

The Role of Professional Ethics, Competence, Job Satisfaction and Work Motivation on Teacher Performance

Apriani Riyanti

Universitas Binawan, Jl. Dewi Sartika No.25-30, Kalibata, Kec. Kramat jati, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta

apriani.riyanti@binawan.ac.id

Abstract

This study aims to determine whether teacher performance is impacted in any way by professional ethics, motivation, competence, and job satisfaction. Private schools were used for the research. There were 54 participants in the entire population that participated in the survey as respondents. The information was gathered through the use of a questionnaire, which involved providing the respondents with a series of statements. Multiple linear regression was the method of data analysis employed in this study, and it was carried out using the SPSS 17 program at a significance level of 5%. The simultaneous f test findings demonstrate that teacher performance is significantly influenced by professional ethics, motivation, competence, and job satisfaction. The t (partial) test results demonstrate that teacher performance is highly influenced by professional ethics, motivation, competence, and job satisfaction. So, it may be stated that teacher performance is greatly influenced both simultaneously and partially by professional ethics, motivation, competence, and job satisfaction.

Keywords: Professional Ethics, Motivation, Competence, Job Satisfaction, and Teacher Performance.

Abstrak

Penelitian ini bertujuan untuk menentukan apakah kinerja guru dipengaruhi oleh etika profesional, motivasi, kompetensi, dan kepuasan kerja. Sekolah swasta digunakan untuk penelitian. Ada 54 peserta dari seluruh populasi yang berpartisipasi dalam survei sebagai responden. Informasi dikumpulkan melalui penggunaan kuesioner, yang melibatkan pemberian serangkaian pernyataan kepada responden. Regresi linier berganda adalah metode analisis data yang digunakan dalam penelitian ini, dan dilakukan dengan menggunakan program SPSS 17 pada tingkat signifikansi 5%. Temuan uji f secara simultan menunjukkan bahwa kinerja guru secara signifikan dipengaruhi oleh etika profesi, motivasi, kompetensi, dan kepuasan kerja. Hasil uji t (parsial) menunjukkan bahwa kinerja guru sangat dipengaruhi oleh etika profesi, motivasi, kompetensi, dan kepuasan kerja. Jadi, dapat dikatakan bahwa kinerja guru sangat dipengaruhi baik secara simultan maupun parsial oleh etika profesi, motivasi, kompetensi, dan kepuasan kerja.

Kata Kunci: Etika Profesi, Motivasi, Kompetensi, Kepuasan Kerja, dan Kinerja Guru.

Copyright (c) 2023 Apriani Riyanti

Corresponding author: Apriani Riyanti

Email Address: apriani.riyanti@binawan.ac.id (Jl. Dewi Sartika No.25-30, Kalibata, Kec. Kramat jati, Kota Jakarta Timur)

Received 17 February 2023, Accepted 1 Maret 2023, Published 1 Maret 2023

INTRODUCTION

One of the main engines of a country's progress is education. Developed nations like the United States, Japan, South Korea, or Singapore have considered education a vital component in fostering national success. Human resources with high quality and productivity can result from superior education. This supports a nation that develops science and technology quickly and at a high level. The capacity of the human resources involved in the educational process will decide how well education may be improved. One of the educational institutions that can be regarded to be a venue to pursue national development objectives is the school. The human resources in these schools, specifically the school principals, teachers, administrative staff, and other education workers, are what make educational goals in schools successful. It must also be supported by suitable infrastructure and

facilities. Qualified educators are required to produce people who are in line with the national development goals, which essentially seek to raise the standard of all Indonesian society and make it more contemporary and advanced based on Pancasila (Astuti et al., 2023).

One of the most important factors in how the educational process is carried out is the teacher. The main player in the student learning process is the teacher's presence as a facilitator. His professionalism has a significant impact on the implementation of the national education program. Since teachers are a micro-component of the education system, which is very strategic and plays a significant part in the process of school instruction, they must be of acceptable quality. In the nation's educational system, teachers play a crucial and strategic role. Teachers have the responsibility of serving as coaches, instructors, and educators. Law Number 20 of 2003, Chapter XI, Article 39, Paragraph 2 states that educators are professionals who uphold and cultivate moral principles. Teaching means continuing and developing science, knowledge, and technology. Meanwhile, trainers refer to skill-based guidance. Every endeavor to raise educational standards must pay close attention to increasing the number and caliber of teachers because they are one of the critical elements that determine whether educational outcomes are of high or low quality (Suharsimi, 2016).

As a result of advances in science and technology, the teacher must be able to bring students into the world of science and technology that is continuously developing. The teacher is responsible for acting as a medium so that students can achieve educational goals. Therefore, teachers must have a mature and developed personality, master strong science and technology, have the skills to arouse students' interest, and develop a sustainable profession. Several studies show that new teaching techniques and the level of knowledge of instructional materials are still missing. The job of the teacher is constrained because they only implement the government-prepared curriculum (Budiyono, 2020).

As reported by an online article about education, a mathematician (Conrad Wolfram) said that "education needs to be brought closer to everyday reality." Peter Thiele, an official at Germany's Ministry of Education and Research, said education strikes a balance between academic needs and skills to enter the workforce. Then Fasli Jalal, former Deputy Minister of National Education, who attended the WISE (World Innovation Summit Education) in Jakarta on Monday (November 19, 2012), said that Indonesia faces challenges in the education system, which is still unable to prepare students who are able to think highly and relevantly to life. This is mainly because the quality of teachers and learning is still below expectations. Fasli said from the World Bank's research on Indonesian teachers that "implementation of certification has not been able to improve teacher quality and change the environment for more meaningful learning." good. According to Fasli, there is a serious need for improvement in the matter of teachers in the education system in Indonesia.

The accomplishment of established educational goals is expected to be significantly aided by the effectiveness of teachers in carrying out their responsibilities as educators, teachers, and coaches of their pupils. Nonetheless, a number of things have a significant impact on a person's success. The

following three categories of variables can have an impact on people's performance and potential in organizations: First, personal factors, which comprise (a) aptitudes and competencies and (b) background (family, social level, experience). Second, organizational factors, such as (a) assets, (b) leadership, (c) incentives, (d) organizational structure, and (e) job design. Third, psychological factors specific to each individual, such as: a. mental/intellectual; b. perception; c. attitude; d. personality; e. learning; and f. motivation. This raises the question of whether the teacher's performance is still in line with what the kids, their parents, the community, and the school anticipate, because after conducting an interview with Mr. Edwin Fauzi, SE, as deputy principal for student affairs, it became known that professional ethics for teachers exist in an unwritten form, and what is written is only limited to general ethics, such as regarding dress ethics. And in terms of ethics, there are still some teachers who do not pay attention to punctuality. There should be a clear and special code of ethics for teachers who will assist in directing assignments, work, duties, and responsibilities as a teacher so that they can measure and become a reference for their level of performance, whether it is appropriate or not (Kamaruddin et al., 2023).

Regarding the problem of motivation, even though an award or bonus has been implemented for teachers who are able to make achievements at school, it's just very rare and limited only to homeroom teachers. His students won competitions at various levels or in Olympiads in academic and non-academic fields because of his guidance. If there is this motivation, it can encourage the enthusiasm of the teachers to compete to create achievements and have a positive impact on students and schools. In addition, things that need to be considered to achieve high teacher performance require motivation from teachers to improve their performance as a whole. A teacher must show strong behavior that is directed towards a certain goal. on achieving the standard of excellence. This orientation leads to the role of the teacher, who is often positioned as an important factor in behaving and acting according to the profession. Teachers need high levels of enthusiasm and desire to actualize their potential. High ability and motivation are based on the strong desire of each teacher to work (Murtanto, 2003).

However, along with developments and changes, the teacher's position is often faced with quite crucial challenges. The aspect of respect for teachers is often not in accordance with the demands and role of the teacher in carrying out the mandate (Wirawan, 2009). Another aspect that is not given enough attention is the level of welfare, which is often faced with coercive standardization. At least the teacher's social status is often eliminated by the basic interests that exist in every teacher (Nugroho et al., 2023). This existence indicates that teacher motivation needs to be supported by tools that lead to the need to improve achievement, which leads to quality teacher performance. For this reason, it is necessary to support mutually supportive work patterns among various parties. Furthermore, regarding competency issues, of the total number of teachers at one vocational senior high school in Ciputat, namely 54 people, only 14 have professional certification. This shows that more than 50% of teachers who teach do not have professional certification. This does not mean that

teachers who have not been certified are incompetent, but it would be better if all teachers took the certification to find out their competence and become professionals. so that there will be a sense of self-confidence that is balanced with professional abilities and has been recognized by showing good performance results (Winardi, 2002).

Then, regarding job satisfaction, this is related to one factor, namely the needs of teachers. However, teachers' needs go beyond material and non-material items (Parinussa et al., 2023). This relates to the previous motivation: if many teachers made achievements but only the homeroom teacher received an award or bonus, teachers other than homeroom teachers would feel dissatisfied with the work they had done to achieve an achievement in their performance. From all the phenomena and data obtained from the results of the pre-research, the question arises about whether teacher performance is improving, decreasing, or if there is no change. Therefore, we will examine the variables that influence this performance.

METHOD

This type of research is grouped under causative research. The purpose of this study is to determine how much the independent variable influences the dependent variable. Due to the fact that the research data collected and the analysis used numbers and statistics, this study also employs a quantitative methodology. The population (census) is examined, data gathering using research equipment, and data processing is quantitative or statistical with the goal of testing pre-established hypotheses. 54 teachers from private schools made up the population in this study. To obtain data in accordance with the research objectives, the researchers used data collection techniques by interviewing and distributing questionnaires. Instrument tests, traditional assumption tests, and hypothesis testing are data analysis approaches employed in this study.

RESULT AND DISCUSSION

An outline of the respondents' characteristics as measured by a nominal scale, including the size of the absolute frequency and percentage of gender, age, education, and length of schooling. The information regarding the respondents' traits is summarized as follows in the following: Respondents for teachers aged < 35 years were (11%), those aged 35–51 years were (85%), and those aged \geq 51 were (4%). So it can be concluded that the majority of teachers working in private schools are aged 35–51 years, i.e., 85% or 46 teachers out of a total of 54 teachers who teach. Male teachers made up 78% of the respondents, while females made up 22%. So it can be concluded that the majority of teachers who teach in private schools are men, namely 78%, or 42 teachers out of a total of 54 teachers who teach. Respondents were teachers with D3 graduates (15%), D4 graduates (40.5%), S1 graduates (40.5%), and Masters graduates (4%). So it can be concluded that the majority of teachers who teach in private schools are D4 and S1 graduates, which is 40.5% or 44 teachers out of a total of

54 teachers who teach. The majority of teachers are homeroom teachers: 51.8%, or 28 teachers, out of a total of 54 teachers who teach. Teachers with more than one year of experience (18%), those with 5-10 years of experience (56%), those with 11-20 years of experience (17%), and those with more than 30 years of experience (9%). As a result, the majority of teachers who teach in private schools (56% or 30 teachers out of a total of 54 teachers) have worked for 5-10 years.

According to the study's findings, 63.5% of respondents selected "agree" (S) on a scale of 100%, with the remaining 36.5% selecting "strongly disagree" (STS), "disagree" (TS), "undecided" (R), or "strongly agree" (SS). The largest percentage is then found in statements 7 and 8, which are associated with the professional ethics variable and display a percentage of 74.1%. Which statements 7 and 8 are included in the indicators of appreciating, respecting, and not violating rights in the dimension of justice. So, based on the results of the professional ethics questionnaire, it can be inferred that there is a relationship between the influence of professional ethics factors on teacher performance variables, particularly in terms of upholding tolerance and adhering to the law. With an average percentage score of 75.7% out of 100%, the majority of respondents chose "agree," and the remaining 24.3% selected "strongly disagree," "disagree," "undecided," and "strongly agree" (SS). The largest percentage is then found in the statement about the motivating factor, namely in statement 30, which is denoted by a percentage of 90.7%. Which of the following statements 30 is included in the responsibility indicator on the intrinsic dimension (motivator). So it can be concluded that there really is a relationship between the influences of motivational variables on teacher performance variables, as evidenced by the results of the motivational questionnaire, especially from the aspect of discipline, namely timeliness.

With an average percentage value of 76.6% of 100%, the majority of respondents chose "agree," and the remaining 23.4% chose from among "strongly disagree," "disagree," "undecided," and "strongly agree" (SS). The largest percentage is then found in statement 34, which is related to the competence variable, and is represented by a percentage of 88.9%. Which of the following statements 34 is a part of the motive dimension's indicator of encouragement to act with awareness. So it can be concluded that there is indeed a relationship between the influences of competency variables on teacher performance variables, as evidenced by the results of the competency questionnaire, especially in the aspect of enthusiasm in teaching. With an average percentage value of 68.5% of 100%, the majority of respondents chose "agree," and the remaining 31.5% chose one of the other options: "strongly disagree," "disagree," "undecided," and "strongly agree" (SS). The largest percentage is then found in statement 47 of the work satisfaction variable, where it is represented by a percentage of 77.8%. Which of statements 47 is a part of the promotion dimension's indicative of a promotion's presence or absence? So, it can be inferred from the results of the competency questionnaire that there is a real relationship between the effects of job satisfaction variables on teacher performance variables, particularly from the standpoint of contentment with rising ability.

An average of 79.4% of respondents chose "agree" (S) as their response, and the remaining 20.6% chose one of the other options: "strongly disagree" (STS), "disagree" (TS), "undecided" (R), and "strongly agree" (SS). The largest percentage is then found in statements 58 and 61, which are shown with a percentage of 85%, from the statement on the teacher's performance variable. Which statement 58 is included in the indicator of carrying out student achievement assessment on the dimension of assessing the teaching and learning process and which statement 61 is included in the indicator of connecting with various learning methods on the dimension of mastering the subject matter. So, it can be inferred from the performance questionnaire results that instructor performance matters, particularly in terms of allocating rewards and instructional materials in accordance with student aptitude.

The professional ethics variable has a maximum value of 52 and a minimum value of 35, with an average value of 46.11 and a standard deviation of 3.283, according to the information provided by the results of descriptive statistical tests. This indicates that more respondents at a minimum value of 35 picked strongly disagree (STS), disagreed (TS), and were undecided (R), while more respondents at a maximum value of 52 chose agree (S) and strongly agree (SS) responses. The highest and minimum values for the motivation variable are 98 and 80, respectively, with an average value of 90.11 and a standard deviation of 4.681. This indicates that they chose strongly disagree (STS), disagree (TS), and are undecided (R) answers at a minimum value of 80 respondents, and more agree (S) and strongly agree (SS) replies at a maximum value of 98 respondents. The competency variable has a range from 0 to 39, an average value of 33.24, a standard deviation of 1.990, and a range from 0 to 30. As a result, choose replies that strongly disagree (STS), disagree (TS), or are undecided (R) at a minimum value of 30 respondents, and choose answers that agree (S) and strongly agree (S) at a maximum value of 39 respondents (SS). The highest and minimum values for the job satisfaction variable are 48 and 32, respectively, with an average value of 39.46 and a standard deviation of 3.402. This indicates that more respondents at a minimum value of 32 chose strongly disagree (STS), disagreed (TS), and were undecided (R), and more respondents at a maximum value of 48 chose agree (S) and strongly agree (SS) responses. The maximum and minimum scores for the teacher performance variable are 52 and 41, respectively, with an average score of 44.83 and a standard deviation of 2.255. This means that at a minimum value of 41 respondents, more chose strongly disagree (STS), disagreed (TS), and were undecided (R), and at a maximum value of 52 respondents, more chose agree (S) and strongly agree (SS) answers.

A value (t-count) of $2.455 > 1.677$ (t-table) and a significance level of 0.018 are obtained from the hypothesis test findings for the professional ethics variable. As the significance level of the professional ethics variable is > 0.05 , it may be concluded that H_a is accepted and that professional ethics has a significant impact on teacher performance. Which means professional ethics can influence teacher performance. Owned the professional ethics variable < 0.05 , which means professional ethics can influence teacher performance. Competency variable has a value (t-count) of $2.528 > 1.677$ (t-

table) and a significance level of 0.015. Given that H_a is accepted and the competency variable's level of significance is < 0.05 , it can be concluded that competence does, in fact, have a significant impact on teacher performance. The job satisfaction variable has a value (t-count) of $3.862 > 1.677$ (t-table) and a significance level of 0.000. This suggests that H_a is supported, and since the significance threshold of the independent variables is < 0.05 , it can be claimed that the independent variables significantly affect teacher performance. Job satisfaction can therefore have an impact on teacher performance. 25 The significance level for professional ethics, drive, skill, and job happiness is 0.000. This means that H_a is accepted, and since the job satisfaction variable has a significance threshold of < 0.05 , it can be claimed that professional ethics, motivation, competence, and job satisfaction all have an impact on teacher performance simultaneously. This means professional ethics, motivation, competence, and job satisfaction can have an influence on teacher performance.

Based on the study's findings, it is evident that the adjustment's coefficient of determination (R^2) is 0.718. This indicates that the dependent variable, teacher performance, is influenced or contributed to by 71.8% of the independent variables (professional ethics, motivation, competence, and work satisfaction). While other variables not taken into account in this research model are responsible for the remaining 28.2%. The regression model is created using the research findings, and it looks like this: $Y = 8.613 + 0.164 (X_1) + 0.119 (X_2) + 0.240 (X_3) + 0.253 (X_4) + e$. Following is the conclusion that can be drawn from the regression equation: It is understood that the constant in the regression equation model is 8.613. If all independent variables are zero, then the constant becomes a performance value. The regression coefficient of the professional ethics variable in the regression equation model is +0.164. If it increases by 1 unit, then the performance value also increases. It is known that the motivating variable's regression coefficient in the regression equation model is +0.119. The performance value also rises if it rises by one unit. The regression coefficient of the competency variable in the regression equation model is calculated to be +0.240. The performance value also rises if it rises by one unit. It is known that the regression coefficient of the job satisfaction variable in the regression equation model is +0.253. The performance value also rises if it rises by one unit.

CONCLUSION

The following findings are drawn from research on the effects of professional ethics, motivation, competence, and work satisfaction on teacher performance: In private schools, professional ethics factors have a big impact on teacher performance factors. The conclusion that professional ethics have a positive and significant impact on performance is in line with earlier research. In private schools, the incentive factor significantly affects the performance indicators for teachers. This is in line with earlier research findings that showed motivation has a big impact on performance. In private schools, competency factors significantly influence teacher performance factors. This supports earlier study that found expertise has a big impact on performance. In private

schools, the job satisfaction variable significantly affects the performance indicators for teachers. According to earlier study, job happiness has a favorable and considerable impact on teachers' performance and accomplishment. Professional ethics, motivation, competence, and work happiness all significantly influence teacher performance in private schools at the same time. So that the inferences made from the study's findings are consistent with those made from earlier research.

REFERENCES

- Astuti, E. D., Tannady, H., Lahiya, A., Supriatna, D., & Handayani, E. S. (2023). The Analysis of Relationship Between Quality of Graduates and Education Financing Management in Private Islamic School. *Journal on Education, 5*(3), 7715-7720.
- Suharsimi, A. (2016). *Research Management*. Jakarta: Rineka Cipta.
- Budiyono, P. (2020). *Basic Statistics for Research*. Sukrakarta: UNS Press.
- Kamaruddin, I., Tannady, H., & Aina, M. (2023). The Efforts to Improve Children's Motoric Ability By Utilizing The Role of Traditional Games. *Journal on Education, 5*(3), 9736-9740.
- Murtanto, M. (2003). Perceptions of Male and Female Accountants and Accounting Students on Business Ethics and Accountant Professional Ethics. *Prosiding Simposium Nasional Akuntansi VI*.
- Nugroho, B. S., Anggreni, M. A., Afnanda, M., Arta, D. N. C., & Tannady, H. (2023). The Role of Academic Fraud as an Intervening Variable in Relationship of Determinant Factors Student Ethical Attitude. *Journal on Education, 5*(3), 9584-9593.
- Parinussa, J. D., Taryana, T., Ningtyas, A. A., Rachman, R. S., & Tannady, H. (2023). Developing Student Emotional Intelligence by Involving the Active Role of Teacher. *Journal on Education, 5*(3), 8528-8533.
- Winardi, W. (2002). *Motivation and Motivation In Management*. Jakarta: PT Raja Grafindo Persada.
- Wirawan, W. (2009). *Human Resources Performance Evaluation (Application Theory and Research)*. Jakarta: Salemba Empat.
- Yamin, M., & Maisah, M. (2010). *Teacher Performance Standardization*. Jakarta: Gaung Persada Press.