

The Teacher's Work Groups and Work Motivation on Teacher's Professional Competence

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Abstract: This paper examined is there an effect of the teacher's work group activities and work motivation partially and simultaneously on the teacher's professional competence? this study is a quantitative research design, by testing the independent variables on the dependent variable. We used purposive sampling technique to determine the sample. The main sample used in the implementation of this research were 66 people who came from 5 primary schools in Lempuing Jaya District. In this study the main source used was the questionnaire technique, while for additional data it was carried out by utilizing information that was already available through documentation. The data obtained from the implementation of the research was then tested so that the results achieved could be described, and conclusions could be drawn from the tests that had been carried out. Testing is carried out in two stages, prerequisites and actual testing to prove the acceptance or rejection of the research hypothesis. The results obtained indicate that there is a positive and significant effect of teacher work group activities and work motivation both partially and jointly on the professional competence of teachers.

Keywords: Teacher's Professional Competence, Teacher's Work Group Activities, Work Motivation

A. Introduction

Education continues to play an essential role in the community, particularly in increasing human resource capabilities (Jamali et. al., 2015). In general, everyone agrees on the advantages of a future-oriented educational approach. Although if everyone's future is not entirely reliant on the education they receive, it is critical for everyone to acquire a sufficient education as a provision for living life. Several initiatives have been created by the government to ensure that everyone has access to a decent education, one of which being tuition aid up to higher institutions.

Not only must the outcomes of education implementation be ensured, but education providers must also have competent educational qualifications. Such is the case with programs that help every educator enhance his or her potential through collaborative

activities. One of the education providers who has an essential role in obtaining educational achievement is the instructor (Biesta, 2015). Because the teacher is a person who instructs pupils and interacts with them personally (Dembo & Gibson, 1985). As a result, instructors must be able to adapt to changing environmental conditions in order to maintain optimal educational outcomes.

How important is the teacher's role in achieving the educational goals stated in Law Number 20 of 2003 concerning the National Education System, namely developing one's abilities and forming character or national character and civilization with dignity in order to create an intelligent nation's life? Education is also carried out in order to maximize all of the potential possessed by pupils in order for them to be able and willing to become a full human being by believing in the existence of God. The implication is that the student or person will have a noble character, physical and psychological health, the ability or knowledge to solve all problems, be capable and creative in solving all problems, be able to act independently, and will eventually become a citizen who is responsible for all his actions despite being in a democratic system (Ministry of National Education, 2003).

Individual instructors cannot attain these educational goals; rather, there must be collaboration among teachers to produce momentum in all aspects of learning (Brophy, 1986). This synergy might happen through academic activities like teacher work groups. According to Conley et. al., (2004), the teacher work group activities serve as a container for carrying out various activities supporting learning activities, such as planning learning strategies, making learning tools, making worksheets, task sheets, and discussing problems encountered in each teacher's class.

As a result, it is obvious that teacher work group activities are beneficial to teacher self-development and improving educational quality (Horn et al, 2017). This is obvious from the roles associated with these actions. It is only natural that these activities be optimized in order to have a stronger influence on the delivery of quality education. Another factor to consider while enhancing education and learning delivery is education professionals' strong motivation.

Work motivation is the possession of a stimulant, encouragement, energy generator, or excitement by a person or a group of individuals who want to perform and collaborate optimally in carrying out anything that has been planned in order to achieve the goals that have been set (Katzell & Thompson, 1990; Michaelson, 2005). Hence, if the instructor is highly motivated at work, it is very feasible to meet both instructional learning goals and national educational goals. As a result, it is critical that every teacher recognizes the significance of their role in improving educational quality.

Teachers are professionals, which implies they have the necessary abilities. According to Minister of Religion Regulation Number 58 of 2017, teachers are professional educators whose primary responsibility is to educate, teach, guide, train, direct, assess, and evaluate pupils (Ministry of Religion, 2017). According to this concept, the major roles and functions of the teacher are not only to organize learning by presenting content, but also to participate in the process of self-development of pupils.

As a result, instructors must possess a number of fundamental talents, including educational, social, personality, and professional competencies (Tynjälä et. al., 2016). The difficulty in this study is focused on one of these qualities, professional competence. Referring to the description of teachers, namely professional staff, it is important to see how the level of teacher professionalism is when an in-depth study is conducted on several factors that are assumed to be able to influence their professionalism in carrying out their main tasks and functions. What was stressed in this study was participation in teacher work group activities and motivation within the instructor in question.

There are various past studies that are utilized as references to support and compare the study undertaken. Work motivation, as demonstrated by study done by Harmendi, et al, (2021), can contribute to improved teacher performance. Similarly, Renata et al (2018) found that job motivation can play a role or have a positive and substantial impact on teacher performance. As a result, these factors' consistency in determining teacher performance is fairly excellent. It would be preferable if tests were conducted on various items to confirm that this variable is one of the factors that plays a critical role in maximizing instructor performance.

Another source of worry for the researchers is the preliminary study's findings, which revealed that work motivation of instructors differed between schools. As a result of the diversity of incentives, which should have been optimized by teacher work group activities, the quality of education is not uniformly distributed, and teacher performance is not ideal. This is also a result that indicates that the teacher work group's activities have not been able to standardize learning activities in the context of accomplishing educational goals as a whole.

Based on this description, we feel that an in-depth examination of these aspects is required. The emphasis of this study is constructed with The Teacher's Work Groups and Work Motivation on Teacher's Professional Competence in Madrasah Ibtidaiyah Lempuing Jaya District with the research problem 1) is there an effect of teacher work group activities on teacher's professional competence? 2) is there an effect of work motivation on teacher's professional competence? and 3) is there an effect of the teacher's work group activities and work motivation together on the teacher's professional competence?

B. Methods

This research was conducted at an Islamic Elementary School in Lempuing Jaya District, Ogan Komering Ilir District. Research implementation is planned from May to August 2021. The design used in this study is a quantitative research design, by testing the independent variables on the dependent variable.

The population in this study were 221 people. Because the population is quite high, the researchers used a sample in conducting the research. In connection with the implementation of this study there are characteristics that need to be considered, so the researcher used a purposive sampling technique to determine the sample. Arifin (2020) explains that purposive sampling is a sampling technique with certain considerations. In this study, what the researchers considered was the ease of accessing data at research locations, while still representing the population as a whole. The main sample used in the implementation of this research were 66 people who came from 5 primary schools in Lempuing Jaya District. The other 20 people were used as trial samples to determine the validity and reliability of the research instrument.

Researchers collect data from primary sources or primary sources as well as additional sources or secondary sources. Primary sources mean that the data is obtained directly by the researcher on the object being studied, while secondary sources mean that the data is obtained not directly from the research object but from other sources (Sudjana & Ibrahim, 2010). In this study the main source used by researchers was the questionnaire technique, while for additional data it was carried out by utilizing information that was already available through documentation. The data obtained from the implementation of the research was then tested so that the results achieved could be described, and conclusions could be drawn from the tests that had been carried out. Testing is carried out in two stages, namely testing the prerequisites and actual testing to prove the acceptance or rejection of the research hypothesis.

D. Results and Discussion

The influence of Teacher's Work Groups Activities on the Teacher's Professional Competence

The highest score achieved by the research respondents was 85.38 while the lowest score obtained was 73.08. Overall, the research sample stated that the current teacher's work groups activities were in a good category, only 3 (three) research samples stated that the teacher's work groups activities were running very well. It is known from the achievement scores of the three samples that are > 85.00. It was further examined that the highest score achieved by research respondents was 82.31, 7 (seven) people or 10.6% of the total research sample.

Whereas MIS Hidayatul Mutadi'in is the sample group with the lowest average perceived score regarding the activities of the teacher work group, namely 78.19, while the highest score achieved by the MIS Lebak Mulya sample group is 81.01. However, there is no significant difference between the highest and lowest scores, because the difference between these scores is only 2.82. The two achievement values are still in the same category, that is, the teacher's work groups activities are good.

The t value for the teacher's work groups activity variable is $7.623 > t\text{-table}$, which is 1.998, which means that the alternative hypothesis (H_a) for testing hypothesis 1 is declared accepted. Therefore, it is stated that teacher's work group activities have a positive and significant influence on the professional competence of teachers in Madrasah Ibtidaiyah Lempuing Jaya District. Other proofs can also be carried out by looking at the significance value, which is $0.000 < 0.05$, which means that the alternative hypothesis (H_a) for H_1 is accepted.

The R value is 0.690, which means that the correlation coefficient or the magnitude of the relationship between teacher work group activities and teacher's professional competence in Madrasah Ibtidaiyah Lempuing Jaya District is 69.0%, and is included in the category of a fairly strong relationship. The R square value is 0.476, which means that the coefficient of determinant or the magnitude of the effect of the variable on teacher work group activities on the professional competence of teachers in Madrasah Ibtidaiyah, Lempuing Jaya District is 31.4%, which means it has a low effect. The regression equation resulting from testing the research data is $\hat{Y} = 29.719 + 0.623 X_1$. Based on this equation, changes in the value of Y will depend on changes in the value of X.

The results achieved in this study also support the results of a study conducted by Jumiatusun (2018), that there is an influence of the teacher's work groups on teacher's professional competence. Likewise with the research conducted by Islahuddin et. al., (2021), that the contribution of teacher participation in the teacher's work groups to the performance of Madrasah Ibtidaiyah teachers is quite good. A similar point was also expressed by Utami and Hasanah (2020), that the teacher's work groups achievement rate of 80.4% was included in the strong category, and the level of teacher professionalism was included in the strong category with a percentage of 80.9%.

Based on the results of this study, it is appropriate for every element involved in teacher's work groups activities to optimize all available resources. Through good resources, it is expected to be able to make education more dignified starting with better teacher's professional competence in the future.

The Effect of Work Motivation on Teacher's Professional Competence

The scores achieved by the research respondents were 83.08 and 80.00 for a total of 8 (eight) people or with a percentage of 12.1%. Regarding the work motivation of the teachers, the highest score achieved was 88.46 while the lowest score was 73.08. In general, the work motivation of teachers is included in the good category. If you look closely, you can see that only 3 (three) people stated that they had very high work motivation, this was based on achieving a final score of > 85.00.

The MIS Lebak Mulya sample group achieved the highest average score of 81.78, while the lowest average achievement was found in the Hidayatul Mutadi'in MIS sample group, which was 78.02. Nonetheless, the differences in the average grades of each sample group did not have significance related to the category of work motivation. This is based on the fact that the highest and lowest scores are still included in the same category, namely the teachers' work motivation is good. Although a comparison must be made between the highest and lowest scores, there is only a difference of 3.76. The difference in values is also not very significant, because both of them are still stated to have good or high work motivation.

The t-count value for the work motivation variable from the results of the analysis that was carried out was 8.629. From this value, it is interpreted as a t-table value, which is 1.998, which means $t\text{-count} > t\text{-table}$; $8.629 > 1.998$. Based on this, it is concluded that the alternative hypothesis is accepted, which means that work motivation has a positive and significant influence on the professional competence of teachers in Madrasah Ibtidaiyah, Lempuing Jaya District. As confirmation of these results, it can also be seen from the significance value of $0.000 < 0.05$, which means that the alternative hypothesis (H_a) is accepted and the statistical hypothesis (H_0) is rejected.

The R value is 0.733 which means that the magnitude of the correlation coefficient or the magnitude of the relationship between work motivation and the professional competence of teachers in Madrasah Ibtidaiyah Lempuing Jaya District is 73.3%. The magnitude of the relationship, including in a close category. The R squared value is 0.538, which means that the determinant coefficient or the magnitude of the influence of the work motivation variable on the professional competence of teachers in Madrasah Ibtidaiyah, Lempuing Jaya District is 53.8% and is included in the category of quite high influence. The resulting regression equation from testing the research data is $\hat{Y} = 25.477 + 0.673 X_2$. Based on this equation, changes in the value of Y will depend on changes in the value of X.

The results of this study also support the study conducted by Renata et al (2018), that work motivation can have a positive and significant influence on teacher performance at school. Likewise with the results achieved by Harmendi et al (2021), that high work motivation will have an impact on high performance. Therefore, it is proper for every

teacher to optimize motivation in doing his professional work in educating the nation's generation for a better life.

The influence of Teacher's Work Groups Activities and Work Motivation on the Teacher's Professional Competence

The highest score obtained by the research respondents was 87.41 while the lowest score achieved was 72.59. Furthermore, it was stated that the majority of respondents obtained scores of 78.52 and 77.04, namely 9 (nine) people respectively or with a percentage of 13.6% of the total study sample. As for teacher's professional competence, there were only 2 (two) people who were stated to have very good professional competence, judging from the final score achieved > 85.00 as a criterion for determining the classification of teacher's professional competence.

The highest average score was achieved in the MIS Lebak Mulya sample group with an average score of 80.4 while the lowest score was achieved by the MIS Hidayatul Mutadi'in group with 77.83. If examined more deeply, then the highest and lowest scores are in principle included in the same category, namely the teacher's professional competence is already good. Therefore, the differences that occur can be said to be insignificant because the two are not unequal either.

The F-count value is 44.641 > the F-table is 3.143 which means that there is a positive and significant influence of teacher work group activities and joint work motivation on the professional competence of teachers in Madrasah Ibtidaiyah Lempuing Jaya District. Other tests to confirm this can be seen from the significance value obtained 0.000 < 0.05, which means that the alternative hypothesis (Ha) is accepted and the statistical hypothesis (H0) is rejected.

The R value is 0.766 which means that 76.6% together the activities of the teacher work group and work motivation have a positive and significant relationship with the professional competence of teachers in Madrasah Ibtidaiyah Lempuing Jaya District, thus included in the category of close relationship. The R Square value is 0.586, which means that the activities of the teacher work group and "work motivation" together have a positive and significant influence on the professional competence of teachers in Madrasah Ibtidaiyah, Lempuing Jaya District, by 58.6% and are included in the category of quite high influence. Simultaneous regression is $\hat{Y} = 19.668 + 0.295 X_1 + 0.452 X_2$. Based on this equation, the change in the value of Y will depend on the change in the value of X. If the values of X1 and X2 are positive, the value of Y will increase, and if the values of X1 and X2 are negative, it will reduce the final value of Y.

The results of this study also support previous research conducted by Darmawan (2018), that teacher work groups and work motivation can have a positive and

significant influence on learning innovation. This also confirms that if learning innovations can be better because of these variables, of course the variables tested will also optimize the professional potential of the teacher concerned. That is why, a teacher should believe in and implement the noble values of an educator.

E. Conclusion

The conclusion of this study is that there is a positive and significant effect of teacher work group activities and work motivation both partially and jointly on the professional competence of teachers in Madrasah Ibtidaiyah Lempuing Jaya District

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