The Influence of Work Motivation and Teachers' Competence on The Performance of Preschool Teachers

Sri Nurwati, Sri Surachmi W., Gunawan Setiadi

Universitas Muria Kudus
nurwati_1975@yahoo.com

Abstract

This research aims to analyze the influence of work motivation and teachers' competence on the performance of Preschool teachers. The research method used is quantitative with multiple linear regression analysis. The sample in the study was 55 Preschool teachers in Batangan District, Pati Regency. The data collection technique was done by using questionnaires that underwent validity and reliability testing. The partial results of this research show that: (1) work motivation with $t_{hitung}> t_{table}$(2,140 > 2,007) and a significant value smaller than 0,05 (0,037 < 0,05), meaning that work motivation positively and significantly influencing teachers' performance; (2) teachers' competence with $t_{hitung}> t_{table}$(9,946 > 2,007) and a smaller significant value than 0,05 (0,000 < 0,05), signifying that teachers' competence is also giving positive and significant influence on teachers' performance. The test results show that work motivation and teachers' competence are hand in hand in influencing the teachers' performance. This can be proven by $F_{hitung}>F_{table}$ (168,514 > 3,17) and sig value 0.000 < 0.05. Therefore, the adjusted value of R Square is 0,861. This suggests that the contribution of independent variable on dependant variable is as big as 86,1%. Meanwhile the remaining number as of 13,9% was influenced by other variables outside of this regression model. This research concluded that work motivation and competence significantly influenced the performance of Preschool teachers in Batangan Sub-district, Pati Regency.
Keywords: *Teacher Competence, Teacher Performance, and Work Motivation*

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi kerja dan kompetensi guru terhadap kinerja guru PAUD. Metode penelitian yang digunakan adalah kuantitatif dengan analisis regresi linier berganda. Sampel dalam penelitian ini adalah 55 guru PAUD di Kecamatan Batangan Kabupaten Pati. Teknik pengumpulan data dilakukan dengan menggunakan angket yang telah melalui uji validitas dan reliabilitas. Hasil penelitian secara parsial menunjukkan bahwa: (1) motivasi kerja dengan thitung > ttabel (2,140 > 2,007) dan nilai signifikan lebih kecil dari 0,05 (0,037 < 0,05), artinya motivasi kerja berpengaruh positif dan signifikan terhadap kinerja guru; (2) kompetensi guru dengan thitung > ttabel (9,946 > 2,007) dan nilai signifikan lebih kecil dari 0,05 (0,000 < 0,05), artinya kompetensi guru juga berpengaruh positif dan signifikan terhadap kinerja guru. Hasil pengujian menunjukkan bahwa motivasi kerja dan kompetensi guru saling mempengaruhi terhadap kinerja guru. Hal ini dapat dibuktikan dengan Fhitung>Ftabel (168,514 > 3,17) dan nilai sig 0,000 < 0,05. Dengan demikian, nilai adjusted R Square sebesar 0,861. Hal ini menunjukkan bahwa kontribusi variabel bebas terhadap variabel terikat sebesar 86,1%. Sedangkan sisanya sebesar 13,9% dipengaruhi oleh variabel lain di luar model regresi ini. Hasil penelitian ini menyimpulkan bahwa motivasi kerja dan kompetensi guru PAUD secara signifikan mempengaruhi kinerja guru PAUD di Kecamatan Batangan Kabupaten Pati.
Kata Kunci: Kompetensi Guru, Kinerja Guru, dan Motivasi Kerja

INTRODUCTION

Education is a process of assisting individuals in developing their cognitive, emotional¸ practical abilities and role in life (Andarwati & Fajrie, 2023). Education is also the key to the success of a nation, through quality education it will produce intelligent and moral students (Zuldesiah et al., 2021).The implementation of education starting from the early childhood education level is is deemed effective and fruitful when it is demonstrated by the yearly enhancement of education quality, school quality or graduate quality. Efforts to improve the quality of education are the responsibility of all levels of society, especially educators who are the spearhead of implementing education (Utaminingsih & Shufa, 2022). Therefore, the quality of early childhood education is dependent on the components of an educational organization, particularly the teacher or educator. Hence, proficient teachers are necessary, meaning that they must be experts in their field (Andarwati & Fajrie, 2023).

The presence of teachers as educators in the school environment plays a crucial function in improving the quality of students. Teachers or educators are professionals who are responsible for devising and executing the educational process, assess learning outcomes and provide guidance to their students (Niswah et al., 2021). For this reason, teachers are needed who have competence or abilities according to their fields. Competent teachers are required to constantly hone and improve their competence by by keeping up with the most scientific and technological developments to support their professionalism as educators (Giantoro et al., 2019).

Teacher professionalism can be evaluated by using benchmarks that measure their effectiveness in accomplishing, completing tasks, and maintaining productivity. According to (Riwukore & Habaora, 2021), teacher performance is greatly affected by motivation and competence, which is in line with (Roemintoyo et al., 2021) who state that teacher performance is influenced by several factors, namely motivational factors and the principal's ability to organize the running of the system in an educational institution. Motivation can be interpreted as an internal and external drive that compels teachers to complete their tasks. It plays a crucial role in fostering enthusiasm and good work performance.

The meaning of work motivation is something that generates enthusiasm or encouragement at work (Bastian et al., 2022). Furthermore, as explained by (Mulyani et al., 2022), teacher work motivation is a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve predetermined goals. As a teacher, these duties and responsibilities can be seen from the learning activities that are carried out, this is due to the motivation to educate, if there is no motivation, then the performance results cannot be maximized (Kasim et al., 2018).

One more aspect that impacts the performance of educators is their proficiency. According to (Janawi, 2018), competence is a basic ability that must be possessed by a teacher. Competence is an essential requirement that every teacher should master. Additionally, competence refers to the core abilities, expertise, and skills of teachers in executing the teaching and learning process. So, teacher competence is a combination of personal abilities, scientific technology, social and spiritual which kaffah form standard teacher competencies, which include mastery of the material, understanding of students, educational learning, personal development and professionalism (Mulyasa, 2013).

Regarding teacher competence, the government has formulated four types of teacher competencies, as outlined in Government Regulation No. 19 of 2005. It states that a teacher should have four competencies: 1) Pedagogical competence, which pertains to the ability to understand and manage learning, 2) Personality Competence, which signifies a personal ability that reflects a steady, stable, mature, wise, noble, authoritative personality, and can be a role model for students, 3) Social Competence, which is the teacher's ability to communicate and interact effectively with the school and

wider community, and 4) Professional Competence, which involves a comprehensive and profound mastery of learning materials that teachers must possess. All of these competencies are interrelated and contribute to teacher performance.

Teacher performance is a multifaceted aspect that encompasses the skills required to carry out their role as an educator effectively and professionally, in line with their abilities (Mahfud, 2020). Meanwhile, teacher performance according to (Kartini & Kristiawan, 2019) is defined as the achievement of successful learning outcomes, as evidenced by a teacher's capacity to plan, execute and assess the progress made by their students. Teacher performance can be seen from how the attitude shown in an activity to achieve the objectives of their task in accordance with the criteria and standards that have been set during the implementation of the work (Janah et al., 2019). Planning, executing and evaluating learning are also key indicators of teacher performance, as outlined by (Bastian et al., 2022).

Based on the findings of the research conducted by the researcher in November 2022 on Preschool teachers in Batangan Sub-district, Pati Regency, it is evident that some teachers are not performing optimally. These teachers exhibit a lack of motivation and competence when it comes to conducting learning activities. This is evidenced by their lack of responsibility in terms of administrative discipline, as many teachers fail to create learning tools independently and instead resort to copying and pasting from other sources. They also exhibit a lack of discipline when it comes to carrying out tasks such as conducting learning activities, assessment and enrichment. Moreover, these teachers fail to innovate and vary the use of learning media, do not prepare diverse play activities for their students, and do not apply existing technology to support the learning process. Seeing this existing phenomenon, this research is intended to conduct empirical testing on the following topics: firstly, examining the influence of work motivation on teacher performance, secondly, assessing the influence of teacher competence on teacher performance, thirdly, testing the influence of work motivation and teacher competence on teacher performance.

Motivation is to provide a driving force that creates enthusiasm for someone's work so that they want to work together productively so that they are successful in achieving and realizing predetermined goals (Hasibuan, 2021). Teacher work motivation is a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve predetermined goals (Mulyani et al., 2022). If the teacher's motivation is good, it will lead to better teacher performance, because motivated teachers will have a high responsibility to work with enthusiasm to achieve optimal performance. So that there will be an influence between work motivation and teacher performance.

Teacher competence is a combination of personal abilities, scientific technology, social and spiritual which broadly forms standard teacher competencies, which include mastery of material, understanding of students, educational learning, personal development and professionalism (Mulyasa, 2013). With the competence possessed by a teacher, when faced with challenges he will be able to control or overcome himself with good and correct decisions. This shows that there is a positive influence between teacher competence on teacher performance. This means that the higher the teacher's competency, the higher the teacher's performance.

Teacher performance is the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period within the framework of achieving educational goals (Barnawi & Arifin, 2017). If a teacher has high motivation and competence, he will have high performance. This is because the teacher is oriented towards the motivation and competencies possessed to achieve a goal. This shows that there is an influence between work motivation and teacher competence on teacher

performance. This research aims to analyze the influence of work motivation and teachers' competence on the performance of Preschool teachers.

METHOD

This research uses a quantitative approach with a survey method through the distribution of closed questionnaires. This method involves details regarding variables and is used to measure existing. The population in this study were all Preschool teachers specifically for kindergarten teachers in the Korwilcam area of Education Office, Batangan Sub-District, Pati Regency with the following criteria: 1) Possess at least a Bachelor's degree (S1/DIV); 2) Have been working for more than 5 years. The entire population of the study comprised 55 teachers, as per these requirements.

The sample in this research used a census /total sample of 55 people. The data collection technique involves using questionnaires with closed questions that refer to the Likert scale. The questionnaire used in the study has undergone validity and reliability testing. The research data is analyzed using multiple linear regressions with the help of SPSS (Statistical Package for the Social Sciences) software version 26.

The initial testing involves instrument testing, including validity and reliability tests, and descriptive analysis. The classical assumption test is then carried out, which includes normality, multicollinearity, and heteroscedasticity tests. Then proceed with the hypothesis testing which consists of partial tests (t-test), simultaneous tests (F-test), and coefficient of determination (R^2).

RESULT AND DISCUSSION

The results of testing the effect of work motivation and teacher competence on teacher performance

The following table presents the results of data processing and analysis of the research results of each independent variable on the dependent variable.

Table 3. Partial Test Results (t Test)
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	-2.799	6.496		-.431	.668
Work Motivation	.237	.111	.171	2.140	.037
Teacher Competence	.514	.052	.793	9.946	.000

a.Dependent Variable: Teacher Performance

Referring to the table provided, it is evident that (1) the t_{value} is 2.140 with a significance level of 0.037. Consequently, it can be inferred that the t_{hitung} exceeds the t_{tabel}(2.140> 2.007), and the significance value is less than 0.05 (0.037<0.05), signifying that work motivation has a favorable and meaningful impact on teacher performance. Thus, hypothesis (H1) is confirmed. (2) The t value is 9.946 with a significance level of 0.000. Therefore, it is concluded that the t_{hitung} is greater than the t_{tabel}(9.946> 2.007), and the significance value is less than 0.05 (0.000 <0.05), indicating that teacher competence has a positive and significant effect on teacher performance. Thus, the hypothesis (H2) is accepted.

Multiple Regression Equation

Y = -2.799 + 0.237X1 + 0.514X2 or

Teacher Performance = -2.799 + 0.237 Work Motivation + 0.514 Teacher Competence

The results of the regression equation above can be interpreted as follows: 1) The constant value (a) is negative, specifically -2.799, indicating that in the absence of work motivation and teacher competence (both at zero), the teacher's performance will decrease; 2) The regression coefficient for the work motivation variable (X1) is 0.237, indicating that a one unit increase in work motivation will result in a 0.237 (23.7%) unit increase in teacher performance, with all other independent variables remaining constant; 3) The regression coefficient for the teacher competency variable (X2) is 0.514, indicating that a one unit increase in teacher competence will result in a 0.514 (51.4%) unit increase in teacher performance, with all other independent variables remaining unchanged; 4) The findings reveal that the regression coefficient for teacher competence (0.514) is greater than that of work motivation (0.237); thus, teacher competence has a greater impact on teacher performance and is the dominant variable.

Simultaneous Coefficient Test (F Test)

Test regression coefficients simultaneously using the F test, which is the accuracy in the research conducted, the results are as follows:

Table 4. Multiple Linear Regression Analysis Results
ANOVAª

Model	SumofSquares	f	Mean Square	F	Sig.
Regression	2945.470	35	1472.735	168.514	.000ᵇ
Residual	454.457	2	8.740		
Total	3399.927	4			

a. DependentVariable:Teacher Performance
b. Predictors:(Constant),Teacher Competence,Work Motivation

Based on the test results in the table above, it shows that the Fhitung> Ftabel (168.514> 3.17) and the sig value of 0.000 <0.05. It can be concluded that simultaneously there is a significant influence between work motivation and teacher competence on teacher performance.

Determination Coefficient Test(R2)

Table 5. Determination Coefficient Test Results (R2)
Model Summaryᵇ

Model	R	RSquare	Adjusted R Square	Std.Error oftheEstimate
	.931ᵃ	.866	.861	2.956

a. Predictors:(Constant),teacher Competence,Work Motivation
b. DependentVariable:Teacher Performance

According to the table above, it is evident that the modified R Square score is 0.861, which is equivalent to 86.1%. This statistic indicates that the teacher performance (Y) is impacted by both the work motivation variable (X1) and teacher competence (X2) combined at a rate of 86.1%. The remaining portion (100% - 86,1% = **13,9%**) is affected by external variables not included in this regression equation or variables that have not been analyzed.

The Influence of Work Motivation on Teacher Performance

According to the SPSS output table "*Coefficients*", it can be inferred that the variable of work inspiration (X1) indicates a t_{hitung} (2,140) > t_{tabel} (2,007), and the significant value (0.037) is less than (0.05). The findings validate hypothesis 1 (H1) is **accepted**, which suggests that work motivation variables significantly impact the performance of PAUD teachers in Batangan Sub-District. This implies that if teachers have high work motivation, it will enhance their performance.

Teachers who possess high work motivation display a sense of accountability in executing their tasks by setting clear objectives and prioritizing their attainment. The presence of achievement motivation will make teachers work hard to improve the quality of work in developing their schools. Work motivation is a psychological factor that causes excitement and encouragement towards work. According to (Linggi, 2022) , a person's work motivation depends on the situation they face. Hence a person exhibits different levels of motivational power. A person's motivation appears when faced with a situation that is different from when he operates. With work motivation, teachers/employees are motivated to work harder according to their abilities and skills. According to Mc Clelland in (Hasibuan, 2021),   there are three social motivations that steer human behavior, namely achievement motivation, power motivation, and interpersonal motivation.

The findings of this research are fundamentally consistent with the findings of previous studies such as: (1) Haingu, (2019), who found a favorable and substantial impact of work drive on the performance of PAUD teachers with a regression coefficient of 0.633; (2) Roemintoyo et al., (2021) which demonstrated that teacher work motivation has a robust influence on teacher performance as indicated by a correlation value of 0.863; (3) Arlita et al., (2020) stated that there was a significant effect of teacher motivation on the performance of junior high school teachers in Prabumilih Utara District and contributed a percentage of influence of 15.4%; (4) Aji et al., (2019) stated that teacher motivation has a positive effect on teacher performance reaching 0, 445 with a significance level of 0.000;and (5) Bastian et al., (2022) whose research results revealed that in the work motivation variable, it is evident that t_{hitung} (4.171) > t_{table} (2.4) and sig. (0.000) < (0.005). This implies that work motivation variables have a significant impact on teacher performance.

Based on these findings, it can be concluded that a teacher's good motivation will result in improved teacher performance. This is because motivated teachers are highly committed to working enthusiastically and utilizing all their abilities and skills to achieve optimal performance. Therefore, schools, where teachers carry out their duties, must strive to enhance teacher motivation. This can be achieved not only by fulfilling the needs that make teachers excited at work, such as meeting their intensive needs, receiving praise, and attention from leaders and colleagues, but also by encouraging each teacher to increase their work motivation from within.

The Influence of Teacher Competence on Teacher Performance

Based on the SPSS output table "*Coeffecients*", it is known that the teacher competency variable (X2) shows the t_{hitung} of 9.946 with a significance of 0.000 so that

from these results it can be concluded that t $_{hitung}$> t $_{tabel}$ (9.946> 2.007) and a significant value (0.000 <0.05). This shows that hypothesis 2 (H2) is **accepted**. It indicates that teacher competence positively impacts the performance of PAUD teachers in Batangan Sub-district, Pati Regency.

Teacher performance is influenced by various factors, including teacher competence. Therefore, enhancing teacher performance as a learning agent requires teachers to possess proficiency in pedagogical competence, personality competence, social competence, and professional competence. This aligns with the government's stance, which has identified four types of teacher competencies, namely pedagogical competence, personality competence, social competence, and professional competence, as outlined in the National Standards for Early Childhood Education (2014).

According to (Sardiman A.M., 2018), there are various reasons why teachers should have competence, including: 1) teachers possessing personal abilities, such as having more stable and sufficient knowledge, insights, skills, and attitudes, enabling them to manage learning effectively; 2) teachers serving as innovators, meaning they can commit to efforts to bring about change and are responsive to information that leads towards a better direction; 3) teachers being developers, having a stable educational and teacher vision with a broad perspective, enabling them to adapt to change, accept it, and become agents of change.

The results of this research are in line with the results of research from: (1) Bastian et al., (2022) that the competency variable shows the t value (5.454)> t table (2.4) and sig. (0,000) < 0,005. This implies that the variable of teacher proficiency has a significant impact on teacher performance; (2) Arlita et al., (2020) who affirmed that academic proficiency had a meaningful influence on the performance of middle school teachers in the Prabumilih Utara District, contributing 19.3% of the influence; (3) Susilowati et al., (2021) the results of the description of their research show that there is a significant influence between the teacher competency variable (X1) on teacher performance (Y) with a t value (5.770) > t table (2. 04841); (4) Chandra & Sutarmin, (2022), based on the t test, it is found that variable X3 (competence) with a t value (2.582)> t table (1.980) and a significance level of 0.014 <0.05, this means that competence has a positive and significant effect on teacher performance; (5) Nugroho & Priyono, (2022), in their research, show that the teacher competency variable has a positive influence on teacher performance by obtaining a significance value of 0.000 <0.05 and t count (7.298). In light of these results, it can be inferred that teacher proficiency influences teacher performance. In other words, if a teacher possesses exceptional abilities, knowledge and character, their performance will also be exceptional.

The Influence of Work Motivation and Teacher Competence on Teacher Performance

Based on the SPSS output table "Anova" shows that the value of nilai F_{hitung}>F_{tabel} (168.514> 3.17) and sig value 0.000 <0.05. Therefore, it can be inferred that there is a significant impact of work motivation and teacher competency on the performance of PAUD teachers in Batangan Sub-District, Pati Regency, when considered together. This shows that hypothesis 3 (H3) is **accepted** and simultaneously the independent variable of work motivation and teacher competence has a significant effect on the dependent variable of PAUD teacher performance in Korwilcam BP Batangan Sub-District.

These findings suggest that good work motivation and competency levels among teachers can enhance their performance. The coefficient of determination or adjusted R Square value is 0.861, indicating that 86.1% of the variance in teacher performance (Y) can be attributed to the combined impact of work motivation (X1) and teacher

competence (X2). The remaining variance (100% - 86,1% = **13,9%)** may be influenced by other unexamined variables.

Work motivation and teacher competence are important factors that influence teacher performance, so that teacher performance can be said to be a manifestation of work motivation and teacher competence which includes knowledge / skills to carry out their duties and responsibilities as educators / teachers.

The findings of this research align with (Hidayat, 2021) research, which yielded a correlation coefficient of 0.566 after processing data. This indicates that teacher performance is influenced by both proficiency and drive by 56.6%. The remaining 43.4% is affected by unexamined variables. Arlita et al., (2020) also support these findings, stating that academic proficiency and teacher drive significantly impact the performance of junior high school teachers in North Prabumulih District, contributing 26.8% to their performance. The remaining 73.2% is influenced by other factors not examined in the study.

Based on these findings, it can be concluded that teacher performance is affected by both work motivation and competence. Therefore, good work motivation and teacher competence are crucial for improving teacher performance. Without adequate work motivation, a teacher's performance may suffer. Similarly, a teacher with good work motivation may not necessarily have good performance without possessing the required competence.

CONCLUSION

Based on the results of the research and discussion, the conclusions be : 1) Work motivation has a positive and significant influence on the performance of Preschool teachers; 2) Teacher competence has a positive and significant influence on the performance of Preschool teachers. This means that if a teacher has good skills, knowledge and personality, the teacher's performance will be good; 3) The combined impact of work motivation and teacher competence on the performance of Preschool teachers is positive and significant. If a teacher has high motivation and competence, he will have high performance.

Recommendations for the next researcher so that the data collection or sample is not limited to Preschool teachers in the District, so that it does not reflect the performance of Preschool teachers in the Regency. So for the next study the data or samples were taken from all Preschool teachers at the Pati Regency Education and Culture Office.

REFERENCE

Aji, A. P., Martono, S., & Fakhruddin, F. (2019). The Effect of Teacher Motivation in Mediating Commitment and Professional Competence on Teacher's Performance of Vocational School in Blora Regency. *Educational Management*, *8*(2), 150–156. https://journal.unnes.ac.id/sju/index.php/eduman/article/view/32889%0Ahttps://journal.unnes.ac.id/sju/index.php/eduman/article/download/32889/13981

Andarwati, R., & Fajrie, N. (2023). Supervisi Akademik Kepala Sekolah pada Kinerja Guru di SD Negeri Larangan Kabupaten Pati. (Principal's Academic Supervision on Teacher Performance in SD Negeri Larangan, Pati Regency). *Journal on Education*, *05*(03), 5907–5916. https://jonedu.org/index.php/joe/article/view/1353%0Ahttp://jonedu.org/index.php/joe/article/download/1353/1073

Arlita, S. E., Ahyani, N., & Missriani, M. (2020). Pengaruh Kompetensi Akademik dan Motivasi Guru Terhadap Kinerja Guru (The Effect of Academic Competence and Teacher Motivation on Teacher Performance). *Attractive : Innovative Education Journal*, *2*(3), 8. https://doi.org/10.51278/aj.v2i3.70

Barnawi, & Arifin, M. (2017). *Kinerja Guru Profesional. Instrumen Pembinaan, Peningkatan & Penilaian (Professional Teacher Performance. Coaching, Improvement & Assessment Instruments).* (R. K. Ratri (ed.); II). Ar-Ruzz Media.

Bastian, A., Nasution, J. A., & Wahyuni, S. (2022). Teacher Performance Under the Influence of Training, Work Motivation and Teacher Competence. *AL-ISHLAH: Jurnal Pendidikan*, *14*(3), 3601–3612. https://doi.org/10.35445/alishlah.v14i3.2189

Chandra, D. A., & Sutarmin. (2022). *Pengaruh Motivasi Kerja, Iklim Kerja Dan Kompetensi Terhadap Kinerja Guru Sekolah Dasar (The Influence of Work Motivation, Work Climate and Competence on Elementary School Teacher Performance). 1.*

Giantoro, H. M., Haryadi, H., & Purnomo, R. (2019). Pengaruh Kompetensi Guru, Kepemimpinan Kepala Sekolah Menurut Persepsi Guru Dan Motivasi Kerja Terhadap Kinerja Guru Smk Negeri Di Kabupaten Purbalingga (The Influence of Teacher Competence, Principal Leadership According to Teacher Perceptions and Work M. *Jurnal Ekonomi, Bisnis, Dan Akuntansi*, *21*(2). https://doi.org/10.32424/jeba.v21i2.1290

Haingu, R. M. (2019). Pengaruh Motivasi Kerja Terhadap Kinerja Guru Paud Di Kecamatan Kota Tambolaka Dan Loura Kabupaten Sumba Barat Daya (The Effect of Work Motivation on the Performance of PAUD Teachers in Tambolaka and Loura Districts, Southwest Sumba Regency). *Jurnal Edukasi Sumba (JES)*, *3*(2), 129–134. https://doi.org/10.53395/jes.v3i2.57

Hasibuan, M. S. . (2021). *Manajemen Sumber Daya Manusia (Human Resource Management).* (22nd ed.). Bumi Aksara.

Hidayat, A. (2021). Pengaruh Kompetensi dan Motivasi Terhadap Kinerja Guru di Gugus II Kecamatan Jatiwaras Kabupaten Tasikmalaya (The Influence of Competence and Motivation on Teacher Performance in Gugus II Jatiwaras District Tasikmalaya Regency). *Jurnal Revolusi Indonesia*, *1*(1), 21–30.

Janah, R., Akbar, Z., & Yetti, E. (2019). Pengaruh Iklim Organisasi terhadap Kinerja Guru PAUD di Kota Depok . (The Effect of Organizational Climate on the Performance of PAUD Teachers in Depok City). *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *4*(1), 234. https://doi.org/10.31004/obsesi.v4i1.236

Janawi. (2018). *Kompetensi Guru Citra Guru Profesional. (Teacher Competencies as the Image of a Professional Teacher)* (A. 2019 (ed.); Keempat). 2019.

Kartini, D., & Kristiawan, M. (2019). Pengaruh Tunjangan Profesi dan Motivasi Kerja Terhadap Kinerja Guru (The Effect of Professional Allowances and Work Motivation on Teacher Performance). *Kelola: Jurnal Manajemen Pendidikan*, *6*(1), 25–33. https://doi.org/10.24246/j.jk.2019.v6.i1.p25-33

Kasim, A., Satria Dewi Pendit, S., & Tangge, L. N. (2018). Pengaruh Kompetensi dan Motivasi Kerja Guru terhadap Kinerja Guru Biologi di SMA Negeri Se-Kota Palu (The Effect of Teacher Competence and Work Motivation on Biology Teacher Performance in State Senior High Schools in Palu City). *Proceeding Biology Education Conference*, *15*(1), 547–553.

Linggi, Y. (2022). the Influence of Competence and Work Motivation on the Performance of Automotive Teachers Smk Kristen Tagari North Toraja. *Jurnal Dinamika Pendidikan*, *15*(1), 30–38. https://doi.org/10.51212/jdp.v15i1.131

Mahfud, M. (2020). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, Dan Disiplin Kerja Terhadap Kinerja Guru Sma Negeri Se-Kota Bima (The Influence of Principal Leadership, Work Motivation, and Discipline on the Performance of Public High School Teachers in Bima City). *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, *2*(1), 1–17. https://doi.org/10.38035/jmpis.v2i1.359

Mulyani, H. R., Su'ad, S., Widjanarko, M., & Sabaz, A. T. (2022). Influence of School Culture and Work Motivation on Performance of Elementary School Teachers.

Iasaýı Ýnıversıtetiniń Habarshysy, *124*(2), 155–168. https://doi.org/10.47526/2022-2/2664-0686.13

Mulyasa, E. (2013). *Standar Kompetensi Dan Sertifikasi Guru (Competency Standards and Teacher Certification).* (7th ed.). Remaja Rosdakarya.

Niswah, W., Su'ad, S., & Utaminingsih, S. (2021). the Influence of Academic Supervision and School Culture on Teacher'S Pedagogic Competency in Demak District. *INOPENDAS: Jurnal Ilmiah Kependidikan*, *4*(1). https://doi.org/10.24176/jino.v4i1.5972

Nugroho, A. C., & Priyono, B. S. (2022). *Pengaruh Stres Kerja , Lingkungan Kerja Dan Kompetensi Terhadap Kinerja (The Influence of Job Stress, Work Environment and Competence on Performance). 7*(1), 380–387.

Riwukore, J. R., & Habaora, F. (2021). The Influence of Competence and Work Motivation to Teacher Performance in Smp Negeri At Kota Kupang. *İlköğretim Online, 20*(1), 1010–1017. https://doi.org/10.17051/ilkonline.2021.01.73

Roemintoyo, R., Tauhid, H., Miyono, N., & Budiarto, M. K. (2021). Contribution Factors in Affecting Teacher Performance: Principal Managerial Skills and Work Motivation. *Journal of Education Technology*, *5*(2), 220–227. https://doi.org/10.23887/jet.v5i2.34687

Sardiman A.M. (2018). *Interaksi & Motivasi Belajar Mengajar Interaction & Motivation for Teaching and Learning).* (24th ed.). Raja Grafindo Persada.

Susilowati, Y. H., Sudrajat, A., & Padillah, E. (2021). Pengaruh Kompetensi dan Supervisi Akademik terhadap Kinerja Guru SDN di Kecamatan Pamulang (The Influence of Competence and Academic Supervision on the Performance of SDN Teachers in Pamulang Sub-district). *Jurnal Studi Guru Dan Pembelajaran*, *4*(2), 256–262. https://doi.org/10.30605/jsgp.4.2.2021.510

Utaminingsih, S., & Shufa, N. K. F. (2022). Peningkatan Kompetensi Guru Dengan Dosen Melalui Program Kemitraan Berbasis Lesson Study. *Prosiding Seminar Nasional Seminar Nasional Dies Natalis UMK Ke-42*, 104–112.

Zuldesiah, Z., Gistituati, N., & Sabandi, A. (2021). Kontribusi Gaya Kepemimpinan dan Pelaksanaan Supervisi Kepala Sekolah terhadap Kinerja Guru-guru Sekolah Dasar (The Contribution of Leadership Style and Principal Supervision Implementation to Elementary School Teachers' Performance). *Jurnal Basicedu, 5*(2), 663–671. https://doi.org/10.31004/basicedu.v5i2.791