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## THE ESSENCE OF ELEMENTARY SCHOOL TEACHER PERFORMANCE: EXPLORING THE ROLE OF SELF-EFFICACY AND TEACHER COMPETENCE

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### ABSTRACT

This study aimed to determine and test data related to the correlation between self- efficacy and professional competence of teachers with teacher performance in elementary schools. The sample of this study is 61 teachers at SD Negeri Sindet, SD Muhammadiyah Blawong I, SD Muhammadiyah Blawong II. The data collection technique in this study is a questionnaire. The data collection instruments in this study used teacher performance questionnaires, self-efficacy scales, and professional competency scales. The data analysis techniques in this study were carried out quantitatively using descriptive statistical methods, the Kolmogorov-Smirnov One- Sample normality test, the product-moment correlation test from Pearson, and multiple linear regression analysis assisted by SPSS 25.0 software. Based on the results of data analysis, it is known that teachers' self-efficacy and professional competence have an effect on teacher performance simultaneously.

**Keywords** : self-efficacy; teacher professional competence; teacher performance.

## INTRODUCTION

The influence of education in Indonesia occupies a leading position in building the quality of human resources (HR). The output produced by quality education can produce quality human resources (Fredy & Day, 2021). The government and society have made education the main focus in forming a generation that can compete globally (Nurhikmah et al., 2022). Efforts made by the government to improve human resources have not shown significant results. The results of data exposure by the United Nation Development Programme (UNDP) in 2020 related to the Human Development Index show that the quality of education in Indonesia is relatively low and ranks 107th out of 189 countries (Lalu, 2022).

The low quality of education in Indonesia is caused by various factors. The low quality of education in Indonesia is influenced by weak education management, lack of facilities, and the quality of teachers that still need to be improved (Fitri, 2021). The quality of a teacher is determined by his competence, level of professionalism, and welfare conditions (Tintingon et al., 2023). Competent teachers can be measured through the Teacher Competency Exam (UKG) (Nurlaila, 2022). In 2022, the results of the Teacher Competency Test (UKG) show that the national average score is 54.64 and has not met the minimum required standard, which is 55 (Kemendikbud, 2022). Another fact that was found is that there are still many learning activities in schools carried out by people who come from non-education (Hamid, Abdul; Wahidin, Didin; Mudrikah, Achmad; Kosasih, 2022). In addition, many teachers do not have a professional attitude when organizing teaching and learning activities (Nurfatimah et al., 2022).

The results of interviews with several teachers showed that the challenges faced by teachers include the limitations of facilities such as projectors or LCDs that must be used alternately, the lack of specific training, and the need to improve professionalism and technology adaptation. Based on information obtained from interviews with teachers, it is also known that self-efficacy and competence are still low, especially for teachers who are senior, especially in terms of confidence in using technology, making learning tools, and facing change. Anxiety and lack of confidence are the main obstacles in the professional development of a teacher.

The government has taken various steps to improve the education system in

Indonesia so that it is ready to face the Industrial Revolution Era 5.0. To produce a superior generation that is ready to face the challenges of the 21st century, the government seeks to improve the quality of educators (Rizkasari et al., 2022). This is reinforced by the statement Ritonga et al. (2022) that the quality of an educator who has good performance and competence can reflect the quality of competent graduates as well. Continuous training and government support are essential to maintain the quality of teachers (Bahri, 2024).

Educators in primary schools play a key role in shaping human resources that are ready to compete at the global level. Success in producing quality human resources is greatly influenced by the role of teachers (Trisna et al., 2023). Teachers play an important role in realizing learning goals and integrating innovation in the world of education (Sabaniah et al., 2021). The development of the times requires teachers to have good performance, competence, and teaching abilities so that learning goals are achieved (Rahmi et al., 2022). Improving teacher performance can be influenced by various factors, including self-efficacy and a teacher's professionalism (Yanditini & Wiyasa, 2021).

Self-efficacy is the belief in one's ability to deal with a particular situation (Marschall, 2022). High self-efficacy has a positive effect on a teacher's performance in learning (Herawati & Sunarto, 2022). This is reinforced by the statement Baharun et al. (2020) that low teacher self-efficacy can affect teacher performance. Teachers who have developed confidence in themselves will have an effect on the competence of a teacher (Djuanda, 2022). Self-efficacy has three indicators: (1) Level, the ability to assess the level of difficulty and understand one's potential in completing tasks according to interests; (2) Strength, awareness of one's strength and ability to complete the task; (3) Generality, the ability to use previous experience and knowledge as learning to motivate oneself (Bandura, 1997).

Demands and changes in the world of education cause anxiety for teachers. One of the teachers' worries is the fear of not being able to teach well, which can reduce their performance (Sidiq & Muslimah, 2024). This concern arises due to a lack of self-efficacy from within a teacher when he feels that he does not have the ability to manage learning in the classroom (Palupi & Pandjaitan, 2022). If teachers experience a decrease in self-efficacy, it will certainly have a direct impact on the learning process and a decrease in the quality of education (Sari & Imamah, 2022).

Being a teacher is required to fulfill several competencies. Educators have good performance if they meet four competencies, namely personality, social, pedagogic, and professional (Fitrianova, 2020). One of the four competencies that a teacher must have is professional competence because professional competence is indispensable when carrying out the learning process (Fitria & Martha, 2020). Professional competence is the ability, expertise, skill, and skills of a teacher who masters his duties and responsibilities as a teacher when carrying out teaching duties (Bagou & Sukung, 2020). There are seven main indicators of professional competence presented by Suryanda et al. (2020), namely: (1) Professional knowledge, (2) Pedagogy, (3) Classroom management, (4) Student assessment, (5) Personal characteristics, (6) Testing ethical standards and values, (7) Professional development and lifelong learning.

The professionalism of the teacher can be seen when the teacher has mastered and carried out learning activities in accordance with procedures. Teachers can be said to be professional teachers when they have and apply the basic skills to process their knowledge and provide it to students (Ilyas, 2022). Professional teachers must master the curriculum, understand the material, apply the right learning methods, and be responsible for their tasks (Sihotang et al., 2020).

From the explanation of the above problems, the relationship between self-efficacy and teacher professionalism and teacher performance needs to be researched. This study aims to examine the relationship between self-efficacy and teachers' professional competence and teacher performance in elementary schools.

## **METHOD**

This study uses a quantitative approach with a survey method. Quantitative research is research that focuses on examining samples using instruments in the form of questionnaires, tests, and so on that can measure the achievement of a research. The quantitative approach was chosen because it allows for more objective and accurate data measurements through validated instruments.

This study aims to analyze the influence of teachers' self-efficacy and professional competence on teacher performance. The sample in this study is all teachers in Group II of Jetis District consisting of SD Negeri Sindet, SD Muhammadiyah Blawong I, and SD Muhammadiyah Blawong II. The research respondents from each school amounted to 17 teachers, 31 teachers, and 13 teachers. The total respondents in this study were 61

teachers.

The data collection technique in this study uses a questionnaire. Questionnaires are used as data collection instruments in quantitative research to reach a wider number of respondents (Creswell & Creswell, 2018). The data collection instruments in this study used teacher performance questionnaires, self-efficacy scales, and professional competency scales. Teacher performance questionnaires are used to measure teachers' ability to carry out teaching tasks, classroom management, and student involvement. The self-efficacy scale is used to assess the level of teachers' confidence in their ability to face learning challenges. The professional competency scale is used to measure teachers' mastery of teaching materials, learning planning, and the application of teaching methods.

The data analysis technique in this study was carried out quantitatively with a descriptive statistical approach to describe the data distribution, Pearson product-moment correlation to measure the relationship between variables, and multiple linear regression analysis assisted by SPSS 25.0 software.

## RESULTS AND DISCUSSION

The research data was obtained through the distribution of questionnaires or questionnaires distributed to teachers who teach at SD Negeri Sindet, SD Muhammadiyah Blawong I, and SD Muhammadiyah Blawong II. Research data was obtained through two main types of instruments, namely a self-efficacy questionnaire designed to assess the level of teachers' confidence in facing various challenges and carrying out professional responsibilities, and a teacher competency questionnaire which includes dimensions of knowledge, skills, and attitudes in accordance with nationally applicable teacher competency standards. Each teacher who is a respondent is asked to fill out the questionnaire independently, based on a personal assessment of their daily teaching experience and practice. After the data is collected, then analysis is carried out through descriptive analysis which is presented in Table 1 below.

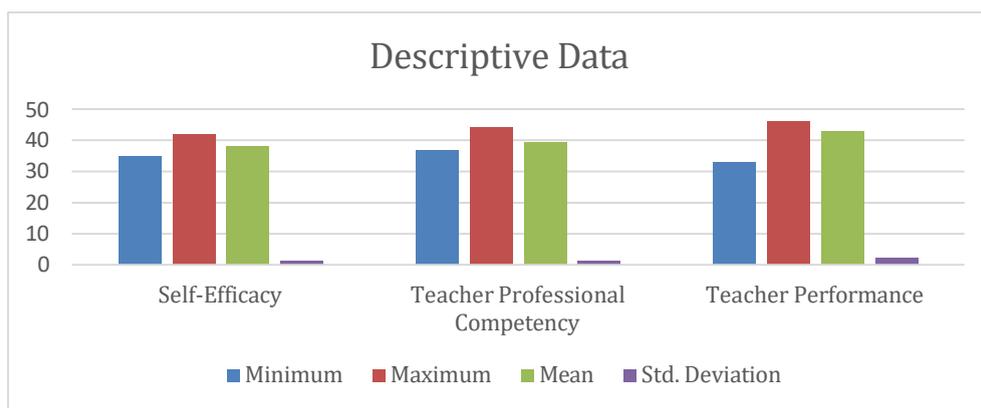
**Table 1.** Descriptive Data

Statistik	Variable		
	Self-Efficacy	Teacher Professional Competency	Teacher Performance

<b>N</b>	61	61	61
<b>Minimum</b>	35	37	33
<b>Maximum</b>	42	44	46
<b>Mean</b>	37,97	39,44	42,80
<b>Std. Deviation</b>	1,449	1,420	2,104

Based on Table 1 above, it is known that the self-efficacy variable obtained an average score of 37.97 with a minimum value of 35 and a maximum value of 42. The teacher's professional competency variable obtained an average score of 39.44 with a minimum score of 37 and a maximum score of 44. While the teacher performance variable obtained an average score of 42.80 with a minimum score of 33 and a maximum score of 46.

**Figure 1. Descriptive Data**



The next prerequisite test is the normality test to see whether the data is normally distributed or not. Normality testing using the Kolmogorov- Smirnov Test One-Sample test. The results of the normality test in this study can be seen in the table below.

**Table 2. Normality Test**

<b>Unstandardized Residual</b>	
<b>N</b>	61
<b>Test Statistic</b>	0,105
<b>Asymp. Sig. (2-tailed)</b>	0,90 <sup>c</sup>

Based on the results of the normality test, it is known that the value of Sig. (2-tailed) is 0.90. The normality test result is  $0.090 > 0.05$ , meaning that the variable is normally distributed. Next, conduct a Pearson product moment correlation test to see the closeness of the relationship between variables. The results of the product moment pearson correlation test are known Sig. (2-tailed) values between Self Efficacy and teacher performance of  $0.001 < 0.05$ , meaning that there is a significant correlation between the

variable Self Efficacy and Teacher Performance. Furthermore, it is know that the value of Sig. (2-tailed) between the variables of Teacher Professional Competence and Teacher Performance is  $0.000 < 0.05$ , meaning that there is a significant correlation between the variable of Teacher Professional Competence and Teacher Performance.

The next prerequisite test is the Multiple Linear Regression test. Multiple Linear Regression Test is used to determine the effect of Self Efficacy and Professional Competence variables of Teachers with Teacher Performance variables. The results of the Multiple Linear Regression test are presented in the following Table 3.

**Table 3.** Multiple Linear Regression Test Results

Variable	Statistics	
	t	Sig.
Self Efficacy	2,142	0,036
Teacher Professional Competency	3,812	0,000

Based on the results of multiple linear regression tests, it is known that the value of the Sig. variable Self Efficacy on the variable Teacher Performance is  $0.036 < 0.05$ , so it can be concluded that there is an influence of Self Efficacy on Teacher Performance. Furthermore, it is known that the value of the Sig. variable of Teacher Professional Competence on Teacher Performance is  $0.000 < 0.05$ , so it can be concluded that there is an influence of Teacher Professional Competence on Teacher Performance. The final hypothesis testing can be seen in Table 4 below.

**Table 4.** Multiple Linear Regression Test Hypothesis

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	90.488	2	45.244	14.982	.000 <sup>b</sup>
Residual	175.151	58	3.020		
Total	265.639	60			

Based on table 4 above, shows the Sig. value for the effect of Self Efficacy and Professional Competence of Teachers on Teacher Performance of  $0.000 < 0.05$ , so it can be concluded that there is a simultaneous influence of Self Efficacy and Professional Competence of Teachers on Teacher Performance.

The results of the data analysis show that there is a positive contribution of Self Efficacy and Professional Competence of Teachers to Teacher Performance. Self- efficacy

and professional competence of teachers are an important part of improving teacher quality and performance. Self- efficiency or high self-confidence of a teacher will have an influence on the learning process and outcomes. When a teacher has high self-efficacy, the teacher will use their competencies and abilities to carry out responsibilities in managing the class, developing teaching materials and materials to be taught, and solving problems faced when given the responsibility of managing the class. Teachers are also required to have extensive expertise and knowledge in managing classes, providing meaningful learning experiences for students, mastering various learning models and methods that will help teachers in the learning process to create an active atmosphere in the classroom.

Self-efficacy or self-confidence of a teacher is the initial foundation needed for a person to become an educator. Low self-confidence of a teacher will certainly have an impact on students. During the learning process, teachers are required to open teaching and learning activities with fun, deliver the material to be taught simply so that it is easily understood by students, provide ice breaking in the middle of learning activities so that students are not bored and bored, and close learning activities properly so that the learning that has been learned becomes meaningful for students. This will be difficult if the teacher does not have a sense of confidence.

Activities carried out during the learning process cannot be separated from the professional competence of a teacher. Before starting teaching, a teacher must prepare teaching materials to be given, make a Learning Implementation Plan as a guide in carrying out teaching and learning activities, make teaching media as a means of delivering material so that it is easy to understand, and master the concepts and material to be delivered (Ergawati et al., 2023; Nurarfiansyah et al., 2022)

The increasing self-efficacy and professional competence of a teacher is also inseparable from the role of school residents. The school also supports teachers to continue to improve self-efficacy and professional competence of teachers by giving responsibilities according to the policies provided by the school. By giving responsibility through the education unit, teachers are able to implement and handle problems that occur and encourage teachers to maximize their performance to provide the best results.

In addition, an evaluation is carried out to see the development that occurs in teachers when undergoing learning activities in class. This is in line with research conducted by Alfredo & Prijanto (2022) that said, self-efficacy and teacher competence are one of the important factors that affect the performance of a teacher. Another study conducted by Handayani et al. (2022) that teacher self-efficacy and competence proved to be very influential in improving teacher performance.

## **CONCLUSIONS**

Based on the results of the data analysis that has been carried out, it can be concluded that there is a significant relationship between Self Efficacy and Professional Competence of Teachers on Teacher Performance. Self-efficacy and professional competence of teachers are important parts of a teacher's performance, especially elementary school teachers. Teachers who are able to increase their confidence and improve their competencies will affect the performance of these teachers. It is important for elementary school teachers to continue to improve and develop self-efficacy and professional competence in order to become active, creative, and innovative professional teachers. Therefore, further and periodic research needs to be carried out on the self-efficacy and professional competence of teachers on teacher performance to be an evaluation for teachers and prospective teachers to be able to provide the best performance.

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