

2022 The Effect of Professional Competency and Communication on Work Productivity Through Teacher Work Discipline

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Submission date: 19-Apr-2023 12:12AM (UTC-0700)

Submission ID: 2069142987

File name: cation_on_Work_Productivity_Through_Teacher_Work_Discipline.docx (120.88K)

Word count: 3859

Character count: 26471

The Effect of Professional Competency and Communication on Work Productivity through Teacher Work Discipline

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ABSTRACT: This study aims to determine and analyze the effect of professional competence and communication on work productivity through teacher work discipline. This research was a quantitative research with path analysis. The study population was 172 with a research sample of 120 people. The data were collected using instruments consisting of professional competence (47 items), communication (30 items), work discipline (31 items), work productivity (35 items) that have been tested for validity and reliability. The data analysis of this study used path analysis. The results of this study found that there was an effect of professional competence on work productivity, communication on work productivity, discipline on work productivity, professional competence on discipline, communication on discipline, professional competence on discipline and work productivity, communication on discipline and work productivity.

KEYWORDS: professional competence, communication, discipline, work productivity

I. INTRODUCTION

The degree of productivity in educational institutions is one of several variables that affect how well-rounded education is. One of the traits of educational productivity is the effective and efficient attainment of educational goals through maximization of human resources. Zahroh (2014) states that educational productivity is an important expectation for every element of education in achieving goals. Although it seems difficult to measure the productivity of education, productivity can be seen from the extent to which the efficiency and effectiveness of human resources in improving the quality of education.

Educational productivity is related to the attitudes and skills of teachers in carrying out their duties (Sedarmayanti, 2018). Wahyudi (2012) states that teacher work productivity is important in achieving school goals. The better the work of the teacher, the more achievement of organizational goals that will be facilitated. This shows that teacher productivity is important in helping to achieve school goals effectively and efficiently.

Given that a teacher must be skilled at organizing and supervising learning, in addition to being expected to keep up with changes in the field of research, professional competence of teachers is one of the key areas that is always being worked on. The development of personal traits will benefit if instructors are able to enhance their skills, which will also boost their productivity at work. The results of research conducted by Rayantini (2017) showed that there is a significant and positive correlation between professional competence and teacher work productivity.

Susanto (2016) added that mental attitude in the form of discipline has a causal correlation to teacher productivity, in the sense that by fostering work discipline between school principals and teachers, work productivity will increase. However, if they are not supported by a maximum growth in work productivity, instructors with strong professional competence and good work discipline may not be able to enhance their productivity well. In this instance, the researcher makes the assumption that efforts to enhance teacher professionalism toward the anticipated level of productivity may use the teacher's job productivity as an intermediary variable. Research on the effect of professional competency and communication on work productivity through work discipline is still under research. Therefore, the researchers are interested to unravel the effect of professional competency and communication on work productivity through work discipline.

II. RESEARCH METHOD

This research used a quantitative research with path analysis. It aims to explain the existing facts and find out how much effect between variables. The population in this study was 172 teachers at SDN Lampihong, Balangan Regency. The sampling technique used was simple proportional sampling. The number of samples was determined based on the Slovin formula obtaining as many as 120 people. The data were collected through professional competency instruments (mapping the standard competence and basic competence, including appropriate and up-to-date information in planning and implementing learning, preparing learning planning

and implementation materials, conducting self-evaluation, having learning assessment results, utilizing evidence of work productivity, applying PKB experience, conducting research, utilizing Information Communication & Technology). Also, it covered communication (interpreting an idea), discipline (teacher time and attendance, duties and responsibilities, work spirit), and work productivity (constructive action, believe in yourself, responsible, have a sense of love for work, have foresight, able to overcome problems and adaptive to change, have a positive effect on the environment, and have the power to realize potential). The instruments were analyzed through validity and reliability tests of data descriptions. The collected was analyzed by using path analysis to see the direct and indirect effects, by first testing normality, linearity, homogeneity.

III. RESEARCH FINDINGS AND DISCUSSION

Based on the findings of the data assisted by SPSS, the direct and indirect effect coefficients were found as described in Table 1.

Table 1. Summary of the path analysis results

| Structural 1 | | | | | |
|---|------------------|--------|-------|-------|--|
| Professional Competence on communication to discipline | | | | | |
| Variable | Path Coefficient | T | P | R2 | |
| Teacher professionalism | 0.194 | 2.562 | 0.012 | 0.579 | |
| Work motivation | 0.628 | 8.301 | 0.000 | | |
| Structural 2 | | | | | |
| Professional Competence, communication, discipline to productivity work | | | | | |
| Variable | Path Coefficient | T | P | R2 | |
| Professional Competence | 0.578 | 3.227 | 0.000 | | |
| Communication | 0.417 | 6.652 | 0.000 | 0.820 | |
| Discipline | 0.808 | 19.385 | 0.000 | | |

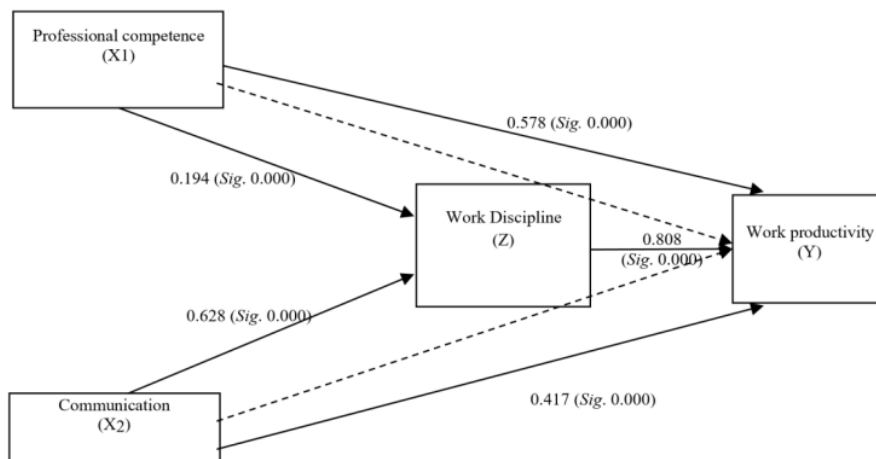


Figure 1. The Path Analysis Model of X₁, X₂, Z and Y

Based on Table 1 and Figure 1, the hypothesis in this study can be seen in Tables 2 and 3.

Table 2. Summary of the Hypotheses Testing Decisions H₁, H₂, H₃, H₄, & H₅

| Hypothesis | p | Decision |
|--|-------|----------|
| H 1 There is a positive significant effect of professional competence to discipline work. | 0.012 | Accepted |
| H 2 There is a positive significant correlation of communication to discipline work. | 0.000 | Accepted |
| H 3 There is a positive significant correlation of professional competence to work productivity. | 0.000 | Accepted |
| H 4 There is a positive significant correlation of communication to work | 0.000 | Accepted |

productivity.
H 5 There is a positive significant correlation of discipline to work productivity. 0.000 Accepted

Table 3. Summary of Hypotheses Testing Decisions of H₆ and H₇

| | | Direct | Indirect | Decision |
|-----|--|--------|----------|----------|
| H 6 | There is indirect positive effect of competence professional to work productivity through work discipline. | 0.578 | 0.157 | Accepted |
| H 7 | There is indirect positive correlation of communication to work productivity through work discipline. | 0.417 | 0.507 | Accepted |

Hypothesis

Table 2 is a summary of decisions H₁, H₂, H₃, H₄, & H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 3 is a summary of the decisions for testing the H₆ and H₇ hypotheses provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 2 and 3, this study found a correlation between variables which can be explained as follows.

A. The Effect of Professional Competence on Teacher Work Productivity

The direct effect of professional competence on the productivity of Elementary School or *Sekolah Dasar Negeri* (SDN) teachers in Lamphong is indicated by the Standardized Coefficients Beta value of 0.578 with a significance value of 0.000 <0.05, so H₀ is rejected. Thus, there is a direct effect of professional competence on the work productivity of SDN Teachers in Lamphong. Professional competency has a direct impact on the output of SDN Teachers in Lamphong. A teacher should be more productive and produce more, the greater their professional competency. The importance of instructors comprehending the content of instructional materials and their capacity to oversee the learning process is emphasized by their professional competence. The effectiveness of teaching will increase if instructors can develop these skills. Additionally, the instructor will get accustomed to taking complete responsibility for everything in order to always improve their instruction. Effective educators will take several steps to enhance their students' learning (Hajidah et al., 2022).

Professional educators should be highly productive and able to adapt to changes in their environment. When it comes to their duties as educators, teachers' productivity may be judged by the caliber of their work in the classroom, their involvement in volunteer work and research, and their attempts to develop their expertise and wisdom via education and training. A teacher should be more productive and produce more, the greater their professional competency.

The productivity of teachers can be increased by a variety of supportive variables. One factor that has a significant impact on efforts to raise productivity at work is the teachers' level of professionalism. As stated by Susanto (2016:111), one of the characteristics of a productive teacher can be seen from the technical ability and professional competence of the teacher. Through continuous competency improvement, it is expected that teacher work performance will improve. Teachers can work more efficiently and effectively so that it helps in producing a higher level of productivity than before.

This is in line with research study conducted by Darsana et al., (2014) who stated that there is a positive and significant contribution between teacher competence and teacher work productivity with a contribution of 30.91% and an effective contribution of 13.032%. The results of this study are also relevant to research conducted (Rayantini, 2017; Rudiansyah et al., 2022) stating that there is a significant and positive correlation between professional competence and teacher work productivity.

B. The Effect of Communication on Teacher Work Productivity

The direct effect of communication on the work productivity of SDN teachers in Lamphong is shown by the Standardized Coefficients Beta value of 0.417 with a significance value of 0.000 <0.05, then H₀₂ is rejected. Thus, there is a direct effect of communication on the work productivity of elementary school teachers in Lamphong. Teacher communication is an indicator of teacher work productivity in an organization (Hajidah et al., 2022). Work productivity assessment is needed to find out how productive teachers can work together. This is in line with what was stated by Susanto (2016) that the form of teacher work productivity can be in the form of the best service that is seen through the teacher's communication. Teachers who have high communication are considered able to achieve the desired goals, so they are expected to be more productive and develop. In this case, good teacher communication is thought to have an effect on increasing teacher work productivity. The results of this study support previous research by (Hidayat & Hasanah, 2016) that communication affects work productivity. Likewise (Pudjiastuti SMP & Regency, 2016) which states that communication is related to teacher work productivity.

C. The Effect of Discipline on Work Productivity

The direct effect of work discipline on the work productivity of SDN Teachers in Lampihong which is indicated by the Standardized Coefficients Beta value of 0.808 with a significance value of 0.000 <0.05, then H_0 is rejected. Therefore, there is a direct effect of work discipline on the work productivity of SDN Teachers in Lampihong. Discipline is the awareness and willingness of individuals to comply with all social rules and norms that are implemented in an institution or agency (Hasibuan, 2019). Meanwhile, Anoraga

(2019) says that one's work productivity can be carried out according to the goals of the institution, it requires perfect work discipline. Discipline must be enforced both against individuals and groups and to all employees who have been involved or become members of certain institutions or institutions. The results of this study support previous research (Utami et al., 2011) that there is a correlation between work discipline and work productivity, as well as research study by (Fatimah, 2019) who states that communication is related to work productivity.

D. The Effect of Professional Competence on Discipline

The direct effect of professional competence on the work discipline of SDN Teachers in Lampihong which is shown by the Standardized Coefficients Beta value of 0.194 with a significance value of 0.000 <0.05, then Ho4 is rejected. So, there is a direct effect of Professional Competence on the Work Discipline of SDN Teachers in Lampihong.

Professional competence possessed by teachers is a combination of abilities, knowledge, skills, and attitudes that underlie the characteristics of teachers to perform in carrying out their duties or work in order to achieve the desired quality standards. These competencies are still in the form of abilities or potentials that are still in the teacher. The competencies possessed by the teacher are then realized in the form of performance actions. Teachers must be disciplined in realizing these performances, so that they are smooth and orderly in carrying out their duties so that educational goals can be achieved optimally. As stated by Suprihatiningrum (2016), professional teachers have effective discipline skills. The professional attitude of the teacher makes him accustomed to carrying out tasks with discipline. Therefore, the professional competence of teachers is thought to have an effect on changes in teacher behavior in carrying out their responsibilities in a disciplined manner.

In addition, indicators of professional competence such as time devoted to teacher professional activities also seem to refer to time management and teacher discipline in carrying out their professional responsibilities. Teachers who master professional competencies well certainly have a work discipline attitude that encourages the consistency of their competencies to continue to grow. Without discipline, a professional will have difficulty carrying out his duties with maximum results (Mardianti et al., 2020). It can be said that if the professional competence of the teacher is good, then the work discipline of the teacher is also good. This is what makes researchers assume that professional competence has a direct one-way correlation to teacher work discipline.

The results of this study are also relevant to research conducted (Dewi & Khotimah, 2020) stated that there is a positive and strong effect between professional competence on teacher work discipline. Likewise, research studies by Adriani et al., (2022); Alimmudin et al., (2022); Martini et al., (2022) stated that the professional competence of teachers directly affects work discipline.

E. The Effect of Communication on Discipline

The direct effect of communication on the work discipline of SDN Teachers in Lampihong is shown by the Standardized Coefficients Beta value of 0.628 with a significance value of 0.000 <0.05, then Ho5 is rejected. Hence, there is a direct effect of communication on the work discipline of SDN teachers in Lampihong. Mangkunegara (2019) states that good discipline is formed from good communication from someone. Communication supports motivation by clarifying workers what needs to be done or how well they are doing (Atambo & Momanyi, 2016). When communication stops, company activities and individual activities will not be coordinated within an organization (Shonubi & Akintaro, 2016). Therefore, communication is very important for employees in the process of delivering information (messages & ideas) from one party to another. Communication is the process of selecting and sending symbols in such a way as to help listeners generate responses from thoughts similar to those intended by the communicator. Research from Suaip & Astuti (2015) states that communication has a significant effect on employee work discipline. Dessy & Wibawa (2015) also showed that communication simultaneously and partially affects employee discipline.

F. The Indirect Effect of Professional Competence on Work Productivity Through Work Discipline

The indirect effect of professional competence on work productivity through the work discipline of SDN Teachers in Lampihong refers to the Sobel calculation. It is known that the Sobel Test Statistic value has an indirect effect on the Professional Competence variable (X1) on Work Productivity (Y) through Work Discipline (Z). There are 2.707 elementary school teachers in Lampihong. The Sobel Test Statistic value is greater than t-table 1.960, then Ho6 is rejected. Therefore, the professional competence indirectly has a significant effect on the variable of work productivity through the work discipline of SDN Teachers in Lampihong.

Efforts to achieve high work productivity require mature professional skills and abilities to be able to produce quality output. This is certainly not easy, given the need for consistent teacher behavior to continuously improve their work. Therefore, it is necessary to have other factors that help so that the abilities possessed by teachers are not only

limited to abilities. Good work discipline will have an impact on the work productivity of teachers in carrying out their duties so that it will lead to the results of their work. Susanto (2016) mentions that the factors that effect the level of teacher work productivity are the work ethic, namely a life attitude that is willing to work hard, enthusiastic and able to think ahead for the future, as well as develop a disciplined life attitude towards time and oneself, discipline towards their duties and responsibilities, and have the motivation and orientation to achieve a better future. Teachers need to develop work discipline so that their skills can still develop properly. Work discipline helps

teachers focus on achieving the goals set. Through the development of work discipline by the principal to the teacher, it can contribute to improving the implementation of a more optimal education so that work productivity also increases.

G. Indirect Effect of Professional Competence on Work Productivity Through Work Discipline

The indirect effect of communication on work productivity through the work discipline of elementary school teachers in Lampihong. Referring to the Sobel calculation above, it is known that the Sobel Test Statistic value has an indirect effect on the communication variable (X2) on work productivity (Y) through work discipline (Z). There are 6,584 elementary school teachers in Lampihong. The Sobel Test Statistic value is greater than t-table 1.960, then H_0 is rejected. Thus, the Communication variable (X2) indirectly has a significant effect on the Work Productivity variable (Y) through the Work Discipline variable (Z) for SDN Teachers in Lampihong.

Communication on work productivity through the work discipline of SDN Teachers in Lampihong fosters teachers to be able to work to make a positive contribution to work institutions, work only in accordance with the tasks given, try to make improvements to improve self-quality, and feel enough with what have been done in helping each other to complete the work can work productivity. Discipline is the awareness and willingness of individuals to comply with all social rules and norms that are implemented in an institution or agency (Hasibuan, 2019). Furthermore, Sulistiyani stated that work discipline can encourage one's work productivity because work discipline is an important suggestion to realize one's work productivity. Meanwhile Anoraga (2019) says that a person's work productivity can be carried out according to the goals of the institution. It requires perfect work discipline. Discipline must be enforced both against individuals and groups and to all employees who have been involved or become members of certain institutions or institutions.

Mangkunegara (2019) states that good discipline is formed from good communication from someone. Communication supports motivation by clarifying workers what needs to be done or how well they are doing (Atambo & Momanyi, 2016). When communication stops, company activities and individual activities will not be coordinated within an organization (Shonubi & Akintaro, 2016). Therefore, communication is very important for employees in the process of delivering information (messages & ideas) from one party to another. Raymond (2010) states that communication is the process of selecting and sending symbols in such a way as to help listeners generate responses from thoughts similar to those intended by the communicator. Research study conducted by Suaip & Astuti (2015) showed that communication has a significant effect on employee work discipline. Dessy & Wibawa (2015) state that communication simultaneously and partially affects employee discipline.

IV. CONCLUSION

There are direct and indirect influences between professional competence, communication, discipline and work productivity. Teachers should increase work productivity, especially on sub-variables. Teachers should have a willingness so that teachers can feel willing to continue their studies to a higher level.

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