

Contribution of Competence and Teaching Experience to the Teacher Work Motivation and Performance Also Its Effect to the Student Learning Outcome

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Abstract: This research was conducted to know the extent of effect and contribution between exogenous variable to the endogenous variable. Exogenous variable in this research was pedagogic competence (X_1), personality and social competence (X_2), and teaching experience of teacher (X_3). Endogenous variable in this research was student learning outcome (Z). Meanwhile, the intervening variable was work motivation (Y_1) and teacher performance (Y_2). This research used quantitative approach with *ex post facto* method. Sample that used was 64 teachers in SMK N (Public Vocational School) skill study program of electronics engineering in Malang Regency by using proportionate random sampling technique. Data collection technique used test, documentation, questionnaire, interview, and observation. This research used path analysis with decomposition model to know direct and indirect effect for the set of independent variable (exogenous) to the dependent variable (endogenous). The research result showed that there was contribution of competence and teaching experience to the teacher work motivation and performance and also its effect to the student learning outcome.

Keywords: teacher competence, teaching experience of teacher, teacher work motivation, teacher performance, student learning outcome

I. Introduction

The government bent on improving teacher quality through many ways. One of them is by obligating teacher to have many academic qualifications, competence, educator certificate, healthy both physical and spiritual which mentioned in 8th clause of Laws No. 14 Year 2005 about Teacher and Lecturer. Competence that must be owned by teacher is explained in 10th clause of 1st paragraph which includes pedagogic competence, personality competence, social competence, and professional competence. Those competences must be owned by all teachers in running their profession, either teacher in the elementary or high school. Teacher of vocational school is included into that Law.

Reformation in the field of vocational teacher education, demanding on the alteration of teacher's character in which during this time the teachers are familiar with instruction leadership pattern, all are ruled from above, and teacher lost the creativity. Whereas, to be able to compete in this global era which all so sophisticated, era that demands high adaptation level to the change, needs teacher to have high motivation and performance. Teacher work motivation and performance is heavy related with teacher performance in the learning process. One factor that affects teacher performance is teaching experience, it can be stated as working time that been conducted by every teacher which is learning process over the position that they owned. Kurniawan et al., (2011) in his research stated that there is positive relationship between teaching experience with teacher performance. Hasan (2004), from his research result, it was known that only 30% present teachers who deserve to teach. Less optimal of learning implementation was also found by the researcher in SMK Negeri (Public Vocational School) 1 Kepanjen and SMK Negeri 2 Singosari. The number of teacher that taught in the skill study program of Electronics Engineering from both SMK (Vocational School) was 76 teachers. This research tried to study about contribution of pedagogic competence, personality and social competence, and teaching experience to the teacher motivation and performance also its effect to the student learning outcome.

II. Literature Study

Student Learning Outcome: Learning outcome is final result of learner after having learning process, where the final result is attitude which appears in the form of change that can be observed and assessed, including three aspect, cognitive, affective, and psychomotor. Curriculum 2013 in competence reconstruction includes attitude competence; spiritual attitude (KI-1) and social attitude (KI-2), knowledge competence (KI-3) to reach smart human and skill competence (KI-4) to reach skilled and creative human. Knowledge assessment can be meant as intellectual potential assessment which consists of knowing, understanding, implementing, analyzing, synthesizing, and evaluating step (Anderson & Krathwohl, 2001).

Teacher Pedagogic Competence: Government Rule No. 74 about Teacher states that pedagogic competence is teacher ability in learning management of learner which at least includes: (1) understanding of insight or education fundamental; (2) understanding to the learner; (3) curriculum/syllable development; (4) learning plan; (5) learning implementation which educate and dialogic; (6) the use of learning technology; (7) evaluation of learning outcome; and (8) learner development to actualize many potentials that they owned.

Personality and Social Competence of Teacher: Personality competence as what been mentioned in Government Rule No. 74 Year 2008 at least includes personality which involves (1) religious and pious; (2) have good manner; (3) capable and wise; (4) democratic; (5) steady; (6) authoritative; (7) stable; (8) mature; (9) honest; (10) fair; (11) being good example for learner and society; (12) objectively evaluating self performance; and (13) self developing independently and sustainably. Phenix wrote (1964:215) that, “essence of ethical meaning or moral knowledge is the right action, which is what should be done by someone.”

Social competence as what been mentioned in Government Rule No. 74 Year 2008, is teacher ability as part of society which at least includes the competence to: (1) communicate orally, written, and/or sign in a good way, (2) use communication and information technology functionally, (3) get along with the learner, educator, educational worker, leader of education unit, parent or learner custodian effectively, (4) get along in a good way with society around by implementing prevailed norm and value system, and (5) implement true brotherhood principle and togetherness spirit.

Teaching Experience of Teacher: Variable of teacher work experience has four indicators: (1) working time as teacher of related subject in SMK (Vocational School), (2) the position in organization of Subject Teacher Conference (MGMP), (3) positions that had been hold in the school, and (4) position of related teacher when the research was conducted. According to Peter (2009:89) “experience is skill or understanding which is the result of living through something or of participation in something.”

Teacher Work Motivation: Teacher work motivation is mental encouragement that owned in running the work as a teacher. Teacher motivation indicator that used in this research included motive, expectation, and intensive. According to the motivation theory of Herzberg (Angelica, 2008), factor that motivate to work is motivator factor.

Teacher Performance: This research used teacher performance indicator which included (1) teaching skill, (2) personal qualification, and (3) professional qualification. Woolfolk (1984:436) explained that learning material knowledge by teacher is one factor that can determine teacher success in learning. Uno (2006:129), ability refers to the one performance in a work that can be seen from thought, attitude, and behavior.

III. Method

This research used quantitative approach with ex post facto method. **Population and Sample:** population in this research was teachers of SMK N (Public Vocational School) skill study program of electronics engineering in Malang Regency for 76 teachers. Sample taking technique that used was proportionate random sampling. Through calculation, it was obtained sample for 64 respondents which consists of 30 teachers SMK N 1 Kepanjen and 34 teachers SMK N 2 Singosari.

Research Instrument: research instrument that used was test, questionnaire, documentation, observation, and interview.

Data Collection Technique: data was collected by using test, questionnaire, and documentation. Test and questionnaire spreads to the research respondent. Data from interview and observation result was used as supporting data to complete the obtained data.

Data Analysis: data analysis that used in this research was inferential statistic by using SPSS version 17 to examine hypothesis of relationship among variables that would be studied both partial and simultaneous.

IV. Result And Discussion

Result

Table 1. The Effect of Model 1 and Model 2 Variable

Sub-structure	The Effect of Variable	Model 1			Model 2 (Trimming)		Residual Coef (E)
		Sig.	Significance explanation	Path coef	Sig.	Path coef	
1	X ₁ , X ₂ , X ₃ to Y ₁			0.975			0.025
	X ₁ to Y ₁	0.000	Significant	0.480			
	X ₂ to Y ₁	0.001	Significant	0.295			
	X ₃ to Y ₁	0.004	Significant	0.228			
2	X ₁ , X ₂ , X ₃ and Y ₁			0.983		0.983	0.017

	to Y ₂						
	X ₁ to Y ₂	0.000	Significant	0.341	0.000	0.341	
	X ₂ to Y ₂	0.000	Significant	0.369	0.000	0.359	
	X ₃ to Y ₂	0.869	Not significant	-0.011			
	Y ₁ to Y ₂	0.006	Significant	0.310	0.003	0.303	
3	X ₁ , X ₂ , X ₃ , Y ₁ and Y ₂ to Z			0.988		0.988	0.012
	X ₁ to Z	0.000	Significant	0.328	0.000	0.318	
	X ₂ to Z	0.000	Significant	0.312	0.000	0.308	
	X ₃ to Z	0.007	Significant	0.162	0.006	0.154	
	Y ₁ to Z	0.716	Not significant	-0.035			
	Y ₂ to Z	0.032	Significant	0.242	0.030	0.228	

Table 1 gives information objectively which divided into three parts, *first*, hypothesis which was analysis test to the sub-structure 1 that been conducted by simultaneous test stated the result that “There was significant contribution of pedagogic competence, personality and social competence, and teaching experience to the teacher works motivation”. Therefore it could be conducted by individual test as the analysis finding result that gives information to the teacher works motivation as follow: (1) contribution of pedagogic competence that directly affect teacher works motivation was $0.480^2 = 0.23$ or 23%. Indirect contribution of pedagogic competence to the teacher works motivation through personality and social competence and teaching experience of teacher was 0.238 or 23.8%. Total contribution of pedagogic competence to the teacher works motivation was 0.468 or 46.8%; (2) contribution of personality and social competence that directly affect teacher works motivation was $0.295^2 = 0.0870$ or 8.70%. Indirect contribution of personality and social competence to the teacher works motivation through pedagogic competence and teaching experience of teacher was 0.200 or 20.0%. Total contribution of personality and social competence to the teacher works motivation was 0.287 or 28.7%; (3) contribution of teaching experience that directly affect teacher works motivation was $0.228^2 = 0.0519$ or 5.19%. Indirect contribution of teaching experience to the teacher works motivation through pedagogic competence and teaching experience of teacher was 0.168 or 16.8%. Total contribution of teaching experience to the teacher works motivation was 0.220 or 22.0%; and (4) contribution of pedagogic competence (X₁), personality and social competence (X₂), and teaching experience (X₃) simultaneously that directly affect teacher works motivation (Y₁) was $0.975 = 97.5\%$ and the rest 2.5% affected by other factors that not explained in this research.

Second, hypothesis which was analysis test in the sub-structure 2 that been conducted by simultaneous test with the result that “There was significant contribution of pedagogic competence, personality and social competence, teaching experience, and works motivation to the teacher performance”, thus it could be conducted by individual test. However, in the individual test, not all variables that contributed significantly. The significant path was X₁ to Y₂, X₂ to Y₂, and Y₁ to Y₂. The finding of this analysis gives information to the teacher performance as follow: (1) contribution of pedagogic competence that directly affects teacher performance was $0.341^2 = 0.1163$ or 11.63%. Indirect contribution of pedagogic competence to the teacher performance through personality and social competence and teacher works motivation was 0.217 or 21.7%. Total contribution of pedagogic competence to the teacher performance was 0.333 or 33.3%; (2) contribution of personality and social competence of teacher that directly affects teacher performance was $0.359^2 = 0.129$ or 12.9%. Indirect contribution of personality and social competence to the teacher performance through pedagogic competence and teacher works motivation was 0.222 or 22.2%. Total contribution of personality and social competence to the teacher performance was 0.351 or 35.1%; (3) contribution of teacher works motivation that directly affect teacher performance was $0.303^2 = 0.092$ or 9.2%. Indirect contribution of works motivation to the teacher performance through pedagogic competence and personality and social competence of teacher was 0.207 or 20.7%. Total contribution of works motivation to the teacher performance was 0.299 or 29.9%; and (4) contribution of pedagogic competence (X₁), personality and social competence (X₂), and works motivation (Y₁) simultaneously that directly affect teacher performance (Y₁) was $0.983 = 98.3\%$ and the rest 1.7% affected by other factors that not explained in this research.

Third, hypothesis which was analysis test in the sub-structure 3 that been conducted by simultaneous test with the result that “There was significant contribution of pedagogic competence, personality and social competence, teaching experience, works motivation, and teacher performance to the student learning outcome”, thus it could be conducted by individual test. However, in the individual test, not all variables that contributed significantly. The significant path was X_i to Z, X₂ to Z, X₃ to Z, and Y₂ to Z. The finding result of this analysis gives information to the student learning outcome as follow: (1) contribution of teacher pedagogic competence that directly affect student learning outcome was $0.318^2 = 0.1011$ or 10.11%. Indirect contribution of teacher pedagogic competence to the student learning outcome through personality and social competence, teaching experience, and teacher performance was 0.2102 or 21.02%. Total contribution of teacher pedagogic competence to the student learning outcome was 0.3113 or 31.13%; (2) contribution of personality and social competence of teacher that directly affect student learning outcome was $0.308^2 = 0.0949$ or 9.49%. Indirect

contribution of personality and social competence of teacher to the student learning outcome through pedagogic competence, teaching experience, and teacher performance was 0.2073 or 20.73%. Total contribution of personality and social competence of teacher to the student learning outcome was 0.3022 or 30.22%; (3) contribution of teacher teaching experience that directly affect student learning outcome was $0.154^2 = 0.0237$ or 2.37%. Indirect contribution of teacher teaching experience to the student learning outcome through pedagogic competence, personality and social competence, and teacher performance was 0.1252 or 12.52%. Total contribution of teacher teaching experience to the student learning outcome was 0.149 or 14.9%; (4) contribution of teacher performance that directly affect student learning outcome was $0.228^2 = 0.052$ or 5.2%. Indirect contribution of teacher performance to the student learning outcome through pedagogic competence, personality and social competence, and teaching experience was 0.1731 or 17.31%. Total contribution of teacher performance to the student learning outcome was 0.2251 or 22.51%; and (5) contribution of pedagogic competence (X1), personality and social competence (X2), teaching experience (X3), and teacher performance (Y2) simultaneously that directly affect student learning outcome (Z) was 0.988 = 98.8% and the rest 1.2% affected by other factors that not explained in this research.

Based on both models of variable effect in Table 1, it can be arranged effect trajectory model as follow. This trajectory model called with path analysis, in which error effect determined as follow: Thus, it was obtained total determination as follow:

It means data variety that could be explained by path analysis model was 0.9977 or 99.8%. In other words, information in 99.8% data can be explained by the model. Whereas the rest of 0.2% explained by other variable that not included in the model and error.

V. Discussion

In this discussion, it will be explained variable contribution of each sub-structure. Significant Contribution of Pedagogic Competence; Personality and Social Competence; and Teaching Experience to the Teacher Works Motivation.

Analysis result of pedagogic competence; personality and social competence; and teaching experience contribution to the teacher works motivation explained as follow:

Contribution Of Pedagogic Competence To The Teacher Works Motivation

Analysis result for correlation between pedagogic competence to the teacher works motivation showed very strong correlation. It showed that there was partial contribution of pedagogic competence to the teacher works motivation. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to pedagogic competence, then teacher would have more encouragement to always get achievement in their profession as an educator. Teacher who able and have willing to do teaching task well sure has high works motivation. Pedagogic competence is teacher basic in running their task to reach the learning goal. Widodo (2013) stated that the relationship between education level, working period, and works motivation with teaching competence was positive and strong. The result was showed by contribution to the quite high competence.

Contribution Of Personality And Social Competence To The Teacher Works Motivation

Analysis result for correlation between personality and social competence to the teacher works motivation showed very strong correlation. It showed that there was partial contribution of personality and social competence to the teacher works motivation. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to personality and social competence, then teacher would have more encouragement to always get achievement in their profession as an educator. Sari (2011) according her research result stated that personality competence mastering is very important for teacher, in conducting learning process and interacting with students will be determined by related teacher personality characteristic, and by having personality with educate characteristic for a teacher will be seen as reference for learner success and the teacher itself.

Contribution Of Teaching Experience To The Teacher Works Motivation

Analysis result for correlation between teaching experience to the teacher works motivation showed very strong correlation. It showed that there was partial contribution of teaching experience to the teacher works motivation. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to through teaching experience, teacher would have more encouragement to always get achievement in their profession as an educator. Horak & Roubinek (1982:533-557) stated that teacher with teaching experience will have more effort in controlling their behavior and learning management. Similar statement also mentioned by Martin & Baldwin (1993), new teacher tend to be less directive in responding student, whereas the experienced teacher tend to interact with more flexible way.

Significant Contribution of Pedagogic Competence; Personality and Social Competence; Teaching Experience; and Works Motivation to the Teacher Performance

Analysis result of pedagogic competence; personality and social competence; and teaching experience contribution to the teacher performance explained as follow:

Contribution Of Pedagogic Competence To The Teacher Performance

Analysis result for correlation between pedagogic competence to the teacher performance showed very strong correlation. It showed that there was partial contribution of pedagogic competence to the teacher performance. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to pedagogic competence is basic for the teacher in conducting their duty as an educator. Teacher with competence in pedagogic will get more achievement in their working goal. Bahri (2011) concluded that (a) there was significant effect of teacher teaching ability to the teacher performance.

Contribution Of Personality And Social Competence To The Teacher Performance

Analysis result for correlation between personality and social competence to the teacher performance showed very strong correlation. It showed that there was partial contribution of personality and social competence to the teacher performance. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to personality and social competence of teacher is competence that must be owned by a teacher in running the profession. Teacher's role as learning agent is teacher's role as facilitator, motivator, pacemaker, and learning aspirator for the learners (Mulyasa, 2007:53). The research result showed that there was an effect between personality and social competence to the teacher performance (Rizky, 2014).

Contribution Of Teaching Experience To The Teacher Performance

Analysis result for correlation between teaching experience to the teacher performance showed very strong correlation. It showed that there was partial contribution of teaching experience to the teacher performance. However, according to path analysis test, the result was insignificant because teaching experience variable had less contribution to the teacher performance. Therefore, in this research the path was removed. The insignificant contribution due to teaching experience was not main factor in the achievement parameter of teacher performance. Teacher who have better performance not necessarily the teacher with longer working experience, vice versa. Education level and teacher ability in teaching at class had in line and positive relationship but insignificant, teacher ability in teaching at class seen from the suitability of reached education not showed significant relationship and with very less number (Abidin, 1992). According to Srimulyo (1999), there are two variables that can affect performance: (1) individual variable, including: attitude, characteristic, physical nature, interest and motivation, experience, age, gender, education, and other individual factor; and (2) situational variable, including: physical and works factor that consist of working method, condition and design of working equipment, room design and physical environment (lighting, temperature, and ventilation); and also social and organizational factor, including: rules of organization, organization characteristic, training type and monitoring, wage system, and social environment.

Contribution Of Works Motivation To The Teacher Motivation

Analysis result for correlation between works motivation to the teacher performance showed very strong correlation. It showed that there was partial contribution of works motivation to the teacher performance. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to performance is realization from success level and works motivation. Works motivation is psychological process that affects individual behavior related to the goal achievement of works place and task (Bennell & Akyeampon, 2007). In McClelland (1978:201-210), explained that motivation to get achievement seen as needs motivation. Someone's attainment wants to get achievement and works progress. Herzberg (1966), said that interpersonal relationship, works condition, and hygienic wage are motivation factor. Teacher tends to be satisfied and quite motivated as long as their wage paid on time and they are promoted regularly (Kazeem, 1999). Eton (1984:39-45) identified that salary payment, benevolent, and promotion as key factor that create teacher's attitude to their job. Youlonfoun (1992) argued that good salary and fast payment are important factor in motivation.

Significant Contribution of Pedagogic Competence; Personality and Social Competence; Teaching Experience; Works Motivation; and Teacher Performance to the Student Learning Outcome

Analysis result of pedagogic competence; personality and social competence; teaching experience; works motivation; and teacher performance contribution to the student learning outcome explained as follow:

Contribution Of Pedagogic Competence Of Teacher To The Student Learning Outcome

Analysis result for correlation between pedagogic competence to the student learning outcome showed very strong correlation. It showed that there was partial contribution of pedagogic competence to the student learning outcome. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to pedagogic competence if teacher heavily related to the student learning outcome. A good teacher will create learner that success in learning. Whether success or not the learner can be seen from learning outcome, because the learning outcome is learner's attitude alteration after following set of learning. "...teachers' general pedagogical knowledge is relevant to understanding quality teaching as understood by its impact on student learning outcomes" (OECD, 2011:4).

Contribution Of Personality And Social Competence Of Teacher To The Student Learning Outcome

Analysis result for correlation between personality and social competence to the student learning outcome showed very strong correlation. It showed that there was partial contribution of personality and social competence to the student learning outcome. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to personality and social competence of teacher gives large contribution to the student learning outcome. In the learning process, student will easily absorb the material if teacher can deliver the material in a good way. A good and right material delivery related to the personality and social competence of teacher. The open teachers psychologically usually marked by relatively high availability to communicate themselves with factors out of them such as student, peers, and education environment where they work (Syah, 2003:226-229). According to Tirwan (2010), in his research concluded that there was the effect of teacher social competence to the student learning motivation. Nilasari (2011), in her research stated that teacher personality affected to the student learning achievement.

Contribution Of Teaching Experience Of Teacher To The Student Learning Outcome

Analysis result for correlation between teacher teaching experience to the student learning outcome showed very strong correlation. It showed that there was partial contribution of teacher teaching experience to the student learning outcome. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to through teaching experience, the teacher will get skill in teaching, more sensitive with learner's learning difficulties, thus the teaching-learning process in class will be conducive and in the end it can reach satisfied student learning outcome. According to Sugita (2009:9) older and more experienced teacher will be more success in managing conflict or problem than younger and less experienced teacher.

Contribution Of Teacher Works Motivation To The Student Learning Outcome

Analysis result for correlation between teacher works motivation to the student learning outcome showed very strong correlation. It showed that there was contribution of teacher works motivation to the student learning outcome. However, according to path analysis test, the contribution was insignificant because variable of teacher works motivation had less contribution to the student learning outcome. Therefore in this research, the path was removed. The insignificant contribution due to teacher works motivation is not main factor in the attainment of student learning outcome. Teacher with high works motivation not necessarily can create high student learning outcome, vice versa. Sugihartono, et al (2007:76-77), stated factors that affect learning outcome as follow: (a) internal factor is factor inside individu that being learning. Internal factor includes: physical factor and psychological factor; and (b) external factor is factor outside individu. External factor includes: family factor, school factor, and society factor.

Contribution Of Teacher Performance To The Student Learning Outcome

Analysis result for correlation between teacher performance to the student learning outcome showed very strong correlation. It showed that there was partial contribution of teacher performance to the student learning outcome. According to path analysis test, it also been showed that the contribution was significant. The significant contribution due to through good teacher performance student will also be good. Teaching performance of teacher has significant effect to the student learning achievement (Nuchiyah, 2007).

VI. Conclusion

The research result showed that pedagogic competence; personality and social competence; and teaching experience of teacher contributed significantly (97.5%) to the teacher works motivation, (98.3%) to the teacher performance, and (98.8%) to the student learning outcome. Meanwhile, 99.8% generally contributed significantly to the student learning outcome and 0.2% affected by other factors.

This research result was expected to be followed up by the school and Department of Education in Malang Regency in order to improve teacher performance and student learning outcome. Through limitation in

this research, to the next researcher it was expected to conduct similar research by using other research variable that also gives contribution to the student learning outcome, taking larger research area, using more samples, using more complex research design, and giving more detail description of research result, thus it can produce more optimal result that can be generalized to the larger area.

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