The Effect of Professional Competence and Communication Interpersonal on The Performance of State Vocational School Teachers 1 Tambun Utara

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Abstract: The performance of a teacher is said to be good if the teacher has carried out the elements consisting of high loyalty and commitment to teaching tasks, mastering and developing subject matter, discipline in teaching and other tasks, creativity in teaching implementation, collaboration with all school members, good leadership. Be a role model for students, have a good personality, be honest, and be objective in guiding students, and be responsible for their duties. This background has drawn the author's attention to matters that affect a teacher's performance, namely professional competence and interpersonal communication. This research was conducted at SMK Negeri 1 Tambun Utara which aimed to find out how professional competence and interpersonal communication affect improving teacher performance. The sample used in this study was all teachers of SMK Negeri 1 Tambun Utara with a total of 65 teachers. Data collection using questionnaires with the range of values used is the Rikert scale. The data were analyzed using multiple regression correlation techniques using the SPSS program. Before the hypothesis test is carried out, researchers first test the validity and reliability test of the instrument to find out whether the instrument is suitable for processing. The results of the validity and reliability test show results that are in accordance with expectations so that all instruments are declared valid and realistic. The results of this study found that: 1) Professional competence affects the performance of teachers of SMK Negeri 1 Tambun Utara. 2) Interpersonal communication affects teacher performance. 3) professional competence and interpersonal communication together have an influence on the performance of teachers of SMK Negeri 1 Tambun Utara. Based on the results of research, leaders and teachers can find out that professional competence and interpersonal communication factors can actually improve teacher performance so that teachers can develop themselves in various ways and improve communication with students, colleagues, leaders and all those involved in SMK Negeri 1 Tambun Utara.

Keywords: Interpersonal Communication, Professional Competence, Teacher Performance.

INTRODUCTION

Educating means continuing and developing life values, teaching means continuing and developing knowledge, training means developing skills in students (Susanto, 2016). In carrying out these duties and responsibilities, a teacher is required to have certain abilities and skills in order to produce good performance. The results of Lubis' research (2020) state that the competency variable has a significant effect on teacher performance at SMA Negeri 15 Medan. The value of the correlation coefficient shows the strength of the relationship between Teacher Competence and Performance. The results of Herlina's research (2018), good interpersonal communication and good work motivation, the better the performance of State MTs teachers in Palembang City. These results are in accordance with research conducted by Syarief, Maskur and Afrianti. This suggests that the higher the teacher's perception of interpersonal communication and work motivation, the better the performance. Based on the problems and findings of previous research, the authors are interested in conducting research at SMK Negeri 1 Tambun Utara, especially regarding professional competence, interpersonal communication, and teacher performance, setting a research theme on the effect of professional competence and interpersonal communication on teacher performance at SMK Negeri 1 Tambun Utara.

LITERATURE REVIEW

Teacher of Performance

According to Prabu (2017) work performance is the result of work in quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him.

According to Susanto (2016) Performance or achievement is defined as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something.

According to Prawirosentoro in Sinambela (2018) performance is the result of individual or group work within an organization that is adjusted to the authority and responsibility given in a legal way, in accordance with law, morals and ethics as an effort to achieve organizational goals. According to Rusyan (2018) teacher performance is carrying out the learning process both in the classroom and outside the classroom in addition to carrying out other activities, such as working on school administration and learning administration. According to Supardi (2016) said that teacher performance is a condition that shows the ability of a teacher to carry out his duties at school and describes the existence of an action displayed by the teacher in or during learning activities. Ministry of National Education (2004) stated that teacher performance is the ability of teachers to demonstrate the various skills and competencies they have.

Nawawi (2017) argues that factors that influence performance will create effective and effective ways of working in increasing work productivity. Usman (2016) says teacher performance indicators are: 1) the ability to plan and prepare for teaching, 2) mastery in implementing the teaching and learning process, 3) conducting evaluations or assessments in learning.

Teacher Professional Competence

According to Wibowo (2016) competency is an ability to carry out a job or task that is based on skills and knowledge and is supported by the work attitude required by the job. Meanwhile, according to Law no. 20 of 2003 concerning the national education system article 35 paragraph 1 explains that graduate competency is a graduate qualification that includes attitudes, knowledge and skills in accordance with agreed national standards.

According to Law Number 14 of 2005 concerning teachers and lecturers, professionalism is work carried out by a person and is a source of income for life that

requires expertise or skills that meet certain qualities or norms and requires professional education.

According to Arief (2016) a person's professionalism is not limited to knowledge and skills, but professionalism is built on the achievement of character, followed by achievement of knowledge and skills. Based on the understanding that has been described above, it can be concluded that teacher professional competence is the ability and skills of a teacher that is built on the attainment of character and is the condition, direction, values, goals, and quality of an expertise and authority in the field of Education, teaching related to work someone to make a living.

Interpersonal Communication

Communication is a basic human activity, by communicating we can relate to each other in everyday life wherever humans are. Communication is also very vital in the continuity and success of an interaction, both in the formal environment and at the level of interaction in organizations that are general in nature.

According to Teddy (2020) If humans do not communicate with other people, it is certain that humans will experience difficulties in their social life. According to Wahlstrom in Teddy (2020) says that communication is a process in which information, ideas and feelings are provided which is not only done verbally and in writing but through body language, or style, or it could be other things around it that clarify a meaning.

According to Hanani (2017) One of the scopes of communication science is interpersonal communication or interpersonal communication. Interpersonal or interpersonal communication refers more to the process of closeness, the intimacy of the communication, with the aim of the message being conveyed to have a direct effect, therefore interpersonal communication begins with a psychological approach, building closeness and familiarity.

According to Devito in Hanani (2017) says that interpersonal communication is a message sent by a communicator with a direct message effect. In the development of communication related to the context of communication, experts including Effendy (2018) explained that interpersonal communication or usually called interpersonal communication, namely face-to-face communication between individuals, which allows each interpersonal or interpersonal communication actor to capture the reactions of other people directly either verbal or nonverbal. According to Hafied (2016) interpersonal or interpersonal communication is communication between people face-to-face or face-to-face which allows each actor to capture the reactions of other people directly, both verbally and non-verbally, the special form of which involves one or two people.

Research Model
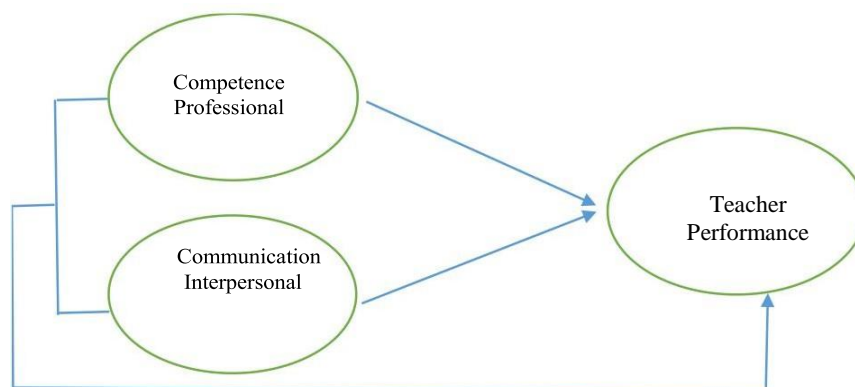
Source: Herlina (2018), Alwi (2018), Oktaina, Makhdalene and Caska (2020)
Figure 1. Research Model

Research Hypothesis

Based on the background, problem formulation, research objectives, previous research, and research models, the hypotheses proposed are:

1 Referring to the theory from Wibowo (2016) competency is the ability to perform a job or task that is based on skills and knowledge and is supported by the work attitude required by the job. Likewise, based on empirical data which states that professional competence has a positive effect on performance in research conducted by Alwi (2018), the researchers take the following hypothesis: H1: Professional competence has a positive effect on teacher performance at SMK Negeri 1 Tambun Utara.

2 Based on the theory presented by Suranto (2016), states that the purpose of interpersonal communication is to build and maintain harmonious relationships. The greatest need of every person as a social being is to establish and maintain good relations with others. Suranto (2016) also stated that the more friends invited to work together, the better the implementation of activities in everyday life. Based on research conducted by Herlina (2019) which states that interpersonal communication affects teacher performance, the authors take the following hypothesis: H2 In: terpersonal communication influences teacher performance at SMK Negeri 1 Tambun Utara.

3 Based on Mangkunegara's theory (2017) states that employee performance is influenced by many things, one of which is external factors which include the environment such as behavior, attitudes and actions of colleagues, subordinates or leaders, work facilities and organizational climate (communication). In relation to teacher performance in the organization, positive morale is an influential factor, there is an attitude in the form of willingness. According to Karjantoro in Usman (2016) states that the factors that influence performance are not only the quality and quantity produced, but can be caused by other factors, such as 1) quality of work, 2) volume of work, 3) Technical knowledge/skills 4) Ability to organize work 5) Timely presence 6) Leadership 7) Cooperation 8) Initiative 9) Ability to express opinions 10) Ability to seek opportunities 11) Creativity 12) Perseverance 13) Ability to network. Based on this theory, the researcher draws the conclusion that there are allegations that professional competence and interpersonal communication have a significant influence on teacher performance. So from that the researcher took the hypothesis: H3 : Professional Competence and Interpersonal Communication together has an effect on Teacher Performance at Tambun 1 Public Vocational School

METHODS

This type of research is quantitative research using a survey approach, namely using a written questionnaire to obtain information. The type of data in this research is quantitative data. Quantitative data used by researchers in this study are data obtained from questionnaires that have been filled out in accordance with the statements of the respondents. The source of data in this study is primary data which is obtained directly in the form of answers to the questionnaire. The sample in this study were all teachers at SMK Negeri 1 Tambun Utara, totaling 65 teachers. The data analysis method used in this study is multiple linear regression analysis.

RESULT AND DISCUSSION

Correlation Analysis

The results of the correlation analysis for professional competence (X1) and Interpersonal Communication variables (X2) on Teacher Performance (Y) is shown by table 1 below:

The following presents the results of multiple linear regression analysis performed using the program SPSS in Table 1.

Table 1. Multiple Linear Regression Analysis Test Results

Coefficientsa

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Say.
'	(Constant)	7.719	3.340		2.311	.024
	KPro	.056	.054	.077	1.026	.309
	TO	.401	.034	.874	11.705	.001

a. Dependent Variable: Unstandardized Residual

Source: Processed data (2022)

Where $KG = a + b1Kpro + b2KI$

$\quad$ KG = 7,719+0,56 Kpro+0,401 KI

Notes :

$\quad$ KG = Teacher Performance

$\quad$ a = Constant

$\quad$ Kpro = Professional Competency

$\quad$ TO $\quad$ = Interpersonal Communication

$\quad$ The following is an explanation of the regression equation:

1. The constant value is 7.719, meaning that the teacher's performance, even without being influenced by professional competence and interpersonal communication, already has a value of 7.719.
2. The effect of professional competence on teacher performance is 0.56 (POSITIVE). This means that the higher the level of competence of a teacher, the teacher's performance will increase.
3. The effect of interpersonal communication on teacher performance is 0.401 (POSITIVE). This means that the increase in teacher interpersonal communication with leaders and teacher communication with colleagues, the teacher's performance will increase.

Uji F (Uji Model)

$\quad$ The F significance test basically shows whether all the independent variables referred to in the model have a joint effect on the dependent variable. In this study, the method used was to compare the calculated F values and F-Tables. If F-count <F- Table, then the independent variables simultaneously have no effect on the dependent variable (hypothesis is rejected). If

$\quad$ F-count > F-Table, then the independent variables simultaneously affect the dependent variable (hypothesis accepted). In the following, the results of simultaneous statistical tests can be seen from Table 2.

Table 2. Simultaneous Significance Test Results (Test F)

Simultaneous Significance Test Results (Test F)

Fcount	Sign.	The knot
153,593	0,001	Influence simultaneously

Source: Processed data (2022)

$\quad$ Based on Table 2 it can be seen that the F-count has a value of 153.593 which is greater than the F-Table which is 3.14 and a significance value of 0.001 (p <0.05). Thus, it can be said that professional competence and interpersonal communication simultaneously affect teacher performance.

t test (Partial Test)

The t test (Partial Test) is used to determine the effect of professional competence and interpersonal communication on teacher performance. As a comparison to see a significant effect, the criterion of a significant level of 5% (0.05) is used and compares tcount and ttable with the following criteria: If the results are positive: 1) If T count ÿ ttable means H0 is rejected and Ha is accepted. 2) If tcount ÿ ttable means H0 is accepted and Ha is rejected.

The provisions for tTables are obtained by comparing the number of samples with a significant level with the tTable = formula (the level of confidence is divided into 2: the number of respondents minus the number of independent variables minus 1) or if written in the form of the data formula obtained by the researcher, then: T Table = (0 .05/2:65-2-1) = (0.025:62)

T Table Then if the distribution of t Table df values: 62 in column 0.025 then a t Table value of 2.000 is found. The results of the research that the regression coefficient, t value and partially significant are shown in Table 3.

Table 3. Partial Regression Test Results (t test)

Variable	Coefficient	Tcount Sign.		The knot
Competence Professional	0,286	2,372	0,021	Significant influence
Communication Interpersonal	0,842	12,39	0,001	Significant influence

Based on Table 3, it can be explained as follows: 1) Test the hypothesis for motivational variables. The hypothesis that will be tested in this section is: H01 : There is no significant effect between professional competence on teacher performance at SMK 1 Negeri Tambun Utara. Ha1 : There is a significant influence between professional competence on teacher performance SMK 1 Negeri Tambun Utara. Table 3 obtained a t-count value of 2.372 while a t-table value of 2.000 or 2.372 ÿ 2.000, with a significance value of 0.021 ÿ 0.05 then H0 is rejected and H1 is accepted. So it can be concluded that there is an influence between professional competence on teacher performance at SMK 1 Negeri Tambun Utara. 2) Test the hypothesis for interpersonal communication variables. The hypothesis that will be tested in this section is: H02 : There is no significant effect between interpersonal communication on teacher performance at SMK Negeri 1 Tambun Utara. Ha2 : There is a significant influence between interpersonal communication on teacher performance at SMK Negeri 1 Tambun Uta. According to the data in Table 3, the calculated t value is 12.39 while the ttable value is 2.000 or 12.39 ÿ1.970. While the significant value of tcount < ttable and significant level value (ÿ) is 0.001 <0.05, then H0 is rejected and H2 is accepted. So it can be concluded that there is a significant influence between interpersonal communication on teacher performance at SMK Negeri 1 Tambun Utara.

Determination Coefficient Test (R Test)

The R2 test is used to measure how far the model's ability to explain variations in the dependent variable. In this study the coefficient of determination using the adjusted R2 value can be seen in Table 4.

Table 4. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square
'	0,564	0,318	0,296

Source: Processed data (2022)

Based on the results of the R2 test, an *adjusted R2* value of 0.296 or 29.6% was obtained. This shows that 29.6% of teacher performance is influenced by professional

competence and interpersonal communication while the remaining 70.4% of teacher performance is influenced by other variables not examined by researchers. As influenced by behavior, attitudes and actions of colleagues, work facilities and organizational climate (Mangkunegara, 2017).

The Effect of Professional Competence on Teacher Performance at SMK Negeri 1 Tambun Utara.

The results showed that professional competence (Kpro) had a significant effect on teacher performance (KG) at SMKN 1 Tambun Utara. This is in line with previous research conducted by Alwi (2018), which stated that professional competence possessed by teachers is really needed in carrying out their duties. In the previous research, the results of the research stated that professional competence is an ability that is expected to maintain an effective positive relationship so that the wishes of both parties are achieved. In addition, the results of this study are relevant to the results of previous research conducted by Winata (2020), Faizin (2018), and Rosidi (2018) which in their respective studies yielded results that professional competence has a positive and significant effect on teacher performance.

The results of the research that has been carried out are based on the calculation of the results of the questionnaire tabulation that has been distributed to the respondents. The average answer of each respondent is very good in responding to each statement item which is included in the professional competence indicator with an average value of 4.37. The average is included in the scale range between 4.20 – 5.00, which means that on average each respondent strongly agrees that if a teacher has professional competence in accordance with his field, the teacher's performance will increase.

In accordance with the opinion of Wibowo (2016) competence is an ability to carry out work or tasks that are based on skills and knowledge and are supported by the work attitude demanded by the job. Meanwhile, according to Law no. 20 of 2003 concerning the national education system article 35 paragraph 1 explains that graduate competency is a graduate qualification that includes attitudes, knowledge and skills in accordance with agreed national standards.

The performance criteria for teachers who can achieve their work performance are more directed at teacher competence as stated in the elucidation of Government Regulation No. 19 of 2005 concerning National Education Standards, that teacher performance, in this case teacher competence includes four competencies, namely: pedagogical competence, personality competence, professional competence, and social competence (Susanto, 2016).

The Effect of Interpersonal Communication on Teacher Performance at SMK Negeri 1 Tambun Utara.

The results showed that interpersonal communication (X2) had a significant effect on teacher performance (Y) at SMKN 1 Tambun Utara. The results of the research that has been carried out are based on the calculation of the results of the questionnaire tabulation that has been distributed to the respondents.

The average answer of each respondent is very positive in response to each statement item which is included in the interpersonal communication indicator with an average value of 4.31. This average is included in the scale range between 4.20 – 5.00, which means that on average each respondent strongly agrees that if a teacher is able to communicate interpersonally, the teacher's performance will increase.

The results of the research that has been carried out are in line with the results of previous research, namely research conducted by Oktarina, Makhdalen, and Caska (2018) with the research title the effect of interpersonal communication and work motivation on the performance of public high school teachers in the city of Pekanbaru. The results of this study

provide an answer that interpersonal communication affects teacher performance. While in research conducted by Herlin (2018) interpersonal communication and work motivation have a significant effect both partially and simultaneously on the performance of MTs teachers. Country in Palembang City.

The results of this study are in line with Teddy's research (2020) which states that if humans do not communicate with other people, it is certain that humans will experience difficulties in their social life. Meanwhile, according to Mangkunegara (2017) states that employee performance is influenced by many things, one of which is external factors which include the environment such as behavior, attitudes and actions of colleagues, subordinates or leaders, work facilities and organizational climate (communication).

The Effect of Professional Competence and Interpersonal Communication on Teacher Performance at SMK Negeri 1 Tambun Utara

Based on the results of the study it was found that professional competence and interpersonal communication had a joint effect on teacher performance at SMK Negeri 1 Tambun Utara. This shows that teacher performance can be improved by increasing professional competence and interpersonal communication. The form of the statement in the questionnaire depicts that a teacher's performance will be seen in how the teacher prepares learning, the learning process, and learning assessment, and how a teacher provides guidance to students. Distributing questionnaires to respondents with adjusted statements, gave very good results from each respondent's answer, with an average value of 4.32.

High professional competence and good interpersonal communication, the better the teacher performance of SMK Negeri 1 Tambun Utara. These results are consistent with research conducted by Alwi (2018), Winata (2020), Makhdalena (2018), and Herlina (2018). This suggests that the higher the teacher's perception of professional competence and interpersonal communication, the better the performance.

Meanwhile, according to Nawawi (2017) argues that the factors that influence performance will create effective and effective ways of working in increasing work productivity.

According to Rusyan (2018) teacher performance is carrying out the learning process both in the classroom and outside the classroom in addition to carrying out other activities, such as working on school administration and learning administration. According to Supardi (2016) said that teacher performance is a condition that shows ability a teacher in carrying out his duties at school and describing the existence of an action displayed by the teacher in or during learning activities.

CONCLUSION

Based on the results of research on the effect of professional competence and interpersonal communication on teacher performance at SMK Negeri 1 Tambun Utara, the following conclusions can be drawn: 1. Professional competence has a positive effect on teacher performance at SMK Negeri 1 Tambun Utara. This shows that a teacher must have competence according to his field so that it will have a positive impact in carrying out his duties and responsibilities. The duties and responsibilities of a teacher can be seen from how a teacher uses learning methods, masters learning material, masters classes and students, and is disciplined in behavior. The professional competence of teachers at SMK Negeri 1 Tambun Utara gives the result that the higher the teacher's ability in their field, the better the teacher's performance in carrying out their duties and responsibilities. 2. Interpersonal communication has a positive effect on teacher performance at SMK Negeri 1 Tambun Utara. As we know that in everyday life both in the work environment and the environment where you live, the most important thing is communication. Communication in the work environment or workplace is very influential in improving one's performance because by communicating it is

likely that someone who is experiencing difficulties will get a solution. Interpersonal communication in the environment of SMK Negeri 1 Tambun Utara looks very good so that the performance of teachers at SMK Negeri 1 Tambun Utara can also be said to be good in carrying out their duties. 3. Professional competence and interpersonal communication have a positive effect on teacher performance at SMK Negeri 1 Tambun Utara. This can be interpreted that if a teacher has good professional competence and can communicate well with leaders, colleagues, and even to subordinates, the teacher's performance will increase.

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