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## The Effect of Teacher Competence and Coaching on Teacher Performance

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**Abstract:** The purpose of this study was to determine and analyze: (1) Competence (2) Teacher Development; (3) Teacher Performance; and (4) The Effect of Teacher Competence and Development on Teacher Performance at Bhakti Kencana Vocational High School Bandung, both simultaneously and partially. The research methods used in this research are descriptive survey and explanatory survey, the unit of analysis in this study are employees in the environment of Bhakti Kencana Bandung Vocational High School Teachers with a sample of 36 people. The type of investigation is causality, and the time horizon in this study is cross-sectional. Based on the results of the study, it is found that the competence of Bhakti Kencana Bandung Vocational High School teachers is good, the coaching of Bhakti Kencana Bandung Vocational High School teachers can generally be said to be good, the performance of Bhakti Kencana Bandung Vocational High School teachers is currently considered good. Teacher competence and coaching simultaneously affect the performance of Bhakti Kencana Bandung Vocational High School teachers. However, partially, competence dominantly affects performance rather than teacher coaching. Because Competence is more dominant in influencing Performance, being the first priority in improving Performance, Teachers of Bhakti Kencana Bandung Vocational High School are expected to consistently follow the training organized, so that they are able to work more professionally.

**Keywords:** Competence, Teacher Coaching, Performance

### INTRODUCTION

Schools are educational institutions that are bound by norms and cultures that support them to become a valuable system. The school is also an organizational system in which there are a number of people who work together in order to achieve school goals commonly known as instructional goals. Teachers as implementers who are in direct contact with students have an important role in improving the quality of education and determining whether or not educational goals are achieved. This is according to Henderson (2000) says that the teacher is an important factor in achieving goals. The important role of teachers in achieving goals is stated by Ahmadi (2000) stating that no matter how good and complete the curriculum, methods, media, sources of facilities and infrastructure, the success of education lies in the

performance of teachers. Therefore, improving the quality of education and teacher ability and teacher performance in teaching needs to be abandoned.

Teachers become officers in the education profession. According to Udin S (2008:7), "refers to a job or position that demands expertise, responsibility and loyalty to the profession". The National Education System Law Article 1 Paragraph 4 states that "professional teacher means work or activity carried out by a person and becomes a source of livelihood income that requires expertise. Proficiency or skills that meet certain quality standards or norms, and require professional education. The description of the duties and functions of teachers above refers to the specialization of education personnel in the formal school environment starting from early childhood education, primary education, secondary education and education in higher education or what is commonly referred to as lecturers. One of the duties of teachers is teaching, which means the task of conveying knowledge in the form of science and technology. Then, the task of guiding and directing, which means paying attention to the student's own attitude in undergoing interaction and communication with the surrounding environment. Furthermore, the task of training, which means the main focus of what students already know, where to find out students who have skills and life skills. Then, the last task, namely assessing and evaluating, is a task carried out to obtain information about the extent of the success of the efforts a teacher has made, so that the teacher is able to get feedback to address his shortcomings or strengths.

A good teacher is one of the most important parts that can accelerate the success and achievement task of teaching is the conducive conditions and environment of the school where he/she is located. Besides preparation, teaching attitude, voice, writing and teaching aids, teaching performance will be well achieved through the conducive environment of the school. Usually, this environment is closely related to the teacher's competence and guidance to the teacher, the teacher's competence and guidance to the teacher reflects the behavior and habits of the teacher in daily life at school. Teacher competence and teacher coaching are one of the main factors in supporting teacher performance, if teacher competence and coaching to teachers are created in accordance with expectations, then the teacher will have high enthusiasm to develop his performance into superior performance.

Competence is considered to be another dominant factor that supports improved teacher performance. In general, there are four types of teacher competencies according to the regulation of the Minister of National Education No. 16 of 2007, namely pedagogical competence, personality competence, social competence and professional competence. The personality of a teacher when teaching must be liked and must be a role model for his students. In this case, what will be seen and assessed by students includes the way the teacher looks in class, communicates, provides learning guidance, gives rewards and punishments, can maintain emotional stability, is authoritative and provides motivation. Pedagogical competence of teachers that will appear and can be seen by students is the ability to plan teaching and learning programs is a teacher's projection of activities that students must do during learning, the ability to carry out interactions or manage the teaching and learning process, namely the teacher's keaktifan to create and foster student learning activities in accordance with the plans that have been prepared.

Personality competence is to prepare students to become good members of society which can be applied through the ways teachers interact in the classroom while teaching. Teachers need to recognize the personality traits of students so that teachers can easily make a personal approach. Thus, personal relationships become closer and will encourage more effective teaching. Teachers' competence to see the individual differences of their students is needed, because the inability of teachers to see the individual differences of students in the classroom will lead to failure in maintaining and fostering human resources effectively.

Social competencies that can be applied include: fairness where a teacher must treat

students in the same way, trust and like his students means that the teacher must recognize that students are creatures who have a will, the teacher does not have prejudice against students, the teacher must be patient is an indispensable requirement, like to laugh and provide opportunities to laugh to students will captivate students when teaching and students do not get bored or tired quickly, can guide group work is the teacher's job that will form cooperation among students.

The teacher's professional competence that will appear and can be seen by students is mastery of teaching materials which will appear from the way the teaching material is delivered when the teacher teaches. Teaching material is the substance that will be conveyed in the teaching and learning process which consists of basic teaching materials and supplementary teaching materials. The method is a method used to achieve the goals that have been set. Media and tools used in accordance with teaching materials are needed in the teaching and learning process and for that the teacher must be able to choose and use media and tools properly learning evaluation is a step that must be mastered and carried out by the teacher as a tool to see the success of student learning after participating in the teaching and learning process. According to Imron (1999: 9), teacher coaching in terminology is defined as a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by school principals, school owners and supervisors as well as other coaching to improve the process and learning outcomes. Then Subroto (1984: 144) defines teacher coaching or development as professional development of teachers as efforts through their own activeness to improve knowledge and skills so that it will be useful in carrying out their obligations as teachers.

From these two opinions, it can be concluded that coaching activities for teachers can be carried out in various ways, including through the help of other people, be it the principal, coach, supervisor and other agencies that will provide coaching. In addition, teacher coaching activities can be carried out by the teacher concerned, namely with activeness and self-awareness to develop the potential of the teacher concerned. The theory above reinforces the opinion that leadership style and teacher competence have a close relationship with teacher teaching performance, especially at Bhakti Kencana Vocational High School Bandung. Therefore, the statement can be reversed, if teacher competence and teacher coaching are not as expected, the teacher's teaching performance will be less good as well. This assumption became the focus of further research at Bhakti Kencana Vocational High School Bandung. Bhakti Kencana Vocational High School Bandung. This Vocational High School has a total of 36 educators. Teachers at Bhakti Kencana Vocational High School Bandung often complain about trainings that support the competence of educators less than they should. So that the resulting output will be less than optimal. In addition, there is also a lack of guidance for teachers so that there is a gap in the relationship between one teacher and another (Interview one of the teachers at Bhakti Kencana Bandung Vocational High School).

## **METHOD**

This research is descriptive and verification. Descriptive research is research that aims to obtain a description of the characteristics of variables. The nature of verification research basically wants to analyze the truth of a hypothesis carried out through data collection in the field. Given the nature of this research is descriptive and analysis carried out through data collection in the field, the research methods used are descriptive survey method and explanatory survey method. The type of investigation used is causality, which is a type of research that states the existence of a causal relationship between the independent variable, in this case Teacher Competence and Coaching on the dependent variable, namely Teacher Performance. The unit of analysis of this study is an individual, namely teachers at Bhakti Kencana Vocational High School Bandung. Judging from the time horizon, this research is cross sectional, namely information from a portion of the population (sample respondents) is

collected directly at the scene empirically, with the aim of knowing the opinion of a portion of the population on the object being studied.

The population in this study were all teachers at Bhakti Kencana Vocational High School Bandung. In this study, no sampling technique was used because the sample studied was the whole of the existing population or called a census. Given the total population of teachers is only 36 people (permanent teachers of the Foundation), it is feasible to take the whole to be sampled without having to take a certain number of samples. So that the sample of this research is all teachers at Bhakti Kencana Vocational High School Bandung. The data analysis that will be used consists of two types, namely (1) descriptive analysis, especially for qualitative variables and, (2) quantitative analysis in the form of hypothesis testing using statistical tests. Quantitative analysis is emphasized to reveal the behavior of research variables, while descriptive/qualitative analysis is used to explore the behavior of causal factors. By using a combination of these analytical methods, comprehensive generalizations can be obtained. Based on the method used in data collection, variables that have ordinal sizes are then transformed into interval form using the *Method of Successive Intervals*. The instrument is declared valid if the correlation coefficient is  $> 0.3$  (Sugiyono, 2006: 329). While testing the reliability of the instrument is done using the *Cronbach's Alfa* formula using SPSS Ver 12.0 (Sekaran, 2000: 329). Before the data is analyzed, data processing is carried out first. Based on the purpose of this research, the variables analyzed are the independent variables, namely Teacher Competence and Coaching (variables X1 and X2) while the dependent variable is teacher performance (variable Y). In this study, what will be tested is how much influence Teacher Competence and Coaching have both simultaneously and partially on teacher performance. By paying attention to the characteristics of the variables to be tested, the statistical test used is path analysis.

## RESULTS AND DISCUSSION

### Results

#### Teacher Professional Competence

According to Barket and Stone in Usman (2017), "Competence is a Descriptive of qualitative nature or teacher behavior appears to be entirely meaningful, is a description of the qualitative nature of teacher behavior that appears to be very meaningful." Teacher competence is a combination of personal, scientific, technological, social and spiritual abilities that kaffah form the standard competencies of the teaching profession, which includes mastery of material, understanding of students, occupied learning, personal development and professionalism (Mulyasa, 2017: 26).

The definition of competence in Ruky (2016: 57) is defined as "a combination/combination of "knowledge", "expertise / skills", and "talents, interests, attitudes, and value systems" demanded by each job / position in an organization. The opinion of Pritchard in Portalhr magazine (2014), namely that competence is a combination of knowledge, skills, abilities, personal characteristics and other individual factors that distinguish superior performance from average performance in certain specific situations. He underlined that competencies are closely related to jobs and workers. A simpler definition of competence is outlined by Moulton in Portalhr magazine (2014), according to him, for organizations, competence can be defined as a technical ability that distinguishes the company from competitors. While for individuals, competence can be defined as a combination of knowledge, skills, and habits that affect work performance. He admitted that the definition of competence can be very diverse and different from one person to another. Meanwhile, Sanusi in Portalhr magazine (2004), said competence is the overall knowledge, skills, behaviors, and attitudes displayed by people who are successful in performing a task with optimal work performance. All of these components come together in a person when he completes a job/task or faces any

situation.

This means that people who have knowledge alone, cannot be said to have competence, if they do not have the skills to realize that knowledge. Still in Portalhr (2014), it is stated that before determining the competencies that the company expects of employees, the first thing to do is to determine the company's competencies first. These competencies should not be general in nature, but already in the form of core competencies.

This combination of core competencies and organization will create a culture of what and how the organization hopes to operate. According to Moulton (Portalhr, 2014) it is stated that "Core competencies are a key characteristic of organizational success".

### **Pedagogical Competence**

Pedagogical competence is the ability to manage student learning, this competence can be seen from the ability to plan teaching and learning programs, the ability to carry out interactions or manage the teaching and learning process and the ability to conduct assessments, the ability to plan teaching and learning programs. includes the ability (1) to master the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects, (2) master learning theories and principles of educational learning, (3) develop curriculum related to the subjects taught, (4) organize educational learning, (5) utilize information and communication technology for the benefit of learning, (6) facilitating the development of students' potential, to actualize their various potentials, (7) communicating effectively, empathetically and politely with students, (8) conducting assessment and evaluation of learning processes and outcomes, (9) utilizing the results of assessment and evaluation for the benefit of learning, (10) taking reflective action to improve learning quality.

Competence in carrying out the assessment of the teaching and learning process, according to Sudjana (2020: 212), the assessment of the teaching and learning process is carried out to determine the success of the planning of teaching and learning activities that have been prepared and implemented. Assessment is defined as a process that determines how well the organization of programs or activities is carried out to achieve predetermined goals. Surya (2015: 22) explains, evaluation is an integral part of every human endeavor, good evaluation will spread understanding and improvement of education, while wrong evaluation will harm education. The main purpose of carrying out evaluations in the teaching and learning process is to obtain accurate information about the level of achievement of instructional goals by students, so that follow-up learning outcomes can be pursued and implemented. Thus, in carrying out the assessment of the teaching and learning process, it is part of the teacher's duties that must be carried out after the learning activities take place with the aim of knowing the level of student success in achieving learning objectives, so that follow-up on student learning outcomes can be pursued.

### **Personality competence**

Teachers as educators whose main task is to teach, have personality characteristics that greatly influence the success of human resource development. In this regard, Sudjana (2020: 225-226) asserts that it is the personality that will determine whether he becomes a good educator and coach for his students, or will become a destroyer or destroyer for the future of his students, especially for students who are still young (primary level) and those who are experiencing mental turmoil (secondary level). Personality characteristics related to the success of teachers in their profession include cognitive flexibility and psychological openness. Cognitive flexibility or flexibility of the creative domain is the ability to think followed by simultaneous and adequate action in certain situations. Flexible teachers are generally characterized by an openness to thinking and adapting. In addition, he has resistance or endurance to premature closure of the creative domain in observation and recognition. Surya



(2015:138) calls this personality competence personal competence, which is the personal ability of a teacher that is needed in order to become a good teacher. This personal competence includes personal abilities related to self-understanding, self-acceptance, self-direction, and self-realization. Toharuddin (2012: 127) referring to the opinion of the Asian institute for teacher education, suggests that personal competence includes (1) knowledge of customs both social and religious, (2) knowledge of culture and tradition, (3) core knowledge of democracy, (4) knowledge of aesthetics, (5) having social appreciation and awareness, (6) having the right attitude towards knowledge and work, (7) loyal to human dignity.

While teacher competence more specifically is being empathetic, open, authoritative, responsible, and able to assess personal self. Johson as cited by Toharuddin (2012: 63) suggests that the teacher's personal abilities include (1) the appearance of a positive attitude towards his overall duties as a teacher, and towards the overall educational situation and its elements, (2) understanding, appreciation and appearance of values that should be embraced by a teacher, (3) personality, values, life attitudes are displayed in an effort to make himself a role model and role model for the students. Surya (2015: 139) suggests that personal competence requires teachers to have a steady personality so that they become a source of inspiration for students, and should be emulated by students. Based on the description above, the teacher's personality competence is reflected in the indicators (1) attitude, and (2) exemplary.

### **Social competence**

An effective teacher is one who is able to bring students successfully to achieve teaching goals. Teaching in front of the class is a manifestation of interaction in the communication process. According to the Law on teachers and lecturers, social competence is "the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community". Surya (2015:138) suggests that social competence is the ability needed by someone to be successful in relating to others. In this social competence includes skills in social interaction and carrying out social responsibilities. Toharuddin (2012: 127) refers to the opinion of the *Asian institute for teacher education*, explaining that the social competence of teachers is one of the teacher's power or ability to prepare students to become good members of society and the ability to educate, guide the community in facing life in the future.

To be able to carry out the social role of society, teachers must have the competence of (1) normative aspects of education, namely to become a teacher who is not sufficiently dependent on talent, intelligence, and skills alone, but must also have good intentions so that this is linked to the norms that are used as the basis for carrying out their duties, (2) consideration before choosing a teaching position, and (3) having a program that leads to improving the progress of society and the progress of education. Johson as cited by Anwar (2014: 3) suggests that social skills include the ability to adjust to the demands of work and the surrounding environment when carrying out his duties as a teacher. Arikunto (2013: 239) suggests that social competence requires teachers to have good social communication skills with students, fellow teachers, principals, administrative staff, even with community members. Based on the description above, teachers' social competence is reflected through indicators of (1) teacher interactions with students, (2) teacher interactions with principals, (3) teacher interactions with colleagues, (4) teacher interactions with parents, and (5) teacher interactions with the community.

### **Professional Competence**

According to Law no. 14 of 2005 concerning teachers and lecturers, professional competence is "the ability to master subject matter broadly and deeply". Surya (2015: 138) argues that professional competence is a variety of abilities needed in order to realize himself

as a professional teacher. Professional competence includes expertise or expertise in their field or mastery of the material they teach and its methods, a sense of responsibility for their duties and a sense of community with other teacher colleagues. Sudjana (2019: 229) refers to the opinion of the *Asian institute for teacher education*, suggesting that the professional competence of teachers includes 7 abilities, namely in terms of: (1) understand and be able to apply the educational foundation both philosophical, psychological, and so on, (2) understand and apply learning theory in accordance with the level of behavioral development of students, (3) be able to handle the subject or field of study assigned to him, (4) understand and be able to apply appropriate teaching methods, (5) be able to use various learning tools and media and other learning facilities, (6) be able to organize and implement teaching programs, (7) be able to carry out learning evaluations and (8) be able to foster student motivation.

Understanding of insights includes (1) understanding the vision and mission, (2) understanding the relationship between education and teaching, (3) understanding the concept of primary and secondary education, (4) understanding the function of schools, (5) identifying common educational problems in terms of learning processes and outcomes, (6) building a system that shows the relationship between education and out of school. Mastery of academic study materials includes (1) understanding the structure of knowledge, (2) mastering the substance of the material, (3) mastering the substance of power according to the type of service needed by students. Based on the description above, the professional competence of teachers is reflected in indicators (1) the ability to master learning materials, (2) the ability to prepare and research scientific papers, (3) professional development skills, and (4) understanding of the insights and foundations of education.

### **Teacher Development**

According to Imron (2019: 9), teacher coaching in terminology is defined as a series of assistance efforts to teachers, especially assistance in the form of professional services carried out by school principals, school owners and supervisors as well as other coaching to improve learning processes and results. Then Subroto (2014: 144) defines that teacher coaching or development is the development of the teaching profession as an effort through its own activeness to increase knowledge and skills so that it will be useful in carrying out its obligations as a teacher.

From these two opinions, it can be concluded that coaching activities for teachers can be carried out in various ways, including through the help of other people, be it the principal, coach, supervisor and other agencies that will provide coaching. In addition, teacher coaching activities can be carried out by the teacher concerned, namely with activeness and self-awareness to develop the potential of the teacher concerned.

### **Performance**

The word performance is an absorption of English which is usually called *performance*. According to Robbins (2019), employee performance is a function of the interaction between ability and motivation. In the study of employee performance management, there are things that require important consideration, because basically the individual performance of an employee in the organization is part of the organization's performance, and determines the performance of the organization concerned. The success in achieving employee performance will be influenced by the level of performance of employees individually and in groups.

Performance related to teacher duties according to Abu and Widodo (2020: 99) is the task of a teacher which includes teaching, guiding and motivating students. In detail, this task is centered on (1) educating children with an emphasis on providing direction and motivation for achieving both short and long-term goals; (2) providing facilities for achieving goals through adequate learning experiences; and (3) helping the development of aspects of the

person such as attitudes, values and self-adjustment. In Indonesian Law No. 20/2003 on the National Education System, it is stated that teachers have the task of planning and implementing the learning process, assessing learning outcomes, providing guidance in training and conducting research and community service.

The duties of the teachers mentioned above must be pursued professionally because performance according to Danim (2020: 23) is work that is carried out in accordance with the profession, demanding high expertise, responsibility and loyalty. The criteria for professional teachers put forward by Samana (2020: 61) are (1) teachers master teaching materials; (2) teachers are able to manage teaching and learning programs; (3) teachers are able to manage classes; (4) teachers are able to use teaching media and resources; (5) teachers master the foundations of education; (6) teachers are able to manage teaching and learning interactions; (7) teachers are able to assess student achievement for teaching purposes; (8) teachers recognize the functions and programs of guidance and counseling services; (9) teachers know and are able to participate in school administration; (10) teachers understand the principles of educational research for teaching purposes.

## Discussion

### Teacher Competencies at Bhakti Kencana Vocational High School Bandung

In general, the competence of teachers at Bhakti Kencana Vocational High School Bandung can be seen in Table 1 below.

**Table 1. Summary of Teacher Competency Variables at Bhakti Kencana Vocational High School Bandung, 2021 (n=36)**

No.	Indicator	Score	Criteria
1.	I understand the characteristics of good and outstanding students	142	Agree
2.	I understand the potential and character of each student	124	Agree
3.	I master various learning models and strategies	121	Undecided
4.	In guiding students, I always face problems in learning	123	Agree
5.	In teaching, I look good as a teacher.	145	Agree
6.	I use good and interesting language when teaching.	145	Agree
7.	In teaching, my tone of voice can be heard well by the students.	160	Agree
8.	In teaching, I use clear and loud language	151	Agree
9.	In teaching, I can provide good guidance to students	143	Agree
10.	In teaching, I give awards to students who perform satisfactorily.	151	Agree
11.	If a student commits an offense, I give punishment to the student fairly.	150	Agree
12.	In teaching, I am able to control my emotions in case someone is not pleased.	142	Agree
13.	In teaching, I display authority as a teacher	124	Agree
14.	In teaching, I always motivate learning by arousing interest in learning.	121	Undecided
15.	In teaching, I treat all students in the same way	123	Agree
16.	In teaching, you like students who quiet and accomplished	145	Agree
17.	In teaching, I assume that students have the ability to learn.	145	Agree
18.	In teaching, I show the assumption that bad to students when teaching?	160	Agree
19.	In teaching, I master the subject matter being taught so that there is no rigidity in my teaching.	151	Agree
20.	In teaching, I use teaching methods according to the subject matter appropriately	143	Agree



21. In teaching, I use learning resources appropriate to the subject matter	151	Agree
22. In teaching, I do a good job of evaluation	150	Agree
<b>Total</b>	2820	
<b>Average Score</b>	128.2	

Source: Recap of SPSS Processing Results

Based on table 1 above, the total score of the cumulative value of the competency variable reaches 2820. With the highest score being  $5 \times 22 \times 36 = 3960$ , and the lowest score being  $1 \times 22 \times 36 = 792$ , this shows that the competence of Bhakti Kencana Bandung Vocational High School Teachers is good, according to the teacher's ability to deal with all the difficulties in the school world. This can be seen from the scores that are above average, which means that the overall teacher competence is as expected.

### Teacher Development for Bhakti Kencana Vocational High School Bandung

In general, Teacher Development at Bhakti Kencana Vocational High School Bandung can be seen in table 2 below.

**Table 2. Summary of Coaching Variables at Bhakti Kencana Vocational High School Bandung, 2021 (n=36)**

No.	Indicator	Score	Criteria
1.	I respect all education personnel at school based on the authority I have.	120	Disagree
2.	I instill cooperation among each other school residents	137	Agree
3.	I make each other interdependent to achieve the goals of the school organization.	145	Agree
4.	I respect others in the school environment	152	Agree
5.	I try to motivate others in the school environment	121	Agree
6.	I am rewarded appropriately, efficiently and effectively for my work performance.	142	Agree
7.	A school that continuously adapts to the latest internal and external conditions	128	Agree
8.	I developed the ability to coordinate and unify the efforts of all human resources towards achieving goals.	138	Agree
9.	I strive to achieve The behavior of human resources towards the goal can be influenced by positif when principal school is able to approach in a humane manner	104	Undecided
10.	I try to use human resources as an important component of all organizational planning.	121	Undecided
11.	I try to support the principal's management skills in establishing a harmonious relationship between the school's goals and its human resources.	120	Disagree
12.	I support improving school effectiveness and efficiency	137	Agree
13.	I strive to achieve the human resource function that must be cultivated as a major force.	145	Agree
	<b>Total</b>	1701	
	<b>Average Score</b>	131.5	

Source: Recap of SPSS Processing Results

Based on table 2 above, the total score of the cumulative value of the coaching variable reaches 1308. With the highest score being  $5 \times 13 \times 36 = 2340$ , and the lowest score being  $1 \times 13 \times 36 = 468$ , this shows that teachers at Bhakti Kencana Bandung Vocational High School have a high perception of agreeing with coaching, meaning that the current condition of

teachers at Bhakti Kencana Bandung Vocational High School is professional, but there are still teachers who have less perception of this level of professionalism. It is hoped that this will not have too much effect on the work/teaching of carrying out their respective duties and functions as teachers.

**Teacher Performance at Bhakti Kencana Vocational High School Bandung**

In general, the performance of Bhakti Kencana Bandung Vocational High School teachers can be seen in Table 3 below.

**Table 3. Summary of teacher performance variables at Bhakti Kencana Vocational High School Bandung, 2021 (n=36)**

No.	Indicator	Score	Ket.
1.	I teach according to the school schedule	144	Agree
2.	I can use media that supports teaching and learning activities	144	Strongly Agree
3.	I use good learning media and fun for students	150	Agree
4.	I am able to deliver satisfactory results	145	Agree
5.	I trying to increase my knowledge to improve my competence as a teacher	122	Undecided
6.	I using angle point of view objective point of view in evaluate student learning outcomes	150	Agree
7.	I support and motivate students if their learning evaluation results are not satisfactory.	144	Undecided
8.	I always help my coworkers if my work has been Finish	144	Agree
9.	I involve myself in every activity at school	150	Agree
<b>Total</b>		1293	
<b>Average Score</b>		143.6	

Source: Recap of SPSS Processing Results

Based on table 3 above, the total score of the cumulative value of the Performance variable reaches 1986. With the highest number of scores being  $5 \times 9 \times 36 = 1620$ , and the lowest number of scores being  $1 \times 9 \times 36 = 324$ , this shows that teachers at Bhakti Kencana Vocational High School Bandung have high performance, this can be seen from the results of scores above the average, thus that the performance of Bhakti Kencana Vocational High School Bandung teachers is as expected.

**The Effect of simultaneous and partial teacher competence and coaching on the performance of Bhakti Kencana Vocational High School Teachers Bandung**

To reveal the effect of a variable or set of variables on other variables, Path Analysis can be used. In this path analysis, the magnitude of the influence of a variable on other variables, both direct and indirect, can be known. Before making a decision regarding the magnitude of the influence of a variable on other variables, hypothesis testing is first carried out, either overall or individual testing. To find out whether the independent variables, namely the influence of competence and coaching on the performance of teachers at Bhakti Kencana Vocational High School Bandung, are carried out using path analysis and the software used is SPSS. The step taken is to calculate the correlation between variables, so that it is obtained as shown in table 4 below.

**Table 4. Correlation matrix between variables**

	Performance	Competence	Coaching
Pearson Correlation	Performance	1.000	.302
			.889

	Competence	.302	1.000	.371
	Coaching	.889	.371	1.000
	Performance	.	.005	.006
Sig. (1-tailed)	Competence	.005	.	.007
	Coaching	.006	.007	.
	Performance	36	36	36
N	Competence	36	36	36
	Coaching	36	36	36

Source: SPSS output results

1. The relationship between the competency variable (X1) and the coaching variable (X2), obtained a correlation coefficient value of 0.371. Thus, it can be said that competence and coaching have a positive relationship with low criteria.
2. The variable relationship between competence (X1) and the performance variable (Y), obtained a correlation coefficient value of 0.302. Thus, it can be said that competence with performance has a positive relationship with moderate criteria
3. The variable relationship between coaching (X2) and the performance variable (Y), obtained a correlation coefficient value of 0.889. Thus, it can be said that coaching and performance have a positive relationship with very high criteria.

Based on the table above, it is a correlation matrix between variables that shows the magnitude of the relationship between fellow variables, both dependent and independent. The proportions for the path diagram are two independent variables (X1 and X2) that have a relationship between variables, and each independent variable (X), as well as the collerational relationship of the outside variables (X1 and X2) residues to the independent variable (Y). While the path coefficient of other variables outside the variables X1 to X2 is determined through :

$$pY1 \square 1 = \sqrt{1 - r_{YX1X2}}$$

$$= 0.162$$

This means that the effect of variables X1 and X2 together on variable Y is 0.838 or 83.8% of variables X1 and X2 together affect Y, and the remaining 0.162 or 16.2% is influenced by other variables not included in the study. From calculations using SPSS software, hypothesis testing obtained the following results:

**Table 5. Simultaneous Testing**

Model		Sum of Squares	df	Mean Square F		Sig.
	Regression	72.956	2	36.478	12.154	.000b
1	Residuals	457.156	33	16.932		
	Total	530.112	35			

a. Dependent Variable: Performance

b. Predictors: (Constant), Coaching, Competence

Source: calculation results through SPSS

Based on the results of these calculations, it turns out that the Fcount of 12.154 is greater than the ttable 3.23 (Fo > Φα : (k,n-k-1) ( 12.154 > 3.23), so the hypothesis is accepted or H0 is rejected.

**Table 6. Hypothesis Testing of X1 and X2 on Y**

Path Coefficient	T Count	T table	Conclusion
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PYX1	0.424	3.301	1.68	Ho reject Available at influence competence on performance
PYX2	0.422	3.205	1.68	Ho reject Available at influence coaching on performance

Source: calculation result

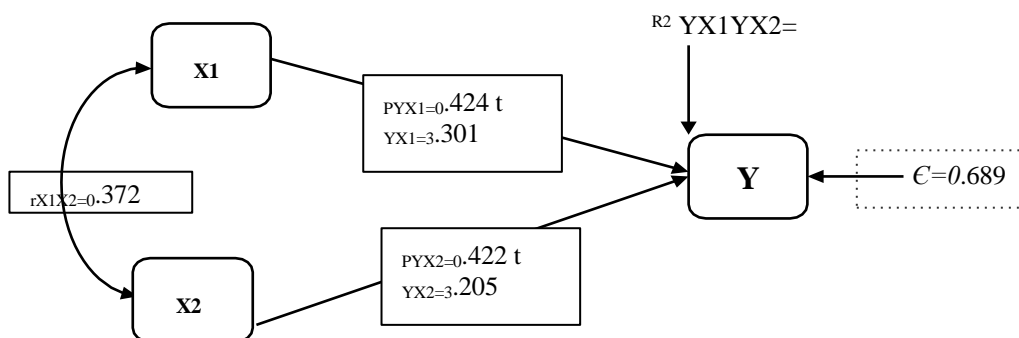
Based on the results of the calculation of the path coefficient values of variables (X1) and (X2) on (Y), which are obtained using the SPSS program, thus in accordance with the decision rules, that the tcount prices fall in the  $H_0$  *rejected* area, meaning that the path coefficient is *significant*, so that the path diagram does not change. Conceptually, it can be explained that all aspects of coaching and competency aspects have a positive effect on performance. Furthermore, the meaning (significance) of the correlation coefficient between variables X1 and X2 will be tested with the following hypothesis:

**Table 7. Testing Correlation between X variables**

Correlation Coefficient	T Count	T Table	Conclusion
0.371	4.994	1.68	Ho reject There is a significant relationship between X1 and X2

Source: SPSS output results

From testing the correlation between variable X, it turns out that  $t_{count} > t_{table}$ , then  $H_0$  is rejected, meaning that there is a direct relationship between the competency and coaching variables. The complete causal relationship diagram of variables X1 and X2 to Y is as follows:



**Figure 1. Causal Diagram between Competence (X1) and Coaching (X2) on Performance (Y)**

From the structural picture of the relationship between variables with the parameter values of the structure above, the effect of the cause variable to the variable, the effect of competence and coaching on teacher performance at Bhakti Kencana Vocational High School Bandung is:

**Table 8. Influence of X1 and X2 Variables to Y and Influence Beyond X and Y Variables**

Interpretation of Path Analysis		
Description	Influence	%
Effect of X1, X2 to Y	0.838	83.8
Influence Beyond X1, X2 and Y	0.162	16.2
<b>Total</b>		<b>100</b>

Source: Statistical Processing Results SPSS Program

From the test results it can be seen that coaching and competence together affect performance, which is 83.8%, while the remaining 16.2% is influenced by other factors not examined by the author, namely work culture, work environment, work climate, work attitude which requires further research. However, when viewed partially, coaching is more dominant in influencing performance than competence. This can be understood because each indicator of competence and coaching is used as an aspect of performance measurement. Based on the results of the above calculations, it can be revealed that competence on teacher performance at Bhakti Kencana Bandung Vocational High School both directly and indirectly can be seen in table 9 below:

**Table 9. Direct and Indirect Effects of Competence on Performance**

Interpretation of Path Analysis		
Desc		Influence %
X1	Direct effect to Y	0.1156 11.56
	Indirect effect through X2 to Y	0.1043 10.43
<b>Total</b>		<b>0.2199 21.99</b>

Source: Statistical Processing Results SPSS Program

From the table above, it can be seen that the contribution of competence to performance directly amounted to 11.56% with a tcount coefficient of 3.301, while for the ttable value at the significance level  $\alpha (0.05) = 1.68$ , because the value of  $tcount > ttable$ , and indirectly through the coaching variable of 10.43%. While the contribution of competence to overall performance reaches 21.99%, it can be concluded that competence has a significant direct effect on performance, this empirical evidence provides an indication that in an effort to improve performance, it is necessary to improve competency factors, because competency factors are closely related to performance improvement. this is in line with Asthon's statement. This is in line with Asthon's statement (1996 b: 19) explaining that Competence is "The description of the knowledge, skills, attitudes and abilities of a respondent to achieve the most effective performance" While Traves in Murley (1997: 21) explains that Competence is "The capability of a person to use the skills of the skills possessed, in order to produce the best service performance" This is also supported by Zeithaml (1990: 21) suggests that Competence is "the level of skills and knowledge possessed by an employee to be able to achieve certain service performance and produce the best service.

Likewise, the results of the above calculations, it can be revealed that the effect of coaching on the performance of Bhakti Kencana Bandung Vocational High School teachers both directly and indirectly can be seen in table 10 below.

**Table 10. Direct and indirect effects of coaching on performance**

Interpretation of Path Analysis		
Desc		Influence %
X2	Direct effect to Y	0.5138 51.38
	Indirect effect through X1 to Y	0.1043 10.43
<b>Total</b>		<b>0.6181 61.81</b>

Source: Statistical Processing Results SPSS Program

From the table above, it can be seen that the contribution of coaching to performance directly is 51.38%, with a tcount coefficient of 3.205, while for the ttable value at the significance level  $\alpha (0.05) = 1.68$ , because the  $tcount > ttable$  value, as well as indirectly through the competency variable of 10.43%. While the contribution of coaching to overall performance



reaches 61.81%, it can be concluded that coaching has a direct effect on performance. The path coefficient shows a positive and significant value, meaning that if coaching increases so performance will also increase.

## CONCLUSION

Teachers at Bhakti Kencana Bandung Vocational High School have competencies that are in accordance with the abilities, skills and knowledge of teachers in teaching, in the sense that the competence of teachers in teaching both pedagogical competence, personal competence, social competence and professional competence is in accordance with the provisions of the Minister of National Education Regulation No. 16 of 2007, but there are several indicators that are considered inappropriate, namely when teaching shows bad assumptions about students. Teachers at Bhakti Kencana Bandung Vocational High School have a fairly good level of teacher development. This can be seen from several indicators that occupy the agree continuum line, although some are outside the agree continuum line. Bhakti Kencana Bandung Vocational High School teachers have a fairly good level of teacher performance. This can be seen from several indicators that occupy the continuum line agree, although some are outside the continuum line agree. Teacher competence and coaching simultaneously affect the performance of Bhakti Kencana Bandung Vocational High School. However, partially, competence is more dominant in influencing teacher performance than teacher coaching. Partially, the effect of teacher competence and coaching on teacher performance is as follows: 1) Competence affects teacher performance, so that if the competencies possessed by teachers are appropriate, then teacher performance will also increase; and 2) Teacher coaching affects teacher performance, so the higher the teacher coaching, the higher the teacher performance.

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