

Performance of Tourism Department Teachers at Vocational High Schools in Manado City

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Abstract

The purpose of this study was to analyze the influence of the principal's managerial ability, school environment, professional competence and motivation on the performance of Vocational High School Tourism Teachers in Manado City. Every school seeks to improve teacher performance because from good performance, the quality of education will be better and of higher quality. Using the Slovin formula, the number of samples required in the data collection process is obtained. The number of research samples was 80 teachers majoring in Vocational High School Tourism in the city of Manado. This number already meets the requirements of multiple linear regression analysis. Collection method data namely by survey method as primary data. Data collection using questionnaires and data analysis techniques using the SPSS version 24 application. The results of the study stated that the Managerial Ability of the Principal had a positive and significant effect on Teacher Performance. The school environment has a positive and significant effect on teacher performance. Professional Competence has a positive and significant effect on Teacher Performance. Motivation has a positive and significant effect on teacher performance. Principal Managerial Ability, School Environment, Professional Competence and Motivation together have a positive and significant effect on Teacher Performance.

Keywords: Teacher Performance, Principal Managerial Ability, School Environment, Professional Competence, Motivation.

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1. Introduction

Low performance of teachers will affect the implementation of tasks which in turn will also affect the achievement of educational goals. In conditions like this, the principal plays an important role, because it can provide a climate that allows teachers to work with enthusiasm. With the managerial skills they have, the principal builds and maintains increasingly optimal teacher performance. In line with this, that one of the factors that influence teacher performance is the managerial ability of the principal. Principal managerial ability is a set of technical skills in carrying out duties as a school manager to utilize all available resources to achieve school goals effectively and efficiently (Akdon, 2002: 24). In carrying out his managerial performance, school principals have three types of skills. For more details, Paul Hersey in Wahjosumidjo (2003: 4) states that in the context of implementing managerial tasks, at least three kinds of skills are needed, namely technical, human, and conceptual. The three managerial skills vary according to the level of the manager's position in the organization. In addition to managerial abilities, the school environment is also thought to influence the level of performance achieved by a teacher.

According to the National Discipline Movement in Tulus Tu'u (2004: 37) that the school environment is defined as an environment where students are accustomed to the values of learning activities as a field of study that can seep into their conscience. The school environment is a place where teachers carry out activities every day that are conducive to providing a sense of security and enabling teachers to be able to teach optimally. The school environment can affect teachers' emotions. If the teacher likes the school environment where he works, then the teacher will feel at home at work, carry out activities so that work time is used effectively. Not only focusing on managerial abilities and the school environment, several studies have also looked at school facilities' role in improving teacher performance.

Teacher professional competence is another factor that can influence teacher performance. A professional teacher is a teacher who has the ability in his field and masters his scientific fields well. Teachers are required to have more abilities. In Law No. 14 of 2005, regarding Teachers and Lecturers it is stated that, Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, namely education elementary, and secondary education. Based on these juridical and policy bases, it clearly shows the seriousness and high commitment of the Government in efforts to increase professionalism and respect for teachers which ultimately leads to improving the quality of national education. Teacher competence as a learning agent is formally proven by an educator certificate. Minimum academic qualifications are obtained through tertiary education, and educator competency certificates are obtained after passing the Mocklas certification exam (2006:1).

Uray Husna Asmara (2014: 26-28), professional competence includes: "(1) the ability to convey or speak, (2)

the ability to think/intellect, (3) the ability to maintain interpersonal relationships, (4) the ability to develop, build networks or expanding work relationships, (5) self-development abilities, (6) discipline. Next MC. Ashan in Imam Wahyudi (2012: 21) argues, "competence is the knowledge, skills and abilities that a person acquires to be able to do something well including regarding cognitive, affective and psychomotor behaviors". Based on this opinion, it can be concluded that what is meant by teacher professional competence is the ability that must be possessed by a teacher, both knowledge, skills and values and attitudes to do a job that is obtained through professional education and cannot be replaced by other people who do not have that profession. A professional teacher will show his quality in teaching and learning activities at school starting from teaching quality which includes the ability to convey information related to the field of science professionally, presenting appropriate and interesting learning methods, can build good relationships and according to the standards expected as a result of his responsibilities professional responsibility as a teacher, having innovative and productive ideas so that it will be seen that the teacher's professional competence can affect teacher performance meaning that a teacher who has professional competence will be able to show optimal performance.

In addition to the principle of professionalism, teachers must also have high work motivation, one's motivation will not appear by itself without the willingness to improve it both from within and from outside a teacher. Sardiman (2006:73) "motivation is a change in energy within a person which is characterized by the appearance of "feeling" and is preceded by a response to the existence of a goal ". Hamalik (1992:173) "Motivation comes from the word motive which can be interpreted as a driving force that influences readiness to start carrying out a series of activities in a behavior." Jason A. Colquitt, et al (2011: 179) "motivation is defined as a set of energetic forces that originate both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence". Teacher performance greatly influences the success of the teaching and learning process. As for what is meant by teacher performance according to Milkovich and Boudreau in Euis Karwati and Donni Juni Priansa (2013: 82-83) states that: "Performance is the degree to which employees accomplish work requirements" (Performance is the level at which employees complete work according to the requirements - predetermined conditions), then Wood, Wallace and Zeffane in Euis Karwati and Donni Juni Priansa (2013: 82-84) state that "Performance is a summary measure of the equality and quality of task contributions made by an individual or group to the work unit and organization" (performance is the contribution made by employees, both individually and in groups, to the results of work, both in quality and quantity for the organization).

One of the causes of low test scores is the low managerial ability of school principals and an unsafe, comfortable and conducive work environment. One of the low managerial abilities is that the principal has not been able to solve problems at school to the fullest so that there are still teachers who are lazy to make lesson plans, and there are still teachers who do not use learning media in schools. Apart from that, in relation to the school environment, it can be seen that there is still a gap between teachers and principals, between fellow teachers, teachers and students which causes teachers to be less enthusiastic about teaching, they come to teaching schools just to carry out their obligations. Professional competence is also still low because in Vocational Schools in Manado city there are still many teachers who are not certified so that in carrying out their professional duties as teachers they are still low because their professional competence is inadequate or not up to standard. This also triggers the low motivation of teachers in carrying out their duties so that it can be concluded that the four factors, namely the managerial ability of the principal, the school environment, professional competence and motivation have an effect on teacher performance.

In several journals or previous scientific research, several research results were also shown, including by Amali (2015: 1) with the aim of his research was to determine the effect of the managerial abilities of school principals on teacher performance. Meanwhile, in Karwati's research (2010: 200) concluded that the managerial abilities of school principals in SLB Subang Regency in the human relations sub-variable were at the lowest score, amounting to 3.16. It is possible that this is due to the fact that school principals have not been able to realize harmonious human relationships in order to foster and develop interpersonal cooperation, so that they simultaneously move towards achieving goals through a willingness to carry out their respective tasks efficiently and effectively. Therefore, school principals need to improve their managerial skills, especially by focusing on interpersonal skills (human relations) because they are closely related to the school's ability to establish relationships, empower teachers, students and education stakeholders.

In research by Nurbaya and Agussalim (2016: 46) shows that the existing school environment has a significant effect on the performance of elementary school teachers in Wajo District. This can be interpreted that the school environment which is an environment where teachers teach and carry out daily activities with indicators namely the physical, social, and psychological environment influences the performance of elementary school teachers in Wajo District, which means that the better the school environment, the better the performance. Elementary school teachers in Wajo District will increase. Then, Nurdin (2017: 206) concluded that perceptions of the school environment have a significant effect on teacher performance. . There is also motivation that influences teacher performance, according to Titin Eka Ardiana (2017: 14) from the results of his research showing that work motivation has a positive effect on accounting teacher performance with a contribution of 80.6%, the remaining

19.4% of accounting teacher performance is determined by other factors outside the research. Meanwhile Rahmiati, Uray Husna Asmara, Aswandi (2018: 1) in his research shows that there is an influence of professional competence on teacher performance, work motivation influences teacher performance and professional competence and work motivation jointly influence teacher performance. According to Ruky in Supardi the word performance gives three meanings namely: (1). Achievements as in context or the sentence "high performance car" or a very fast car. (2). Performances, as in the context or sentence "Folk dance performance" or folk dance performances. (3). Implementation of tasks, as in the context or sentence "in performing his/her duties" or in carrying out their obligations. (2014:45)

From the description of this background, researchers see that teacher performance is greatly influenced by several factors, not only from the teacher's own factor but from factors that exist in the school. In this study, the authors will explore whether there is an effect of the managerial ability of the school principal on teacher performance, whether there is an influence of the school environment on teacher performance, whether there is an effect of professional competence on teacher performance and whether there is an effect of motivation on teacher performance.

Based on the description above, the purpose of this study are:

1. To analyze and assess whether there is a positive and significant influence on the managerial abilities of school principals on teacher performance?
2. To analyze and examine whether there is a positive and significant influence of the school environment on teacher performance?
3. To analyze and assess whether there is a positive and significant effect of professional competence on teacher performance?
4. To analyze and examine whether there is a positive and significant effect of motivation on teacher performance?
5. To analyze and examine whether there is a positive and significant effect of the principal's managerial ability, school environment, professional competence and motivation together on teacher performance?

2. Literature review

2.1. *concept of teacher performance.*

Prawirosentono in Sutrisno (2010: 172) performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibility of each in the context of efforts to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics. According to Supardi, (2013; 45) teacher performance is the ability of a teacher to carry out learning tasks and be responsible for students under his guidance by increasing student achievement.

Related to teacher performance is a person's ability to carry out learning tasks at school and is responsible for his students. In line with that, according to Pariata Westra in Uhar Suharsaputra (2010: 145), Performance is defined as the result of work or execution of work tasks. According to August W. Smith in Suwatno and Priansa (2018: 196), Performance is output derived from processes, human or otherwise, namely performance is the result of a process carried out by humans. Teacher performance is the result of real work in terms of quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him which include compiling learning programs, implementing learning, carrying out evaluations, and analyzing evaluations. Teacher performance is an activity or behavior that stands out by teachers in the field of tasks they are responsible for. The results of Uray Iskandar's research (2013: 101) state that teacher performance can be seen and measured based on competency specifications/criteria that must be owned by each teacher, can be displayed through the mastery of pedagogical, professional, personality and social competencies.

Furthermore, Uray Iskandar explained that there was a correlation between leadership and work motivation of school principals on teacher performance. Meanwhile, the research results of Alhusaini, A. et al (2020: 166) state that there is a significant effect of work motivation on teacher performance, there is a significant effect of work discipline on teacher performance, and there is a significant effect between work motivation and work discipline on teacher performance. In Ideswal Ideswal's research, Yahya Yahya, Hanif Alkadri (2020: 460) states that the school climate and principal's leadership can be seen contributing to the performance of elementary school teachers in the city of Payakumbuh. Research by Asep Mukti., et al (2022: 1) shows that the principal's leadership has a significant effect on teacher performance, the work environment has a significant effect on teacher performance, the principal's leadership and the work environment both have a significant effect on teacher performance. From some of the research findings it can be said that there are principal leadership factors, motivation, school climate and school environment influencing teacher performance so that in the current study researchers examined these factors together with professional competence factors and the school environment to find out whether there was a positive and significant influence These factors affect teacher performance either partially or together. The teacher performance indicators according to Michael in Mulyasa (2003) in Nongkeng H,dk., (2021:3), namely: 1. Timeliness (Prontness) 2. Quality of work (Quality of Work) 3. Initiative (Initiative) 4. Ability (Capability) in demonstrating competence to carry out the work. 5. Communication

2.2 Principal Managerial Capability

According to Vroom in Amali (2015) gives his opinion on ability: the term ability usually denotes a potential for performing some tasks which may or may not be utilized. It refers to two what person 'can do' not to what 'does do'. That is, the term ability usually means a potential to carry out various tasks, which may or may not be useful. Ability shows what someone can do, not what is done. This opinion refers to the potential that a person has to carry out various jobs/tasks. Meanwhile, the managerial ability of a school principal is a set of technical skills in carrying out duties as a school manager to utilize all available resources to achieve school goals effectively and efficiently (Akdon, 2002).

Likewise, Paul Hersey in Wahjosumidjo (2003) states that in the context of carrying out managerial tasks at least three types of skills are needed, namely technical, human, and conceptual. The three managerial skills vary according to the level of the manager's position in the organization. In this study, the managerial abilities of school principals according to Wahjosumidjo are: 1. The ability to understand human behavior and the process of cooperation; 2. The ability to understand the feelings, attitudes and motives of other people, why they say and behave; 3. Ability to communicate clearly and effectively; 4. Ability to create effective, cooperative, practical and diplomatic cooperation; and 5. Able to behave in an acceptable manner. (Wahjosumidjo in Karweti, 2010)

2.3. School environment

According to Sukmadinata (2004), "the school environment plays an important role for the learning development of its students". Meanwhile, according to Sabdulloh (2010) that school is an educational environment that is deliberately designed and implemented with strict rules such as having to be tiered and continuous, so that it is called formal education and school is a special institution, a vehicle, a place to organize education, which is in which there is a process of teaching and learning to achieve certain educational goals.

According to the National Discipline Movement in Tulus Tu'u, that the school environment is defined as an environment where students are familiarized with the values of learning activities as a field of study that can seep into their conscience. According to Tulus Tu'u (2004) that the school environment is understood as a formal educational institution, where teaching and learning activities take place, science is taught and developed to students. So it can be concluded that the meaning of the school environment is the sum of all animate and inanimate objects and all the conditions that exist within educational institutions to help students develop their potential with educational programs to help students develop their potential by familiarizing them with the values of school rules and the values of learning activities in various fields studies.

In line with the opinion of Dalyono (2009) that the state of the school also influences the level of learning success. the quality of the teacher, the method of teaching, the suitability of the curriculum to the ability of the child, the condition of the facilities or equipment at school, the implementation of school rules, and so on, all of these contribute to the success of the child. School is an educational environment that is deliberately designed and implemented with strict rules such as having to be tiered and continuous so that it is called formal education. In addition, the school organizes the learning process to achieve educational goals. The school environment also concerns the academic environment, namely the facilities and implementation of teaching and learning activities, various curricular activities, and so on (Sukmadinata, 2004)

2.4. Professional competence

Competence is a harmonious blend of several elements, including knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting, so that it is closely related to personal quality. According to Gordon in Mulyasa (2006: 38) there are several aspects contained in the term competence, namely knowledge, understanding, skill, value, attitude and interest. Understanding the meaning of competency must be accompanied by thinking within a broad scope of concepts. Competence can also be interpreted as knowledge, skills, and basic values that are reflected in the habits of thinking and acting. In another sense, it can be said that competence is a specification of the knowledge, skills and attitudes possessed by a person and their application in work, in accordance with the performance standards required in the field. The habit of thinking and acting consistently and continuously enables a person to become competent, in the sense of having basic knowledge, skills and values to do something.

The relation with the competence of the teacher in question is to carry out educational activities. Theoretically, Shah, M. (2005:229) explains the basic understanding of competence as "ability or skill". It is different from the view of Usman (1994: 1) which states that "competency means something that describes a person's qualifications or abilities, both qualitatively and quantitatively". A more specific understanding related to teacher competence is put forward by Majid (2005: 6) who states that "the competence possessed by each teacher will show the quality of the teacher in teaching". This competence will be manifested in the form of mastery of knowledge and professionalism in carrying out its functions as a teacher. To be able to have teacher competence, one must take adequate formal education strengthened by experience.

According to Surya (2003: 138) professional competence is "various abilities needed in order to realize

himself as a professional teacher". Professional competence includes expertise or expertise in the field, namely mastery of the material that must be taught along with the method, a sense of responsibility for their duties and a sense of togetherness with other fellow teachers. Thus, the teacher's professional competence is reflected in the indicators: ability to master subject matter, research ability and the preparation of scientific work, professional development ability, understanding of educational insights and foundations and mastery of academic study materials.

2.5. Motivation

According to Mangkunegara (2011: 93) motivation is an impulse that arises in a person who moves to do something. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving better results. According to Steyn (2002:251-254) "argues that effective principals are able to create an ethos that generates motivated and successful teachers and stimulated and inspired learners in an effective school setting" (effective principals are able to create an ethos, produce teachers to be motivated and successful and stimulated learners to be inspired in effective school settings). The essence of work motivation is not only in the form of economic interests, but usually also in the form of a psychological need to do work more actively. According to Dimiyati (2006) "motivation is a mental impulse that moves and directs human behavior". Motivation is often said to be the key to work creativity. Work creativity can be increased with high work motivation, knowledge and skills in carrying out tasks and positive roles that a person has.

Furthermore Uno (2016: 71) says that "Work motivation is one of the factors that also determines a person's performance. The size of the influence of motivation on a person's performance depends on how much intensity the motivation is given. "Teacher work motivation is defined as a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals set. A person's performance is strongly influenced by factors of ability (ability), motivation (motivation), and opportunity (opportunity), namely performance means that performance is a function of ability, motivation and opportunity (Robbins & Judge, 2012: 281). Ardiana T E (2017: 16) argues that teacher work motivation is an important factor in improving teacher performance because it is the main driver for every teacher to carry out his professional duties according to applicable regulations. Motivation is the result of an outcome to be achieved by a person and the assumption concerned that his actions will lead to the results he wants. (Kadarisman, 2012; 76) states that "Work motivation is a driving force or driving force in a person to want to behave and work actively and properly in accordance with the duties and obligations that have been given to him." Bangun (2012: 38) defines "Motivation is an action to influence other people to behave regularly."

3. Research Method

The data analysis technique used in this research is quantitative analysis. This study uses measurements that involve a certain number of units or are expressed in numbers. Before explaining the analysis of the data used to test the research hypothesis, the influence between the research variables will be explained first. This influence will clarify the data analysis used in hypothesis testing. The data used in the preparation of writing is in the form of qualitative data and quantitative data, while the data source used is in the form of primary data. Qualitative data is entered into the Microsoft Excel application and then transferred to SPSS 24 to become quantitative data and ready to be used for further data analysis. The population in this study were 117 teachers at the State Vocational High School (SMK) in Manado City. The size of the research sample is according to the Slovin formula, namely 59 samples (respondents) or 20% of the total population. The sampling technique is simple random sampling. Considering that the sample of 59 teachers majoring in tourism at the Vocational High School in Manado City was too small, the researchers added 21 teachers so that the total sample was 80 teachers.

The data collection technique in this study used a research questionnaire which was distributed to teachers of the Vocational High School Tourism Department in Manado City according to a predetermined number of respondents. Respondents' answers to the statement items in the questionnaire were guided by a Likert scale. After the questionnaire was answered by the respondents collected again. Primary data collection in this study was in the form of qualitative data in Excel, which was then analyzed quantitatively using statistical tests. Furthermore, validation, reliability and normality tests were carried out with the help of the SPSS 24 Windows computer program. The data analysis technique used in this research is quantitative analysis. This study uses measurements that involve a certain number of units or are expressed in numbers. Before explaining the analysis of the data used to test the research hypothesis, the influence between the research variables will be explained first.

4. Result and Discussion

4.1 Research Finding

This section describes the results of the research and analysis of the data that has been collected through the distribution of questionnaires that the researchers carried out from March 2022 to August 2022. The researchers analyzed the data that had been collected in accordance with the main issues that had been described. The results

of data processing are information that indicates whether the hypothesis that has been formulated is acceptable or not.

According to Pardede and Manurung (2014: 29), the calculated t value is used to test the partial effect of the Principal Managerial Ability (X1), School Environment (X2), Professional Competence (X3) and Motivational Variables (X4) on the dependent variable Teacher Performance. (Y) or not. This test can be done by comparing tcount by means of $dk = n - k$ by looking at the significant column in each tcount.

Table 4.1. The results of the Independent Variable (X) relationship test to the dependent variable (Y) Partially

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32,964	4,851		6,796	0,000
	Teacher Performance	0,474	0,187	0,457	2,536	0,013
	School Environment	0,370	0,180	-0,311	2,054	0,043
	Professional Competence	0,550	0,173	0,499	3,177	0,002
	Motivation	0,155	0,148	-0,187	1,998	0,048

a. Dependent Variable: Teacher Performance

Source: Primary data after being processed, 2022

Referring to the statistical analysis of data using the SPSS 24 application, the following equation results are obtained:

$$\hat{Y} = 32.964 + 0.474X_1 + 0.370X_2 + 0.550X_3 + 0.155X_4 + e$$

The regression equation shows the relationship between the independent variable and the dependent variable partially, from this equation it can be concluded that:

1. The Constanta value is 32.964, meaning that if there is no change in the Managerial Ability of the Principal, School Environment, Professional Competence and Motivation (Values X1, X2, X3 and X4 are 0) then the Performance of the Vocational High School Tourism Teacher in Manado City is equal to 32,964 units,
2. The regression coefficient value of the Principal's Managerial Ability variable is 0.474, meaning that if the Principal's Managerial Ability variable increases by 1% assuming the variables School Environment, Professional Competence, Motivation with a constant (a) is 0 (zero), then the performance of the School Tourism Department teacher Vocational High School in Manado City increased by 0.474. This shows that the Managerial Ability variable of the Principal contributes positively to Teacher Performance, so that the better the managerial ability of the principal in the Tourism Department teacher at the Vocational High School in Manado City, the Performance of the Vocational High School Tourism Teacher in Manado City will also increase.
3. The regression coefficient value of the School Environment variable is 0.370, meaning that if the School Environment variable increases by 1% assuming the Variable Managerial Ability of the Principal, Professional Competency, Motivation and constant (a) is 0 (zero), then the Performance of the Vocational High School Tourism Teacher Department in The city of Manado increased by 0.370. This shows that the school environment variable contributes positively to teacher performance, so that the better the school environment for teachers of the Vocational High School Tourism Department in Manado City, the performance of the Vocational High School Tourism Teacher Teacher in Manado City will also increase.
4. The regression coefficient value of the Professional Competency variable is 0.550, meaning that if the Professional Competency variable increases by 1% assuming the Managerial Ability of School Principals, School Environment, Motivation and constants (a) is 0 (zero), then the Performance of School Tourism Department Teachers Vocational High School in Manado City, increased by 0.550. This shows that the Professional Competency variable contributes positively to Teacher Performance, so that the better the Professional Competence of the Vocational High School Tourism Department teacher in Manado City, the Teacher Performance in the Vocational High School Tourism Department in Manado City will also increase.
5. The regression coefficient value of the motivation variable is 0.155, meaning that if the motivation variable increases by 1% assuming the variable Managerial Ability of the Principal, Professional Competency School Environment and the constant (a) is 0 (zero), then the Performance of the Vocational High School Tourism Teacher in the City Manado increased by 0.155. This shows that the motivational variable contributes positively to teacher performance, so that the higher the motivation of the Vocational High School Tourism Teacher in Manado City, the higher the Performance of Vocational High School Tourism Teacher Teachers in Manado City.

Table 2. Simultaneous test results (Test F)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	207,199	4	51,800	8,309	.000 ^b
	Residual	467,551	75	6,234		
	Total	674,750	79			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Principal Managerial Ability, School Environment, Professional Competence, Motivation						

Source: Primary data after being processed, 2022

F test or Simultaneous Test According to Pardede and Manurung (2014:28), can be used to simultaneously test the effect of the independent variable (X) on the dependent variable (Y). Does the independent variable have a simultaneous influence on the dependent variable (Y), this test is carried out by comparing the significance of the value of $F_{count} > F_{table}$, it means that the regression model is correct, meaning that the joint effect is the effect of the independent variables together X1, X2, X3 and X4 to Y, by looking at the value of $F_{table} = f(k; n-k)$, $F = (4; 80-4)$, $F_{table} = (2; 74) = 3.12$ with an error rate of 5% The F test carried out can be seen in table 4.2

Table 3. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	.554 ^a	0,307	0,270	2,497

Source: Primary data after being processed, 2022

With reference to the results of table 3. The R test can be seen that the coefficient of determination is found in the Adjusted R Square value of 0.270. This means that the ability of the independent variable in explaining the dependent variable is 27%, the remaining 73% is explained by other variables not discussed in this study, such as job satisfaction, service and others.

4.2. Discussion

This hypothesis testing is carried out using Critical Ratio criteria above 2.00 and a P-value below 0.05. If the value of the research results meets these criteria, then the research hypothesis can be accepted. In detail, testing this hypothesis is discussed in stages according to the research hypothesis

4.2.1. First Hypothesis; It is suspected that the Managerial Ability of the Principal has a positive and significant effect on Teacher Performance

The results of data processing through SPSS version 24 obtained a Critical Ratio value for the relationship between the Principal Managerial Ability variable and the Teacher Performance variable as shown, which is 0.013 with a P-value of 0.05. The Principal Managerial Ability Variable (X1) has a positive and significant effect on the Teacher Performance (Y) of the Vocational High School Tourism Department in Manado City. This can be seen from the significance of the Principal Managerial Ability Variable (X1) of $0.013 < 0.05$ and the tcount is greater than ttable ($2.536 > 1.99210$), then H_0 is rejected and H_1 is accepted. So that the hypothesis which states that there is a positive and significant influence on the Managerial Ability of the Principal is partially accepted. These results prove that the Managerial Ability of the Principal has a positive and significant effect on the performance of the Tourism Department teachers at Vocational High Schools in Manado City. So that school principals should be equipped with good managerial competencies so that teacher performance can increase positively and significantly. These results complement and reinforce the results of previous research conducted by Uray Iskandar (2013: 1018) which shows that there is a correlation between leadership and work motivation of school principals on teacher performance. The research results of Asep Mukti., et al (2022: 1) show that the principal's leadership has a significant effect on teacher performance, the work environment has a significant effect on teacher performance, the principal's leadership and the work environment both have a significant effect on teacher performance. So that the principal's leadership that must be added is the managerial ability of the principal as the top leader in the school. Principals must be able to manage schools properly and this requires principal managerial skills which include: technical skills, human skills and conceptual skills. In line with what was stated by Pidarta (E.Mulyasa, 2004:126-127), there are at least 3 skills that must be possessed by a manager, namely: Concept skills, namely skills to understand and operate an organization, human skills, namely skills to work together, motivate, and leading, as well as technical skills, namely skills in using knowledge, methods, techniques, and equipment to complete certain tasks.

4.2.2. The second hypothesis: It is suspected that the school environment has a positive and significant effect on teacher performance.

The results of data processing through SPSS version 24 obtained the Critical Ratio value for the relationship between the School Environment variable and the Teacher Performance variable as shown, which is 0.043 with a P-value of 0.05. The School Environment Variable (X2) has a positive and significant effect on Teacher

Performance (Y) at the Vocational High School Tourism Department in Manado City. This can be seen from the significance of the School Environment Variable (X2) of $0.043 < 0.05$ and the tcount value is greater than ttable ($2.054 > 1.99210$), then H_0 is rejected and H_1 is accepted. So the hypothesis states that there is a positive and significant influence School Environment on Teacher Performance is partially accepted.

These results prove that the School Environment has a positive and significant effect on the performance of teachers at the Vocational High School Tourism Department in Manado City; So that the school environment should be a serious consideration in efforts to improve teacher performance, because a good and proportional school environment in providing infrastructure will improve teacher performance. The results of this study reinforce the opinion of Dalyono (2009) that the condition of the school or place also influences the level of learning success, teacher quality, teaching methods, suitability of the curriculum with children's abilities, the condition of facilities or equipment at school, the implementation of school rules, and so on, all of this contributes affect the child's success.

4.2.3. The third hypothesis: Allegedly Professional Competence has a positive and significant effect on Teacher Performance.

The results of data processing through SPSS version 24 obtained the Critical Ratio value for the relationship between the Professional Competency variable and the Teacher Performance variable as shown which is 0.002 with a P-value of 0.05. Professional Competence (X3) has a positive and significant effect on Teacher Performance (Y) at the Vocational High School Tourism Department in Manado City. This can be seen from the significant Professional Competency Variable (X3) of $0.002 < 0.05$ and the tcount is greater than ttable ($3.177 > 1.99210$), then H_0 is rejected and H_1 is accepted. So the hypothesis which states that there is a positive and significant effect of Professional Competence on Teacher Performance is partially accepted. This result is in line with what was stated by Majid (2005:6) that "The competence possessed by each teacher will show the quality of the teacher in teaching". This competency will be realized in the form of knowledge and professional mastery in carrying out its function as a teacher so that in carrying out its duties the teacher can be more optimal so that his performance will increase or significantly increase. To be able to have teacher competence, one must take adequate formal education reinforced by the experience and training of professional teachers. With these results it explains that professional competence greatly influences teacher performance, teachers who have professional competence will be more optimal in carrying out their duties so that their performance will increase or be better.

4.2.4. The fourth hypothesis: It is suspected that motivation has a positive and significant effect on Teacher Performance.

The results of data processing through SPSS version 24 obtained the Critical Ratio value for the relationship between the Motivation variable and the Teacher Performance variable as shown in the table above which is 0.002 with a P-value of 0.05. Motivation variable (X4) has a positive and significant effect on teacher performance (Y) at the Vocational High School Tourism Department in Manado City. This can be seen from the significance of the Motivation Variable (X4) of $0.048 < 0.05$ and the value of tcount is greater than ttable ($1.998 > 1.99210$), then H_0 is rejected and H_1 is accepted. So the hypothesis which states that there is a positive and significant effect of motivation on teacher performance is partially accepted. The results of this study reinforce the results of previous research conducted by Alhusaini, A.dkk (2020: 166), the results of his research state that there is a significant effect of work motivation on teacher performance, there is a significant effect of work discipline on teacher performance, and there is a significant effect between work motivation and work discipline on teacher performance.

4.2.5. Fifth hypothesis: Allegedly the Principal's Managerial Ability, School Environment, Professional Competence and Motivation have a positive and significant effect on Teacher Performance. Based on the test results, it can be seen that the Fcount value is 8.309 with a Ftable value of 3.12 so that the Fcount $>$ Ftable or $8.309 > 3.12$ and a significant level of $0.000 < 0.05$ then H_0 is rejected and H_5 is accepted, so it can be concluded that the ability variable Principal Managerial (X1), School Environment (X2), Professional Competence (X3) and Motivation (X4) together have a positive and significant effect on Teacher Performance at Vocational Schools majoring in Tourism in Manado City. The results of this study complement previous studies which only focused on the components mentioned above separately while the current research examines in addition to the partial effect it also examines the joint effect of Principal Managerial Competence, School Environment, Professional Competence and Motivation on Performance Teachers and the results show that all of these components have a positive and significant effect on teacher performance.

5. Conclusion

Based on the description of the research data analysis, it can be concluded as follows;

1. The Managerial Capability of the Principal has a positive and significant effect on teacher performance so that schools are very interested in improving the managerial abilities of school principals which include conceptual abilities, human abilities and technical abilities so that teacher performance can increase,
2. The school environment has a positive and significant effect on teacher performance so it is very necessary to pay attention to the school environment which includes the physical environment and social environment so that

teacher performance is further improved.

3. Professional competence has a positive and significant effect on teacher performance so that professional competence which includes the ability to master subject matter, professional development skills, understanding insights and educational foundations and mastery of good academic studies needs to be cultivated so that teacher performance can increase.

4. Motivation has a positive and significant effect on teacher performance so that motivation becomes a vital component in improving teacher performance. Motivation includes responsibility, achievements, self-development and good independence which are important to note so that teacher performance can be further improved,

5. Managerial abilities of school principals, school environment, professional competence and motivation are important components in achieving or even improving teacher performance. This is illustrated by the research results that these four variables have a positive and significant effect on teacher performance.

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