

Relationship Between Professional Competence and Self-concept Towards Teacher Performance in SMK 1 Raya in Simalungun

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Abstract: The purpose of this study is to determine the relationship between profesional competence and teacher performance, self-concept and teachers performance, professional competence and self-concept towards teacher performance. In line with the objective, this study used quantitative research with correlational description. The population is all fifth grade teachers in public elementary school in Grogol subdistrict of Sukoharjo. The research samples are 38 people chosen with census sampling techniques or total sampling where all populations are used as samples. All three research data, professional competence, self-concept and performance were collected through a questionnaire. The results of the analysis at the significant level of 5% shows that there is a significant positive relationship between professional competence and teacher performance, there is a significant positive correlation between self concept and teacher performance and there is a significant positive relationship between motivation of achievement and emotional intelligence towards teachers creativity.

Key words: Professional competence, self concept, teacher performance, significant, intelligence, creativity

INTRODUCTION

Background: Teacher is one of human element in educational process. In the process of education in schools, teachers are holding double duty as instructor and educators. As instructor, teachers are in charge of pouring learning materials into students brains while as a educator, teachers guide and nurture students to become capable, active, creative and independent human being. Syaiful (2002) argues that both instructing and educating is the duty and responsibility of teachers as professionals. Therefore, a heavy-duty task as a teacher can only be carried out by those who have high professional competence. Teachers hold a central role in learning process, so, the quality of education in school is largely determined by the ability of teachers in doing their duties.

According to Zainal (2002), teachers are the critical factors for success in school because teachers are the central and the source of teaching and learning activities. He further states that teacher is an influential component in improving the quality of school education. This suggests that the ability or professional competence of teacher determine the quality of education.

Positive and negative attitudes towards teacher work depends on the teacher and the environment. According to Bimo (2001), a person attitude is influenced by internal factors, physiological and psychological

factors as well as external factors individual situation, norms and various obstacles and encouragement in society.

One other internal factors is self-concept. According to Rogers, 'individuals evaluate every experience in relation to self-concept. People want to behave in a consistent way with self-concept. Individuals who have a strong and positive self-concept will perceive the world in a different way with people who have weak self-concept' (Rita, 1983)

Thus, it can be interpreted that self-concept affects our attitudes, thoughts and actions as well as our mood like joy and satisfaction. There is a saying that suggested 'The level of satisfaction people get from work is comparable to the level where they have been able to implement their concepts (Kartini, 1992).

Poor self concept will make it difficult to realize the talent and potential within us. Conversely, healthy self-image can open way to achieve success and happiness in life. In line with this teachers who have a positive self-concept will achieve success in learning while those who have negative self-concept will face obstacles.

Formulation of the problem: From identification and restriction of problems, it can be formulated as follows:

- Is there any relationship between professional competence and teacher performance in SMK Negeri 1 Raya Simalungun
- Is there any relationship between self-concept and teacher performance in SMK Negeri 1 Raya Simalungun
- Is there any relationship between professional competence and self-concept towards teacher performance in SMK Negeri 1 Raya Simalungun

Research purposes: The aims of this study are as follows:

- To know professional competence and teacher performance
- To determine the relationship between self-concept and teacher performance
- To determine the relationship between professional competence and self-concept towards teacher performance

Literature review

Teacher professional competence: According to Shah, competence is the ability, skill, authorities or being qualified under the law. He further states that teacher competence is the ability of teacher in implementing their obligations responsibly and feasibly. So, teacher professional competence can be defined as the ability and authority of teachers in doing their profession. Competent and professional teachers are teachers who are skilled in carrying out their profession.

Adlan states that in carrying out their professional authority, teacher competence is divided into three parts: cognitive competence, the ability in intellectual such as experiences in teaching and learning and individual behavior. affective competence, the readiness and ability of teachers in various matters related to professional duties such as to respect their work and to love their subjects and behavioral competence, the ability to behave such as guiding and assessing.

While, Nana (1989) argues that there are four teacher competencies: have knowledge about learning and human behavior have knowledge and master the subject have the right attitude about oneself, school, peers and subject and have the skills of teaching technique.

According to Kunandar (2007), teacher competence is from the analysis of teacher duties as instructor, counselors and administrators in the classroom. Teacher competence consists of: control learning materials, manage teaching and learning program, manage class, use media or learning resources, control the basic of education, manage teaching and learning interaction, assess learning achievement, know the functions and services of counseling, identify and organize school

administration and understand and interpret research results for the purpose of teaching. Sri (1992) asserts that, capability requirements that must be owned by teachers in implementing learning process include the ability to use learning method, media and exercise materials in accordance with the purpose of learning, demonstrate mastery of subjects and teaching aids, communicate with students, demonstrate variety of teaching methods and implement evaluation of learning process.

Something similar is stated by Harahap, the abilities that must be owned by teachers in implementing teaching program include the ability to motivate students from opening until closing the class direct teaching purposes, present material with relevant methods to the purpose of teaching, do learning consolidation, use teaching aids properly, conduct counseling services, improve teaching and learning program and carry out assessment of learning outcomes.

Teacher self concept: Another definition of self-concept is those physical, social and psychological perceptions of ourselves that we have derived from experiences and our interaction with other's (Brooks, 1974; Rakhmat, 2003).

This dynamic is based on the interaction of three factors: 'congenital factors, social factors, perceptive factors' (Muhibbin, 2000). The growth and development of self-image progress through the following stages, "autistic or indifferential stage, symbiotic stage, differential stage integrating stage, consolidation stage" (Muhibbin, 2000; Prasetyo, 2000).

Regarding the process of formation and development of self-concept, it seems there is no unity of opinion among psychologists, it really depends on how people formulate themselves. Therefore, the question of what factors affect the development of personality in general and the development of self-concept in particular, this could be answered if consider the development of psychology theory which then lead to three major streams: empiricism, nativism and convergence. Convergence is a neutral ideology compared to the two other ideologies. According to this ideology, the development of self concept determined by innate and environmental factors. This study used a precise evaluation tool that is presented in a grid that includes four aspects: physical, psychological, social and academic aspects (William D. Brooks in Jalaluddin Rachmat, 2003).

Teacher performance: Associated with the performance, teachers may have a good performance or a poor performance. Teachers who have a good performance is often called a professional teacher while

the meaning of performance in Kamus Besar Bahasa Indonesia is something achieved or accomplished, achievement, work ability.

According to Smith, teachers who have good and professional performance possess some abilities among others: they must have the skills to diagnose students in terms of ability, attention and personality, they should be aware that teacher works with students, they must know a variety of effective methods to make every student achieve optimal, they should have a broad understanding of the purpose of education.

According to Richey (1973), professional teachers have high teaching quality; There are five variables that mark high quality of teaching, i.e., make planning and preparation of teaching, use teaching aids in teaching and involve a variety of new high experiences.

According to Gordon and Burch professional teachers or teachers who have high performance is those who effectively communicate with students for mutual understanding and mutual trust between both sides. They further argued that an effective teacher is a teacher who has the following characteristics: prioritize my message than your message, select method of win-win solution in resolving conflict, always use language of acceptance and avoid language of rejection pray and surrender to God when all efforts are already taken but the problems remain unfinished.

The paradigm

Relationship between professional competence and teacher performance: Teachers professional competence is the basic ability in performing teaching duties with high ability either as teacher, counselor or administrator and that is implemented decently and responsibly.

Performance is an activity that closely related to three main aspects: attitudes, results and effectiveness of organization. Attitudes shows activities to achieve goal, effectiveness is the steps to consider the work organization emphasise on work process.

Associated with performance, teachers may have a good performance or a poor performance. Teachers who have a good performance is often called a professional teacher while the meaning of performance in Kamus Besar Bahasa Indonesia is something achieved or accomplished, achievement, ability to work. Therefore in line with the paradigm, it can be assumed that there is a positive relationship between professional competence and teacher performance.

Relationship between self concept and teacher performance: Self-concept is an image of someone about

themselves. Self-concept is closely associated with their acceptance, self-assessment, self image, self picture and pride.

A teacher who has a positive self concept will most likely be able to achieve maximal performance results as a teacher compared to teacher who have negative self-concepts; They are always pessimistic about competition, reluctant to compete with others in making achievements assuming they will be helpless against competition that can be detrimental to them. Therefore in line with the paradigm, it can be assumed that there is a positive relationship between self-concept and teacher performance.

Relationship between professional competence and self-concept towards teacher performance: Professional competence is the behavior to achieve objectives required in accordance with required conditions. Teachers as educator or instructor are the critical success factors in school education. The main task of teacher is to give knowledge (cognitive), attitudes/values (affective) and skills (psychomotoric) to students. Teachers tasks in the field also play a role to supervise learning process to achieve educational goals. Thus, the task and role of teachers is to teach and to educate. In this regard, teacher must have high innovation.

In their profession, a teacher is required to have a concept of self-assertive whose action is always directed to have positive self concept, be confident of the ability to overcome problem, feel equal with others, receive compliments without shame, realize that everyone has feelings, desires and behavior that not all approved by society, able to repair themselves because they can reveal their unfavorable personality and try to change it which in turn reflect a teacher who is able to work professionally and have optimal performance.

Research hypothesis: Based on the framework that has been set, then the hypothesis is formulated as follows:

- There is a significant positive relationship between professional competence and teacher performance
- There is a significant positive correlation between self concept and teacher performance
- There is a significant positive relationship between professional competence and self concept towards teacher performance

MATERIALS AND METHODS

Research methods: Judging from this type of research, it is classified as correlational research because

this research aims to determine direction and magnitude of the relationship between the variables studied.

Research population: The population is 38 teachers in SMK Negeri 1 Raya in Simalungun. The entire population became the sample.

Operational definition: The operational definition of each variable is as follow:

Teachers professional competence: Teacher professional competence is the basic ability of teacher in implementing teaching tasks as a teacher, counselor or administrator in the class. It consists of, controlling learning materials, managing teaching and learning program, managing class, using media or learning resources, understand basic of education, manage teaching and learning interactions, assessing learning outcome, knowing function and service of counseling, identifying and administering school, understanding and interpreting research results for the purpose of teaching.

Teacher self-concept: Self-concept is the overall perception that a person has about themselves, self-concept is formed from internal factors, i.e., factors that come from within one self and also external factors, i.e., factors that come from outside like the views of others towards them or thing that is affected by the environment where they are located.

Teacher performance: Performance is activities that are closely related to three main aspects: attitudes, achievement and effectiveness of organization. Performance as learning achievement is to implement tasks in learning and counselling process that include: preparation of learning program, implementation of learning program, execution of evaluation, analysis of evaluation, implementation of improvement and enrichment.

Analysis data technique:

- normality test
- linearity test
- Independence test

Hypothesis testing:

- H_1 : professional teacher competence influences teacher performance
- H_2 : the teacher's self concept influences the teacher's performance
- H_3 : teacher's professional competence, the teacher's self concept influences teacher performance

RESULTS AND DISCUSSION

Normality test: Normality test as the first requirement is often referred to residual normality test. Normality test is performed to determine whether residue is normally distributed or not. Based on normality test results with one-sample Kolmogorov-Smirnov test, the results are as follows (Table 1).

Based on normality test results with one-sample Kolmogorov-Smirnov test, it shows that the three variables in normal distribution because the value of Kolmogorov Smirnov Z is 0.875 and unstandardized residual asymp. Sig. (2 tailed) is 0.429 greater than 0.05 and normal parameters^{ab}, Mean, 0000000.

Linearity test: Linearity test is done to detect linear relationship between variable X and Y. F-test value of one way anova test with the help of SPSS 2.0, the results of linearity test between variable X1 and Y and X2 and Y are as follows (Table 2).

Significance test and linearity test of variable X1 with Y: On linearity test, $F_{count} = 2.125$ with significance level of 0.000 with db numerator of 23 and db denominator of 22, it can be stated that the regression equation is linear.

On significance test, $F_{reg} = 128.553$ with significance level of 0.000 and F_{table} with a denominator of 22 at significance level of 0.05 and the score of 128.553, so that, the regression obtained is significant.

Significance test and linearity test of variable X2 and Y: On linearity test, $F_{count} = 1.74$ and at significance level of 0.000 with db numerator of 21 and db denominator of 20, $F_{tabel} = 1.74$, since, $F_{hitung} 0,702$, it can stated that the regression equation is linear.

Table 1: Recapitulation of normality test results

Variables	Z count	Z table	Test results
Professional competence Teacher (X1)	0.612	0.05	Zhit>Ztab normal
Self-concept (X2)	0.708	0.05	Zhit>Ztab normal
Performance (Y)	0.875	0.05	Zhit>Ztab normal

Table 2: Linearity and significance test

Variables	F count	Count results	Test results
Professional competence (X1)	128.553	• = 0.05 ; N = 38 F count 128.553	Significant
Self concept (X2)	88.407	• = 0.05 N = 38 F count, 88.407	Significant
	0.702	F count, 0.702	Linier

Table 3: Recapitulation of independence test results A coefficients

Model	Unstandardized coefficients (B)	Standardized coefficients Ts (•)	SE	t-values	Sig.	Collinearity statistics	
						Tolerance	VIF
1 (Constant)	-0.217	-	15.280	-0.014	0.989	-	-
X2	1.136	0.861	0.127	8.958	0.000	1.000	1.000
2 (Constant)	9.797	-	16.454	0.595	0.557	-	-
X2	0.835	0.633	0.246	3.396	0.002	0.257	3.895
-X1	0.315	0.256	0.221	1.421	0.167	0.257	3.895

Dependent variable: Y

On significance test, $F_{reg} = 88.407$ with significance of 0.000 and F_{table} with a denominator of 20 and at significance level of 0.05, score of $F_{reg} = 88.407$, then the regression obtained is significant.

Independence test: Independence test is to test whether two independent variables (between X1 and X2) are independent or not. With the help of SPSS 2.0 by calculating collinearity statistics, the independence test results of the independent variables (between X1 and X2) are as follows (Table 3).

The calculation results of collinearity statistics using SPSS 2.0 shows that the tolerance values of independent variables X1 is 0.257 (greater than 0.05) and the Inflation Factor (VIF) is 3.895 (<10) and the independent variables X2 is 3.895 (greater than 0.05) and the inflation factor (VIF) is 1.000 (<10). Thus, it can be concluded that there is no multicollinearity between independent variables X1 and X2 in regression model.

Hypothesis testing: The testing of first and second hypothesis by using a simple correlation while for third hypothesis by using correlation and multiple regression analysis (Table 4).

Hypothesis 1 testing: The first hypothesis that says there is a significant positive relationship between professional competence and performance of teachers in Class 10 SMK Negeri 1 in Raya Subdistrict is tested by using correlation analysis technique. Based on the correlation calculations by the formula of product moment, it was obtained $r_{count} = 0.824$. The results of these calculations were consulted with r table with $N = 38$ and a significance level of 0.05, it was obtained $r_{table} = 0.320$ because $r_{count} > r_{table}$ or $0.824 > 0.320$, so that, the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted.

The results of correlation significance test with Student t test, it can be concluded that the correlation coefficient obtained is significant because $t_{count} = 8.728$ is greater than $t_{table} = 1.73$ or $8.728 > 1.72$. From the results of hypothesis testing, it can be concluded that the first hypothesis which says there is a positive and significant relationship between professional competence and teacher performance is proven true. The number of $t_{count} = 0.824$ shows that the level of relationship between variables is high.

Table 4: Description of hypothesis test results

Hypothesis	Analysis test	Summary of test results		
		Results	Table	Note
Relationship between X1 towards Y	Correlation analysis technique	$r_{hit} = 0.824$	$r_{tab} = 0.320$	• = 0.05 $N = 38$ $r_{hit} > r_{tab}$ $0.824 > 0.320$ $t_{hit} > t_{tab}$
		Student-t test	$t_{tab} = 1.72$ $t_{hit} = 8.728$	$8.728 > 1.72$ So, the test is proved
				• = 0.05
Relationship between X2 towards Y	Correlation analysis technique	$r_{hit} = 0.864$	$r_{tab} = 0.320$	• = 0.05 $N = 38$ $r_{hit} > r_{tab}$ $0.864 > 0.320$ $t_{hit} > t_{tab}$
		Student-t test	$t_{hit} = 10.293$ $t_{tab} = 1.74$	$10.293 > 1.74$ So, the test is proved
				• = 0.05
Relationship between X1 and X2 towards Y	regression analysis technique	$r_{hit} = 0.877$	$r_{tab} = 0.320$	$N = 38$ $r_{hit} > r_{tab}$ $0.791 > 0.227$
		F hit = 58.384	F tab = 3.26	F hit > F tab $58.384 > 3.26$ So, the test is proved

Based on the research results, professional competence has a linear relationship with teacher performance. One of the factors that influence teacher performance is professional competence, this is proved by the contribution amount of professional competence that is relative contribution of 33% and effective contribution of 23% with teacher performance forming linear regression between independent variable and the dependent variable.

According to Gordon and Burch, professional teachers or teachers who have high performance is effective teachers who have relationships with students, so that, there are mutual understanding and mutual trust between the two sides.

Professional competence is teacher basic ability in performing their duties as teachers, counselors and administrators with high skill, responsibility and decency.

Performance is an activity that is closely linked with three main aspects, i.e., behaviors, achievement and

organization effectiveness. Behavior shows activities to achieve goal, effectiveness is steps in work consideration organization emphasises on work process.

Hypothesis 2 testing: The second hypothesis says there is a significant positive relationship between self concept and teacher performance in class 10 SMK Negeri 1 in Raya subdistrict and correlation analysis technique was used. Based on the results of correlation calculations with the formula of product moment, it was obtained $r_{\text{count}} = 0.864$. The results of these calculations were consulted with r_{table} with $N = 38$ and a significance level of 0.05, it was obtained $r_{\text{table}} = 0.320$ because $r_{\text{count}} > r_{\text{table}}$ or $0.864 > 0.320$ then null hypothesis (H_0) is rejected and working hypothesis (H_a) is accepted.

The results of correlation significance test with Student t test, it can be concluded that correlation coefficient obtained is significant because $t_{\text{count}} = 10.293$ greater than $t_{\text{table}} = 1.74$ or $10.293 > 1.74$. From the results of hypothesis testing, it can be concluded that the second hypothesis which says there is a significant positive relationship between self concept and teacher performance in class 10 SMK Negeri 1 in Raya Subdistrict is proven true. The amount of $r_{\text{count}} = 0.864$ shows that the level of relationship between variables is high.

Based on the results of this research, self concept has a linear relationship with teacher performance. It is proved that self concept gives relative contribution of 67% and effective contribution of 54% with teacher performance forming linear regression between independent variable and dependent variable.

Self concept is 'those physical, social and psychological perceptions of ourselves that we have derived from experiences and our interaction with other's (Rachmat, 2003: 99). Self concept is the views and feelings about ourselves, self perception, it may be psychological, social and physical.

Teachers who have a positive self concept will most likely be able to achieve maximal performance results compared to teachers who have negative self concept who are always pessimistic about competition, reluctant to compete with others in making achievement assuming that they will be defenseless against competition that is detrimental to them.

Hypothesis 3 testing: The third hypothesis says there is a positive and significant relationship between professional competence and self-concept towards teacher performance. Correlation technique and multiple regression analysis were used. Based on correlation calculation with the formula of product moment, it was obtained $r_{\text{count}} = 0.877$. The calculations results were

consulted with r_{table} and $N = 38$ and a significance level of 0.05, it was obtained $r_{\text{table}} = 0.320$ because $r_{\text{count}} > r_{\text{table}}$ or $0.877 > 0.320$. Then, the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted.

The results of correlation significance test with F test, it was obtained $F_{\text{count}} = 58.384$ greater than $F_{\text{table}} = 3.26$ or $58.384 > 3.26$. It can be said that the relationship model between X_1 and X_2 with Y is significant statistically so, the regression obtained is significant whereas multiple regression equation or relationship between variables model

In their profession, teachers are required to have assertive self-concept in which their action is always directed to have positive self concept and be confident to overcome problems, feel equal with others, receive compliments without shame, realize that everyone has feelings, desires and behavior that no all is approved by the society be able to repair themselves because they can reveal unfavourable aspects of their personality and try to change it. Ultimately, teachers are able to work professionally and have optimal performance.

CONCLUSION

- There is significant positive relationship between professional competence and teacher performance
- There is significant positive relationship between self-concept and teacher performance
- There is significant positive correlation between professional competence and self-concept towards teacher performance

SUGGESTIONS

Based on the results of the research and supported by the facts on the ground, the researchers propose the following suggestions:

For teachers: In working, teachers should have professional competence to be always driven to work optimally and better than before so, the teaching and learning activity will improve. In addition, teachers must also be able to properly recognize and manage self-concept and their performance.

For school principal: The school principal should be able to motivate teachers to have achievement to improve their creativity and to explain the need to recognize and manage their self-concept. As input and consideration for school principal in improving professional competence for a better quality of education, so that, educational purposes can be achieved.

For schools: The school should provide and facilitate all necessary requirements of teachers in improving creativity such as scholarships to continue their education to a higher level.

For other researchers: The results of this study can serve as a basis and consideration to conduct further studies on the influence of professional competence and self-concept towards teacher performance. Various aspects that have not been revealed should be studied to improve teacher performance that can generate new innovation in education.

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