

Analysis of Human Capital on Teacher Performance through Discipline and Professionalism in the Technical Implementation Unit of State Senior High School 5 Jeneponto

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Abstract

This study aims to determine and analyze the influence of human capital on teacher performance through discipline and professionalism at Technical Implementation Unit (UPT) State Senior High School (SMAN) 5 Jeneponto. This research was conducted at UPT SMAN 5 Jeneponto, which lasted for approximately 2 (two) months from October to November 2020. This study used a causality design with a quantitative approach. The population in this study were all teaching staff, both civil servants and contract workers. And honorarium at UPT SMAN 5 Jeneponto, namely 79 people. The sampling technique used saturated sampling so that the final sample used was 79 teachers. Data collection techniques through observation, interviews, questionnaires, and documentation, while data analysis by path analysis. The results showed that teachers' performance at UPT SMAN 5 Jeneponto could be improved by human capital, human capital as an essential school asset that needs to be maintained and continuously developed. The role of human capital at UPT SMAN 5 Jeneponto is strongly dominated by the better level of skills, motivation, organizational conductivities, team effectiveness, and teacher leadership. Discipline is also an important variable that drives the improvement of teacher performance at UPT SMAN 5 Jeneponto. Teachers' high work discipline is reflected in improving attitudes through punctuality in coming and going, obeying rules, wearing uniforms, completing work, and responsibility in assignments. In addition, professionalism is also considered an essential factor that encourages the improvement of teacher performance at UPT SMAN 5 Jeneponto. Professionalism is getting better with better teaching skills, implementation of broad insight, teacher mastery of curriculum and learning media, mastery of technology, and a reflection of personality and role models. Indirect influence, discipline, and professionalism become a good moderating variable in this study. Human capital can improve performance and encourage an increase in teacher discipline and professionalism, leading to improved teacher performance.

Keywords

Human capital, Discipline, Professionalism, and Teacher performance

1. Introduction

Education is a conscious and planned effort that will help improve the development and abilities of children so that they are helpful for their lives and as individuals and citizens/society by choosing content, activity strategies, and appropriate assessment techniques (Saudolloh, 2009).

Efforts to improve teacher performance cannot be separated from their role as individuals who can grow and continue to develop in their capabilities and professionalism as educators. Teachers as intangible assets have many advantages and tend to show changes or shifts in both teaching and character as individuals. The concept of human capital arises because of a shift in the role of human resources. Human capital on the idea that humans as teachers are intangible assets that have many advantages when used and distributed will not decrease but continue to grow. Teachers as humans can turn data into meaningful information, and teachers as human beings can share it with others intelligently.

The importance of human capital in improving teacher performance cannot be separated from its role in creating attitude change (discipline). Discipline reflects the ability of teachers to understand themselves as bearers of values for organizations or schools. Thus, discipline significantly affects quality and performance improvement because discipline, provisions, and actions, especially in schools' teaching and learning process, can run well and smoothly (Usman, 2006).

In addition to discipline, teachers as human capital who can reason and dynamic competencies encourage professionalism. Professionalism for teachers is essential by instilling talent as a teacher, expertise as a teacher, mentally healthy, and teachers as people with extensive experience and knowledge. Teacher performance requires a high level of discipline and professionalism as a form of love for their profession; this is undoubtedly driven by human capital as an essential asset that needs to be maintained and maintained. This study seeks to reveal how much Human Capital is on Teacher Performance through Discipline and Professionalism at UPT SMA Negeri 5 Jeneponto.

2. Literature Review

Human capital encourages teachers always to be competent and able to encourage team effectiveness in an organization which can then play its role by taking full responsibility for what is given. According to Karyawati and Salim (2013), human capital shows the organization's ability to manage human resources. Better human capital will give birth to teachers with a high level of discipline, which can be shown by better attendance at school and obedience to all school procedures. As a form of mental attitude born from within a person with good human capital, it will undoubtedly encourage him to follow the proper rules (Jannah et al., 2019; Lionardo et al., 2020; Yusuf et al., 2019). This is supported by Sinungan's (2017) view that discipline is a psychological attitude of a person or group of people. Who always wishes to follow/obey all the rules/decisions that have been set? This is also supported by previous studies, including (Aurellia 2018), (Weiskopf and Munro, 2012), and (Prayogi et al., 2019), which suggest the influence of human capital on the application of discipline.

Teachers as educators and motivators will continue to push towards achieving goals and innovations in developing the talents or potential of students for the better. The various levels of knowledge that can be mastered by a teacher indeed cannot be separated from its role as human capital or as an important organizational asset that can create value and profit for the organization, which in this case is the school organization. According to Malhotra and Bontis (in Rachmawati and Wulani, 2004), human capital combines knowledge, skills, innovation, and one's ability to carry out their duties to create value to achieve goals. The level of professionalism of teachers in carrying out their duties and responsibilities as educators is faced with many challenges. This requires skills and innovation and the ability of a teacher to carry out these duties and responsibilities properly. This is also supported by previous studies, including (Abdillah et al., 2020), (Savitri and Laksito, 2013), and (Aisyah, 2017) which suggest the influence of human capital on work professionalism.

Human capital is a management concept that emphasizes the importance of teachers as resources who must constantly develop themselves and their potential to achieve the best level of performance. Teachers must constantly be updated in terms of their knowledge to demonstrate better knowledge to their students. Penning et al. (1998) study that human capital management must pay attention to the sources of knowledge and the flow of this knowledge. According to Sedarmayanti (2017), performance is workability or work performance shown by a person obtaining optimal work results. Also, stated by Supardi (2014), teacher performance is an activity carried out to carry out, complete tasks and

responsibilities by expectations. And goals that have been set. This is also supported by previous studies, including (Prasetya et al., 2016, Tahrim and Pinoa, 2019, and Ramanda and Muchtar, 2015), which suggest the influence of human capital on performance.

The level of discipline is fundamental because, with discipline, organizational goals and vision, and mission can be easily achieved. Sastrohadiwiryono (2005) stated that discipline is an attitude of respect, respect, obedience, and obedience to the applicable regulations, both written and unwritten, and able to run them and avoid receiving sanctions he violates the duties or authorities given. To her. The more teachers instill a disciplined attitude in themselves, the more professional performance will be created for teachers. According to Saondi (2012), teacher discipline is essential in carrying out his duties and obligations as teachers, educators, and student mentors. Teachers with a good level of discipline will show the quality of teachers in the teaching and learning process, students are more enthusiastic, and achievement tends to be better (Nath et al., 2021; Suharyanto et al., 2021; Umanailo et al., 2021). Thus, the better the level of discipline shown by the teacher, the better the level of performance. Previous studies also support this, including (Ferial et al., 2019), (Zulkifli et al., 2019), (Heryani et al., 2019) and (Muchzen et al., 2019), which suggest the influence of discipline on performance.

Professionalism can be demonstrated through good skills in teaching and broad insight from teachers; this is a hallmark of professionalism for educators and, of course, the skills they have and broad insights from these teachers they get through intense education with unique specializations. Uzer Usman (2006) that a professional job requires several fields of knowledge that must be deliberately studied and then applied in the public interest (Ervina et al., 2019; Novitasari et al., 2019; Rumaolat et al., 2019). Professional teachers will have the ability to develop their potential towards continuous mastery of knowledge and keep up with the times, their ability to continue to be improved in mastering learning media, and innovative ways to develop a better teaching and learning process. This is also supported by previous studies, including (Rahman and Setiawan, 2019, Soffa et al., 2019 and Badu et al., 2019), which suggest the influence of professionalism on performance.

3. Methods

This research was conducted at UPT SMA Negeri 5 Jeneponto, which lasted for approximately 2 (two) months from October to November 2020. This study used a causality design with a quantitative approach. The population in this study were all teaching staff, both civil servants and contract workers. And honorarium at SMA Negeri 5 Jeneponto, namely 79 people. The sampling technique used saturated sampling so that the final sample used was 79 teachers. Data collection techniques through observation, interviews, questionnaires, and documentation, while data analysis by path analysis.

4. Results

4.1 Data Analysis Results

The path coefficient value 1 is 0.459 with a significant level of 0.000 which means it is significant (Sig < 0.05). Therefore, it is stated that the Human Capital variable (X) has a significant positive impact on Discipline (Y1). Thus, the level of Discipline (Y1) can be influenced by Human Capital (X) by 0.459 points (Table 1 and Table 2).

Table 1. Regression test result X Y1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.365	1.878		7.116	.000
	Capital Human (X)	.401	.088	.459	4.537	.000

Dependent Variable: Discipline (Y1)

Table 2. Regression test result X Y2→

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.671	2.145		5.908	.000
	Capital Human (X)	.408	.101	.418	4.043	.000

Dependent Variable: Professionalism (Y2)

The regression coefficient value is 0.418 with a significant level of 0.000 which means it is significant (Sig < 0.05). Therefore, it is stated where the Human Capital variable (X) has a significant positive impact on Professionalism (Y2). Thus, the level of professionalism (Y2) can be influenced by Human Capital (X) by 0.418 points (Table 3).

Table 3. Test Results X, Y1, and Y2 against Z

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.397	2.326		.171	.865
	Capital Human (X)	.269	.094	.296	2.858	.006
	Discipline (Y1)	.258	.111	.248	2.323	.023
	Professionalism (Y2)	.238	.097	.256	2.448	.017

Dependent Variable: Teacher Performance (Z)

Effect of Human Capital (X) on Teacher Performance (Z). The path coefficient value 1 is 0.296 with a significant level of 0.006 which means it is significant (Sig < 0.05). Therefore, it is stated that the Human Capital variable (X) has a significant positive impact on Teacher Performance (Z). Thus, the high and low Teacher Performance (Z) can be influenced by Human Capital (X) by 0.296 points.. The Effect of Discipline (Y1) on Teacher Performance (Z). The path coefficient value 2 is 0.248 with a significant level of 0.023, which means it is significant (Sig < 0.05). Therefore, the level of Teacher Performance (Z) can be influenced by Discipline (Y1) by 0.248 points. Effect of Professionalism (Y2) on Teacher Performance (Z). The path coefficient value 3 is 0.256 with a significance level of 0.017, which means it is significant (Sig < 0.05). Therefore, the level of teacher performance (Z) can be influenced by professionalism (Y2) by 0.256 points.

4.2 Indirect Influence

To calculate the magnitude of the indirect effect can be calculated as follows: The number 0.107 shows where the indirect effect of the variable X on Z through Y2 is 0.107. Based on the results of the calculation of direct and indirect effects, the following path analysis model can be made (Figure 1).

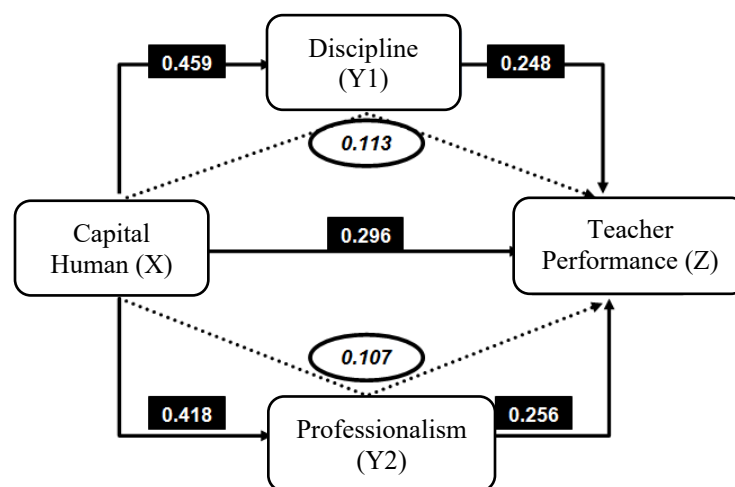


Figure 1. Path Analysis Model

4.3 Hypothesis Test Results

Test results and hypotheses is presented in Table 4.

Table 4. Test results and hypotheses

Hypothesis	Value	Sig.	Inferred
Human capital has a significant positive influence on the discipline of teachers of UPT SMAN 5 Jeneponto	0.459	0.000	Accepted
Human capital has a significant positive influence on the professionalism of teachers UPT SMAN 5 Jeneponto	0.418	0.000	Accepted
Human capital has a significant positive impact on the performance of teachers of UPT SMAN 5 Jeneponto	0.296	0.006	Accepted
Discipline has a significant positive impact on the performance of teachers of UPT SMAN 5 Jeneponto	0.248	0.023	Accepted
Professionalism has a significant positive impact on the performance of teachers of UPT SMAN 5 Jeneponto	0.256	0.017	Accepted
Human capital has a significant positive impact on performance through the discipline of teachers of UPT SMAN 5 Jeneponto	0.113	0.045	Accepted
Human capital has a significant positive influence on performance through the professionalism of teachers UPT SMAN 5 Jeneponto	0.107	0.040	Accepted

5. Discussion

Positive and significant, the results of this study are supported by (Aurellia 2018; Weiskopf and Munro, 2012; Prayogi et al., 2019). Human capital is a non-physical investment that plays a massive role in growing organizations, including schools. Teachers as an essential asset must be developed and used as the foundation of school life. Through human capital will encourage a good level of compliance (discipline) for individuals; high confidence will encourage them to increase better capacity in the organization.

Positive and significant, the results of this study are supported by (Abdillah et al., 2020; Savitri and Laksito, 2013; Aisyah 2017). Human capital is an important asset that must be developed sustainably; human capital can encourage a person's professionalism to perform his duties and responsibilities better.

Positive and significant, the results of this study are supported by (Prasetya et al., 2016; Tahrim and Pinoa, 2019; Ramanda and Muchtar, 2015). Human capital is the principal capital that must exist in an organization; organizations such as schools will grow and have competitiveness by the existence of competitive human capital, intellectual development, abilities, and skills as the basis for a teacher with human capital. The human capital that is managed well by the school will encourage the improvement of teacher performance.

Positive and significant, the results of this study are supported by (Ferial et al., 2019; Zulkifli et al., 2019), (Heryani et al., 2019; Muchzen et al., 2019). Discipline is a behavior that is often used as an example by others; the more disciplined a person is in their organization, the better the performance shown; punctuality as the main characteristic of discipline will lead to the achievement of tasks completed promptly.

Positive and significant, the results of this study are supported by (Rahman and Setiawan, 2019; Soffa et al., 2019; Badu et al., 2019). Professionalism as a form of special abilities and expertise possessed by a person to perform his duties and functions to the fullest, with high professionalism in the teacher will encourage increased performance.

Positive and significant, human capital is the capital or important asset of schools by teachers who have the skills to carry out their duties and responsibilities as educators. Well-managed human capital has been able to encourage high discipline and have an impact on improving performance.

Positive and significant, human capital is limited to the knowledge possessed by teachers and skills in utilizing the situation effectively for the goals to be achieved. Well-managed human capital has encouraged the professionalism of teachers in their work which in turn has an impact on improving their performance.

6. Conclusion

Based on the study results, it can be concluded that teachers at UPT SMA Negeri 5 Jeneponto can be improved by human capital, human capital as an essential school asset that needs to be maintained and continuously developed. The role of human capital in UPT SMA Negeri 5 Jeneponto is strongly dominated by the better level of skills, motivation, organizational conductivities, team effectiveness, and teacher leadership. Discipline is also an important variable that drives the improvement of teacher performance at UPT SMA Negeri 5 Jeneponto. Teachers' high work discipline is reflected in improving attitudes through punctuality in coming and going, obeying rules, and using uniforms to complete work and responsibilities in assignments. In addition, professionalism is also considered an essential factor that encourages the improvement of teacher performance at UPT SMA Negeri 5 Jeneponto. Professionalism is getting better with better teaching skills, implementation of broad insight, teacher mastery of curriculum and learning media, mastery of technology, and a reflection of personality and role models. Indirect influence, discipline, and professionalism are relevant moderating variables in this study that human capital can improve performance and encourage an increase in teacher discipline and professionalism, which in the end also leads to improved teacher performance.

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