

# The Effect of Competence on Teacher Performance through the Ability to Use Technology

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## ABSTRACT

It is possible to assess a teacher's effectiveness in the classroom by comparing their actual performance over a given time period to predetermined performance standards designed to bring about the desired educational outcomes. Performance criteria can be used for this sort of assessment and evaluation. The goal of this study is to analyze the effectiveness with which teachers at MTSN 1 Makassar use technology to determine the impact of competition on their performance. In addition, this study seeks to answer the question of whether or not modern technology can be used as a moderating factor. The 104 respondents were all students at Makassar's MTSN 1. Primary data were used for this study, meaning they were collected firsthand from people interested in the topic (in this case, educators at MTSN 1 Makassar) through the use of questionnaires. Test results suggest that teachers' effectiveness improves when they make effective use of classroom technology and other resources. Ability to utilize technology can serve as a go-between for a teacher's competence and effectiveness.

Keywords: Competence, Teacher Performance, Technology

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## I. INTRODUCTION

Culture and human life have their foundations laid through the educational process, but education can only go so far as society and morality allow it to (Sanaky, 2017; Phytanza & Burhaein, 2020). The rapid pace of technological development is having a profound effect on all aspects of the educational system, including the relevance and value of

schooling and the need for lifelong learning (Pelgrum, 2001; Phytanza & Burhaein, 2020). Good processes, such as learning activities that are aligned with the curriculum and teacher competencies, are necessary for transforming educational inputs into good outputs, with the ultimate goal of improving the quality of teaching and learning. This suggests that teacher competence will continue to be the most important factor in determining student outcomes in school

(Ismail, 2010; Kaso et al., 2019).

Some claim that a teacher's effectiveness is the most crucial factor in a school's overall success, making the study of teachers and their methods all the more intriguing (Nadeem et al., 2011; Koswara & Rasto, 2016). Considering the difficulties schools have in delivering students with the skills they need to succeed in today's global economy, it's clear that educators can and should do better. A teacher's performance is the outcome of his efforts to complete the tasks assigned to him, taking into account his level of expertise, his level of commitment, and the efficiency and effectiveness with which he uses his time (Usman, 2011; Fitria, 2018).

Education 4.0 is the name given to the period of time in educational history that was shaped by the Fourth Industrial Revolution. The incorporation of various forms of information technology into the instructional process is the defining feature of the "Education 4.0" educational model. Because of the capabilities of this system, the learning process can take place nonstop, unrestricted by both space and time constraints. The implementation of digital technology as a form of educational technology is a methodical approach to planning, carrying out, and analyzing the overall process of learning and learning in the form of particular learning goals. For this reason, it is crucial that educators have the skills necessary to maximize the benefits of information technology in the classroom.

The widespread availability of information technology has opened up unprecedented opportunities for students to learn from their interactions with information, interfaces, teachers, and peers all over the world through the use of global networks (Hussain & Safdar, 2008; Gashi Shatr, 2020). Teachers today are expected to have a firm grasp on information and communication technology (ICT) as a means to support the execution of their

responsibilities (including the planning, presentation, evaluation, and analysis of evaluation results) and as a means to discover and acquire a wide range of pedagogical resources. In order to fulfill the requirements of these competencies, each and every teacher, regardless of level, must be willing to continue their education in technological topics. Because of the availability of technology, also referred to as information and communication technology (ICT), the learning space is no longer divided by the class; rather, it is now able to learn at a distance (also referred to as distance learning), and learn anywhere. education of sufficient merit (Abdulhak & Darmawan, 2013; Pasaribu, 2019).

Sixty percent of Indonesians still have difficulty using technology or have very minimal abilities in the use of information technology, according to a survey conducted in 2018 by the Central Institute of Information and Communication Technology for Education and Culture (Pustekkom) of the Ministry of Education and Culture in Indonesia. Merdeka.com (2021) provides the definition of "non-technology teachers" as educators who do not instruct students in the use of information and communication technologies. Teachers are the organization's most valuable resource, so it's crucial that they pass an assessment of their knowledge and skills so that student achievement and government education goals can move in tandem.

Competence is the possession of the skills and knowledge necessary to carry out a job or task, backed up by a mental approach that makes reference to the established standards of performance (Wibowo, 2013; Wahyudi & Setyawan, 2021). In order to advance in their careers, educators must demonstrate competence in planning and implementing policies at the national level. One of the aims of education is to help students grow into well-rounded adults who are morally upright, physically fit, intellectually curious, emotionally stable, politically engaged, economically

self-sufficient, and socially responsible members of society. good (Maba, 2017; Maba & Mantra, 2018; Maba et al., 2018).

Gita (2017) found that an organization's proficiency with information technology has an effect on the reliability of its financial statements. Moreover, Gita (2017) discovered that IT professionals' level of expertise has a direct bearing on the efficacy of IT deployments within businesses (Gita, 2017; Suryani, 2021). From the foregoing, we can infer that teacher competence affects student outcomes, that teacher competence through technological proficiency significantly affects student outcomes, and that teacher competence affects student outcomes through technological proficiency. The ability to use technology as an intervening variable is the primary distinction between this study and previous research. Previous studies have looked into how much of an impact teachers' technological proficiency has on student achievement.

## II. LITERATURE REVIEW

### 2.1 Competence

Competence is a method for determining whether or not an employee is ready to carry out work in accordance with the standard of work given at his place of employment (Taylor, 2017). The ability of an individual to correctly carry out a job is referred to as competence, and it comes with a number of benefits based on issues relating to knowledge, skills, and attitudes (Edison et al, 2016; Azwina & Aulia, 2021). The term "competence" refers to a collection of knowledge, skills, and attitudes that are essential for teachers to have in order to fulfill their professional responsibilities and be able to demonstrate that they have achieved these goals through their performance (Dantes, 2015; Maba, (2017). In this context, educators stand at the epicenter of the conversation regarding how to improve educational standards

through increased levels of professional expertise (Mantra, 2017; Maba, 2017).

### 2.2 Teacher Performance

In this context, "teacher performance" refers to the action taken by a teacher at a specific point in time within the school system to accomplish a set of predetermined objectives. Teachers' performance is measured by how well they carry out the duties associated with their positions as educators. Teachers have a significant impact on the quality of education students receive because they are the people who have the most contact with students during the teaching and learning process in educational institutions like schools (Darmawati, 2015; Yusma, 2021).

As an example of what we mean by "teacher performance," we can look to a specific action taken by a teacher at a specific time within the school system in order to accomplish overarching goals (Adeyemi, 2011; Koswara & Rasto, 2016). Teachers' performance is measured by how well they carry out the duties associated with their positions as educators. Teachers have a significant impact on the quality of education students receive because they are the people who have the most contact with students during the teaching and learning process in educational institutions like schools (Darmawati, 2015; Yusma, 2021).

### 2.3 Use of Information Technology in Education

The ITE Law Number 19 article 1 paragraph 3 of 2016 established the definition of "information technology" as "a technique for collecting, preparing, storing, processing, announcing, analyzing, and/or disseminating information." There are many applications of information technology that, in addition to conferring significant advantages on students and fostering autonomy in monitoring

developments, Students are provided with an environment that is conducive to the growth and development of a variety of skills through the utilization of appropriate information technology. Abilities in research, problem solving, research, communication, critical thinking, and teamwork are just a few examples ( Reinhold et al., 2020; Gashi Shatr, 2020).

The use of IT in the classroom can also increase teachers' authority, give students instantaneous access to a wealth of information, and streamline the production of previously labor-intensive materials. The improvement of methods for group study; The promotion of the teaching of elementary occupational skills; allowing students to work at their own pace; updating and modernizing classrooms; centralizing necessary data; Giving them more options for how to learn, getting them more excited about learning, and Lower tuition; For example, (Galle, 2018; Gashi Shatr, 2020)

### III. METHODS AND MATERIAL

This study is a quantitative investigation based on a survey methodology, and its purpose was to investigate the connection between exogenous and endogenous variables, as well as the direct influence that those variables have on one another, via intermediate variables (Given, 2012; Imaduddin, 2022). Researchers surveyed 104 teachers from Madrasah Tsanawiyah Negeri (MTsN) Number 1 in Makassar, who represented the study's population. The meeting place for both parties was Makassar. In order to gather information, we send out questionnaires that have been thoroughly checked for things like validity and reliability (Muhyi et al., 2018; Imaduddin, 2022). The entire population is included in this sample, so it is called a census sample (Muhyi et al., 2018; Imaduddin, 2022). The data used are primary data, gathered in-person from survey takers using formally administered surveys (Sugiyono, 2008).

The sent-out questionnaires have been checked for validity and reliability. The following equation, based on Pearson's product-moment correlation, is used for the validity test:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Information

r = correlation coefficient

X = Item Score

Y = Item Total Score

N = Sample Total (Respondent)

Reliability Test

This research makes use of Structural Equation Modeling (SEM) Analysis because there were more than one hundred people who participated in the survey (Hair Jr et al., 2010). Developing a theory-based concept or model is the first step in the SEM analysis process. This is followed by the construction of a path diagram, the transformation of a path diagram into a structural model, the evaluation of the suitability index, interpretation, and modification. Next, test the three hypotheses.

### IV. RESULTS AND DISCUSSION

The results of the confirmatory factor analysis of the competition variable (X1) show that the Knowledge value factor X1.1 = 0.82, X1.2 = 0.83, X1.3 = 0.79, X1.4 = 0.81, and X1.5 = 0.79. The SEM for the analysis of the competition variable (X1) shows these results. Since the overall loading factor value is greater than 0.50, the five indicators can be combined to create a competition variable. This is possible because of the overall loading factor value. The significance of the verification of the mediating factor analysis of technological competence (Y1) demonstrates the following results. There is a correlation between Y1.1 and 0.91, Y1.2 and 0.94, and Y1.3 and 0.87. These

numbers represent a person's loading factor when it comes to their proficiency with technological devices. In order to use the three indicators of technology use as variables, the loading factor of these indicators must be greater than 0.5. Meanwhile, the results obtained in the confirmatory factor analysis of the teacher performance variable (Y2) obtained the following results: Y2.1 = 0.82, Y2.2 = 0.79, Y2.3= 0.81, Y2.4 = 0.75, and Y2.5 = 0.90. Because the loading factor value that was obtained was greater than 0.50, it indicates that eight different teacher performance indicators can be utilized as a form of quality variable education.

Ability to use technology is predicted by competence (X1) with a coefficient of 0.97. (Y1). There is a 0.49 value for the competence-based coefficient on teacher performance (Y2), and a 0.65 value for the competence-based coefficient (X1). Results from a suitability and statistical test conducted on the entire SE model are shown in Table 1.

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**Table 1. Results of SEM Model Fit Test**

Goodness of fit index	Cut off Value	Analisis result	Model Evaluation
Chi-Square	Expected to be smaller than Chi-Square (X2 tabel), with sig. $\alpha = 0,05$ , and $df = 183,276$ so X2 table= 240,746	183,276	Great
Probability	$\geq 0,05$	0,480	Great
CMIN/DF	$\leq 2,00$	1,915	Great
GFI	$\geq 0,90$	0,916	Great
AGFI	$\geq 0,90$	0,861	Marginal
TLI	$\geq 0,95$	0,807	Great
CFI	$\geq 0,95$	0,823	Great

In general, the results obtained suggest that the SEM model employed is adequate for describing the causality of the factors considered.

**Table 2. Hypothesis Testing Results**

	Estimate	S.E.	C.R	P	Information
<b>Y1</b> <--- X1	,872	,117	8,624	***	Significant
<b>Y2</b> <--- X1	,489	,171	4,810	***	Significant
<b>Y2</b> <--- X1	,430	,175	3,878	***	Significant

On the basis of table 2, the following can be

demonstrated to be true: 1) Put the first hypothesis of competence to the test by observing how well teachers do their jobs. It is necessary to accept the hypothesis that the critical ratio is greater than 2, and the value of 8.624 satisfies this requirement. In addition, the p-value is below 0.05, another requirement for hypothesis acceptance. It is possible to assert, on the basis of these standards, that an evaluation of the teachers' abilities has been carried out.

Take a look at the second hypothesis, which asks how using technology in the classroom might affect student achievement. The p value is less than 0.05, and the critical ratio value of 4.810 indicates that it is greater than 2, both of which are necessary for accepting the hypothesis. Both of these values meet the requirements for the hypothesis to be accepted. On the basis of this value, it is possible to assert that the efficacy of using technology to improve teacher performance has been evaluated. The third hypothesis will be tested to determine whether or not teachers are competent in their use of technology to evaluate student performance. The data from the third hypothesis test can be seen in Table 3, which suggests that teachers' technological prowess improves student outcomes.

**Table 3. Effect Test Result**

Variable	Competence (X)	Ability to Use Technology (Y1)	Teacher Performance (Y2)
	Standardized Direct Effect		
Ability to Use Technology (Y1)	0,92	0	0
Teacher Performance (Y2)	0,64	0,48	0
	Standardized Total Effect		
Teacher Performance (Y2)	0,905	0,502	0

Source: Processed Primary Data

The comparison of the direct influence and total effect results demonstrates that the total effect between variables is more significant than the direct effect. To disprove the third hypothesis, which states that teacher competence has an effect on student achievement via the application of technology, it will be necessary to demonstrate that the total effect



between variables is greater than the direct effect. The indicator that contributes the most value toward forming the competency variable is one's level of knowledge. According to the findings of the research conducted, competencies, which are characterized by indicators of knowledge, understanding, abilities, attitudes, and interests, exert a significant amount of influence over the performance of teachers. These findings lend credence to the research that has already been conducted (Indrawati, 2017), according to which the indicator of knowledge possesses the greatest value in terms of the formation of competence. The knowledge in question consists of abilities associated with the cognitive domain of educators.

Work quality, speed and determination at work, initiative in work, work ability, and communication are some of the factors that go into determining a teacher's performance rating (Uno & Lamatenggo, 2012; Koswara & Rasto, 2016). The indicator of work ability received the highest possible score. Based on this result, it can be concluded that the abilities of the teachers at MTSN 1 Makassar to lead the class, manage learning, and evaluate the outcomes of student learning fall into the high category. Understanding the knowledge, skills, and expertise required to perform a job well is the foundation for a person's performance because it determines how well they behave (Amstrong & Kotler, 2003; Koswara & Rasto, 2016). According to what Mulyasa said, teachers who have high performance will be passionate and will work to improve their competence in relation to planning, implementation, and assessment in order to achieve the best possible results (Nuchiyah, 2007; Koswara & Rasto, 2016). In his speech, Sriwidodo emphasized that the competencies required by an employee's line of work are a significant factor in determining the performance and effectiveness of employees in carrying out their responsibilities (Reinhard, 2013; Koswara & Rasto, 2016). According to Moehariono,

there is a very close and significant relationship between one's level of competence and their level of performance (Hakim, 2015; Koswara & Rasto, 2016).

The ability to use technology has the benefits that are expected by information system users in carrying out their duties or behavior in using technology when doing work. These benefits are based on the intensity of utilization, ease of operation, and the frequency or speed of the software that is used; however, the indicator that forms the ability to use technology is the frequency or speed of the software that is used. The indicator for ease of use of technology outperformed the others in the categories of information technology and speed of use. Studies by Zakaria and Leiwakabessy (2020), Nuskiya (2018), and Yunus and Bosowa (2017) all corroborate our findings (2019). According to their findings, educators' effectiveness is greatly enhanced when they make use of IT. In other words, teachers can do their jobs better and faster with the help of modern technology, which simplifies their daily tasks. The effectiveness and efficiency of a teacher's performance has a direct correlation with that of their students. Research by Nugroho et al. (2019), however, found that neither high nor low levels of technology use were associated with a rise in employee performance.

Supporting teachers' performance in fulfilling their roles and responsibilities in schools, especially in the learning process, necessitates the development and implementation of changes toward more creative, creative teacher performance. This is crucial for the efficient rollout of educational innovations that enhance teaching and learning. It is important to support teachers' performance so that they can fulfill their roles and responsibilities in schools, especially in the learning process. When properly implemented, IT can greatly facilitate the efficient completion of tasks (Wimartono, 2016; Yusma, 2021).

The implementation of information technology

within an organization is a method that can support and encourage the accomplishment of organizational goals. If the members of the organization are able to make appropriate use of the technology, then the application of information technology can be carried out efficiently. It is possible to improve performance through the application or utilization of technology. According to the technology acceptance model, this is the appropriate response (TAM). Therefore, the individual's efficiency, productivity, and quality of service will improve in direct proportion to the degree to which the individual's performance improves (Rachmawaty, 2014; Yusma, 2021).

Educator effectiveness is strongly influenced by their familiarity with and comfort with using technological tools. This is because IT is linked to the tasks that educators complete as part of their jobs, with the goal of boosting productivity in almost every area. In this case, the use of IT is one of the factors that determines success. Competence has a strong influence on teacher performance because it facilitates the realization of a quality learning process in pursuit of educational goals, one of which is the use or utilization of technology in the education and learning process. The incorporation of technological tools into the teaching and learning process is one of these aims. Better output and higher performance are both within the system's capabilities (Jumaili, 2015; Yusma, 2021). Connected refers to the state of being actively connected globally as well as having the ability to create networks in cyberspace, which can be defined as things like technology, the internet, and other similar things. Confidence is feeling optimistic about what is being faced and finally being creative, which are specifically the characteristics of teachers who have high creativity because they have a sense of boredom because they were born in a different technological era from the generation that came before them.

## II. CONCLUSION

The results of the SEM analysis, based on the responses of 104 people, indicate that teacher competence affects student outcomes. Teachers' effectiveness was also found to be substantially influenced by their familiarity with and comfort using various forms of technology. In addition, competence's influence on teachers' effectiveness was mediated by their technological proficiency. The indicators of competency include one's knowledge, understanding, abilities, attitudes, and interests, with the knowledge indicator receiving the highest possible score. The indicator of technological competence consists of the extent to which information technology is used, the simplicity of using technology, and the rapidity with which it is used. The indicator that receives the highest score is the indicator of the ease of using technology. Work quality, work speed/determination, initiative in work, work ability, and communication are the components that make up the teacher performance indicators. The teachers whose scores are highest on the work ability indicator are considered to have the best overall performance.

The ability to use technology that is able to mediate competence on teacher performance at MTSN 1 Makassar is the primary finding of this study. In those areas where earlier researchers did not consider the availability of technological resources to be an intervening variable. Though this research was conducted in the field of education, it is imperative that retesting be suggested in other fields, such as industry, to ensure the validity of the model's findings.

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