

## The Influence of Competence and Teacher Character Values on Teacher Performance and Its Implications for Child Learning Outcomes (Case study at elementary schools in Bandung Regency)

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### ABSTRACT

*This study aims to determine and examine teacher competence and character values' effect on teacher performance and its implications for children's learning outcomes in elementary schools in Cileunyi sub-district, Bandung regency. This research was conducted in Elementary Schools, Cileunyi District, Bandung Regency, with a sample of 93 teachers. The research method used is a descriptive method of analysis using path analysis. The results of this study are as follows: there is an effect of teacher competence (X1) on teacher performance (Y) with a total influence of 32.8%. Character values (X2) on teacher performance (Y) with an overall influence of 30.47%. There is an effect of teacher competence (X1), and character values (X2), simultaneously on teacher performance (Y) with a total influence of 63.3%. And the remaining 36.7% is a variable that is not examined in this study that affects teacher performance; 6) there is an effect of teacher performance (Y) on children's learning outcomes (Z) of 67.7%. And the remaining 32.3% is a variable that is not examined in this study that affects children's learning outcomes. This study concludes that it proves that there is an influence between teacher competence and character values on teacher performance and has implications for children's learning outcomes in elementary schools. Cileunyi District, Bandung Regency.*

*Keywords: teacher competence, character values, teacher performance, child learning outcomes.*

### INTRODUCTION

The millennial generation has its own challenges facing the era of the digital revolution which mostly grows and develops through education, so that education becomes a vehicle for the development of the millennial generation, so it needs competent human resources as an

asset for the development process of the millennial generation who are ready for problems and challenges (Rezky, et al: 2019), this requires the education sector to produce superior and competitive human resources to face the industrial revolution 4.0. The management principle is the overall supervision of all educational institutions members from

organizational activities (Nasution, 2019), the success or failure of an organization in carrying out its mission depends on the competence and resources needed to carry out the strategy it wants to carry out, coordinate its presence and utilize its capabilities and resources (Foster & Sidharta, 2019).

The purpose of education implies that the core values of community development Indonesia is based on divine values and noble morals, which means that values education is an important part of the teaching system in Indonesia. However, in reality, until now there are still rife issues about the decline in moral values among students (Baginda, 2018).

Education requires quality human resources to carry out their role in serving the educational needs of the community. (Suryadana & Sidharta, 2019) These educational needs include practical, situational, and predictive needs for social transformation. Thus, it is imperative to develop human resources for the realization of quality human resources in education (Ningrum, 2009). Some argue that teachers are born, not made. If this is true, then the problem belongs to the genetics department, not in the School of Education. However, so many clumsy and incompetent beginners become successful teachers, teaching is a skill that can be learned (Hunter, 1976).

Education is a conscious effort to develop the potential of students optimally. Character education, namely, shaping the child's personality, becomes a good human being, a citizen, and a good citizen, to be able to anticipate the symptoms of a moral crisis and play a role in the development of the younger generation (Afandi, 2011). Increasing the capacity of human resources needs to be done continuously to get the reliability of the community in doing something so that the level

of effectiveness and efficiency of work increases, which in the end, the level of productivity of a country continues to develop and opportunities for survival will be better. The teacher is an element that greatly influences the achievement of educational goals apart from students and other facilities (Komalasari, 2013). Teachers are creators of the teaching and learning process (Zamroni, 2000: 74). Teachers have a very strategic role and position in national development, especially in the field of education, in Law No. 14 of 2005 on Teachers and Lecturers. Teachers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating participants. Teacher professionalism clearly determines the quality of national education (Kuntadi, 2009), professional teachers must master a set of necessary competencies or abilities that allow these teachers to carry out their duties properly (Nur, 2020). According to Sagala (2009), teacher competence consists of four areas, namely: Personality Competence, Pedagogic Competence, Professional Competence, and Social Competence. This condition follows government regulations stated in the Regulation of the Minister of National Education number 58 of 2009 concerning standards for academic qualifications and teacher competence, which emphasize that every teacher is required to meet the academic qualification standards and teacher competencies that apply nationally. Teacher character education competencies are essential in achieving educational goals other than field knowledge, general knowledge, and pedagogical knowledge (Ülger, Yiğittir & Ercan, 2014). In the context of value education, then professional competence must be integrated with a set of values education conceptions, structures, concepts, and mindsets in value education must

be part of the professional competency mastered by teachers (Sauri, 2010).

Integrating the values of national character into learning activities means integrating, incorporating, and applying values that believe to be proper and correct to form, develop, and foster students' character or personality according to national identity when learning activities take place (Ghufron, 2010).

Based on the Guidelines for the Implementation of Character Education (Puskurbuk, 2011) the character values that must develop are Religious: Obedient attitudes and behavior in implementing the teachings of the religion they adhere to, being tolerant of the implementation of the worship of other religions, and living in harmony with adherents of other religions. Honest: Behavior-based on trying to make himself a person who can always trust words, actions, and work. Tolerance: Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and actions of others differ from oneself. Discipline: Actions that show orderly behavior and comply with various rules and regulations. Hard Work: Behavior that shows a genuine effort to overcome multiple obstacles to learning and assignments and complete tasks as well as possible. Creative: Thinking and doing something to produce a new way or result from something already owned. Independent: Attitudes and behaviors that are not easily dependent on others to complete tasks. Democratic: A way of thinking, behaving, and acting that values the rights and obligations of oneself and others. Curiosity: Attitudes and actions that always seek to know more deeply and broadly from something they have learned, seen, and heard. National Spirit: A way of thinking, acting, and having an insight that places the interests of the nation and the state

above the interests of themselves and their groups. Love for the Fatherland: A way of thinking, behaving, and acting shows loyalty, concern, and high respect for the nation's language, physical, social, cultural, economic, and political environment. Rewarding Achievements: Attitudes and actions that encourage him to produce something useful for society and recognize and respect others' success. Friendly / Communicative: Actions that show enjoyment of talking, socializing, and cooperating with others. Peaceful Love: Attitudes, words, and actions that cause others to feel happy and secure in their presence. Love to Read: The habit of taking time to read various readings that are good for him. Environmental Care: Attitudes and actions that always prevent damage to the surrounding natural environment, and develop efforts to repair logical damage that has occurred. Social Care: Attitudes and actions that still want to assist other people and communities in need. Responsibility: The attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country, and God Almighty.

Performance appraisals measure what teachers do in the classroom and are related to teacher effectiveness later in life (Darling-Hammond, 2010). Teacher performance at the school is the dominant factor in determining student learning motivation and learning quality, meaning that if teachers are involved in learning activities have excellent performance, they will be able to improve the quality of learning, and vice versa (Widyoko & Rinawat, 2012). Teacher performance is the ability of teachers to demonstrate various skills and competencies they have (Depdiknas, 2004). Mangkunegara (2004) states that "Performance (achievement) is the result of work in quality, the quantity achieved by a person in carrying out his duties

by the responsibilities assigned to him." Teacher performance is in the form of teacher work that is reflected in the implementation of his duties.

Based on the Law on Teachers and Lecturers Number 14 of 2005 article 1 paragraph 1 that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education. and secondary education.

Performance is a result of one's efforts achieved by the existence of abilities and actions in certain situations, resulting in performance, this is the result of the relationship between efforts, abilities and perceptions of tasks (Zulfikar, 2019).

Primary school teacher performance is the result of the implementation of teacher duties in educating, teaching, training and directing, guiding and assessing and evaluating their students. With the form of performance indicators related to the main tasks and functions of elementary school teachers. This is also in line with Government Regulation Number 74 of 2008 concerning teachers which states that teachers are professional educators whose duties in Article 52 paragraph (1) cover the main activities in learning, namely planning, implementing, assessing learning outcomes, guiding and training students, as well as carrying out additional tasks attached to the implementation of main tasks.

According to Sudjana (2010), in his book *Assessment of Teaching and Learning Results*, defines learning outcomes are the abilities that students have after receiving their learning experiences. In Sudjana (2010), R. Gagne argues that learning outcomes must be based on observations of behavior, through response

stimuli and conditional learning outcomes and outcomes.

As a sign that someone has carried out the learning process is a change in behavior, for example, it can be in the form of: from not knowing at all to vague and finally knowing, from lack of understanding to understanding, from being unable to become capable and skilled, children from rebellious and naughty children to obedient, from a liar to honest and others. Djamarah (1996) revealed that learning outcomes are results obtained in the form of impressions that result in changes in individuals as a result of learning activities. Graduate Competency Standards (SKL) can be said to be qualifications of graduate abilities which include the attitudes, knowledge and skills possessed by students in accordance with agreed national standards, as stipulated in the Minister of National Education Regulation No. 23 of 2006. Graduate competency standards are used as assessment guidelines in determining the graduation of students from education units, with the aim of laying the foundation of competencies consisting of knowledge, skills and attitudes. If the learning has been designed and implemented using a scientific approach, the assessment must also measure the performance. Reflection efforts are based on planning and implementation in the form of an assessment. Its function is to collect information on student achievement (Nitko, A.J., and Brookhart, S.M., 2011).

## RESEARCH METHODS

This study aims to determine the effect of teacher competence and character values on teacher performance and its implications for children's learning outcomes. Teacher competence consists of pedagogic competence,

professional competence, social competence and personality competence. Character values consist of religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly / communicative, peace-loving, fond of reading, caring for the environment, responsible. Teacher performance consists of teaching, educating, guiding, directing, training, assessing and evaluating. Children's learning outcomes which consist of knowledge, skills and attitudes.

This study uses quantitative methods using verification analysis, the sample used is 93 respondents.

Based on a review of the studies of concepts, theories, and previous research results, the research design is defined as follows:

1. The independent variable (independent variable)

Teacher competence (X1) and character values (X2) are independent variables, namely variables whose circumstances are not influenced by other variables, even these independent variables are causal factors that will affect the related variables.

2. Intervening Variable

In this study, the teacher's performance (Y) is a variable between the interrupter variable between the independent variable and the dependent variable, so that the independent variable does not directly affect the change or creation of the related variable.

3. Related variables (Dependent Variables)

The related variable in this study is the learning outcome (Z), namely the variable whose existence is something that is influenced by the

independent variable based on the research approach used.

This study uses path analysis techniques to determine the direct and indirect effects, and the processing is planned using SPSS. The steps taken in path analysis are as follows:

- 1) Calculating and compiling a correlation coefficient matrix to determine the correlation between variables.
- 2) Calculate the path coefficient
- 3) Calculating the coefficient of determination
- 4) Calculating the path coefficient of the epsilon not studied
- 5) determination analysis, to determine the influence of teacher competency variables and character values on teacher performance variables which have implications for children's learning outcomes

## RESULTS AND DISCUSSION

Table 1. Correlation Coefficient between Variables

		Kompetensi Guru	Nilai-nilai Karakter
Kompetensi Guru	Pearson Correlation	1	.699**
	Sig. (2-tailed)		.000
	N	93	93
Nilai-nilai Karakter	Pearson Correlation	.699**	1
	Sig. (2-tailed)	.000	
	N	93	93

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

The test results show that the correlation between teacher competence and character values is 0.699, while the regression coefficient of teacher competence on teacher performance is 0.445 and the regression coefficient of

character values on teacher performance is 0.418.

Table 2. Correlation Coefficient and Regression among Dependent Variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.701	5.017		.937	.354
	Kompetensi Guru	.507	.153	.445	3.320	.002
	Nilai-nilai Karakter	.563	.181	.418	3.115	.003

a. Dependent Variable: Kinerja Guru

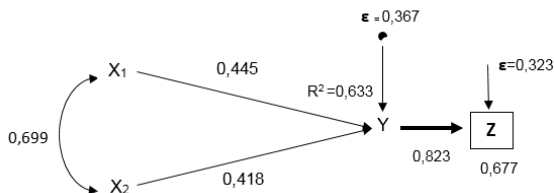


Figure 1. Calculation Results

The researcher then calculated the amount of direct influence and indirect effect of the independent variables on the dependent variable. The calculation is done by:

a. The direct effect is calculated by squaring the path coefficients. Examples of the direct effect of X1 on Y are  $(0,445)^2$  or 19.80%.

b. The indirect effect is calculated by multiplying the path coefficient value with the correlation value for the traversed variable then multiplying the path coefficient.

The effect of X1 through X2 is  $pyx_1$  multiplied by  $rx_{1x_2}$  multiplied by  $pyx_2$  or 0.445 multiplied by 0.699 multiplied by 0.418 = 13.00%

Table 3. Calculation Results of X1 and X2 against Y and their implications for Z.

Variabel	Koefisien Jalur (Y)	Korelasi	Pengaruh langsung	Pengaruh Tidak Langsung	Total	z
Kompetensi Guru (X <sub>1</sub> )	0,445	0,699	19,80%	13,00%	32,8 %	
Nilai-Nilai Karakter (X <sub>2</sub> )	0,418	0,699	17,47%	13,00%	30,47%	
Pengaruh simultan X <sub>1</sub> dan X <sub>2</sub> terhadap Y:					63,3%	
Pengaruh Y ke Z						67,7%

Sumber : Hasil Pengolahan Data

There is a significant effect on teacher competence on teacher performance, amounting to 32.8%. Thus, if teacher competence is more effective, it will improve teacher performance.

There is a significant effect on teacher character values on teacher performance, amounting to 30.47%. Thus, if the teacher's character values are more productive, it will improve teacher performance.

There is a significant simultaneous effect of teacher competence and teacher character values on teacher performance, amounting to 63.3%. Thus, if teacher competence and teacher Character Values are more productive, it will improve teacher performance. There is a significant effect on teacher performance on children's learning outcomes is 67.7%. Thus, if the teacher's performance is more effective, it will improve children's learning outcomes.

## CONCLUSIONS

The results of the study prove that teacher performance can improve Child Learning Outcomes. Also, Competence and Teacher Character Values can affect teacher

performance. The implications of the research results indicate that the existence of competencies by the rules set by the government and character values that are by the Guidelines for the Implementation of Character Education will result in excellent teacher performance, which in turn has an impact on children's learning outcomes.

Based on the results of the study, primary school leaders can recommend steps that are following the competencies that have been regulated by the government and carry out an emphasis on improving the character of students such as being religious, tolerant with friends, having good self-discipline, and being creative and independent.

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