competency variable has a value of 0,411; teacher commitment has a value of 0,235; workload has a value of 0,249.

Table 9. Hypothesis Test Results (T-Test)

Model		T	Sig.
1	(Constant)	2,868	0,006
	Teacher Competency	2,194	0,032
	Teacher Commitment	4,237	0,000
	Workload	3,042	0,004

Source: Processed Data (2023)

Based on the results of the hypothesis test above show that the t-calculated value for the teacher competency variable is 2,194, the t-calculated value for the teacher commitment variable is 4,237, and the t-calculated value for the workload variable is 3,042. In this study, a degree of error of 5% and degrees of freedom = n - k = 59 – 3 = 56 are used so that the size of the t-table 5%, 56 is 1,672. The variable with the most influence on teacher performance is the teacher competency variable with the highest significant level, namely 0,032 < 0,050, compared to the teacher commitment and workload variables, namely 0,000 and 0,004. This indicates that the competencies possessed by teachers must continue to be maintained or further improved because increasing the competencies possessed by teachers in the learning process or administration will directly influence their performance. With competencies possessed by teachers, it will be easier to provide learning to students or provide input to fellow teachers about what needs to be paid attention to in the learning process.

Table 10. Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.884a	.782	.770	.26678	.782	65.603	3

Source: Processed Data (2023)

Based on the table above, the coefficient of determination of the R Square value is 0,782. The influence of teacher competence, teacher commitment and workload on teacher performance is 78,2%, while another 21,8% is influenced by other variables such as work discipline, HR supervision or quality.

Discussion. The Influence of Teacher Competency on Teacher Performance. Based on the research results, the influence of teacher competence on teacher performance at SMP Negeri 1 Banjar is 0,193. The influence of Teacher Competency on Teacher Performance with the results of hypothesis testing using the T-Test shows that t-count > t-table (2,194 > 1,672) shows that teacher performance is influenced positively and significantly by teacher competence. Based

on the results of testing the first hypothesis, which states that teacher competency has a positive and significant effect on teacher performance, this is due to the teacher's ability to collaborate with other teachers to improve their work results by sharing knowledge and knowledge of other teachers to achieve the desired learning goals, by Good teacher competency will certainly be able to improve the resulting performance and can be known from the results of the Employee Performance Target (SKP) assessment or PKG (Teacher Performance Assessment) scores.

According to Priansa (2018) assessment, ability is the limit possessed by educators, which encourages behaviour appropriate to job demands and according to organizational settings, thus bringing ideal results. The educator's ability guarantees information and the ability to act brilliantly and attentively to stand firmly on the footing as a calling (Kusen et al., 2019). The educator's ability is the capacity teachers possess to complete different commitments with full achievements and obligations (Rurung et al., 2019). Mukhtar & Luqman (2020) is a consequence of the combination of various capacities, which can be a collection of information, abilities and ways of behaving that must be mobilized and mastered. by teachers in completing their obligations. Teacher competency is a collection of abilities, capacities, development, experience, survival and progress in carrying out office obligations (Kristiani, 2020). Pakpahan et al. (2019) provide additional support for previous research findings confirming that teacher competency significantly improves performance. Mukhtar & Luqman (2020), in their study said that the educational abilities completed by the school principal impact the educational structure's implementation. In accordance with the opinion of Elfrida et al. (2020), it shows that teacher competence plays a very important role in improving teacher performance because it significantly influences teacher performance.

The Influence of Teacher Commitment on Teacher Performance. Based on the research results, the influence of teacher commitment on teacher performance at SMP Negeri 1 Banjar is 0,411 and the influence of teacher commitment on teacher performance and the results of hypothesis testing using the T-Test show that t-count > t-table (4,237 > 1,672), this shows that teacher performance is influenced positively and significantly by teacher commitment. Based on the results of testing the second hypothesis, which states that teacher commitment has a positive and significant effect on teacher performance, this is due to the length of the teacher's long tenure in an educational institution as a teacher, as well as their strong loyalty to the organization and self-confidence in their abilities. They are to assist teachers in improving their performance continuously and are balanced by a comfortable working atmosphere between fellow teachers who can work together, with teachers' commitment to the agency where they work, which can influence the performance of these teachers. The teacher's commitment to the institution will indirectly influence the level of completion of the work given.

According to Najma et al. (2022), the responsibility of educators is also important to further develop the performance of educators and substitute learning to reduce teacher turnover. In identifying and participating specifically in an organization, teacher commitment is a form of individual strength (Sudiro, 2021). Educator responsibility is the path to school results in improving student learning achievement, visible through a teacher's dynamic obligations towards

student learning in the classroom (Norawati et al., 2021). According to Nainggolan et al. (2020), commitment refers to a person's willingness to commit themselves and show loyalty to an organization by participating in its activities. The teacher dropout rate and teacher motivation to determine whether an employee will continue a career as a teacher or not are indicators of teacher commitment (Mashudi, 2021). In his research, Hamid (2020) emphasized that teacher commitment significantly affects teacher performance, in line with previous research findings. Mashudi (2021), in his exploration said that the responsibility of educators greatly influences teacher performance, where the higher the obligation of educators to work will directly affect their performance. Norawati et al. (2021) in research show that teacher commitment strongly influences teacher performance. The more dedicated teachers are to their office work, the more teachers can help collaborate with others.

The Effect of Workload on Teacher Performance. Based on the results of research on the influence of workload on teacher performance at SMP Negeri 1 Banjar, the regression value was 0,235, and the influence of workload on teacher performance and the results of hypothesis testing using the T-Test, it was found that t-count > t-table (3,042 > 1,672), This shows that teacher performance is influenced positively and significantly by workload. Based on the results of testing the third hypothesis, which states that workload has a positive and significant effect on teacher performance, this is because teacher workload is proven by the most common way of delegating teacher responsibilities given before the start of the school year meeting. It was decided that basically, teachers need to carry out a minimum of 24 learning hours per week, with responsibility given to the teacher concerned and obligations distributed to teachers who have the choice to do their work, with the workload imposed by the teacher in accordance with predetermined regulations. Therefore, the workload given both will have an impact on teacher performance.

According to Jalil (2019), workload involves discernment, where people coordinate and decipher their tactile impressions to give meaning to their current state. Workload is a basic movement that includes school planning, understanding, ensuring educational results, directing and preparing students, and completing various tasks (Wahyudin, 2020). Workload is a variety of exercises or efforts that workers must complete within a certain period of time, the implementation of which requires a person's abilities (Simangunsong, 2023). Teacher workload is an authority or obligation that the school has given to educators to be completed while the educator works at the school (Antin & Kiflee, 2018). Jalil (2019) states that teacher performance is negatively influenced by workload is also supported by previous research. This shows that the responsibility felt by educators in completing their obligations at school is very high, so it greatly influences educators' implementation. Simangunsong (2023) shows that, on the contrary, he expresses a different view in his research, stating that workload positively affects teacher performance, where the workload received or imposed on the employee can influence their performance. Antin & Kiflee (2018), in their study said that workload significantly affects teacher performance.

4. CONCLUSIONS AND RECOMMENDATIONS

Teacher competency significantly influences teacher performance at SMP Negeri 1 Banjar by sharing information that is owned and shared between each teacher to achieve ideal learning targets to influence teacher performance. Teacher commitment and length of service have a positive and significant effect on teacher performance at SMP Negeri 1 Banjar. Teachers who have a high level of commitment to the institution and feel comfortable carrying out work can help the teacher further improve their performance to achieve even better. Workload positively and significantly affects teacher performance at SMP Negeri 1 Banjar. When assigning workloads to teachers at the beginning of the school year, it was decided that they needed at least 24 hours a week, along with their workload and responsibilities.

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