

## **The Influence of Competence and Work Motivation on Teacher's Performance**

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Article History: Received on 2 November 2022, Revised on 5 December 2022  
Published on 11 January 2023

**Abstract:** The skill of teachers to teach in schools will determine the quality national education. The purpose of this study is to describe school principals' efforts to improve teachers' teaching skills. Data collection methods were documentation, interviews, observation, and a review of the literature. Descriptive qualitative analysis techniques were used in data analysis. The results obtained indicate that school principals' efforts to improve teachers' teaching skills through planning, implementing, and evaluating teacher competency improvement programs were technically successful and had a positive impact on teachers' teaching performance. The establishment of a strategic program to improve teacher's teaching skills, which refers to the school's vision of producing students with high morals, intelligence, and discipline, has an impact on the quality of the teaching and learning process at SMA Negeri 2 Kayuagung.

**Keywords:** Principal's Initiative, Quality Education, Teaching Skill

### **A. Introduction**

The globalization period, which is defined by rivalry in the quality of human resources, compels all parties in numerous domains, including education, to consistently increase their competence. In carrying out its tasks, an organization will always be dealing with humans as dynamic resources with the potential to continue to develop, where the development of humans as workforce will affect the company's stability and continuity. The education sector is one strategy to increase the quality of human resources.

The teacher is frequently accused of being the one most responsible for educational quality. The effectiveness of educational implementation is heavily influenced by the teacher's preparedness to prepare his pupils through teaching and learning activities. The teacher has three primary responsibilities: educator, instructor, and trainer. Educating entails maintaining and growing life values, teaching entails maintaining and expanding science and technology, and training entails instilling skills in pupils.

Because the teacher has the most direct contact with students in the process of education or learning in educational institutions/schools, the quality of the teacher's performance will be very decisive on the quality of education or learning, which will have implications for the quality of educational output after finishing school (Setyanti, 2020).

Basically, maximal instructor performance is required to provide high-quality student learning processes and outcomes. Instructor performance will be enhanced if the teacher has a thorough understanding of the content, strong communication skills, is dedicated to his tasks, and can effectively employ instructional media to aid in the smooth operation of the learning process. Teacher's performance is defined as conduct or reactivity that produces outcomes in relation to what they do when dealing with tasks. Furthermore, performance may be defined as the outcomes reached by the instructor in carrying out tasks based on skill, experience, time, and output that is expressed both in terms of quantity and quality (Yamin & Maisah, 2015).

The elements that influence teacher's performance are extremely complicated, including both internal (inherent in the individual) and external (from the environment or circumstance) aspects. Teachers who are proficient in four teacher skills will outperform their peers. A teacher's competency will improve if he or she is motivated to work hard. A teacher who is highly motivated at work will typically continue to study and will not be readily content with the outcomes of his efforts. Competence along with job motivation will influence teacher success in all areas of employment.

Essentially, a teacher's performance may be determined by how well the teacher masters the competences required to become an educator. Instructors can master the level of competency in a variety of methods, one of which is through a certification test, which is the process of granting educational credentials to teachers who have satisfied teacher competency criteria. The Law on Teachers and Lecturers No. 14 of 2005 specifies that competence is a collection of knowledge, abilities, and behaviors that a teacher or lecturer must possess, internalize, and master in order to carry out professional tasks. Teacher competency may be defined as a unity of knowledge, abilities, and attitudes manifested in intelligent and responsible actions when performing tasks as learning agents.

Because the instructor has direct engagement with students in the teaching and learning process, the teacher plays a significant role in learning. The instructor must establish a favorable environment in which students are willing to participate actively in learning activities, allowing the learning objectives to be completed successfully and quickly. In terms of teacher competency in connection to learning activities, it can be stated that learning processes and student learning outcomes are significantly

controlled not only by the school, pattern, structure, and curriculum material, but also by instructor competence (Hamalik, 2013).

According to Law No. 14 of 2005, the basic competencies that must be possessed include personality competencies, pedagogic competencies, professional competencies, and social competencies. A teacher must have all of these competences in order to carry out instructional activities at school. A quality teacher is one who is professional in his or her work. Because a professional teacher may always enhance his or her quality, a teacher must be able to master certain skills so that pupils can readily integrate the knowledge learned (Riesminingsih, 2013).

Teachers, on the other hand, as professional staff, have varying work motivations from one another. Whereas motivation is essential for the teacher in carrying out his responsibilities in order to increase the success of the learning process. Motivation is a work drive that develops from inside oneself to act in order to achieve goals. As a result, instructors who are highly motivated are mirrored in the attitudes and behaviors of teachers who want to work hard and tend to act, utilizing all talents, thoughts, and skills to achieve educational goals.

A professional teacher will be able to teach if it begins with the instructor's original aim and honest intents that have been prepared, not by happenstance. In addition to external motivation, line motivation from inside the instructor who is able to inflame his own passion to achieve objectives and evolve as a value of self-awareness is extremely significant. Teachers that are highly motivated will typically carry out their tasks with excitement and vigor, owing to the motivations or goals that drive their activities. That purpose is the driving component that provides him strength, so he is eager to work hard. Work motivation and teacher's performance accomplishment have a good association. This indicates that instructors with strong work motivation will also have good performance, whereas those with bad performance will have low work motivation (N. I. Santoso, 2013).

Based on observations at Lawang Kidul District High School, it is clear that teacher's performance is still deemed inadequate. This is evident from the fall in average UN scores in various areas, including English and Physics. The average National Examination score for subjects English and Physics at SMA Lawang Kidul in Muara Enim Regency is as follows:

**Table 1. Average UN Scores for English and Physics Subjects High School in Lawang Kidul District, Muara Enim Regency**

No	School Name	Average Score of UN					
		English			Physics		
		2019/2020	2020/2021	%	2019/2020	2020/2021	%
1	SMA Negeri 1 Lawang Kidul	49,95	49,83	-0,24%	34,58	39,36	13,82%
2	SMA Bukit Asam SMA	64,53	67,09	3,97%	61,43	50,71	-17,45%
3	Muhammadiyah 2 Tanjung Enim	41,85	37,44	-10,54%	45,00	43,47	-3,40%
	<b>Average</b>	<b>52,11</b>	<b>51,45</b>	<b>-1,26%</b>	<b>47,00</b>	<b>44,51</b>	<b>-5,30%</b>

The statistics in table 1 show that the average National Examination score at SMA in Lawang Kidul District, Muara Enim Regency as a whole decreased in the 2020/2021 school year for English and Physics disciplines. Whereas the average English National Examination score in the 2019/2020 academic year was 52.11, it fell to 51.45, or 1.26% lower, in the 2020/2021 academic year. This is also true for the Physics discipline, where the average National Examination result in the 2019/2020 academic year was 47.00, but fell to 44.51, or 5.30%, in the 2020/2021 academic year.

The inability to reach the Minimum Mastery Criteria for pupils in the Semester Examinations for numerous topics reflects the bad performance of high school instructors in Lawang Kidul District, Muara Enim Regency. The average semester exam score statistics for class X SMA in Lawang Kidul District, Muara Enim Regency, as compared to the Minimum Completeness Criteria specified by the school, is shown below.

**Table 2. Minimum Completeness Criteria Achievement (CCA) for Class X High School Students in Lawang Kidul District, Muara Enim Regency Even Semester 2020/2021 Academic Year**

No	Subject	School					
		SMA Negeri 1 Lawang Kidul		SMA Bukit Asam		SMA Muhammadiyah 2 Tanjung Enim	
		Average	CCA	Average	CCA	Average	CCA
<b>A</b>	<b>General Group</b>						
1	Religion	77,82	75	78,22	75	78,43	75
2	Civic Education	75,90	75	76,30	75	75,48	75
3	Indonesia Language	76,15	75	79,97	75	63,82	70
4	Mathematics	50,28	65	59,57	68	50,91	65
5	History of Indonesia	71,47	70	72,87	70	60,11	70
6	English	58,75	68	66,36	70	51,27	65
7	Art and Culture	78,57	75	80,56	75	76,88	75
8	PJOK	77,38	75	80,05	75	80,63	75
9	Project and Entrepreneurship	77,00	75	81,88	75	83,62	75
<b>B</b>	<b>Concentration Group</b>						

<b>Natural Science</b>							
1	Biology	74,39	70	77,08	70	72,59	70
2	Physic	64,25	68	70,62	70	60,00	65
3	Chemistry	61,93	68	68,75	68	69,64	65
<b>Social Science</b>							
1	Geography	66,08	70	74,55	70	68,00	70
2	Sociology	72,47	70	75,69	70	74,51	70
3	Economy	65,94	70	67,41	70	67,50	68

According to the statistics in table 2, numerous courses in class X SMA Sekecamatan Lawang Kidul Muara Enim Regency did not meet the Minimum Completeness Criteria in the Even Semester Examination for the 2020/2021 academic year. There were six courses whose average Semester Examination results did not achieve the KKM at Lawang Kidul 1 Public High School, three subjects at Bukit Asam High School, and seven subjects at Tanjung Enim Muhammadiyah 2 High School. Overall, three disciplines from the three schools did not meet the KKM standard, namely Mathematics, English, and Economics.

The continual learning process might potentially reveal subpar instructor performance. Where instructors' use of learning material is still limited, and the overwhelming use of lecture methods makes the learning experience less diverse. Overall, 60 instructors, or approximately 59.41% of the total number of teachers in Lawang Kidul District, Muara Enim Regency, are limited in their use of instructional media and continue to rely on the lecture technique. Furthermore, the observation findings suggest that around 10 instructors, or 9.90% of the total teachers, in three high schools in Lawang Kidul District, Muara Enim Regency, do not convey instructional materials adequately, making it difficult for pupils to learn and understand content.

The poor performance of high school teachers in Lawang Kidul District, Muara Enim Regency, was also related to teachers' lack of interest in their subject areas. There were 19 teachers or around 18.81% of the total high school teachers in Lawang Kidul District, Muara Enim Regency, who were irrelevant to their field of teaching study, with details of 8 teachers or 16.00% in SMA Negeri 1 Lawang Kidul, 3 teachers or 9.09% at SMA Bukit Asam, and 8 teachers or 44.44% at SMA Muhammadiyah 2 Tanjung Enim.

There are still numerous high school teachers in Lawang Kidul District, Muara Enim Regency who do not pass the government's annual Teacher Competency Test. Based on the findings of the Teacher Competency Test (UKG), the quality of high school teachers in Lawang Kidul District is still highly alarming, as they fall below the minimal competency levels imposed. According to UKG statistics, the average accomplishment was just 54.04, which was below than the specified minimal competency threshold of 55.0.

The average percentage of school attendance can also be used to assess teacher effectiveness. Whereas high school teachers in Lawang Kidul District, Muara Enim Regency have an average percentage of teacher attendance every year that is still less than 98%, the staffing standards need at least 98% per year. The presence of instructors at the basic and secondary levels of school is also a significant aspect in increasing their performance in the learning process. Furthermore, another issue for high school teachers in Lawang Kidul District, Muara Enim Regency is that an average of roughly 15.00% of instructors arrive late to school every day, disrupting learning activities in class.

According to the findings of experts, teacher's performance is impacted by elements such as teacher competency and motivation in carrying out their vocation. Based on the underlying truth, the issue of competency characteristics and job motivation that influence teacher's performance must be verified by study. Because of such, the researcher developed the research title *The Influence of Competence and Work Motivation on Teacher's Performance*.

## **B. Methods**

This study is classified as quantitative descriptive research since it begins with deductive reasoning to generate hypotheses before conducting field testing. Based on empirical facts, the conclusion or hypothesis is formed. As a result, quantitative research emphasizes empirical indices and measures. This quantitative study believes that it "knows what is unknown," thus the design it creates is always an a priori and final action plan (Samsu, 2017).

According to Samsu (2017), a quantitative approach is a research method that predominantly employs a post-positivist worldview in producing knowledge and employs research tactics such as experiments and surveys that necessitate statistical data. The theoretical framework serves as a foundation for asking temporary inquiries (hypotheses) on previously established research questions in quantitative research that employs a deductive reasoning process.

The population in this study was the total number of teachers in SMA in Lawang Kidul District, Muara Enim Regency. The population in this study consisted of 101 instructors from three schools: SMA Negeri 1 Lawang Kidul, SMA Bukit Asam, and SMA Muhammadiyah 2 Tanjung Enim.

The saturation sampling strategy was employed in this investigation. Sugiyono (2013) defines saturation sampling as a sampling strategy in which all members of the population are employed as samples. This is done since the study's goal is to draw broad generalizations with a low error rate. A census is another word for a saturated

sample, in which all members of the population are sampled. As a result, there were 101 samples in this investigation.

The following data gathering approaches were used throughout this study: questionnaire, interview, observation, and documentation. The regression model analysis utilized in combination with the background and development of the research hypothesis is a multiple regression model. Using the SPSS for Windows application, multiple regression analysis was conducted to determine the extent to which competence and job motivation impact teacher's performance.

### **C. Results and Discussion**

To evaluate if each independent variable, namely competency (X1) and motivation (X2), has a significant or non-significant influence on the dependent variable, namely teacher's performance, partial testing (t-test) is performed. The significance value indicates that an independent variable has a substantial influence if  $t\text{-count} > t\text{-table}$ . If the significance of the independent variable is less than, it is said to have a substantial influence on the dependent variable (0.05).

The t-count value of each X variable may be used to determine the relevance of each variable. If the  $t\text{-count} > t\text{-table}$  or the Sig. 0.05, variable X is said to have a considerable impact on variable Y separately (partially). The t-table value is desired to be  $0.05/2 = 0.025$  (2-tailed test) with degrees of freedom  $df = n-k-1$  or  $101-3-1 = 97$ . The values for t-table are 1.98472/-1.98472. The significance value of each independent variable also indicates that the hypothesis is accepted. The hypothesis can be accepted if the significance value is 0.05 or 5%. The following table shows some test results (t):

**Table 3. Partial Significance Test Results (t test)**

	<b>Model</b>	<b>t</b>	<b>Sig.</b>
1	(Constant)	2.247	.027
	Competence	5.011	.000
	Motivation	2.687	.008

According to the table above, the t-count value and degree of significance for each independent variable are competency (X1) and motivation (X2), which are markers of hypothesis acceptance and rejection. The findings of a partial test (t-test) to test the hypothesis will be stated as follows:

When the t-count value of the competency variable (X1) is more than the t-table value of 1.98472 with a significance level of 0.000 less than 0.05, H1 is approved and H0 is denied. As a result, the competency variable (X1) has a somewhat positive and

substantial influence on the performance of high school teachers in Lawang Kidul District, Muara Enim Regency.

H1 is approved and H0 is denied because the motivating variable (X2) has a t-count of 2.687, which is more than the t-table value of 1.98472 with a significance level of 0.008 less than 0.05. As a result, the motivating variable (X2) has a somewhat favorable and substantial influence on the performance of high school teachers in Lawang Kidul District, Muara Enim Regency.

Simultaneous testing (F-test) is used to investigate the influence of the independent factors on changes in the value of the dependent variable that may be explained by changes in the values of all the independent variables at the same time. The F-test is performed by comparing the study's level of importance to the probability value of the research outcomes.

Simultaneous testing of the independent variables, competence (X1) and motivation (X2) stipulates that if the value of F-count > F-table, or if the value is sig. < 0.05 then the hypothesis can be accepted or in other words all the independent variables simultaneously affect the dependent variable. The value of F-table can be seen in the statistical table at a significance level of 0.05 with df1 (k-1) or 3-1 = 2 and df2 (n-k-1) or 101-3-1 = 97 (n is the amount of data and k is the number of variable), the results obtained for F-table are 3.09.

The results of simultaneous testing (F-test) on all independent variables in this study can be seen in the following table:

**Table 4. Simultaneous Significance Test Results (F test)**

	<b>Model</b>	<b>F</b>	<b>Sig.</b>
1	Regression	48.809	.000 <sup>a</sup>
	Residual		
	Total		

Based on the table above, it can be seen that the F-count value is 48.809 and a significance of 0.000. This means that F-count is 48.809 greater than F-table which is equal to 3.09, so it can be stated that simultaneously the independent variables (competence and motivation) affect the dependent variable, namely teacher's performance.

The significance level of 0.000 is less than 0.05 or 5%, so it can be concluded that overall, the independent variables, namely competence and motivation, have a significant influence on the dependent variable, teacher's performance. Based on these conclusions, the research hypothesis that competence and motivation influence teacher's performance is acceptable.

### **The Effect of Competence on Teacher's performance**

The results of the study show that teacher's competence has a positive influence on teacher's performance at SMA in Lawang Kidul District, Muara Enim Regency with a significant value of 0.000. Teacher's competence is one of the elements that shape teacher's performance. Thus, an increase in the teacher's performance as a learning agent can be built if the teacher has mastery of the four teacher's competencies, pedagogical, personality, social and professional competencies. The better the teacher's competence, the better the ability he has. This is because the teacher will be able to carry out learning activities that educate, plan and evaluate to improve the quality of learning which will ultimately improve performance. In other words, the better the competence of a teacher, the better the performance of the teacher in carrying out his duties and responsibilities (Akbar, 2021; Peningkatan & Guru, 2013; Wulandari & Hendriani, 2021).

The results of this study are in line with the results of previous research put forward by Riesminingsih (2013) which stated that competence has a significant and positive effect on teacher's performance, especially on the dimension of social competence. This line shows that the higher the competence possessed by the teachers, the higher the performance of the teachers. However, the results of this study do not support Setyanti's research (2020), which explains that there is no influence of competency on teacher's performance.

This is supported by Setyanti (2020) who states that teacher competence is knowledge about learning and human behavior; Mastering the field of study he teaches, has skills in teaching. Very primary teacher competence is needed because it is a basic ability that is owned by a professional teacher because the teacher must be responsible for educating, training, guiding and facilitating learning activities for students with the teaching skills possessed by the teacher.

The average teacher competency score is 3.97 so that it can be said that the competence of high school teachers in Lawang Kidul District, Muara Enim Regency is included in the very good category. If the teacher's competence increases, the teacher's performance will also be better, and vice versa if the teacher's competence decreases, the teacher's performance will also decrease. The competence possessed by each teacher will show the true quality of the teacher. This competency will be realized in the form of mastery of knowledge, skills and professional attitude in carrying out the function as a teacher.

## **The Effect of Motivation on Teacher's Performance**

The results of the study show that motivation has an effect on the performance of teachers in SMA Lawang Kidul District, Muara Enim Regency with a significant value of 0.008. High work motivation will achieve high performance, and conversely teachers with low performance are caused by low work motivation. This proves that work motivation is one of the factors that plays a role in shaping the teacher's performance in carrying out his work. With the right motivation to work, the teacher has the encouragement and enthusiasm both from within and from outside himself to carry out work in teaching and learning activities so that the objectives are achieved in accordance with those formulated in the lesson plans (Melianah et al., 2020; Riyanto & Masniar, 2019).

The results of this study are in line with the results of research conducted by Riesminingsih (2013) which stated that motivation has a significant and positive effect on teacher's performance, especially on the job expectations dimension. This line shows that the better the motivation that is carried out by the school, the higher the teacher's performance. The results of this study also support the results of the studies of Arafat, et.al (2020), Indriyani and Suparjo (2018), Supriyono (2017) and Santoso (2013) which state that work motivation has a positive and significant effect on teacher's performance in high schools in Lawang Kidul District, Muara Enim Regency. Teacher's performance improvement can be done by increasing individual effort, endurance or tenacity, work goals, job satisfaction, salary received, quality of supervision, peer-to-peer relations, working conditions and physical security.

The average score of teacher motivation is 3.97, so it can be said that the teacher motivation of SMA in Lawang Kidul District, Muara Enim Regency is included in the very good category. If the teacher's work motivation increases, the teacher's performance will increase, and vice versa, if the teacher's work motivation decreases, then the teacher's performance will decrease. The findings of this line of research are in line with the opinion that performance is the result of the interaction between motivation and ability. Motivation is basically a human psychological characteristic that contributes to a person's level of commitment. This includes factors that cause, channel, and maintain human behavior in a certain direction. Therefore, by giving teachers a sense of belonging to the organization, it means giving encouragement to teachers to mobilize their abilities, expertise and skills in carrying out their duties and obligations.

School as a place for teachers to carry out their duties should also continue to increase teacher motivation, not by trying to meet needs that can encourage teachers to be enthusiastic at work, such as the hope of wanting to get intensive praise and attention from superiors and co-workers. However, every teacher must be encouraged to increase his work motivation from within himself, such as having clear

responsibilities, goals and tasks or targets, as well as a feeling of pleasure in working and the desire to continue to excel so that the teacher will continue to be enthusiastic about improving his performance.

### **The Influence of Competence and Motivation Simultaneously on Teacher's Performance**

Determination analysis in multiple regression was used to determine the influence of competency and motivation together on the teacher's performance of high school teachers in the District of Lawang Kidul, Muara Enim Regency. The results of the multiple regression analysis obtained an R<sup>2</sup> (R square) value of 0.499. This shows that the percentage of effective contribution of competence and motivation simultaneously on teacher's performance is 49.9%, while the remaining 50.1% is influenced by other factors. Competence and motivation are important factors that also influence teacher's performance, so that teacher's performance can be said to be an embodiment of competence which includes knowledge or skills and motivation to carry out their duties and responsibilities as educators (Mukhtar, 2018; Nugraha, 2020; Rosmawati et al., 2020).

The results of this study are in line with the literature of the Ministry of National Education (Depdiknas, 2008a) that teacher's performance is the same as competence plus motivation to complete assignments and motivation to develop. This implies that to have good performance the teacher must be supported by good competence. Without having good competence, a teacher will not have good performance. On the other hand, a teacher who has good competence does not necessarily have good performance without being supported by good performance motivation.

The results of this study show that the average score of teacher's performance is 3.94 so that it can be said that the teacher's performance of SMA in Lawang Kidul District, Muara Enim Regency is included in the very good category. Teacher's performance is influenced by teacher competency and teacher work motivation both individually and collectively. Improving teacher's performance is not limited to improving teaching in the classroom or at school, but more than just teachers can become catalysts, motivators and dynamics of development, can provide values that contain knowledge, choices of life values and communication with society. The knowledge given to students must be able to make students choose life values that are increasingly complex and must be able to make students communicate with each other in society.

### **D. Conclusion**

The results of this study conclude that competence has a positive and significant effect on the performance of teachers at SMAs in Lawang Kidul District, Muara Enim

Regency. This line means that the higher the competency possessed by the teacher, the higher the performance will be. On the other hand, the lower the competence possessed by the old teacher, the lower the performance will be. In addition, motivational variables also have a positive and significant effect on the teacher's performance of high school teachers in Lawang Kidul District, Muara Enim Regency. This line means that the higher the teacher's motivation, the higher the performance will be. On the other hand, the lower the motivation the old teacher has, the lower the performance will be. Meanwhile, competence and motivation simultaneously have a significant effect on teacher's performance in Lawang Kidul High School, Muara Enim Regency. In this case, teacher's performance is influenced by competency and motivational variables, in addition to teacher's performance, it is also influenced by other variables outside the research model, such as leadership, school principal, discipline, compensation, and other variables.

### **E. Acknowledgement**

We thank to the Head of SMA Bukit Asam Tanjung Enim and the Chancellor of Universitas PGRI Palembang, who helped us to finish this project.

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