

Analysis of Competence and Use of Information Technology and Its Effect on Teachers Performance

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DOI: <http://doi.org/10.33650/al-tanzim.v6i2.3377>

Received: January 2022

Accepted: February 2022

Published: March 2022

Abstract:

This study aimed to determine the effect of competence and use of information technology on teacher performance. This type of research is quantitative. The research population of teachers at SMP Negeri 21 Batang Hari was 32 people. The data collection technique used a questionnaire (questionnaire), and the data were analyzed using descriptive analysis and inferential analysis using multiple regression analysis. The results showed that; 1) there is a positive and significant influence between competence on teacher performance; 2) there is a positive and significant effect between the use of information technology on teacher performance; 3) Simultaneously there is a positive and significant influence between competence and the use of information technology on teacher performance. By obtaining the value of R Square (coefficient of determination) of 0.865, which means the magnitude of the role or contribution of the competence variable and the use of information technology can explain the teacher performance variable of 86.5%. Where if the competence and use of information technology are getting better, the teachers' performance at SMP N 21 Batang Hari will also be better.

Keywords: *Competence, Use of Information Technology, Teachers Performance*

Abstrak:

Tujuan penelitian ini adalah untuk mengetahui pengaruh kompetensi dan penggunaan teknologi informasi terhadap kinerja guru. Jenis penelitian ini adalah kuantitatif. Populasi penelitian guru di SMP Negeri 21 Batang hari sebanyak 32 orang. Teknik pengumpulan data menggunakan angket (kuesioner), dan data dianalisis menggunakan analisis deskriptif dan analisis inferensial dengan menggunakan analisis regresi berganda. Hasil penelitian menunjukkan bahwa; 1) terdapat pengaruh yang positif dan signifikan antara kompetensi terhadap kinerja guru; 2) terdapat pengaruh yang positif dan signifikan antara penggunaan teknologi informasi terhadap kinerja guru; 3) secara simultan terdapat pengaruh yang positif dan signifikan antara kompetensi dan penggunaan teknologi informasi terhadap kinerja guru. Dengan diperoleh nilai R Square (koefisien determinasi) sebesar 0,865, yang memiliki makna besarnya peran atau kontribusi variabel kompetensi dan penggunaan teknologi informasi mampu menjelaskan variabel kinerja guru sebesar 86,5%. Dimana apabila kompetensi dan penggunaan teknologi informasi semakin baik maka akan semakin baik pula kinerja para guru di SMP N 21 Batang Hari.

Kata Kunci: *Kompetensi, Penggunaan Teknologi Informasi, Kinerja Guru*

INTRODUCTION

Education is an essential need for humans, in the nation's life, and all aspects of life. Therefore, to form a developed and strong country requires quality education (Sameena, 2020). The development of education becomes very important and is one of the efforts to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life and advance the general welfare. One of the problems of educational development directly related to the teaching and learning process in the classroom is the challenge in improving the professionalism of teachers (Nugraha, 2019). Teachers are critical elements in the education system, especially in schools. Teachers are critical elements in the education system, especially in schools. So important is the role of teachers in transforming educational inputs that many experts state that in schools, there will be no change or improvement in quality without changes and improvements in teacher quality (Borashkyzy et al., 2020). In this case, teacher performance greatly determines the quality of education related to the success of the learning process, the completion of educational and learning goals, the organized facilities and infrastructure, learners, media, tools, and learning resources.

Teacher performance is critical in achieving school goals (Hayati et al., 2020). Teacher performance determines the success of an effective and efficient learning process so that educational goals can be achieved and realized from good student learning outcomes that can ultimately score qualified graduates (Madjid, 2016). Teacher performance determines the success of an effective and efficient learning process so that educational goals can be achieved and realized from good student learning outcomes that can ultimately score qualified graduates (Adi, 2018). At the same time, Madjid (2016) explained that the teacher's performance is the result of teacher work that is realized in the form of teachers' knowledge, skills, values, and attitudes in carrying out their duties and functions, which are shown in their appearance, deeds, and work performance.

Teacher performance is defined as an ability based on knowledge, attitude, skills, and motivation to produce a good performance. These abilities include several musts, including planning teaching and learning programs, implementation of the teaching and learning process, creation and maintenance of optimal classes, control of optimal learning conditions, and assessment of learning outcomes (Samhana et al., 2020). Performance is a measure of a teacher's success in carrying out his or her duties (Rosmawati, et al., 2020). Febriantina et al., (2018) explained that teachers have a vital role in determining the quantity and quality of learning. The principles of good-performing work are to uphold honesty, to carry out a maximum learning process, to have a high sense of responsibility, to have a clear purpose, to concentrate on results, and to work together, to have continuous work pattern, and always make continuous improvements

Therefore, teachers are required to be able to have relevant competencies for the achievement of learning goals. Mulyasa stated that teacher competence is a combination of personnel, scientific, social, and spiritual abilities that

thoroughly shape professional teacher standards, including material mastery, student understanding, educational learning, personal development, and professionalism. A teacher as an educator has the competence to carry out teacher training tasks (Sari, 2019). Professional teachers must have academic qualifications and competencies. A teacher must have competencies: pedagogical competence, personal competence, social competence, and professional competence (Riance, 2019). Competence has a mental component involving thought and a behavioral component involving competent professional performance (Ochieng & Kenaz, 2016). This is in line with the results of research conducted by Qomusuddin & Bunyamin (2020), which states that competence influences teacher performance. In line with the results of Elfrida et al., (2020), teacher competence influences teacher performance.

In the era of modernization marked by rapid technological advances, teachers must have extensive insight and knowledge. Teachers must continue to improve their competencies, both independently learning and participating in training or workshop activities. Professional teachers are teachers who want to prioritize quality and quality of services and products; teacher services must meet the standards of the needs of the community, the nation, and users and maximize the ability of students based on the potential and skills of each individual (Bahri et al., 2018). The rapid development of information technology greatly influences human civilization today, especially in the business and education world. The need for information technology is getting faster, so inevitably, self-competence must be developed to follow existing information technology trends (Taufiq, 2017).

It is stated in ITE Law No. 19 article 1 paragraph 3 of 2016 that information technology is a technique for collecting, preparing, storing, processing, announcing, analyzing, and or disseminating information (Harahap, 2020). The use of information technology can help the implementation of teacher tasks, including; 1) Information technology as skills (skills) and competencies; 2) Information technology as teaching materials; 3) Information technology as a learning infrastructure; 4) Information technology as learning management, and 5) Information technology as a learning support system (Patoni, 2020). Information technology has a positive influence on individual performance; the technology must be prioritized and fitted with supported tasks (Wardani, 2019). According to Permadi et al., (2020) in their research, the use of information technology in learning can increase students' interest and motivation to learn, which also improves the teacher's performance. Maulani et al., (2020) from several research results, showed that information technology improves performance. So the use or utilization of information technology is the energy and use of technology-based science in completing teaching tasks practically, easily, variedly, and effectively.

The low quality of teacher work is undoubtedly due to differences in the quality of performance, competence, and ability of teachers that will ultimately influence teacher performance in improving the quality of education in general and the quality of learning in particular. Even according to Denim, one of the characteristics of the education crisis in Indonesia is that teachers have not been

able to show adequate performance. This shows that the teacher's performance has not been fully supported by adequate degrees of mastery of ability (Madjid, 2016). The criteria of teachers' performance who can achieve their performance are more than directed at the teacher's competence as mentioned on The Government Regulations No. 19 of 2005 about the National Education Standards. It said that teachers' performance, in this case, is the competence of teachers that have four competencies such as pedagogic competence, personality competence, professional competence, and social competence (Andriani et al., 2018).

In recent years, along with the advancement of technology, the use of computers in society has increased. The increasing use of information technology has a positive impact on education, especially on the way and process of delivering learning materials. In the education process, it is expected that the use of information technology can improve performance (Hasan et al., 2019). A teacher is considered to have a good performance if he has the four competencies mentioned above, so he can perform the task as an educator that is required by the organization, in this case, is the school. Moreover, in performing their role as an educator, their performance is a significant contribution that will be decisive for the success of the educational process at school. Therefore, the attention to the teacher's teachers' performance should continue to increase and improve to be something important, moreover to pay attention the demands of society that still increase which related to the quality of education. Of course, this matter would implicate the need to improve teacher performance quality (Andriani et al., 2018).

One interesting aspect to be studied from the teacher's figure is the aspect of performance because the teacher's performance is the most critical input in the implementation of education. However, the teacher's performance is still not optimal based on the facts. Not optimal teacher performance, it is shown, among others, teachers do not make a Learning Implementation Plan (RPP), ignore the completeness of teacher administration, provide tasks without face-to-face processes, lack teaching materials that attract the use of monotonous models and methods, and evaluation of learning that has not been optimal (Putri & Imaniyati, 2017).

Therefore, teachers must have adequate competence and be relevant in implementing the learning process. In addition to the competence of teachers who must be qualified, it is also necessary for teacher creativity in using technology to carry out their activities and tasks. Good competence and the use of information technology are expected to improve the teacher's performance. Based on this, it is suspected that there is a positive influence between competence and the use of information technology on performance.

In this case, it is known that the quality of the teacher's work or overall teacher performance seen from various factors has been relatively good but not yet fully optimal. This can be seen from the competence and ability of teachers in the management of learning processes that have not been optimal and still need to be improved; then in terms of the use of information technology, there are still many teachers who are not fully able to use it (stuttering technology).

Based on these problems, this research aims to determine the influence of competence and use of information technology on teacher performance in SMP Negeri 21 Batang Hari.

RESEARCH METHODS

This study uses quantitative research methods with this type of survey approach. This research was conducted at SMP Negeri 21 Batang Hari because the research location is close to the researcher's domicile so that it is easy to access to research more deeply the problem to be studied. The population in this study was teachers in SMP N 21 Batang Hari, as many as 32 teachers. The study sample was 32 teachers. The population is also at once as a sample or research subject (Mukhtar, 2010). At the same time, the data source in this study is respondents (teachers).

Data collection techniques use questionnaires with several statements given to respondents to obtain information about things they want to know to get the necessary data. The shape of the box used is the Likert scale. Research instruments are arranged in the form of questionnaires consisting of statement items, and each item has five alternative answers, namely; a. Always, b. Often, c. Sometimes, d. Rarely, and e. Never. The instrument is then tested for validity and reliability by applicable provisions, following the reliably testing of research instruments.

Table 1: Data of Reliability Test Result

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,885	,928	36

The data analysis techniques in this study use descriptive analysis and inferential analysis. Inferential analysis (hypothesis test) is conducted using multiple regression statistical analysis with the help of the SPSS program version 20.0. Multiple regression analysis is intended to test the effect of two or more independent variables on one dependent variable. This model assumes a one-line, straight-line relationship between dependent variables and each predictor (Janie, 2012). The formula of multiple regression equations used is:

$$\hat{Y} = a + b_1 X_1 + b_2 X_2$$

Description:

\hat{Y} = Teacher Performance

a = Constant

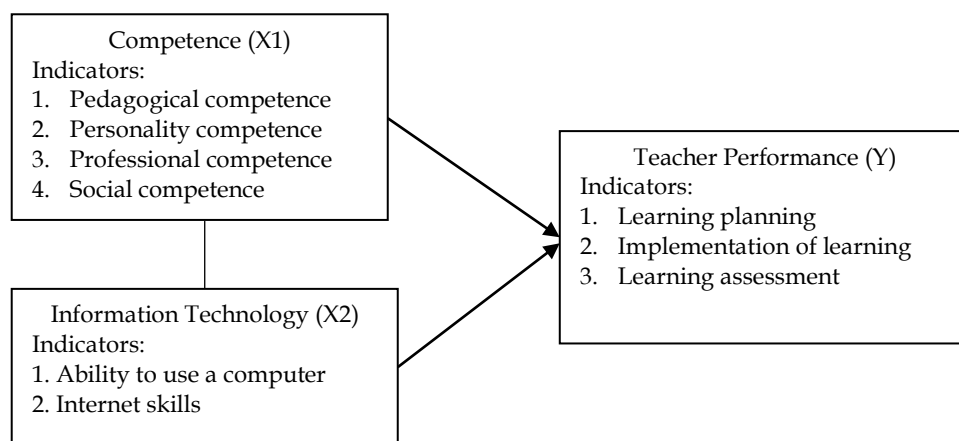
b_1 = Regression coefficient of competency variable

b_2 = Variable regression coefficient of information technology use

X_1 = Competence

X_2 = Use of information technology

Based on the relationship between variables can theoretically be made models in the form of structural equations under the proposed hypotheses as follows.



Picture 1: Relationship variable X₁, X₂ and Y

RESULTS AND DISCUSSION

After spreading questionnaires or questionnaires from competency variables, the use of technology and teacher performance in Madrasah Aliyah Negeri 1 Batang Hari to 32 respondents (teachers). After the data is analyzed using multiple regressions obtained, the following results.

Table 2: Results of Competency Equation Analysis (X₁) and Use of Information Technology (X₂) on Teacher Performance (Y)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18,757	9,073		2,067	,048
1 Competence	,527	,137	,549	3,859	,001
Use of Information Technology	,366	,127	,411	2,887	,007

a. Dependent Variable: Teacher Performance

Based on the table above obtained the results of the analysis coefficient, namely:

$$\hat{Y} = a + b_1 X_1 + b_2 X_2 = 18,757 + 0,527 X_1 + 0,366 X_2$$

Description:

\hat{Y} = Teacher Performance

a = Constant

b_1 = Regression coefficient of competency variable

b_2 = Variable regression coefficient of information technology use

X_1 = Competence

X_2 = Use of information technology

From this equation can be interpreted: First, competency variables and the use of information technology have a coefficient direction that is marked positive to teachers' performance. Second, the constant value indicates the influence of variable X (competence and use of information technology); if the competency variable and use of information technology rise one unit, it will affect one unit on teacher performance variables. This means that teacher

performance variables will rise or be fulfilled by one unit of competency variables and the use of information technology. The regression coefficient is positive value means between competence and information technology for positive performance. Third, the value of the regression coefficient of competency variables to teacher performance variables is 0.527, meaning that if teacher competence increases one unit, then teacher performance will increase by a constant of 18,757. The regression coefficient is a positive value, meaning competence and teacher performance have a positive effect. Based on the above calculations, the influence of competence (X1) on teacher performance (Y), or teacher performance determined by competence, is 0.527 or 52.7%. Fourth, the regression coefficient value of the use of information technology to the teacher performance variable is 0.366, meaning if the use of information technology increases one unit, then the teacher's performance will increase by a constant of 18,757. The regression coefficient is positively valued, meaning that the use of information technology and teachers' performance has a positive effect. Based on the above calculations, the influence of information technology (X2) on teacher performance (Y), or teacher performance determined by work discipline, is 0.366 or 36.6%.

Then to look at the influence of competence and use of information technology on teacher performance together (simultaneously). It can be seen as a result of the double regression coefficient, determination coefficient, and simultaneous test processed using SPSS Version 20 software as follows:

Table 3: Results of Dual Regression Coefficient and Competency Determination Coefficient (X1) and Use of Information Technology (X2) on Performance (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,930 ^a	,865	,856	4,754

a. Predictors: (Constant), Use of Information Technology, Competence

Based on table 3 above, the R-value of 0,930 shows a double correlation (competence and use of information technology) to teacher performance. Considering the variation in the value of R Square of 0,865, which has the meaning of the magnitude of the role or contribution of competency variables and the use of information technology can explain teacher performance variables by 86,5%. At the same time, the remaining or e of 0,135 or 13.5% was affected by other variables not included in the study model.

Further hypothesis testing can be seen from the results of the following calculations:

There is a Direct Influence of Competence (X1) on Teacher Performance (Y)

The first hypothesis states that competence (X1) directly affects teacher performance (Y). The statistical hypotheses tested were:

$$H_0 : \rho_{y.1} \leq 0$$

$$H_i : \rho_{y.1} > 0$$

With hypothesis testing criteria:

H_0 is rejected if the $t_{count} > t_{table}$, and

H_0 is accepted if the $t_{count} < t_{table}$.

Based on the results of the above hypothesis testing that uses a partial test (t-test), processed using the SPSS program version 20, to see the effect of competency variables (X1) on performance variables (Y). The value of the t_{table} can be seen in the t distribution table with a value of 5% (0.05) about the degree of freedom (df) $n-k-1$ or $32-2-1 = 29$. Where n (number of respondents), k (number of independent/free variables). Which then obtained a value of 1,699. The test results in table 2 above obtained the number of competency variable thing values of 3,859, because the value of $t_{count} > t_{table}$ ($3,859 > 1,699$), then partially competence influences performance.

Therefore, it can be concluded that H_0 is rejected, meaning that there is a partially significant influence between competence on teacher performance in SMP N 21 Batang Hari. Thus the first hypothesis is accepted.

There is a direct influence on the use of information technology (X2) on teacher performance (Y)

The second hypothesis states that the use of information technology (X2) has a direct effect on teacher performance (Y). The statistical hypotheses tested were:

$$H_0 : \rho_{y.2} \leq 0$$

$$H_i : \rho_{y.2} > 0$$

With hypothesis testing criteria:

H_0 is rejected if the $t_{count} > t_{table}$, and

H_0 is accepted if the $t_{count} < t_{table}$.

Based on the results of the above hypothesis testing that uses a partial test (t-test), processed using the SPSS program version 20, to see the effect of information technology usage variables (X2) on teacher performance variables (Y). The value of the t_{table} can be seen in the t distribution table with a value of 5% (0.05) concerning the degree of freedom (df) $n-k-1$ or $32-2-1 = 29$. Where n (number of respondents), k (number of independent/free variables). Which then obtained a value of 1,699. The test results in table 2 above obtained the number of variable values of the use of information technology of 2,887, because the value of $t_{count} > t_{table}$ ($2,887 > 1,699$), then partially the use of information technology influences performance.

Therefore, it can be concluded that H_0 was rejected, meaning that there is a partially significant influence between the use of information technology on teachers' performance in SMP N 21 Batang Hari. Thus the second hypothesis is accepted.

There is a Direct Influence of Competence (X1) and The Use of Information Technology (X2) on Teacher Performance (Y)

The third hypothesis states that competence (X1) and the use of information technology (X2) directly affect teacher performance (Y). The statistical hypotheses tested were:

$$H_0 : \rho_{y.1.2} \leq 0$$

$$H_i : \rho_{y.1.2} > 0$$

With hypothesis testing criteria:

H_0 is rejected if the $f_{count} > f_{table}$, and

H_0 is accepted if the $f_{count} < f_{table}$.

In testing the influence of competency variables and the simultaneous use of information technology (together) can be seen in the table of simultaneous test results as follows.

Table 4: Simultaneous Competency Test Results (X1) and Use of Information Technology (X2) Against Performance (Y)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4060,528	2	2030,264	89,822	,000 ^b
Residual	632,892	28	22,603		
Total	4693,419	30			

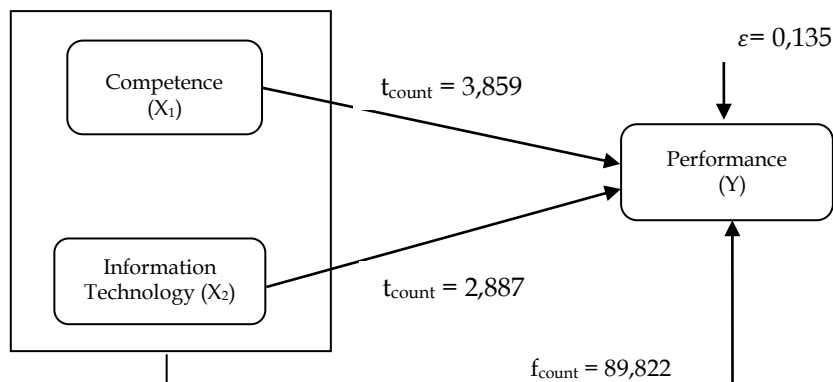
a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Use of Information Technology, Competence

The third hypothesis is tested according to a paradigm that reflects that competence and use of information technology together (simultaneously) affect teacher performance. The test is carried out simultaneously (test f). The f_{table} value can be seen in the f distribution table using a confidence rate of 95%, a value of 5% (0.05), taking into account df 1 (number of variables minus 1) or 3-1 = 2 and df 2 (n-k-1) or 32-2-1=29. Where n (number of respondents), k (number of independent/free variables). Which then obtained a value of f_{table} of 3.33. The Anova test or f test as seen in table 4 above using SPSS version 20 for windows obtained f_{hitung} of 89,822 with a probability p-value of 0.000, due to the value of $f_{count} > f_{table}$ ($89,822 > 3.33$).

Thus it can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, meaning that there is a significant influence between competence and the use of information technology together (simultaneously) on performance. Thus the third hypothesis is accepted. Where if competence and work discipline the better will be, the better teachers' performance in SMP N 21 Batang Hari.

The results of the equations performed automatically above are entered into the following structural equation image:



Picture 2: Empirical Causal Relationship Model Between Variables

The competence and use of information technology partially and simultaneously affect teacher performance. Where if the competence and use of information technology are better, the better teachers' performance in SMP Negeri 21 Batang Hari.

Performance is the result or achievement level of an individual in general during a given period in carrying out undertakings whenever contrasted with different potential outcomes, for example, work results, target or objective, or standards not entirely set in stone first and have been concurred together (Kusumaningtyas & Setyawati, 2015). Among the variables that influence execution are human asset skills. Wibowo characterizes capability as a capacity to complete or do a task or errand given abilities and information and by the work mentality expected by the gig (Haryono et al., 2020). Competence is an essential characteristic that influences thinking and acting manners, generalizing to all situations faced, and long-lasting enough in the human self. Competence is the ability and will to do a task with effective performance (Kusumaningtyas & Setyawati, 2015).

Competence is a melting pot of knowledge (thinking power), attitude (heart power), and skills (physical power) embodied in the form of deeds. In other words, competence is a combination of mastery of knowledge, skills, values, and attitudes reflected in the habit of thinking and acting in carrying out their duties/work. Competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered to carry out their professional tasks. In addition to appropriate competencies, a teacher must also have the ability to use information technology in carrying out his teaching duties. Either used in the process of learning activities or other task support activities. Therefore, the competence of teachers and the use of information technology is essential to be considered and improved because this has an impact on the performance produced by the teacher.

In recent years, information technology has profoundly affected human resources (HR) processes and practices. Continuous innovations in technology will fundamentally change how HR work is accomplished (Stone et al., 2015). Thus, developing the competence and ability of teachers in using information technology to improve teacher performance is not an easy job to do; even the effort has not been able to improve overall teacher performance. This is due to a lack of encouragement by other factors. Good teacher performance is one of the factors that can support the quality of education (Trisna & Huda, 2022). Teacher performance can be seen in the work process or results. A job always has work steps (procedures); work procedures always increase work results by work demands. If the procedure carries out a job, it will arrive at the desired work result (Hasibuan, 2022).

This can be proven by the results of inferential statistical analysis using multiple regression analysis, stating that the magnitude of the influence of competence and simultaneous use of information technology on teacher performance by 86.5%. Furthermore, the results of calculations f_{count} with f_{table} obtained $f_{\text{count}} = 89,822$ $f_{\text{table}} = 3.33$ where this indicates reject H_0 and receive H_1 . This means that there is a significant influence between competence and the

simultaneous use of information technology on teacher performance. This needs to be maintained and improved because of the competence and use of information technology are good, it can very clearly improve teacher performance as the findings. Moreover, 13.5% was the remaining variable (residue) that had not been studied in the study.

Based on the above exposure, it can be taken the common thread that it is clear that the competence and use of information technology have a partial and joint effect on teachers' performance in SMP Negeri 21 Batang Hari. This finding is reinforced by the results of research conducted by Arifin, (2015) showed that competence has a positive and significant effect on teacher performance. In the study, Yani et al., (2021) also mentioned that mastery of technology has a significant and positive influence on performance. These results explain that teachers who can efficiently handle and use technology-based work equipment will have good productivity. Mastery of technology is a set of skills and understandings needed by individuals to enable information technology that suits their needs. Relevant to Suryani et al., (2021) research states that there is a positive and significant influence between competence and the use of information technology on employee performance. In line with Nurjaya et al., (2021) research, there is an influence on human resource competence and the ability to use technology on partial and simultaneous performance. Supported by Amri et al., (2021) research has also expressed the influence of teacher ability and mastery of technology on teacher performance.

The teacher must improve skills and anticipate and prepare for future skills needed from the workforce. On the other hand, they must achieve competence in using employability skills. Such competence in skills demonstrates the extent to which an employee demonstrates proficiency and mastery in job skills (Abas & Imam, 2016). The performance benchmark is job demands that describe the work to be achieved. How far a person can do the job compared with the results achieved is called a person's performance (Hasibuan, 2022). Therefore, good competence so that teachers can more easily convey the subject matter to learners requires skills and understanding and use of information technology.

CONCLUSION

Based on the description of the study above, it can be concluded, obtained objective information that; 1) There is a positive and significant influence between competence on teacher performance; 2) There is a positive and significant influence between the use of information technology on teacher performance; 3) Simultaneously there is a positive and significant influence between competence and the use of information technology on teacher performance. With the value of R Square (coefficient of determination) of 0,865, which has the meaning of the magnitude of the role or contribution of competency variables and the use of information technology can explain teacher performance variables by 86,5%. At the same time, the remaining or e of 0,135 or 13,5% is affected by other variables not included in this research model. The functional relationship between competence and the use of information

technology to teachers' work performance gives meaning; the higher the competence of teachers and the use of information technology in the implementation of teacher tasks will be followed by improved performance. Where if the competence and use of information technology are better, the better teachers' performance in SMPN 21 Batang Hari.

AKCNOWLEGMENT

The author thanked the parents for their moral and material support in creating this article. Then thank the lecturers who have given direction and guidance, and lastly, we thank the reviewers who have provided corrections to improve this paper to meet the eligibility for publication. The author hopes that this writing can be helpful and acceptable to readers.

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