THE RELATIONSHIP OF PROFESSIONAL COMPETENCE WITH TEACHER WORK PRODUCTIVITY IN *MADRASAH ALIYAH*

Ayu Asmarani[1], Sukarno[2], Minnah El Widdah[3]

[1] Postgraduate Students UIN Sulthan Thaha Saifuddin Jambi

email: ayuasmarani39@yahoo.com

[2] Science Education Department, UIN Sulthan Thaha Saifuddin Jambi

email: sukarno@uinjambi.ac.id

[3] Management Education Depertment, Postgraduate UIN Sulthan Thaha Saifuddin Jambi

email: elwiddah01@uinjambi.ac.id

Abstract

The purpose of this research is to find out if there is a relationship between professional competence and teacher work productivity in Madrasah Aliyah Negeri1 Batang Hari. This type of research approach is quantitative. The research population of teachers in Madrasah Aliyah Negeri1 Batang Hari is 30 people, using saturated sampling techniques (census). Data collection techniques use questionnaires, and the data is analyzed using simple correlation analysis. The results showed that there's a positive and significant relationship between professional competence and teacher work productivity, with t calculated values > table values t (7.75415 > 1.7011) and p-value 0.000. Then obtained a value of r of 0.826 which states there is a strong relationship between professional competence and teacher work productivity. The amount of effective contribution of professional competency variables with teacher work productivity variables is 70.2%. Thus, the better the professional competence of teachers, the more work productivity of teachers.

Keywords: Professional Competencies, Teacher Work Productivity, Madrassa

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah ada hubungan antara kompetensi profesional dengan produktivitas kerja guru di Madrasah Aliyah Negeri1 Batang hari. Jenis pendekatan penelitian ini adalah kuantitatif. Populasi penelitian guru di Madrasah Aliyah Negeri1 Batang hari sebanyak 30 orang, dengan menggunakan teknik sampling jenuh (sensus). Teknik pengumulan data menggunakan angket (kuesioner), dan data dianalisis menggunakan analisis korelasi sederhana. Hasil penelitian menunjukkan bahwa terdapat hubungan yang positif dan signifikan antara kompetensi profesional dengan produktivitas kerja guru, dengan diperoleh nilai hitung t > nilai tabel t (7,75415 > 1,7011) dan p value 0,000. Kemudian diperoleh nilai r sebesar 0,826 yang menyatakan terdapat hubungan yang kuat antara kompetensi profesional dengan produktivitas kerja guru. Besarnya sumbangan efektif variabel kompetensi profesional dengan variabel produktivitas kerja guru sebesar 70,2%. Dengan demikian semakin baik kompetensi profesional guru maka produktivitas kerja guru semakin meningkat.

Kata Kunci: *Kompetensi Profesional, Produktivitas Kerja Guru. Madrasah Aliyah Negeri.*

INTRODUCTION

Education is an important element in a nation. Education is a human-conscious effort to prepare learners through activities such as guidance, teaching, or training for their role in the future. Education is an effort designed by the government to educate and advance the nation. A country can be said to be advanced if it puts education first (Sulastri et al., 2020, p. 258). Because with this education a nation can create quality human resources. One of the elements in the implementation of the educational process is educators or teachers. Teachers are a key element in the educational

process. Here teachers are required to always be qualified, competent, knowledgeable, committed, responsible, and play an active role in providing the best learning for their students.

Mentioned in the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood education pathways of formal education, elementary education, and secondary education (Nuryana Fitrianova, 2020, p. 52). Based on the exposure, it can be understood that as professional educator teachers serve to improve the quality of national education, and teachers who get recognition as professionals are evidenced by the existence of a certificate of the educator (certification).

Teachers have a very central role in the efforts to realize educational goals. Therefore, various efforts to improve and improve teacher competence through empowerment in the education system are carried out continuously in order to achieve the improvement of the quality of education. This would not have been achieved without the support of qualified and professional teachers. Empowerment is the most commonly done, very practical, and productive way to get the best results of all elements of the school. In the standard of competence and certification of teachers, empowerment is intended to improve school performance through teacher performance in

order to achieve goals optimally, effectively, and efficiently. Consequently, it is necessary to have good and qualified teacher competence in order to develop and demonstrate the quality of education, teachers need to apply skills and knowledge by showing real pursuit.

As mentioned earlier, that as professional educator teachers need a certificate of an educator (certification). Therefore teacher certification is the fulfillment of the need to improve the professional competence of teachers. A teacher is said to be a professional teacher if he has the competence and ability in carrying out his teaching duties. This is also in line with the mentioned in Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers in chapter II Competency and Certification Article 3 mentioned that competence is a set of knowledge, skills, and behaviors that must be possessed, lived, mastered, and actualized by teachers in carrying out professional duties (Hamdani & Krismadinata, 2017, p. 63).

In carrying out his teaching duties a teacher must have competence following Law No. 14 of 2005 article 10 paragraph 1 on teachers and lecturers which includes pedagogic, professional, personality, and social competencies. Because competence is knowledge, productibility and basic values reflected in the habit of thinking and acting. With the appropriate competencies, it is expected that teachers can increase their work productivity (Dudung, 2018, p. 11). Atmaji and

Ayu Asmarani et al.

Suking suggest that the teacher's professional competence is the ability, skills, and behavior that must be possessed, appreciated, and mastered by a teacher who is related in carrying out teacher duties as a teacher who requires skills, skills, or skills that meet certain quality standards (Yulmasita Bagou & Suking, 2020, p. 123). This professional competency emphasizes more on the planning and implementation of learning conducted, related to teacher mastery of teaching materials broadly and deeply and understand the concepts and methodologies of learning.

Professional competence of teachers is needed for better learning process efforts so that students will be motivated to learn and excel. Because professional teachers will be able to implement learning strategies and present materials well and pleasantly and not only oriented to the completion of learning alone but in the process of growing potential learners that include cognitive, affective, and psychomotor aspects (Sulastri et al., 2020, p. 261). Therefore, it is necessary to empower and improve the professional competence of teachers who are expected to improve the performance and productivity of madrasah teachers. Because of course, this will have an impact on graduates and the quality of education. The achievement of educational objectives effectively and efficiently through the organization and use of maximum resources as a criterion or measure of educational success is a characteristic of educational productivity.

In general, the quality of good education is a benchmark for the success of work productivity shown by teachers. Teacher work is a collection of various tasks to achieve educational goals most of the time teachers are used to work, therefore aspects of teacher work productivity are an important highlight. Educational productivity is related to how to produce output or graduate education so that in the end obtained qualified graduates by the needs of society and the development of the times.

Teacher work productivity is different from the production of objects and services that are easy to calculate and measure. The productivity of a teacher's work in this case is how a teacher performs his or her work. Educational productivity is different from the production of other objects or services that are easy to calculate or measure. According to Allan Thomas in Sedarmayanti stated that one of the scopes of educational productivity is related to the attitude and proficiency of teachers. While Trivedi argues that productivity is a system used to collect measures of performance, quality of life, and learning functions (Liando, 2019, p. 232).

The fact that teacher work productivity is all the achievement of teacher work during a certain period by developing creativity in the implementation of the learning process, effectively, and efficiently in using time, cost, means, and responsible for achieving educational goals by producing quality human

resources (Jakiyah et al., 2018, p. 664). Optimal teacher work productivity is expected to produce qualified graduates and the expected to improve the quality of educational institutions.

As already mentioned the teacher's work productivity can also be affected by his or her last educational qualification, whether it is by the established standardization. In general, qualifications become the main requirement for a person to become a teacher in an educational institution. Based on the initial findings that the author did, it is known in Madrasah Aliyah Negeri 1 Batang Hari the number of teachers with S1 education qualifications as many as 23 people (76.67%), teachers with S2 education qualifications as many as 6 people (20%) and S3 as much as 1 person (3.3%). For improved work productivity and more optimal competencies, a higher level of educational qualification is required, but the qualification has met the minimum standard requirements that have been determined.

Based on the data obtained there is known to be the number of teachers who have been certified and who have not been certified. As it is known that teacher certification is no less important because with verification (educator certificate) this teacher gets professional recognition and has the competence to be able to carry out educational services as an educator (teacher). The following data recapitulate the state of certification teachers in Madrasah Aliyah Negeri 1 Batang Hari.

Ayu Asmarani et al.

Table 1. Certification Teacher Recapitulation

No	Teacher's Circumstances	Man	Woman	Total
1	Teacher Certification	8	10	18
2	Teacher Not Yet Certified	2	10	12
	Total	**10**	**20**	**30**

Source: Madrasah Aliyah Negeri 1 Batang Hari

Based on the table above, it appears that the total number of teachers who have been certified is as many as 18 people (60%) and the remaining 12 teachers (40%) of the total number of teachers as many as 30 people. In this case, the achievement of competence and professional teachers still needs to be improved. In addition, not optimal professional competence of teachers can also be seen still exist in the madrasah teachers who have not mastered the subject matter that is mastered, teaching is not by the field of education and negligent in the implementation of their duties and responsibilities.

Based on the above exposure, the writing of this scientific work is done to know and analyze the relationship of professional competence with the work productivity of teachers in Madrasah Aliyah Negeri 1 Batang Hari. The results of the study are expected to create a stronger paradigm on the importance of improving the professional competence of. teachers in carrying out their teaching duties

LITERATURE STUDY AND RESEARCH HYPOTHESES

Professional Competencies

According to the law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by teachers or lecturers who carry out their professional duties. Teachers have an important role in the learning process, so a teacher must have high professional competence and produce human beings who have high human resources. While according to Syaiful Sagala teacher competence is also called teacher skills (Damanik, 2019, pp. 2–3).

In other words, competence is a combination of mastery of knowledge, skills, values, and attitudes reflected in the habits of thinking and acting in carrying out their duties/ work. Competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by teachers to be able to carry out their professional tasks.

In the Great Dictionary of Indonesian, the word professional means to be concerned with the profession requires special cleverness to carry it out and required payment (wages or salaries) to do so (as opposed to amateurs). It means that to be able to work professional so that he will get a high wage/pay, then he must have special skills in doing his job, and it is obtained when he has the ability and tips in working (Samsuri, 2018, p. 126). It can be understood that a professional is a job that suits skills or jobs that require proficiency/expertise in their implementation. The meaning of professional competence is the ability to master the subject matter broadly and deeply which includes the mastery of the subject curriculum material in schools and material scientific substance, as well as mastery of the structure and methodology of science.

Also mentioned in PP No. 74 of 2008, article 3 paragraph (7) is explained, professional competence is the ability of teachers in mastering the knowledge of science, technology, and/or arts and culture that has at least include mastery: (1) subject matter broadly and deeply by the standards of the content of educational unit programs, subjects, and/or groups of subjects that are mastered. (2) concepts and methods of relevant scientific, technological, or artistic disciplines, which conceptually overshadow or coherently with the program of educational units, subjects, and/or groups of subjects to be mastered (Pemerintah RI PP No 74, 2008, p. 7).

Professional competence is the ability of teachers to master learning widely and deeply. Such mastery is in both theoretical and practical contexts. In other words, teachers can apply the rules of learning theory, as well as practice them in the educational process (Adrian & Agustina, 2019, p. 176). A teacher's professional competence is a set of skills that a teacher must have for him/her to carry out his teaching duties successfully. The success of the teacher

Ayu Asmarani et al.

in carrying out their profession is largely determined by their competence with an emphasis on teaching skills (Fitriani et al., 2017, p. 90). It is also stated that professional competence is the ability that teachers must have in planning and implementing the learning process. Teachers have to direct students' learning activities to achieve learning objectives. Therefore, teachers are required to be able to deliver lesson materials. Teachers should always update and master the lesson materials presented (Paida, 2018, p. 11).

Haryanti also pointed out that the professional competence of teachers is the ability of personal skills, science, technology, social, and spiritual that perfect establish the standard competency of the teacher's profession to carry out their functions and duties to the maximum because they have rich experience in their fields characterized by competencies that become a conditional (Yulmasita Bagou & Suking, 2020, p. 123). According to Wahyudi professional teachers are teachers who can manage themselves in carrying out their daily tasks. The professionalism referred to by them is a process that moves from ignorance to knowledge, from unmatured to mature. Meanwhile, according to Glickman who asserts that a person will work professionally whenever the person has a professional ability that has high ability and high work motivation (Fitriani et al., 2017, p. 90).

According to the Directorate of Education, professional competence is the ability that teachers must have in planning and implementing the learning process to achieve the learning objectives for which teachers are required to deliver lesson materials. Teachers must also be adaptive to changes and quickly capture the latest information to be able to present actual material (Andina, 2018, p. 210). Exposure to professional competencies above shows that professional teachers should understand the teaching materials that have been out, understand the structure, concepts, and methods of appropriate science, master concepts between subjects, and apply them in life.

Based on Permendiknas No. 16 of 2007 mentioned professional competency indicators areas: a) mastering materials, structures, concepts, and scientific mindsets that support the subjects mastered. b) mastering the standard of competence and foundation competencies of subjects that are master, including (1) understanding the competency standards of subjects that are master, (2) understanding the foundation competencies of subjects that are master, and (3) understanding the objectives of the subjects mastered. c) develop creatively capable learning materials: (1) learning materials that are master according to the level of development of learners, and (2) process the learning materials that are creatively master by the level of development of learners. d) develop professionalism sustainably by

Ayu Asmarani et al.

performing reflective actions: (1) reflecting on performance to improve professionalism, (2) utilizing the results of reflection to improve professionalism, (3) conducting class action research for professional improvement, and (4) following the progress of the times by learning from various sources. e) utilize information and communication technology to develop themselves: (1) utilize information and communication technology in communication, and (2) utilize information and communication technology for self-development (Susanto, 2020, p. 52). These indicators are what the author uses to measure the variables of a teacher's professional competence.

The criteria set by Permendiknas No. 16 of 2007 mentioned that professional competence is a scientific competency by the field of teacher duties. Thus, judging from the substances this competency will vary scientifically by the field of study studied. The provisions also apply according to the studied or academic background of each teacher. It shows that professional competence leads to the specialization of teacher duties according to their scientific background. In addition to being required to have professional competence, a teacher must also develop his professional. Things that must be related to a professional is; knowledge, ability, skill, attitude, and habit (Susanto, 2020, p. 54).

Based on the above exposure can be understood that professional competence is the ability that teachers have in the mastery of materials and management of learning in carrying out their teaching profession. Competence is the determining factor of the success of an organization, with good competence and appropriate can certainly create work productivity and quality of graduates or quality educational institutions. A teacher's professionalism is good if the teacher can apply the appropriate concepts, methods, and materials to the learned.

Teacher Work Productivity

Every organization always strives for employees to excel in the form of providing maximum work productivity. Work productivity for an organization is primary as a gauge of success in achieving goals. Work productivity is not intended to get as much work as possible, but the quality of productivity is also primary to note. According to Sinungan, in general, productivity is a measure of productive efficiency a comparison between output and entry or output-input (Putra & Sobandi, 2019, p. 129). According to Wayne productivity is a measure of the output of goods and services relative to input from labor, capital, and equipment. Shamakhi in the Journal of education and practice of productivity relates to the signs of the growth and development of a nation around the world and the effective and efficient way, the ratio of the size of things done in schools. Teacher productivity can be measure in terms of teacher performance (Jakiyah et al., 2018, p. 664).

Ayu Asmarani et al.

Powers suggests that labor productivity is a statistical measure related to the output of the service industry with the quality of labor to produce certain services. While according to Gibson suggests that work productivity is a team that is a way to increase the productivity of the organization. This understanding shows that productivity can be improved if the organization is formed a good team in carrying out the work. School as an educational institution will be advanced if it has a work team that has high productivity. Haoubi argues that productivity is influence by employee satisfaction, which is a causal relationship between it and productivity. Schools strive to increase teacher productivity by improving job satisfaction and reducing work stress on teachers and their employees in carrying out tasks. Stropkova measures productivity in general output and input is a core factor of economic growth, to ensure a strategic advantaged (Lestari et al., 2018, p. 673).

Sutrisno stated that work productivity is a measure of productive efficiency comparison between output (output, such as goods and services in the school environment can be in the form of rapport value or student learning outcomes) with inputs (input, such as time, labor, machine maintenance or practical tools, labor costs/salaries). The indicators of work productivity are: ability, improving the results achieved, work spirit, self-development, and quality (Wulandari et al., 2020, p. 16).

Muchdarsyah, grouping the definition of productivity into three parts, namely: (a) productivity is a ratio rather than what is produced (output) to the entire production equipment used (input), (b) productivity is a mental attitude to always be better from day to day, (c) productivity is the interaction of essential factors namely the use of knowledge and technology, research, management, and labor. While Wibowo defines that work productivity as the relationship between the output or results of the organization with the necessary input. Productivity can be classified by dividing output and input. Increasing productivity can be done by improving the productivity ratio by producing better output. Productivity is often compared to predetermined standards, if more output is generated from the same number of inputs or fewer inputs can be used to get the same output, then it is said that productivity increases (Wahyuni et al., 2019, p. 726).

According to Mulyasa, the productivity of teacher work is a manifestation of the understanding and application of teacher competence, among which is professional competence (Wulandari et al., 2020, p. 14). Ahmadiansah said the productivity of teachers' work is the result of quality and quantity achieved by teachers in carrying out their duties by the responsibilities given to them (Warsid et al., 2020, p. 80). Based on the study of these theories it can be understood that teacher's work productivity is a comparison of the work

Ayu Asmarani et al.

achieved by teachers in carrying out tasks in their work environment to produce creative and use work (outputs) by using resources (inputs) that linked to time used efficiently so that there is a desire to improve the way of teaching more effectively to achieve an educational goal (Lestari et al., 2018, p. 674).

Teacher's work productivity shows the results or achievement of teacher work in a certain period for the optimal implementation of their duties and responsibilities. The success of teacher's work productivity can be seen from the learning outcomes of students as well as graduates of these educational institutions. Therefore, teachers are required to always master the field of profession that they have in order to achieve better and higher work productivity. In general, the productivity of teachers' work is the success of teachers' work in carrying out learning activities to achieve the expected quality of learning outcomes.

The extent of educational productivity achievement can be seen from the resulting educational output. Education its various programs has an important role in improving the quality of professional abilities of individuals or teachers in the world of education. So indirect teacher productivity will have an impact on students' academic and moral quality. If teacher productivity is high then students' learning achievement will increase. The management of teacher work productivity well, the quality of education will be improved. Therefore, the good or not good

productivity of educational institution graduate will depend on the level of understanding of the subject matter that has been absorbed as well as its development by the person concerned with the work environment (Hamdani & Krismadinata, 2017, p. 62).

Nasution suggested that the productivity of the organization depends on the productivity of the work individually, thus depending on each individual in carrying out its work. The meaning is that the productivity of work is dependent on the environment. The quality of the school environment is an important factor in the learning process. If the environment is less conducive then the learning process tends not to be optimal for its achievement (Warsid et al., 2020, p. 81). Teacher work productivity can be measured and reviewed through teacher tasks contained in the main tasks and functions of teachers. Types of teacher duties as stated in Government Regulation No. 74 of 2008 concerning Teachers Article 52, which include: (1) planning learning, (2) carrying out learning, (3) assessing learning outcomes, (4) guiding and training learners, and (5) carrying out additional tasks attached to the implementation of basic activities by the workload (Dian Mawardi, 2019, p. 4). These tasks are what the authors make as indicators of research variables of teacher work productivity

Productivity in education relates to the whole process of structuring and using resources to achieve educational goals

effectively and efficiently. The primary duties and functions of teachers are to assist and be responsible to the principal in teaching and learning activities, including (1) making the completeness of teaching well and complete, (2) carrying out learning activities, (3) carrying out assessment activities of the learning process, daily replays, general replays, and final exams, (3) carrying out analysis of daily test results, (4) compiling and implementing improvement and enrichment programs, (5) filling out the list of students' grades; (6) carry out guiding activities (scanning knowledge) to other teachers in the learning process; (7) make lesson tools/props; (8) fostering an attitude of respect for artwork; (9) participate in curriculum development and correctional activities; (10) perform particular tasks in school; (11) conduct the development of learning programs; (12) make notes on the progress of students' learning outcomes; (13) fill out and examine the attendance list before starting the lesson; (14) regulate the cleanliness of the classroom and its surroundings; and (15) collect and calculate credit numbers for promotion (Dian Mawardi, 2019, p. 4).

Based on the above exposure, it can be concluded that teacher's work productivity is a comparison of teacher's work achievements in carrying out the main tasks and functions to produce work (output) and by using resources (inputs) efficiently so that there is a desire to improve the way of teaching more effectively to achieve the educational goals that have been set. Teacher work productivity plays a role in

improving the quality of education in an institution. The duties and part of teachers are carried out as best as possible will have an impact on the learning outcomes of students and graduates later. Therefore, efforts to improve the competence of teachers must continue to be vigorously carried out, especially the professional competence of teachers concerning those teachers must always understand, master, and deepen the science in the field of materials they teach related to the methodology.

Based on the theoretical framework outlined above, a research hypothesis can be formulated that states that professional competence (X) has a positive relationship with teacher work productivity (Y). The proposed research hypothesis is in line with the results of the study (Sarjiya & Mulyoto, 2018) which states that there is a significant positive correlation between teacher professional competence and teacher work productivity. These results show that professional teachers will produce productive work.

RESEARCH METHODS

This research is quantitative research with a type of survey approach. The research was conducted at Madrasah Aliyah Negeri 1 Batang Hari which is located at Jl. Gajah Mada, Kampung Tengah RT.09, Teratai Village, Muara Bulian District, Batang Hari District, Jambi Province. The population in this study was teachers at Madrasah Aliyah Negeri 1 Batang Hari. This study uses a saturated

Ayu Asmarani et al.

sampling technique (census) which is a sampling technique if all members of the population are used as samples, then 30 teachers will be used as research samples.

Data collection techniques using questionnaires or questionnaires with a number of statements given to respondents to obtain information about things to know to get the necessary data. The shape of the questionnaire used is the Likert scale. The research instrument is prepared, in the form of a questionnaire consisting of statement items and each item has 5 alternative answers, namely; a. Always, b. Often, c. Sometimes, d. Rarely, and e. Never. Here are the indicators used to measure the variables of professional competence with teacher work productivity.

Table 2. Instrument Indicators

Variables	No	Indicators	Item Number
Professional Competencies	1	Mastering materials, structures, concepts, and scientific mindsets that support the subjects mastered	1,2,3,4,5
	2	Mastering the standard of competence and main competencies of subjects mastered	6,7,8,9,10
	3	Developing creatively mastered subject matter	11,12,13,14
	4	Develop professionalism sustainably by taking reflective actions	15,16,17,18

	5	Utilizing technology and communication	19,20,21,22,23,24
Teacher Work Productivity	1	Plan your learning	1,2,3,4
	2	Implementing learning	5,6,7,8,9
	3	Assess learning outcomes	10,11,12,13,14
	4	Guiding and training learners	15,16,17,18,19
	5	Carrying out additional tasks attached to the implementation of the main activities by the workload	20,21,22,23,24

The data analysis technique in this study uses a simple correlation statistical analysis of product-moment from Karl Pearson with the following formula.

$$rxy = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}.\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{hitung} = Correlation between the score of each question and the total score

X = Score each question item

Y = The total score of questions

N = A number of respondents

To be able to know the tough or weak level or degree of tightness of the relationship between professional competency variables and teacher work productivity, it can simply be explained based on the table of correlation coefficient values of the following Guilford Empirical Rules:

Table 3. Variable Relationship Density X and Y	
Correlation Value	**Information**
0,00 - < 0,20	Relationships are very weak (ignored, considered non-existent)
≥ 0,20 - < 0,40	Low relationships
≥ 0,40 - < 0,70	Medium/moderate relationships
≥ 0,70 - < 0,90	Strong/high relationships
≥ 0,90 - ≤ 1,00	Very strong/high relationship

Based on the relationship between variables theoretically can be modeled in the form of structural equations in accordance with the hypothesis proposed as follows..
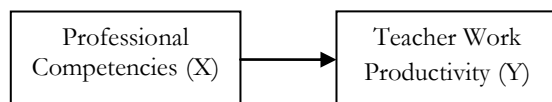
Figure 1. X and Y variable relationships

Information:

X   : Professional Competencies

Y   : Teacher Work Productivity

RESULTS AND DISCUSSION

Research Results

After conducting the dissemination of questionnaires or questionnaires from the variables of professional competence and work productivity of teachers in Madrasah Aliyah Negeri 1 Batang Hari as 30 respondents (teachers). After the data was analyzed using a simple correlation product-moment from Karl Pearson obtained the following results.

Table 4. Pearson Product-Moment Correlation Results

Correlations			
		Professional Competencies	Teacher Work Productivity
Professional Competencies	Pearson Correlation	1	,826**
	Sig. (2-tailed)		,000
	N	30	30
Teacher Work Productivity	Pearson Correlation	,826**	1
	Sig. (2-tailed)	,000	
	N	30	30
t-count			7,75415
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the calculation of correlation coefficients performed using the Formula Product Moment from Pearson in the table above, obtain a correlation value of 0.826. Thus, referring to the table of the above level of tightness concerning the value of r, the resulting correlation coefficient of 0.826 belongs to the category of strong/high, because it is located between the value of 0.70 - 0.90. So it can be concluded that there is a strong relationship between professional competence and teacher work productivity.

After knowing the correlation coefficient value, next is to compare the calculated value t with the table value t. Based on the calculation obtained t count value of 7.75415. Then specify the table value t by looking at the value or critical point in DB = n-2 with a significant alpha level of 5% (0.05). Thus obtained table value t (DK = n-2) = t (30-2) = 1.7011. Based on the calculated t value and the table value t obtained, it's known that the t-

count value is greater than the table value of t so that the t-count value is located in the H0 rejection area. It means a statement that states: "There is no relationship between professional competence and teacher work productivity in Madrasah Aliyah Negeri 1 Batang Hari" is rejected. Hasil koefisien determinasi (R^2) antara variabel kompetensi profesional dengan produktivitas kerja guru dapat dilihat pada hasil berikut.

Table 5.
Coefficient of Determination (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,838ᵃ	,702	,691	6,013
a. Predictors: (Constant), Professional Competencies				

Based on the table above, it's known that the value of R square is 0.702, which has the meaning of the role or effective contribution of professional competency variables can explain the teacher's work productivity variable of 70.2%.

Therefore, can be concluded that the test results of 30 teachers in Madrasah Aliyah Negeri 1 Batang Hari, obtained objective information that there is a meaningful relationship between professional competence and teacher work productivity in Madrasah Aliyah Negeri 1 Batang Hari.

Discussion

Based on the results of the research conducted, it's known that professional competence has a relationship with teacher work productivity, this interprets that the better professional competence owned by teachers will be increased and also the work productivity of teachers in Madrasah Aliyah Negeri 1 Batang Hari.

This can be proven based on the findings of the research results through the calculation of partial correlation test at the level of significance 5% obtained p-value (sig) of 0.000. This means the significance of the < 0.05. Then obtained the calculated value t greater than the value of the t-table, which is 7.75415 > 1.7011. Thus H0 is rejected and H1 is accepted. Thus, there is a significant positive correlation/relationship between variables X and Y. From the results of the hypothesis test, it can be concluded that "there is a significant positive relationship between professional competence and teacher work productivity in Madrasah Aliyah Negeri 1 Batang Hari." The strength of the correlation between professional competence and teacher work productivity was demonstrated by the value of effective contributions and relative contributions of 70.2%. The functional relationship between professional competence and teacher work productivity gives meaning, the higher the professional competency will be followed by increased work productivity.

The results of this study are in line with the research (Sarjiya & Mulyoto, 2018) which states that there is a significant positive correlation between teacher professional

Ayu Asmarani et al.

competence and teacher work productivity. These results show that professional teachers will produce productive work. The strength of correlation between teacher professional competence and teacher work productivity was demonstrated by an effective contribution value of 39.4%. In line with the research conducted (Sopandi, 2019) which stated that the professional competence of teachers has a positive and significant effect on the performance of teachers with the t-count value greater than the value of the t-table (13,255>1,665).

The above findings prove the theory and previous research that there is a positive relationship between professional competence and teacher work productivity. As it's known that professional competence is an ability that teachers must have in the mastery of learning widely and deeply to achieve the national standards of education set. With professional competence, good teachers are expected to be able to create good teacher work also marked by good student learning outcomes and will later produce qualified graduates. The teacher's profession is one of the jobs that demand the complexity of abilities, both physical, mental, and material. Through strengthening the ability is expected to organize a quality education and with it can print a generation that is religious, intelligent, independent, characterful, and competitive. Teachers who have high professional competence will do good learning to produce good work because each action is

base on strong skills, better ways, and clear goals.

CONCLUSION

Based on the description of the above study, it can be concluded, obtained objective information that there is a positive and significant relationship between professional competence and teacher work productivity in Madrasah Aliyah Negeri 1 Batang Hari. With a correlation value or r of 0.826, it can be concluded that there is a strong relationship between professional competence and teacher work productivity. The amount of effective role or contribution of professional competency variables can explain the teacher's work productivity variable of 70.2%. The functional relationship between professional competence and teacher work productivity gives meaning, the higher the professional competence of teachers, it will be followed by increased work productivity.

REFERENCES

Adrian, Y., & Agustina, R. L. (2019). Kompetensi Guru di Era Revolusi Industri 4. *Lentera: Jurnal Pendidikan*, *14*(2). https://doi.org/10.33654/jpl.v14i2.907

Ayu Asmarani et al.

Andina, E. (2018). Efektivitas Pengukuran Kompetensi Guru. *Aspirasi: Jurnal Masalah-Masalah Sosial*, *9*(2). https://doi.org/10.46807/aspirasi.v9i2.1103

Damanik, R. (2019). Hubungan Kompetensi Guru Dengan Kinerja Guru. *Jurnal Serunai Administrasi Pendidikan*, *8*(2). https://doi.org/10.37755/jsap.v8i2.170

Dian Mawardi, A. (2019). Pelaksanaan Supervisi Kepala Sekolah dan Pengaruhnya Terhadap Produktivitas Kerja Guru SD Negeri di Banjarmasin Timur. *Lentera: Jurnal Pendidikan*, *14*(1), 1–12. https://doi.org/10.33654/jpl.v14i1.628

Dudung, A. (2018). Kompetensi Profesional Guru (Suatu Studi Meta-Analysis Desertasi Pascasarjana UNJ). *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, *5*(1), 9–19.

Fitriani, C., Murniati, A., & Nasir, U. (2017). Kompetensi Profesional Guru Dalam Pengelolaan Pembelajaran Di Mts Muhammadiyah Banda Aceh. *Jurnal Administrasi Pendidikan : Program Pascasarjana Unsyiah*, *5*(2), 88–95. https://www.mendeley.com/catalogue/082e9f43-5021-3dd8-876e-f069b28856da/

Hamdani, H., & Krismadinata, K. (2017). Kontribusi Kompetensi Dan Persepsi Tentang Supervisi Pembelajaran Terhadap Produktivitas Kerja Guru. *INVOTEK: Jurnal Inovasi Vokasional Dan Teknologi*, *17*(2), 61–66. https://doi.org/10.24036/invotek.v17i2.37

Jakiyah, A., Sumardi, S., & Hidayat, R. (2018). Peningkatan PRODUKTIVITAS KERJA GURU MELALUI PENGEMBANGAN KEPEMIMPINAN TRANSFORMASIONAL DAN BUDAYA ORGANISASI. *JURNAL MANAJEMEN PENDIDIKAN*, *6*(2), 663–671. https://doi.org/10.33751/jmp.v6i2.793

Lestari, A., Hidayat, N., & Putra, K. S. (2018). HUBUNGAN ANTARA KEPEMIMPINAN TRANSFORMASIONAL DAN IKLIM ORGANISASI DENGAN PRODUKTIVITAS KERJA GURU. *JURNAL MANAJEMEN PENDIDIKAN*, *6*(2), 672–682. https://doi.org/10.33751/jmp.v6i2.794

Liando, M. A. J. (2019). PENGARUH KOMUNIKASI INTERPERSONAL DAN KEPERCAYAAN GURU TERHADAP PRODUKTIVITAS KERJA GURU SEKOLAH DASAR DI KOTA TOMOHON. *Jurnal Mitra Manajemen*, *3*(2), 230–242. https://doi.org/10.52160/ejmm.v3i2.205

Nuryana Fitrianova. (2020). Studi Korelasi Kompetensi Pedagogik dan Kompetensi Profesional Guru dengan Pengelolaan Kelas di MIN 2 Ponorogo. *Southeast Asian Journal of Islamic Education Management*, *1*(1), 51–59. https://doi.org/10.21154/sajiem.v1i1.7

Paida, A. (2018). Pengaruh Kompetensi Pedagogik, Kompetensi Profesional Dan Kepuasan Kerja Terhadap Kinerja Guru Di Smk Negeri 4 Makassar. *Konfiks : Jurnal Bahasa Dan Sastra Indonesia*, *4*(2), 119. https://doi.org/10.26618/jk.v4i2.1334

Pemerintah RI PP No 74. (2008). *Peraturan Pemerintah RI Nomor 74 Tahun 2008*. 1–27.

Putra, Y. D., & Sobandi, A. (2019). Pengembangan sumber daya manusia sebagai faktor yang mempengaruhi produktivitas kerja. *Jurnal Pendidikan Manajemen Perkantoran*, *4*(1), 127. https://doi.org/10.17509/jpm.v4i1.14963

Samsuri, S. A. (2018). Profesionalisme Guru Dalam Perspektif Al-Qur'an. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, *21*(1), 123–141. https://doi.org/10.24252/lp.2018v21n1i11

Sarjiya, & Mulyoto. (2018). Korelasi

Kompetensi Profesional, Motivasi Kerja, Dan Budaya Organisasi Sekolah Dengan Produktivitas Kerja Guru SMP/MTS Se-Kecamatan Temon. *Jurnal Penelitian Dan Evaluasi Pendidikan*, *IV*(November 2017), 45–54.

Sopandi, A. (2019). Pengaruh Kompetensi Profesional Dan Kompetensi Kepribadian Terhadap Kinerja Guru. *Scientific Journal of Reflection*, *2*(2), 121–130. https://doi.org/10.5281/zenodo.2628070

Sulastri, S., Fitria, H., & Martha, A. (2020). Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan. *Journal of Education Research*, *1*(3). https://doi.org/10.37985/jer.v1i3.30

Susanto, H. (2020). Profesi Keguruan. In B. Subiyakto & H. Akmal (Eds.), *Google book* (2020th ed.). Program Studi Pendidikan Sejarah Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat. www.journal.uta45jakarta.ac.id

Wahyuni, W., Entang, M., & Herfina, H. (2019). PENINGKATAN PRODUKTIVITAS KERJA GURU MELALUI PENGEMBANGAN SUPERVISI KEPALA SEKOLAH DAN KREATIVITAS KERJA. *JURNAL MANAJEMEN PENDIDIKAN*, *7*(1), 725–730. https://doi.org/10.33751/jmp.v7i1.957

Warsid, Dekawati, I., & Pujiyati, W. (2020). *ANALISIS KONDISI LINGKUNGAN SEKOLAH DAN MOTIVASI BERPRESTASI SERTA DAMPAKNYA TERHADAP PRODUKTIVITAS KERJA GURU*. *3*(2). https://doi.org/10.31943/edumjournal.v3i2.68

Wulandari, R. W., Farida, U., & Santoso, A. (2020). Pengaruh Kedisiplinan Kerja, Lingkungan Kerja Non-Fisik, dan Stress Kerja terhadap Produktivitas Kerja Guru Di SMK Bakti Ponorogo. *ASSET: Jurnal Manajemen Dan Bisnis*, *3*(1). https://doi.org/10.24269/asset.v3i1.2701

Yulmasita Bagou, D., & Suking, A. (2020). Analisis Kompetensi Profesional Guru. *Jambura Journal of Educational Management*, *1*(September), 122–130. https://doi.org/10.37411/jjem.v1i2.522