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

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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.
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 Rupat 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 Rupat 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 expost facto research with a quantitative research approach. Expost facto research aims to analyze the effect of independent variables on the dependent variable. Kerlinger (in Sugiyono, 2019), states that expost facto research is research conducted on large and small populations that aims to find influences or relationships between variables. The reason for choosing this expost 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

<table>
<thead>
<tr>
<th>No</th>
<th>School name</th>
<th>NPSN</th>
<th>BP</th>
<th>Status</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SDN 1 RUPAT</td>
<td>10401305</td>
<td>SD</td>
<td>Negeri</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>SDN 2 RUPAT</td>
<td>10400725</td>
<td>SD</td>
<td>Negeri</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>SDN 3 RUPAT</td>
<td>10400773</td>
<td>SD</td>
<td>Negeri</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>SDN 4 RUPAT</td>
<td>10495286</td>
<td>SD</td>
<td>Negeri</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>Total Teacher</strong></td>
<td><strong>55</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Results and Discussion

The respondents in this study were all public school teachers in Rupat District, Bengkalis 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>32</td>
<td>58.1%</td>
</tr>
<tr>
<td>Woman</td>
<td>23</td>
<td>41.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

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 Rupat 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

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 30</td>
<td>12</td>
<td>21.8 %</td>
</tr>
<tr>
<td>31 – 40</td>
<td>20</td>
<td>36.4%</td>
</tr>
<tr>
<td>41 – 50</td>
<td>18</td>
<td>32.7%</td>
</tr>
<tr>
<td>51 – 60</td>
<td>5</td>
<td>9.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10</td>
<td>5</td>
<td>9.1%</td>
</tr>
<tr>
<td>11 – 20</td>
<td>30</td>
<td>54.5%</td>
</tr>
<tr>
<td>21 – 30</td>
<td>20</td>
<td>36.4%</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100%</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>No</th>
<th>Variabel</th>
<th>Lilliefors Significance Correction (Kolmogorov-Smirnov)</th>
<th>Work Engagement</th>
<th>Social Competence</th>
<th>Teacher Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Significant</td>
<td></td>
<td>0.200</td>
<td>0.200</td>
<td>0.200</td>
</tr>
</tbody>
</table>

**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 (X₁) and Social Competence (X₂)

<table>
<thead>
<tr>
<th>No</th>
<th>Research variable</th>
<th>Collinearity Statistic</th>
<th>Tolerance</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work Engagement</td>
<td></td>
<td>0.506</td>
<td>1.975</td>
</tr>
<tr>
<td>2</td>
<td>Social Competence</td>
<td></td>
<td>0.506</td>
<td>1.975</td>
</tr>
</tbody>
</table>

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 (X₁) on Teacher Performance (Y)

The first hypothesis testing is that there is a significant effect between the Effect of Work Involvement (X₁) on Teacher Performance (Y). Testing hypothesis 1 is to test whether there is a positive influence between Job Involvement (X₁) on the Social Competence of State Elementary Schools in Rupat 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 (X₁) on Social Competence (Y)

<table>
<thead>
<tr>
<th>Model</th>
<th>Variabel</th>
<th>Unstandardized Coefficients B</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Constant</td>
<td>11.142</td>
<td>1.657</td>
<td>0.104</td>
</tr>
<tr>
<td>2</td>
<td>Work Engagement</td>
<td>1.051</td>
<td>6.428</td>
<td>0.000</td>
</tr>
</tbody>
</table>
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 \( (Y) \)**

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher Performance and Organizational Culture</th>
<th>( F )</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Linearity</td>
<td>36,144</td>
<td>0.000</td>
</tr>
<tr>
<td>2</td>
<td>Deviation from Linearity</td>
<td>0.734</td>
<td>0.781</td>
</tr>
</tbody>
</table>

Based on Table 8, the magnitude of the value of \( F_{Table} \) 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 \( sig \ 0.781> 0.05 \). the results of data analysis obtained \( F_{count} \) 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 \( (Y) \)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Predictor</th>
<th>( R )</th>
<th>( R^2 )</th>
<th>Contribution (%)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work Engagement</td>
<td>0.662</td>
<td>0.438</td>
<td>43.8%</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

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 Rupat 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 ($Y$)

<table>
<thead>
<tr>
<th>Model</th>
<th>Variabel</th>
<th>Unstandardized Coefficients</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Constant</td>
<td>1.874</td>
<td>0.273</td>
<td>0.786</td>
</tr>
<tr>
<td>2</td>
<td>Social Competence</td>
<td>1.381</td>
<td>7.650</td>
<td>0.000</td>
</tr>
</tbody>
</table>

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 $Y = aX + K = 1.381 + 1.874$. 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 ($Y$)

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher Performance and Principal Leadership</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Linearity</td>
<td>75.582</td>
<td>0.000</td>
</tr>
<tr>
<td>2</td>
<td>Deviation from Linearity</td>
<td>1.736</td>
<td>0.078</td>
</tr>
</tbody>
</table>

Based on Table 11. The magnitude of the value of $F_{Table}$ 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 $sig 0.078> 0.05$. the results of data analysis obtained $F_{count}$ of 75.582 while $F_{Table} = 4.02$. Because $F_{count}> F_{Table}$ then $H0$ 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 ($Y$)

<table>
<thead>
<tr>
<th>Model</th>
<th>Predictor</th>
<th>R</th>
<th>$R^2$</th>
<th>Contribution (%)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Competence</td>
<td>0.724</td>
<td>0.525</td>
<td>52.5%</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

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 Rupat 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>
<thead>
<tr>
<th>Model</th>
<th>Variabel</th>
<th>Unstandardized Coefficients</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Constant</td>
<td>-2.203</td>
<td>-0.324</td>
<td>0.747</td>
</tr>
<tr>
<td>2</td>
<td>Effect of Work Engagement</td>
<td>0.480</td>
<td>2.366</td>
<td>0.022</td>
</tr>
<tr>
<td>3</td>
<td>Social Competence</td>
<td>0.977</td>
<td>4.013</td>
<td>0.000</td>
</tr>
</tbody>
</table>

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 ($Y$)

<table>
<thead>
<tr>
<th>Model</th>
<th>Predictor</th>
<th>$R$</th>
<th>$R^2$</th>
<th>Contribution (%)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work Engagement, Social Competence</td>
<td>0.756</td>
<td>0.571</td>
<td>57.1%</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

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 Rupat 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 Rupat 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.

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Undang-Undang Guru dan Dosen. 43.


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