

# The Role of Competence and Career Development in Improving Teacher Performance

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## ABSTRACT

**Purpose:** This study aims to investigate the relationship between the professional development and competency of primary school teachers in West Java and their performance.

**Design/methodology/approach:** A total sample of 176 teachers was selected using a quantitative research design. In order to verify validity, reliability, and traditional assumptions, data were gathered using questionnaires, observations, and interviews. SPSS software was used for analysis.

**Findings:** Competence (X1) and career growth (X2) have a major impact on teacher performance (Y).

**Research limitations/implications:** Small sample.

**Practical implications:** Career development and competency's effects on teacher performance.

**Originality/value:** Competency and career growth have a major impact on teacher performance, according to empirical data.

**Paper type:** Research paper

**Keyword:** Competence, Career Development, Teacher Performance

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## I. INTRODUCTION

Education is one of the means to encourage the progress of a country. In Indonesia, education has an important role as a foundation for enhancing the caliber of human resources (HR), which is crucial to the country's development. This complies with Law Number 14 of 2005 of the Republic of Indonesia concerning Teachers and Lecturers, which recognizes the professional status of educators at all educational levels, including early childhood, secondary, and primary education. Teachers hold the status of professionals who are appointed in compliance with laws and regulations, according to Article 2 paragraph (1) of the Law. Additionally, Article 4 clarifies that the goal of teachers' professional status is to enhance their function as learning agents and their dignity, which will raise the standard of education in the country.

Teachers have a very important role as teaching staff, which functions to produce smart and competitive students. Therefore, teacher professionalism must be developed through increasing competence by attending training or education, as well as improving welfare. Teachers are the spearhead that greatly influences the progress of a nation, so the development of human resources for formal education is highly dependent on teachers. Therefore, a teacher must have adequate quality to support the progress of national education.

In 2022, the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) released the Merdeka Mengajar Platform (PMM) to improve teacher competence evenly throughout Indonesia. With PMM, teachers and principals can access various quality training resources anywhere and anytime. In addition, teachers can also access various Teaching Tools from PMM from contributing teachers throughout Indonesia and share and learn with hundreds of thousands of teachers from other regions with the Learning Community and Proof of Work features. To assess teacher performance, MoEC conducts Teacher Performance Assessment (PKG) conducted by principals and supervisors. The components assessed include (1) skills; (2) attendance; (3)

motivation; (4) mastery of knowledge; (5) application of knowledge and skills. Both the survey method and the Technique for Order Preference by Similarity to Ideal Solution (TOPSIS) methodology are employed in the assessment procedure.

Indonesia's education system is still short of teachers. Based on information provided by the Central Statistics Agency (BPS), there were around 3.1 million teachers in Indonesia in 2022, with 2.5 million of them working as public teachers and 600,000 as private teachers. The need for teachers is around 4.2 million. This shortage of teachers occurs due to several factors, including (1) the low interest of the younger generation to become teachers, the lack of attractiveness of the teaching profession, in terms of salary, facilities, and awards; (2) the limited budget allocation for teacher recruitment and the uneven distribution of teachers, both between regions and between subjects; (3) the high number of teacher retirements that are not matched by the number of new teacher recruits.

In addition, the low quality of teachers is still an obstacle to education in Indonesia. Teacher quality can be seen from their competence, professionalism and welfare. The low quality is caused by various factors, including (1) the lack of teachers' academic qualifications which are still below the minimum standard of S1 or D4, especially in underdeveloped areas; (2) the lack of teacher training and professional development which is still rare and uneven and not in accordance with the needs of teachers; (3) then the lack of supervision and evaluation of teacher performance which is still weak, not objective, and not transparent.

Based on information gathered by the Central Statistics Agency (BPS) from the Ministry of Education, Culture, Research, and Technology, there were 3.0 million teachers in Indonesia in the 2023/2024 academic year. Depending on the educational level, 1.62 million teachers teach at the primary school level. This number is equivalent to 53.47% of the total national teachers. Then there are 715,253 junior high school teachers, 355,147 high school teachers, and 339,715 vocational school teachers. BPS added that the distribution of teachers is not evenly distributed in Indonesia. More teachers are in big cities, while remote areas lack teachers. This makes the workload for teachers in each region different.

The author conducted several preliminary surveys of elementary school teachers in West Java with the results: (1) some employees came late to the office; (2) some employees took attendance lightly and online attendance through the MPRAS application triggered a tendency of lack of discipline among employees. Although convenient, the mapping feature on this application allows employees to do attendance from home, especially for those who live close to the office; (3) limited office space and no partition between desks creates discomfort in working and receiving guests; (4) monotonous and less varied learning methods; (5) lack of discipline in teachers. Along with reviewing documents and making observations, the author also spoke with a number of teachers, yielding the following findings: (1) inadequate office facilities cause significant inconvenience; (2) ineffective and inefficient policies hinder organisational progress; (3) lack of employee discipline hinders productivity; (4) teachers with civil servant status are not evenly distributed in each primary school; (5) teachers have the option to take online training through zoom according to their field. This programme helps to improve teachers' skills and develop their potential, but many older teachers are reluctant to participate due to technological constraints. This nevertheless demonstrates that primary school teachers in West Java have not performed up to par, which is caused by a number of reasons that start with competence and career growth.

According to Komara in (Marnisah, Kore, & Ora, 2022) competence is an ability that includes skills, personality attributes, and knowledge that are reflected in performance that can be observed, measured, and evaluated. Competence is a combination of knowledge, skills, and attributes to produce work that meets organisational standards. Competence is also a characteristic and skill that can be proven and also increases efficiency in company performance (Dedi Rianto Rahadi, Etty Susilowati, 2021).

Mondy (2010) explains that career development is a formal process implemented by organisations to ensure that individuals who have appropriate qualifications and experience can develop and improve their performance Mondy in (Seku & Andriyani, 2023). Career development is a process of increasing individual work abilities in achieving the desired position / position, increasing this ability can be done through training or education so that employees and organisations can develop themselves optimally (Irwan, 2024).

Anwar Prabu Mangkunegara (2014: 9) characterizes employee performance as the capacity of an employee to fulfill the tasks and obligations allocated to him in a way that produces both quality and quantity of work results. (Satria, 2021). According to (Nelson, 2020) in (Rahmat Ramadhan, Hastuti, kunci, Karir, & Pegawai, 2023) states that performance has understanding of work ability or work performance.

Finding the factors influencing instructors' performance is the aim of this study and examine how competence and career advancement affect it. It is anticipated that this study will be useful as a guide for creating plans to raise elementary school teachers' performance in West Java through career and competency development as well as other organizations. A research approach can be used to examine how competency and the performance of West Javan primary school teachers is impacted by professional development.

## II. METHODS

For two months, from December 2024 to January 2025, elementary school teachers in West Java were the subjects of this study. Using quantitative analytic approaches, this work is classified as quantitative research. In order to clarify the connection and pattern of link between teacher performance and the variables of career development and competency role. 176 West Javan primary school teachers with ASN status made up the study's population. In 2021, Lufiah, Suryani, and Larlen The entire population is sampled when total sampling is used, which involves taking samples from every member of the community. The whole sampling technique uses the entire population as a research sample.

To get precise and thorough data, surveys, observations, documentation studies, and interviews were used. It is anticipated that the findings of this study would advance the theory and application of human resource management in the educational sector. With IBM SPSS Statistics 26 software, the data's validity and reliability were statistically examined. The validity test was used to determine whether the question items were appropriate for the measured constructs, the measurement tool's consistency was assessed using the reliability test, the data's characteristics were understood through frequency distribution analysis, the data's compliance with statistical analysis requirements was ensured through the classical assumption test (normality, heteroscedasticity, and multicollinearity), and the significance of the relationship between variables was tested using the t and F tests. Performance (Y) is the dependent variable, whereas competence (X1) and career development (X2) are the independent factors.

## III. RESULTS AND DISCUSSION

### A. Results

#### 1. Validity Test

The Pearson Product Moment correlation formula in IBM SPSS Statistics is used to measure the validity test. Sugiharto and Sitinjak in (Sanaky, 2021) shows how a variable's validity is related to its ability to measure what needs to be assessed. Given that r-count exceeds r-table, Table 1's validity test results demonstrate its legitimacy. As a result, the research variables can be measured using the statements in the questionnaire.

Table 1. Validity Test results

Statement			r-Count			r-Table	P (Sig.)	Description
X1	X2	Y	X1	X2	Y			
P1	P1	P1	0,543	0,787	0,625	0,148	0,000	Valid
P2	P2	P2	0,572	0,872	0,685	0,148	0,000	Valid
P3	P3	P3	0,515	0,860	0,638	0,148	0,000	Valid
P4		P4	0,512		0,714	0,148	0,000	Valid
P5		P5	0,472		0,694	0,148	0,000	Valid
P6		P6	0,571		0,635	0,148	0,000	Valid
P7		P7	0,595		0,685	0,148	0,000	Valid
P8		P8	0,573		0,685	0,148	0,000	Valid
P9		P9	0,618		0,585	0,148	0,000	Valid

<i>P10</i>	<i>P10</i>	<i>0,673</i>	<i>0,610</i>	<i>0,148</i>	<i>0,000</i>	<i>Valid</i>
<i>P11</i>		<i>0,625</i>		<i>0,148</i>	<i>0,000</i>	<i>Valid</i>
<i>P12</i>		<i>0,578</i>		<i>0,148</i>	<i>0,000</i>	<i>Valid</i>

Source: Primary data analysis, 2025

## 2. Reliability Test

Verifying that the tool being used can generate consistent and reliable results is the aim of the reliability test. (Joko Prambudi, 2021) indicates that a test tool that demonstrates an instrument's ability to produce consistent and reliable findings is the reliability test. Measurement results are consistent if the measurement is repeated. The analytical findings in Table 2 show that Cronbach's alpha is greater than 0.6 when standardized items are used. This shows that the item statement is reliable and appropriate for assessing the variables under investigation.

*Table 2. Reliability Test Results*

<i>Variables</i>	<i>Cronbach's Alpha by Item Standardised</i>	<i>Total statement</i>
<i>Competence</i>	<i>0,812</i>	<i>12</i>
<i>Career Development</i>	<i>0,793</i>	<i>3</i>
<i>Employee Performance</i>	<i>0,853</i>	<i>10</i>

Source: Primary data analysis, 2025

## 3. Classical Assumption Test (Normality-Heteroscedasticity-Multicollinearity)

### a. Normality Test

Gunawan in (Joko Prambudi, 2021) says that the data normality test is a tool used to measure and ascertain if the population from which the data was gathered is regularly distributed, as well as whether the data itself is. In the normality test, decisions are made using the Kolmogorov-Smirnov test. According to findings of normal test, every variable has a significance value higher than 0.05. This suggests that the distribution of the data under examination is normal. The points are scattered along the diagonal axis in Figure 1, however, implying that the distribution of the data is constant.

*Table 3. Normality Test results*

<i>Variables</i>	<i>Asimptomatik (2-tails)</i>	<i>Description</i>
<i>Competence</i>	<i>0,200</i>	<i>Data is normally distributed</i>
<i>Career Development</i>	<i>0,200</i>	<i>Data is normally distributed</i>

Sumber: Hasil analisis data primer, 2025

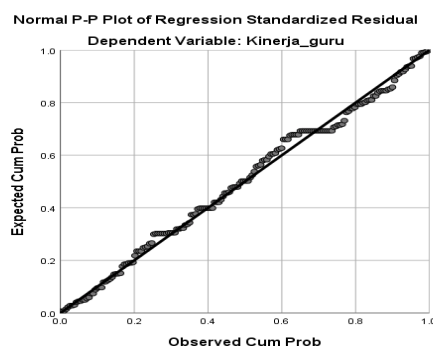


Figure 1. Normal P-Plot Normality Test Plot

### b. Heteroscedasticity Test

The heteroscedasticity test's objective is to ascertain if the regression model exhibits unequal variance and residuals across observations (Firsti Zakia Indri & Gerry Hamdani Putra, 2022) If the dots spread above and below also the dots make a certain pattern then there is no heteroscedasticity.

Table 4. Heteroskedasticity Test Result

Variables	Glejser Test	Description
Competence	0,220	None heteroscedasticity
Career Development	0,094	None heteroscedasticity

Source: Primary data analysis, 2025

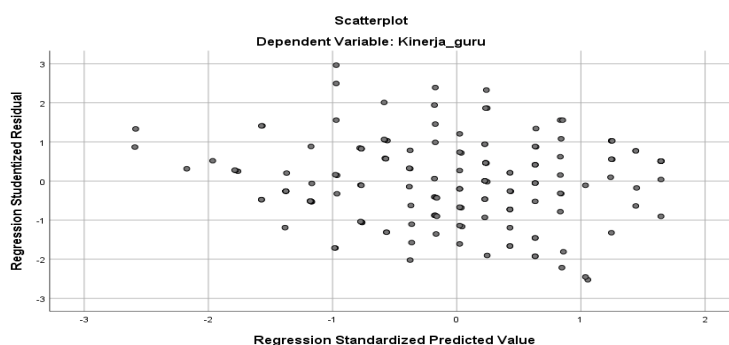


Figure 2. Scatter diagram

### c. Multicollinearity Test

Multicollinearity test is one of the important aspects of the classic assumption test which is closely related to research using quantitative methods. In multiple regression, this test determines if the independent variables have a linear relationship with one another. In (Yaldi et al., 2022), Widarjono The multicollinearity test allows researchers to examine how each variable is correlated with the others. If the variance inflation factor (VIF) is less than or equal to 10 and the tolerance value is more than or equal to 0.1, then multicollinearity is not present. Table 5 indicates that there is no multicollinearity in the data because the VIF values of the career development and competency variables (X1) and X2) are  $1.344 < 10$  and  $0.744 > 0.1$ , respectively.

Table 5. Multicollinearity Test Result

Variables	Tolerance	VIF	Description
Competence	0,744	1,344	None multicollinearity
Career Development	0,744	1,344	None multicollinearity

Source: Primary data results, 2025

#### 4. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to examine the effects of competency and career advancement on worker performance. The following formula is applied:

$$y = a + b_1x_1 + b_2x_2 + e$$

where:

a = Constants

b<sub>1</sub>x<sub>1</sub> = Regression Coefficient X1

b<sub>2</sub>x<sub>2</sub> = Regression Coefficient X2

ε = error

X1 = Competence

X2 = Career Development

Y = Employee Performance

Result y = 7.084 + 0,561 X1 + 0,544 X2

The explanation of the equation is as follows:

1. Employee performance (Y) equals 7,084 if X1 and X2 are 0. That means that if variables X1 and X2 don't affect employee performance, the basic value will be 7,084.
2. The X1 variable has a regression coefficient of 0.561 when all other independent variables are held constant. A one-unit rise in X1 will result in a 0.561 increase in employee performance (Y).
3. The figure of 0.544 shows that, under the assumption that all independent variables stay constant, an increase of one unit in X2 results in an increase of 0.544 units in employee performance (Y).

#### 5. Hypothesis Test (t-test - F-test)

##### a. Test T

The variable X1 to Y's sign value is t count > t table 12.024 > 1.974 0.000 < 0.05. The partial t test findings, as presented in Table 6, indicate that the t value is 12.024 > t table value 1.974 and the significant value of competence (X1) on employee performance (Y) is 0.000 < 0.05. This suggests that worker performance is significantly impacted by competence.

T count > t table 4.360 > 1.974 0.000 < 0.05 indicates the sign value of Y. T value is 4.360 > t table value 1.974, and the significant value of career development (X2) on employee performance (Y) is 0.000 < 0.05, according to the partial t test results, which are displayed in Table 6. This suggests that employee performance is significantly impacted by career advancement.

Table 6. Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	7.084	2.195		3.228

<i>Competence</i>	.561	.047	.647	12.024	.000
<i>Career Development</i>	.544	.125	.235	4.360	.000

Source: Primary data analysis, 2025

## b. Test F

The F test looks at the concurrent effects of independent factors on dependent variable. Confidence intervals or a 5% hypothesis testing level are used in testing. On the Y sign value, X1 and X2. Value f count > value f table = 3.05 sign value < 0.05 value f table. According to Table 7, f count 145.521 > represents the significant value for the influence of competence (X1) and career growth (X2) on employee performance (Y). Value f count 145.521 > value f table 3.05: 0.000 < 0.05 value f table 3.05. This implies that employee performance (Y) is significantly impacted by competence (X1) and career advancement (X2).

Table 7. Simultan Test Results (Uji F)

ANOVA <sup>a</sup>						
	<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	1342.640	2	671.320	145.521	.000b
	<i>Residual</i>	798.087	173	4.613		
	<i>Total</i>	2140.727	175			

a. Dependent Variable: Employee\_Performance

b. Predictors: (Constant), Career Development\_Competence

Source: Primary data analysis, 2025

## B. Discussion

### 1. The Effect of Competence on Employee Performance

Teacher performance is significantly impacted by competence, according to research findings. Table 1 is the basis for the validity test data, which shows that r count > r table and sign value. Under 0.05. The competency variable's Cronbach's Alpha is likewise greater than 0.6, particularly 0.812 > 0.06. 0.000 < 0.05 is the significant value of competence on teacher performance for the t test hypothesis, and the t value is 12.024 > t table value 1.974. To fulfill the vision and goal of the organization, teaching professionals must possess competence. Work becomes quicker and more effective when one is competent. (Biora, Arafat, & Mulyadi, 2021) revealed favorable outcomes and a strong correlation between teacher effectiveness and professional competence.

### 2. The Effect of Career Development on Employee Performance

Teacher performance is significantly impacted by career advancement, according to the study's findings. Table 1 indicates that the sign value is less than 0.05 and r table is less than the value of r count.. Additionally, the competence variable's Cronbach's Alpha value is greater than 0.6, namely 0.793 > 0.06. The t value for the t test hypothesis is 4.360 >, and the significant value of career development on teacher performance is 0.000 < 0.05. 1.974 is the t table value. Career development is needed so that teachers plan their future careers in the organisation and develop optimally. Through the training provided by the organisation, teachers have high qualifications so that they can make a good contribution. However, this is different from (Setyawan, Willyam, & Darmasari, 2022), specifically, teacher performance is not much impacted by career growth.

### 3. The Effect of Competence and Career Development on Employee Performance

According to the research findings, expertise has a big influence on teacher performance and career growth. Based on table 1, It displays the sign value and the value of r count > r table in the validity test data. Less than 0.05. The competency variable's value is > 0.6, as indicated by Cronbach's Alpha for competence, which is 0.853 > 0.06. 0.000 is less than 0.05, and 145.521 is greater than the f table value of 3.05. are displayed by the f test hypothesis in Table 7. Along with being able to adapt to the challenges and surroundings of the present, presence

of qualified educators will help the organization achieve its goals. Teachers also need to grow their careers in order to be more effective in their job descriptions in the future.

#### IV. CONCLUSION

The study's conclusions about the effects of competence and career development on primary school teachers' performance in West Java suggest that both elements have a major influence on output. Despite the improvement in teacher performance, there are still challenges that must be overcome, such as work discipline and inadequate facilities. The implementation of the teaching independence platform (PMM) in the management of teacher performance on improving the quality of learning has also shown positive results, but evaluation and adjustment of strategies in education are still needed. Therefore, developing teachers' competencies and careers should be a top priority to improve overall teacher performance and create a more conducive working environment for teachers.

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