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## INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/17693  
DOI URL: <http://dx.doi.org/10.21474/IJAR01/17693>



### RESEARCH ARTICLE

#### THE INFLUENCE OF COMPETENCY, COMMUNICATION, COMMITMENT, AND LEADERSHIP ON TEACHER PERFORMANCE VOCATIONAL SCHOOL

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#### Manuscript Info

##### Manuscript History

Received: 10 August 2023

Final Accepted: 14 September 2023

Published: October 2023

##### Key words:-

Teacher Competency, Educational  
Communication, Teacher Commitment,  
Principal Leadership, Teacher  
Performance

#### Abstract

This research aims to provide an overview of the influence of teacher competence, communication, commitment and leadership on the performance of Yadika Vocational School teachers throughout Banten. The approach used in this research is quantitative with a basic research model and causality research to analyze the influence of the independent variable on the dependent variable. Primary data collection uses questionnaires and library data as secondary data. The population is permanent teachers and non-permanent teachers with the sample being permanent foundation teachers totaling 27 people. The data was processed using SPSS version 25. The results of the research show that (1) Variables of competence, communication, commitment and leadership simultaneously influence teacher performance with a percentage of 59%. Meanwhile, 41% is influenced by other variables not examined in this research, (2) Competence partially influences teacher performance, (3) Communication partially influences teacher performance, (4) Commitment partially influences the performance of teachers, and (5) Leadership variable partially influences teacher performance.

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#### Introduction:-

During the Covid 19 pandemic, one of the sectors that were more heavily impacted was the education sector. In general, the problem of education in Indonesia is the quality of education and teachers as important actors in education. The quality of a teacher can be seen from the teacher's own performance. The level of education in Indonesia is still far from adequate, this can be answered by improving the quality of teachers because teachers are the spearhead of educational institutions.

The education systems at Senior High Schools and Vocational High Schools are different. The prominent difference is the existence of Dual System Education in Vocational Schools. Dual System education is used so that vocational school students have the competence to be ready to enter the business or industrial world. One of the vocational schools in Banten Province is Yadika Vocational School under the auspices of the Abdi Karya Foundation.

At Yadika Vocational School there are several problems related to teacher competency apart from communication problems between teachers and school principals at Yadika Vocational Schools throughout Banten. The phenomenon of teachers' commitment to wholeheartedly in the world of education is hampered by thinking about other things such as economic problems. The leadership of the school principal has an impact on the continuity of

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the educational unit. According to observations and phenomena that occur in the field, teacher performance is influenced by several qualifications, including competency, communication, commitment and leadership qualifications in the education unit.

Teacher competency as an educator includes competency; pedagogical, personality, professional and social competence. This research focuses on pedagogical competence with the assumption that pedagogical competence can be measured objectively and is directly related to students.

### **The Basis of Theory**

Based on the Big Indonesian Dictionary, performance means something obtained or the results of work obtained. Performance is not a person's characteristics but a manifestation of the results of actions. This understanding is in line with Marsum (2021) who states that performance is interpreted as everything that is desired to be achieved, achievements demonstrated, work abilities. From this understanding it is assumed that performance is something produced by workers which can be seen from the results of the worker's work. From these three definitions, it can be interpreted that performance is the result of a work process carried out by a person or group of people in a period of time to achieve organizational goals.

A teacher can perform well if he has several good qualifications. The qualifications of a good teacher include; must have academic qualifications and competence to be a learning ambassador, be physically and spiritually healthy and have the strength to implement national education goals. The academic qualifications referred to are the minimum level of education that must be produced by an educator. This can be indicated by a diploma and/or certificate of expertise that is appropriate or in sync with the applicable statutory provisions.

The teacher's competence as an educator and as a learning ambassador includes pedagogical competence, personality competence, professional competence, and social competence. In this research, the competency that will be studied is pedagogical competency with the assumption that this competency will be directly related to students as subjects in education. Dimensions of pedagogical competence according to government regulation number 14 of 2005 include:

1. Insight skills and basic education
2. Perception of students
3. Perception of the curriculum/syllabus
4. Learning design
5. An educational learning process
6. Use of technology in learning
7. Assessment of learning outcomes
8. Develop students to seek their potential.

Apart from these competencies, an educator must have good communication with students, school management, and with colleagues. Teachers as teachers communicate on various occasions. The teacher as an instructor is able to communicate both formally and informally. According to Rinnawati (2019), there are five elements in communication, namely communicator, message, channel, communicant, and effect. A communicator is a person who conveys information (message) verbally or in writing (channel) and shows it to someone (communicant) whose function is to get reciprocity (effect). If there is good synergy between stakeholders in the world of education then educational goals can be achieved well. In the world of education, there are communication components (Nofroid, 2018) including (1) educators; (2) students; (3) message; (4) media/channel; (5) effect; (6) feedback. According to Rinnawati (2019) who explains that educational communication occurs in four directions, namely:

1. Downward communication;
2. Communication upwards;
3. Horizontal communication;
4. Cross-channel communication.

A teacher must also have high commitment because commitment is an attachment to something or the workload and responsibilities as a teacher. A great commitment will give rise to responsibility and a responsive and innovative attitude towards developments in science and technology. The value of commitment to a task or job in this case is work values. With a high level of commitment from an educational staff, it is hoped that education will be better prepared and able to face all kinds of obstacles and obstacles. A teacher's commitment to devoting himself

wholeheartedly to the world of education will be hampered if the teacher concerned thinks about other things. According to Robins and Judge in Yusuf and Darmani (2017), there are three components of organizational commitment, including:

1. Affective commitment
2. Continuous commitment
3. Normative commitment

Apart from being an educator, a teacher has duties and responsibilities as an education manager. According to Rinnawati (2019), technically the main burden of a leader includes (1) instruction function; (2) consultation function; (3) participation function; (4) delegation function; (5) control function. The highest leader in an educational unit is the school principal. The leadership style of a school principal will be able to make a difference according to the leadership style used. Rinnawati (2019) explains that there are six leadership styles that are commonly used, including:

1. Authoritarian leadership style
2. Pseudo democratic leadership style
3. Free leadership style
4. Democratic leadership style
5. Charismatic leadership style
6. Paternalistic leadership style.

Several factors can improve teacher performance, namely competence, communication, commitment and leadership. If these four supporting factors can be fulfilled properly, then teacher performance will definitely improve even more. Therefore, in this study, we examined whether there was an influence of competence, communication, commitment and leadership on the performance of Yadika Vocational School teachers in Banten.

### **Research Methodology**

This research was conducted at Yadika Vocational Schools in Banten, while the research time is estimated to last for one year starting from the initial process of making a proposal until the completion of the thesis. The research was conducted from September 2021 to August 2022. The type of research used in this research is quantitative research with the approach used in this research being descriptive research.

The populations used in this research were teachers at Yadika Vocational Schools in Banten. The sampling method used in this research is a nonprobability sampling method with purposive sampling type. Therefore, the sample in this research is permanent teachers at Yadika Vocational Schools throughout Banten with the consideration that the rules set will be the same even though they are in different work units.

The independent variables in this research are competence, communication, commitment and leadership (X), while the dependent variable in this research is teacher performance (Y). There are two techniques for collecting data carried out by researchers in this research, including: (1) document observation; (2) questionnaire. The scale used in this research is an interval scale, while in measuring attitudes a Likert scale is used. Before the analysis is carried out, validity and reliability tests are first carried out.

### **Results and Discussion:-**

Data calculations and research results used the SPSS (Statistical program for social Science) application program version 25. From data analysis, hypothesis testing can be carried out which aims to draw research conclusions, namely as follows:

#### **1. Static Descriptive Analysis**

The table can be interpreted as a statistical description of the overall value of the variables used in this research. The overall score is the total score from question item one to the last item for each variable. The competency variable consists of 27 statements with a minimum value of 77, a maximum value of 97, an average of 86.48 and a standard deviation of 7.029. In the communication variable, the number of statements is 27 with a minimum value of 56, a maximum value of 69, averages of 61.44 and a standard deviation of 4.814. Commitment variable with a total of 27 statements, minimum data value 33, maximum value 54, average 43.33 and standard deviation 4.434. In the leadership variable, the number of statements is 27 with a minimum value of 40, a maximum value of 77, averages of 65.14 and a standard deviation of 9.024. Meanwhile, the teacher performance variable has a total of 27

statements, a minimum score of 121, a maximum score of 151, an average of 137.74 and a standard deviation of 9.819.

## 2. Classic Assumption Test

The normality test in the regression model is used to test whether the residual values are normally distributed or not. The test criteria are as follows: Significance value (Asym Sig 2 tailed) > 0.05, then the residual data is normally distributed. Significance value (Asym Sig 2 tailed) ≤ 0.05, then the residual data is not normally distributed.

It is known that the significance value of variable  $X_1$  0.94 > 0.05 Variable  $X_2$  0.43 > 0.05 Variable  $X_3$  0.168 > 0.05 Variable Multicollinearity testing is carried out by looking at the VIF (Variance Inflation Factor) and Tolerance values. If the VIF value is below 10.00 and the Tolerance value is more than 0.100, then the regression model does not have a multicollinearity problem. In the table above, it is explained that the VIF value is less than 10.00 with a tolerance of more than 0.100 for the four independent variables, so the regression model does not have multicollinearity problems.

## 1. Multiple Linear Regression Analysis

Before carrying out multiple linear analysis, a classic assumption test is first carried out consisting of a normality test, multicollinearity test, heteroscedasticity test, linearity test, and autocorrelation test. In the multiple linear regression analysis, the following formula was found:

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

### Information:

Y = Teacher performance

$X_1$  = Competence

$X_2$  = Communication

$X_3$  = Commitment

$X_4$  = Leadership

a = Constant Value, intersection of the line on the X axis  $b_1b_2b_3b_4$  = Regression coefficient of variable

e = Error/Residual

The results obtained after the data were processed using the SPSS program are explained in table 3 below: The regression equation is  $Y = 42,965 + 0.879 X_1 + 0.193X_2 + 0.319X_3 - 0.107X_4$ .

### 1. The meanings of the numbers above include

- Constant of 42,965; meaning that if the Competence, Communication, Commitment and Leadership value is 0, then the teacher's performance (Y) is 42,965.
- The regression coefficient for the Competency variable ( $X_1$ ) is 0.879; Means that if every increase in competency is 1 unit, it will increase teacher performance by 0.879 units, assuming that the other independent variables have the same value.
- The regression coefficient for the Communication level variable ( $X_2$ ) is 0.193; Means that if every time you reduce the level of communication by 1 unit, teacher performance will increase by 0.193 units, assuming the value of the other independent variables remains the same.
- The regression coefficient for the Commitment level variable ( $X_3$ ) is 0.319; Means that if every time you reduce the level of commitment by 1 unit, teacher performance will increase by 0.319 units, assuming the value of the other independent variables remains the same.
- The regression coefficient for the leadership variable ( $X_4$ ) is - 0.107; This means that if every increase in leadership is 1 unit, it will reduce teacher performance by - 0.107 units, assuming the value of other independent variables remains the same.

## 2. Hypothesis Testing F Test and t Test

The F test is used to find out whether the independent variable simultaneously influences the dependent variable or not. This test is based on the assumption that the multiple regression equation obtained is linear. This assumption is used due to the limited ability to carry out linearity testing in multiple regressions. Testing can be carried out using the F number from the ANOVA output as calculated F. The test criteria are:

$H_0$  is accepted if  $F_{count} \leq F_{table}$

$H_0$  is rejected if  $F_{count} > F_{table}$

To deal with small samples and unknown standard deviations of the population, a form of statistical test is usually called the t test. Because the sample is small, the distribution is slightly sloping and wide, but its shape is similar to a normal curve. The test criteria are:

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

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

### **Discussion:-**

According to the table, the Adjusted R2 value is 0.59 (59%). This shows that the variations in the independent variables used explain 59% of the variations in teacher performance variables, while the rest is explained by other variables that are not included in this research model. Simultaneously the independent variable has a significant influence on the dependent variable with a sig value  $0,000 < \alpha 0,05$ . The influence obtained from the four independent variables has a negative nature, meaning that the decrease in competence, commitment, communication and leadership results in a decrease in teacher performance that is to be achieved. The results of testing the Adjusted R2 value obtained a value of 0.59. This shows that the variables of competence, communication, commitment and leadership have an influence of 59% on teacher performance. The remaining 41% is influenced by other variables not analyzed in this study. After being simultaneous, the following are the results of partial calculations.

#### **The Influence of Competency on Teacher Performance**

The results of the hypothesis test (H1 Test) have provided evidence that there is an influence between competence and teacher performance. Through the results of the calculations that have been carried out, the t-count value is 3.124 with a significance level of 0.027, which is smaller than 0.05, thus  $H_a$  is accepted and  $H_0$  is rejected.

This test statistically provides evidence that competence has a positive influence on teacher performance, meaning that there is an influence between the competency variables on the performance of teachers at Yadika Vocational Schools throughout Banten. This is because high competence will also lead to high teacher performance. Competence is the variable that has the greatest influence compared to other variables, so teacher competence must be given more attention, although we must not forget about other variables that influence teacher performance.

#### **The Effect of Communication on Teacher Performance**

From the results of the hypothesis test (H2 Test), it has been proven that there is a positive influence between communication and teacher performance. Through the results of the calculations that have been carried out, a t-count value of 0.305 is obtained with a significance level of 0.763 which is greater than 0.05, thus  $H_a$  is rejected and  $H_0$  is accepted.

This test statistically proves that communication has a positive effect on teacher performance, meaning that there is a direct influence between communication variables on the performance of Yadika Vocational School teachers throughout Banten. Communication has a direct effect on teacher performance. Even though the value is small, communication is a variable that must be considered so that teacher performance increases. Communication is a means used by teachers to express their ideas and ideas about improving education better so that communication both vertically and horizontally must continue to run well.

#### **The Effect of Commitment on Teacher Performance**

From the results of the hypothesis test (H3 Test) it has been proven that there is an influence between commitment and teacher performance. Through the results of the calculations that have been carried out, the t-count value is 1.041 with a significance level of 0.309, which is greater than 0.05, thus  $H_a$  is rejected and  $H_0$  is accepted.

This test statistically proves that commitment has a direct effect on teacher performance even though the value is small, meaning that the commitment variable has a direct effect on the performance of Yadika Vocational School teachers throughout Banten. The duties and responsibilities of a teacher are very heavy, so a high level of commitment is required so that teachers are able to voluntarily and sincerely carry out their duties and responsibilities as well as possible.

#### **The Influence of Leadership on Teacher Performance**

From the results of the hypothesis test (Test H4) it has been proven that there is a direct influence between leadership and teacher performance. The results of the calculations that have been carried out show that the

calculated t value is -1.061 with a significance level of 0.300, which is greater than 0.05, thus  $H_a$  is rejected and  $H_o$  is accepted.

This test statistically proves that leadership has a negative effect on teacher performance, meaning that there is a direct influence between leadership variables on the performance of Yadika Vocational School teachers throughout Banten. Frequent mutations and similar regulations made by the Foundation result in little leadership influence, because whoever the leader is, a teacher must still be able to carry out their duties and responsibilities well. Even though this happens, the role of a leader in an educational unit, especially at Yadika Vocational Schools in Banten, still has a very big role because a leader is a person who will be able to mobilize teachers and the entire school community so that they are both able to implement programs to achieve school goals.

### **Closing**

#### **Conclusion:-**

According to the research method and calculation of the data obtained and analyzed, the following conclusions are drawn:

1. The variables of competence, communication, commitment and leadership simultaneously or simultaneously influence teacher performance. The more teacher competence increases, the teacher performance will also increase. In the communication variable, something similar also happens. The more routine communication is carried out, the more ideas and ideas from teachers of an educational nature will be used. Likewise with commitment, a teacher who is committed to school and wholeheartedly devotes himself to education will have good performance. If the school has leadership that is able to mobilize the school community well then the school's goals can be achieved well.
2. Partially there is an influence between competencies on teacher performance. Teacher competency has a high influence value compared to other variables, so there must be an increase in teacher competency at Yadika Vocational Schools throughout Banten compared to other variables. Even though competency is given more attention than other variables, other variables are still increased even though their portion is below the competency variable.
3. Partially, there is a direct influence between communications on teacher performance. Communication has an effect on teachers performances, even though the value is small, good communication between school members will also have a good influence on the condition of the school. A teacher must be able to communicate well so that his ideas about better education can be channeled and can be taken into consideration by school management.
4. Partially, there is a direct influence between commitments on teacher performance. Commitment is very necessary for a teacher to carry out his duties and responsibilities. The duties and responsibilities of teachers are very large, therefore they need a high level of commitment to carry out their duties well. Although in this research it was found that the effect of commitment on performance was small, commitment must still be fostered so that it can become even better.
5. Partially there is an influence of leadership on teacher performance. The school principal has an influence on achieving school goals well. Even though the value is small in this research, the principal is a role model for the school so it still needs to be improved so that the school's goals can be achieved well.

#### **Suggestion:-**

Based on the research findings, the following suggestions are put forward to improve teacher performance, namely:

1. The competence of Yadika Vocational School teachers throughout Banten must be further improved, both by the teachers through increasing knowledge such as continuing formal education and from school management with teacher training.
2. Teacher communication at Yadika Vocational Schools throughout Banten must be further improved to discuss all problems in the school environment in finding the best solutions, so that school goals can be achieved well.
3. The commitment of teachers in Yadika Vocational Schools throughout Banten must be given more attention by school management. Increased competence can be seen from teacher loyalty to the school.
4. The principal's leadership provides a reflection of the school itself, a leader in the school becomes a role model for teachers and students.
5. For other researchers, it is necessary to conduct further research on this research with different variables which also influence teacher performance, considering that there are limitations in conducting research and the results obtained are not optimal.

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