

THE IMPACT OF TEACHER COMPETENCIES ON TEACHER PERFORMANCE AT SMP BINA DESA PENUMANGAN BARU TULANG BAWANG BARAT

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ABSTRACT

This study investigates the impact of teacher competencies on teacher performance at SMP Bina Desa Penumangan Baru in Tulang Bawang Barat. The research focuses on four key competencies: pedagogical, personal, social, and professional, as outlined in the Indonesian National Education Ministerial Regulation No. 16 of 2007. Utilizing a quantitative research design, data were collected through surveys and questionnaires administered to 50 teachers. The results demonstrate that all competencies are both valid and reliable, with significant positive effects on teacher performance. Regression analysis reveals that improvements in pedagogical, personal, social, and professional competencies lead to substantial enhancements in teacher performance metrics. The study concludes that continuous professional development in these areas is crucial for improving educational outcomes.

Keywords: *Teacher Competencies, Teacher Performance, Pedagogical Competency, Professional Development*

Introduction

Teacher performance is widely recognized as a pivotal element in shaping students' educational outcomes (Alam et al., 2019; Kraft et al., 2020; Opper, 2019). Effective teaching is not merely a product of innate talent but a complex amalgamation of various competencies, including pedagogical, personal, social, and professional skills (Burroughs et al., 2019; Stronge et al., 2015; Wijayanti & Habiburahman, 2024). Pedagogical competencies involve the ability to deliver content effectively and engage students in learning (Kurniasih et al., 2021; Ryan Pratama & Defrizal, 2024; Shankar et al., 2020). Personal competencies encompass self-management, motivation, and attitudes towards the profession (Barusman, 2014, 2024; Richter & Shestakova, 2018; R. N. Sari et al., 2020). Social competencies relate to interactions with students, colleagues, and parents, fostering a positive and collaborative educational environment (Barusman, 2018; Paolini, 2020; Shankar et al., 2020). Professional competencies include adherence to educational standards, ongoing professional development, and contributions to the educational community (Barusman & Mihdar, 2015; Bondarenko et al., 2019).

Despite extensive research into these individual competencies, a notable gap remains in understanding how these competencies interact and collectively influence teacher performance within specific educational settings ((Ping et al., 2018; Ramesh & Krishnan, n.d.; Wilona & Defrizal, 2024). The dynamic interplay between these competencies and their combined impact on teaching effectiveness remains underexplored, particularly in localized contexts. This study aims to address this gap by investigating the integration of pedagogical, personal, social, and professional competencies and their impact on teacher performance at SMP Bina Desa Penumangan Baru in Tulang Bawang Barat. This school offers a unique context for examining how these competencies are applied and how they influence teaching practices. By focusing on this specific educational environment, the study seeks to provide a deeper understanding of how these competencies collectively affect teacher performance.

The objectives of this study are to assess the validity and reliability of pedagogical, personal, social, and professional competencies, ensuring that the tools and methods used are robust and accurate. It also aims to determine the extent to which these competencies influence teacher performance, identifying which competencies are most impactful and how they contribute to overall teaching effectiveness. Additionally, the study will provide actionable insights for improving teacher performance through targeted competency development programs,

supporting teachers in enhancing their skills and, consequently, their impact on student learning outcomes (Habiburrahman et al., 2022; Kraft et al., 2020; Ryan & Hendry, 2023). By exploring these objectives, the study intends to contribute to a more nuanced understanding of teacher performance and offer valuable recommendations for educators, administrators, and policymakers seeking to improve educational quality through competency development.

Methodology

This study employs a quantitative research design to systematically investigate the relationship between teacher competencies and performance at SMP Bina Desa Penunangan Baru. A quantitative approach is chosen to facilitate the objective measurement of variables and the statistical analysis of data (Nuruzzakiah et al., 2022; Wachjuni et al., 2022). Surveys and structured questionnaires are utilized to collect empirical data on the various competencies and their effects on teacher performance (Nahari et al., 2020; Yurozma et al., 2021). This design allows for a rigorous examination of the interplay between pedagogical, personal, social, and professional competencies and how they collectively influence teaching effectiveness (Agung, 2018).

The study targets the teaching staff at SMP Bina Desa Penunangan Baru, with a focus on obtaining a representative sample. A total of 50 teachers were selected through a stratified random sampling technique. This method ensures that the sample reflects the diversity of the teacher population in terms of age, gender, teaching experience, and subject area. Stratified random sampling helps in achieving a more accurate and generalizable understanding of the competencies' impact across different subgroups within the teaching staff.

Data collection was carried out using a structured questionnaire specifically designed to assess the four key competencies: pedagogical, personal, social, and professional. The questionnaire includes multiple items for each competency, allowing for a comprehensive evaluation (Mangesa & Saludung, 2019; N. I. P. Sari & Siregar, 2021). To ensure the instrument's reliability and validity, a pilot study was conducted with a small group of teachers, and feedback was used to refine the questionnaire (Rusijono et al., 2020). Additionally, expert reviews were undertaken to confirm the content validity of the questionnaire, ensuring that it accurately measures the intended constructs. The final version of the questionnaire was administered to the selected sample of teachers.

Data analysis involves several key steps to assess the relationships between competencies and teacher performance. Regression analysis is employed to examine the impact of each competency on overall teacher performance. This analysis helps in identifying the strength and direction of these relationships (Long & Gee, 2018). To ensure the reliability of the competencies, Cronbach's alpha is calculated, providing a measure of internal consistency. Validity is further confirmed through factor analysis, which examines the underlying structure of the data and verifies that the questionnaire effectively captures the four competencies as intended. The results of these analyses will provide insights into how different competencies contribute to teacher performance and inform recommendations for competency development.

Result and Discussion

Results

The analysis confirmed that all four competencies—pedagogical, personal, social, and professional—demonstrate high validity and reliability. The Cronbach's alpha values for these competencies were 0.85 for pedagogical, 0.82 for personal, 0.88 for social, and 0.84 for professional. These values indicate strong internal consistency, suggesting that the measurement instruments used in this study are reliable for capturing each competency with a high degree of accuracy. This robust reliability supports the suitability of the questionnaire for assessing teacher performance within this context.

The regression analysis revealed that each of the competencies significantly influences teacher performance. Specifically, the significance values were 0.013 for pedagogical, 0.043 for personal, 0.006 for social, and 0.022 for professional competencies. All these values fall below the 0.05 threshold, demonstrating a statistically significant impact of each competency on teacher performance. This emphasizes the critical role that each competency plays in enhancing teaching effectiveness.

Discussion

The findings highlight the integral role of each competency in teacher performance. Pedagogical competency, which encompasses lesson planning, understanding students, and assessment, has a significant positive effect on teacher performance. Teachers with strong pedagogical skills deliver lessons more effectively and assess student learning outcomes with greater accuracy. This result aligns with previous research indicating

that effective instructional strategies are crucial for improving student performance and learning experiences (Burroughs et al., 2019; Shankar et al., 2020).

Personal competency, characterized by emotional stability, maturity, and exemplary behavior, also significantly impacts teacher performance. Teachers demonstrating high personal competency manage classroom dynamics effectively and serve as positive role models. This finding supports the notion that personal attributes are essential for creating a supportive learning environment and fostering positive relationships with students (Barusman, 2024; Richter & Shestakova, 2018).

Social competency had the most substantial impact on teacher performance. Teachers excelling in social competencies are more successful in engaging with students, parents, and colleagues. This result underscores the importance of effective communication and interpersonal skills in enhancing teaching effectiveness and building a collaborative educational community (Barusman, 2018; Paolini, 2020).

Professional competency, which includes subject matter expertise and a commitment to continuous professional development, is also a significant predictor of teacher performance. Teachers with higher professional competencies exhibit improved instructional practices and a dedication to lifelong learning. This finding reflects the value of ongoing professional development in maintaining high teaching standards (Bondarenko et al., 2019; Barusman & Mihdar, 2015).

The simultaneous F-test results indicated a significant combined effect of all four competencies on teacher performance, with a significance value of 0.010. The coefficient of determination (R^2) was 54.5%, demonstrating that these competencies collectively explain more than half of the variance in teacher performance. This suggests that an integrated approach to developing all four competencies is crucial for optimizing teacher performance and improving educational outcomes. The high reliability and validity of the competency measures reinforce their utility in evaluating and developing teaching effectiveness. These insights provide valuable guidance for educators and policymakers, emphasizing the importance of focused competency development to enhance teaching practices and student outcomes.

Conclusion

This study provides a thorough examination of the impact of pedagogical, personal, social, and professional competencies on teacher performance at SMP Bina Desa Penumangan Baru. The findings demonstrate that all four competencies are both valid and reliable, with strong internal consistency as indicated by Cronbach's alpha values. The significant influence of these competencies on teacher performance underscores their critical role in enhancing teaching effectiveness. Pedagogical competency, which encompasses understanding students, lesson planning, and assessment, is shown to have a substantial positive impact on teaching outcomes. Similarly, personal competency, characterized by emotional stability and maturity, is crucial for effective classroom management and serving as a role model. Social competency, involving communication and interpersonal skills, is found to have the most significant effect on teacher performance, highlighting the importance of positive interactions with students, parents, and colleagues. Professional competency, including subject matter expertise and continuous development, also plays a significant role in improving instructional practices and maintaining high teaching standards.

The combined effect of these competencies is significant, explaining over half of the variance in teacher performance, as evidenced by the coefficient of determination (R^2) of 54.5%. This integrated impact suggests that a holistic approach to competency development is essential for optimizing teacher performance. By focusing on enhancing all four competencies, educators can improve their effectiveness and contribute to better student outcomes. In conclusion, the study's results offer valuable insights for educators, administrators, and policymakers. Emphasizing the development of pedagogical, personal, social, and professional competencies can lead to more effective teaching practices and improved educational quality. Future research should continue to explore these competencies in different educational contexts to further refine strategies for enhancing teacher performance and student achievement.

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