



# Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN  
2581-1657

E-ISSN  
2581-2203

## The Influence of Work Involvement and Social Competence on the Performance of State Elementary School Teachers

Suzilawati AN<sup>\*1,2</sup>, Gimin<sup>2</sup>, Daeng Ayub Natuna<sup>2</sup>

SD negeri 15 Rupert, Rupert, 28781, Indonesia

Riau University's Master of Education Administration Study Program, Riau University, 28293, Indonesia

### ARTICLE INFO

#### Article history:

Received: 25 March 2022

Revised: 10 June 2022

Accepted: 09 July 2022

Published online: 24 July 2022

#### Keywords:

Work Engagement  
Teacher Performance  
Social Competence

### ABSTRACT

Several problems were found such as the teacher was not sensitive to the problems of students, the teacher was not enthusiastic in teaching, the teacher could not show in front of the students that he mastered the material well, there were still many teachers who could not good use of information technology, and the lack of togetherness among fellow teachers in completing assignments. This study uses a saturated sample technique. The number of samples is the entire population of 55 teachers. The results of this study shows that there is a positive and significant influence between Job Involvement on Social Competence. The higher the work involvement given, the higher the social competence of the teacher. There is a positive and significant influence between the variables of teacher performance on social competence. The higher the level of performance possessed by the teacher, the higher the level of social competence possessed by the teacher. There is also a jointly significant influence between the variables of work involvement and teacher performance on social competence. The higher the work involvement and performance of the teacher, the higher the level of social competence possessed by the teacher with the assumption of permanent work involvement. Furthermore, the higher the level of performance possessed by the teacher, the higher the level of social competence possessed by the teacher with the assumption of permanent work involvement.

## 1. Introduction

Social competence is a combination of the words competence and social. According to the Big Indonesian Dictionary, competence is the authority to determine or decide something. While social is related to society. So social competence is someone who has the ability to socialize with the community

\* Corresponding author.

E-mail: [suzilawati.an7741@grad.unri.ac.id](mailto:suzilawati.an7741@grad.unri.ac.id)

Doi: <https://doi.org/10.31258/jes.6.3.p.405-418>

where the ability to socialize between one individual and another individual is different. explain To realize trust in others can be built in various ways. There are at least four main dimensions that must be carried out, namely: caring, reliability, openness, and competence. Competence is one of the dimensions that creates trust. Almost everyone will have trust in others because of the competence possessed by that person (Pianda, 2018).

Teachers with good performance in accordance with Permendiknas No. 16 concerning Academic Qualification and Teacher Competency Standards in 2007 article (1) is a teacher who has a nationally applicable standard of academic qualification and teacher competence. Competence as described in Law no. 14 of 2005 concerning Teachers and Lecturers is a set of knowledge, skills, behaviors that must be possessed, internalized, and controlled by teachers/lecturers to carry out their professional duties. The four competencies referred to are (1) pedagogic competence; (2) personality competence; (3) social competence; and (4) professional competence. Of the four competencies, the author focuses his research on social competence. Social competence is a learning process carried out by a person with his life experience in interacting with the people around him. Humans cannot be separated from other people, considering that humans are social creatures. It is human nature to live with the people around them (Istiadah, 2020).

Social competence is an integral and very important component of a person's relationship to become closer, such as friendship or friendship. Individuals will start relationships with other people with their social abilities. He will facilitate the development of the relationship, and make the relationship even closer, so that it can be called friendship (Putro, 2020). Social competence is the ability or skill possessed by individuals in dealing with other people around them, making human relationships with other humans with social competence have deeper closeness. So social competence becomes very important so that the social situation becomes better (Oviyanti, 2017). Social competence is a learning process carried out by a person with his life experience in interacting with the people around him (Fitri, 2018).

Social competence requires teachers to have good social communication skills with students, fellow teachers, principals, administrative staff, and even with community members. Social skills include the ability to adapt to the demands of work and the surrounding environment when carrying out their duties as teachers (Tang Tang). , 2019). There is an important role played by social competence so that a person can express concern for the people around him (Aminarso, 2017). Individuals will be more helpful and more sympathetic. There will be a sense of empathy for others. This condition requires someone who is able to use the knowledge and skills to be able to have positive relationships with others. Social competence plays an important role for a person's social development so that a person can express more social concern, be more sympathetic and more helpful. This condition requires individuals who are able to use skills and knowledge to have positive relationships with others (Putri, 2016).

---

---

Indicators of social competence according to Novita & Yulianti (2020) are as follows: 1) Communicating orally, in writing, and gestures, 2) Using communication and information technology functionally, 3) Associating effectively with students, fellow educators, education staff, leaders educational units, parents/guardians of students, associating politely with the surrounding community by heeding the prevailing norms and value systems, 4) Applying the principles of true brotherhood and the spirit of togetherness. After the researchers conducted a pre-survey, then mapped the problem, it was found that several problems were found in the social competence of elementary school teachers in Rupert District, such as the teacher was not sensitive to the problems of students, the teacher was not enthusiastic in teaching, the teacher could not show in front of the students that he mastered the material. well, there are still many teachers who cannot use information technology properly (gaptek), and the lack of togetherness among fellow teachers in completing assignments.

There are several factors that can affect social competence. According to Khasanah (2016), the factors that influence social competence are: 1) social experience (social interaction), 2) guidance both at home and at school, 3) opportunities to be involved and show skills at work, 4) influence from other individuals. Of these factors, the author only focuses on two variables, namely work involvement and social competence. Work involvement and social competence are important things for a teacher in carrying out their duties, how a teacher is able to be fully involved and take full responsibility in his work wholeheartedly. In carrying out their duties, teachers participate in work involvement with all educational programs that have been made. In fact, there are still many teachers who are still not 100% involved in work in schools, just teaching at schools without knowing how to arrange and create educational programs that are suitable for children at this time.

Patrick (2018) says that job involvement is defined as a measure of the extent to which individuals psychologically take sides with their work and consider the level of performance achieved as self-esteem important. Work engagement is an activity full of enthusiasm for work which is characterized by the characteristics of enthusiasm, dedication, and also absorption of work (Arum, 2019). Meanwhile, according to Yakup (2017) work involvement can be defined as the degree to which a person psychologically interprets himself with work and considers his level of performance as important for self-esteem. According to Pranitasari (2019), work engagement is an activity full of enthusiasm for work which is characterized by the characteristics of enthusiasm, dedication, and also absorption of work. Enthusiasm refers to energy, endurance and effort in carrying out the work. Dedication refers to a sense of pride, enthusiasm, and a sense of meaning. Absorption refers to solubility which is characterized by full concentration in work and feeling that time is running faster.

Kembau, (2018) mentions four indicators to measure work engagement, namely: 1) Response to work, 2) Behavior involving oneself in work, 3) Sense of responsibility towards work, 4) Feelings about unfinished work and absences. Work involvement can be measured by several dimensions including: a person's

---

activeness in his work, a sense of siding with work, and considers work important as self-esteem (Astuti, 2016). In SDN Rupert District, the authors found problems, namely teachers did not respond quickly when they got assignments from the principal, besides that there were some teachers who were reluctant to get jobs for various reasons, and some teachers did not feel guilty when the work they were responsible for had not been completed even though they had already completed their work. past deadlines. Factors other than work involvement that affect teacher performance is social interaction. Social interaction is the most important thing in the teaching and learning process because teachers must interact directly with students, provide the education needed by students, not only that teachers must interact socially with parents and guardians of students, provide information about how their children are developing. at school and describe the obstacles faced by students to their parents, and together find a way out in solving these problems. Job involvement can be defined as the degree to which a person psychologically defines himself or herself with work and considers his or her level of performance as important for self-esteem (Wijaya, 2019).

According to Baharuddin (2014) explains that the process of interaction in teaching and learning, a very important factor is the teacher. Why teachers are considered important in the process. Teachers are seen as important because of their role as curriculum implementers. It is the teacher who determines the extent to which the curriculum has been successfully implemented in schools. According to Bali (2017), social interaction is a relationship between one or more people, where a person's behavior can influence, change, or improve the behavior of other individuals or vice versa. Social interaction takes place in two or more directions and influences each other from one individual to another. The real form of social interaction is the relationship and communication or social contact between individuals and other individuals. Another form is the interaction between teachers and students in the learning process. Meanwhile, according to Darussalam (2019), social interaction is a dynamic social relationship, which involves reciprocal relationships between individuals, between human groups, as well as between people and human groups. individuals and groups.

The definition of social interaction is also expressed by Fatnar and Anam (2014), social interaction is the key to all social life, because without social interaction there is no way of living together. Humans as social beings definitely need other people and carry out social interactions within the framework of living together. Meanwhile, according to Soekanto (2013), social interaction is the basis of social processes, which refers to dynamic social relationships. Meeting people directly can produce an association that occurs when individuals between individuals or groups cooperate and communicate in achieving the goals to be achieved but can also lead to conflicts and disputes. There are many factors that can affect social interaction as stated by Pratama (2020), social interaction is based on several factors, including imitation, suggestion, identification, sympathy, motivation and empathy factors. Imitation is the process or action of a person to imitate other people in terms of attitudes, actions, appearance, and lifestyle. Suggestion is a stimulus, influence, or stimulus given by an individual to another individual so that the person given the suggestion does what is suggested without a critical and

---

---

rational attitude. Identification is an effort made by an individual to be the same (identical) as the individual he imitates.

The identification process is closely related to imitation. Sympathy is a psychological process of an individual who feels attracted to an individual or group because of his attitude, appearance, or actions. Motivation is an encouragement, stimulation, influence, or stimulus given by individuals to other individuals so that people who are motivated do it critically, rationally, and responsibly. Empathy is a psychological process of an individual to dissolve in the feelings of others, both joy and sorrow. The author found several problems at public elementary schools in Rupat District, including: teachers lack empathy when they see their students having difficulty understanding lessons, communication with students is only limited in class, and teachers do not motivate students to study hard. Based on the above background, the authors are interested in conducting research on: "The Influence of Work Involvement and Social Competence on the Performance of Public Elementary School Teachers in Rupat District, Bengkalis Regency".

## **2. Methodology**

The type of research carried out is survey research with an approach. The type of research carried out is *ex post facto* research with a quantitative research approach. *Ex post facto* research aims to analyze the effect of independent variables on the dependent variable. Kerlinger (in Sugiyono, 2019), states that *ex post facto* research is research conducted on large and small populations that aims to find influences or relationships between variables. The reason for choosing this *ex post facto* research is to see how much influence the independent variable has on the dependent variable. The independent variables in this study were work involvement ( $X_1$ ) and social competence ( $X_2$ ), while the dependent variable was teacher performance ( $Y$ ). The location where this research was conducted is in Rupat District, Bengkalis Regency, Riau Province.

The time of the research will be carried out starting from January to October 2021. The population is the entire research subject. In this quantitative study using inferential statistical analysis, the determination of the population and sample becomes a very important part. This is because it is generalized to the population. Population is the entire population or individuals under investigation. In this study, the population in question is all public school teachers in Rupat District, Bengkalis Regency, both with the status of civil servants, assistant teachers, and non-permanent teachers. On this basis, the population in this study can be described as follows.

Thus the size of the target population in this study was 55 people. The sampling technique used is the saturated sample. According to Sugiyono (2017) the saturated sampling technique is a sampling technique where all members of the population are used as samples. So the number of samples used in this study were 55 teachers.

---

Table 1. Research Population

No	School name	NPSN	BP	Status	Teacher
1	SDN 1 RUPAT	10401305	SD	Negeri	16
2	SDN 2 RUPAT	10400725	SD	Negeri	13
3	SDN 3 RUPAT	10400773	SD	Negeri	13
4	SDN 4 RUPAT	10495286	SD	Negeri	13
<b>Total Teacher</b>					<b>55</b>

### 3. Results and Discussion

The respondents in this study were all public school teachers in Rupert District, Bengkulu Regency, both with the status of civil servants, assistant teachers, and temporary teachers. The description of the data on each variable was obtained based on the data obtained in the field. In this section, data from each variable in the form of mean, median, mode, and standard deviation (SDN) will be used to describe and test the effect of variable X on variable Y. In addition, a frequency distribution table for each variable will be presented and followed by determining the tendency of each variable.

#### *Description of Research Object*

The general description of respondents will describe the characteristics of respondents based on gender, age, and years of service.

##### a) Characteristics of Respondents by Gender

Characteristics of respondents by gender can be seen in the following table.

Table 2. Characteristics of Respondents by Gender

Gender	Frequency	Percentage
Man	32	58,1 %
Woman	23	41,9%
<b>Total</b>	<b>55</b>	<b>100 %</b>

Based on Table 2, it can be seen that the number of respondents who are female are 23 people (58.1%), and 32 people are male (41.9%). This shows that the number of respondents in SD Negeri Rupert District are male teachers.

##### b) Characteristics of Respondents Based on Age

Characteristics of respondents by type of age can be seen in Table 3 below.

Table 3. Characteristics of Respondents by Age

Age	Frequency	Percentage
21 – 30	12	21,8 %
31 – 40	20	36,4%
41 – 50	18	32,7%
51 – 60	5	9,1%
<b>Total</b>	<b>55</b>	<b>100 %</b>

Based on Table 3, it can be seen that the respondents in the age group 21-30 are 12 people (21.8%), the age group 31-40 are 8 people (36.4%), the age group 41-50 are 25 people (32.7%), and the age group 51-60 amounted to 18 people (9.1%). Thus it can be concluded that the majority of respondents are in the 31-40 age group, which is 36.4%.

#### c) Characteristics of Respondents Based on Working Period

Characteristics of respondents based on years of service can be seen in Table 4 below.

Table 4. Characteristics of Respondents Based on Working Period

Age	Frequency	Percentage
1 – 10	5	9,1%
11 – 20	30	54,5 %
21 – 30	20	36,4%
<b>Total</b>	<b>55</b>	<b>100 %</b>

Based on Table 4, it can be seen that there are 5 respondents with working years from 1-10 (9.1%), 30 people working from 11-20 people (54.5%), and 20 people working from 21-30. (36.4%). Thus, it can be concluded that the majority of respondents are in the range 11-20, which is 54.5%.

#### a. Normality Test

The normality test in this study used the Kolmogorov-Smirnov test which was calculated with the SPSS 22 For Windows program. Decision making is based on the probability value, that is, if  $> 0.05$  then the data is normal and if  $< 0.05$  then the data is not normal. Based on the price of the probability coefficient (sig) for work involvement of 0.089, teacher performance of 0.096, and simultaneous social competence of 0.104. Thus the data is normally distributed because the p value  $> 0.05$ . The results of the normality test can be seen in the table below.

Table 5. Testing the Normality of the Effect of Work Involvement ( $X_1$ ), Social Competence ( $X_2$ ), and Teacher Performance (Y)

No	Lilliefors Significance Correction (Kolmogorov-Smirnov)	Variabel		
		Work Engagement	Social Competence	Teacher Performance
1	Significant	0,200	0,200	0,200

#### b. Multicollinearity Test

Multicollinearity test is a statistical test to see whether or not there is a high correlation between independent variables in a multiple linear regression model. If there is a high correlation between the independent variables, then the relationship between the independent variable and the dependent variable will be disturbed. The results of the Multicollinearity Test are as follows.

Table 6. Multicollinearity Testing of Work Involvement ( $X_1$ ) and Social Competence ( $X_2$ )

No	Research variable	Collinearity Statistic	
		Tolerance	VIF
1	Work Engagement	0,506	1,975
2	Social Competence	0,506	1,975

From Table 6, it can be seen that the value of tolerance for the variables of Work Involvement and Teacher Performance of 0.506 is greater than 0.1, then the value of VIF for the two variables is 1.975 smaller than 10 or  $VIF < 10$ . Thus it can be concluded that multicollinearity between the independent variables does not occur.

### c. Regression Analysis

Multiple linear regression analysis was used to determine the magnitude of the influence of each and the overall effect of the work involvement and teacher performance variables on social competence. To determine the effect of these variables, then use linear regression analysis, namely simple linear regression and multiple linear regression. Simple linear regression was used to determine the magnitude of the influence of the variable Effect of Job Involvement on Social Competence and the magnitude of the influence of the Principal Leadership variable on Social Competence, while multiple linear regression was used to determine the magnitude of the simultaneous influence of the Job Involvement and Teacher Performance variables on the Social Competence variable. The results of the multiple linear regression test are as follows.

#### a. The Effect of Work Involvement ( $X_1$ ) on Teacher Performance ( $Y$ )

The first hypothesis testing is that there is a significant effect between the Effect of Work Involvement ( $X_1$ ) on Teacher Performance ( $Y$ ). Testing hypothesis 1 is to test whether there is a positive influence between Job Involvement ( $X_1$ ) on the Social Competence of State Elementary Schools in Rupert District. To test the hypothesis, a simple regression test was used. Simple regression test is used because it is to find the effect of one independent variable on the dependent variable. In addition, there is a linear relationship between the independent variables and the dependent variable so that the analysis uses linear regression analysis. The data was processed with the help of the SPSS version 22 computer program for Windows. The following is a summary table of simple regression results.

Table 7. T-test Calculate the Coefficient between the Effect of Work Involvement ( $X_1$ ) on Social Competence ( $Y$ )

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	11,142	1,657	0,104
2	Work Engagement	1,051	6,428	0,000



Based on Table 7, it can then be used to test hypothesis 1, namely by calculating using the SPSS version 25.0 program for windows, the constant magnitude ( $K$ ) = 11.142 and the regression coefficient value ( $a$ ) = 1.051, so the simple linear regression equation is as follows:  $Y = aX + K = 1.051 + 11.142$  The equation shows that the coefficient value is positive at 1.051, which means that if the value of Work Involvement ( $X_1$ ) increases by 1 point, the value of Teacher Performance ( $Y$ ) will increase by 1.051 points. The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to examine the significant simultaneous effect of Job Involvement ( $X_1$ ) on Teacher Performance ( $Y$ )

Table 8. Linearity Test Results and Significance of Work Involvement Variables ( $X_1$ ) and Teacher Performance ( $Y$ )

No	Teacher Performance and Organizational Culture	F	Sig
1	Linearity	36,144	0,000
2	DeviationfromLinearity	0,734	0,781

Based on Table 8, the magnitude of the value of FTable with the number of samples  $n=55$ , variable  $k=2$ ,  $df1=k-1$ , and  $df2=n-k$ , obtained  $F_{Table}=4.02$ . So that  $F_{count} < F_{Table}$ , and  $sig > 0.05$ . the results of data analysis obtained Fcount of 36.144 while  $F_{Table} = 4.02$ . Because  $F_{count} > F_{Table}$  then  $H_0$  is rejected. This means that together the work involvement variable has a significant effect on teacher performance. Coefficient of Determination ( $R^2$ ) Effect of Work Involvement Variable ( $X_1$ ) on Teacher Performance ( $Y$ )

Table 9. Effect of Work Involvement Variable ( $X_1$ ) on Social Competence ( $Y$ )

Model	Predictor	R	$R^2$	Contribution (%)	Interpretation
1	Work Engagement	0,662	0,438	43,8%	Moderate

Based on the results of the analysis using SPSS 22.00, it shows that the regression coefficient is 0.662. The correlation coefficient ( $r$ ) is 0.662 and the coefficient of determination ( $r^2$ ) is 0.438. This shows that 43.8% work involvement is determined by the work involvement variable. while 56.2% is determined by other variables that cannot be explained in this study.

### ***b. The Effect of Social Competence ( $X_2$ ) on Teacher Performance ( $Y$ )***

The first hypothesis testing is that there is a significant influence between the influence of social competence ( $X_2$ ) on teacher performance ( $Y$ ). Testing hypothesis 2 is to test whether there is a positive influence between Teacher Performance on Social Competence of SDN Teachers in Rupert District. To test the hypothesis, a simple regression test was used. Simple regression test is used because it is to find the effect of one independent variable on the dependent variable. In addition, there is a linear relationship between the independent variables and the dependent variable so that the analysis uses linear regression analysis. The data was processed with the help of the SPSS version 22.00 for

Windows computer program. The following is a summary table of simple regression results with 1 predictor, namely between  $X_2$  and Y.

Table 10. T-test Calculate the Coefficient between the Effect of Teacher Performance ( $X_2$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	1,874	0,273	0,786
2	Social Competence	1,381	7,650	0,000

Based on Table 10, it can then be used to test hypothesis 2, namely by calculating using the SPSS version 22.00 for windows program, the constant magnitude (K) = 1.874 and the regression coefficient (a) = 1.381, so the simple linear regression equation is as follows  $Y = aX + K$   $Y = 1.381 + 1.874$  The equation shows that the coefficient value is positive at 1.381, which means that if the value of Teacher Performance ( $X_2$ ) increases by 1 point, the value of Teacher Performance (Y) will increase by 1.381 points. The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to examine the significant simultaneous effect between Social Competence ( $X_2$ ) and Teacher Performance (Y).

Table 11. Linearity Test Results and Significance of Teacher Performance Variables ( $X_2$ ) and Teacher Performance (Y)

No	Teacher Performance and Principal Leadership	F	Sig
1	Linearity	75,582	0,000
2	Deviation from Linearity	1,736	0,078

Based on Table 11. The magnitude of the value of FTable with the number of samples  $n=55$ , variable  $k=2$ ,  $df_1=k-1$ , and  $df_2=n-k$ , obtained  $F_{Table}=4.02$ . So that  $F_{count} < F_{Table}$ , and  $sig > 0.05$ . the results of data analysis obtained  $F_{count}$  of 75.582 while  $F_{Table} = 4.02$ . Because  $F_{count} > F_{Table}$  then  $H_0$  is rejected. This means that together the Social Competence variables have a significant effect on Teacher Performance. Coefficient of Determination ( $R^2$ ) The Influence of Social Competence Variables ( $X_2$ ) Teacher Performance (Y)

Table 12. Effect of Social Competence Variables ( $X_2$ ) on Teacher Performance (Y)

Model	Predictor	R	$R^2$	Contribution (%)	Interpretation
1	Social Competence	0,724	0,525	52,5%	Moderate

Based on the results of the analysis using SPSS 22.00, it shows that the regression coefficient is 0.724. The price of the correlation coefficient (r) is 0.724 and the coefficient of determination ( $r^2$ ) is 0.525. This shows that 52.5% Work Involvement is determined by the Social Competence variable. while 47.5% is determined by other variables that cannot be explained in this study.

### ***c. The Influence of Work Involvement ( $X_1$ ) Social Competence ( $X_2$ ) on Teacher Performance (Y)***

Testing the third hypothesis is that there is a significant effect between the influence of work involvement ( $X_1$ ) and social competence ( $X_2$ ) on teacher performance (Y). The third hypothesis is to test whether there is a positive influence between Work Engagement and Social Competence together on the Performance of SDN Teachers in Rupert District. To test hypothesis 3 used multiple regression test. This is because multiple regression is used to predict how two or 84 more independent variables affect the dependent variable. To test the hypothesis, the data was processed with the help of the SPSS version 22.0 for Windows computer program. The following is a summary table of the results of the 2 predictors of multiple regression between  $X_1$  and  $X_2$  against Y.

Based on the following table, it can be used to test hypothesis 3, namely by calculating using the SPSS version 22.0 for windows, the constant magnitude (K) = -2.203 and the value of the regression coefficient ( $a_1$ ) = 0.480 and ( $a_2$ ) = 0.977 so that the multiple linear regression equation as  $Y = a_1X_1 + a_2X_2 + k$   $Y = 0.480X_1 + 0.977X_2 - 2.203$  From the above equation it can be seen that the  $X_1$  coefficient value is 0.480, which means that if the value of Work Involvement increases by 1 point, Social Competence will increase by 0.480 assuming  $X_2$  permanent.

Table 13. T-test Calculate the Coefficient between the Effect of Work Involvement ( $X_1$ ) Social Competence ( $X_2$ ) on Teacher Performance (Y)

Model	Variabel	Unstandardized Coefficients B	t	Sig
1	Constant	-2,203	-0,324	0,747
2	Effect of Work Engagement	0,480	2,366	0,022
3	Social Competence	0,977	4,013	0,000

The value of the  $X_2$  coefficient is 0.977, which means that the value of Social Competence increases by 1 point, so Teacher Performance will increase by 0.977 with the assumption that  $X_1$  remains. The F test was conducted to determine the effect of the independent variables on the dependent variable together. This test was conducted to examine the significant simultaneous effect between Job Involvement ( $X_1$ ) and Social Competence ( $X_2$ ) and on Teacher Performance (Y)

Table 14. Effect of Work Involvement Variables ( $X_1$ ) Social Competence on Teacher Performance (Y)

Model	Predictor	R	R <sup>2</sup>	Contribution (%)	Interpretation
1	Work Engagement, Social Competence	0,756	0,571	57,1%	Moderate

Based on the results of the analysis using SPSS 22.00, it shows that the regression coefficient is 0.756. The correlation coefficient (r) is 0.756 and the coefficient of

determination ( $r^2$ ) is 0.571. This shows that 57.1% of work involvement is determined by the variables of work involvement and social competence. while 42.9% were determined by other variables that could not be explained in this study.

#### 4. Conclusion

The research indicated that there is a positive and significant influence between work involvement on teacher performance. The higher the work involvement given, the higher the teacher's performance. Secondly, there is a positive and significant influence between the variables of social competence on teacher performance at SDN Rupert District. The higher the level of Social Competence possessed by the teacher, the higher the level of performance possessed by the teacher. Third, there is a jointly significant influence between the variables of Work Involvement and Social Competence on Teacher Performance at SDN Rupert District. The higher the Job Involvement and Social Competence of the teacher, the higher the level of performance possessed by the teacher assuming permanent work involvement. Furthermore, the higher the level of Social Competence possessed by the teacher, the higher the level of teacher performance owned by the teacher assuming permanent work involvement.

#### References

- Aminarso, S. N. (2017). *Hubungan Persepsi Siswa Tentang Kompetensi Sosial Guru Terhadap Motivasi Belajar Siswa Kelas Viii Mts Nu Salatiga*.
- Arum, N. M. (2019). Hubungan Antara Keterlibatan Kerja dan Keterikatan Kerja Pada Karyawan.
- Astuti, E. M., Hasiholan, L. B., & Fathoni, A. (2019). The Effect Of Empowerment Of Psychology, Employment Ability, And Motivation On Employee Performance In Bpr Mitrapersada Mranggen In Mranggen Branch In Mediation Commitment To Employee. *Journal of Management*, 5(5).
- Astuti, N. W. (2016). Pengaruh Keterlibatan, Disiplin, dan Kompensasi Kerja Terhadap Kinerja Pegawai Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Tegal.
- Baharuddin. (2014). *Prospektus Menuju World Class University dalam Reorientasi Tradisi Perguruan Tinggi Islam Menuju World Class University*, Malang: UIN Maliki Press.
- Bali, M. M. E. I. (2017). Model Interaksi Sosial Dalam Mengelaborasi Keterampilan Sosial. *Pedagogik: Jurnal Pendidikan*, 4(2).
- Dahlan, D., Iriawan, H., & Hamdan, H. (2017). Pengaruh Kompetensi Manajerial Kepala Sekolah Terhadap Kompetensi Sosial Guru Di Sma Negeri 11 Makassar. *Jurnal Ilmiah Ilmu Administrasi Publik*, 7(2), 59-68.
- Darussalam, A. (2019). Wawasan Hadis Tentang Silaturahmi. *Tahdis: Jurnal Kajian Ilmu Al-Hadis*, 8(2).
-

- 
- Fahruci, A. (2016). Interaksi Sosial Antara Guru Sd Negeri Randugunting 02 dan Guru Sd Negeri Randugunting 07 Kota Tegal.
- Fatnar, V. N., & Anam, C. (2014). Kemampuan Interaksi Sosial Antara Remaja Yang Tinggal Di Pondok Pesantren Dengan Yang Tinggal Bersama Keluarga.
- Fitri, R. N. (2018). *Pengaruh Kompetensi Guru Terhadap Aktivitas Dan Hasil Belajar Siswa (Penelitian Deskriptif Kuantitatif Dilakukan Di Sekolah Dasar Negeri Kecamatan Cikarang Barat Kabupaten Bekasi)*
- Indrayanti, T. (2017). Potret Penggunaan Bahasa Remaja Dalam Perspektif Kalangan Mahasiswa. *Prosiding Prasasti*, 126-131.
- Istiadah, F. N. (2020). *Teori-Teori Belajar Dalam Pendidikan*. Edu Publisher.
- Kakinsale, A., Tumbel, A. L., & Sendow, G. M. (2015). Pengaruh Keterlibatan Kerja, Lingkungan Kerja, Dan Kompensasi Terhadap Kinerja Karyawan Pada Pt. Bangun Wenang Beverages Manado. *Jurnal Emba: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 3(1).
- Kembau, J. B., Sendow, G. M., & Tawas, H. N. (2018). Pengaruh Keterlibatan Kerja Dan Kompetensi Kerja Terhadap Kepuasan Kerja Dan Kinerja Guru Sekolah Dasar Di Kecamatan Malalayang Kota Manado. *Jurnal Emba: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 6(4).
- Khasanah, T. N. (2016). *Pengaruh Konsep Diri Dan Komunikasi Interpersonal Terhadap Interaksi Sosial Pada Siswa Smp Negeri Se-Sub Rayon 1 Kota Semarang Tahun Ajaran 2016/2017*.
- Natuna, D. A., & Wilson, (2018). Teacher's Style Of Optimism Public Senior High School Rimba Melintang, Rokan Hilir, Riau. *Proceeding Of The 2nd Urices 2*, 840-47.
- Novita, M., & Yulianti, P. (2020). Pengaruh Kompetensi Sosial Dan Kompetensi Profesional Terhadap Penilaian Kinerja Dosen Universitas Dharma Andalas Padang. *Jurnal Ekonomi Dan Bisnis Dharma Andalas*, 22(2), 241-254.
- Oviyanti, F. (2017). Urgensi Kecerdasan Interpersonal Bagi Guru. *Tadrib*, 3(1), 75-97.
- Parnawi, A. (2018). Kompetensi Sosial Guru Pendidikan Agama Islam Dalam Meningkatkan Prestasi Siswa. *Fenomena*, 10(1), 27-40.
- Patrick, A. (2018). Pengaruh Job Involvement Dan Job Characteristic Terhadap Turnover Intention Pada Pt Mustika Lestari Indonesia. *Agora*, 6(2).
- Pianda, D. (2018). *Kinerja Guru: Kompetensi Guru, Motivasi Kerja Dan Kepemimpinan Kepala Sekolah*. Cv Jejak (Jejak Publisher).
- Pranitasari, D. (2019). *Keterikatan Kerja Dosen Sebagai Kunci Keberhasilan Perguruan Tinggi*. Deepublish.
- Pratama, E. N. (2020). Interaksi Sosial Guru Pai Dan Budi Pekerti Dalam Mengembangkan Motivasi Berprestasi Siswa Di Sma Negeri 1 Suruh Tahun Pelajaran 2019/2020.
- Putri, A. (2016). Pentingnya Kualitas Pribadi Konselor Dalam Konseling Untuk Membangun Hubungan Antar Konselor Dan Konseli. *Jurnal Bimbingan Konseling Indonesia*, 1(1), 10-13.
- Putri, S. D., & Suwatno, S. (2017). Pengaruh Kompetensi Pedagogik Dan Kompetensi Sosial Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Pengantar Administrasi Perkantoran Kelas X Administrasi Perkantoran Di
-

- Smk Negeri 1 Subang. *Jurnal Pendidikan Manajemen Perkantoran (Jpmanper)*, 2(2), 113-123.
- Putro, K. Z., Amri, M. A., Wulandari, N., & Kurniawan, D. (2020). Pola Interaksi Anak Dan Orangtua Selama Kebijakan Pembelajaran Di Rumah. *Fitrah: Journal Of Islamic Education*, 1(1), 124-140.
- Soekanto & Soerjono. (2013). *Sosiologi Suatu Pengantar*. Rajawali Pers, Jakarta.
- Sugiyono, 2019. *Metode Penelitian Kuantitatif*, Cv. Alfabeta, Bandung.
- Tang, I. (2019). Pengaruh Kompetensi Sosial Guru Terhadap Hasil Belajar Peserta Didik Di Min 3 Luwu.
- Undang-Undang Guru dan Dosen. 43.
- Wijaya, M., & Laili, K. S. (2019). Pengaruh Keterlibatan Kerja Dan Komitmen Organisasi Terhadap Kinerja Karyawan Pada Pt. Telkom Akses Medan.
- Yakup, Y. (2017). Pengaruh Keterlibatan Kerja, Budaya Organisasi Dan Motivasi Kerja Terhadap Kepuasan Kerja Pegawai. *Perisai: Islamic Banking And Finance Journal*, 1(3), 273-290.

How to cite this article:

Suzilawati A. N, Gimin, & Natuna, D. A. (2022). The Influence of Work Involvement and Social Competence on the Performance of State Elementary School Teachers in Rupert Bengkalis District. *Journal of Educational Sciences*, 6(3), 405-418.

---