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The Influence of Professional Competence, Organization Support, and Task Commitment toward English Teacher Performance

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ABSTRACT

The aims of this research are to investigate the influence of positive the direct effect of professional competence, organizational support, and task commitment on the English teacher's performance of SMP and MTs in Kendari. The research applied a survey method with a quantitative approach. The data are collected from 95 English teachers who are selected randomly. The collected data are analyzed by using path analysis. The research results indicate that there is a direct influence of positive professional competence, organizational support, and task commitment on the economic teacher's performance. Also, there is a direct influence of the positive professional competence, organizational support towards the task commitment, and a direct influence of the positive professional competence toward the organization support.

KEYWORDS: *Organizational support; performance; professional competence; task commitment*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh langsung positif kompetensi profesional, dukungan organisasi, dan komitmen tugas terhadap kinerja guru bahasa Inggris SMP dan MTs di Kendari. Penelitian ini menggunakan metode survei dengan pendekatan kuantitatif. Data dikumpulkan dari 95 guru bahasa Inggris yang dipilih secara acak. Data yang terkumpul dianalisis dengan menggunakan analisis jalur. Hasil penelitian menunjukkan bahwa terdapat pengaruh langsung kompetensi profesional yang positif, dukungan organisasi, dan komitmen tugas terhadap kinerja guru ekonomi. Disamping itu, terdapat pengaruh langsung kompetensi profesional positif, dukungan organisasi terhadap komitmen tugas, dan pengaruh langsung kompetensi profesional positif terhadap dukungan organisasi.

KATA KUNCI: *Dukungan organisasi; kinerja; kompetensi profesional; komitmen tugas*

1. Introduction

Improving the quality of education is determined by the readiness of human resources involved in the education process. Teachers, as one of the determining factors for the high and low quality of educational outcomes, have a strategic position, so every effort to improve the quality of education needs to pay great attention to increasing teachers both in terms of number and

quality (Leithwood & Jantzi, 2005). Teachers are professional educators with the main task to educate, teach, guide, direct, assess, and evaluate learners. Teachers must have a professional sense when completing their work. According to Law No. 14 of 2005 on Teachers and Lecturers, a professional is “works or activities undertaken by someone and become a source of livelihood”.

Teacher performance is defined as a benchmark of teacher success in carrying out its work by responsibilities and authority based on predetermined performance standards in achieving educational goals. Teacher performance is clearly demonstrated in the learning process, and then it will produce good student achievement (Chapman, Muijs, Reynolds, Sammons, & Teddie, 2013). There are several gaps in teacher competencies which impacted on teacher performance. Data indicates that teacher competence is less than optimal. Based on UNESCO's report on Global Education Monitoring (GEM) in 2016, Indonesia's education is in the 10th position of 14 developing countries. Besides, teacher, the important element of education, is in the 14th position among 14 developing countries. Indonesian education is still far from an adequate category. Also, the amount of education budget does not make the quality of education increase (Saputra, 2018).

The phenomena of English competencies based on competency test results shown of 33,10 (2021), it means that the competitiveness is due to the low performance of teachers obtained through the supervision results of school supervisors in carrying out teaching assignments through the IPKG, which is marked by not optimal planning of learning, implementing learning and assessment processes of learning outcomes, and low teacher mastery on competency standards and basic competencies in subjects. The low performance of English teachers must be addressed immediately because it can influence the achievement of educational goals. Performance is a performance that is achieved by the quality and quantity of an individual in carrying out their duties by the responsibilities given to him. Ahmed, Hassan, Ayub, and Klimoski (2018) state that performance will be high when a person puts forth the significant effort, directs this effort toward the right outcomes and can execute the behaviors necessary for bringing about those outcomes. Performance is a periodic assessment of the value of an individual employee for his organization, carried out by his supervisor or someone who is in a position to observe or assess work performance (Chandrasekar, 2011). Six primary criteria can be used to measure performance, i.e. 1) quantity of output; 2) quality of output; 3) timeliness quantity of output; 4) presence/attendance on the job; 5) efficiency of work completed; and, 6) effectiveness of work completed (Mathis, Jackson, Valentine, & Meglich, 2016). To achieve this, all competence is needed to improve professional competence (Kunter, Klusmann, Baumert, Richter, Voss, & Hachfeld, 2013).

Competency is defined as a person' underlying characteristic resulting in effective and superior performance. It includes any attributes, knowledge, skills, abilities or other qualities that contribute to successful job performance (Nangle, Grover, Holleb, Cassano, & Fales, 2010). Competencies are the how side of job performance (Axley, 2008). There are foundational elements required for competence which include knowledge and skills as well as elements best conceptualized as professionalism (e.g. reflective thinking) (Fouad, Grus, Hatcher, Kaslow, Hutchings, Madson, Collins, & Crossman, 2009). To achieve this, all competence is needed to improve professional competence. Professional competence ensures that individuals work to achieve specific targets and how to act or behave correctly. Professional competence is closely related to performance. Professional competence is the ability to master science and technology fields that are supported. Sukrapi, Muljono, and Purnaningsih's study (2014) concluded that professional competence is positively related to teacher performance, meaning that the better the professional competence, the better the performance is. Teachers who are competent disciplines in carrying out tasks because they

have knowledge, understanding, abilities, values, attitudes, and interests manifested in performance (Westera, 2001)

In addition to professional competence, organizational support also has a vital role in teacher performance. Without the organization's permission from the school, there is little possibility of achieving the expected performance. For professional competence to be created for teachers, organizational support is felt, ie, the extent to which they believe that organizations as workplaces value their contributions and care about their well-being and meet their social needs (Rhoades & Eisenberger, 2002). Perceived organizational support increases individual obligations to help organizations achieve their goals, increases corporate loyalty, and contributes to their expectations that improved performance will be rewarded. Supportive behavior will include enhanced performance and expanded roles, increased organizational commitment, and decreased stress and withdrawal behaviors such as absenteeism and displacement (Kurteiss, Eisenberger, Ford, Buffardi, Stewart, & Adis, 2017). Organizational support plays a vital role in regulating human resources for activities towards the goal. Effective organizational support can provide opportunities for each individual to interact at every level of functional areas and decision-making. A conducive organization can be seen from the organization's help harmoniously treating members, placing humans as part of the organization in a relatively harmonious relationship between members, and highly determining patterns of interaction, coordination, and behavior-oriented to the task achieving the best performance.

Organizational commitment is seen as the individual's relative strength as identified with and involved in a certain organization (Rode, Huang, & Flynn, 2016). It indicates that organizational commitment means more than passive loyalty, but involves functional relationships and the desire of employees to make a meaningful contribution to their organization. In addition to professional competence and organizational support, task commitment also has a vital role in performance. Three "sets of thoughts" can characterize employee commitment to the organization, namely affective commitment, ongoing commitment, and normative commitment. Employee commitment to the organization is significant, and commitment has a significant impact on the success of organizational performance. This is because high employee commitment will identify the organization's work, goals, and values; employees have a strong desire to be part of the organization and are willing to display good organizational citizenship behavior. The willingness to carry out tasks within and outside the organization is the organization's greatest asset. Commitment to human resource management is the best supporter of an organization's competitive advantage (Meyer & Allen, 1991). Furthermore, Chun, Shin, Choi, and Kim (2013) said that commitment is the concern of organizational citizens at work to achieve the best performance. Employee commitment can be an essential instrument for improving organizational performance (Rafiei, Amini, & Foroozadeh, 2014).

Based on the phenomena and theoretical studies above, the purpose of this study is to find out: 1) the direct effect of professional competence on teacher performance, 2) the direct effect of organizational support on teacher performance, 3) the direct effect of task commitment on teacher performance, 4) the direct effect of professional competence on task commitment, 5) the direct effect of organizational support on task commitment, and 6) the direct effect of professional competence on organizational support.

2. Method

This research was conducted at state and private junior high schools and madrasah tsanawiyah (Islamic junior high school) in Kendari City. The survey method used with an associative quantitative approach using path analysis. The total population of 124 English teachers and a sample of 95 English teachers were drawn from 51 schools spread across six sub-districts in

proportion to the random sampling area technique. Data collection using instruments in the form of tests and non-tests. The test is used to collect teacher professional competency data. The non-test (grading scale) is used to collect organizational support data and task commitments filled out by the teacher while students assess the teacher's performance. Before the instrument is used, the validity test with Product Moment Correlation and reliability is tested using the Alpha Cronbach technique.

Data obtained from the study results were analyzed by descriptive and inferential analysis. Descriptive analysis is used to describe the characteristics of the research variables. At the same time, inferential analysis was used to test hypotheses. Before being analyzed, the normality and linearity tests are carried out first. After that, we look for the direct influence between exogenous and endogenous variables. The effect is reflected in the path coefficient number.

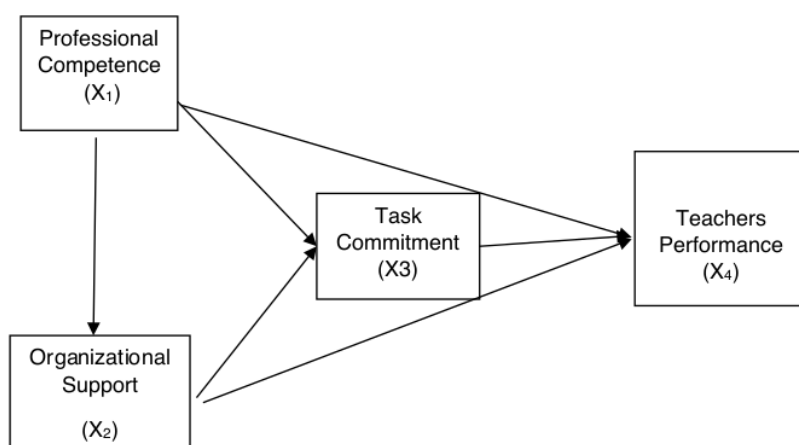


Figure 1. Research Design

3. Findings and Discussion

3.1 Findings

The path coefficients analyzed according to the hypothesis are P41, P42, P43, P31, P32, and P21. Calculation of path coefficients for the influence of professional competence (X1), organizational support (X2) and task commitment (X3) on teacher performance (X4). Based on the results of data analysis, obtained path coefficient (P41) = 0.237. This finding is interpreted that professional competence (X1) has a direct positive effect on teacher performance (X4), so it can be concluded that each increase in one unit of professional competence (X1) will increase 0.237 teacher work units. The results of the data analysis obtained a path coefficient (P42) = 0.242. This finding is interpreted that organizational support (X2) has a direct positive effect on teacher performance (X4), so it can be concluded that each increase in one unit of administrative support (X2) will increase 0.242 units of teacher performance.

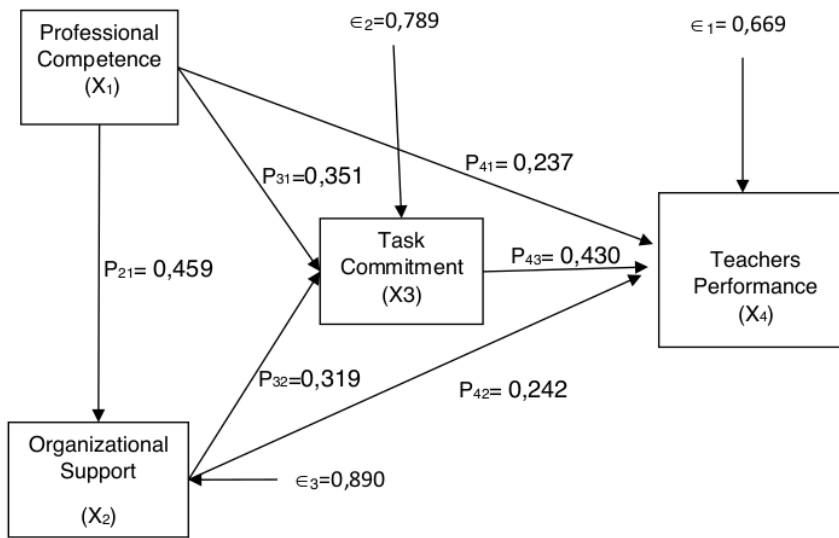


Figure 2. Model of the Path Diagram

Data analysis obtained path coefficient (P_{43}) = 0.430. This finding is interpreted that task commitment (X_3) directly affects teacher performance (X_4); it can be concluded that each increase in one unit of task commitment will increase 0.430 units of teacher performance. Based on the results of the data analysis, obtained path coefficient (P_{31}) = 0.351. This finding is interpreted that professional competence (X_1) directly affects task commitment (X_3), so it can be concluded that each increase in one unit of professional competence will increase 0.351 units of task commitment. Based on the results of the data analysis, obtained path coefficient (P_{21}) = 0.459. These findings are interpreted that professional competence (X_1) directly affects organizational support (X_2), so it can be concluded that each increase in one unit of professional competence will increase 0.459 units of administrative approval. The results of the substructure one path coefficient calculation are presented in Table 1.

Table 1. Coefficient of Professional Competency Paths, Organizational Support and Task Commitment to Performance

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t	Sig.	
I (Constant)	5.030	9.424		.534	.595	
Professional Competence (X1)	.321	.115	.237	2.801	.006	
Organizational Support (X2)	.225	.078	.242	2.891	.005	
Task Commitment (X3)	.523	.104	.430	5.020	.000	

a. Dependent Variable: Competence (X4)

The results of substructure 2 path coefficient calculations can be presented in Table 2.

Table 2. Coefficient of Professional Competency Paths, Organizational Support for Task Commitments

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	50.895	7.789		6.534	.000
Professional Competence (X1)	.392	.107	.351	3.654	.000
Organisational Support (X2)	.244	.074	.319	3.318	.001

a. Dependent Variable: Task Commitment (X3)

The results of the calculation of the substructure 3 path coefficients are presented in Table 3.

Table 3. Coefficient of Professional Competence Paths to Organizational Support

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	84.793	6.553		12.940	.000
Professional Competence (X1)	.669	.134	.459	4.988	.000

a. Dependent Variable: Organizational Support (X2)

The results of the coefficients output in Tables 1, 2, 3 show that all path coefficients studied have a Sig. smaller than the value of $\alpha = 0.05$ with the direction of the positive coefficient. The results showed that: 1) professional competence had a direct positive effect on teacher performance, 2) organizational support has a direct positive effect on teacher performance, 3) task commitment has a direct positive effect on teacher performance, 4) professional competence has a direct positive effect on task commitment, 5) organizational support has a direct positive effect on task commitment, and 6) professional competence has a direct positive effect on organizational support.

3.2 Discussion

The results of data analysis of this reveal some important discussions. First, professional competence directly affects teacher performance; professionally competent teachers will improve performance. Professionally qualified teachers are needed in schools because they will positively enhance the process and learning outcomes. Teacher competence can be increased in various ways, namely by mastering the educational foundation and teaching materials, making teaching programs, and making assessment tools for learning outcomes. Competent teachers always try to improve quality, professional standards, ethical codes, and personality to support performance (Boon, 2011). The results of this study support the statement of the

Saavedra and Opfer (2012) that the implementation of a teacher's main tasks cannot be separated from the ability of a teacher to master and apply his competence.

Second, organizational support has a direct positive effect on the performance of English teachers. Eisenberger, Malone, and Presson (2016) revealed that corporate support includes: fairness, corporate rewards and job conditions, and supervisor support. Fairness is an individual's perception of procedural fairness for corporate support concerning and regulating the reasonableness of decision procedures. Corporate rewards and job conditions, and supervisor support a prize given by the organization for services provided by employees for the organization's progress.

Third, task commitment has a direct positive effect on teacher performance. Zeinabadi (2010) conducted a study to examine the impact of organizational commitment on employee achievement. Organizational commitment is an independent variable with indicators of affective dedication, normative commitment and continuance commitment. At the same time, achievements work as a dependent variable with quantity and quality indicators. The results of his research indicate an influence of organizational commitment to employee performance. To support the result of this study, Luthans, Luthans, and Luthans (2021) emphasized the support of task commitment on performance, stating that a study found that commitment to supervisors was more strongly related to performance than was a commitment to organizations. Wagner and Hollenbeck (2020) argue that commitment can complete performance tasks the desired.

Fourth, professional competence has a direct positive effect on task commitment. Professional competence in human resource management is one of the commitment devices for the company's goals of achieving competitive advantage. Esra (2010) expressed the professional competence of an analytic concept of thinking, attitudes, and experiences that individuals have to strengthen task commitment in achieving the organization's mission and values. Empirical study (Liakopoulou, 2011) indicate that teacher professional competence is the ability of teachers to manage analytic concepts of thinking, attitudes, and experience to achieve task commitments, especially normative commitments; teachers implement professional competence, namely the ability of teachers to carry out relevant roles and tasks by standards set by the school, significantly improving the quality of economic learning. Thus professional competence has a direct positive effect on task commitment.

Fifth, organizational support has a direct positive effect on task commitment. Khansa, Javaid, Arshad, and Bibi (2012) state that each individual feels corporate sponsorship in the form of attention, consideration, assistance, and opportunities, and involving individuals in determining the policy will make individuals increase commitment and responsibility for their work. This statement is supported by Abdirahman, Najeemdeen, Abidemi, and Ahmad (2018) whose research results indicate a positive relationship between organizational support, organizational commitment and job satisfaction.

Sixth, professional competence has a direct positive effect on organizational support. Onn and Lung (2014) stated that the creation of professional competence for teachers requires corporate approval felt by individuals, namely the extent to which they believe that organizations as workplaces value their contribution and care about their well-being and meet the emotional socio needs of employees. Organizational support will increase employees' obligations to help the organization achieve its goals, increase corporate loyalty, and contribute to their expectations that improved performance will be rewarded (Onn & Lung, 2014). The behavioral outcomes include increasing performance and roles, increasing organizational commitment, and decreasing stress and withdrawal behaviors such as absenteeism and movement (Jung & Shin, 2015).

4. Conclusion

This study reveals that professional competence has a direct positive effect on the performance of the teachers. This immediate effect shows that increasing professional competence will result in a positive increase in teacher performance. Organizational support has a direct positive impact on teacher performance. This direct effect shows that increasing corporate support will positively raise teacher performance. Task commitment has a positive direct impact on teacher performance. This immediate effect shows that increased task commitment will improve teacher performance. Professional competence has a direct positive effect on task commitment. This immediate effect shows that increasing professional competence will result in a positive increase in task commitment. Organizational support has an immediate positive impact on task commitment. This direct effect shows that increasing corporate support will positively raise task commitment. Professional competence has a direct positive impact on organizational support. This immediate effect shows that increasing professional competence will result in a positive increase in administrative support.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10
