Original Research Article

The Influence of Competence, Motivation, and Performance Teacher on the Effectiveness of Student Learning in National Middle School and High School Malang

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Abstract: This research aims to describe the variables of competency, teacher performance motivation, and student learning effectiveness in Malang National Middle and High Schools. To analyze the influence of competency variables and teacher performance motivation simultaneously on student learning effectiveness variables in Malang National Middle and High Schools. To find out and analyze the influence of competency variables, and teacher performance motivation partially on student learning effectiveness variables in Malang National Middle and High Schools. To find out and analyze the influence of competency variables, teacher performance motivation is the dominant variable of student learning effectiveness in Malang National Middle and High Schools. This research used descriptive quantitative method. The population in this study was 73 teachers, sourced from 40 teachers from Malang National Middle School and 33 teachers from Malang National High School, so the total population was 73 teachers. The sampling technique uses non- probability sampling, census type/total sampling. The data analysis technique in this research used multiple linear regression analysis. The results of the research showed that (1) the variables of competency, motivation, and teacher performance simultaneously do not have a significant effect on the variable of student learning effectiveness in Malang National Middle School and High School. (2) The variables of competence, motivation, and teacher performance partially have a significant effect on the variable of student learning effectiveness in Malang National Middle School and High School. (3) The competency variable has a dominant influence on the effectiveness of student learning in Malang National Middle School and High School.

Keywords: Competence, Motivation, Teacher Performance, and Student Learning Effectiveness.

1. INTRODUCTION

Education is one of the most important parts of supporting human life from time to time in general, including Indonesian society. The existence of education in Indonesia is currently able to encourage the quality of development in various aspects, for example in the development of Communication Technology Science. The role of education in the development of Communication Technology Science is needed. This is because education can fill human needs in terms of material and non-material**.** As stated in (GBHN) 1998 Tirtarahadja [1], "National education stems from the cultural system, Pancasila, as well as the 1945 Constitution of the Indonesian nation which aims to improve skill agility, human quality by the national character, namely upholding Divine values have a positive view of life with a mind and can stand alone to progress in society and take full responsibility for the unity of the nation. "There are educational institutions that play an important role in guiding to shaping individual morals, character, and intellect**:** middle and high school institutions. The role of these two educational institutions is needed because there are so many benefits obtained by individuals during the teaching and learning process. These processes do not just happen without various supporting aspects such as Human Resources. Its existence today is very much needed because it can directly manage things that support an effective learning system. Management means

planning, organizing, acting, and evaluating. Human Resources is a finding out factor regarding how to plan, organize, implement, and evaluate all aspects of an educational institution. The success of Human Resources (HR) in managing various aspects of educational institutions will have a huge impact on the quality of education. School principals and teachers are Human Resources (HR) who have important access to developing the quality of education in Indonesia [2]. School principals and teachers are required to be more competent in completing their duties and responsibilities in realizing quality education which is marked by the achievements of the educational institution itself over time. [3]. Effectiveness is the final result of previously find outd goals (targets). Meanwhile, another definition of learning effectiveness is "an internal personal transformation as a new pattern in the form of skills, changes in attitudes and intellectual intelligence [4]**.** Thus, an educational institution is said to be of quality if it can achieve its stated objectives. The aim in question is, for example, changes in improving student learning outcomes so that they can compete with other existing educational institutions, especially at the world level. A current appropriate learning framework is influenced by factors within students (factors: level of intelligence, learning capacity, learning inspiration, mentality, and interests). Also, factors outside the student (factors managing education and learning in schools such as educational planning, teaching, learning facilities, and infrastructure). The factors that regulate teaching and learning done in schools are of course done by teachers as Human Resources. Thus, the important things that teachers have as Human Resources in finding out an effective learning system in educational institutions are the aspects of competence and motivation. In line with research conducted by [5], it is stated that competence and motivation are the two main factors in finding out the success of student learning effectiveness. This is because competence is the ability to do tasks based on ability and knowledge which is upheld by work ethics in the organization. Competence consists of *knowledge, skills,* and personal *attitude* [6]. So, in general, competency is defined as the level of knowledge, skills, and behavior that a person has in doing the tasks assigned to an organization. The existence of competence is closely related to motivation. [7] Motivation means conditions that encourage someone to do an activity/action. This means that, the driving force that causes a member of an organization to be willing and willing to mobilize abilities, both in the form of expertise, ability, energy, and time to do various activities for which they are responsible and able to fulfill obligations to achieve the organizational goals that have been find out. before" [6]**.** Motivation can be a process where needs encourage someone to do a series of activities that lead to the achievement of certain goals. Goals that, if achieved, can meet needs. The need in question is a state within oneself (*internal state*) that causes certain results or outputs to be attractive. [6]. Teachers are one of the human resources who have needs

that must be met, namely the need for food and drink, therefore it is not uncommon for teachers to be willing to do anything to meet their needs. One of them is by dedicating oneself to a particular educational institution. Finding out the success of an educational institution through the teaching and learning activities done is proof of the teacher's dedicated spirit in the work they do. Teachers are fully responsible for achieving the educational output targets that have been find outd. This is because teachers are the front guard besides the school principal who can shape and guide students to the point of success. The success of students will certainly have a positive impact on the identity of existing educational institutions. The better the results achieved by students, the better the image of educational institutions will be in the eyes of society. The success of good educational institutions is generally based on professional teacher resources. Teachers as professional educators have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students, in secondary and upper education" [1]. Meanwhile, the results of a study conducted by [8]. It was found that teacher performance is the main factor that can significantly find out student learning effectiveness. Teachers who have good performance (by professionalism standards) will have an impact on student learning outcomes in an educational institution. For example, producing good individuals with character. Therefore, every effort to improve the quality of education from one period to the next cannot be separated from the role of teachers as educators. From the description above, it can be concluded that success or failure in the teaching and learning process in educational institutions is generally influenced by several factors such as competence, motivation, and teacher performance. These three things are needed to increase students' learning effectiveness. Teachers have broad authority and responsibility in finding out the direction of goals regarding the expected educational success in both state and private educational institutions. If we look at the relevant research, it is clear that the aspects of competence, motivation, and teacher performance both have an important role in increasing the effectiveness of student learning in educational institutions. However, in the reality currently faced, aspects of competence, motivation, or aspects of teacher performance are not always simultaneously able to increase the effectiveness of learning for students. This is because the three aspects above do not always stand together, sometimes the dominant factor that can influence student learning effectiveness is the competency or motivation factor, but sometimes also the teacher performance aspect, but it depends on other aspects that support these three things. If you look at the percentages obtained in previous research, it can be said that the teacher performance aspect is the aspect that has a more dominant percentage which can influence the effectiveness of student learning in educational institutions, both at the middle school and high school levels.). Middle School and High School educational institutions. is a private educational institution in the city

of Malang which was founded in 1983 under the auspices of the National Public Education and Technology Foundation. Malang National Middle School and High School educational institutions are located on the street, S. Supriyadi 50 Village/ Bandungrejosari, Sukun sub-, Malang city, East Java province. The existence of the Malang National Middle School-High School educational institution is currently able to attract a lot of public interest because it is considered to be able to compete with other educational institutions in the city of Malang, especially competition in the academic and non-academic systems. The success achieved did not just happen, many processes went through to reach the success it is today. These processes include conditions for increasing and decreasing the quality of the number of students from year to year. This is proven by the facts obtained by researchers which describe the ups and downs in the quality of education at Malang National Middle School and High School educational institutions, namely as follows: Since the Malang National Middle School and High School educational institutions were established in 1983, their development has been quite good as indicated by the fairly stable number of study groups. This continued until 1992. However, in 1993, Malang National Middle School and High School educational institutions experienced a drastic decline, where the number of study groups decreased. This decline lasted for quite a long time until in 2004 it experienced an increase again due to success in achieving achievements in sports throughout the city of Malang. This increase persisted until 2006/2007. From 2007/2008 to early 2012, this educational institution experienced a decline again due to the lack of achievements achieved and the policy implemented by the Malang city government, namely increasing the quota for state schools at that time. However, from mid-2012 until now, middle school and Malang National High School have experienced another increase. This is marked by the many achievements achieved and the number of students who graduate and those who have just entered is quite balanced. Based on the background above, researchers need to research how teacher competence, motivation, and performance influence the effectiveness of student learning in Malang National Middle School and High School institutions.

2. BASIC THEORY
2.1 Student Learning Effectiveness
Learning effectiveness refers to the empowerment of all school components which include educational staff, principals, teachers, curriculum, infrastructure, and learning resources [9], which are aligned so that an organization can do tasks by utilizing existing resources to achieve maximum goals. [3]. Factors that contribute to finding out student learning effectiveness are competence, motivation, and performance [9].

2.2 Competence
Sudarmanto, [6], competency as knowledge, skills, abilities, or individual personal characteristics that directly influence job performance which includes pedagogical, personality, social, and professional abilities [1].

2.3 Motivation
Meanwhile, motivation means a condition that encourages or causes someone to act/activity, Bagun [6]. The driving force in question is: fulfilling the physiological, safety, social, appreciation, and actualization needs of teachers [6].

2.4 Teacher Performance
Teacher performance is the teacher's work performance in terms of quality and quantity that is presented in doing his duties by the responsibilities given to him, which can be seen in terms of the skills, skills, knowledge, and seriousness of the teacher concerned. [1]

3. METHODOLOGY
The design used by researchers in conducting this research was a survey with an associative quantitative approach [10]. The focus of this research is on the influence of teacher competence, motivation, and performance on student learning effectiveness. The location of this research was done at Malang National Middle School and High School educational institutions which is located on Jln. S. Supriadi No 50 Village/ Bandung Rejosari Sukun Malang City East Java. The type of data used in this research is primary data [10]. The instrument used in this research was a Likert scale [10]. The population in this study were all teachers at Malang National Middle School and High School educational institutions, totaling 73 people. The sampling technique in the research used *non-probability* sampling, *census type/total sampling* [10]. The data collection technique in this research is that the researcher will distribute questionnaires to all teachers at Malang National Middle School and High School educational institutions with a total of 73 teachers. The data analysis technique used in this research is quantitative descriptive, classical assumption tests (normality, multicollinearity, heteroscedasticity, and autocorrelation tests) [10].

4. RESEARCH RESULTS AND DISCUSSION OF RESEARCH RESULTS
4.1 Instrument Testing
Based on the results of valid data calculations on the variables competency, motivation, teacher performance, and overall student learning effectiveness, the 4 variables with each instrument item obtained a $_{calculated}$ r-value, $>$ r $_{table,}$ at the level of significance (5%). It can be concluded that all of these four variables can be used in this research. After the validity test was done, there was a reliability test which showed that the calculation of each competency variable instrument item, teacher performance motivation towards student learning

effectiveness obtained a contribution value of r ~calculated~ (*Cronbach's Alpha*) < r ~Table~ (Sig.5%) < 0.60 (basis for decision making). Therefore, the instrument items on the student learning effectiveness variable are all reliable.

4.2 Description of Research Variables

From the results of calculating the average of all competency variable instrument items (X1) which include indicators: pedagogical, personality, social, and professional, it is known that the instrument item that best supports the overall competency variable in Malang National Middle and High Schools is the pedagogical competency instrument item because it obtains a score that approaches the total score of the competency variable. Then from the average results of the instrument items on the motivation variable (X2) needs: physiology, safety or security, social (affiliation), appreciation (recognition), and self-actualization. Of the total average, the largest is for the safety or security needs instrument item, namely 4.66. Thus, the instrument item that supports the motivation variable (X2) in Malang National Middle School and High School is the comfortable working conditions instrument item. Next, from the summary of the average assessment for each instrument item in the teacher performance variable (X 3), the indicators are: Quality of work, speed of work, incentives, abilities, and communication, the instrument item with the highest average value reaches the total average of the variable Teacher performance (X3) is a workability instrument item. From these results, it can be concluded that teachers at Malang National Middle School and High School prioritize their work abilities in doing their responsibilities as educators.

4.3. CLASSIC ASSUMPTION TEST

The classic assumption test consists of a Data normality test, data multicollinearity test, data heteroscedasticity test, and data autocorrelation test. Based on the results of the *normal* distribution test on the competency variable (X1), motivation variable (X2), teacher performance variable (X3), and student learning effectiveness (Y), it is known that the *unstandardized residual value* is greater than the significance level of 0.05 (0.933 > 0.05) so, in this case, it can be concluded that the normality test in this study has a normal distribution. Furthermore, the results of the *multicollinearity* test results of the competency variable (X1), motivation variable (X2), teacher performance variable (X3), and student learning effectiveness (Y) show that the coefficient value of the *Variant Inflation Factor* (VIF) where, the competency variable (X1) is 1.310, the variable motivation (X2) 1,630, and teacher performance variable (X3) 1,422. From the results of the VIF *Inflation Factor Variant coefficient, it can be concluded that the four variables above do not occur in multicollinearity.* The results *heteroscedasticity* test of the competency variable (X1), motivation variable (X2), and teacher performance variable (X3) shows that the pattern of all the points in the *p-plot scatter diagram* does not form a wavy pattern, widens or narrows regularly and does not spread out randomly. Random both below zero on the Y axis and above zero on the Y axis. So it can be concluded that the data in this study does not have multicollinearity. Meanwhile, the results of the *autocorrelation test calculations Durbin-Watson* show that the dw value is 1.625, the du value = 1.7375, and the resulting 4-du value = 2.2625. Thus it can be explained that dl= 1.5360, du (1.7067) > d (1.625) < 4-du 2.2625. This means that the autocorrelation test in this study cannot be concluded with certainty because the dw value is between the du and 4-du values.

4.4 Multiple Linear Regression Test

Table 4.19: Results of Standardized Coefficient Analysis of Competency Variables, Teacher Performance Motivation

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error			
1 (Constant)	4,712	5,224		902	370
Competency (X1)	406	113	367	3585	001
Motivation (X2)	089	115	089	779	439
Teacher Performance (X3)	380	106	381	3572	001

In the output *Coefficients section*, it is known that the *constant value* of α is 4.712 the competency regression coefficient value is (0.406), motivation (is 0.089) and teacher performance is (0.380).

Y= 4,712 + 0.406X1 + 0.089X2 +0.380X3

Information
a) The constant value in the calculation above is 4,712, meaning that the value (X1) (X2) (X3) = 0, so the prediction is consistent at 4,712.
b) The competency regression coefficient (X1) value is 0.406 which is positive, meaning that, if the competency variable (X1) has an increase/decrease, then the student learning effectiveness variable will experience an increase/decrease.
c) The regression coefficient value of the motivation variable (X2) is 0.089 which is positive, meaning that if the motivation variable (X2) has an increase/decrease then the student learning effectiveness variable (Y) will also experience a binding/decrease.
d) The regression coefficient value of the teacher performance variable (X3) is 0.380. A positive value means that, if the teacher performance variable (X3) has ups and downs, then the

student learning effectiveness variable (Y) will also experience an increase/decrease.

e) Terminated *R Square* 0.449

R Square termination coefficient shows that the competency variable (X1), the motivation variable (X2), and the teacher performance variable can explain the student learning effectiveness variable (Y) in Malang National Middle School and High School or provide a value contribution of 45% and the remaining 55% in contributed by other variables not included in this study.

5. DISCUSSION

5.1 Competency Variable (X1) Against Student Learning Effectiveness Variable (Y) in Malang National Middle School and High School

The results of data processing done by researchers regarding the influence of competency variables on student learning effectiveness variables in Malang National Middle School and High School educational institutions, obtained a score of 0.425 based on a multiple linear regression table which is based on the use of several theoretical indicators, for example: (personality pedagogical competence professional social). Obtaining this score indicates that the competency variable can significantly influence the variable of student learning effectiveness. This means that the high level of ability or knowledge within teachers can largely have a positive impact on student learning outcomes. This statement supports research findings by, [5], which revealed that (competence has a positive and significant effect on student learning effectiveness) In line with Grozi's theory [1], which refers to the meaning of teacher competence as a form of combination of science (knowledge), action (attitude), expertise, values demonstrated by a teacher in doing his duties as an educator. So, several things become benchmarks for whether students' learning is successful or not, because the results achieved by teachers in educational institutions will find out the success of students.

5.2 The Influence of Motivational Variables (X2) on Student Learning Effectiveness (Y) in Malang National Middle and High Schools

0.425 was obtained, this is based on a table of multiple linear regression test results, which is supported by the use of several Need indicators: (1) visionary (2) safety or security (3) social (4) appreciation or recognition, (5) self- development, indicating that motivation variables do not have a significant effect on student learning effectiveness. This insignificance can be interpreted as that; evidence of the results of data calculations, is contrary to the basis of motivation itself, as stated by Comic, [6], that, motivation is synonymous with conditions that encourage human behavior, especially in the work environment. and according to Munandar [6], "motivation is a process where needs encourage a person to do a series of activities that lead to the achievement of certain goals". To provide

satisfaction of existing needs. This also does not support the research conducted by [3], that motivation is significant in the effectiveness of student learning. Therefore, it is concluded: that the existence of motivation in an educational institution does not guarantee that it can increase the effectiveness of student learning in that educational institution. This means that even without motivation, an educational institution will be able to create improvements in the quality of student learning, but teacher competence and performance must continue to be improved. The competency and performance that teachers improve in this case is not based on what the teacher gets as work reward (motivation) but on what is their responsibility as a professional educator in the sense of providing what is their obligation to students, both that's knowledge, time and energy voluntarily. This refers to the slogan expressed in [1]. **"**Teachers as professional educators are "unsung heroes" meaning that the implementation of their duties is based on great, enthusiastic dedication to educational institutions. Apart from that, discipline policy, and a responsible attitude as a role model.

5.3. The Influence of Teacher Performance Variables (X₃) on Student Learning Effectiveness (Y) in National Middle Schools and High Schools in Malang

0.381 was obtained by the multiple linear regression results table which is supported by the use of several theoretical indicators such as Quality, speed, incentive time, capability, and work communication. Judging from the data processing obtained in this research which is related to the theoretical indicators above, the conclusion can be drawn; Teacher performance variables have a significant influence on student learning effectiveness. This significant influence can be interpreted as the higher the teacher's performance, the greater the impact on the quality of learning in the educational institution. This conclusion refers to "Teachers and Lecturers Law No. 14 of 2005, which states that teachers are professional educators whose main function is to guide, inform, direct, guide, educate, assess and evaluate" [1]**.** And supports research results by [9]**.** "That is, there is a significant influence of teacher performance on student learning effectiveness." Thus, with the presence of performance in teachers, teachers will be more able to educate, guide, direct, train, assess, and evaluate students toward an efficient future. Thus, the conclusion is that Malang National Middle School and High School educational institutions have high work performance, meaning that every teacher in this educational institution has quite good quality of work, especially in the formation of creative, innovative, moral, and dignified personalities in the life of the nation and state as expected.

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

The teacher performance motivation competency variable simultaneously influences the effectiveness of student learning in Malang National

Middle School and High School. This can be seen in the contribution of the $_{calculated\ F\ value}$ > F $_{table.}$ Thus, it can be concluded that in junior and high school educational institutions there is a need for a balanced combination of competence, motivation, and teacher performance. This is because competence can be interpreted as an ability, or expertise, that teachers have in doing educational tasks. Maintained knowledge and skills can produce work capacity. The performance referred to in this case is the results or achievements achieved by teachers in doing their responsibilities in educational institutions. This achievement simply does not occur without supporting factors, namely motivation. With motivation, teachers feel encouraged to do their duties as well as possible until the time of retirement arrives. Therefore, in Malang National High School Middle School educational institutions, it is necessary to emphasize that teacher competence, motivation and performance must be balanced because they are closely related. The teacher performance motivation competency variable partially influences the effectiveness of student learning in Malang National Middle School and High School. This is proven by the contribution of the calculation results that teacher competence and performance contribute a $_{calculated\ F\ value}$ greater than the F $_{table}$ to the student learning effectiveness variable. Meanwhile, the motivation variable contributes to a $_{calculated\ F\ value}$ that is smaller than the F $_{table.}$ From the results of this comparison, it can be partially concluded that the teacher performance motivation competency variable does not have a significant effect on the student learning effectiveness variable. In line with the theory expressed by Wilson [6], motivation is defined as a condition that encourages or is the cause of someone's acting/activity. The conditions referred to in this case are needs both within the teacher and outside the teacher, which encourage the teacher to do duties and responsibilities. However, the reality is that teachers at Malang National Middle and High Schools do not maximize their motivation in doing educational tasks. Assessing that motivation is not a special determinant so that student learning effectiveness can increase well, but rather depends on a sense of responsibility, as a professional educator, regarding how to interpret teachers and all the aspects they are responsible for, one of which is doing their duties without considering how much motivation is in return for the teacher's work in the institution education, both material and non-material. Teacher performance variables have a dominant influence on student learning effectiveness variables in Malang National Middle School and High School educational institutions. This can be proven in the results of calculating standard coefficients (*Standardized Coefficients*) where, among the variables of competence, motivation, and teacher performance, the variable that obtains (*Standardized Coefficients*) the greater value is the teacher performance variable. So, from these results, it can be concluded that the dominant variable that can influence student learning effectiveness variables in Malang National Middle School and High School educational institutions is the teacher performance variable. Teacher performance variables contribute a lot to student learning effectiveness variables. The contribution referred to is in the form of achievements, the results of the work that teachers have in doing tasks in educational institutions to increase the effectiveness of student learning. So the higher the performance achieved by teachers at Malang National Middle and High Schools, the greater the positive influence on student learning outcomes at these educational institutions.

B. Suggestion

Motivation does not have a significant influence on the implementation of teachers' duties at Malang National Middle School and High School, so it is hoped that in the future teachers at Malang National Middle School and High School will better understand the existence of motivation variables as a reference in balancing teacher competence and performance to build effective and efficient learning. Motivation plays a role not only in terms of grades or how much wages teachers receive as compensation for their work but also in how deep the drive is created within the teacher for the tasks that are done because the teacher's financial needs are met. The quality achieved by teachers in doing their duties at Malang National Middle School and High School educational institutions is quite high, therefore it is important to maintain or improve it so that it can be relevant to the applicable educational goals. Because this research only covers competency variables, motivation variables, and teacher performance variables as the basis for creating effective and efficient student learning effectiveness in educational institutions, future researchers are expected to be able to research other variables with a wider scope that can boost the effectiveness variable. Student learning goes to a better level, especially through variables that were not found in this research, for example regarding principal leadership, organizational culture, and school facilities.

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