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Article

Does teacher competence and commitment improve teacher's professionalism

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MANAGEMENT | RESEARCH ARTICLE

Does teacher competence and commitment improve teacher's professionalism

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Abstract: This study aims to examine and analyze the role of teacher competence and commitment in supporting teacher performance. The study was conducted on professional teachers in Madrasah schools in all regencies/cities in Bali which total of 906 teachers. The number of samples was determined based on the Slovin formula at an error rate of 5%, obtained 277 teachers distributed proportionally in 9 districts/cities. Data collection is done by direct interview based on a questionnaire that has been prepared. The collected data is then processed by the SmartPLS 3.0 program. The results showed that teacher competence and commitment was significantly positive effect on the performance of professional teachers. The teacher's commitment acts as a mediator of teacher competence and professional teacher performance. These results provide information on how to increase teacher performance. It is necessary to support the improvement of the competence and commitment of teachers.

Subjects: Business; Management; Strategic Management; Critical Management Studies

Keywords: teacher competence; teacher commitment; teacher performance

1. Introduction

Madrasah has a great and noble responsibility in forming characters with good moral values. Madrasah also has an important role in improving the quality of human resources. Therefore, teachers who teach in Madrasah must have professionalism in terms of educating, teaching, guiding, directing, training, assessing, and evaluating students. Professional teachers must have high competence and commitment in terms of carrying out the tasks of the teacher (Uno, 2007). Professional teachers should hold subjects that are in accordance with their educator certificates.



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PUBLIC INTEREST STATEMENT

Teachers who have competency certificates should be able to subjects in accordance with their competencies, so they can perform well. However, in some schools, there are still teachers who teach not in accordance with their competency certificates. This can have an impact on the low quality of learning, where teachers do not make learning plans, learning implementation, and learning evaluation properly. This reflects the low performance of teachers.

Table 1. Data of professional certified teachers teaching not in accordance with educator certificates

No	Level of Education Education	Competency Conformity		Number of Certified Professional Teachers
		Compatible	Not compatible	
1	Madrasah Aliyah (equivalent high school level)	75	76	151
2	Madrasah Tsanawiyah (equivalent to junior high school)	118	124	242
3	Madrasah Ibtidayah (elementary school equivalent)	304	130	434
4	Raulotul Athfal (the equivalent of a kindergarten)	65	14	79
Jumlah		562	344	906

Source: Department of Islamic Education Ministry of Religion of Bali Province in 2017

However, based on available data, there are still teachers who teach subjects not in accordance with their teacher certificates, as shown in Table 1.

The mismatch between competencies possessed and subjects taught makes professional teachers perform poorly. This can have an impact on the low quality of graduates produced by these institutions. This means that low competence can have an impact on the poor performance of the hunt. This statement is in line with the results of research conducted by Sarmawa et al. (2015), Sarwani (2016), and Heriyanto et al. (2018).

Besides competency mismatch, teacher work commitment is also another factor that influences the performance of professional teachers. Lack of professional teacher commitment in carrying out tasks, such as arriving late to school, being indifferent to students results in a poor quality of students. Low levels of professional teacher commitment can interfere with teaching and learning activities in madrasahs. A number of research results have proven that commitment can affect work performance (Arjunan & Balamuragan, 2013; Carmeli & Freund, 2004; Isa et al., 2016; Oyeniyi et al., 2017; Estiningtyas & Darmanto, 2018; Metin & Asli, 2018; Yamali, 2018; Joo & Bennett III, 2018; dan Suryaman, 2018). However, a number of studies found different results in the relationship of commitment to performance. However, the research conducted by Hidayah and Tobing (2018), Sarmawa et al. (2015), and Raveendran and Gamage (2019) found that commitment had no significant effect on performance. The inconsistency of the results of these studies is interesting for further research, to ascertain whether increasing teacher competency and commitment is able to significantly improve the teacher's performance.

2. Review of previous research and research hypothesis

2.1. Teacher performance

Performance according to Dizgah et al. (2012) is a series of attitudes that are shown by someone related to their work, or in other words performance is a number of efficiencies that are obtained because of one's type of work (training, producing or serving). Prihantoro et al. (2019) that teacher performance is a sense of responsibility in carrying out the tasks or mandates of the profession he is carrying and a sense of moral responsibility on his shoulders. All of that will be seen in obedience and loyalty in carrying out their teaching assignments in class and in their educational assignments outside the classroom. Mahgoub and Elyas (2014) provides a limitation that teacher performance is a condition that shows the ability of a teacher in carrying out their duties at school and illustrates the existence of an act displayed by teachers in or during learning activities. Mangkunegara and Agustine (2016), the teacher's performance is a task faced by a teacher including creating teaching programs, choosing the appropriate methods and media for delivery, evaluating, and following up with enrichment and remedial.

The performance of a teacher can be measured by completing the main tasks of the teacher that is making learning plans, implementing learning, and evaluating/evaluating learning outcomes (Suryosubroto, 2002; Uno, 2007; Yustina et al. (2018). Ufartiene (2014) Planning is described as one of the organizations' management functions and actually the core function of organization management. Planning precedes implementation, considering that planning is a process of determining where to go and identifying the requirements required in the most efficient and effective way. "Meanwhile; Usman (2004) states, that planning is essentially a process decision making on a number of alternatives (choices) regarding the objectives and ways to be implemented in the future in order to achieve the desired goals and monitoring and assessment of the results of their implementation carried out systematically and continuously.

Learning Implementation is a teaching and learning activity from the point of view of student activities in the form of student learning experiences (PBS), namely student activities planned by the teacher to be experienced by students during teaching and learning activities ". While "Understanding teaching is an activity of teaching and learning in terms of the teacher's teaching process is the teacher (teaching process).

Evaluation of learning according to Obaob and Moneva (2014) is a systematic process for determining or making decisions to what extent teaching objectives have been achieved by students.

2.2. Teacher competence

According to Spencer and Spencer (1993), competence is seen as a basic characteristic of a person consisting of knowledge, skills, and attitudes related to the work occupied. A similar understanding was also stated by Noel et al. (2017), Wibowo (2007), and Kolibacova (2014). One's competence is very much related to success in doing work activities (Boulter et al., 2003; Gilley et al., 2009). Professional teacher competencies according to McIntyre and Cooper (1996) namely teachers who have knowledge about learning and human behavior; has knowledge about the field of study being taught; have the right attitude about oneself, school, peers, and the field of study fostered; have good skills in teaching techniques. Referring to the Law of the Republic of Indonesia Number 20 of 2003, teacher competency standards include management of learning, development of potential, academic mastery, and personality attitudes. Whereas Law of the Republic of Indonesia Number 14 of 2005, teacher competencies include: personality competencies, pedagogical competencies, professional competencies, and social competencies. Teachers who teach according to their competencies will be better than teachers who teach differently from their professional competencies. A number of research results have proven the influence of competence on the performance of Setyaningtyas et al. (2013), Lotunani et al. (2014), Renyut et al. (2017), Mukhtar (2018), Mahmood et al. (2018), Poro et al. (2019), Keerthy and Biyu (2018), Suriadi et al. (2018), Suhardi and Sari (2018), Zhang et al. (2018), Idrus (2018), Rabo (2018), and Martini et al. (2018). Based on this study, the following research hypotheses are presented:

Hypothesis 1: Teacher competence has a significant positive effect on teacher performance

According to Noe (in Hsiao & Lin, 2018); Goffin and Woycheshin (2006), competence is one's ability to do work based on knowledge, skills and work attitudes, and personality. Vindyani & Desiana's research results (Vindyani & Desiana, 2018) found that knowledge as one dimension of competence had a significant positive effect on work commitment. Someone who has competence in a type of work tends not to leave the work he does. This opinion is in line with the results of the study conducted by Setyaningtyas et al. (2013), Katawneh and Osman (2014), Kuhuparuw and Ferdinandus (2014), Lotunani et al. (2014), Suriadi et al. (2018), Zhang et al. (2018), and Martini et al. (2018).

Hypothesis 2: Teacher competence has a significant positive effect on teacher commitment

2.3. Teacher commitment

Commitment is one of the attitudes that reflect feelings of like or dislike for the organization at work (Robbins & Judge, 2013). Prioritizing the interests of the organization rather than personal interests is a sign of one's commitment (Suharto et al., 2019). According to Mowday et al. (1982) defines organizational commitment as the relative strength of individual identification and involvement in specific organizations, including trust, support for organizational goals and values, and a strong desire to use genuine efforts in the interests of the organization, and a strong will to maintain membership in the organization. Luthans (1995) defines organizational commitment as an attitude that shows employee loyalty and is an ongoing process of an organization member expressing their attention to the success and goodness of the organization. Kurniadi et al. (2017) explain that teacher commitment is an internal interpretation of a teacher about how they absorb and interpret their work experience. Harinoto and Bogetriatmanto (2018) state that someone with high work commitment will have a better work result

There are three components of organizational commitment, namely affective commitment, continuing commitment, and normative commitment (Allen et al., 1993). Affective commitment is the desire to work for a company because it agrees with the organization's goals and there is a desire to carry it out. Related components include emotional, identification, and employee involvement in an organization. Continuance commitment is the desire to keep working for the company because they do not want to lose something related to their work. The related component is the employee's perception of the loss that will be faced if leaving the organization. Normative Affective commitment is the desire to work for a company because of pressure from other parties. The related component is in the form of employee feelings about obligations that must be given to the organization.

Strong organizational commitment can improve work performance (Suharto et al., 2019). Teachers who have high organizational commitment will devote most of their time and energy to making the preparation, implementation, and evaluation of student progress (Altun, 2017). A number of studies have found that organizational commitment has a significant positive effect on performance (Bandula & Jayatilake, 2016; Gunawan et al., 2017; Hidayah & Tobing, 2018; Lotunani et al., 2014; Metin & Asli, 2018; Paramita et al., 2018; Renyut et al., 2017; Setyaningtyas et al., 2013). Based on the description, the research hypothesis is proposed, namely:

Hypothesis 3: Teacher commitment has a significant positive effect on teacher performance

Based on theoretical studies and the results of previous studies, where competence has a significant effect on organizational commitment, on the other hand, organizational commitment has a significant effect on work performance, so in line with the concept of Baron and Kenny (1986) organizational commitment can act as a mediator of the relationship of competence with work performance. Referring to these thoughts, the following research hypotheses are built:

Hypothesis 4: Organizational commitment significantly acts as a mediator in the relationship between competence and the performance of professional teachers.

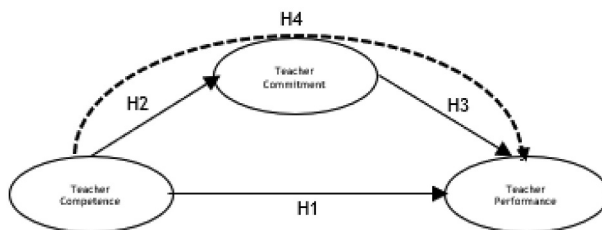
3. Research conceptual framework

Based on a theoretical study and supported by the results of previous research, where competence is able to increase teacher commitment and performance. Teacher commitment is also able to improve teacher performance, so it can be built based on research concepts such as agreement in Figure 1.

4. Research method

This research was designed with a quantitative approach, by linking competency variables (independent variables), work commitment (mediating variables), and work performance (dependent variables). The study population was madrasah teachers in Bali Province who already had

Figure 1. Research conceptual framework.



competency certificates totaling 906 teachers spread across 9 districts/cities. The number of samples is determined based on the Slovin formula with an error rate of 5%, as shown below:

$$n = N/1 + (N \cdot e^2)$$

$$n = 906/1 + (906 \times 0.05^2)$$

$$n = 906/1 + (2.265)$$

$$n = 277,4885 \text{ (rounded off 277)}$$

Calculation results based on the Slovin formula obtained a total sample of 277 teachers. Determination of the number of samples in each Regency/City is carried out proportionally. The distribution of population and research samples in each district of the city in Bali is shown in Table 2.

Data collection is done through direct interviews with respondents based on a prepared questionnaire. The collected data is then tabulated and processed using the SmartPLS 3.0 program. Stages Data processing is carried out through three stages, namely the evaluation stage of the measurement model (measurement model evaluation), the structural model evaluation stage (structural model evaluation), and the hypothesis testing stage. The structural model evaluation phase consists of evaluating validity and reliability through convergent validity and discriminant validity. The structural model stage consists of the accuracy of the model through R-Square (R^2), Q-Square Predictive Relevance (Q^2), Goodness of Fit (GoF), and the significance of the Path coefficient.

5. Result and discussion

5.1. Validity and reliability

The results of testing the validity and reliability of research data are shown through two criteria, namely convergent validity, and discriminant validity. Converging validity testing can be seen

Table 2. Distribution of population and study samples

No	Districts	Total (Person)		Sampel
		Population	Proportion	
1	Klungkung	25	$25/906 \times 277 = 7.643$	8
2	Karangasem	86	$86/906 \times 277 = 26.293$	26
3	Jembrana	284	$284/906 \times 277 = 86.830$	87
4	Gianyar	13	$13/906 \times 277 = 3.974$	4
5	Denpasar	128	$128/906 \times 277 = 39.134$	39
6	Buleleng	295	$295/906 \times 277 = 90.193$	90
7	Badung	34	$34/906 \times 277 = 10.395$	10
8	Bangli	1	$1/906 \times 277 = 0.305$	1
9	Tabanan	39	$39/906 \times 277 = 11.923$	12
	Total (Person)	906		277

Source: Data processed, 2019

through the outer loading value. The indicator can be said to be valid if it has an outer loading value > 0.50 and is significant. Based on the results of data processing with the SmartPLS program, the outer loading value is obtained as shown in Table 3.

Table 3 shows that the value of the outer loading indicator for each variable is greater than 0.50 so that it can be said to be valid.

Evaluation of validity based on discriminant validity is shown through the root value of Average Variance Extracted (AVE) which is greater than the correlation value between variables. The recommended AVE value is > 0.50. The results of the discriminant validity assessment are shown in Table 4.

The reliability assessment of the research variables is based on Cronbach's Alpha and Composite Reliability. Research variables can be said to be reliable if the value of Cronbach's Alpha and Composite Reliability > 0.70. The results of the evaluation of the reliability of the research variables are shown in Table 5.

The reliability test results which are based on Cronbach's Alpha and Composite Reliability as in Table 5, show that all Cronbach's Alpha and Composite Reliability values are greater than 0.70 so that they can be declared reliable. In connection with all the research data declared valid and reliable, it can be continued in the next process, namely the accuracy of the model and hypothesis testing.

Table 3. Outer loading coefficient

Code	Variables	Code	Indicators	Outer Loading Coefficient	p-value	Information
X	Teacher Competence	X1	Pedagogical Competence	0,860	0,000	valid
		X2	Professional Competence	0,859	0,000	valid
		X3	Personality Competence	0,860	0,000	valid
		X4	Social Competence	0,880	0,000	valid
Y1	Teacher Commitment	Y1.1	Affective Commitment	0,940	0,000	valid
		Y1.2	Normative Commitment	0,943	0,000	valid
		Y1.3	Continuance Commitment	0,865	0,000	valid
Y2	Teacher Performance	Y2.1	Learning Planning	0,756	0,000	valid
		Y2.2	Implementation of Learning	0,674	0,000	valid
		Y2.3	Learning Evaluation	0,865	0,000	valid

Source: Data processed, 2019

Table 4. Discriminant validity

Code	Variables	AVE	X/Teacher Competence	Y1/Teacher Commitment	Y2/Teacher Performance
X	Teacher Competence	0,748	0,865		
Y1	Teacher Commitment	0,904	0,865	0,917	
Y2	Teacher Performance	0,770	0,801	0,657	0,877

Source: Data processed, 2019.

Table 5. Cronbach’s alpha and composite reliability

Code	Variables	Cronbach’s	Composite Reliability	Information
X	Teacher Competence	0,888	0,940	Reliable
Y1	Teacher Commitment	0,904	0,922	Reliable
Y2	Teacher Performance	0,760	0,811	Reliable

Source: Data processed, 2019.

Table 6. R-square (R²) coefficient

Code	Dependent Variables	R-Square (R ²)	Fit Level
Y1	Teacher Commitment	0,470	large
Y2	Teacher Performance	0,664	large

Source: Data processed, 2019.

5.2. Evaluation fit model

Testing the accuracy of the research model as a research conceptual framework carried out through R-Square (R²), Q-Square Predictive Relevance (Q²), and Goodness of Fit (GoF). Model accuracy criteria based on R² according to Cohen (1988), namely: 0.02 (small), 0.13 (medium), and 0.26 (large). Model accuracy criteria based on Q² are 0.02 (small), 0.15 (medium), and 0.35 (large). While the accuracy criteria of the model based on GoF according to Akter et al. (2011), namely: 0.10 (small), 0.25 (medium), and 0.36 (large). The accuracy of the research model based on the R² coefficient is shown in Table 6.

Testing the accuracy of the model through Q-Square Predictive Relevance (Q²) can be calculated through the formulation $Q^2 = 1 - (1 - R^2_1)(1 - R^2_2)$. Q² calculation results based on the formulation are as follows:

$$Q^2 = 1 - (1 - R^2_1)(1 - R^2_2)$$

$$Q^2 = 1 - (1 - 0,470)(1 - 0,664)$$

$$Q^2 = 1 - (0,530)(0,336)$$

$$Q^2 = 1 - (0,1781)$$

$$Q^2 = 0,8219 \text{ (large)}$$

Testing the accuracy of the model through Goodness of Fit (GoF) is calculated through the average value of R² (Table 6) and AVE average (Table 4), with the following formulation:

$$GoF = \sqrt{\{(0,470 + 0,664)/2\} \times \{(0,748 + 0,904 + 0,760)/3\}}$$

$$GoF = \sqrt{0,567 \times 0,804}$$

$$GoF = \sqrt{0,455,868}$$

$$GoF = 0,6752 \text{ (large)}$$

The results of the evaluation of the research model seen through the values of R², Q², and GoF show that the research model built has a strong degree of accuracy, therefore it can be continued to the next process, namely testing the research hypothesis.

5.3. Hypothesis testing

The research hypothesis testing is based on the results of data processing with the SmartPLS program, shown in Figure 2 and Table 7.

Based on Figure 2 and Table 7, teacher competence which is proxied through pedagogical competence, professional competence, personality competence, and social competence shows a significant

Figure 2. Results of research data analysis.

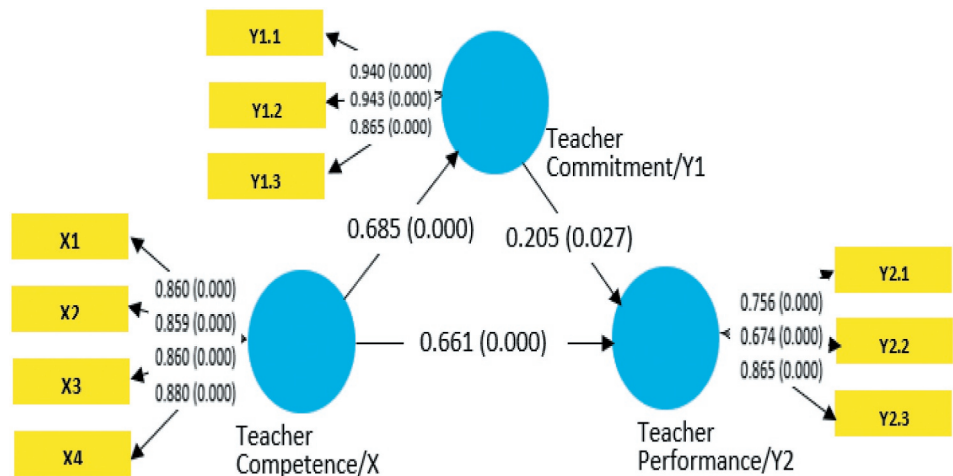


Table 7. Path coefficient direct influence and indirect influence

Relations between Variables			Path Coefficient	p-value	Information
Independent	Mediation	Dependent			
X/Teacher Competence		Y2/Teacher Performance	0.685	0.000	Hypothesis 1 Accepted
X/Teacher Competence	Y1/Teacher Commitment		0.661	0.000	Hypothesis 2 Accepted
	Y1/Teacher Commitment	Y2/Teacher Performance	0.205	0.000	Hypothesis 3 Accepted
X/Teacher Competence	Y1/Teacher Commitment	Y2/Teacher Performance	0.140	0.046	Hypothesis 4 Accepted

Source: Data processed, 2019

positive effect on teacher performance. This result is shown by the path value of 0.661 with a p-value of $0.00 < 0.05$. The social competency indicator has the highest contribution compared to other indicators. Therefore, increasing teacher competence, especially in social competence, is able to improve the performance of teachers who are proxied through learning planning, learning implementation, and learning evaluation. The most prominent indicator in teacher performance is learning evaluation. That is, the higher the social competence of teachers, will have an impact on the results of learning evaluations that are getting better too. The results of this study are in line with a number of previous research findings which state that competence has a significantly positive effect on teacher performance, namely Setyaningtyas et al. (2013), Lotunani et al. (2014), Renyut et al. (2017), Mukhtar (2018), Mahmood et al. (2018), Poro et al. (2019), Keerthy and Biyu (2018), Suriadi et al. (2018), Suhardi and Sari (2018), Zhang et al. (2018), Idrus (2018), Rabo (2018), and Martini et al. (2018).

Teacher competency also has a significant positive effect on teacher commitment which is proxied through affective commitment, normative commitment, and continuing commitment, this is indicated through a path coefficient of 0.685 with a p-value of $0,000 < 0.05$. These results give meaning, that the higher the competence of teachers is proxied through pedagogical competence, professional competence, personality competence, and social competence, causing teacher commitment to be stronger. Teacher social competence is the greatest indicator of his contribution in relation to teacher commitment. This means that the higher the social competence of a teacher, the stronger the commitment will be, especially on continuing commitment. The results of this study confirm the results of previous studies, namely the results of research conducted by Setyaningtyas et al. (2013), Katawneh and Osman (2014),

Kuhparuw and Ferdinandus (2014), Lotunani et al. (2014), Suriadi et al. (2018), Zhang et al. (2018), and Martini et al. (2018).

The results also showed the commitment of teachers had a significant positive effect on teacher performance. This can be seen through the path value of 0.205 with a p-value of $0,000 < 0.05$. These results indicate that the better the teacher's commission will have an impact on the better the teacher's performance. Teacher commitment (especially continuing commitment) has the largest contribution among other commitment indicators. This indicator most contributes to improving teacher performance. A number of previous research results have proven that commitment has a significant positive effect on performance, as well as the results of research conducted by Setyaningdyah et al., (2013); Lotunani et al. (2014), Bandula and Jayatilake (2016), Gunawan et al. (2017), Renyut et al. (2017), Paramita et al. (2018), Hidayah and Tobing (2018), and Metin and Asli (2018).

The mediating role of teacher commitment in the relationship of teacher competence to teacher performance also appears to be significantly positive. This can be seen from the path value of 0.140 with a p-value of $0.046 < 0.05$. This result is also in line with the concept of Baron and Kenny (1986) if the effect of teacher competence on teacher commitment and teacher performance is significant (hypothesis 1 and hypothesis 2), and the effect of teacher commitment on teacher performance is also significant (hypothesis 3), then teacher commitment can be stated as mediator. That is, teacher commitment is able to strengthen the relationship between competence and performance.

6. Conclusion and recommendation

Broadly speaking, it can be concluded that teacher competence and commitment of teachers has a significantly positive effect on the performance of Madrasah teachers in Bali. Meaning, the high competence of teacher competence (pedagogical competence, professional competence, personality competence, and social competence) and teacher commitment (affective, normative, and continuing commitment) significantly influence teacher performance (learning preparation, learning implementation, and evaluation of learning). Because social competence has the strongest contribution to teacher performance, there is a need to increase teacher commitment, especially in the social competence of teachers so that Madrasah teachers' performance increases. In addition to focusing on teacher competency, teacher commitment also needs to be improved, especially ongoing commitment, because it has the largest contribution among other indicators of teacher commitment. The results also concluded that the teacher's commitment played a mediating role in the relationship of teacher competence with teacher performance, especially in Madrasah in Bali. Thus, the teacher commitment of teachers is very important to be improved, because both directly and indirectly able to improve teacher performance, especially in madrasah teachers in Bali.

7. Limitation and future research

This research was only conducted at Madrasah in Bali, specifically on teacher competency and teacher commitment associated with teacher performance. In reality, teacher performance is influenced by factors that are very complex, so there are still many other factors that allow it to be integrated into the research model. Research is also only conducted in Bali, meaning that it is possible to conduct research in areas outside Bali with the same model or model that was developed. In addition, research can be carried out by educational institutions other than madrasah, or other than educational institutions.

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