

## The Effect of Pedagogical, Competence, Motivation, and Work Discipline on The Performance of Science Teacher in Central Alkhairaat Junior High School Palu

Luthfi, Afadil dan Kasmudin Mustapa

Pendidikan Sains Program Magister/Pascasarjana – Universitas Tadulako, Palu – Indonesia 94118

[luthfisyam09@gmail.com](mailto:luthfisyam09@gmail.com)

### Article History

Received 15 July 2021

Revised 28 August 2021

Accepted 03 October 2021

### Abstract

*This study aims to determine the effect of pedagogic competence, motivation and work discipline on the performance of science teachers at SMP Alkhairaat Pusat Palu. This study uses a quantitative approach. The research subjects in this study were all science teachers at SMP Alkhairaat Pusat Palu. The research location is located at Alkhairaat Central Middle School. The data collection technique in this study used a questionnaire which involved 18 teachers. The data analysis used regression technique with SPSS version 16. The sample collection technique used purposive sample. The results showed that the results of the t-test partially had an effect on pedagogical competence and work discipline on teacher performance, but there was no effect of motivation on teacher performance. The results of the F-test show that simultaneously there is an effect of pedagogic competence, motivation and work discipline on teacher performance. So it can be concluded that pedagogical competence, motivation and work discipline have an effect on the performance of science teachers at Alkhairaat Middle School, Palu.*

### Keywords:

Pengaruh, kompetensi pedagogik, Motivasi, Disiplin kerja, Kinerja Guru

doi: 10.22487/j25490192.2021.v5.i2.pp.103-112

### Introduction

Quality education should pay attention to the component components in the learning process to achieve national education goals. One of these components is the teacher. A teacher is very influential on the success rate of achieving school goals, both in teaching and learning activities and administration. This statement is in accordance with (Karom et al., 2014) who assessed that learning outcomes would be high if the teacher's pedagogical competence was good.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Teachers are human resources who become planners, actors, and determinants for the creation of educational goals. This means that in the implementation of teacher performance education must be a measure to produce quality human resources. Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity and the effective and efficient use of time

This study emphasizes one of the competencies a teacher has, namely teacher pedagogical competence. Pedagogic competence in its implementation is directly related to students and will directly impact on student achievement. States that teacher competence in teaching and learning is an important factor in determining the success of teaching sessions. The ability and wisdom in handling learning activities will have a direct impact on students' active involvement in learning activities. Joint efforts are needed to develop competencies, obtain resources, and practical tools for the purpose of realizing a science-educated society (Copriady, 2014)

One of the variables that causes someone to work actively is motivation. The motivation of a teacher is influenced by various variables both internal and external there are two motivations, namely intrinsic motivation and extrinsic motivation. (1) Intrinsic motivation, which arises from within the individual himself without compulsion from other people, but on the basis of his own volition. (2) Extrinsic motivation, which arises as a result of influence from outside the individual, whether because of an invitation, order, or coercion from another person so he wants to do something.

According to preliminary observations, it can be stated that teacher work motivation tends to decrease, one of the factors is the lack of facilities and infrastructure that can support the implementation of teaching and learning activities, the lack of the desire of teachers to develop their potential to be more advanced and adapt to the increasingly developing world of education and lack of superiors' respect for teachers who excel. The motivation in this study was the work motivation of all science teachers at Alkhairat Pusat Palu Middle School

Discipline is also an indicator or factor that affects teacher performance improvement. Discipline is the awareness and willingness of a person to obey all established rules and social norms. Argued that discipline is also the most important operative function because the better the discipline of a teacher, the higher work performance that can be achieved. Good discipline reflects the amount of responsibility a person has for the tasks assigned to him. In terms of time indiscipline shows a poor attitude to be shown to students because of a good attitude starting from the educator first. An attitude of discipline must be applied through behavior that is always obedient to the applicable regulations. This attitude is expected to have an impact on improving the performance of the teacher itself and also having an impact on improving the quality and achievement of students. However, work discipline problems that often occur include the lack of discipline of teachers to the rules that have been determined regarding the time to come and go home from work. There are still some teachers who do not provide news (without information) when unable to attend, there are still teachers who come late to school or enter class to teach, there are still teachers who do not complete learning tools such as annual programs, semester programs, daily test analysis, remedial and so on and some honorary teachers do not make or do not have lesson plans and do not regularly assess the learning process (the source of the supervision of the Deputy Principal). This situation is a reflection of where the work discipline possessed by science teachers at Alkhairaat Central Palu Middle School has not achieved maximum results.

Performance is something to be achieved, demonstrated achievement and one's work ability. In addition to having a role as a teacher, teachers are also educators and implementers of some school administration duties. Therefore, teachers are often said to be programmers, administrators, facilitators, and evaluators in the school environment. With such roles, the daily workload of teachers in addition to teaching relies more on matters of an administrative nature such as checking student worksheets by giving notes and assessments, making exam test questions, managing grades and managing absences.

The results of the study (Marmoah, 2017) found that the work environment and work motivation individually or collectively contribute to teacher performance. Furthermore, the results of the study (Maryam, 2016) found that there was a significant positive influence between pedagogic competence and work motivation on lecturer performance, but based on partial testing the researchers found that pedagogic competence did not significantly influence lecturer performance, while work motivation had a significant effect on lecturer performance. Lecturer performance. Furthermore (Harjanto, 2015) in his research, it shows that work motivation variables have an influence on teacher performance, there is a significant relationship between teacher pedagogical competence variables and teacher performance, teacher work motivation and teacher pedagogical competence jointly correlate with teacher performance. Likewise, Dien's research results show that teacher compensation and work discipline have a significant effect on teacher performance in schools.

Furthermore, the results of Yulyana's research, 2012 show that there is a significant effect of principal supervision and teacher work discipline together on teacher performance. Likewise, the research results (Latief et al, 2007) show that the professional and pedagogical competencies of teachers together have a significant effect on teacher performance. Partial professional competence has a significant effect on teacher performance, however, pedagogical competence partially has no significant effect on teacher performance at Madrasah Aliyah in Palu City. Furthermore (Nugraha, 2007) the results of the study show that pedagogic competence contributes positively and significantly to caregiver performance, achievement motivation contributes to caregiver performance, and pedagogic competence and achievement motivation together (simultaneously) have a significant positive correlation to the performance of PAUD caregivers.

### Materials and Method

This type of research is a survey using a quantitative approach, it is said to be a quantitative approach because the data used is in the form of numbers and analyzed using statistical procedures. There are two variables in this study, namely the independent variable and the dependent variable. The independent variables are pedagogic competence (X1), motivation (X2), and work discipline (X3), while the dependent variable is Teacher Performance (Y).

This research was conducted at SMP Alkhairaat Pusat Palu, which was conducted from September to November 2019. The population in this study were 18 science teachers at Alkhairaat Central Palu Middle School, amounting to 18 people. Based on the relatively small number of

populations, the entire population is sampled or called saturated samples. If the subject is less than 100 people, all of them should be taken, and if the subject is large or more than 100 people, 10% - 15% or 20% - 25% can be taken (Arikunto, 2010). Because the population in this study was less than 100 people, the sampling used a saturated sampling technique where the entire population was used as the sample. Thus the samples in this study were all populations.

The type of data used in this research is quantitative data. The data source of this study is primary data, namely the source of data directly obtained from a questionnaire, while secondary data is data obtained by researchers from existing sources through school documents.

The instrument in this study used a questionnaire, which is a number of written questions that are used to obtain information from respondents in terms of personal reports. The data collected from respondents will be in the form of pedagogical competence which consists of 10 indicators and developed into 14 questions, motivation which consists of 10 indicators and is developed into 34 questions, work discipline which consists of 11 indicators and is developed into 11 questions, and teacher performance which consists of from 3 indicators and developed into 45 questions. From these questions, the respondent can choose one option from among the five options that have been provided with the intention that the respondent can choose one of the answers that suits his characteristics by putting a checklist ( $\surd$ ) on the answer that has been prepared. Prior to use, it has been tested for validity and reliability

The data obtained in this research is quantitative analysis. Quantitative analysis to see the effect of the independent variables on the dependent variable using multiple regression models. Because the purpose of this model is to measure the effect of the independent variable on the linear dependent variable.

In the process of calculating the regression that will be carried out, previously it will be done by testing the normality of the data using the classical assumption test. The classical assumption tests used by researchers are: Normality Test, Multicollinearity Test, Autocorrelation Test and Heteroscedasticity Test. Meanwhile, to test the hypothesis, it can be used the individual parameter significant test (t statistical test), simultaneous significant test (F statistical test) and the coefficient of determination (R<sup>2</sup>).

## Results and Discussion

The results of descriptive analysis of respondent data from each research variable, namely pedagogical competence (X1), motivation (X2), work discipline (X3), and teacher

performance (Y) can be presented in table 1 as follow

**Table 1.** Descriptive Statistics Results

	Descriptive Statistic					
	N	Min	Max	Sum	Mean	Sd
X1	18	50	69	1117	62.06	5.856
X2	18	113	166	2575	143.06	13.610
X3	18	39	55	870	48.33	5.179
Y	18	169	224	3616	200.89	19.174
Valid N (listwise)	18					

## Data Normality Test Results

The data normality test is used to see whether in a regression model both the dependent variable and the independent variable or both are normally distributed or not. Normality testing is done using the Kolmogorov Smirnov test. A significance value greater than 0.05 indicates that the data is normally distributed

**Table 2.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		18
Normal Parameters	Mean	.0000000
	Std. Deviation	7.38837284
	Most Extreme Differences	
	Absolute	.108
	Positive	.086
	Negative	-.108
Kolmogorov-Smirnov Z		.459
Asymp. Sig. (2-tailed)		.984

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.923	.852	.820	8.142	1.843

a. Predictors: (Constant), X3, X2, X1  
b. Dependent Variable: Y

Based on Table 2, it can be concluded that the normality test of pedagogic competence data, work motivation, work discipline and teacher performance in this study is normally distributed

## Multicollinearity Test Results

To find out whether there is multicollinearity in a regression model, it can be seen from the VIF (Variance Inflation Factor) value contained in each variable. A regression model that is free from multicollinearity problems if the tolerance value is  $> 0.1$  and the VIF value  $< 10$ . The results of the multicollinearity test analysis are summarized in Table 3 as follows

**Table 3.** Multicollinearity Test Results

Model	Unstandardized Coefficients		Unstandardized Coefficients	t	Sig.	Collinearity Statistic	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	32.148	23.106		1.391	.186		
X1	.966	.525	.295	1.842	.087	.413	2.421
X2	-.231	.201	-.164	-1.151	.269	.522	1.915
X3	2.935	.561	.793	5.232	.000	.462	2.165

a. Dependent Variable: Y

Based on table 3 it can be concluded that there is no multicollinearity between the independent variables or in other words the regression model equation proposed does not have a multicollinearity problem and is feasible to use.

**Autocorrelation Test Results**

Autocorrelation deviation in this study was tested using the Durbin-Watson test (DW-test). This is to test whether the linear model has a correlation between disturbance error in period t and error in period t-1 (previous). The results of the analysis are briefly summarized in Table 4 as follows

**Table 4.** Autocorrelation Test

Based on Table 4 it can be concluded that the regression model proposed does not have positive or negative autocorrelation symptoms among the independent variables so that the regression model is feasible to use.

**Heteroscedasticity Test Results**

Heteroscedasticity testing is used to see whether in a regression model there is an inequality of variance from the residuals from one observation to another. A good regression model does not occur heteroscedasticity. To detect heteroscedasticity can be done using the Glejser test. Testing with the Glejser test is done by regressing the absolute value of the residuals as the dependent variable on each independent variable. The results of the Glejser test are summarized in Table 5 as follows

**Table 5** Heteroscedasticity Test Results

Model	Coefficients <sup>a</sup>		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	
1 (Constant)	35.949	10.332		3.483
X1	.053	.234	.072	.226
X2	-.173	.090	-.545	-1.929
X3	-.179	.251	-.215	-.715

a. Dependent Variable: RES2

Based on table 5, it can be concluded that there is no heteroscedasticity problem.

**Regression Test**

The classical assumption testing carried out on the regression equation concludes that the equation is suitable for use as a model for mathematical equations. Furthermore, the test carried out is testing the research hypothesis which includes t-test and F-test. The first to fourth hypotheses in this study will be tested using a partial test (t-test) to determine whether the independent variables individually affect the dependent variable. Model testing will be carried out using the simultaneous test (F-test) to determine the effect of the independent variable on the dependent variable simultaneously. The results of multiple linear regression analysis in this study can be seen in Table 6 as follows

**Table 6** Multiple Linear Regression Test Results

Model	Coefficients <sup>a</sup>		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	
1 (Constant)	32.148	23.106		1.391
X1	.966	.525	.295	1.842
X2	-.231	.201	-.164	-1.151
X3	2.953	.561	.793	5.232

a. Dependent Variable: Y

Based on Table 6 above, a multiple linear regression equation can be prepared as follows

$$Y = 32,148 + (0,966 X1) + (-0,231 X2) + (2,935 X3) + e$$

**Partial Significance Test (t-test)**

To find out whether each independent variable has a partial effect on the dependent variable, then the hypothesis is tested using the t-test. The dependent variable in this study is teacher performance (Y), while the independent variable is pedagogical competence (X1), teacher motivation (X2), and work discipline (X3). In order to prove the truth of the above hypothesis, the t-test criteria are as follows :

If the significance level is greater than 5% ( $\alpha = 0.05$ ), it can be concluded that H0 is accepted and Ha is rejected.

If the significance level is less than 5% ( $\alpha = 0.05$ ), it can be concluded that H0 is rejected and Ha is accepted.

The results of the t-test analysis are briefly summarized in table 7 as follows

**Table 7** Results of the t-statistic test

Model	Coefficients <sup>a</sup>		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	
1 (Constant)	32.148	23.106		1.391
X1	.966	.525	.295	1.842
X2	-.231	.201	-.164	-1.151
X3	2.953	.561	.793	5.232

a. Dependent Variable: Y

Hypothesis Testing 1

- H01:  $\beta_1 \leq 0$  means that there is no positive and significant effect of pedagogical competence on teacher performance.

- Ha1:  $\beta_1 > 0$  means that there is a positive and significant effect of pedagogical competence on teacher performance.

Based on table 7, the value of Unstandardized Beta Coefficients or the regression coefficient is 0.966 or greater than 0 ( $0.966 > 0$ ), and the t-count is 1.842 with a significance level of 0.87 greater than 0.05. Thus it can be concluded that pedagogical competence has a positive and significant effect on the performance of science teachers at Alkhairaat Middle School, Palu.

Hypothesis Testing 2

- H02:  $\beta_2 \leq 0$  means that there is no positive and significant effect of work motivation on teacher performance.

- Ha2:  $\beta_2 > 0$  means that there is a positive and significant effect of work motivation on teacher performance.

Based on table 7, the value of Unstandardized Beta Coefficients or regression coefficients is -0.231 or less than 0 ( $-0.231 < 0$ ), and the t-count is -1.151 with a significance level of 2.69 greater than 0.05. Thus it can be concluded that work motivation does not have a positive and insignificant effect on the performance of science teachers at Alkhairaat Middle School, Palu.

Hypothesis Testing 3

- H03:  $\beta_3 \leq 0$  means that there is no positive and significant effect of work discipline on teacher performance.

- Ha3:  $\beta_3 > 0$  means that there is a positive and significant effect of work discipline on teacher performance.

Based on table 7, the value of Unstandardized Beta Coefficients or the regression coefficient is 2,935 or greater than 0 ( $2,935 > 0$ ), and the t-count is 5,232. Thus it can be concluded that work discipline has a positive and significant effect on the performance of science teachers at Alkhairaat Middle School, Palu.

Simultaneous Significance Test (F-Test)

The fourth hypothesis testing is the simultaneous effect of pedagogic competence (X1), teacher motivation (X2), and work discipline (X3) on teacher performance (Y). In order to prove the truth of the above hypothesis, the F-test testing criteria are as follows:

If the significance level is greater than 5% ( $\alpha = 0.05$ ), it can be concluded that H0 is accepted and Ha is rejected. If the significance level is less than 5% ( $\alpha = 0.05$ ), it can be concluded that H0 is rejected and Ha is accepted.

The results of the F-test analysis are summarized in table 8 as follows

Table 8 Results of the F-Statistical Test

ANOVA <sup>b</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	5321.781	3	1773.927	26.7	.000 <sup>a</sup>
Residual	927.997	14	66.285	62	
Total	6249.778	17			

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

with a probability that the significance level is smaller than the expected significance level ( $0.000 < 0.05$ ). Thus, it can be concluded that pedagogical competence, work motivation and work discipline simultaneously have a positive and significant effect on the performance of science teachers at Alkhairaat Central Palu Middle School.

Coefficient of Determination

The coefficient of determination is used to measure the ability of the model to explain the variation in the dependent variable. The coefficient of determination is between 0 and 1. The coefficient of determination the closer to 0 the smaller the effect of all independent variables on the dependent variable. If it approaches the number one, the greater the influence of all independent variables on the dependent variable.

Table 9 The results of the determination coefficient test

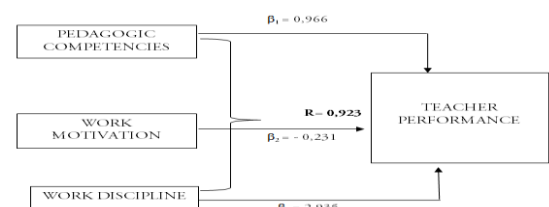
Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 <sup>a</sup>	.852	.820	8.142

a. Predictors: (Constant), X3, X2, X1

Based on the data in table 9, it can be seen that the Adjusted R Square value is 0.820 or 82%. This shows that the three independent variables (independent), namely pedagogic competence (X1), motivation (X2), and work discipline (X3) affect the teacher performance variable (Y) by 82%, while the remaining 18% is influenced by variables other than variables. in this research.

The results of the analysis that have been carried out as a whole, the relationship or influence between the independent variables, namely pedagogic competence (X1), motivation (X2), and work discipline (X3) on the dependent variable, namely teacher performance (Y) can be described in Figure 1 as follows

Figure 1 Diagram of the Influence of Independent Variables on Bound Variables



## Discussion

Judging from the aspects of pedagogical competencies that have been arranged in the form of instruments / questionnaires, it appears that these aspects are able to support and improve teacher performance, for example teacher performance in the implementation aspects of effective learning activities really need support for pedagogic competencies as has been shown in this aspect. Mastery of student characteristics and learning theory, facilitating the development of student potential and implementing extra activities. By mastering the characteristics of students, a teacher will be able to carry out the learning process for the better because all activities are adapted to the conditions of the students. Likewise with the implementation of extra activities related to developing student potential. Explaining that in potential development activities, students are facilitated and guided by a counselor, teacher, or education staff which can be done in the form of extracurricular activities, this is in line with the opinion expressed that developing student potential can be adjusted to the uniqueness where self-development is adjusted to the potential of the individual to become a complete human being.

Aspects of mastery of learning theory and learning principles, curriculum development, and the use of communication technology for development, by mastering learning theory and learning principles that educate teachers can place their role as a good teacher as well as educator so that they can convey learning materials with techniques that refer to in certain learning theories and also being able to insert character planting for students. Applies at the learning level in a rational way. Likewise, good lesson planning can be realized if the teacher is able to develop learning activities aimed at educating students.

Furthermore, teacher performance in carrying out assessments both in the learning process and at the end of learning is also very important because it is related to the competencies of the teacher, the principles of assessment that must be carried out must be comprehensive and intact. The assessment carried out by the teacher must be able to make each student excel and be able to find the unique potential of each student, this is in line with the opinion expressed that "the essence of assessment or evaluation is to provide information for the benefit of decision-making in the field of education, namely the evaluation of the curriculum, learning and teacher performance. This is where the role of a teacher who has an awareness of the importance of evaluation for the progress of learning of their students.

The results of the study (Moh. Hafid, 2017) state that the correlation of teacher motivation and competence to teacher performance is proven to be significant based on the 95% confidence level or the significant level

of 5%. The influence of teacher competence on teacher performance is supported by the theory proposed by (Mulyasa, 2012) that a person's performance is determined by the ability (competence) to carry out work.

In this study, pedagogical competence provides an effective contribution to teacher performance, while the rest is influenced by other variables such as personality and dedication, professional development, relationships and communication, community relations, work discipline, welfare and learning work climate. The existence of research on teacher performance in an instrument which reads organizing the learning process is planning, implementing, evaluating and assessing learning outcomes and carrying out follow-up research results.

Based on the results of the t test carried out, it shows that the pedagogical competence has a significant effect on the performance of science teachers at Alkhairaat Central Palu Middle School and provides a contribution of 93.3%, thus this value means that partially the pedagogic competency variable has a positive and significant effect on teacher performance. Which states that teacher pedagogical competence has a significant contribution to teacher performance by 75%. It can be concluded that competencies which include characteristics, learning theory, curriculum development, mastery of information technology, assessment, evaluation, skills, attitudes, and appreciation must be possessed by teachers or educators to carry out their duties in order to achieve a certain predetermined task that has been running as it should be at Alkhairaat Central Palu Middle School. It can be interpreted that the higher the pedagogical competence the higher the teacher's performance. Conversely, the lower the pedagogical competence, the lower the teacher's performance. Thus, pedagogical competence is proven to empirically affect teacher performance.

Judging from the motivational aspects that have been arranged in the form of an instrument, it appears that the quality of a teacher has many factors that influence it, both internal and external factors. One of the external factors affecting teacher performance is working conditions. The working conditions that occur in schools can support the learning process, which includes school facilities, unclean and tidy workspaces, disciplinary rules, fulfillment of living needs, additional work, and availability of books that have the potential to support teacher work sustainability. There are still many teacher performances that have not been optimal. One of the reasons for this is because the working conditions cannot be said to be complete, such a situation is due to a lack of coordination with the government, in this case the education office, so that the existing facilities are still inadequate, so it will indirectly affect teacher performance.

Working conditions can create a binding working relationship between the people on it. The work environment in an organization has an important meaning for individuals who work in it, because the environment will affect individual satisfaction at work, this is in line with research conducted that working conditions have a strong effect on teacher performance, which is 68%

Based on several previous studies, it shows that work motivation contributes to teacher performance. Research conducted by (Harnifah, 2016) shows that teacher performance has a direct and significant effect on motivation, there is a positive and significant influence on work motivation factors on teacher performance. Therefore, the increase in the value of the work motivation factor, the higher the value of teacher performance. (Ridwan, 2009) states that ability and motivation are factors that interact with performance. Basically, motivation can come from a person (intrinsic motivation) and can also come from outside oneself (extrinsic motivation). These motivational factors can have a positive or negative impact on a teacher. In this case, a teacher is required to have an intrinsic motivation for the work of the teacher, an extrinsic motivation for the work of the teacher and sufficient competence to be able to display adequate abilities and work results. If the teacher has low work motivation, lacks initiative and is less creative in preparing and writing teaching materials, is less productive, less sociable and less informative, then students tend not to be interested in studying seriously or become lazy. In this case the teacher's performance is weak and cause for concern. The facts show that there are many gaps in assessing teacher performance. The annual evaluation of teacher performance carried out either by each school unit or by the education office is still normative. This means that various performance problems faced by teachers are relatively well identified and documented without examining what factors influence and how these factors relate to performance.

Furthermore, the salary factor. One of the factors that affect teacher performance is salary. Every person who gets a high salary, his life will be prosperous. People will work enthusiastically if their work is able to make their life prosperous. On the contrary, people who are not prosperous or lacking will work without passion. Salary is a form of compensation for work performance provided by employers to workers. Compensation is everything that employees receive as remuneration for their work. Thus it can be interpreted that the better the salary, the teacher's performance tends to increase.

Some things that influence the level of teacher motivation are feeling happy to work, having initiative at work, being able to work together, being able to achieve, being disciplined

in work, and having responsibilities at work as a teacher. Developing work motivation in schools is very important for teachers and school leaders, because school principals need to motivate their teachers, while teachers need to motivate themselves. Being a teacher is not only necessary for teacher competence, but what is important is that they have high morale and enthusiasm so that educational goals can be achieved optimally.

Based on the results of the t test carried out, the regression coefficient of  $-0.231$  or less than  $0$  and t count of  $-1.151$  shows the results that motivation does not significantly influence teacher performance, thus this value means that partially the motivation variable has no positive effect and not significant to teacher performance. The implication of the results of the research on teacher motivation on teacher performance is that this variable does not have a significant effect on improving teacher performance with an influence contribution of only 5.3%. Teachers who have high motivation will try to give the best they can, because they have a high commitment to their profession, teachers work not only because they want to be praised or to get rewarded, but more than that because of the demands of their profession.

It can be concluded that things that are driving both from within and without can affect one's performance, meaning that not everyone has motivation that comes from within or outside themselves which then moves themselves to work. In carrying out its role, the teacher does not escape from a motivation. Whether that comes from within the teacher or motivation that comes from the environment.

Work discipline is one of the determining factors for increasing organizational effectiveness, in other words, discipline in an organization is a vital need. The decrease in discipline is very important for a leader to know, so that efforts can be made to find a solution. In order to foster a spirit of discipline through various approaches. No matter how capable an employee is, he often makes mistakes in carrying out his job. The word discipline comes from Latin which means to learn or teach. However, traditionally, discipline is seen as a negative activity that aims to punish employees who fail to comply with organizational standards.

There are 3 dimensions of discipline discussed in this study, namely preventive, corrective and progressive disciplines. As for preventive discipline, in this case the teacher is always present every day at school, works using the working hours set at school, comes on time to school and always completes work on time. This preventive discipline is very effective in improving teacher performance. Work discipline is an important element that affects teacher performance. Discipline is a person's willingness that arises with one's own awareness as respect,

obedience, and obeys the applicable regulations, both written and unwritten.

Corrective discipline seen in teacher performance is always communicating everything with superiors so that they never get sanctions / punishments, strive for discipline at school, be consistent in carrying out work, receive justice in getting sanctions regardless of individualism. So that teachers feel comfortable with each other in the work environment. Its performance is also increasing. Employee discipline can be seen from the responsibilities, attitudes, behavior and actions of an employee in accordance with all forms of regulations while they work at the institution (Febiningtyas & Ekaningtyas, 2014).

The progressive discipline seen in the teacher's performance in this research is to always improve every time there is a mistake / violation so that in the future there is no mistake, always prevent colleagues from committing violations similar to what has been done and always maintain consistency in working for efficiency and the best results. This discipline strengthens each other's kangaroos, so that their performance is getting better. Work discipline is a tool used by superiors as a procedure for correcting or punishing subordinates for violating regulations. Enforcement of discipline can solve the problem of poor performance and strengthen the influence of employee work behavior with groups or organizations. If discipline can be implemented properly and do not delay time, problems that occur can be resolved quickly and easily (Liden, Wayne, & Kraimer, 2001)

Based on the results of that carried out, a regression coefficient of 2.935 or greater than 0 and t count of 5.232 shows that work discipline has a significant effect on the teacher performance, thus this value means that partially the discipline variable has a significant effect on the teacher performance. Alkhairat Middle School, Palu Center. The above concludes that discipline is not only in one workplace, wherever the more disciplined employees are in carrying out their duties, the resulting work results are also in line with what is desired so that it has an impact on good work performance. The results of this study are in line with the opinion expressed by (Nurwati, 15) which states that competence, discipline and work stress have a positive and partial effect on performance.

Increasing teacher competence is one of the efforts to handle the quality of education maximally, therefore through analyzing pedagogical competence, motivation and work discipline it is hoped that it will improve teacher performance which in turn will contribute to the overall quality of education. Teacher pedagogical competence is closely related to teaching performance. (Khofiatun, Akbar, & Ramli, 2016) concluded that teachers' pedagogical competence is measured by the ability to make lesson plans,

implementation of learning, and assessment of learning processes and outcomes which have the characteristics of the 2013 curriculum. This means that teachers' pedagogical competence in learning can be assessed. From the teacher's ability to plan, implement and evaluate learning in accordance with the demands of the curriculum used by the school. This is supported by research results (Sari.Z & Noe. W 2014) which show that the relationship between pedagogical competence and teacher teaching performance is 46.7%, this means that the higher the teacher's pedagogical competence, the higher the teacher's performance in teaching. .

The results of the study (Moh. Hafid, 2017) state that the correlation of teacher motivation and competence to teacher performance is proven to be significant based on the 95% confidence level or the significant level of 5%. The influence of teacher competence on teacher performance is supported by the theory proposed by (Mulyasa, 2012) that a person's performance is determined by the ability (competence) to carry out work.

Motivation encourages someone to act to do something. Teachers who have high motivation will try to provide good work results which in turn will affect teaching performance. Teachers who have high work motivation will do more than just routine in teaching so that school productivity will increase. Work motivation is the willingness to carry out high efforts to achieve organizational goals conditioned by the ability of efforts to meet certain individual needs

Discipline also supports the teaching performance of teachers, one tool to measure the level of good performance is having discipline or teaching on time, coming to school every day is a preventive discipline. Work discipline is a tool used by teachers to communicate with students so that they can change their behavior as well as an effort to increase one's awareness and willingness to obey all school rules and prevailing social norms. These results reinforce the theory and findings of previous research on the effect of discipline on performance. There is a positive and significant influence of work discipline on performance (Faradina & Sojanah, 2018). Work discipline is an attitude of loyalty and obedience to a person or group of people to the rules of an organization for a specific purpose with an awareness of their duties and obligations. So discipline can be an attitude of self-control, and discipline can be an environmental order. Discipline as an attitude of self-control is based on awareness and a sense of responsibility for the task at hand, while discipline as an environmental order is based on compliance with existing values, rules, order, and norms. Attitudes of loyalty and obedience have aspects that can be used to determine the degree to which a person is disciplined towards the existing rules, especially



in educating children at school. This is in line with research conducted by (Zulkefi, 2017) that the professional and pedagogical competences of teachers together have a significant effect on teacher performance.

Based on the results of the research that has been carried out, it is known that three independent variables Pedagogic competence, motivation and work discipline simultaneously have a significant effect on teacher performance, it can be concluded that these three variables have a positive influence and contribute 82% where these three variables support the creation of good performance good. In general, performance is interpreted as actions and behaviors that are under the control of individuals that contribute to organizational goals legally that do not violate the law and do not conflict with ethics or morals (Rulejanto, Brasit, Payangan, & Pahlevi, 2015). Specifically, performance is often interpreted as the results achieved by a person both in quality and quantity according to the responsibility given to him

### Conclusion

Based on the results of the study, it shows that the results of the t-test partially have an effect on pedagogical competence and work discipline on teacher performance, but there is no influence of motivation on teacher performance. The results of the F-test show that simultaneously there is an effect of pedagogic competence, motivation and work discipline on teacher performance. So it can be concluded that pedagogical competence, motivation and work discipline have an effect on the performance of science teachers at Alkhairaat Middle School, Palu.

### Acknowledment

The author would like to thank the supervisors, families, lecturers, postgraduate staff, principals, teachers, and friends who helped and provided support for this research.

### References

- Copriady, J. (2014). Teachers Competency in the Teaching and Learning of Chemistry Practical. *Mediterranean Journal of Social Sciences* vol 5 no 8: 312-318
- Faradina, V. D., & Sojanah, J. (2018). Improving Employee Performance Through Environment and Work Discipline. *Journal of Office Management Education*, 1 (2), 8-18.
- Febiningtyas, R. E.R., & Ekaningtias, D. (2014). The Effect of Leadership, Motivation, and Work Discipline on The Employees Performance of Finance Section in the Regional Working Unit in Tulungagung Regency. *The Indonesian Accounting Review*, 4 (2), 97-106.
- Hafid, M. (2017). The Influence of Teacher Motivation and Competence on the Performance of School and Madrasah Teachers in the Salafiyah Syafi'iyah Sukorejo Islamic Boarding School. *JPII* Vol. 1, No. 2: 293-314
- Harjanto, E. (2015). The Influence of Achievement Motivation and Pedagogic Competence on Teacher Performance. *Educational Management* Vol 24, No. 5: 456-466.
- Harnifah, (2016) The Effect of Teacher Performance on the Motivation, Interests, and Results of Learning Physics Class XI SMA Negeri Luwu Regency
- Karom D., Toto R., and Dedi D. (2014). The Effect of Teacher Pedagogical Competence in Applying Media Presentation Assisted Cooperative Learning on Student Learning Outcomes in Mathematics Subjects. *Edutech*, Year 13, Vol. 1, No.2,
- Ministry of Education and Culture. (2013). Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards. Jakarta, Indonesia.
- Khofiatun, Akbar, S., & Ramli, M. (2016). The role of teacher pedagogical competence in thematic learning in elementary schools. *Journal of Education: Theory, Research, and Development*, Vol. 1, No.5, 984-988.
- Latief Z. M. A., Ridwan and Totanan. (2017). The Influence of Professional and Pedagogical Competence on the Performance of Accounting Teachers at State Madrasah Aliyah in Palu City. *Journalist Journal*, Vol. 5 (3): 67-77
- Liden, R. C., Wayne, S. J., & Kraimer, M. L. (2001). Managing individual performance in work groups. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Societof Human Resources Management*, 40 (1)
- Marmoah, D.D.S. (2017). The Relationship Between Job Environment, Job Motivation, And Teachers Performance. *Journal Of Humanities And Social Science (IOSR-JHSS)* Vol. 22 (6) PP 52-60
- Maryam. (2016). The Influence of Pedagogic Competence and Work Motivation on Teaching Performance at Faculty of Ushuluddin, Adab. And Da'wah (Fuad) In Iain Bengkulu. *Manhaj*, Vol. 4, Number 3: 261-268

- Mulyasa, E. (2009). *Competency Standards and Teacher Certification*. PT Youth Rosdakarya. Bandung.
- Nugraha, D (2007). Contribution of Pedagogic Competence and Achievement Motivation on Performance of Paud Caregivers in Ciamis Regency (Correlational Study of PAUD Caregivers in Ciamis Regency). *Journal of PAUD Agapedia*,
- Nurwati. (2015). The Influence of Discipline and Competency toward Employees Performance. *Proceedings Journal of Education, Psychology and Social Science Research*. 142-148.
- Ridwan, (2009). *Methods and Techniques for Preparing a Research Proposal*, Alfabeta. Bandung.
- Ruleejanto, C., Brasit, N., Payangan, O. R., & Pahlevi, C. (2015). Effects of Leadership, Competency, and Work Discipline on the Application of Total Quality Management and Employees' Performance for the Accreditation Status Achievement of Government Hospitals in Jakarta, Indonesia. *Scientific Research Journal (SCIRJ)*, 3 (11), 14-24.
- Sari, Z. I., & Noe, W. (2014). The relationship between teacher pedagogical competence and teacher teaching performance at SDIT Nurul Falah Kec. Tambun Utara District. bekasi. *Pedagogic Journal*, Vol. II, No. 1, 47-53.
- Setiyati, S. 2014. The Influence of Principal Leadership, Work Motivation, and School Culture on Teacher Performance. *Journal of Technology and Vocational Education*. 22 (2): 205-206.
- Sulistiyani. 2013. The Influence of Teachers' Perceptions of Principal Leadership, Achievement Motivation and Compensation on the Performance of Public Elementary School Teachers in the Kihajar Dewantara Cluster, Siayung District, Demak Regency. *Journal of Educational Management*. I (3): 300-305.
- Wardana W.L. 2008. Analysis of the Influence of Work Motivation, Work Discipline, Education and Training on the Performance of Public Elementary School Teachers in Gayungan District, Surabaya City. *Research Journal, State University of Malang*. 11 (1): 6-7
- Yulyana, Windha. 2012. The Influence of Principal Supervision and Teacher Work Discipline on Teacher Performance in Public High Schools in Mojokerto. *Educational Management, Faculty of Education, State University of Surabaya. Published by Unesa E-Journal*.
- Zulkefi M.A. 2017. Effect of Competence Professional and Pedagogical Against the Performance of Accounting Teachers at Public Madrasah Aliyah Schools in Palu City