

The Influence Of Work Competence And Work Stress on Performance With Job Satisfaction As A Mediation Variable

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ABSTRACT

The purpose of this study was to determine the impact of competence and work stress on teacher performance in elementary schools, with job satisfaction as a mediating variable. This study used a causal quantitative method with a population of 161 teachers at the Cipinang Besar Selatan V elementary school and covered the entire population. The results of the study show that teacher competence has a positive and significant impact on performance. Work stress has a negative and significant impact on teacher performance. This study also found that teacher competency has a positive and significant impact on job satisfaction. The dimension of personality competence in teacher commitment has the greatest influence on job satisfaction. Job stress has a negative and significant impact on job satisfaction, with the response factor to ambiguity in work stress having the greatest influence. In addition, this study also shows that job satisfaction has a positive and significant impact on performance. Co-worker dimensions of job satisfaction have the greatest influence on teacher performance. This study also found that job satisfaction can function as a mediating variable between competence and teacher performance, with the complementary effect as the mediating effect. Likewise, job satisfaction can also be a mediating variable between work stress and teacher performance, with a mediating effect that also occurs, namely the Complimentary Effect.

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INTRODUCTION

Since the occurrence of COVID-19, teaching and learning activities in schools have been carried out online. As COVID-19 declined, the government issued Circular Number 3 of 2022 concerning Organizing Learning to be face-to-face. These conditions have a direct impact on teacher performance in the implementation of learning. Teacher performance is a measure of the extent of the teacher's efforts and abilities in the teaching and learning process. SDN Cipinang Besar Selatan 16, which is the reference school in Foster V and the reference for 10 other elementary schools, shows good condition, including adequate teacher performance. This makes the school an example that can be followed by other schools in carrying out the learning process.

The COVID-19 pandemic had a negative impact on the performance of teachers at SDN Cipinang Besar 16, representing SD Binaan V, between 2018 and 2022. The performance score reached 79 in 2018 before falling to 76 in 2019. The teacher's performance score continued to fall during the pandemic, reaching 68 in 2020 before gradually rising to 70 in 2021 and 72 in 2022. According to Republic of Indonesia Government Regulation No. 1, performance teachers were rated as adequate in

2020 and 2022, while they were rated as satisfactory in 2018 and 2019. 46 of 2011. The teacher's performance during the pandemic did not meet the institution's goal, which was a good performance with a minimum score of 76.

Several factors that affect teacher performance include Teacher Competence, Work Stress (Sari et al., 2022), Supervision and Leadership, Motivation (Handayani, 2017; Sari et al., 2022), Organizational Culture, Work Environment (Handayani, 2017), Work Discipline, Job Satisfaction (Sari et al., 2022), Work Loyalty, Training (Handayani, 2017), and Self-Efficacy, as well as other factors. So it is necessary to conduct a pre-survey related to the variables that will be examined related to their relationship with teacher performance among 30 teachers in SD Binaan V Cipinang Besar Selatan. The results show that teacher competence is the variable that most influences performance; after that, it's just work stress. Pre-survey results show that teacher competence is the variable that most influences performance.

This research will focus on teacher performance by considering work load and stress factors and examining whether job satisfaction acts as a mediator in the relationship between these factors. This study is entitled "The Influence of Competence and Work Stress on Performance with Job Satisfaction as a Mediating Variable in Elementary School Teachers in Foster V of South Cipinang Besar". This research is expected to reveal empirical evidence showing the role of job satisfaction as a mediator in the relationship between work load and stress factors and their effect on teacher performance.

LITERATURE REVIEW

Teacher Competency

Teacher competence is a set of attitudes, abilities, and knowledge that are important for teachers in carrying out their duties effectively and efficiently in the process of teaching, educating and guiding students. This competency covers various aspects such as academic understanding, technological skills, ability to interact well, as well as professional attitudes and work ethics as a teacher (Darmaningtyas (2019), Wena (2018), and Ngalmun (2018)). Permendiknas Number 16 of 2007 concerning Academic Qualifications and Teacher Competency states that teacher competence is a qualification that must be possessed by a teacher, including attitudes, skills, and knowledge needed to carry out tasks in a professional, effective, and efficient manner.

H1: Teacher competence has a significant and positive effect on teacher performance.

H3: Teacher competence has a significant and positive effect on job satisfaction.

Work Stress

Job stress occurs when there is an imbalance between task demands and a person's ability to deal with them. In the short and long term, work stress can hurt individual health and performance. According to Robbins and Judge (2017), work stress occurs when individuals feel an imbalance between the demands given by the job and the resources they have to meet these demands. Schaufeli and Taris (2018) state that work stress occurs when work needs to exceed an individual's ability to fulfill them. According to Lazarus and Folkman (2018), work stress involves an imbalance between the demands of the work environment and the resources that individuals have to deal with these demands.

H2: Work stress has a significant and negative effect on teacher performance.

H4: Job stress has a significant and negative effect on job satisfaction.

Job satisfaction

Job satisfaction is an important concept in industrial and organizational psychology that describes an individual's assessment of his job and the work environment as a whole. According to Spector (2019), job satisfaction refers to the positive feelings that arise when individuals evaluate their work and work environment by considering personal experiences and preferences. Meanwhile, according to Al-Swidi and Dwivedi (2018), job satisfaction occurs when individual expectations of work and the reality of work and the work environment are in line. So it can be concluded that job satisfaction is an individual's positive feelings towards work and the work environment, which has an impact on productivity, performance, work commitment, and motivation.

H5: Job satisfaction has a significant and positive effect on performance.

H6: Job satisfaction can moderate the relationship between competence and performance.

H7: Job satisfaction can moderate the relationship between job stress and performance.

Teacher Performance

Performance refers to a person's expertise or organizational success in achieving predetermined goals. Kuncoro (2018) defines performance as the success of an individual or organization in carrying out their responsibilities or doing their job effectively and efficiently. Robbins and Coulter (2018) argue that performance describes the level of achievement of organizational goals as measured through evaluating work results and employee behavior. It can be concluded that teacher performance is the ability of teachers to complete their professional tasks effectively and efficiently. These efforts include teaching students, creating a conducive learning climate for students, and achieving good learning outcomes. Professional, social, pedagogical, and personal aspects of teacher performance are also included.

From the elaboration above, the conceptual framework of this study is illustrated in Figure 1.

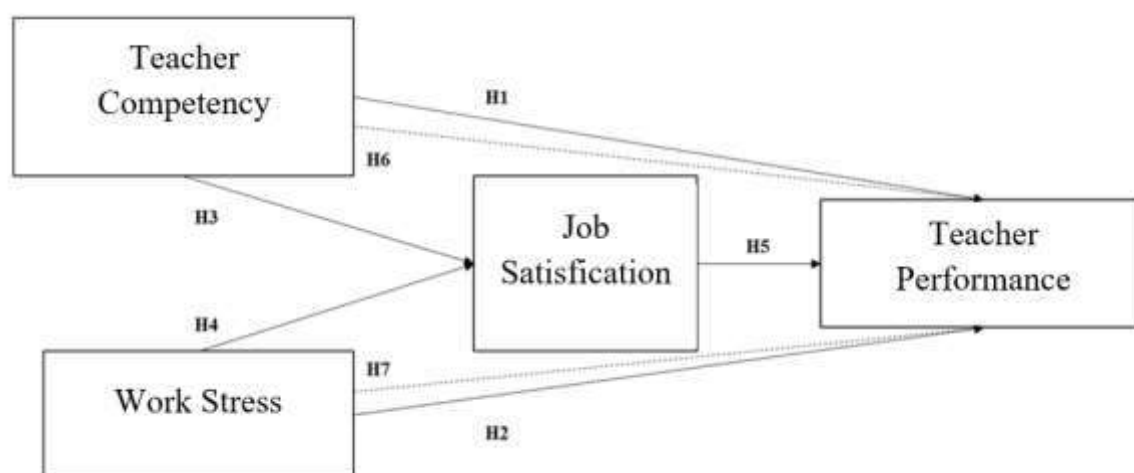


Figure 1. Conceptual Framework

METHOD

The independent variables used are Teacher Competence (X1) and Work Stress (X2), the mediating variable is Job Satisfaction (Z), and the dependent variable is Teacher Performance (Y). The research used quantitative methods. The data source in this study used a survey approach through questionnaires and was answered by 161 respondents. The primary data collection technique used was a survey method and questionnaire data in this study using a Likert scale in the choice of answers. Meanwhile, the secondary data used are academic publications, reports from the education office, internal school data, and other reference books. Data analysis used the SEM-PLS approach.

RESULT AND DISCUSSION

In the description of the respondents, they explained the characteristics of the respondents including gender, age, education, and length of work. The following descriptions of the respondents are explained below.

Table 1. Description of Respondents

Type Sex	Amount	%
Man Man	39	24.22
Woman	122	75.78
Total	161	100.00
Age	Amount	%
21 - 30 Years	34	21.12
31 - 40 Years	40	24.84
41 - 50 Years	29	18.01
> 50 Years	58	36.02
Education	Amount	%
D4/S1	149	92.55
S2	12	7.45
Total	161	100.00
Position	Amount	%
0 - 1 Year	5	3.11
1 - 3 Years	31	19.25
3 - 5 Years	9	5.59
6 - 10 Years	20	12.42
> 10 Years	96	59.63
Total	161	100.00

Source: SPSS Data Processing

From the table above, it can be seen that women dominated this study with 75.78% of respondents. Then proceed with the characteristics of respondents based on age sourced from teachers aged > 50 years as much as 36.02%. Judging from the table, it turns out that the majority of teachers from D4/S1 graduates took part in this survey, namely 92.55%. In terms of years of service, respondents came from teachers who had worked for more than 10 years, dominating with 59.63%. This is also the phenomenon in SD Binaan V Cipinang Besar Selatan where there are many "senior" teachers. From the characteristics of the existing respondents, it can be concluded that this study tends to be difficult to describe the condition of teachers in the SD environment in Cipinang Besar Selatan V, which is dominated by women aged more than 50 years who have a D4/S1 education level and have worked for more than 10 years.

Data Analysis Result

Measurement Model (Outer Model)

1. Convergent Validity

Table 2. Outer Loading, AVE, Composite Reliability and Cronbach's Alpha

Variable	Code Items	Loading Factor	AVE	Cronbach's Alpha	Composite reliability
Teacher Competency	COG 1	0.964	0.819	0.981	0.986
	KOG 2	0.978			
	KOG 3	0.978			
	KOG 4	0.971			
Work Stress	SK 1	0.927	0.963	0.95	0.968
	SK 2	0.974			
	SK 3	0.96			
Satisfaction Work	KPK 1	0.896	0.946	0.944	0.958

	KPK 2	0.91			
	KPK 3	0.906			
	KPK 4	0.948			
	KPK 5	0.862			
Teacher Performance	KINGS 1	0.976	0.910	0.981	0.987
	KIGS 2	0.984			
	KG 3	0.983			

Source: Results of SmartPLS Data Processing

Research by Ghazali (2021) variable is said to be valid with a minimum value of 0.7. In the picture above it appears that all the results of calculating the loading factor are worth above 0.7. This means that all the questions asked are valid and can represent the dimensions and variables studied. AVE is also used to validate convergence in addition to outer loading. In this case, the variable must be less than 0,5. The table below shows that the minimum value for the variable is less than 0,5. This demonstrates that the submitted information is accurate and valid. All variables have a composite reliability value above 0.7 and a Cronbach's alpha value above 0.6, according to the table above's composite reliability and Cronbach's alpha measurements. As a result, these findings indicate that this study's reliability meets or exceeds expectations.

Tabel 3. Fornell Larcker

	Competence Teacher	stress Work	Satisfaction Work	Performance Teacher	Description
Competence Teacher	0.973				Valid
stress Work	-0.734	0.954			Valid
Satisfaction Work	0.723	-0.786	0.905		Valid
Performance Teacher	0.817	-0.781	0.746	0.981	Valid

Source: Results of SmartPLS Data Processing

All correlation values between latent variables and observational variables are higher than the correlation between them. In this study, all values are by the rule of thumb, meaning that the construct validity of the measurement model has been fulfilled.

Measurement Model (Inner Model)

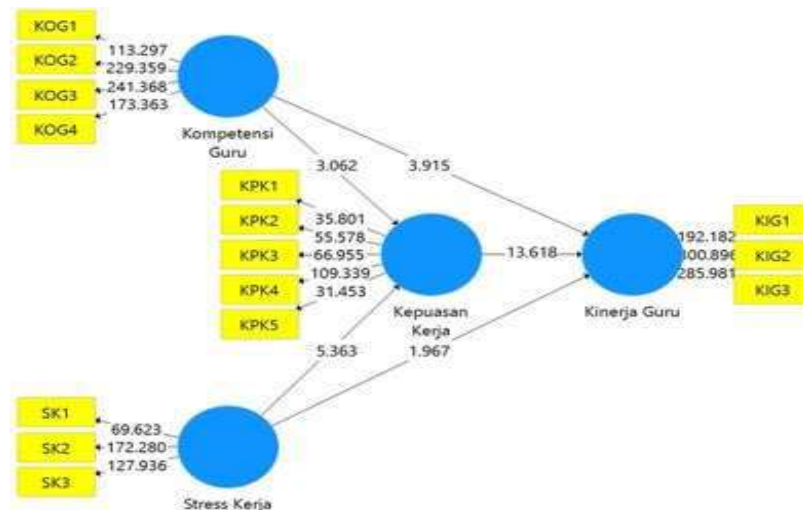


Figure 2. Results of SmartPLS Data Processing

Table 4. Mark R^2

	R Square	R Square adjusted	Information
Satisfaction Work	0.664	0.660	Moderate
Performance Teacher	0.748	0.743	Moderate

Source: Results of SmartPLS Data Processing

The results of the R-Square test on the variable Job Satisfaction show that around 66.4% of the variability of Job Satisfaction can be explained by the independent variables in the model. An adjusted R-Square with a value of 0.660 indicates that the effect of the independent variables on job satisfaction remains consistent after considering the complexity of the model

Table 5. Mark Q^2

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Job satisfaction	805,000	373,351	0.536
Performance_Guru	483,000	227,097	0.530
Competency_Teacher	644,000	644,000	
Work stress	483,000	483,000	

Source: Results of SmartPLS Data Processing

Based on the results of the Q-Square given, it can be concluded that Job Satisfaction has a Q^2 of 0.536, which indicates that the model used can explain about 53.6% of the variability in Job Satisfaction. Teacher Performance has a Q^2 of 0.530, which indicates that the model used can explain about 53% of the variability in teacher performance.

Table 6. Path Coefficient (Direct Effect)

	Original sample (O)	sample Means (M)	standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Competency ->Teacher Performance	0.476	0.478	0.122	3,915	0.000
stress Work -> Performance Teacher	-0.304	-0.297	0.155	1967	0.049
Competency -> Satisfaction Work	0.318	0.327	0.104	3,062	0.002

Work Stress -> Satisfaction Work	-0.552	-0.543	0.103	5.363	0.000
Satisfaction Work -> Teacher Performance	0.746	0.747	0.055	13,618	0.000

Source: Results of SmartPLS Data Processing

Table 7. Specific Indirect Effect

	Original sample (O)	sample Means (M)	standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Competency -> Satisfaction Work -> Performance Teacher	0.237	0.243	0.081	2,910	0.004
Work Stress -> Satisfaction Work -> Performance Teacher	-0.412	-0.408	0.084	4,917	0.000

Source: Results of SmartPLS Data Processing

DISCUSSION

The Effect of Teacher Competence on Teacher Performance.

The result of the statistical t value is 3.915 and the p value is 0.000. These findings indicate that there is a significant relationship between competency and teacher performance variables, so that the first hypothesis can be accepted. This research is in line with the research of Mardiana and Nurjannah (2019) who found a positive correlation between teacher performance and competence. The consequence of another review directed by Asmara (2020) also shows that there is a positive and large impact between proficient abilities and educators' social skills on instructor performance. According to research by Sudirman and Daud (2019), teacher competency has a significant effect on teaching, education, and student guidance performance.

Effect of Job Stress on Teacher Performance

This study found that teacher performance is significantly affected by work stress. The second hypothesis can also be accepted with a t statistic of 1.967 and a p-value of 0.049, even though it has a negative path coefficient of -0.304. This suggests that teachers' performance is worse when they are under a lot of pressure at work. This research is in accordance with what was directed by Anas and Ardi (2020), who observed that there is a negative relationship between feelings of anxiety about work and the implementation of educators. In this review it was found that the higher the level of work pressure experienced by educators, the worse their performance will be. This shows how important stress management and adequate support are in efforts to improve teacher's performance. Similar findings were also obtained by Tirtana (2019), who concluded that work stress has a negative impact on teacher performance in terms of preparation for challenges and making the right decisions.

The Effect of Teacher Competence on Job Satisfaction.

Teacher competency and job satisfaction also show significant results. The second variable shows a positive relationship, with a t statistic of 3.062, a path coefficient of 0.318, and a p value of 0.002. That is, the higher the teacher's competence, the higher the perceived level of job satisfaction. Teacher competence has a significant effect on teacher job satisfaction because, by having good competence, teachers can provide quality teaching, improve student achievement, increase credibility, gain recognition and appreciation, and increase career opportunities. This study is in line with Lestari et al. (2019) and found that teacher professionalism and pedagogical competence have a positive effect on teacher job satisfaction.

Effect of Job Stress on Job Satisfaction

The results of the study showed that stress and job satisfaction also proved significant. There is a negative relationship between stress and job satisfaction, with a path coefficient of -0.552, a t statistic of 5.363, and a p-value of 0.000. According to these findings, there is a significant negative correlation between job satisfaction and stress at work. Teachers reported lower levels of job satisfaction with increased stress levels at work. Teachers who experience work stress are more likely to be dissatisfied with their work, as Kusumastuti and Sujatmiko (2019) found that work stress has a negative impact on teacher job satisfaction. Research by Harjana et al. (2019) also found that teacher performance is negatively affected by work stress.

The Effect of Job Satisfaction on Teacher Performance

The research findings show a significant relationship between teacher performance and job satisfaction. The t statistic is 13.618, the path coefficient is 0.746, and the p value is 0.000 for this relationship. This finding indicates that teachers' performance is significantly influenced by their level of job satisfaction. Teachers' performance is better when their job satisfaction is higher. This shows the importance of creating a work environment that promotes teacher satisfaction in order to improve their performance. Research conducted by Setiawan et al. (2019) is one that is able to explain this influence, where it is found that teacher work motivation is positively influenced by job satisfaction. Teachers tend to be more motivated to do their job well when they are satisfied with their job.

The Effect of Job Satisfaction in Mediating the Relationship Between Teacher Competence and Teacher Performance

Results The research findings show that job satisfaction acts as a mediator between teacher competence and performance. With a rate of 0.318 and a statistic of 3.062, the findings show that there is a significant relationship between teacher competence and job satisfaction after the hypothesis is tested. With a score of 0.746 and a statistic of 13.618, job satisfaction also has a significant effect on teacher performance. This shows that the level of teacher competence and performance is related to job satisfaction. Nafi et al. research conducted (2019) shows that teacher performance is positively correlated with their level of competence. This study also found that teachers' level of job satisfaction plays an important role in mediating the relationship between their performance and competence. When teachers are satisfied with their jobs, they tend to use their competencies more effectively in the classroom. This finding is also supported by Prasetyawan et al (2020). They found that teacher job satisfaction was a significant mediator of the relationship between teacher performance and teacher competence.

The Effect of Job Satisfaction in Mediating the Relationship between Job Stress and Teacher Performance

The research findings show that the statistic of job satisfaction also acts as a mediator between teacher performance and job stress. The consequence of the measured test shows that there is a critical relationship between work stress and the measurement of work t statistics, with a path of -0.552 and a t statistic of 5.363. In addition, the t work statistic also has a significant influence on teacher performance, with a score of 0.746 and a t statistic of 13.618. According to the findings of this study, job satisfaction acts as a mediator between stress at work and teacher performance, so that a lower level of work stress will lead to higher job satisfaction, which will ultimately improve teacher's performance. According to the theory of Prayitno et al. (2022), job satisfaction functions as a mediator. This finding is also supported by one review led by Sari et al. (2020). They found a negative correlation between teacher performance and high levels of job stress. However, the relationship between teacher performance and job stress was significantly mediated by teacher job satisfaction. Based on research conducted by Sari et al. (2020), as well as Putri et al. (2021), it can be concluded that job satisfaction is a significant mediator between teacher performance and work stress. High levels of job stress can negatively affect educational performance, but job fulfillment can help mitigate the effect.

CONCLUSION

The conclusion that can be drawn from the research and discussion of elementary school teachers at Cipinang Besar Selatan V Facility regarding the Effect of Competence and Work Stress on Performance with Job Satisfaction as a Variable is that teacher performance is positively and significantly influenced by teacher commitment. Teacher performance is most influenced by the Teacher Commitment Personality Competency dimension. Work stress has a negative and significant effect on teacher's performance. The individual component of work stress has the greatest influence on teacher's performance. Job satisfaction is significantly influenced by teacher commitment. The dimensions of the Response Factor to the Ambiguity of Job Stress have the greatest influence on Job Satisfaction. Teacher performance is significantly influenced by job satisfaction. Teacher performance is most influenced by coworkers' job satisfaction dimensions. Job satisfaction can mediate the relationship between Teacher competence and Teacher performance, with the mediating effect is the Complimentary Effect. Job satisfaction can mediate the relationship between job Stress and teacher performance, with the mediating effect is the Complimentary Effect.

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