

THE INFLUENCE OF TEACHER COMPETENCY ON STUDENT TALENT INTEREST WITH TEACHER PERFORMANCE AS A MEDIATING VARIABLE

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ABSTRACT

This study aims to examine the influence of teacher competence on student learning achievement with teacher performance as a mediating variable. A quantitative approach was employed using Structural Equation Modeling (SEM) with a sample of 183 high school teachers in Padang City. Based on the results of the study, it was obtained that competence had a positive and significant effect on the performance of high school teachers in Padang City, while competency assessment of student learning achievement had positive and insignificant results on high school student learning achievement in Padang City. The results of the intervening variable test obtained that competency assessment had a positive and significant effect on high school student learning achievement in Padang City through teacher performance, direct competency assessment of student learning achievement if teacher performance had a significant effect on student learning achievement. This study contributes by clarifying the mediating role of teacher performance and providing practical insights for improving educational quality.

Keywords: Interest talent, Teacher competence, Teacher performance, Student achievement

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi guru terhadap prestasi belajar siswa dengan kinerja guru sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode Structural Equation Modeling (SEM) pada 183 guru SMA di Kota Padang. Berdasarkan hasil penelitian diperoleh kompetensi berpengaruh positif dan signifikan terhadap kinerja guru SMA di Kota Padang, sedangkan penilaian kompetensi terhadap prestasi belajar siswa mempunyai hasil positif dan tidak signifikan terhadap prestasi belajar siswa SMA di Kota Padang. Hasil uji variabel *intervening* diperoleh penilaian kompetensi berpengaruh positif dan signifikan terhadap prestasi belajar siswa SMA di Kota Padang melalui kinerja guru, penilaian kompetensi secara langsung terhadap prestasi belajar siswa apabila kinerja guru berpengaruh signifikan terhadap prestasi belajar siswa. Penelitian ini berkontribusi dalam menjelaskan peran mediasi kinerja guru serta memberikan implikasi praktis bagi peningkatan kualitas Pendidikan.

Kata kunci: Minat bakat, Kompetensi guru, Kinerja guru, Prestasi belajar

INTRODUCTION

The world of education must be supported by the quality of competent human resources in order to realize the implementation of good education for all levels of society. The Indonesian government has issued various programs to improve the quality of teachers in

Indonesia. Teachers are expected to have the underlying competencies to support their performance, with the creation of good performance, student learning achievement will also increase. Student learning achievement can be interpreted as the ability of students to learn and remember facts and the ability to communicate their knowledge both verbally and in writing. If students get a good educational foundation, they will easily overcome the challenges of their lives (Saman & Wirawan, 2023). The average national exam score can describe student learning achievement. The phenomenon that occurs is that the average national achievement score has decreased in recent years, for State Senior High Schools majoring in Science in 2023 the average score is 53.87 and in 2024 it has decreased to 52.16, while for Social Studies majors in 2023 with an average score of 48.41 and in 2024 it decreased to 46.41. In 2023, the science major in private high schools obtained an average score of 52.17 and decreased in 2024 to a score of 50.50, while the average score for the social studies major was 47.64 in 2017 and also decreased to 46.09 in 2024. The learning process will not run well without the role of teachers, so it is hoped that teachers will be able to meet the expected competency qualifications in the world of education as learning agents.

According to Rivai (2018) competence is the main factor in determining to produce excellent performance. The competencies expected to be possessed by teachers consist of four components including: 1) pedagogical competence, that teachers must be able to master and understand the character of students and be able to find the potential and learning difficulties of students; 2) professional competence, that teachers must have the ability to implement themselves related to teacher professionalism in terms of the ability to develop responsibility, be able to carry out roles well, achieve educational goals, and carry out learning in the classroom; 3) personality competence, teachers should be able to be role models with a positive attitude that is shown. 4) social competence, something that is no less important is that a teacher should be able to interact both directly and indirectly with students, colleagues, parents of students and the surrounding environment.

This study is a development of previous studies but with different subjects, objects, and indicators. The relationship with previous studies on the influence of teacher competence on teacher performance includes studies conducted by Jannah and Sumitra (2012) and Rahmatullah (2016), the results of these studies found a positive and significant influence of teacher competence on teacher performance. This is different from the results of Untara and Liana (2014) studies which found that teacher competence had no effect on teacher performance. The existence of various different research results refers to the use of teacher performance variables as intervening variables in this study.

The problem found in teacher performance is the low results of teacher competency tests in South Sulawesi, especially Makassar City. In 2015, the results of the Teacher Competency Test (UKG) placed South Sulawesi in 18th place nationally with an average score of 52.55 out of 34 provinces in Indonesia (Syamsuri et al., 2020). Based on the description of the data described, it shows that student learning achievement is still low, so the role of competent teachers is needed to support the expected goals. If teacher performance is good, then this can help student learning outcomes. Based on this phenomenon, expert statements, previous research results and previous descriptions, it can be concluded that the purpose of this study is to analyze the influence of teacher competence on teacher performance and student learning achievement in Pesisir Selatan Regency.

LITERATURE REVIEW

Teacher Competence According to (Kusen et al., 2019) that teacher competence is a complete knowledge, skills to act intelligently and responsibly to hold a position as a profession. Meanwhile, teacher competence according to (Fakhrudin et al., 2023) is the result of a combination of many types of abilities, which can be a set of knowledge, skills and

behaviors that must be possessed, experienced and mastered by teachers in carrying out their professional duties. Furthermore (Rurung et al., 2019) explain that teacher competence is the ability possessed by teachers to carry out various obligations with full feasibility and responsibility. Based on Law No. 14 of 2005 concerning teachers and lecturers, there are four competencies that must be possessed. mastered by a teacher, namely personality competence, social competence, pedagogical competence, and professional competence (Ledford & Gast, 2023).

In detail Mulyasa (2019) explains the competencies of a teacher, namely: 1) personality competency, this competency is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, becoming a role model for students; 2) pedagogical competency, this competency that must be mastered by teachers includes the teacher's understanding of students, the design and implementation of learning, evaluation of learning outcomes and student development to actualize their potential; 3) professional competency, professional competency is a broad and in-depth mastery of learning materials that must be mastered by teachers, including mastery of school curriculum material and scientific substance that covers the material as well as mastery of scientific structures and methodologies; 4) social competency, social competency is the ability that teachers must have to communicate and interact effectively with students, fellow educators, education personnel, parents/guardians of students and the surrounding community.

As a teacher, competence is needed from educators, a quality learning process in schools shows that teachers are capable and have high competence and quality (Rahmatullah, 2016). Competence is an umbrella, because it has covered several other competencies, while mastery of teaching materials broadly and deeply is more appropriately called mastery of teaching material sources or other terms are often called fields of expertise. The overall competence of teachers in practice is a complete unity. The division into four parts (pedagogical, personality, social, and professional competence) is solely to make it easier to understand.

Teacher Performance Rivai (2018) put forward several definitions of performance, namely: 1) performance is a set of results achieved and refers to the act of achieving and implementing a requested job; 2) performance is one of the total collections of work that exists in the worker; 3) performance refers to the achievement of work goals or tasks given; 4) performance refers to the level of success in carrying out tasks and the ability to achieve predetermined goals; 5) performance as the quality and quantity and achievement of tasks carried out by individuals, groups, or organizations. Meanwhile (Nursam, 2017) performance is the willingness of a person or group of people to carry out an activity and perfect it according to their responsibilities with the expected results.

Based on several explanations about the definition of performance, it can be concluded that teacher performance is the work result achieved in carrying out the task of being a teacher by directing all potential and abilities according to the established work standards. To measure teacher performance, the indicators used according to (Supardi, 2014) suggest indicators related to teacher performance variables include: 1) work quality. Indicators of teacher work quality consist of mastering learning materials, managing the teaching and learning process, managing the class; 2) speed, accuracy of work. Indicators of teacher work speed/accuracy are related to the use of media or learning resources, mastering educational foundations, planning learning programs; 3) Initiative in work. Indicators of teacher work initiative consist of leading the class, managing teaching and learning interactions, assessing student learning outcomes; 4) work ability. Indicators of teacher work ability include the use of various methods in learning, understanding and implementing the functions and services of guidance and counseling; 5) communication. Communication indicators in this case can understand and organize school administration, understand and interpret research results to improve the quality of learning.

Interest Talent for Student Learning Achievement According to (Winkle, 2007) stated that learning achievement is evidence of success that has been achieved by someone. Learning achievement is the maximum result achieved by someone after carrying out learning efforts. Learning achievement in the field of education is the result of measuring students consisting of cognitive, affective and psychomotor factors after going through the learning process. So, learning achievement is the result of measuring the assessment of learning efforts expressed in the form of symbols, letters or sentences that describe the results that have been achieved by each child in a certain period. Learning achievement tests are essentially to find out information that can be used as a basis for decision making. Learning achievement tests are in the form of tests that are arranged in a planned manner to reveal students' maximum performance in mastering the materials or materials that have been taught (Daniel et al., 2022).

In formal education activities, learning achievement tests can be given in the form of daily tests, formative tests, summative tests, ebtanas or college entrance exams. Learning achievement tests when viewed from their purpose are to reveal a person's success in learning (Attia & Edge, 2022). From the opinions of these experts, it can be concluded that learning achievement is a change in behavior that includes three aspects (cognitive, affective and psychomotor) such as mastery, use and assessment of various knowledge and skills as a result or outcome of the learning process with the factors that influence it and are expressed in the form of grades given by the teacher. There are many types of factors that influence learning achievement, but they can be classified into two factors, namely internal and external. Internal factors are factors that exist within the individual who is learning, these factors consist of physical factors (health and physical disabilities), psychological factors (intelligence, attention, interest, talent, motives, maturity and readiness) and fatigue factors.

While external factors are factors from outside the individual, this can be influenced by several things including family factors, namely how parents educate, relationships between family members, home atmosphere, family economic conditions, parental understanding, and cultural background. School factors are also external sources related to teacher teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, teaching tools, school hours, learning standards above the size, building conditions, learning methods and homework. The last external source is due to community factors (student activities in society, mass media, friends, and forms of community life). The types of student achievement according to Syah (2006) are the first cognitive domain, consisting of observation, memory, understanding, application, analysis (careful examination and selection) and synthesis (making new and complete guidelines). The second is about the affective domain consisting of acceptance, welcome, appreciation, welcome, internalization and characteristics. Finally, the third is the psychomotor domain consisting of movement skills, acting, verbal and nonverbal expression skills.

METHOD

The location of this research was conducted in public and private high schools in Padang City within the scope of the West Sumatra Provincial Education and Culture Office. Quite representative and easier to obtain data and information to support the research are the reasons for choosing the research location. This study uses qualitative and quantitative data types and data sources, namely primary and secondary, while the data collection techniques used are questionnaires, interviews and documentation. The population in this study were all teachers from five public and five private high schools who have civil servant (PNS) status within the scope of the Padang City Education and Culture Office with a total of 336 people. Determination of the sample using probability random sampling technique, based on the Slovin formula, the number of samples in this study was 183 respondents. The analysis method used in this study was descriptive analysis and inferential statistical analysis (King & Mackey,

2024). The first analysis conducted in this study is descriptive analysis, in descriptive analysis each variable is categorized into five categories of measurement results, namely: low, less, quite high, high and very high. or very good, good, quite good, less good and not good. Inferential statistical analysis is used to draw conclusions from small sample data to represent the population in general conclusions and this inferential statistical method uses the Structural Equation Model (SEM) (Fletcher, 2016). This study essentially wants to get the best model to explain the influence of teacher competence on teacher performance and high school student learning achievement in Padang City.

RESULTS AND DISCUSSION

Teacher Competence Based on the questionnaire data that has been distributed, the results of respondents' answers from the teacher competency variable were obtained for the pedagogical competency indicator, 66 respondents answered very well, 101 respondents answered good and 16 respondents answered quite well, with a total score of 782. The results of the personality competency indicator were 95 respondents answered very well, 77 respondents with good answers and 11 respondents with fairly good answers, so that the total score obtained was 816. In social competence, there were 85 people who answered very well, for good respondents, 85 people answered and the remaining 13 people answered quite well, with a total score of 804. The last indicator is professional competence, as many as 74 respondents answered very well, 93 respondents with good answers, 15 people answered quite well and the remaining 1 person answered not very well, the total score obtained was 789. Based on the results of the frequency score and percentage of respondents' responses for teacher competency, it can be seen that the personality competency indicator has the highest average score, namely 4.45, in general respondents gave very good answers. This shows that in general, high school teachers in Padang City have very good personality competencies which appear as honest individuals, have noble morals and are role models for the community and students (Nayak & Singh, 2015).

The social competence indicator shows that most respondents gave good statements with an average score of 4.39. This can be interpreted that in general high school teachers in Padang City are able to establish harmonious relationships with fellow teachers and other parties involved in the teaching and learning process. The lowest indicator is pedagogical competence with an average score of 4.27. This means that respondents gave good statements. Although included in the good category, this indicator provides the smallest contribution to the formation of variables, meaning that high school teachers in Padang City still need to improve good pedagogical competence, namely by mastering the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects. Referring to the review Dźwigoł and Barosz (2022) that teachers are expected to have pedagogical competence and to become a teacher who has good pedagogical competence must be obtained through education that meets the qualification standards of a teacher. The qualification standards in question are related to the teacher's ability to master the character of students.

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The qualification standards in question are related to the teacher's ability to master the character of the students. Teacher Performance The results of the study for the teacher performance variable obtained results on the work quality indicator, 44 respondents answered very well, 107 with good answers, 29 people answered quite well and there were also 3 respondents with less good answers, so that the total score obtained was 741. The speed/accuracy of work indicator obtained results, 89 respondents answered very well, 81 people answered good, 12 people answered quite well, 1 respondent answered less well and the total score obtained was 807. On the initiative indicator in work, 86 respondents answered very well, 93 people answered good and 4 people with quite good answers, while the total score obtained for this indicator was (Ngozwana, 2018).

The work ability indicator 80 people answered very good, 93 people answered good, 9 people answered quite good and the rest there was 1 person answered not good, the total score obtained was 801. For the communication indicator, 77 respondents answered very good, 98 respondents answered good, 9 people answered quite good and 1 person with a bad answer, the total score obtained was 800. Based on the results of the frequency score and percentage of respondents' responses regarding teacher performance, it can be seen that the initiative indicator in work has the highest average score of 4.45 indicating that most respondents gave very good answers. This can be interpreted that most high school teachers in Padang City have the initiative in working such as making learning plans before teaching. (Wardana, 2013) State that teachers who are enthusiastic about carrying out work, have an optimistic attitude, are confident, and have a planned work program are influenced by the motivation factor of initiative in working, with high work initiative will be able to improve teacher performance.

The lowest indicator is the quality of work with an average score of 4.05, which can be interpreted that high school teachers in Padang City have improved the quality of learning by utilizing all existing school facilities in order to achieve good performance. Jannah and Sumitra (2012) explains that the capacity of facilities provided by schools as educational institutions is an important thing in achieving teacher performance and this will be reflected in the quality of the teachers. Student Learning Achievement Based on the distribution of questionnaires to respondents for the variable of student learning achievement, the results for the understanding indicator were 28 people answered very well, 112 respondents answered good, while 41 respondents answered quite good and the remaining 2 people answered less well, while the total score obtained was 715. On the memory indicator, there were 36 respondents answered very well, 109 people answered good, 38 people answered quite good, with a total score of 694 (Marpaung, 2021).

The response indicator obtained the results of the respondents' answers as many as 66 people answered very good, 92 people answered good, 23 people answered quite good and the remaining 2 people answered less well, the total score obtained was 771. For the verbal and nonverbal expression skills indicator based on the results of the questionnaire distribution, 37 respondents gave very good answers, 109 respondents answered good, 35 respondents gave quite good answers and 2 people answered less well, so that the total score obtained was 730. The indicator with the highest value contribution was the response, the value obtained was 4.21, because in general respondents gave good answers. This data can be interpreted that in general, high school students in Makassar City have a good response to the teaching and learning process, this can be seen from their ability to participate or be actively involved in a series of teaching and learning processes.

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Hypothesis 1. Competence Has a Positive and Significant Influence on the Performance of High School Teachers in Padang City Testing the competency hypothesis has a positive and significant influence on the performance of high school teachers in Makassar City with a P-Value of $0.000 < 0.050$, this value indicates that competencies in the form of pedagogical competence, personality competence, social competence, and professional competence have an influence on teacher performance and support in improving the performance of high school teachers in Padang City.

Hypothesis 2. Competence Has a Positive and Insignificant Influence on the Learning Achievement of High School Students in Padang City Testing the competency hypothesis has a significant influence on the performance of high school teachers in Padang City with a P-Value of $0.227 > 0.050$, this value indicates that competencies in the form of pedagogical competence, personality competence, social competence, and professional competence have an influence on the learning achievement of high school students but do not support in improving the learning achievement of high school students in Makassar City.

Hypothesis 3. Competence has a positive and significant influence on the learning achievement of high school students in Padang City through teacher performance. The results of the evaluation of the influence of competence on high school student learning achievement involving the mediating variable teacher performance can be shown in Figure 1.

The results of data processing in Figure 1 show that the coefficient values for paths (a) and (c) are significant, while path (b) is not significant, so the teacher performance variable in the research model is said to be a complete mediation variable. This means that the direct influence of competence has no real effect on student learning achievement, while teacher performance is significant on student learning achievement. So it can be concluded that high competence can improve student learning achievement when supported by high teacher performance. The Effect of Competency on Teacher Performance. The results obtained show that competence has a positive and significant influence on teacher performance. This means that pedagogical competence, personality competence, social competence and professional competence have an influence on teacher performance and support improving the performance of high school teachers in Padang City.

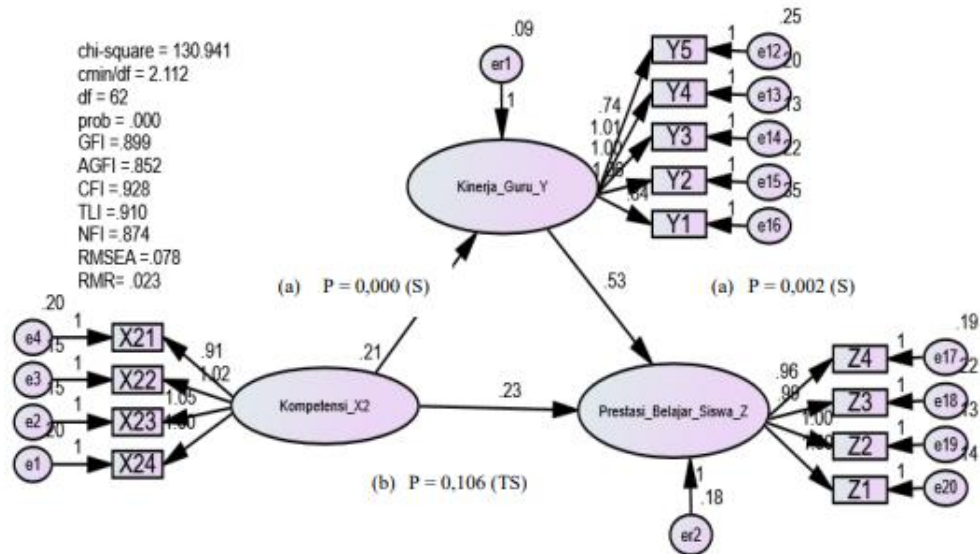


Figure 1. Mediation Variable Test Path Diagram

Based on previous research results that the performance produced by teachers is influenced by the competencies they have (Jatiputri et al., 2022). Professional teachers can be measured by their ability to master their competencies. The role of teachers is very important in schools so that teachers are expected to have competence as a driver to produce performance as educators. Good competence will increase good work results. The findings of this research are in line with the results of research conducted by Rahmatullah (2016) which found that there was a positive and significant relationship between competence and teacher performance, also the same thing in research conducted by Jannah and Sumitra (2012) found that teacher competence had a significant effect on teacher performance. However, this research is different from that conducted by Untara and Liana (2014) who found that competence had no effect on teacher performance.

The Effect of Competency on Student Learning Achievement Based on hypothesis testing and the total influence value, both direct influence and indirect influence, between variables, the results obtained show that competency has a positive and insignificant effect on the learning achievement of high school students in Padang City. This shows that competencies in the form of pedagogical competence, personality competence, social competence and professional competence have an influence on the learning achievement of high school students, but do not support increasing the learning achievement of high school students in the city of Padang. Hypothesis testing was found to be insignificant, meaning that the sample data collected failed to prove the relationship between competency and student learning achievement. The results of this research can be linked to research (Mizyed & Eccles, 2023) that to become a professional teacher does not only fulfill one competency but four competencies, namely pedagogical, personality, social and professional. Professional teachers are not only able to provide lessons in class but are able to educate and foster good attitudes in their students. In contrast to Rosdiana (2013) research, it was found that teacher competence has an influence on learning outcomes, meaning that the higher the level of teacher competence, the higher the student learning outcomes.

Based on the results of interviews with several teachers who were respondents, they explained several problems encountered in the teaching and learning process. Problems include the characteristics of students faced when carrying out learning, including: 1) teachers are still unable to master the characteristics of students from the moral-emotional aspect. For example, there are problems during the learning process, there are students who sleep, daydream, there

are also those who suddenly become angry for no reason, causing trouble with their classmates. They do this consciously and know it is wrong. After observing students who have this character, because of problems in the family and problems with friends or the surrounding environment; 2) the problem of teachers who still lack control over the social and cultural aspects of students, this is because students are born and grow up from different environments, students in general will show attitudes and habits acquired from their social environment; 3) teachers still do not understand the physical aspects that are unique to each student (Leathers & Raines, 2022).

Students are born with their own physical and unique characteristics, such as differences in height, limited visibility and hearing, which are problems for students in the learning process; 4) teachers still experience problems in mastering the characteristics of students from the intellectual aspect, for example, students who are smart generally show a quiet, passive attitude in class and students who have less intellectual abilities will tend to be active in class, babble, and not do the teacher's work. Students who have low intellectual abilities tend to lack understanding of the material so that at the evaluation stage incomplete conditions appear for some students; 5) teachers still do not understand the characteristics of students from a moral aspect. For example, when teachers explain learning material, sometimes students don't respect the teacher and seem indifferent to learning. This condition is influenced by the learning methods of the Melenia era generation who are already technologically literate so that they feel capable of searching for information from the internet.

The Influence of Competency on Student Learning Achievement through Teacher Performance. The teacher performance variable in the research model is said to be a complete mediation variable. Based on the results of the mediation test, it is known that there is an influence of competence on student learning achievement through teacher performance. The results obtained are that the direct influence of competence has no real effect on student learning achievement, while teacher performance is significant on student learning achievement. It can be concluded that good teacher competence will increase student learning achievement when this is supported by good teacher performance. Teachers who lack competence will hinder the achievement of the expected goals. Having competence that follows the needs of the latest developments will help students achieve the expected achievements (Jatiputri et al., 2022). Teachers are expected to have competencies aimed at supporting the quality of their work and will ultimately produce good student learning achievements.

Therefore, efforts are needed for a teacher in his professional development in the sense of increasing his competence which will then be able to continuously improve the learning process and ultimately contribute to improving a student's learning achievement. In research (Hamid et al., 2012) it is also explained that teacher performance is a determining factor in realizing student learning achievement, if the teacher's performance increases it will result in student learning achievement also increasing and vice versa. Teacher performance is influenced by several factors including the ability to formulate lesson objectives, compose teaching materials, explanation skills and various sequences in the teaching and learning process and this is included in the meaning of teacher competence.

CONCLUSION AND RECOMMENDATION

The conclusion from the research results is that competence has a positive and significant effect on the performance of high school teachers in Padang City. This shows that competence in the form of pedagogical, personality, social and professional competence has an influence on teacher performance and supports improving the performance of high school teachers in Padang City. Meanwhile, competency testing on student learning achievement has positive and insignificant results on high school student learning achievement in the city of Padang. This means that competency has an influence and is the main variable for increasing

interest in student achievement talent in the city of Padang. in the form of pedagogical, personality, social and professional competencies are able to have an influence on student learning achievement but do not support increasing the learning achievement of high school students in Padang City.

The results of testing the intervening variable showed that competence had a positive and significant effect on the learning achievement of high school students in Padang City through teacher performance, meaning that the direct influence of competence had no real effect on student learning achievement, while teacher performance was significant on student learning achievement. The results of this research can be concluded that good competency will support student learning achievement, but it must be supported by good teacher performance as well. It is hoped that teachers will be able to be responsible for the profession they have received, not just carry out their duties without paying attention to the results. The role of students is also needed in supporting teaching and learning activities, if there is good cooperation between teachers and students, then learning results will be satisfactory.

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