

The Effect of Work Competence and Motivation on Teacher Performance: Case Study on Tsanawiyah and Aliyah Madrasah at Pesantren Al-Ma'tuq Sukabumi

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ABSTRACT

The competence possessed by the teacher and the work motivation possessed by the teacher as well as the motivation of the leader will improve teacher performance. This study aims to analyze and explain the effect of work competence and motivation on teacher performance. The method used in this study is the quantitative method. The sample in this study was teachers in Madrasah Tsanawiyah and Madrasah Aliyah Al-Ma'tuq totaling 48 respondents. The research data was obtained from the results of filling out the questionnaire, and the analysis method used was multiple regression. From the results of multiple regression data processing, it was obtained that the variables of competence and work motivation had an influence of 72.4% in improving teacher performance, while the remaining 27.6% was influenced by other variables that were not studied. This research discusses theories about human resources and contributes to expanding the literature on teacher competence, work motivation, and performance from an organizational context.

Keywords: Competence, Work Motivation, Teacher Performance, Al-ma'tuq

INTRODUCTION

In an era of ever-evolving and dynamic business, organizations are faced with increasingly complex demands and increasingly fierce competition. To survive be competitive and achieve strategic goals, organizations must optimize the performance of their human resources. Modern organizations are always faced with various dynamic changes in the work environment, including technological developments and increasingly high consumer demands. To face this challenge, organizations must have human resources who have competencies in their fields of work (Suyanto, 2018). Competency refers to the combination of knowledge, skills, and attitudes relevant to the task (Cuperus & van der Ham, 2016). This ability not only covers the technical aspects of the job, but also involves interpersonal skills, creative thinking, and adaptation to change (Azainil et al., 2021). The competence of employees creates the basis for carrying out tasks efficiently and effectively, as well as contributing to the achievement of organizational goals. Therefore, employee competence is the main key to achieving quality performance (Tang et al., 2016).

In addition to competence, work motivation also has a significant impact on individual performance within the organization (Çetin & Aşkun, 2018). Work motivation is an internal drive that drives individuals to achieve better goals and work results. High motivation encourages employees to give their best in their work, remain persistent in overcoming obstacles, and take the initiative to find creative solutions (Marlapa & Mulyana, 2020). Motivated employees also tend to be more passionate, diligent, and dedicated to carrying out their duties, and feel more satisfied with the results of their work, which in turn will have a positive impact on the work climate and relationships between employees (Fonseca Da Costa Guterres et al., 2020).

However, in a rapidly changing environment, organizational challenges often go beyond technical and functional aspects. Factors such as adaptability to change, ability to work in cross-disciplinary teams, and ability to innovate also become important (Wibisono et al., 2018). Therefore, identifying the influence of work competence and motivation on performance is not just about measuring work outcomes, but also involves understanding how these factors contribute to organizational success (Wuryani et al., 2021). By understanding the relationship between competence and work motivation and their impact on performance, organizations can

take strategic steps in human resource development, performance management, and the achievement of larger organizational goals (Suyanto, 2018).

Problems that are often faced are related to work competence and motivation and their impact on employee performance, including lack of competence, dissonance of competence, vagueness of work expectations, lack of motivation in employees, external factors, management and leadership of the work environment, organizational culture, and unclear career development of employees (Suyanto, 2018). To address these issues, organizations must use a comprehensive approach, including competency development through training and education, motivation management through recognition and rewards, improved supportive work environments, and servant and inspiring leadership (Cuperus & van der Ham, 2016).

Industry associations/commercial organizations and educational institutions recognize the importance of a talented workforce as the most important resource that has the potential to improve an institution's performance and gain an advantage in its industry. The staffing component of the institution recognizes the concept of teaching or lecturer positions as part of it. Based on Law No. 13 of 2003, article 1 paragraph 3 concerning manpower states that workers/laborers/employees are everyone who works by receiving wages or other forms of compensation. Then in Law No. 20 of 2003, article 40 paragraph 1 letter a concerning the National Education System, states that one of the rights of a teacher (educator) is to get a decent and adequate income and social security (Effiyanti et al., 2023). Because teachers are people/individuals who work by receiving wages, teachers are part of workers/workers/employees who are subject to labor regulations and have competence, and high motivation to produce the best performance, to achieve educational goals and educational institutions (Maritasari et al., 2020).

In Law No. 20 of 2003 concerning the National Education System, article 39 paragraph (2) explains that educators are professionals in charge of compiling, planning, and implementing the learning process, assessing learning outcomes, conducting coaching and training, and conducting research and community service, especially for educators in universities. Academically, a professional teacher who plans and implements the learning process must have competence in preparing material delivery (making syllabi, annual programs, semester programs) which will be a reference for presentation in learning activities to students. One of the learning planning processes that is directly related to the learning process that will be carried out by a teacher is realized in the form of a Learning Implementation Plan (RPP). Meanwhile, in Permendikbud Number 22 of 2016, it is stated that every educator in an education unit is obliged to compile a complete and systematic RPP so that learning takes place interactively, inspirationally, is fun, challenging, efficiently, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence by the talents, interests, and physical and psychological development of students.

The obligation of teachers to prepare lesson plans indicates the importance of teacher competence in the preparation of correct lesson plans because this will affect the implementation of correct and appropriate learning, to achieve learning objectives by the curriculum that has been outlined. Teachers are expected to be able to develop the lesson plans that will be used in learning because they know learning models and methods, learning media, skills in mastering the situation and environment of students, and learning facilities that can support the implementation of learning carried out by the teacher himself. Intrinsic motivation is the strongest drive a teacher has in preparing, developing, and executing lesson plan learning (Winthrop & Ordenes, 2017). Intrinsic motivation is the motivation that arises from the perception of the urgency of something from the teacher's point of view filled with the desire to complete the learning. Learning plans (RPP) are very useful for teachers in the learning process, without which teachers will experience obstacles to creating learning scenarios that suit the conditions of students (Kaldi & Xafakos, 2017). The inability of teachers to understand the goals to be achieved makes the process of learning activities less productive, the level of student activity in learning activities becomes low and students become bored because the learning activities provided are not interesting because they are one-way and carried out in the same way. This certainly has an impact on the quality of students, specifically can affect the understanding of the material and the assessment of the students themselves. Based on Observations made by researchers at Madrasah Tsanawiyah and Aliyah at Pesantren Al-Ma'tuq Sukabumi, it show that there are still teachers who do not carry out the preparation of RPP and teachers who have not been able to compile the RPP structure by the provisions given (incomplete, not systematic and not yet operational).

Based on several research results on the effect of competence and work motivation on teacher performance, there are differences in results between researchers. Research from (Hartanti & Yuniarsih, 2018; and Tanius, 2018) states that there is a positive influence of variables of competence and work motivation on

teacher performance. Research with different results is from (Setyanti, 2020) which states that there is no influence of variables of competence and work motivation on teacher performance. Supported by existing problems and differences in previous research, the purpose of this study is to analyze and explain the influence of competence and work motivation on teacher performance. The contribution of this research is to add literature to human resource management in school organizations.

Literature Review:

Competence

Perceptions of competency understanding present two differences in views between the United States approach and the British approach. The American approach tends to view competence from a "behavioral perspective" where these behavioral characteristics can lead to superior performance on the job. Competence in the perspective or approach of the United States using the term "Competencies". The American definition refers to the skill or behavior required to achieve a desired outcome while the competency definition in the British approach refers to the recognition of activity in the form of work results or as an effectively qualified ability. The British approach uses the mention of "Competence".

In the context of HR management, competence refers to the attributes or characteristics of an employee that make him successful in carrying out work. Competence comes from the word *competence* which means proficiency, ability, and authority. Etymologically, competence is defined as a behavioral dimension of expertise or excellence of a leader or staff who has good skills, knowledge, and behavior (Maritasari et al., 2020). Competence is a fundamental characteristic possessed by a person that directly affects or can predict excellent performance (Marlapa & Mulyana, 2020). Competence is a prominent characteristic of a person and indicates ways of behaving or thinking in all situations that continue for a long period. According to (Spencer & Spencer, 2017) competency is an ability as a salient characteristic of an individual, which is associated with effective or superior performance in a job or situation.

Work Motivation

Every individual has internal conditions, where these internal conditions play a role in his daily activities. One of those internal conditions is motivation. Motivation is the basic drive that moves a person to behave. This impulse is in a person who moves to do something that is by the motivation in himself (Truong & Le, 2020). Therefore, a person's actions based on a particular motivation contain themes according to the underlying motivation. Motivation can be said to be the difference between being able to do and being willing to carry out (Hitka et al., 2020). Motivation is closer to wanting to carry out tasks to achieve goals. Motivation is the force, both from within and from outside that drives a person to achieve goals. Motivation is a force both from within and from outside that drives a person to achieve certain pre-set goals (Nurodin et al., 2023). In other words, motivation can be interpreted as a mental drive towards individuals or people as members of society. Motivation can also be interpreted as a process of trying to influence the person or people he leads to do the desired job, by certain goals that are set in advance (Susanto & Nopiyanti, 2020).

Motivation is a psychological process that can explain a person's behavior (Husain et al., 2022). Behavior is essentially an orientation to a goal. In other words, a person's behavior is designed to achieve goals. Meanwhile, to achieve this goal, a process of interaction of several elements is needed. Thus, motivation is the force that drives a person to do something to achieve a goal. Work motivation is something that can cause enthusiasm or encouragement in working individuals or groups towards work to achieve goals. Teacher work motivation is a condition that makes teachers have the will or need to achieve certain goals through the implementation of a task (Fahmi et al., 2022). Teacher motivation will provide energy to work or direct activities during work, and cause a teacher to know that there are relevant goals between organizational goals and personal goals. Thus, teacher work motivation is the teacher's enthusiasm or encouragement in working to complete his duties and responsibilities as an educator (Çetin & Aşkun, 2018). Encouragement or enthusiasm can come from within the teacher or from outside the teacher.

Performance

Teacher performance is a description of the results of work done by teachers related to what tasks they carry out and their responsibilities. So the term teacher performance refers to a situation in which teachers in a school are genuinely doing things related to the task of educating and teaching in schools (Heystek & Emekako, 2020). Teacher performance is also related to the task of planning, managing learning, and assessing student

learning outcomes. As a planner, the teacher must be able to design learning by the conditions in the field, as a manager, the teacher must be able to create a conducive learning climate so that students can learn well, and as an evaluator, the teacher must be able to carry out an assessment of the process and student learning outcomes (Tang et al., 2016).

Hypothesis Development

Competency to Performance

Teacher competence should include three dimensions, namely pedagogic competence, personality competence, and social competence (Kunandar, 2015). Pedagogic competence includes the teacher's ability to plan, implement, and evaluate learning. Personality competencies include teachers' ability to develop themselves professionally and personally. While social competence includes the teacher's ability to interact with students, colleagues, and the surrounding environment. Competence and performance have a close relationship and influence each other. A teacher who has adequate competence will be able to improve his performance in carrying out his duties and responsibilities as an educator. This means that competence is an important factor that can affect teacher performance in carrying out their duties and responsibilities as educators.

In this case, the competence possessed by a teacher can affect his performance in carrying out his duties and responsibilities as an educator. A teacher who has good pedagogic competence, can plan learning well, choose learning methods that suit student characteristics, use the right learning media, and evaluate learning well. A teacher who has good personality competence will be able to develop himself professionally and personally, to improve his performance in carrying out his duties and responsibilities as an educator (Kaldi & Xafakos, 2017). While a teacher who has good social competence will be able to interact with students, colleagues, and the surrounding environment well it will affect his performance in carrying out his duties and responsibilities as an educator. Referencing theory (Kunandar, 2015), In Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1) states that teacher competence as referred to in article 8 includes pedagogic competence, personality competence, social competence, professional competence obtained through professional education.

H1: There is an influence of competence on teacher performance

Work Motivation Against Performance

Work motivation is something that can cause enthusiasm or encouragement in working individuals or groups towards work to achieve goals. Teacher work motivation is a condition that makes teachers have the will or need to achieve certain goals through the implementation of a task. Teacher motivation will provide energy to work or direct activities during work, and cause a teacher to know that there are relevant goals between organizational goals and personal goals. Thus, teacher work motivation is the teacher's enthusiasm or encouragement in working to complete his duties and responsibilities as an educator. Encouragement or enthusiasm can come from within the teacher or from outside the teacher. Motivation can influence a person's behavior, both positively and negatively. In the context of education, motivation has an important role in improving teacher performance in carrying out their duties and responsibilities as educators. The relationship between motivation and teacher performance is very close. A teacher who has high motivation in carrying out his duties and responsibilities as an educator tends to have better performance compared to teachers who have low motivation. High motivation will encourage teachers to try their best in carrying out their duties and responsibilities as educators it will affect their performance positively.

High motivation can also affect the attitude and behavior of teachers in carrying out their duties and responsibilities as educators. A highly motivated teacher tends to have a positive and proactive attitude in solving problems, facing challenges, and finding solutions to carry out his duties as an educator (Wibisono et al., 2018). This will have a positive impact on his performance as a qualified educator. Conversely, a teacher who has low motivation tends to have poor performance in carrying out his duties and responsibilities as an educator. Low motivation can cause teachers to become discouraged and less focused on carrying out their duties and responsibilities as educators (Fonseca Da Costa Guterres et al., 2020). This will hurt his performance as an educator. Therefore, a teacher needs to maintain high motivation in carrying out his duties and responsibilities as an educator. High motivation can be maintained in various ways, such as developing interests and talents,

improving skills, seeking new challenges, and obtaining awards and appreciation for achievements that have been achieved. With high motivation, a teacher will be able to improve his performance in carrying out his duties and responsibilities as an educator positively.

Theories presented by (Galton & Simon, 1994), memberikan suatu pernyataan tentang adanya suatu hubungan antara motivasi dan kinerja bahwa *performance is the result of the interaction or functioning of the elements of motivation (m), ability (k), and perception (p) in a person.*

H2: The influence of work motivation on teacher performance

Teacher performance is a description of the results of work carried out by teachers related to the tasks they are responsible for, so it can be stated that performance will increase if there is competence and work motivation possessed by the teacher. Based on these statements, the research hypothesis can be described as follows:

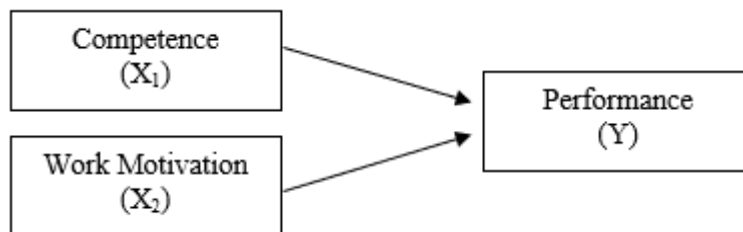


Figure 1. Research Paradigm

METHOD

The research method used in this study is quantitative research, which is based on the philosophy of positivism and is used to evaluate certain populations or samples. Research instruments are used for data collection, and quantitative methods from statistics are used for data analysis to test pre-existing hypotheses (Sugiyono, 2018). Explanatory research such as the one conducted here seeks to look into the relationships between variables. Through variables of competence and work motivation, this study will explain how these variables affect teacher performance. Because the data to be used to test the effect of work competence and motivation are expressed in numbers, a quantitative approach is used (Ghozali, 2016). Primary data or data collected directly from respondents through interviews and questionnaires were used in this study. The primary data of this study came from questionnaires sent to respondents who were teachers of Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) Al-Ma'tuq. The population of this study was Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) Al-Ma'tuq as many as 48 people. Because the population is less than 100 people, the existing population is entirely sampled (saturated sample) with as many as 48 respondents. Questionnaires were used to collect research data. The fundamental premise of this approach is that respondents are the best experts about themselves and that the information they provide is accurate and trustworthy. In this study, the questionnaire approach was applied through the delivery of surveys directly to respondents by researchers using *Google Forms*. Because of the alternative answers given on a Likert scale of 1–5 (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, and 5: strongly agree), the questionnaire used has a closed list of questions. To complete the analysis of this study, secondary data in the form of required data documents have been collected. To analyze the data and test the hypotheses proposed in this study, use multiple linear regression analysis. Multicollinearity is usually a problem with regression with interaction. Therefore, in this study, a transformation was carried out using a centering approach, namely using the average deviation value of variables. Teacher performance (Y) is the dependent variable in this study, while the independent variables are competence (X1), and work motivation (X2). The following equation represents the multiple regression model created in this study:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

RESEARCH RESULTS AND DISCUSSION

Characteristics of Respondents

The respondents in this study amounted to 48 people, who were teachers of Madrasah Tsanawiyah and Madrasah Aliyah Pesantren Alma'tuq. The characteristics of these respondents are based on employment status and the level of education of respondents. Where the respondent's employment status is divided into permanent teachers and non-permanent teachers. While the respondents' education level is S1 and S2. The characteristics of respondents can be seen in the following table:

Table 1. Characteristics of Respondents

Information	Frequency	Percentage %
1. Employment Status		
Permanent teachers	36	75%
Non-permanent teachers	12	25%
2. Education Level		
S1	43	89,6%
S2	5	10,4%
Sum	48	100%

Classical Assumption Test

1) Normality Test

The normality test determines whether the residual values are well distributed or not. Having regularly distributed residual values is an effective regression technique. In the *Kolgomorov-Smirnov one-sample normality test* $p\text{-value} = 0.200 > 0.05$, which indicates that the data are normally distributed.

Table 2. One Sample Kolgomorov-Smirnov Test

	Unstandardized Residual
N	48
Asymp. Sig. (2-tailed)	,200 ^{c,d}

2) Multicollinearity Test

Multicollinearity test is carried out to test the presence or absence of multicollinearity in the regression model, multicollinearity testing can be seen from the VIF value and Tolerance of the independent variable, the variable is declared to have no multicollinearity with other variables if the VIF value < 10 and Tolerance > 0.1 . From the results of statistical tests, the tolerance value > 0.1 and the VIF value < 10 , are shown in the following table:

Table 3. Multicollinearity Test

Variable	Tolerance	VIF	Information
Competence (X ₁)	0,835	1,197	Multicollinearity-Free
Work Motivation (X ₂)	0,835	1,197	

(Source: Data processing results, 2023)

3) Heteroskedasticity Test

To check whether the residuals from one observation and other data in the regression model have different variances, a heteroscedasticity test is used. It is called homoscedasticity if the variance between the residuals from one observation to the next does not change, if the next observation changes it is known as heteroscedasticity. Good regression models do not show heteroscedasticity. To test whether there is heteroscedasticity between independent variables, a graphic plot between the projected value of the dependent variable and its residuals can be used. The scatterplot from Figure 2 below shows the dots spread out unrandomly, showing that there is no heteroscedasticity problem.

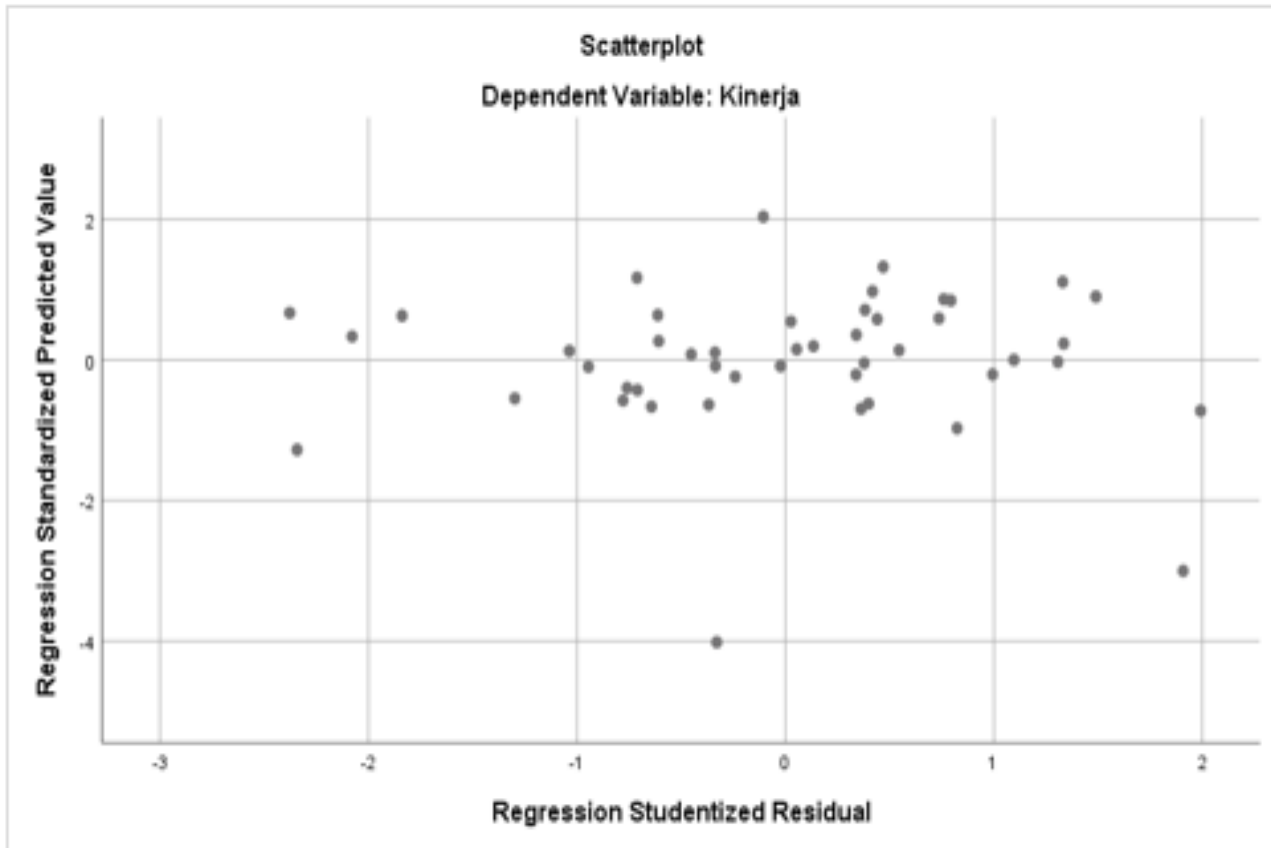


Figure 2. Scatterplot Heteroskedasticity Test

Multiple Linear Regression Analysis Results

The results of the multiple regression test developed in this study are notated in the following equation:

$$Y = -0,432 + 0,748 X_1 + 0,314 X_2 + e$$

The variables of competence and work motivation have a positive and significant influence on teacher performance. Test t with a *p-value of competency variable* $0.000 < 0.05$, and *p-value of work motivation variable* $0.006 < 0.05$. Test F sig value. $0.000 < 0.05$; that is, there is a positive influence of the independent variable on the dependent variable and the Adjusted R Square test obtained a value of 0.724, meaning that the variation of the free variable can explain teacher performance by 72.4%, while 27.6% is influenced by other variables.

Table 5. Multiple Regression Test Results

Research Variables	B	Beta	t	Sig.
Competence (X ₁)	0,748	0,728	8,596	0,000
Work Motivation (X ₂)	0,314	0,246	2,909	0,006
R Square = 0,736	F _{count} = 61,453			
Adjusted R ² = 0,724	Probability F = 0,000			

Discussion

The Effect of Competency on Teacher Performance

Based on the results of statistical research tests, competency variables have a positive and significant effect on teacher performance as indicated by GIS values = $0,000 < 0,05$ and a coefficient value of 0.748. The results of this study support the results of previous research, namely (Arlita et al., 2020; Azulaidin & Rosmika, 2021; Badrun, 2021; Faris, 2020; Narung, 2020; Nugraha, 2019), which explains that the higher the competence

of the teacher, the higher the performance produced.

To ensure teacher performance, of course, the competencies possessed by MTs and MA Al-Ma'tuq teachers have been good. Using an interesting learning strategy aims to make students comfortable during learning hours. In addition, teachers must routinely evaluate the process of learning outcomes, try to facilitate students to develop various potentials owned both academic and non-academic, have a good work ethic, communicate effectively with parents/guardians of students and the community, understand the structure of concepts and learning methods must certainly always be improved.

The Effect of Work Motivation on Teacher Performance

The results of the statistical test of work motivation variable research have a positive and significant effect on the performance of MTS and MA Al-Ma'tuq teachers, which is shown by a sig value of $0.006 < 0.05$ and a coefficient value of 0.314. Therefore, to improve teacher performance, it is better to improve morale. In addition, superiors must always give appreciation for the work achievements that have been produced. The study's findings are consistent with previous research from (Anam, 2018; Andari, 2016; Aprida Et Al., 2020; Ardana & Hendra Divayana, 2020; Bahri & Sakka, 2021; Diana Et Al., 2020; Hartini Et Al., 2021; Hasan, 2015).

The existence of good work motivation is very important for the continuity of teachers in carrying out their duties and obligations. Because without high motivation, employees will lack the enthusiasm to carry out their work and work as they want which will have an impact on the decline in the performance of MTS and MA Al-Ma'tuq teachers.

CONCLUSIONS

The results of statistical test analysis show that work competence and motivation have a positive and significant effect on teacher performance. Work competence and motivation had an influence of 72.4% on teacher performance, while 27.6% were influenced by other variables that were not studied. The results of this research are expected to contribute to the world of academia, and schools where research is conducted, and can be useful in adding and expanding knowledge for researchers. It is hoped that this research will have an impact on the world of education in Sukabumi City and Regency, in maximizing the competence of teachers and always motivating them so that teacher performance will increase. It is hoped that this research can be a reference for other researchers who conduct research related to work competence and motivation. As well as suggestions for future research to involve many religious schools to increase respondents, and add other methods to strengthen quantitative data from questionnaire distribution.

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