

Research article

The Effect of Competency, Work Discipline, Work Conflict and Work Satisfaction to Teachers Performance at Senior High School (Case on SMA 2 Pulau Punjung, Dharmasraya Regency, West Sumatera Province, Indonesia)

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Abstract

This study aims to determine the effect of competence, work discipline, work conflict and job satisfaction on teacher performance. This research is the competence of teachers in schools who lack mastery of the field of expertise, there is still a lack of work discipline for teachers who are less responsible for implementation, frequent conflicts in schools both vertically and horizontally, there are still teachers in carrying out work, so this can result in teacher performance being still unstable and tends to be low in the Senior High School Negeri 2 Pulau Punjung, Dharmasraya Regency.

This type of research uses a quantitative approach with multiple linear regression methods. Data collection techniques with questionnaires, observation and interviews. The respondents of this study were 63 teachers in the Senior High School Negeri 2 Pulau Punjung, Dharmasraya Regency. The sampling method uses the total sampling method in which the entire population in this study is the research sample. Hypothesis testing was calculated with the IBM Statistical Package for Social Science (SPSS) program version 24.0.

From the results of this study it was found that partially competence has a significant effect on teacher performance, work discipline has a significant effect on teacher performance, work conflict has a significant effect on teacher performance, job satisfaction has a significant effect on teacher performance and simultaneously competence, work discipline, work conflict and job satisfaction have a significant effect on the on teacher performance of the Senior High School Negeri 2 Pulau Punjung, Dharmasraya Regency.

Keywords: *competence, work discipline, work conflicts, job satisfaction, teacher performance.*

I. INTRODUCTION

1.1. Background Problem

Education is basically one of the human needs that is used to improve the quality of human life. Good education can improve the quality of human resources so that human life can be more advanced and prosperous. According to Article 1 Chapter 1 of Law Number 20 of 2003 of the Republic of Indonesia concerning the national education system, education is a conscious and planned effort aimed at creating a learning atmosphere and learning process so that students can actively develop their abilities. The potential of religious knowledge.

Spiritual strength, self-control, personality wisdom, noble character and abilities needed by oneself, society, nation and state.

Teacher performance can also be interpreted as a condition, showing the teacher's ability to carry out tasks at school, and describing the teacher's behavior in or during learning activities (Supardi, 2013, p. 54). To get a teacher who has good performance, of course, the school must have competent teachers. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or professors in carrying out their professional functions.

The indicators used to measure teacher performance are: 1) Quality of work; 2) Speed / accuracy of work; 3) Initiative at work; 4) Workability; and 5) Communication. (Uno, 2011). The quality of teacher work is measured by the teacher's ability to master the material, manage the teaching and learning process, and manage files. The ability of teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency to master teaching materials is not good because some of the teachers who teach are not in accordance with the majors they took while studying. The management of the teaching and learning process has not gone well because based on the results of observations it shows that there are still some students who chat and do not pay attention when the teacher delivers the material so that the class atmosphere is not conducive. The teacher's ability to manage files has not been maximized because in making the RPP (Learning Planning Design), there are still many Protas and Promes that do not match the predetermined format.

From the theory above, it can be concluded that teacher competence affects teacher performance, therefore teachers must always develop their abilities and have competency standards to support the learning process.

1.2. Problem Statement

Based on the description of the background and problem boundaries, the formulation of the problem in this study is as follows:

1. How is the influence of competence on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency?
2. How does work discipline affect the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency?
3. How does work conflict affect the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency?
4. How is the effect of job satisfaction on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency?
5. How are the effects of competence, work discipline, work conflict and job satisfaction together on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency?

1.3. Research Objectives

Based on the formulation of the problem, the purpose of this study is to analyze and describe empirically about:

1. The influence of competence on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency.
2. The influence of work discipline on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency.
3. The effect of work conflict on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency.
4. The effect of job satisfaction on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency.
5. The influence of competence, work discipline, work conflict and job satisfaction on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

II. THEORY BASIS AND HYPOTHESES

2.1. Teacher Performance

In the learning process, with a good communication process between principals and teachers, teachers and students can accelerate students' understanding of the material presented by school teachers to improve the quality of learning. In Mangkunegara (2012, p. 67), performance is the result of the quality and quantity of work that has been achieved by an employee in carrying out his duties in accordance with the responsibilities entrusted to him. The level of employee performance is closely related to the reward system adopted by the institution/organization where they work. Furthermore, regarding teacher performance according to Jalal (2005,

p. 293), the explanation is the teacher's ability to increase the effect of teaching and overcome practical problems in the learning process.

2.2. Teacher Competence

Piet and Ida Sahertian in Kunandar (2008, p. 52), say that competence is the ability to do something that is obtained through education and training, including cognition, emotion, and performance. Competence according to Mulyasa (2009, p. 37), is a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting. Meanwhile, in Suryabrata (2004, p. 93), teacher competence is the knowledge, attitudes, and skills that a person must possess to demonstrate behavior as a teacher. Spencer and Spencer in Rivai (2014, p. 306), which states that there are 5 (five) characteristics of competence, which are as follows: Motives, which are something that someone keeps thinking about or wants to trigger action. Motives encourage, direct and select behavior towards certain actions or goals. Traits, namely physical characteristics and consistent responses to situations or information. Reaction speed and sight are the physical characteristics of a fighter pilot's ability. Self-concept, namely attitudes, values or self-image or the image of a person. Example: Self-confidence is the belief that people believe that they can be effective in all situations, is part of their self-concept. Knowledge (Knowledge), namely information owned by especially people in certain fields. Knowledge is a complex skill. Knowledge tests generally measure the ability to choose the most correct answer, but it is not possible to judge whether a person can complete a job based on this knowledge. And Skills, namely the ability to perform certain physical and mental tasks. Mental or cognitive skills, including analysis and conceptual thinking.

2.3. Work Discipline

Discipline is very important for organizational development and is used primarily to motivate employees to be able to self-discipline when working individually or collectively. Discipline helps educate employees to comply with and enjoy existing regulations, procedures and policies so as to result in good performance.

Discipline is the most important operational function of human resource management because the better the employee's work discipline, the better the performance that can be achieved. Without good discipline, it is difficult for organizations to achieve optimal results. For employees who do not want to change their character and behavior, discipline is the main element needed as a warning tool. Therefore, if an employee has a sense of responsibility for the tasks assigned to him, then he can be said to be disciplined.

2.4 Work Conflict

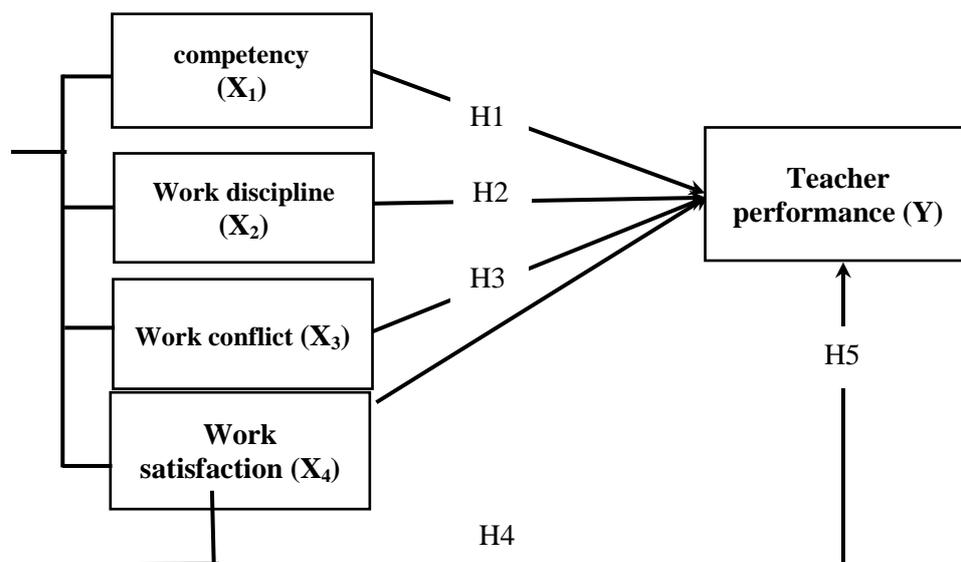
Conflict is a conflict that involves conflicting individuals or groups to achieve their goals and is accompanied by threats or violence (Mangkunegara, 2012, p. 155). According to Hasibuan (2013, p. 194), competition and work conflict have occurred a lot among employees of a company or organization. Competition and conflict occur because of having the same goals, different backgrounds, sensitive feelings, and different opinions and misunderstandings.

2.5. Job satisfaction

In Badriyah (2015), job satisfaction is an employee's attitude or feeling towards the pleasant or unpleasant aspects of work, which is adjusted to the assessment of each employee. In Kreitner & Kinicki (2014), job satisfaction is an effective or emotional response to all aspects of work. Meanwhile, according to Robbins (2010, p. 78), job satisfaction is a person's general attitude towards work, which shows the difference between the amount of benefits workers receive and the amount they think they should receive

2.6. Research Framework

Based on theory and formula, we can see picture below:



Gambar I. Research frame work

Based on the conceptual framework above, it can be seen that there is an effect of the X variable on Y, where the X₁ variable, namely competence, has an effect on performance (Y), the X₂ variable, namely work discipline, has an effect on performance (Y), the X₃ variable, namely work conflict, has an effect on performance (Y). , X₄ variable, namely job satisfaction has an effect on performance (Y) and simultaneously competence, work discipline, work conflict and job satisfaction affect the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency.

I. RESEARCH METHOD

3.1. Population and Sample

The population and sample in a study have a central role and determine the Muri (2015, p. 144). The population is the whole of the object of study that provides an accurate picture of the research. According to Hamid (2014, p. 55), population is the total number of objects or topics created as data sources in a study that have the same nature or characteristics. Thus, the population in this study were all teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency, amounting to 63 (sixty three) people.

The research sample is a limited number and part of the population, part of the selected and representative population of the population (Muri, 2015, p. 150). Meanwhile, according to Sugiyono (2017, p. 120), the sample is part of the number and characteristics of the population, what is learned from the sample can be used to apply conclusions to the population.

The research sample is a limited number and part of the population, partly in the selected and representative population of the population (Muri, 2015, p. 150). Meanwhile, according to Sugiyono (2017, p. 120), the sample is part of the number and characteristics of the population, what is learned from the sample can be used to apply conclusions to the population. In taking the sample used is the entire population, so the sample in this study is the same as the existing population, namely all teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency, totaling 63 (sixty three) people.

In this sampling using the total sampling technique (whole sample), total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2017). The reason for taking total sampling is because the total population is less than 100 the entire population is used as a sample of the entire population (Sugiyono, 2017).

3.3. Definition of Research Variables

The variables in this study consisted of independent variables and dependent variables. Variables are factors that play a role in the events or symptoms to be studied (Sumadi, 2014, p. 25). The dependent variable is employee performance while the independent variables are competence, work discipline and work conflict. The dependent variable is the variable that is the main concern of the researchers, while the independent variable is the variable that affects the dependent variable (Sekaran, Uma, 2009, pp. 116-117).

The operational definition of variables is the definition that is used as the basis for determining the value of each of these variables. The variables of this study consisted of the independent variable and the dependent variable. According to Sugiyono (2017), independent variables are independent variables or variables that affect the dependent variable. The dependent variable is the dependent variable or the variable that is influenced by the presence of the independent variable. This study uses 4 (four) independent variables, namely competence, work discipline, work conflict and job satisfaction, and one dependent variable, namely teacher performance.

3.4. Data analysis technique

The data obtained from various instruments were analyzed qualitatively and quantitatively. Data analysis is used to see whether there is a relationship between competence, work discipline, work conflict and job satisfaction on teacher performance. The analyzes carried out are validity analysis, instrument reliability, descriptive analysis, analysis prerequisite tests, namely normality, multicollinearity and heteroscedasticity tests, then hypothesis testing is carried out with multiple linear regression tests.

3.4.1. Descriptive Analysis

Descriptive analysis is an analysis that describes the characteristics of respondents and research variables. Descriptive analysis is done by presenting primary data into a frequency distribution table, calculating the total score, average score and respondent's level of achievement (TCR). The first stage is the calculation of the total score of the respondents' answers for each statement item. The formula for determining the total score is as follows (Arikunto, 2012):

$$\text{Total Score} = (\text{SS.f}) + (\text{S.f}) + (\text{RR.f}) + (\text{TS.f}) + (\text{STS.f}) \dots \dots \dots (1)$$

Information:

- SS = Strongly Agree (5)
- S = Agree (4)
- N = Neutral (3)
- TS = Disagree (2)
- STS = Strongly Disagree (1)
- f = Frequency

After obtaining the total score, then the average score of each variable can be calculated using the following formula (Arikunto, 2012):

$$\text{Total Score} = (\text{SS.f}) + (\text{S.f}) + (\text{RR.f}) + (\text{TS.f}) + (\text{STS.f}) \dots \dots \dots (1)$$

Remark:

- SS = Very Agree (5)
- S = Agree (4)
- N = Netral (3)
- TS = No Agree (2)
- STS = Very No Agree (1)
- f = Frequency

$$\text{Average Score} = (\text{Total Score} / n) \dots \dots \dots (2)$$

Information:

n = Number of Respondents

After obtaining the average score, the Respondent Achievement Level (TCR) can then be calculated using the following formula (Arikunto, 2012):

$$\text{TCR} = (\text{Average Score} / 5) \times 100\% \dots \dots \dots (3)$$

3.4.2. Validity Analysis

Validity test is used to measure the validity or invalidity of a questionnaire. To determine the validity of the questionnaire, the Pearson Product Moment correlation technique was used, namely by doing a correlation between the scores of each variable and the total score. A variable/statement is said to be valid if the statement score is significantly correlated with the total score where the test uses the help of the IBM SPSS for Windows version 24.0 program. To determine the validity of the questionnaire, it was done by comparing rtable with rcount.

The rtable value is seen in table r with df = n-2 (n=number of respondents/sample) with a significance level of 5 percent (0.05). If the result of rcount > rtable, then the statement is valid, otherwise if rcount < rtable, then the statement is invalid.

3.4.3. Reliability Analysis

Reliability is a test tool to determine the reliability of a variable or the extent to which the measurement results have consistency when measurements are made several times on the same symptoms. High and low reliability is indicated by a Cronbach Alpha coefficient (α) 0.60. If Cronbach Alpha (α) is greater than or equal to 0.60 then the research variable is declared reliable, and conversely if Cronbach Alpha is less than 0.60 then the research variable is declared unreliable (Sekaran & Bougie, 2010). The reliability test calculations will be performed with the help of the IBM SPSS for Windows version 24.0 program.

3.4.4. Analysis of Research Prerequisites or Classical Assumption Test

A. Normality Test

The normality test aims to test whether the confounding variables or residual variables in the regression model are normally distributed. As we all know, the t and F tests assume that the residual value follows a normal distribution. If this assumption is violated, statistical tests are no longer valid for small sample sizes (Ghozali, 2013). To determine the normality test can be done Kolmogorov-Smirnov test (KS). This Test Calculation will be performed with the help of the IBM SPSS (Statistical Package for the Social Sciences) program for Windows version 24.0. If the significant value of the research variable is greater than 0.05, it can be concluded that the data is normally distributed (Ghozali, 2013).

B. Heteroscedasticity Test

The purpose of the heteroscedasticity test is to test whether there is a variation between the residuals of one observation and the residuals of other observations in the regression model. If the residual variance from one observation to another observation remains the same, it is called homoscedasticity, and if it is different it is called heteroscedasticity. A good regression model is a model with or without heteroscedasticity. To detect whether there is heteroscedasticity, you can use the Glejser test.

This Test Calculation will be performed with the help of the IBM SPSS (Statistical Package for the Social Sciences) program for Windows version 24.0. The Glejser test is performed by returning the independent variable to a non-standard residual value. If the significance value is greater than 0.05, it means that there are no symptoms of heteroscedasticity (Ghozali, 2013).

C. Multicollinearity Test

The multicollinearity test aims to test whether there is a correlation between independent variables in the regression model. A good regression model should have no correlation between independent variables. If the independent variables are related, then the variables are not orthogonal. Orthogonal variables are independent variables whose correlation value between independent variables is zero (Ghozali, 2013). This Test Calculation will be performed with the help of the IBM SPSS (Statistical Package for the Social Sciences) program for Windows version 24.0.

As for one way to detect the existence of multicollinearity in a regression model is through the value of tolerance and variance inflation factor (VIF). These two measures indicate which of each independent variable is explained by the other independent variable. Simply put, each independent variable becomes the dependent variable and returns to the other independent variables. The cut-off value commonly used to indicate the presence of multicollinearity is the tolerance value 0.10 or the same as the VIF value 10.

3.4.5. Multiple Linear Regression Analysis

Hypothesis testing in this study used multiple regression analysis. Multiple linear regression analysis aims to determine the causal relationship between the influencing variables and the affected variables. With multiple linear regression equation model as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + e \dots\dots\dots(4)$$

Where:

Y = Employee Performance

a = Intercept Constant X1

3.4.6 Hypothesis Testing (T and F Test)

Hypothesis testing is intended to determine whether there is a significant effect between the independent variables on the dependent variable. In testing this hypothesis, the researcher determined by using a significant test, with the determination of the null hypothesis (H_0) and the alternative hypothesis (H_a). The null hypothesis (H_0) is to establish the hypothesis that there is no significant effect between the independent variable and the dependent variable, and the alternative hypothesis (H_a) is to establish the hypothesis that there is a significant effect between the independent variable and the dependent variable. Dependent variable with dependent variable.

This test is carried out partially (t test) or simultaneously (F test). Calculations These tests will be performed with the help of the IBM SPSS (Statistical Package for the Social Sciences) program for Windows version 24.0.

A. Partial Test (t Test)

T statistical test to see whether the independent variables X1, X2, X3, and X4 significantly affect the dependent variable Y in the regression equation used, it is necessary to test the hypothesis by using the t statistical test, which is to compare the tcount value with the ttable value in $df = n-2$. The formula for tcount in regression analysis is:

$$t_{hit} = t_{hit} = \frac{b_i}{S_{b_i}} \dots\dots\dots (5)$$

Information:

- t hit = Test Score Coefficient
- b_i = Regression Coefficient
- S_{b_i} = Standard Error Regression Coefficient

Hypothesis testing criteria: If tcount is greater than ttable, then the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted, meaning that there is a significant effect of the independent variable on the dependent variable. Conversely, if tcount is smaller than ttable, then the null hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected, meaning that there is no significant effect of the independent variable on the dependent variable. Another criterion if = 0.05 is less than or equal to the value of Sig (α = 0.05 Sig), then H₀ is accepted and H_a is rejected and vice versa. This Test Calculation will be performed with the help of the IBM SPSS (Statistical Package for the Social Sciences) program for Windows version 24.0.

B. Simultaneous Test (F Test)

The F statistical test is used to determine whether the regression model used is appropriate in presenting the research data. In Irianto (2015), the formula used is:

$$F = F = \frac{R^2/(k-1)}{(1-R^2)/(n-k-1)} \dots\dots\dots (6)$$

Where:

- F : Test F
- R² : Coefficient of determination
- k : Number of independent variables
- n : Number of samples

The F statistical test is used to determine whether the regression model used is appropriate in presenting the research data. This Test Calculation will be performed with the help of the IBM SPSS (Statistical Package for the Social Sciences) program for Windows version 24.0.

The basis for decision making for the criteria for testing the feasibility of a research model Sugiyono (2017), is:

1. If the results of the F test have a significant value or alpha value (α) < 0.05 (95% confidence level) then the research model is said to have feasibility.
2. If the results of the F test have a significant value or alpha value (α) > 0.05 (95% confidence level) then the research model is said to have no feasibility.

3.4.7 Coefficient of Determination (R²)

The determinant coefficient (R²) is useful for knowing how big the proportion or percentage contribution of all independent variables to the dependent variable contained in the regression model. This Test Calculation will be performed with the help of the IBM SPSS (Statistical Package for the Social Sciences) program for Windows version 24.0. The results of the determinant coefficient test reflect the proportion (percentage) of the dependent variable which is explained by the independent variable which is expressed in the form of a percentage (Sugiyono, 2017, p. 257).

The coefficient of determination (R²) mainly measures the model's ability to explain changes in the dependent variable. The value of the coefficient of determination is between zero and one. A small R² means that the ability of the independent variable to explain changes in the dependent variable is very limited, but if it is close to 1 (one) it means that the independent variable is very strong in explaining the variability of the dependent variable.

IV. ANALYSIS AND DISCUSSION

4.1. Multiple Linear Regression Analysis

This analysis is used to determine the magnitude of the effect of the independent variables on the dependent variable. The magnitude of the influence of independent variables with the dependent variable can be calculated through a multiple regression equation. Based on computer calculations using the IBM SPSS for Windows Version 24.0 program.

The following is a recap table for the results of the regression coefficient value, tcount, significance value, Fcount value, and R Square (R²) value. The results can be seen in the following table:

Tabel 4.1
 Rekap Hasil Uji Analisis Regresi Linear Berganda

Variable	Koef. Regresi	t _{hitung}	Sig.
constanta	10,972		
Competency	0,350	3,627	0,001
Work discipline	0,269	2,388	0,020
Work Conflict	0,368	2,862	0,006
Work Satisfaction	-0,247	-2,071	0,043
F_{hitung} = 14,648	Sig. 0,000		
R² = 0,503			

Sumber:Primary datar, processed by IBM SPSS 24.0 2021.

From table 4.1 above, the form of the regression equation model for the influence of competence, work discipline, work conflict and job satisfaction on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency is as follows:

$$Y = 10,972 + 0.350X_1 + 0.269X_2 + 0.368X_3 + -0.247X_4 + e$$

Explanation of the above equation:

= 10,972; it means that without the influence of competence, work discipline, work conflict and job satisfaction, the existing performance is 10.972 percent.

b₁ = 0.350; it means that there is a positive influence between the competence variable (X₁) on performance (Y). This shows that the higher the competency, the higher the performance. The value of the competence regression coefficient is 0.350, meaning that for every increase in one unit of competence, the performance increases by 35 percent.

b₂ = 0.269; it means that there is a positive influence between work discipline variables (X₂) on performance (Y). This shows that the higher or increase in work discipline, it will improve performance. The value of the work discipline regression coefficient is 0.269, meaning that for every increase in one unit of work discipline, the performance increases by 26.9 percent.

b₃ = 0.368; it means that there is a positive influence between work conflict variables (X₃) on performance (Y). This shows that the higher the work conflict, the higher the performance. The value of the work conflict regression coefficient is 0.368, meaning that for every increase in one unit of work conflict, the performance increases by 36.8 percent.

b₄ = -0.247; it means that there is a negative influence between the variables of job satisfaction (X₄) on performance (Y). This shows that the increase or increase in job satisfaction, it will reduce performance. The value of the job satisfaction regression coefficient is -0.247, meaning that for every one unit increase in job satisfaction, the performance decreases by 24.7 percent.

4.2. Statistic test

4.2.1. t test (Partial)

This (partial) t test is intended to determine the partial (individual) effect of competence, work discipline, work conflict and job satisfaction on performance. From table 4.22, a partial test (t test) of each causal variable (independent) can also be carried out on the effect variable (bound) as follows:

1. The Influence of Competence (X₁) on Performance (Y)

The results of the analysis of the influence of the competence variable (X₁) on the Performance variable (Y) obtained the value of tcount = 3.627 (df = 63-5 = 58; ttable = 2.00172); (tcount > ttable), with a significant level of 0.001 < 0.05, as a result, hypothesis one (H₁) is accepted. The results of the analysis show that partially there is a significant influence between the competency variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

2. The Influence of Work Discipline (X₂) on Performance (Y)

The results of the analysis of the effect of the work discipline variable (X2) on the performance variable (Y) obtained the value of $t_{count} = 2,388$ ($df = 63-5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.020 < 0.05$, as a result, hypothesis two (H2) is accepted. The results of the analysis show that partially there is a significant influence between work discipline variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

3. The Influence of Work Conflict (X3) on Performance (Y)

The results of the analysis of the effect of the work conflict variable (X3) on the performance variable (Y) obtained the value of $t_{count} = 2.862$ ($df = 63-5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.006 < 0.05$, as a result the third hypothesis (H3) is accepted. The results of the analysis show that partially there is a significant influence between work conflict variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

4. The Influence of Job Satisfaction (X4) on Performance (Y)

The results of the analysis of the effect of the job satisfaction variable (X4) on the performance variable (Y) obtained the value of $t_{count} = 2.071$ ($df = 63-5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.043 < 0.05$, as a result the fourth hypothesis (H4) is accepted. The results of the analysis show that partially there is a significant influence between job satisfaction variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

4.2.2. F Test (Simultaneous)

The F test (feasibility of the model) is intended to determine the effect of the independent variables simultaneously (together) on the dependent variable. From table 4.22, it is also possible to perform a simultaneous test (F test) of the independent variables together on the dependent variable.

The results of the analysis of the influence of competence (X1), work discipline (X2), work conflict (X3) and job satisfaction (X4) simultaneously (together) on performance (Y), obtained the F_{count} value of 14.648 with a significance probability of $0.000 < 0, 05$. With $df_1 = (k-1) = 4$, $df_2 = 63 - 5 = 58$, $F_{table} 2.53$, then $F_{count} > F_{table}$ or $14.648 > 2.53$, consequently the hypothesis is accepted. The results of the analysis show that simultaneously (together) there is a significant effect between va

The results of the analysis of the influence of competence (X1), work discipline (X2), work conflict (X3) and job satisfaction (X4) simultaneously (together) on performance (Y), obtained the F_{count} value of 14.648 with a significance probability of $0.000 < 0, 05$. With $df_1 = (k-1) = 4$, $df_2 = 63 - 5 = 58$, $F_{table} 2.53$, then $F_{count} > F_{table}$ or $14.648 > 2.53$, consequently the hypothesis is accepted. The results of the analysis show that simultaneously (together) there is a significant influence between the variables of competence, work discipline, work conflict and job satisfaction on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency.

4.3. Coefficient of Determination Test

Analysis of the coefficient of determination for the variables of competence, work discipline, work conflict and job satisfaction on teacher performance at SMA Negeri 2 Pulau Punjung, Dharmasraya Regency was carried out using the IBM SPSS for Windows version 24.0 program with SPSS output form.

Based on the results of the regression estimation calculation, the adjusted coefficient of determination or R Square is 0.503, meaning that 50.3 percent of the variation of all independent variables can explain the dependent variable, while the remaining 49.7 percent is explained by other variables not examined in this study. .

Because the value of R^2 is close to 1 (one), then the contribution (influence) of the independent variable simultaneously on the dependent is large.

4.4. Discussion

4.4.1. The Effect of Competence on Teacher Performance

The first objective of this study was to determine the effect of competence on teacher performance in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. The results of statistical analysis using multiple linear regression show that the first hypothesis is accepted. The results of the analysis of the influence of the competence variable (X1) on the Performance variable (Y) obtained the value of $t_{count} = 3.627$ ($df = 63-5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.001 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the competency variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

This gives an indication that competence has a significant effect on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency. Thus, it can be concluded that the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency is determined by competence.

Based on research conducted by Hafid (2017), it is stated that teacher competence (X2) on teacher performance (Y) has a significant effect. In line with the results of research conducted by Jayanti & Snaryo (2018), that competence has a positive and significant effect on teacher performance at SMKN 11 Malang. As well as research conducted by Kasim, et al. (2018), which states that there is an influence of teacher competence on the performance of biology teachers in public high schools throughout the city of Palu.

So it can be concluded that competence will improve employee performance.

4.4.2. The Effect of Work Discipline on Teacher Performance

The second objective of this study was to determine the effect of work discipline on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. The results of statistical analysis using multiple linear regression indicate that the second hypothesis is accepted. The results of the analysis of the effect of the work discipline variable (X2) on the performance variable (Y) obtained the value of $t_{count} = 2,388$ ($df = 63-5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.020 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between work discipline variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

The results of this study indicate that work discipline has a significant effect on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency. Thus, it can be concluded that the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency is determined by work discipline.

4.5.1. The Influence of Work Conflict on Teacher Performance

The third objective of this study was to determine the effect of work conflict on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. The results of statistical analysis using multiple linear regression indicate that the third hypothesis is accepted. The results of the analysis of the effect of the work conflict variable (X3) on the performance variable (Y) obtained the value of $t_{count} = 2.862$ ($df = 63-5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.006 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the work conflict variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

The results of this study indicate that work conflict has a significant effect on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. Thus, it can be concluded that the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency is influenced by work conflicts.

4.5.2. The Influence of Job Satisfaction on Teacher Performance

The fourth objective of this study was to determine the effect of job satisfaction on teacher performance at SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. The results of statistical analysis using multiple linear regression indicate that the fourth hypothesis is accepted. The results of the analysis of the effect of the job satisfaction variable (X4) on the performance variable (Y) obtained the value of $t_{count} = 2.071$ ($df = 63-5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.043 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the job satisfaction variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

The results of this study indicate that job satisfaction has a significant effect on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency. Thus, it can be concluded that the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency is determined by job satisfaction.

4.5.3. The Influence of Work Conflict on Teacher Performance

The third objective of this study was to determine the effect of work conflict on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. The results of statistical analysis using multiple linear regression indicate that the third hypothesis is accepted. The results of the analysis of the effect of the work conflict variable (X3) on the performance variable (Y) obtained the value of $t_{count} = 2.862$ ($df = 63-5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.006 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the work conflict variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

The results of this study indicate that work conflict has a significant effect on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. Thus, it can be concluded that the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency is influenced by work conflicts.

4.5.4. The Influence of Job Satisfaction on Teacher Performance

The fourth objective of this study was to determine the effect of job satisfaction on teacher performance at SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. The results of statistical analysis using multiple linear regression indicate that the fourth hypothesis is accepted. The results of the analysis of the effect of the job satisfaction variable (X4) on the performance variable (Y) obtained the value of $t_{count} = 2.071$ ($df = 63 - 5 = 58$; $t_{table} = 2.00172$); ($t_{count} > t_{table}$), with a significant level of $0.043 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the job satisfaction variables on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency.

The results of this study indicate that job satisfaction has a significant effect on the performance of SMA Negeri 2 Pulau Punjung teachers, Dharmasraya Regency. Thus, it can be concluded that the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency is determined by job satisfaction.

4.5.5. The Influence of Competence, Work Discipline, Work Conflict and Job Satisfaction on Teacher Performance

The fifth objective of this study was to determine the effect of competence, work discipline, work conflict and job satisfaction on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency.

Based on the research, the teacher's performance of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency is good, judging from the respondent's response (TCR) of 85.30 percent, stating that the performance is good. This means that the teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency are serious enough in doing their work and trying to finish it on time.

Hypothesis testing, from the ANOVA test (Simultaneous Test / F Test) obtained the F_{count} value of 14.648 with a significance probability of $0.000 < 0.05$. With $df_1 = (k-1) = 4$, $df_2 = 63 - 5 = 58$, $F_{table} 2.53$, then $F_{count} > F_{table}$ or $14.648 > 2.53$, consequently the hypothesis is accepted. The results of the analysis show that simultaneously (together) there is a significant influence between the variables of competence, work discipline, work conflict and job satisfaction on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency, it can be concluded that the fifth hypothesis (H_5) which reads competence, discipline work, work conflict and job satisfaction on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency are accepted, therefore the fifth hypothesis (H_5) can be accepted.

V. CLOSING

5.1. Conclusion

Based on the results of testing and discussing the hypotheses that have been described in previous chapters, the following conclusions can be drawn:

1. Competence has a significant effect on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency, so that teacher performance is determined by competence.
2. Work discipline has a significant effect on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency, so that teacher performance is determined by work discipline.
3. Work conflict has a significant effect on teacher performance in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency, so that teacher performance is influenced by work conflict.
4. Job satisfaction has a significant effect on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency, so that teacher performance is determined by job satisfaction.
5. Competence, work discipline, work conflict and job satisfaction together have a significant effect on the performance of teachers in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency.

5.2. Suggestion

Based on the findings and conclusions of the study. For this reason, the authors put forward the following suggestions:

1. To the Head of the Education Office of West Sumatra Province in order to pay attention to competence, work discipline, work conflict and job satisfaction in SMA Negeri 2 Pulau Punjung, Dharmasraya Regency. So that later each teacher can work better and more effectively in the future.
2. To the Principal of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency to set targets that must be achieved with full calculation, and make regulations wisely according to employee competencies. So that later each teacher can work with discipline and minimize existing work conflicts.
3. To SMA Negeri 2 Pulau Punjung, Dharmasraya Regency, when the teacher always provides the same service and attitude without distinction to each student so that it is easier to adapt and achieve the target of high

- achieving students. So that the performance results of the teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency will be better later.
4. To the teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency in order to increase awareness of the learning that will be given to students, so that later it will be easily accepted and appreciated by students.
 5. To teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency to pay more attention to school standards in carrying out learning in the classroom so that later what the school targets can be achieved.
 6. To the teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency to maintain ethics when delivering learning materials and more smoothly so that later they can be understood by students and minimize errors when explaining lessons, where this can help students be responsive in learning.
 7. To teachers of SMA Negeri 2 Pulau Punjung, Dharmasraya Regency to always assess the results of students' assignments honestly so that later there will be no cheating and provide justice to students.

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