

The Effect of Academic Qualification, Teacher Competence Counselling Guidance Teacher Performance

Novi Wahyu Damayanti¹, Sitti Hartinah², Titi Kusrina³
{noviewahyudamayanti@gmail.com}

¹²³Master in Pedagogy, Universitas Pancasakti Tegal, Indonesia¹,
¹SMK Muhammadiyah Bumiayu, Indonesia

Abstract. The principal, teachers, students, administrative staff, and other education workers all play a critical role in the achievement of a school's instructional objectives. Furthermore, it needs to be supported by the presence of suitable infrastructure and educational facilities. Performance of teachers is inextricably linked to their competency credentials. Pedagogical competence, personal competence, professional competence, ethical competence, and social competence are qualities that instructors must possess. Motivational variables may also have an impact on teachers' performance. This is so because conduct is driven by motivation in order to accomplish a goal. This study's sample consisted of 48 participants from a saturated sample of the general population, and a questionnaire was utilized to obtain the data. Multiple linear regressions and the traditional assumption test were employed in the data analysis.

Keywords: Academic Qualifications, Teacher Competency, Work Motivation, and Counselling Teacher Performance

1. Introduction

A teacher's very strategic position requires that every teacher be able to achieve satisfactory performance, considering that teacher performance plays an important role in determining the quality and success of education. Not all teachers can show satisfactory performance in carrying out their duties. On the one hand, this cannot be separated from the not optimal quality of teachers and also the uneven quality of teachers in the country.

Teachers have complex tasks and this certainly cannot be overcome only by their academic qualifications, but also requires teachers to have competencies following their field of work. In this context, ideally, every teacher has four kinds of competencies, namely pedagogic

competence, personal competence, professional competence, and social competence. If these four competencies are owned, it will greatly support the teacher to be able to work well and achieve satisfactory performance.

The reality on the ground shows that there are still many teachers who have not mastered or have the four competencies required in their profession. This condition is reflected, among others, by several things, for example, they still often use conventional teaching methods because they do not master various teaching methods, carry out learning without preparation of a mature Lesson Implementation Plan (RPP), are not able to explore and facilitate the potential of each student individually, lack of motivated to make teaching aids, lack of mastery of information technology, and so on.

To achieve good performance, motivational factors cannot be ruled out by teachers. [1] motivation is a psychological urge that arises in oneself to behave in achieving predetermined goals. Motivation is a driving force that will manifest a behavior to achieve the goal of increasing work performance. Motivation can affect a person's performance in a particular activity. The success of school leaders raises teachers' motivation to work influenced by their knowledge and ability to create a conducive working situation and climate.

Guidance and Counseling teachers are an integral part of the teacher. [2], group guidance is a form of effort to assist people who are experiencing problems. Guidance and counseling services are an integral part of the education process in a formal educational institution whose position is outside the administration of subjects, local content, or extra-curricular activities. Counseling services are services that support the process of achieving educational goals.

The importance of the position and role of the Counseling Guidance teacher is often overlooked. Counseling teachers are often considered less important than subject teachers. This of course can have an impact on the work motivation of Counseling Guidance teachers. In addition, there are times when Counseling Guidance teachers do not have a relevant educational background, not from a Counseling Guidance major. This has an impact on academic qualifications and competencies that are not following the field of work.

In general, guidance and counseling services in schools are still adequate and do not even follow the concepts or theories in the counseling discipline, schools are still taboo and do not provide enough space for school counselors. Counseling teachers do not come from the guidance and counseling department), giving rise to new problems in the world of education, especially in the guidance and counseling teacher service.

2. Method

This research is a survey research using a quantitative-correlational research approach. Survey research referred to in this study is research that is explaining functional relationships and tests hypotheses about the effect of academic qualifications, teacher competence, and work motivation on teacher performance.

The population of this study was teachers at SMK Muhammadiyah Bumiayu. The total number of teachers is 48 people. The sampling technique used was saturated sampling by taking all teachers as research samples. Data collection using a questionnaire. The preparation of the instruments in this study was carried out in stages, namely: (1) compiling indicators from research variables, (2) compiling instrument grids, and (3) conducting tryouts to test the validity and reliability of the instrument.

Instrument reliability testing was carried out using the following Cronbach's *Alpha* formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Information:

r_{11} : Instrument reliability

k: The number of items or questions

$\sum \sigma_b^2$: Total variance of the items

σ_t^2 : Total variance

The data analysis technique uses the classical assumption test, which consists of tests for normality, multicollinearity, heteroscedasticity, and multiple regression analysis. Multiple linear regression was used to determine the effect of academic qualifications, teacher competence, and work motivation on the performance of counseling teachers. The formula used is [3]:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Information:

Y = Counseling Guidance teacher performance

a = constant

b = regression coefficient.

X₁ = academic qualification

X₂ = teacher competency

X₃ = work motivation

e = other variables outside the model

the F test was used, with the following formula [3]: R^2 / k

$$F = (1 - R^2) / (n - k - 1)$$

Information:

F = F count

R^2 = coefficient of determination

n = number of samples

k = the number of independent variables

Using the significance level $\alpha = 0.05$ and the degree of freedom (nk-1), H_0 is accepted if F count \leq F table, and H_0 is rejected if F count $>$ F table.

To determine the effect of academic qualifications, teacher competence, and work motivation partially on the performance of counseling teachers, the t-test was used, with the formula: [3]

b_j

$$t = S_{b_j}$$

Information:

t = t count

b_j = regression coefficient X_j

S_{b_j} = standard deviation of the regression coefficient (b)

With a 95% confidence level ($\alpha = 0.05$) and degrees of freedom (n-k 1), then:

H_0 is accepted if $-t_{table} \leq t_{count} \leq t_{table}$.

H_0 is rejected if $t_{count} < -t_{table}$ or $t_{count} > t_{table}$.

3. Results and Discussion

This study aims to determine the effect of academic qualifications, teacher competence, and work motivation on the performance of counseling teachers.

This study aims to determine the effect of 1) the academic qualifications of counseling teachers on the performance of counseling teachers 2) the academic qualifications of counseling teachers on the performance of counseling teachers, 3) the competency of counseling teachers on the performance of counseling teachers, 4) the

work motivation of counseling teachers on the performance of counseling teachers, 5) academic qualifications, competencies, and work motivation of counseling teachers simultaneously on the performance of counseling teachers at SMK Muhammadiyah Bumiayu.

Using SPSS software version 26.0, a test of the questionnaire's reliability and validity was conducted for each variable. The questionnaire's validity is evaluated using a product-moment correlation approach. Comparing each variable's item to its corresponding row in the r table yielded the r count. Regarding the Cronbach Alpha formula reliability test, a $r_{11} > 0.60$ ratio is required. The traditional assumption test, multiple regression analysis, and significance test were the data analysis techniques employed in this study using SPSS version 26.0.

To determine whether any extreme values exist that would make the research findings abnormal, the normality test is used. The statistical technique used in this study was the non-parametric Kolmogorov Smirnov test (KS). If the Kolmogorov-Smirnov significance is higher than 0.05, the data is considered to be normal. The normality test can also be carried out using the normal chart probability plots.

In order to determine whether the regression model identified a correlation between the independent (independent) variables, the multicollinearity test is used. The independent variables shouldn't correlate with a suitable regression model. The tolerance value and VIF provide insight into the variables that lead to multicollinearity (Variance Inflation Factor). The multicollinearity-free regression model has a tolerance number > 0.1 or close to 1 and a VIF value 10.

The goal of the heteroscedasticity test is to determine whether there is an inequality in variance between the residuals from one observation and another in the regression. Examining the scatterplot graph will allow you to determine whether heteroscedasticity is present or absent. There is no heteroscedasticity if there is no obvious pattern and the points are evenly spaced above and below the value 0 on the Y axis.

In the linear regression model, the autocorrelation test looks to examine if there is a link between the confounding errors in period t and the confounding errors in period $t-1$ (previous) period. In this study, the presence or absence of autocorrelation was assessed using the Durbin-Watson Test [4].

By using the t -statistical test to partially test the hypothesis, it can be shown how much the relationship between one explanatory/independent variable and another explains the variation in the dependent variable. It is argued that there is an influence if the sign value is less than 0.05, the alternative/work hypothesis is accepted, and the observation hypothesis is rejected.

The simultaneous regression coefficient test, often known as the F test, can be used to determine whether all of the independent variables in the model share a relationship with the dependent variable. A regression equation or model's validity is evaluated using the F test. If it is inferred from the results of the table that the independent factors simultaneously affect the dependent variable, the significance value of the multiple regression F -test in this study is 0.05.

The coefficient of determination indicates how well the model can account for the variation in the independent variables (R^2). Between 0 and 1, the coefficient of determination can range in value. The low R^2 value shows a strong constraint on the independent factors' ability to explain variance in the dependent variable. If the result is

near to 1, it means that the dependent variable's variation can be predicted using all the information needed to forecast the independent variables. The contribution of the independent variable is represented by $R^2 \times 100\%$.

4. Conclusion

The effect of academic qualifications, teacher competence, and work motivation on the performance of counseling teachers with a sample of 48 people, the data collection method used a questionnaire which was tested first with validity and reliability tests followed by the classical assumption test as a prerequisite for multiple regression tests including normality test, multicollinearity test, heteroscedasticity test, autocorrelation test. Partial hypothesis testing using the t-statistical test shows how far the relationship of one explanatory/independent variable individually explains the variation of the dependent variable. While simultaneously using the F test. Data processing is assisted using SPSS Statistics software version 26.0

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