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The Effect of Individual Characteristics on the Performance of Primary School Teachers in Bone District, Bone Regency of South Sulawesi, Indonesia.

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ABSTRACT

Efforts to improve the quality of education in schools occur when teacher performance increases optimally. The purpose of this research is to describe individual characteristics, teacher performance descriptions, on teacher performance. The method used in this research is the quantitative descriptive method with an associative approach. The study population was teachers in elementary schools (SD) in Awangpone District, Bone Regency, totaling 30 schools with a total of 233 teachers. The research sample consisted of 35 respondents and the sampling technique used random sampling techniques. The data collection techniques used in this study were: observation (observation), questionnaire (questionnaire), interviews, and documentation. The data analysis technique used in this research is the descriptive statistical analysis technique and inferential statistical analysis technique which aims to examine the research variables. Based on the results of the study, the level of personal characteristics was assessed as good, teacher performance was considered good, and there was an influence between personal characteristics on the performance of elementary school teachers in Awampone District, Bone Regency. shows the R square value of 41.90 percent. This means that other factors contribute 59.10 percent to teachers' performance.

Keywords: Individual Characteristics; Performance; Teacher.

INTRODUCTION

Indonesia is a country that is required to be able to adapt to the demands of global change so that the nation's problems can be resolved. In the field of education, one of the problems faced by the Indonesian nation is the low quality of education at every level and unit of education, especially primary and secondary education. (Niswaty & Arhas, 2019; Salam et al., 2018; Suprianto et al., 2018). Personnel who are directly related to the implementation of education are teachers (Saleh & Arhas, 2019; Sirait et al., 2019). The quality of education can contribute to improving the quality of human resources, through three main conditions that must be considered: first building infrastructure, both teachers and professional education personnel, and the three adequate books and of quality (Mulyasa, 2013).

At the micro-technical level, teachers as educators are educational leaders, very much in determining the learning process in the classroom, and this leadership role will be reflected in how teachers carry out their roles and duties. (Agi et al., 2015; Lestari et al., 2018; Sukmawati, 2017). A person's performance is a combination of business abilities and opportunities that are assessed from work results. This means that the performance of teachers and employees is a very determining factor for the quality of learning/education which will have implications for the quality of education output after finishing school.

Efforts to improve the quality of education in schools occur if teacher performance increases optimally, teacher quality will be reflected in the teaching and learning process carried out by the demands of the curriculum. (Darwis et al., 2019; Ikhsan et al., 2019; Saleh et al., 2019; Yunus et al., 2020). The quality of the performance of teachers and employees greatly determines the quality of educational outcomes, because teachers are the party who has the most direct contact with students in the education/learning process in school educational institutions. So, the performance of teachers and employees greatly influences the creation of quality education processes and outcomes. Therefore, teachers are required to improve the quality of carrying out their duties to have high performance. But in reality, there are still many teachers who have poor performance, both in terms of planning lessons, carrying out learning, and evaluating learning. So, it is feared that the quality of education will not increase, but instead decrease.

Increasing learning success must pay attention to the characteristics of a teacher's job. Job characteristics that match the talent of a teacher are more likely to encourage commitment than job characteristics that are not suitable. This attitude of commitment to work further encourages teachers to make greater efforts in carrying out the teaching and learning process of work so that teacher performance and student achievement can be achieved well. Motivation is seen as having an important role in encouraging teacher performance. Motivation is a complex problem in organizations or institutions because the motivation of each teacher is different from one another (Idzhar, 2016; Reski et al., 2018; Sirait et al., 2019). Increasing employee motivation is a factor for optimizing performance, which in turn is to achieve the goals, vision, and mission of the organization (Syafii et al., 2015; Beltrán-Martín & Bou-Llusar, 2018; Saleh et al, 2020).

METHODS

The method used in this research is the quantitative descriptive method with an associative approach. The descriptive method in particular is a method in examining

the status of human groups, an object, a condition of a system of thought, or a symptom of events in the present. This research method is to determine how much influence individual characteristics have on teacher performance. Sugiyono (2017) averred that the population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. In this study, the population of the study was teachers in elementary schools in Awangpone District, Bone Regency, totaling 30 schools with a total of 233 teachers.

Based on the population above, the number of samples from the population is determined according to the opinion of (Arikunto, 2006) that population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. In this study, the population of the study was teachers in elementary schools in Awangpone District, Bone Regency, totaling 30 schools with a total of 233 teachers.

Based on the population above, the number of samples from the population is determined according to the opinion of (Sugiyono, 2017) about guidelines for providing an interpretation of correlation coefficients. The data analysis technique used in this research is descriptive statistical analysis techniques and inferential statistical analysis techniques which aim to examine the research variables.

RESULT AND DISCUSSION

The instrument test in this study was carried out by testing the validity and reliability test. The first validity test is testing the quality of items on individual characteristic variables. The results of the validation test for Variable X indicate that all of the question items in the questionnaire, totaling 10 statement items, have previously been tested on 35 respondents in elementary schools in Kahu District, Bone Regency which have the same characteristics as the research location conducted by the author at this time, where This shows that of the ten statements the results are positive with a significant value less than 0.05, so it can be concluded that all statement items for the variable questionnaire implementation of BOS policy are declared valid. From the results of the validity test of Variable Y, it shows that all statement items totaling 10 are considered valid where the value is less than 0.05, meaning that all statement items have shown eligibility to be given to respondents and can also be assessed that all statements are objective to be researched. Furthermore, after managing the validity test, the next step is that the reliability test is carried out to determine the extent to which a measurement can provide relatively the same results if a re-measurement is carried out on the same subject.

The reliability test in this study used Cronbach Alpha. This study was to see whether the individual characteristics variable questionnaire (X) was reliable or not by using Cronbach alpha.

Table 1.
Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 35 | 100,0 |
| | Excluded ^a | 0 | ,0 |
| | Total | 35 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Table 2.
Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,819 | 10 |

Source: SPSS 22 output, 2020

Based on the table of reliability statistics, it is known that the individual characteristics questionnaire has a Cronbach's Alpha value of 0.819, which value is greater than the Cronbach's Alpha minimum standard value of 0.600, meaning this shows that the questionnaire is reliable. Furthermore, to find out from the results of data analysis the teacher performance variable (Y) is reliable or not by using Cronbach alpha, namely:

Table 3.
Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 35 | 100,0 |
| | Excluded ^a | 0 | ,0 |
| | Total | 35 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Tabel 11. *Reliability Statistics*

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,772 | 10 |

Source: SPSS 22 output, 2020

Based on the results of the Y variable reliability test above, the resulting Cronbach's Alpha value is 0.772 with 10 items of statements or questions. The value obtained is greater than the minimum standard value of Cronbach's Alpha of 0.600 so it can be concluded that the teacher performance variable questionnaire (Y) is declared reliable.

Individual Characteristics

Ability is the potential that exists in a person, either with this ability that makes someone take a move, act. Ability is also understood as a potential ability (IQ) and reality ability. Reality ability is a combination of knowledge (knowledge) and skills (skills). The importance of a reliable and good ability possessed by a teacher because of the ability of the tool or the main asset for the teacher to realize all the cold goals achieved. To see the ability of elementary school teachers in Awangpone District, Bone Regency, it will be known through the distribution of respondents' answers which are presented in the respondent's answer distribution table using a questionnaire method with 3 items of statements distributed to respondents who were sampled, namely 35 respondents. For more details, see the frequency distribution table, as follows:

Table 4.
Distribution of Respondents' Answers to Ability Indicators

| Interval | Category | Frequency | Percentage |
|----------|-------------------|-----------|------------|
| 11 – 12 | Strongly agree | 2 | 5,72 |
| 9 – 10 | Agree | 10 | 28,57 |
| 7 – 8 | Doubtful | 0 | 0,00 |
| 5 – 6 | Disagree | 17 | 48,57 |
| 3 – 4 | Strongly disagree | 6 | 17,14 |
| Amount | | 35 | 100,00 |

Data source: Processed questionnaire No. 1-3

This indicates that elementary school teachers in Awangpone District, Bone Regency have good abilities in terms of IQ and reality abilities. The assessment of the teacher's ability is considered good because elementary school teachers have been able to carry out all their duties as educators and teachers who can implement classroom learning quite effectively. The ability of elementary school teachers is not only at the level of IQ alone who can master every subject that is their workload, but the ability of elementary school teachers in Awangpone District, Bone Regency is considered good because of their skills in managing the class well so that students who receive subject matter are always feel good and can also be easily understood. These skills are also shown by the teacher's ability in learning strategies and the use of all learning tools. Based on the observations of the author who often looks at the activities of the teachers when carrying out learning in class and outside the classroom, which shows the teacher's skills when communicating with other people or when delivering subject matter in class. Also, it can be seen that the results of the teachers' work to complete some of the main tasks of a teacher in compiling a lesson plan, such as lesson plans, syllabus, and so on. With this ability that has been shown by elementary school teachers in Awangpone District, Bone Regency, it can be concluded that the individual characteristics seen from the ability indicators are classified as good.

The attitude of a teacher is one of the determining factors for the subsequent mental development of students. Because the attitude of a teacher is not only seen in the teaching time, but also by his students' behavior in everyday life. Given that at this time many of the attitudes of a teacher no longer reflect his attitude as an educator because of various factors that should not have occurred in the world of education,

therefore the problem of teacher attitudes in teaching needs attention. In the process of education, it is not without reason and or purpose, education is a process that functions to guide students in life, namely guiding self-development by these developmental tasks, in fulfilling the needs of life both as individuals and as members of society. Therefore, each teacher must have in him a good attitude to show to students, because the success of education is also not only based on the provision of material, but attitudes and behavior will be examples and role models that students will follow. Another form of attitude that a teacher must have is caring and full responsibility for advancing education in his school by always continuing to strive to improve skills competencies as a reliable and productive teacher. To find out the individual characteristics of the attitude indicators, it will be known through the distribution of respondents' answers which are presented in a frequency and percentage table measured using a questionnaire method with 3 items of statements distributed to respondents who were sampled, namely 35 people.

Table 5.
Distribution of Respondents' Answers to Attitude Indicators

| Interval | Category | Frequency | Percentage |
|----------|-------------------|-----------|------------|
| 11 – 12 | Strongly agree | 1 | 2,86 |
| 9 – 10 | Agree | 1 | 2,86 |
| 7 – 8 | Doubtful | 0 | 0,00 |
| 5 – 6 | Disagree | 22 | 62,85 |
| 3 – 4 | Strongly disagree | 11 | 31,42 |
| Amount | | 35 | 100,00 |

Data source: Processed questionnaire Number 4-6

The majority of respondents in Awangpone Subdistrict, Bone Regency disagreed with the statement which assessed that elementary school teachers in Awangpone District lacked good attitudes when teaching in class and while doing other administrative tasks. The results of the data processing above also give the impression that in general, elementary school teachers in Awangpone District, Bone Regency have good attitudes and behaviors, where this attitude is shown by the high concern in the teacher to educate many students regardless of the student's social strata. Apart from that, the attitude shown by elementary school teachers in Awangpone Subdistrict, Bone Regency is the presence of hospitality, honesty in each carrying out their duties by always trying to avoid collusion, nepotism, and corruption. The results of an interview with a teacher from SD Inpres Maccope by Ms. AS (interview on 16 September 2020) explained that "the teacher is a model for students and also the wider community, so a teacher must have a good personality, and I see a personality attitude SD teachers in Awangpone District are all good, we have never seen or heard that there are teachers whose attitudes are not good in educating students, such as physically abusing their students or doing work or actions that violate ASN regulations and other laws and regulations " Observing from the explanation of the results of the data processing above and the results of the interview, it can be understood and conclude that the teacher is a reflection of others, so to realize primary school education in Awangpone District, Bone Regency, teachers always show a responsive attitude to the problems faced by students or administrative problems at school. Apart from that, this attitude is also shown by a high sense of care and responsibility for all the mandates given to elementary school teachers.

In learning, not all students are happy and can participate in learning well, not all students want to follow the learning carefully, and not all of them can follow the teacher's orders well. To find out the individual characteristics of the interest indicators, it will be known through the distribution of respondents' answers which are presented in a frequency and percentage table measured using a questionnaire method with 2 items of statements distributed to 35 respondents, as follows:

Table 6.
Distribution of Respondents' Answers to Interest Indicators

| Interval | Category | Frequency | Percentage |
|----------|-------------------|-----------|------------|
| 10 – 11 | Strongly agree | 0 | 0,00 |
| 8 – 9 | Agree | 3 | 8,57 |
| 6 – 7 | Doubtful | 0 | 0,00 |
| 4 – 5 | Disagree | 15 | 42,86 |
| 2 – 3 | Strongly disagree | 17 | 48,57 |
| Amount | | 35 | 100,00 |

Data source: Processed questionnaire Number 7-8

The majority of respondents generally stated that they strongly disagreed. It was stated that elementary school teachers in Awangpone District, Bone Regency did not have a high interest in being creative or using all sources of facilities that could support the learning process in the classroom to be more active and fun. The percentage of respondents who mostly gave an assessment strongly disagreed also because in general respondents considered that elementary school teachers in Awangpone District, Bone Regency had shown their character in carrying out their duties as an educator by fostering an interest in him to become the best teacher and loved by the teachers. In the way of the teacher, students always instill in him that the task he is carrying out is not only teaching by providing information on teaching material, but the teacher always tries to educate students so that later these students can become people with good personalities and also become successful people. The characteristics of individual teachers in Awangpone District, Bone Regency are seen from the indicators of interest which in general can be categorized as having high interest, this is because of the behavior of a teacher who always strives to create a harmonious and pleasant atmosphere both when in class and learning activities. outside the classroom, especially on the relationship between teachers and school principals.

One of the keys to success in the goals of education in schools is the value that is grown in the individual characteristics of the teacher, where it is understood that the value in these individual characteristics is a form of satisfaction that is felt by students and schools for the work done by the teacher, can be enjoyed, and there intellectual development and family time. To find out the individual characteristics of the value indicators, it will be known through the distribution of respondents' answers which are presented in a frequency and percentage table measured using a questionnaire method with 2 items of statements distributed to 35 respondents, as follows:

Table 7.
Distribution of Respondents' Answers to Value Indicators

| Interval | Category | Frequency | Percentage |
|----------|-------------------|-----------|------------|
| 10 – 11 | Strongly agree | 25 | 71,43 |
| 8 – 9 | Agree | 10 | 28,57 |
| 6 – 7 | Doubtful | 0 | 0,00 |
| 4 – 5 | Disagree | 0 | 0,00 |
| 2 – 3 | Strongly disagree | 0 | 0,00 |
| Amount | | 35 | 100,00 |

Data source: Processed questionnaire Number 9-10

The majority of respondents in general strongly disagreed that elementary school teachers in Awangpone District, Bone Regency could provide high and positive scores for the progress of education in their schools with a percentage achievement of 71.43 percent. The positive and high values shown by the elementary school teachers in Awangpone District, Bone Regency because of the learning process and educating students by the teacher has provided satisfaction for the students, this is indicated by the enthusiasm and enthusiasm of the students when participating in the learning process class. Also, the value generated by the teacher also contributes significantly to the progress of the school with the active participation of elementary school teachers to always participate in various kinds of training or training activities that can increase their competence, such as training activities that teachers usually participate in, namely pedagogical competency training, making training learning devices and so on. Indicators of value on individual characteristics that can be assessed are very good, because elementary school teachers in Awangpone District, Bone Regency have shown the results of their work which have a very big impact on the progress of student achievement and also the progress of education in schools.

Teacher Performance

Performance is a result that can be achieved by a person in carrying out any work that becomes his job and all these results will be assessed by his superior. Achievement of the intended results means that in performance it is necessary to measure or assess whether the achievement of the results referred to is in accordance or not by the predetermined standards. This understanding also sees the performance of the work that is controlled and able to be carried out properly by an individual who is given the responsibility for completing a job or in other words the work results are from one's ability.

Furthermore, to find a comprehensive picture of the teacher performance variables in Awangpone District, Bone Regency, it can be seen in the descriptive statistical analysis which includes indicators of quality (X1), quantity (X2), and timeliness (X3). Measurement of the items of each indicator is carried out using a Likert scale with a value range of 1-5. The measurement results for each indicator are based on the number of items, namely 4 items that will have a score between 4-20 with a median value = $(20 + 4) / 2 = 12$. If 3 items will have a score between 3-15 with

a median value = $(15 + 3) / 2 = 9$. The total score of the 3 indicators of the teacher performance variable with 10 items ranges from 10-50 with the median value = $(50 + 10) / 2 = 30$. This can be seen in the table below.

Table 8.
Teacher Performance Variable Score Achievement Level

| Variable / Indicator | Theoretical Range | | Actual Range | | | | % | Ket. |
|----------------------|-------------------|-----|--------------|------|-----|-------|-------|------|
| | Range | Med | Min | Maks | Med | Mean | | |
| Teacher performance | 10 – 50 | 30 | 20 | 52 | 38 | 39,46 | 75,88 | Good |
| X.1 | 4 – 20 | 12 | 6 | 17 | 12 | 12,84 | 75,53 | Good |
| X.2 | 3 – 15 | 9 | 4 | 14 | 9 | 10,57 | 75,50 | Good |
| X.3 | 3 – 15 | 9 | 4 | 14 | 9 | 10,61 | 75,78 | Good |

Data source: Processed questionnaire Number 11-20

Based on the results of table 8, it is known descriptively that the overall teacher performance variable is considered good, which results in a percentage of 75.88%. From the results of measuring teacher performance through the three indicators used, it shows that all of these indicators support the results of good scores for teacher performance variables in Awangpone District, Bone Regency. With these results, it is clear that elementary school teachers in Awangpone District, Bone Regency have been able to show their responsibility in carrying out and completing all their duties as educators properly.

The performance of elementary school teachers in Awangpone Subdistrict, Bone Regency, which is considered good, is inseparable from the assessment process which is also carried out by the principal who every semester assesses the performance of his teacher. Apart from that, elementary school teachers have also been able to complete their work assignments in quality which can provide satisfaction for students and the teachers themselves, as it is understood that the teacher's job is to make learning plans (making lesson plans and syllabus, teaching materials, and learning tools that will be used), the next task is to carry out the teaching and learning process in the classroom and finally carry out the process of assessing learning outcomes. Of all these assignments, in general, elementary school teachers in Awangpone District, Bone Regency are always prepared before entering a new year or semester. This means that what the elementary school teachers do can already be assessed that each task for a teacher can be done well.

Every teacher's work can always be completed in a fast and appropriate time starting from preparing learning designs, learning media to tools, or student learning assessment instruments. Timing is also known to be very important to be applied to every teacher, especially the punctuality of entering class to give lessons to students,

the timeliness of giving assessments so that students who get less than optimal scores can undergo a process of improvement through the remedial system. The punctuality of a teacher is also very important to show students so that students can learn to come to school on time, do homework on time (homework) and of course the big hope is that students will have a disciplined personality over time. it has.

The Influence of Individual Characteristics on Teacher Performance

To test the hypothesis in this study which reads "It is suspected that there is an effect of individual characteristics on teacher performance in Awangpone District, Bone Regency", it is used an inferential statistical test, namely a simple regression test (regression analysis). To test the presence or absence of the influence of individual characteristics on teacher performance, it can be seen in the table below:

Table 9.
Anova Table of Individual Characteristics of Teacher Performance

| ANOVA ^b | | | | | | |
|--------------------|------------|----------------|----|-------------|-------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | .124 | 1 | 124.06 | 28.24 | .001 ^a |
| | Residual | 154.27 | 34 | 2.94 | | |
| | Total | 155.64 | 35 | | | |

a. *Predictors:* (Constant), individual characteristics

b. *Dependent Variable:* Teacher performance

From the ANOVA results obtained F_{count} of $28.24 > F_{table}$ of 24.30 . Then H_0 is rejected and H_1 is accepted, which means that there is an effect of individual characteristics on the performance of elementary school teachers in Awangpone District, Bone Regency.

Based on the results of the calculation, it shows a significant level of $0.001 < 0.05$ then H_0 is rejected and H_1 is accepted, which means that simultaneously (together) the effect of individual characteristics and other variables on the performance of primary school teachers is significant. To ascertain whether individual characteristics themselves have a direct effect on the performance of elementary school teachers, it is necessary to further test by looking at the coefficients table.

Table 10.
Correlation Coefficient of the Effect of Individual Characteristics on the Performance of Elementary School Teachers in Awangpone District, Bone Regency

| | | Coefficients^a | | | | |
|-------|--------------|------------------------------------|------------|----------------------------------|-------|------|
| | | <i>Unstandardized Coefficients</i> | | <i>Standardized Coefficients</i> | | |
| Model | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 4.723 | 2.012 | | 28,24 | .001 |
| | Kinerja guru | .584 | .125 | .638 | 6.862 | .000 |

a. Dependent Variable: teacher performance

From the table above, the regression equation is obtained from the research calculations as follows: $Y = 4.723 + 0.584X$. The regression equation above shows that the regression coefficient does not have a negative sign which means that if the values of the individual Characteristics indicator are increased, it will encourage an increase in teacher performance, assuming that other independent variables remain (constant).

The product moment correlation test is intended to determine how much influence individual characteristics have on the performance of elementary school teachers in Awangpone District, Bone Regency which can be seen in the calculation in the summary model and the coefficient of determination, especially the R square number, as shown in the table below:

Table 11.
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the |
|-------|-------------------|----------|-------------------|-------------------|
| 1 | .428 ^a | .419 | .371 | 2.12 |

a. Predictors: (Constant), individual characteristics

b. Dependent Variable: teacher performance

The magnitude of the R square (r^2) in table 14 is 0.419, which means that the contribution of characteristics to the performance of elementary school teachers in Awangpone District, Bone Regency is 41.90 percent. This means that other factors contribute 59.10 percent to teacher performance. The value of the effect of characteristics on the performance of elementary school teachers in Awangpone District, Bone Regency shows a moderate effect.

Discussion

Individual Characteristics

Judging from the research results obtained regarding the individual characteristic variables through descriptive analysis, the percentage of results obtained were 80.98%. Teacher individual characteristics through the four indicators ranging from abilities, attitudes, interests, and values, all of which strongly support positive and good results for individual teacher characteristics.

The importance of individual characteristics because it is understood that each teacher has differences in responding to things and behavior. So every teacher is very important to understand the individual characteristics that exist in him and is useful in seeing any working conditions or situations. as stated by (James, 2004) "individual characteristics are interests, attitudes, and needs that a person brings in a work situation."

Observing from the Main Duties of Teachers by Permendikbud 15/2018, it is stated that there are five main tasks as teachers, including planning learning or mentoring, and carrying out learning or mentoring carried out through intracurricular, co-curricular and extracurricular activities. It is known that the main task activities are very fundamental to the success of the teacher on the tasks that are their responsibility and of course to realize these tasks can be achieved or done well if the teacher has good IQ abilities and high skills.

Seeing the learning process at each different level of education, where the level of education in elementary schools requires good skills and abilities because in elementary school is the foundation for humans to develop their abilities from writing, speaking, saying, and to behavior. The character and disposition of students at the elementary school level is a very big challenge for a teacher to face everything. Therefore, a teacher must display the individual characteristics of his attitude well. This attitude will be one reflection or example that will be followed by students, so when a teacher while carrying out his / her duties teaching in class or doing activities in the school environment and outside of school who does not have an honest, responsible, friendly, disciplined, friendly and polite, of course, it will affect the condition of the students' meandseat which could be that the student will behave or have an attitude like the teacher. Individual characteristics according to (Hurriyati, 2005) are a psychological process that affects individuals in obtaining, consuming, and receiving goods and services and experiences of individual characteristics are internal (interpersonal) factors that drive and influence individual behavior.

To encourage the development of basic education in Awangpone sub-district, Bone Regency, the participation of the principal is needed to encourage teachers to build good individual characteristics, through providing examples that can be followed directly, increasing teacher competence by allowing teachers to participate in training activities or continue study education, doing relaxation activities together which aims to further strengthen emotional relationships between one another.

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To encourage the development of basic education in Awangpone sub-district, Bone Regency, the participation of the principal is needed to encourage teachers to build good individual characteristics, through providing examples that can be followed directly, increasing teacher competence by allowing teachers to participate in training activities or continue. study education, doing relaxation activities (refresin) together which aims to further strengthen emotional relationships between one another.

Teacher Performance

The performance of elementary school teachers in Awangpone sub-district, Bone regency, whose research results were considered to be carried out well, where these results obtained the quality, quantity, and timeliness factors produced by elementary teachers in carrying out all their duties and functions. The results of this study also show that the level of knowledge that teachers have in the Awangpone sub-district of Bone regency regarding their duties is also assessed according to their expertise, where the teacher can do their work quickly and quite on time according to the target time set by the school, starting from creating or compiling lesson plans, and school subject matter.

One of the factors that are a requirement for elementary school teachers in Awangpone sub-district, Bone Regency to have high performance, namely teachers must have good quality and quantity in completing a task. In terms of the quality shown by the teacher, there is accuracy, thoroughness, skill, and diligence in completing any work that has been assigned to him. Meanwhile, in terms of quantity, primary school teachers in Awangpone sub-district, Bone Regency can complete each job on time, both personal work (promotion or class management) and the main task of teaching well.

To create quality work, it is understood that competency in the mastery of technology at this time is one of the cognitive abilities that must be possessed by a teacher because mastering learning technology is a learning ability which is a complex process and involves various interrelated aspects, with all components of education, Therefore, to realize effective learning, various skills are needed, namely teaching skills, in this case teaching by mastering learning technology. Teaching skills or learning by using learning technology are complex teacher competencies because they are an integration of various teacher competencies as a whole and comprehensively to realize the quality of teacher work.

Judging from the results of this study, it is also related to teacher performance in terms of quality which is considered good because the learning methods carried out by elementary teachers in Awangpone sub-district, Bone Regency are very creative and effective, such as the use of the lecture method combined with the playing method.

Although the results of this study assessed that the performance of elementary school teachers in Awangpone sub-district, Bone Regency has been carried out well, there are still some shortcomings such as there are still teachers who have not been able to use monotonous learning tools and do not make students excited or happy, there are still several schools. which means of learning media that are inadequate to assist teachers in carrying out an effective learning process for students.

Work Quantity Work Quantity in this study also includes the ability of teachers to innovate and be creative in learning. Elementary school teachers in Awangpone sub-district, North Bone Lore Regency have different abilities which are interpreted as abilities, skills, strengths, the ability of teachers to state that they can meet all the demands or constraints they face in their work activities. Also, the ability about work is a condition of the teacher who is fully serious, efficient, and successful in carrying out the work to produce something optimal. The ability also shows the potential of the teacher to carry out work, maybe that ability is used or not. Therefore, the ability is closely related to the physical and mental abilities of teachers in learning. Efforts to achieve the goals set by the school are closely related to the existence of teachers who are in charge of the tasks and responsibilities they carry, especially the teacher's ability to complete all assigned work.

A teacher is required to have at least five things as follows; Have a commitment to students and the learning process, Master in depth the subject matter taught and how to teach it to students, Responsible for monitoring student learning outcomes through various means of evaluation, Able to think systematically about what they do and learn from their experiences, Should be part of from the learning community in their professional environment (Hurriyati, 2005). A teacher can complete work well, effectively, and efficiently by the stated goals, but if it turns out that they cannot complete it well, it is necessary to know the reasons. There is a possibility that teachers are experiencing difficulties in completing their assignments, due to work environment factors that have an impact on teacher performance.

The Influence of Individual Characteristics on Teacher Performance

Based on the results of hypothesis testing in this study, the individual characteristic variables have a significance level of 0.01. This indicates that individual characteristics have a positive effect on teacher performance because the level of significance of the individual characteristic variables is less than 0.05. While the magnitude of the influence of individual characteristics on the performance of elementary school teachers in Awangpone District, Bone Regency which is classified as moderate with the acquisition of an R square (r^2) value of 41.90 percent. This positive influence indicates that the status of SD teachers in Awangpone District, Bone Regency affects their performance as teachers. The better the individual characteristics a teacher has, the better the teacher's performance will be (Stoner, 1986) in Suwanto and Priansa (2014).

The results of this study are consistent with research conducted by Musriha (2013) which states that there is a partial influence of individual characteristics on

teacher performance. This research descriptively shows that the total average performance score seen from the individual characteristics factors all have good scores. This means that individual characteristics have a significant influence on the level of performance of elementary school teachers in Awangpone District, Bone Regency.

The findings of this study are in line with previous research conducted by Hadrane at BPN Hulu Sungai Tengah Regency (2017) that partially individual characteristics have a positive and significant effect on employee performance and the findings of supporting research results, research results Mutmainah (2012) and Syah'bani (2012), which shows that individual characteristics affect employee performance. The better the individual characteristics of the organization, the better the performance will be. Conversely, the worse the individual characteristics of the organization, the lower the performance will be. This is because the character of each person or individual will be different from one another. Performance is the work result in quality and quantity achieved by a teacher in carrying out his duties by the responsibilities assigned to him. Performance is the result of multiplying abilities with individual characteristics (Mangkunegara, 2008). With good teacher performance results, it will have an impact on organizational performance. The organization is obliged to maintain good teacher performance so that the goals of education in schools can be achieved with maximum and satisfying results.

Many factors can affect teacher performance including individual characteristics, as stated by Luthans (2011: 64), performance will be achieved if employees feel that what they get from work is by what is expected or exceeds what is expected. Individual job characteristics are variables that relate to and affect job performance. Individual characteristics have implications, not only for teachers and organizations but also for society at large. Improving the quality of education is an obligation for all elements of education, especially those in schools. Improving education does not rely solely on one element. To improve the quality of a teacher must be pursued first so that the resulting output will be good too because the output of a student is reflected in a teacher owned by these schools.

The success of educational goals in schools through improving teacher performance is not only influenced by individual characteristics but the most important thing is teacher satisfaction at work which is also a supporting factor for improving teacher performance. Job satisfaction is a comparison between what a person feels and gets compared to what he should feel and get from a job. According to Slameto (2010: 97) that in the teaching and learning process, teachers have the task of encouraging, guiding, and providing learning facilities for students to achieve goals. Teachers in the world of education have a complex role in carrying out their performance which is not only limited to teaching in the classroom, but the role of the teacher as an educator is to instill attitudes, values, and behavior through exemplary attitudes and behavior themselves or those learned from others to be instilled in children students.

To make this happen, teachers at SD Awangpone District, Bone Regency must be able to control the activities of the students they serve so as not to deviate from the prevailing norms. As an educator, the teacher must also form the character of good students. The role of the teacher as an educator is related to the task of the teacher who provides assistance, encouragement, supervision, and guidance to discipline students so that students obey and obey the rules, values, and norms that apply to the surrounding environment. To form good personality learners. Therefore, a teacher is also required to have a good personality as well.

A teacher at the Awangpone District Elementary School, Bone Regency is required to uphold good personality qualities including honesty, discipline, responsibility, tolerance, cooperation, polite, self-confidence, dignity, and others. Teachers are required to understand the values and norms that apply in society and implement them in their lives so that they can be exemplified and taught to their students.

CONCLUSION

Based on the results of the study, the level of personal characteristics of elementary school teachers in Awampone District, Bone Regency shows the acquisition of a percentage value of 80.98 percent which is considered good. The performance of elementary school teachers in Awampone District, Bone Regency showed a percentage of 75.88% which was considered good. The influence of personal characteristics on the performance of elementary school teachers in Awampone District, Bone Regency. shows the R square value of 41.90 percent. This means that other factors contribute 59.10 percent to teacher performance.

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