

The Role of Professional Competence and Work Discipline in Improving Teacher Performance

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ABSTRACT

This research aims to determine the effect of professional competence and work discipline on the performance of teachers of SMP Negeri 1 South Konawe. The type of data in this study is quantitative data. The sample in this study were 35 respondents who were civil servant teachers who had been professionally certified. This study uses multiple linear regression analysis and uses data sourced from respondents obtained through distributing questionnaires. The results of multiple linear regression tests obtained that professional competence and work discipline have a significant effect on teacher performance at SMP Negeri 1 South Konawe. So that the hypothesis is accepted.

Keywords: Professional Competence, Work Discipline, Teacher Performance

I. INTRODUCTION

Human resource management (HRM) is a management activity that encompasses the utilization, development, assessment, and remuneration of individuals as members of an organization or business enterprise. Human resource management also encompasses the design of planning systems, staffing, career management, performance evaluation, employee compensation, and labor relations. Human resource management encompasses all management practices that directly impact an organization. Human resource management comprises a series of integrated policies regarding labor relations that impact both individuals and the organization. Human resource management encompasses activities implemented to ensure the effective and efficient utilization of human resources within an organization to achieve various goals. Consequently, managers at all levels of the organization must pay close attention to the importance of human resource management. Human resources play a crucial role in an organization because they act as the system's managers. To

ensure the system's continued operation, management must address important aspects such as competency, discipline, education and training, and work satisfaction, ensuring that employees are motivated to deliver their full potential, as required by the organization.

High-performing human resources will ultimately result in high-performing employees. Employee performance is the quality and quantity of work achieved by an employee in carrying out their duties in accordance with their assigned responsibilities (Mangkunegara, 2006: 9). Improving performance is the most important thing desired by both employees and organizations. Organizations desire optimal employee performance to improve work results and organizational profits. On the other hand, employees are interested in self-development and job promotions. To fulfill both of these desires, a sound performance management system is required (Bangun, 2012: 230).

One factor influencing employee performance is competence. Competence is the ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitudes required by the job (Wibowo, 2015: 271). Competence is the basic foundation of a person's characteristics and indicates how they behave or think, adapt to situations, and maintain a consistent, long-term perspective (Wibowo, 2015: 272).

Another factor influencing employee performance is discipline. Discipline is essentially the ability to control oneself by refraining from actions that contradict established rules. Discipline is an attitude and behavior carried out voluntarily and consciously, as well as a state of following established organizational regulations, both written and unwritten. Discipline will impact work efficiency and the effectiveness of work tasks. If discipline is not upheld, it is likely that established

goals cannot be achieved effectively and efficiently.

Hasibuan (in Barnawi and Arifin, 2012: 112) defines work discipline as a person's ability to work regularly, diligently, and continuously, and in accordance with applicable regulations without violating established rules. As is known, performance is the work results achieved by a person in carrying out the tasks assigned to them.

In professional competence, it can be seen that teachers of SMP Negeri 1 Konawe Selatan who have been professionally certified, however, in reality in the field some have not maximized their competence. This can be seen based on the problems that researchers found including: Some teachers still do not master the teaching materials/materials. This is seen when explaining in front of the class so that there are students who repeatedly ask questions but the teacher has not been able to explain it according to what is expected by the students. This is due to the lack of facilities and infrastructure in the school, causing teachers to only develop standard and limited materials. In addition, teachers often provide material notes rather than explaining the subject matter. This can be seen from teachers who order students to make material notes in books rather than explaining the material to be delivered. Another reality that we can find now is that there are still some teachers who have not used varied learning media in the Teaching and Learning Process. Based on Government Regulation (PP) Number 74 of 2008 concerning teachers, it is stated that one of the competencies that must be possessed by teachers is professional competence. The professional competence referred to is the teacher's ability to master the material, master the competency standards and basic competencies of the subject, develop learning materials, develop professionalism continuously by carrying out reflective actions, utilizing information and communication technology for self-development. Meanwhile, if seen from the work discipline of teachers in the school, it is still not given attention by some teachers of SMP Negeri 1 Konawe Selatan. This can be seen from several teachers who are late to class so that the teaching and learning activities of students are delayed, and there are still teachers who do not attend the flag ceremony because of the reason of being late to school or other reasons. This is certainly a bad action for a teacher to do, who is basically a teacher who should be a role model for his students. Situations like this can affect a teacher's ability to

provide instruction to his students, resulting in poor teacher performance.

II. LITERATUR REVIEW

2.1. Professional Competence

Sahertian (2008:73) states that professional competence is the ability to perform teaching and educational tasks acquired through education and training. Therefore, professional competence refers to the behavior of carrying out something acquired through education. In relation to educational professionals, competence refers to rational actions that meet certain specifications in carrying out educational tasks. Competence is also a key component of professional standards, in addition to a code of ethics that regulates professional behavior established in specific procedures and oversight systems (Mulyasa, 2012:26). According to Sudjana (2011:15), there are three duties and responsibilities of teachers: the teacher as instructor, the teacher as mentor, and the teacher as classroom administrator.

2.2. Work Discipline

Discipline is the most important operative function of human resource management because the more disciplined employees are, the better their work performance will be.

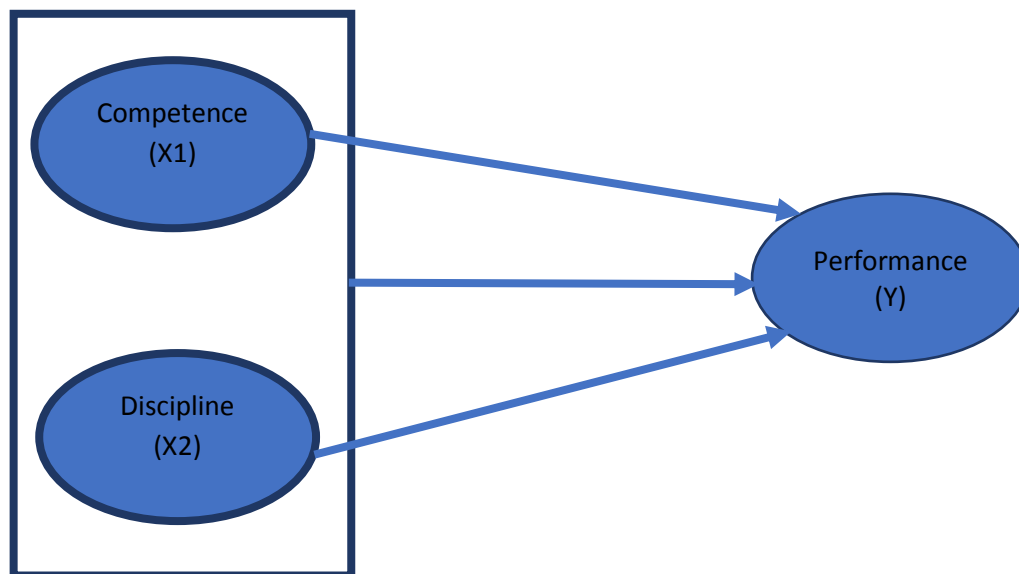
According to Mangkunegara (2009:129), work discipline serves as a management tool to strengthen organizational guidelines or an effort to motivate employees to follow and comply with work guidelines and regulations outlined or established by the company. Discipline is also an indicator or factor influencing teacher performance improvement. Warsidi and Pramuka (2000) state that discipline is the sixth operative function of human resource management. Discipline is the most important operative function because the better a teacher's discipline, the higher their work performance. Good discipline reflects a person's strong sense of responsibility for the tasks assigned to them. Discipline is a person's awareness and willingness to comply with all company regulations and social norms.

2.3. Individu Performance

Performance is an activity carried out by each individual in relation to achieving predetermined goals. According to Mangkunegara (2009:67), the term "performance" comes from the words "job performance" or "actual performance," which refers to the quality and quantity of work results achieved by an employee in carrying out their duties in accordance with their assigned

responsibilities. Bangun (2012:231) states that performance is the work results achieved by an individual based on job requirements. Meanwhile, Hasibuan (2006:94) explains that performance is

the work results achieved by an individual in carrying out assigned tasks based on skills, experience, dedication, and time.



Figur1 : Conceptual Framework

2.4. Hypothesis:

Hypothesis 1: Professional Competence and Work Discipline Together Have a Significant Influence on Teacher Performance

Hypothesis 2: Professional Competence has a significant influence on teacher performance

Hypothesis 3: Work Discipline Has a Significant Influence on Teacher Performance

III. RESEARCH METHODS

3.1. Research Location and Object

The location of this research was SMP Negeri 1 South Konawe. The subjects of this study were civil servant teachers at SMP Negeri 1 South Konawe.

3.2. Population and Respondents

The population in this study was all 35 certified civil servant teachers at SMPN 1 Konawe Selatan. Due to the very limited population of only 35 certified civil servant teachers, the entire population served as respondents for this study, namely 35 teachers.

3.3. Data analysis

The data analysis used in this study is multiple linear regression analysis to provide a description and explanation of the relationship between the variables studied.

IV. RESULTS AND DISCUSSION

4.1. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to determine the extent of influence of the independent variables (professional competence and work discipline) on the dependent variable (teacher performance).

Table 1. Multiple Linear Regression Analysis Test Results

Variable	Regression Coefficient	P Value
Professional Competence	0.550	0.000
Work Discipline	0.456	0.000

From the output results above, the coefficients of the two independent variables are obtained: $X_1 = 0.550$ and $X_2 = 0.456$. Therefore, the resulting regression equation is:

$$Y = b_1X_1 + b_2X_2$$

$$Y = 0.550 X_1 + 0.456 X_2$$

Coefficient of Determination Test (R^2)

Based on the test results, the R^2 value of 0.567 indicates that 56.7% of teacher performance at SMP Negeri 1 Konawe Selatan is influenced by

professional competence and work discipline. The remaining 43.3% is influenced by other variables not examined in this study.

The Influence of Professional Competence and Work Discipline on Teacher Performance

The results of testing Hypothesis 1, which stated that professional competence and work discipline simultaneously have a significant effect on teacher performance at SMP Negeri 1 South Konawe, are demonstrated by a significance value of F (F Sig) of 0.001, which is less than $\alpha = 0.05$ (F Sig $0.001 < 0.05$). Therefore, it can be concluded that the variables professional competence (X1) and work discipline (X2) simultaneously influence teacher performance (Y) at SMP Negeri 1 South Konawe. Therefore, the first hypothesis is accepted.

Based on the results of the data analysis, it was shown that professional competence and work discipline simultaneously significantly influenced teacher performance. This concludes that professional competence and work discipline can collectively improve teacher performance at SMP Negeri 1 Konawe Selatan.

The improvement in teacher performance, influenced by professional competence and work discipline, can be seen in the descriptions of respondents' answers at SMP Negeri 1 South Konawe, which were categorized as very good. This indicates that teachers at SMP Negeri 1 South Konawe possess a high level of competence accompanied by high work discipline. This finding supports previous research conducted by Lisdayanti et al. (2022) entitled "The Influence of Professional Competence and Work Discipline on Teacher Performance at Public Senior High Schools in Bone Regency in the 2021/2022 Academic Year." The results showed a positive and significant influence between professional competence and work discipline on teacher performance. This study aligns with the findings of a study by Jati et al. (2023) entitled "The Influence of Competence and Work Discipline on Employee Performance at the Human Resources Development Agency of North Sumatra Province," which concluded that competence and work discipline have a positive and significant influence on employee performance. Thus, it can be concluded that professional competence and work discipline influence teacher performance. This means that the higher a teacher's level of professional competence and work discipline, the higher their performance.

The Influence of Professional Competence on Teacher Performance

The results of testing Hypothesis 2, which stated that professional competence (X1) has a significant effect on teacher performance (Y), are explained by a significance value of t (tSig) of 0.000, which is less than $\alpha = < 0.05$. Based on this, the professional competency variable (X1) can be included as a variable with a significant influence on teacher performance (Y) at SMP Negeri 1 Konawe Selatan. Therefore, the second hypothesis proposed in this study is accepted.

Based on the research results, it was found that professional competence partially has a positive and significant effect on teacher performance. Therefore, it can be interpreted that the better the competency of teachers at SMP Negeri 1 Konawe Selatan, the better their performance. Empirical evidence indicates that professional competence has a positive and significant effect on performance. This is supported by the results of respondents' responses to the four professional competence indicators, which were categorized as very good. The indicators for mastering educational foundations and teaching materials and developing learning programs had the highest average scores. This indicates that teachers adapt their learning activities to each student, understand national education standards, develop learning programs, explain lesson theories clearly to students, develop lesson plans according to the needs and predetermined syllabus, are able to apply appropriate learning methods so that students can actualize their potential, and are able to evaluate the effectiveness of student learning. Several research results have proven that professional competence influences teacher performance. For example, a study conducted by Yusuf et al. (2023) entitled "Analysis of the Influence of Professional Competence and Work Discipline on Teacher Performance in Private Schools in Jakarta" showed that professional competence significantly impacted teacher performance. This study aligns with the findings of a study conducted by Nabela et al. (2021) entitled "The Influence of Professional Competence and Work Motivation on Teacher Performance in West Prabumulih District," which showed that professional competence had a positive and significant impact on teacher performance.

The Influence of Work Discipline on Teacher Performance

The results of the hypothesis 3 test state that 2. Work discipline (X2) has a significant effect

on teacher performance (Y), as explained by a t-value of $0.000 < 0.05$. Based on this, the work discipline variable (X2) can be included as one of the variables that significantly influences teacher performance (Y) at SMP Negeri 1 Konawe Selatan.

The research results found that work discipline partially has a positive and significant effect on teacher performance. Therefore, it can be interpreted that the higher/better the work discipline of teachers at SMP Negeri 1 Konawe Selatan, the better their performance.

The empirical evidence that work discipline has a positive and significant effect on performance can be seen from the description of respondents' answers to the work discipline variable, which was categorized as very good. The work discipline in question is characterized by indicators of time discipline, regulation discipline, and responsibility discipline. Based on the respondents' answers, the time discipline indicator had the highest average score, followed by the responsibility discipline indicator and the regulation discipline indicator. This indicates that the majority of teachers at SMP Negeri 1 Konawe Selatan have good work discipline. This is demonstrated by arriving at school on time, adhering to school regulations, and being responsible for their work. This finding aligns with the theory proposed by Hasibuan (2013). Discipline is a person's awareness and willingness to comply with all company regulations and applicable social norms. Awareness here refers to a person's voluntary adherence to all regulations and awareness of their duties and responsibilities. Willingness, on the other hand, refers to a person's attitude, behavior, and actions that align with the company's written and unwritten standards.

This finding also supports the research conducted by Sigit and Parmin (2021) entitled "The Influence of Work Discipline, Professional Competence, and Motivation on Teacher Performance at SMP Negeri 2 Sruweng," which showed that work discipline significantly impacts teacher performance at SMP Negeri 2 Sruweng. These results align with the research findings of Sujana et al. (2023). However, there are still gaps in research results, as noted by Nurjanah and Ario (2022), who found that work discipline had no impact on teacher performance.

V. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

1. Professional competence and work discipline simultaneously have a positive and significant effect on the performance of teachers at SMP

Negeri 1 Konawe Selatan. This means that the higher/better the professional competence and work discipline, the greater the performance.

2. Professional competence partially has a positive and significant effect on the performance of teachers at SMP Negeri 1 Konawe Selatan. This means that the higher/better the teacher's professional competence, the greater the performance.
3. Work discipline partially has a positive and significant effect on the performance of teachers at SMP Negeri 1 Konawe Selatan. This means that the higher/better the teacher's work discipline, the greater the performance.

5.2. Suggestions

The suggestions put forward by the author based on this research include the following:

1. Regarding professional competence, teachers should study other materials from various sources that can support learning activities, such as the use of information technology for self-development. Given that professional competence is related to improving teacher performance, teachers need to pay attention to improving their professional competence.
2. Regarding work discipline, it is highly recommended that teachers who want to improve performance also pay attention to work discipline, such as always being responsible for their duties and adhering to school regulations.
3. Future researchers should expand the scope of research to include other variables beyond work competence and discipline that can influence teacher performance, such as work motivation, work environment, and leadership.