Competencies and Incentives through Teacher Performance to Improve Student Learning Outcomes

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Abstract

This research aims to determine the contribution of competencies and incentives through teacher performance to improve student learning outcomes at Technical Implementation Unit (UPT) elementary schools in Central Mamuju Regency. The design of this research is quantitative research, using a quantitative causal descriptive research approach with path analysis methods. This research was carried out at 27 Elementary Schools (SD) in the Karissa District Education Office of the Central Mamuju Regency. The research conducted showed that teacher competence and teacher incentives show a positive and significant contribution to teacher performance (sig.0,00). The results of the coefficient analysis prove that simultaneously the competence, incentives, and performance of teachers have a positive and significant impact on improving student learning outcomes (sig.0.00). However, partially, incentives have no positive and significant effect on improving student learning outcomes (sig.0.82).

Keywords
Competencies, Incentives, Teacher Performance, and Student learning outcomes

1. Introduction
The low quality of education is still the main issue and is a problem that has not been solved, especially in Central Mamuju Regency. From the aspect of learning outcomes of Central Mamuju Regency Elementary School students, which is measured based on the average grades of the central Mamuju Regency Elementary School, students' school exams continue to increase every school year. In the 2017/2018 school year, the highest average number of grades in several core learning points, namely Indonesian, Mathematics, and Science 266, increased in the following school year to 284.4. In the 2019/2020 school year, the highest average school exam score was decreased by 270. It is more because learning methods have changed due to covid 19, so schools conduct online learning methods. In general, it can be explained that the improvement of student learning outcomes is inseparable from how teachers' creativity uses various learning methods. The demands of creativity and the power of school innovation in responding to social situations and conditions become important points to improve the quality of learning in schools, especially teachers, considering teachers who are at the forefront of the teaching and learning process, especially in improving student learning outcomes.

2. Literature Review
Ministry of Education Defining competence is the knowledge, skills, and basic norms reflected in behavior and thinking. According to Sultan et al. (2021), competence is ability, proficiency, state of authority, or qualified according to the provisions of the law Competence is the ability or proficiency of the teacher. According to Brofty, "teacher competence is a teacher's ability to carry out his obligations responsibly and appropriately." According to Mulyasa, teacher competence is a qualitative picture of the nature of meaningful teacher behavior. Competencies that must be possessed by a teacher at elementary, junior high, and high school levels and equivalent are professional competence, personality, and community competencies. While Suharsimi Arikunto stated that the competence of teachers is divided into three, namely: Individual Competencies; Professional Competence, and Social Competence

Incentives are awards or rewards given by an agency or institution to motivate workers so that their work productivity is higher and not fixed and can change at any time. Incentives are not rights but respect for employees who show exemplary work skills and achievements in carrying out their duties to become a work motive. According to Tamsan & Yusriadi (2022), incentives have two indicators; the first indicator is material incentives, namely inset given in money. At the same time, the second indicator is inset, not material given in the form of gifts or pleasures, welfare, reputation, and greater glory and not money.

The Ministry of Education and Culture, which released a manual for the implementation of teacher performance assessment, aims as developing and development of the profession; there are three dimensions and performance indicators, namely: 1. Learning Planning Shows careful and systematic learning planning. The existence of good learning planning can reduce the level of error and increase the effectiveness of learning activities. Indicators of learning planning include: a. Formulate learning goals b. Compiling Teaching Materials c. plan learning activities.

Implementation of Activities. Teaching Shows the implementation of efficient and effective learning activities so that school goals can carry them out. Indicators of the implementation of learning activities include: a. Mastering the subject matter b. Apply an effective learning approach c. Utilizing media in learning maintains student involvement in the pursuit."

Learning assessment is carried out objectively in further learning planning. This assessment can be used to carry out the next learning plan. "Indicators of learning assessment include: Designing learner learning evaluation tools." Using assessment strategies and methods. Utilization of assessment results for the next learning design

The most important bargain in learning is learning outcomes. Muresan & Gogu (2013) explains that learning outcomes are behavioral changes because learning in a broader sense covers the cognitive, affective, and psychomotor fields. Also mentioned that learning outcomes are interactions or relationships of learning and teaching actions between teachers and students (Sinambela, 2012). Teaching ends with the evaluation process and learning outcomes from the teacher's side. From the student side, learning outcomes represent the end of the line-up from the top of the learning process (Kunandar, 2005).
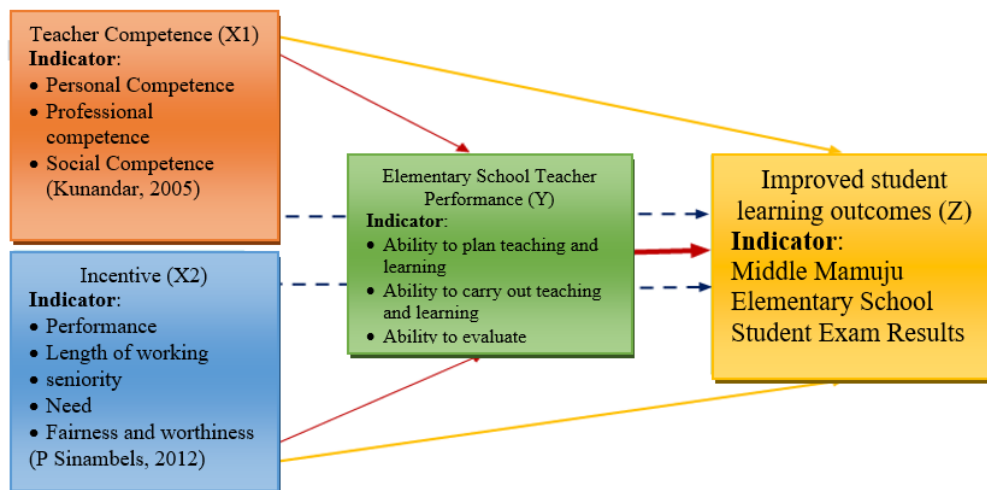

Figure 1. Conceptual Framework

Teacher competence contributes to the performance of elementary teachers (Figure 1); Incentives have contributed to the performance of elementary teachers; Teacher competencies contribute to improved student learning outcomes; Teacher incentives contribute to improved student learning outcomes; Elementary teacher performance contributes to improved student learning outcomes; Teacher competence, through the performance of elementary teachers, contributes to the improvement of student learning outcomes; Incentives through the performance of elementary teachers contribute to improving student learning outcomes.

3. Methods

The research design used quantitative research, using a causal descriptive research approach. This research was carried out at 27 Elementary Schools (SD) in the Karissa District Education Office of the Central Mamuju Regency. Researchers determined the population was a teacher in 27 elementary schools in Karossa District, MamujuTengah Regency. Researchers used the Slovin formula to calculate samples with an error rate of 10%. The method of verification analysis carried out in this study is to use path analysis.

4. Results
4.1 Path Analysis Test Results
Model Path Coefficient Analysis 1

Table 1. Simultaneous Test Results (ANOVA)

Type		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30361.123	2	15180.561	118.616	.000b
	Residual	9086.661	72	127.981		
	Total	39447.784	74			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Incentives, Teacher Competencies.

Teacher competency variables (X1) and incentives (X2) contribute simultaneously and significantly to teacher performance variables (Y) (Table 1-Table 7)

Table 2. Summary Model

Type	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.877a	.770	.763	11.313

Source: Output SPSS 22, 2020

It is known that the magnitude of the R square value is 0.770; this result shows that the contribution of X_1 and X2 to Y is 77%, while the remaining 23% is a response are of other variables not used in this study. To obtain the value $_{e1}$= $\sqrt{1-0,770} = 0,692$

Table 3. Partial Test Result X1 Against Y
Coefficients

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.810	3.994		2.206	.029
	Teacher Competencies	.461	.114	.336	4.041	.000
	Incentive	.324	.067	.403	4.845	.000

Source: Output SPSS 22, 2020

Partial test results show that the significant value of the Incentive variable (X2) is 0.000 < of 0.05, this proves that incentives (X2) contribute positively and significantly to teacher performance (Y). Based on the results of these values, a path diagram for Sub-Structure 1 is obtained as follows:
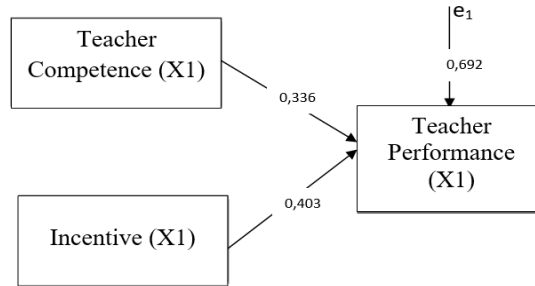
Figure 2. Path Diagram Drawing

Based on the structural equations of Figure 2, it can be explained that: The performance of elementary teachers (Y) has a significant and simultaneous influence on Teacher Competence (X1) and incentives (X2) by 77%, and the remaining 23% is influenced by 0leh Other variables outside of this study; The coefficient value of Path X1 to Y is 0.336 with a significance of 0.000, which means that X1 has a positive and significant role against Y. This means that teacher competence (X1) is increasingly increasing in carrying out teaching functions. Teacher performance (Y) will also increase. Vice versa, the lower the teacher's competence (X1) in the teaching function, then the performance of teachers (Y) will also be below; The better-increased incentives (X2) were given and felt by teachers, the higher teachers' performance (Y) will be. Vice versa, the fewer incentives (X2) given and felt by teachers will impact the decline in teacher performance (Y). The path X2 to Y coefficient value is 0.403 with a significance of 0.000, proving that X2 has a positive and significant impact on Y.

Table 4. Model Simultaneous Test Results

Type		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	528.593	3	176.198	4.997	.000b
	Residual	2468.069	70	35.258		
	Total	2996.662	73			

a. Dependent Variable: Student learning outcomes
b. Predictors: (Constant), Teacher Performance, Teacher Competencies, Incentives
Source: SPSS statistical data output, 2020

Based on regression analysis, model 2 obtained results that Variable Competency Teacher (X1), Incentive (X2), and teacher performance (Y) have a significant influence on variable student learning outcomes (Z).

Table 5. Model Summary

Type	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.748a	.559	.547	4.003

a. Predictors: (Constant), Teacher Performance, Teacher Competencies, Incentives
Source: SPSS Output,22

The magnitude of the R square value is 0.559, indicating that the impact contribution to X_1 and X2 and Y to Z was 55.9%. The remaining 44% was responded to by other variables not included in the study. To obtain the value $_{e2}=$ $\sqrt{1 - 0{,}559} = 0{,}664$

Table 6. Partial Test Results
Coefficients

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.064	3.245		.636	.526
	Teacher Competencies	.219	.097	.156	2.254	.026

Incentive	.119	.068	.137	1.754	.082
Teacher Performance	.626	.075	.612	8.335	.000

a. Dependent Variable: Student learning outcomes

Source: SPSS Output, 2020

Based on the partial test results, it was stated that the Teacher Competency Variable (X1) had a positive and significant effect on the student's Learning Outcome variable (Z). While the Incentive variable (X2) does not have a positive and significant contribution to student learning outcomes (Z), the teacher performance variable (Figure 3)
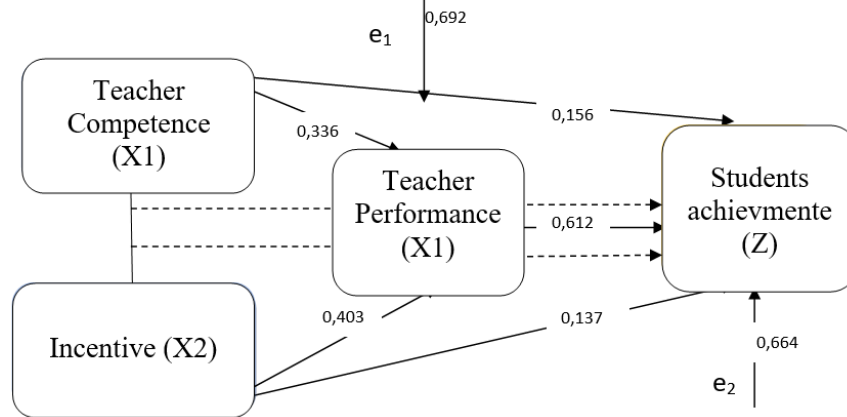

Figure 3. Path Diagram of Research Structure

So, structural equations can be obtained for sub-structure 2 as follows:

$$Z = \rho ZX1 + \rho ZX2 + \rho \ ZY + \varepsilon_2$$
$$Z = 0.156X1 + 0.137X2 + 0.612Y + 0.664$$
$$\text{Where R square} = 0.559$$

Based on the structural equations of model 2, it can be explained that: Student Learning Outcomes (Z) are determined by Teacher Competency (X1), Incentives (X2), and Teacher Performance (Y) simultaneously and significantly by 55.9% and more than 44% influenced by other variables outside of this study. Based on the results of the path analysis where the coefficient value of the path X1 to Z is 0.156, with a signification value of 0.26, which proves that X1 to Z has a positive and significant contribution. That is, the better the Competence of the Teacher (X1) in carrying out teaching functions, the result of student learning (Z) will also be better. Vice versa, with low Teacher Competence (X1), student learning outcomes (Z) will also be below.

The incentive path coefficient value (X2) to student learning outcomes (Z) is 0.137 with a significance of 0.082. It means that X2 does not significantly contribute to Z. It can be explained that although the incentives received by teachers increase or do not increase, they do not have a positive and significant influence or contribution to the improvement of student learning outcomes (Z). The path coefficient value of teacher performance (Y) on student learning outcomes (Z) is 0.612 with a significance of 0.000. It proved that Y has a positive and significant contribution to Z. The more the Teacher Performance (Y) increases, an increase will follow in student learning outcomes (Z) which is getting better. Vice versa, the lower the level of Teacher Performance (Y), the lower the student learning outcomes (Z) will also decrease.

4.2 Hypothesis Test

Table 7. Hypothesis test result

Hypothesis	Coefficient Line	Sig	Decision

Competence (X1) to Teacher Performance (Y)	.366	.000	Competence (X1) to Teacher Performance (Y) has a significant positive influence. Hypothesis Accepted
Incentives (X2) for Teacher Performance	.403	.000	Incentives (X2) for Teacher Performance (Y) have a significant positive influence. Hypothesis Accepted
Competencies (X1) to Student Learning Outcomes (Z)	.156	.026	Competence (X1) to Student Learning Outcomes (Z) has a significant positive influence. Hypothesis Accepted
Incentives (X2) to Student Learning Outcomes (Z)	.137	.082	Incentives (X2) to Student Learning Outcomes (Z) do not have a significant positive influence. Hypothesis Rejected
Teacher performance (Y) on student learning outcomes (Z)	.612	.000	Teacher Performance (Y) on Student Learning Outcomes (Z) has a significant positive influence. Hypothesis Accepted
Competency (X1) through Teacher Performance (Y) to Student Learning Outcomes (Z)	.205		There is a positive and significant indirect influence, the hypothesis is accepted
Incentives (X2) through Teacher performance (Y) to student learning outcomes (Z)	.246		Against indirect influences positively and significantly, hypotheses are accepted.

5. Discussion

Based on the research results, teacher competence positively and significantly contributes to teacher performance. One of the steps to improve teacher performance can be done by improving the competence of teachers. Professional competence teachers have various skills and special abilities, love their work, maintain the teacher code of ethics (Ilyas et al., 2022; McLoughlin & Luca, 2001). The basis of professionalism is competence. Competence definition is a fundamental character of a person who causes him to show effective or superior performance in a job. Furthermore, it is stated that the understanding of competence consists of three things, namely the willingness to action (skill), intelligence, and answer (attitudes).

Identify teachers who can contribute to or influence the performance of teachers. Incentives for teachers are believed to be one of the motives to improve teacher performance. The study results proved that incentives positively and significantly contribute to teacher performance (Syamsyucri et al., 2021). Suppose the school or education unit can meet teachers' needs, especially in providing incentives adjusted to their performance and applicable regulations. In that case, it can have positive implications for improving a teacher's performance.

The study results prove that competence towards student learning outcomes has a positive and significant influence. According to researchers, teacher performance is very important in improving student learning achievement. Teachers who work with high dedication, supported by creativity and innovation in carrying out the learning process in schools, will certainly impact their students. It means that an interesting teaching pattern and ability to arouse students' enthusiasm in following lessons will certainly help improve student learning outcomes. Students have good interaction with teachers in the classroom. Teachers who can respond to and understand every characteristic of their students well will certainly create a positive relationship between teachers and students, so it is expected to improve student motivation and learning outcomes in school. The performance of teachers who are not good at carrying out teaching tasks and functions will impact the quality of the teaching given to their students (Debby et al., 2021; Sukri et al., 2021).

The study results prove that incentives for student learning outcomes do not have a significant positive contribution. Teacher incentives are a stimulus or stimulus for improving teacher performance (Kusuma et al., 2021). Good incentives can have positive implications for teachers to carry out their teaching duties and function well with their students. That teacher incentives become an integral part of implementing teaching and learning, but that does not mean incentives will affect improving student learning outcomes.

The study results proved that Teacher Performance (Y) on Student learning outcomes (Z) has a positive and significant contribution. In education and teaching, the role of teachers is not only limited to class managers or teachers but also as motivators and mentors for their students. The role of a motivator is very important to increase the excitement and development of student learning activities (Ikbal et al., 2021; Kurniawan et al., 2022; Nath et al., 2021; Setianto et al., 2022; Suharyanto et al., 2021). A teacher who has good performance has created in providing motivation and strengthens, naming students' potential, and growing their students' creativity, so that there is a dynamic in the teaching and learning process.

The study results prove that teacher competence through elementary teacher performance has a positive and significant indirect contribution to improving student learning outcomes. Teachers' competencies have a strong influence on student learning outcomes. It is contained in the mandate of Law No.14 of 2005 concerning teachers and lecturers. Chapter 1 article 1, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education and formal education, Primary and Secondary education. Related to the importance of competence and performance in student learning outcomes, Law No. 14 of 2005 concerning teachers and lecturers explains that professionals are jobs or activities carried out by a person. It becomes a source of income for life that affects quality standards or certain norms and conducts Professional education (Mislia et al., 2021). The teacher's success can be reflected in the teacher's success in carrying out tasks as a form of performance as a teacher. The thing in question can be reflected in the actualization of competence as a teacher in carrying out his duties professionally. The explanation above reflects that teacher performance and professional competence are two elements that cannot be separated.

The study results proved that incentives through elementary teachers' performance have indirect contributions with positive and significant improvements in student learning outcomes. It is known that incentives are one of the motivations for teachers to improve performance in carrying out teaching tasks and functions to their students. It proves that incentives to motivate and optimize teacher performance are a strong combination or combination to improve student learning outcomes. Incentives do not directly affect student learning outcomes, but if incentives become a force in improving teacher performance, it is believed to affect student learning outcomes. Good teacher incentives will optimize teacher performance in improving student learning outcomes (Tamsah et al., 2021).

That student's learning outcomes are strongly influenced by the student's abilities and other supporting factors, such as the school environment, teaching methods, and parental support (Rahawarin et al., 2020; Zacharias et al., 2021). In general, the improvement of student learning outcomes is strongly related to the teacher's ability to provide teaching in the classroom. It includes how the teacher interacts with his students and how the teacher's creative ability and teaching patterns are given so that students are increasingly improving their ability to understand the teaching provided.

6. Conclusion

Based on the results of research and discussion, it can be concluded that: Competence has a great contribution to teacher performance in elementary schools in Central Mamuju Regency; Incentives positively and significantly contribute to teacher performance in elementary schools in Central Mamuju Regency.; Competence has a positive and significant contribution to the learning outcomes of elementary school students in Central Mamuju Regency; Incentives do not have a significant contribution to the learning outcomes of elementary school students in Central Mamuju Regency; Teacher Performance has a significant contribution to student learning outcomes at Elementary schools in Central Mamuju Regency; Teacher performance can mediate competencies towards improving student learning outcomes; Teacher performance can mediate incentives to improve student learning outcomes at elementary schools in Central Mamuju Regency

Principals need to further improve competence through various education and training programs, including providing opportunities for learning assignments to improve teacher qualifications so that the performance of elementary school teachers can be further improved. At the same time, incentives for teachers need to be further improved. For example, awarding teachers for their work completion and achievements become a strong motivation in improving the performance of elementary school teachers considering that incentives have a major contribution to improving the performance of elementary school teachers in Central Mamuju Regency. Therefore, teachers are always required to develop and "optimize their abilities in carrying out the learning process, especially in the use of learning methods and media, to improve student achievement or learning outcomes" at SD Mamuju Tengah Regency

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