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CORRELATION COMPETENCE AND WORK DISCIPLINE WITH TEACHER PERFORMANCE OF MADRASAH ALIYAH NEGERI INSAN CENDEKIA SERPONG

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Abstract

This study aims to determine the relationship between competence and work discipline and teacher performance in MAN IC Serpong. This is a correlation study with quantitative methods. The relationship is related to three variables, namely two independent variables of competence and discipline and one dependent variable of performance. The research target population is the teachers of MAN IC Serpong with the status of permanent teachers. Based on the criteria, it is obtained that the number of affordable population is 42 people. This population is at the same time designated as the research sample frame. The analysis technique is done by using descriptive statistics and inferential statistics. Based on the results of the study, the correlation coefficient of competence and teacher performance was obtained at 0.976 with (tvalue = 4.614> t table = 2.750) at α = 0.01, the correlation coefficient of work discipline and teacher performance was 0.969 with (tvalue = 24.89> ttable = 1, 79) at α = 0.01, and the concordance correlation fcount (535.50)> ftable (5.15) shows that there is a relationship between competence and discipline with performance. The determinant coefficient value of the competency and discipline variables simultaneously has an effect on the performance variable by 98%. The conclusion of this study is that there is a relationship between competence and discipline with the performance of teachers in MAN IC Serpong, so that H1 is accepted and H0 is rejected. Some suggestions for improving performance in this study including the constitutional rights of teachers in competency development that must be fulfilled by the government through training or providing scholarships, constantly improving discipline by implementing reward and punishment, monitoring teacher work more closely by using daily, weekly/monthly assignments logs and providing feedback against things that are not according to school targets.

Keywords: competence, discipline, and performance.

A. Introduction

In the current disruptive era, there are many innovations that are not seen and are not realized by any organization, because the speed of technology can disrupt and destroy conventional systems that have been built. All countries are competing to create various product innovations. In a time of equality, countries are competing to improve the quality of human resources. With these superior human resources, various kinds of innovations will be born that can compete in the era of globalization. Superior human resources are human resources who have the ability and skills as well as master information, master a variety of science and technology and cross-knowledge and are able to make it into a product that is valuable. One of the means to build human resources is through education.

Realizing this, various efforts have been made by the government to improve the quality of the learning process in schools, starting from improving the curriculum, fulfilling learning facilities and infrastructure to improving the quality of educator professionalism. This can be seen from the Government's commitment to increase the education budget through the amendments to the 1945 Constitution which budgeted up to 20% of the expenditure allocation for the education sector. Through this sizeable budget, support for improving the competence of graduates and educators in schools can be more guaranteed. However, after more than a decade since the amendment to the 1945 Constitution was implemented, the quality of national education has not been seen to have increased significantly.

UN data released in 2019 (UNDP Report, 2019) states that Indonesia's Human Development Index (HDI) is still 111th out of 189 countries recorded. For ASEAN countries, although Indonesia's ranking is still above Cambodia (146),

Myanmar (145) Laos (140), Timor Leste (131) and Vietnam (118), it is still far below Singapore (6) , Brunei Darussalam (43), Malaysia (61), Thailand (77) and the Philippines (106).

The description above confirms that the adequate education sector development budget has not been able to raise Indonesia's HDI. In fact, one of the determinant factors in determining the HDI is education. If it is related to HDI, it is clear that national education has not functioned in accordance with the mandate of the law. This means that all factors related to improving the quality of education must be addressed, including the quality of educators as the frontline in improving the quality of education. One of the highlights at this level of education is the secondary or high school education level. This is reasonable because at this level of education, it is directed to continue higher education and be able to compete with other top education graduates.

The provision above can only be achieved through improving teacher performance. Performance in this context refers to the opinion of Yukl (2012) which relates it to effectiveness and efficiency. If we refer to this opinion, then teacher performance is related to effectiveness and efficiency in managing the learning process. This is considered very important because whatever the curriculum is, no matter how complete the school's educational and learning facilities are, the success of its students still depends on how effective the learning process is carried out by the teacher.

This applies not only to schools, but also to MAN IC Serpong. This madrasah level is at the level of Senior High School (SMA) which is fostered by the Ministry of Religion with a boarding school system. This madrasah applies the principle of balance between the mastery of science and technology with faith and piety. MAN IC Serpong strictly selects prospective students by holding a selection test held in 20 provinces throughout Indonesia. Since 2010 all students have received scholarships.

In accordance with the description above, all these advantages will only be realized if the teachers have good performance, are capable, and are tough in managing the learning process. Thus, the teacher's performance should be improved continuously. This is seen as very logical because these teachers accompany the students every day so that what they do will affect the learning patterns of their students, especially with the boarding school system.

Efforts to improve this performance are not easy matters. Theoretically, according to Griffin and Moorhead (2014) performance is influenced by a number of factors including: (a) work motivation: (b) work ethic; (c) competence; and (d) fairness. On the other hand, Yukl (2012) states that performance is related to: (a) morale; (b) reward system; (c) work facilities; and (d) work discipline. This thinking has also been tested by Nuraida (2013) who found that professional competence is related to the quality of learning. Furthermore, Mustika (2017) found that work motivation and work discipline are closely related to work ethic.

Based on the description above, a study of performance and its relation to the factors described is an interesting matter to be explored scientifically. Thus, this research will be directed to examine this performance problem and relate it to several factors which are suspected to be related to one another. These factors are professional competence and work discipline of educators. So in this research it is necessary to focus on:

a. Is there a positive relationship between competence and performance?
b. Is there a positive relationship between work discipline and performance?
c. Are competencies and work discipline jointly related to performance?

B. Materials and Methods

This is a correlation study with quantitative methods. The relationship is related to three variables, namely two independent variables of competence and discipline and one dependent variable of performance. The research target population is the teachers of MAN IC Serpong with the status of permanent teachers. Based on the criteria, it is obtained that the number of affordable population is 42 people. This population is at the same time designated as the research sample frame. The analysis technique is done by using descriptive statistics and inferential statistics

C. Result and Discussion

The variables of this study consisted of one dependent variable, namely performance and two independent variables, namely competence and work

discipline. The data description of the three research variables can be described as follows.

Performance

Theoretically, the score for this variable ranges from 24 to 120. Empirically, based on the data obtained in the field, the lowest score starts at 83 and the highest ends at 109. Thus, the empirical score range is 26. From the results of subsequent data processing, it is known that the average score is 94.45, Median = 94.00, Mode = 98.00, and Standard Deviation is 7.03. The frequency distribution of the grouped performance variable scores can be seen in table 1 below.

No.	Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	83 - 86	6	14,29	14,29
2	87 - 90	8	19,05	33,34
3	91 - 94	8	19,05	52.39
4	95 - 98	9	21.43	73.82
5	99 - 102	6	14.29	88.11
6	103 - 106	3	7.14	95.25
7	107 - 110	2	4,76	100.00
Total		**42**	**100**	

Further data analysis informs that as many as 27 (64.28%) respondents get numbers that are in the average group, 6 (14.29%) respondents get numbers that are above the average, and the rest or 9 (21.43%). %) respondents get a figure that is below the group average. The spread (distribution) of scores for the performance variables, visually, can be seen in Figure 1 below.

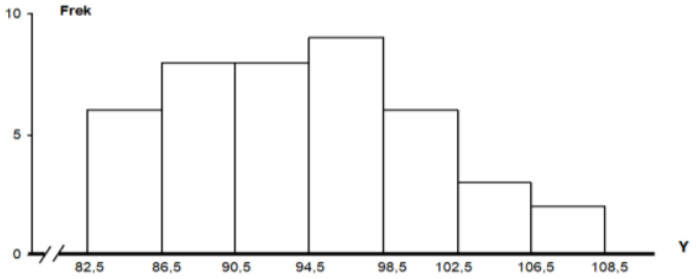

Figure 1: Histogram Skor Kinerja (Y)

Figure 1 above clearly states that the scores for this performance variable are fluctuating. The accumulation of numbers is at the midpoint and this implies that this variable tends to be normally distributed.

Competence

Referring to the number of validated questionnaire items, theoretically the score for this variable extends from the lowest number 29 and ends at 145. Based on the data obtained in the field, empirically, the lowest and highest scores for this variable start at 110 and end at numbers. 140 with a score range of 30. Based on subsequent data analysis, it is known that the mean score (Mean) is 127.14, Median = 126.50, Mode = 125.00 and a standard deviation of 7.03. The frequency distribution of these competency variable scores by group can be seen in table 2 below.

No.	Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	110 - 114	2	4,76	4.76
2	115 - 119	3	7,14	11.90
3	120 - 124	10	23,81	35.71
4	125 - 129	10	23,81	59.52
5	130 - 134	9	21,43	80.95
6	135 - 139	7	16,67	97.62
7	140 - 144	1	2.38	100
Total		**42**	**100**	

Further data analysis informed that of the 42 numbers given by the respondents, there were 29 respondents (69.05%) who gave the numbers to the average group, 8 respondents (19.05%) were above the average, and 5 respondents. (11.90%) below the group average. The spread (distribution) of these competency variable scores is visually shown in the form of a histogram in Figure 2 below.

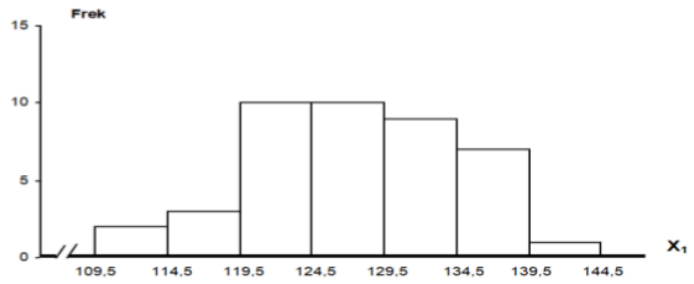

Figure 2: Histogram Skor Kompetensi (X_1)

Not much different from the previous variable, the score for this variable is also fluctuating. The accumulation of numbers is also visible in the middle. This indicates that this variable data also tends to be normally distributed.

Work Discipline

Based on the number of items that have been previously validated, theoretically the score for this variable ranges from 19 to 95. However, based on the reality on the ground, the empirical score is at the lowest score of 73 and the highest of 92. Thus the score for this variable has a range of 19 The results of subsequent data analysis confirmed that the average score = 82.88, Median = 83.50, Mode = 83.00, and the standard deviation is 5.17. The frequency distribution of this variable score based on the score group can be seen in table 3 below.

No.	Interval Class	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	73 - 75	4	9,52	9,52
2	76 - 78	5	11,90	21,42
3	79 - 81	5	11,90	33,32
4	82 - 84	12	28,57	61,89
5	85 - 87	7	16,67	78,56
6	88 - 90	6	14,29	92,85
7	91 - 93	3	7,14	99,99
Total		**42**	**100**	

The next analysis informs that 30 scores (71.43%) are in the average group, 5 scores (11.90%) are above the average, and 7 scores (16.67%) are below the average group. The spread (distribution) of work discipline variable scores is visually shown in the form of a histogram in Figure 3 below.

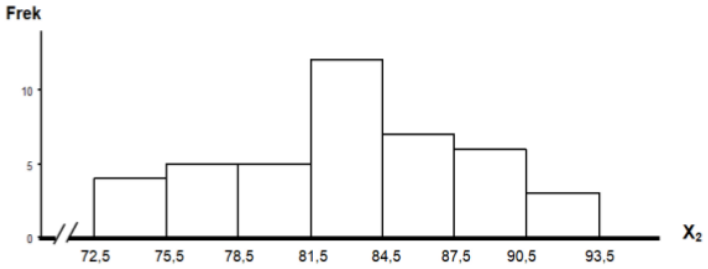

Figure 3: Histogram Skor Work Dicipline (X_2)

The histogram image above confirms that the score data for this variable is also fluctuating and there is a tendency for the accumulation of scores to be in the middle position. This suggests that the score data also tends to be normally distributed.

If the results of the data analysis above are summarized into one table, the recapitulation of statistical values for all variables can be described as follows.

Variable Data	Average	Median	Mode	Stand. Deviasi
X_1	127,14	126,50	125,00	7,03
X_2	82.88	83,50	83,00	5,17
Y	94,45	94,00	98,00	7,03

Estimated Error Normality Test

The test condition is that the estimate error (Y - $\hat{Y}$) must be zero distribution. In other words, if H0 is accepted, then the population is normally distributed. Conversely, if H0 is rejected, it means that the population is not normally distributed and it is not suitable for further analysis. The test for the normality requirements of the dependent variable's estimate of the independent variable was carried out using the Lilliefors Weirs (2011) test.

Based on the provisions, the Ltable price can be calculated by the formula 0.886 / √ n at α = 0.05. The number n = 42 so that the value of L table is 0.886 / √ 42 = 0.01367. Thus, if the calculated L value is less than 0.0886 (Lhitung < 0.01367), then the estimated error data can be categorized as coming from a population that is normally distributed and worthy of further analysis. Conversely, if the calculated L value is greater than 0.01367 (L count > 0.01367), then the estimated error data is not included in the population category that is normally distributed and consequently, it is not suitable for further analysis.

a. Normality Test for Estimated Y Regression on X1, Through the Equation $\hat{Y}$ = -29,50 + 0,97 X1

The first step in the normality test for the Y estimate of X1 is calculating the values of Y, $\hat{Y}$, and (Y - $\hat{Y}$) based on the regression equation Y = -29.50 + 0.97

X1. Then proceed by calculating the values of zi, F (zi), S (zi), and L = F (zi) - S (zi). The L-count is taken from the highest L value. Based on the results of data analysis, it is known that the highest L value or L-count = 0.012719. This value is less than 0.01367. Thus, L-count = 0.012719 <L-table = 0.01367, which means that the regression equation Y = -29.50 + 0.97X1 comes from a normally distributed population.

b. ***Normality Test for Estimated Regression Y on X2 Equation $\hat{Y}$ = -17.57 + 1.35X2***

The normality test of the regression estimate error of Y on X2 based on the regression equation $\hat{Y}$ = -17.57 + 1.35 x 2 produces L-count = 0.010002 and this value is smaller than the L-table value = 0, 01367 at α = 0.05. Based on these findings, it can be concluded that empirically the error in the estimation of the regression equation $\hat{Y}$ = -17.57 + 1.35X2 also comes from a normally distributed population.

A summary of the results of the normality calculation of this estimation error can be seen in Table 5 below.

Estimated Error	N	L_{hitung}	L_{tabel} (α = 0,05)	Information
Y over X_1	42	0,012719	0,01367	Normal
Y over X2	42	0,010002	0,01367	Normal

Data Homogeneity Test

This test was carried out using the Levene test analysis technique at significance α = 0.05. The test criteria are: (a) if the number of deviations that occurs (sig) ≤ 0.05, then the data is homongent, conversely: (b) if the number sig> 0.05, then

the data is not homogeneous and it is appropriate to continue for hypothesis testing (Weirs, 2011: 67).

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
competency	4,577	10	21	,002
work discipline	23,678	10	21	,000

From the SPSS table above, it is known that the sig price for the competency variable is 0.002 and this figure is less than 0.05 (≤ 0.05), which means that the data comes from a homogeneous population. Next, the sig price for the work discipline variable is 0,000 and is less than 0.05 (≤ 0.05), which means that the data for this work discipline variable also comes from a homogeneous population.

Hypothesis Testing

As previously described, the first step that must be taken before testing the hypothesis is to test the linearity and significance of the regression equation and then follow it with a correlation test based on the previously compiled constellation model. By following these steps, the hypotheses that have been built previously can be tested empirically as follows:

a. Correlation between Competency Variables and Performance

Based on the results of the data above, it can be concluded that there is a tendency to have a positive relationship, because at the diagonal point it has the largest percentage value compared to the points of intersection between the competency variable and the teacher performance variable.

Correlations

		competensi	performance
competensi	Pearson Correlation	1	.976**
	Sig. (2-tailed)		.000
	N	42	42
performance	Pearson Correlation	.976**	1
	Sig. (2-tailed)	.000	
	N	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, based on the results of the data analysis above, it is known that the significance value of competence on teacher performance is 0.000 less than 0.05. The correlation coefficient value of the pair of competency variables with performance is (ry1) = 0.976. A clearer picture of the strength of this variable pair relationship can be seen in the following summary:

n	r_{y1}	t_{hitung}	t_{tabel}	
			α = 0,05	α = 0,01
42	0,98	28,09**	1,79	2,29

** = The correlation coefficient is very significant (tcount = 4.614> ttable = 2.750) at α = 0.01

b. Correlation between Work Discipline Variables on Performance

Based on the results of the data above, it can be concluded that there is a tendency to have a positive relationship, because at the diagonal point it has the largest percentage value compared to the points of intersection between the work discipline variable and the teacher performance variable.

Correlations

		work discipline	performance
work discipline	Pearson Correlation	1	.969**
	Sig. (2-tailed)		.000
	N	42	42
performance	Pearson Correlation	.969**	1
	Sig. (2-tailed)	.000	
	N	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, based on the results of the data analysis above, it is known that the significance value of work discipline on teacher performance is 0.000 less than 0.05. The value of the correlation coefficient between the pair of work discipline and performance variables is (ry2) = 0.969. A clearer picture of the strength of this variable pair relationship can be seen in the following summary.

n	r_{y2}	t_{hitung}	t_{tabel}	
			α = 0,05	α = 0,01
42	0,97	24,89**	1,79	2,29

** = very significant correlation coefficient (tcount = 24.89> ttable = 1.79) at α = 0.01

c. Correlation Analysis between Competence and Work Discipline with Performance

The results of multiple regression analysis show that the coefficient of regression direction b is 0.577 for the two variables, while the constant a value is -26.800. Thus the multiple regression equation can be described as $\hat{Y}$ = -26.80 + 0.58X1 + 0.58X2. The significance test of this regression equation produces a value of Fcount = 535.50, while the Ftable price is 3.32 for α = 0.05 and 5.15 for α = 0.01. This fact confirms that Fcount > Ftable which means that the regression equation is very significant.

20 The strength of the relationship between the competency-free variable and work discipline simultaneously with the performance-dependent variable was analyzed by calculating the value of the multiple correlation coefficient and yielding ry12 = 0.982. The significance test resulted in a Ftable price of 535.50. On the other hand, the significance reference through Ftable is 3.32 at α = 0.05

and 5.15 for α = 0.01. Mathematically, it can be described Fcount> Ftable which means that the relationship between the independent variable competence and work discipline simultaneously with the dependent variable performance is very significant.

F. Conclusion

Based on the results of the correlation coefficient, it shows a positive relationship with a moderate level of closeness between competence and performance. This means that if the competence of the teacher is high, the teacher's performance will increase or be good.

Based on the results of the correlation coefficient, there is a positive relationship with a moderate level of closeness between work discipline and performance. This means that if the teacher's work discipline is high, the teacher's performance will increase or be good.

Based on the results of the concordance coefficient, it shows a positive and significant relationship with a strong level of closeness between competence and work discipline with the performance of teachers in MAN IC Serpong. Thus H0 is rejected and H1 is accepted.

Some suggestions for improving performance are as follows:

1. Principals and the government, to continuously improve teacher competence by providing opportunities to participate in training and scholarships, improve teacher discipline by applying rewards and punishments, monitor teacher work

more closely by using log assignments periodically, and always provide feedback on matters. which has not met the school target.

2. To the Training Institution, can use the pattern suggested above to be held during the training period for participants.
3. Teachers, constantly improving their competence by utilizing content, research journals on the official website, always asking for assessments from students and education personnel in their schools regarding their work discipline as self-evaluation materials.
4. To the researcher, in order to expand this research, by adding other variables that have not been studied in this research.

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