



The Influence of Professional Competence and Teacher Motivation on Teacher Performance

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ABSTRACT

Purpose – This study aims to determine the professional competence of teachers and teacher motivation towards performance as teachers
Methodology/approach – This research method is quantitative descriptive with an ex post facto research approach. The population in this study were PNS/PPPK teachers at elementary schools throughout Lubuk Basung Village, Agam Regency, totaling 104 people. Determination of the number of samples used as objects in this study used the Slovin formula so that a sample of 51 was obtained. The data used were primary data and secondary data. Then the data was processed through computer assistance using the SPSS 26 Program
Findings – the results of teacher performance were obtained around 50.1% influenced by professional competence and a Sig value of 0.000 <0.05 so that professional competence has a positive and significant influence on teacher performance. In addition, teacher performance is around 30.6% influenced by teacher motivation and a Sig value of 0.000 <0.05 meaning that teacher motivation has a positive and significant influence on teacher performance. Partially, teacher performance is around 52.5% influenced by the variables of professional competence and teacher motivation with a sig of 0.000 < 0.05 so that Ho is rejected, meaning that there is an influence of professional competence and teacher motivation factors on teacher performance.
Novelty/value – Since teacher performance has become an important factor in improving the quality of education, it is important to understand how professional competence and motivation influence teacher performance.

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INTRODUCTION

The teaching profession in Indonesia is full of challenges. In addition to being required to continue to improve competence, teachers must also adapt to the rapid development of the times. Furthermore, the teaching profession is not only limited to teaching, but also becoming an inspiring figure who educates character and noble values.

Based on Law Number 14 of 2005, Teachers and Lecturers are the main legal basis that regulates the teaching profession in Indonesia. This law explicitly recognizes teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. This law also emphasizes the importance of certification for a teacher. Educator

certification is proof that a teacher has met the established competency standards. Thus, the quality of learning in schools can be guaranteed and students can receive quality education (Ristianey et al., 2021)

Teacher performance is one of the key factors in determining the quality of education in a country. In the context of education, teacher performance is not only influenced by pedagogical competence (Hasbi et al., 2021) but also by professional competence (Immah & Kartini, 2020; Sihotang et al., 2020), work motivation (Agustina et al., 2020; Aisyah & Isma, 2022) Personality and dedication, professional development, teaching ability, relationships and communication, work climate, discipline, and teacher performance include the ability to design learning, implement the teaching and learning process, and achieve the learning objectives that have been set. (Suherman, et.al.,2019) In other words, to achieve optimal performance, a teacher not only needs to master learning methods, but also has adequate professional competence and high motivation in carrying out his duties (Herman, 2022; Iskanto, 2022; Qasim et al., 2022; Zhakupova et al., 2024).

Every teacher must have professional competence in carrying out their duties. In other words, to achieve optimal performance, a teacher not only needs to master learning methods, but also has adequate professional competence and high motivation in carrying out their duties(Wahyudi, 2019). Teachers who have strong competence and high motivation tend to be more creative in choosing appropriate learning methods, so they can increase the effectiveness of learning (Ansori, 2021; Basriani et al., 2021).

Motivation is an internal or external drive that moves a person to act or do something(Aisyah & Isma, 2022; Yadewani, 2024). When related to the context of education, teacher motivation is very important because it can affect the spirit, performance, and quality of learning provided. So that motivated teachers will make a great contribution to improving the quality of education. Therefore, efforts are needed to improve and maintain teacher motivation so that national education goals can be achieved.

Professional competence includes a deep understanding of teaching materials and the ability to implement effective teaching methods, while work motivation acts as a driver for teachers to carry out their duties well.(Burnalis et al., 2019; Hartanti & Yuniarsih, 2018)Other studies also explain that there is a positive relationship between professional competence and work motivation on teacher performance, which indicates that improvements in both aspects can contribute to improved performance (Maryuni et al., 2024a; Supriyanto et al., 2019) This explains that teachers who have good professional knowledge, skills, and attitudes, as well as have a strong spirit and drive to work, tend to be more effective in delivering material, guiding students, and achieving learning goals.

One of the elementary schools that has realized the importance of quality education and is committed to improving teacher performance and teacher professional development is SD N 05 Lubuk Basung located in Agam Regency. Based on initial interviews, it can be concluded that there is still a gap between the competencies set for teachers that are not in accordance with their implementation. In addition, technological developments do not necessarily make teachers able to adopt these technological developments. Another phenomenon of motivation is the diversity of motivational factors for each teacher in carrying out their duties, which has an impact on the performance of the teacher.

However, despite the many studies that have been conducted, there is still a gap in understanding how these two variables interact and influence teacher performance. This study aims to provide recommendations for effective professional development programs to improve the performance of elementary school teachers throughout Lubuk Basung Village, Agam Regency, with a focus on improving professional competence and work motivation.

Based on the background above, the formulation of the problem in this study is as follows:

1. How does professional competence affect teacher performance?
2. How does work motivation affect teacher performance?
3. How do professional competence and work motivation affect teacher performance?

LITERATURE REVIEW

Performance

Performance is a numerical or non-numerical result resulting from predetermined objectives. (Özgenel & Mert, 2019). Teacher performance includes the ability to design learning, implement the teaching and learning process, and achieve the learning objectives that have been set. The quality of

teacher performance as a professional is an important thing to discuss, considering its significant role in student achievement (Canales & Maldonado, 2018) Teachers who have a conscientious personality are also mentioned as an influence and predictor of their performance. (Bastian et al., 2017)

Professional Competence and Teacher Performance

A competent teacher not only masters the subject matter, but also has adequate pedagogical, psychological and social skills to create an effective and enjoyable learning process for students (Hakim, 2015). Furthermore, professional competence can be interpreted as mastering the lecture material, having a high work commitment, being skilled in evaluating, having broad insight, deliver lecture material deftly, having Good support, and looking (Jamil, 2022; Kertati et al., 2023) Several previous studies have proven that professional competence has a positive and significant influence on teacher performance. (Kunter et al., 2013; Pahrudin et al., 2016; Purwanto, 2020). So the hypothesis can be formulated as follows:

H₁: Professional competence has a positive and significant influence on teacher performance.

Teacher Motivation and Performance

Motivation is one of the determining factors for a teacher's success in carrying out his role. With high motivation, a teacher will be able to create a conducive learning atmosphere, inspire students, and achieve optimal learning goals. Motivation determines the reasons why people decide to do something, how long people are willing to maintain an activity and how hard they will pursue the activity. (Han & Yin, 2016).

Motivated teachers will be more creative in presenting materials, more enthusiastic in teaching, and more effective in guiding students so that they can improve the teacher's performance. Several previous studies have found that motivation has a positive and significant influence on teacher performance. (kumari & Kumar, 2023; Rofifah et al., 2021). Thus, the second hypothesis that can be developed is as follows:

H₂ : Motivation has a positive and significant influence on teacher performance

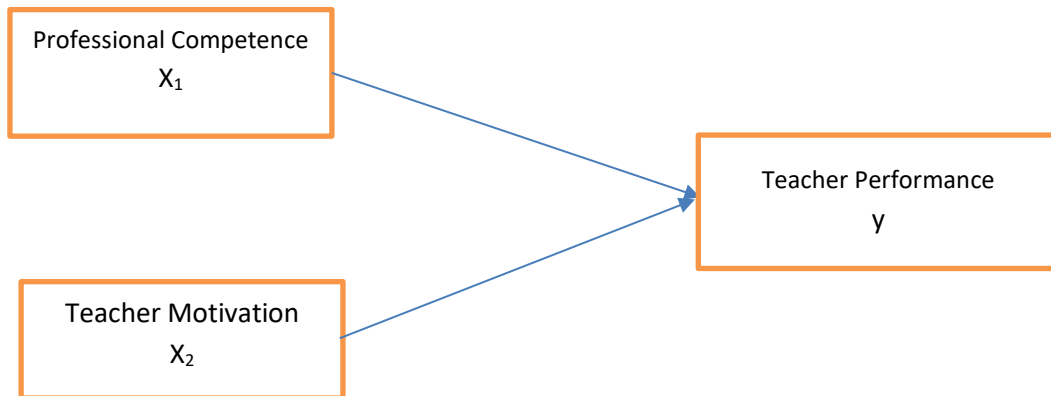
Professional Competence, Motivation and Teacher Performance

Several previous studies have discussed the relationship between professional competence, work motivation, and teacher performance. For example, research by Sintadewi and Putra showed that professional competence and work motivation have significant contributions to teacher performance, with results indicating that improvements in both variables can improve overall teacher performance (Sintadewi & Putra, 2021)

Furthermore, research by Hartanti and Yuniarsih also found that professional competence and work motivation have a positive influence on teacher performance in vocational high schools. (Hartanti & Yuniarsih, 2018) Another study. emphasized the importance of work motivation in improving teacher performance, and suggested the need for ongoing efforts to improve teacher motivation and competence. (Burnalis et al., 2019) This is in line with the findings of Hartini et al., which showed that motivation and organizational commitment also contribute to teacher performance. (Hartini et al., 2021). Thus, the third hypothesis can be formulated as follows:

H₃ : Professional competence and motivation influence teacher performance.

Figure 1 : Conceptual Framework



METHOD

because the research that the author wants to examine is to determine the influence of professional competence and motivation on teacher performance. (Sugiyono, 2018) Where Ex post facto (non-experimental) is an approach to the subject of research to examine what has been owned by the subject of research naturally without any deliberate effort to provide treatment to bring up the variables to be studied (Kumar, 2011). The population in this study were PNS/PPPK teachers at elementary schools throughout Lubuk Basung Village, Agam Regency, totaling 104 people. Given the large population in this study, this study will use a sample. Determining the number of samples used as objects in this study uses the Slovin formula (Sekaran, 2016) By using the formula above, the sample size is rounded up to 51 people.

The data was processed through computer assistance using the SPSS 26 program. This study used single and multiple linear regression. This study consists of two variables, namely the first independent variable (variable X1) professional competence, and the second independent variable (variable X2) is teacher motivation, while the dependent variable (variable Y) is teacher performance, then the form of the regression equation Y on X is as follows:

$$\hat{Y} = a + bx$$

Information:

a : Y shortcut (\hat{Y} value when $x=0$)

b : The slope of the regression line (the increase or decrease in \hat{Y} for each one-unit change or regression coefficient, measures the magnitude of the effect of X on Y if X increases by one unit).

X : Certain values of the independent variables

Y : The measured value of the dependent variable

Hypothesis Testing Methods

$$H_0 : \beta_1 = \beta_2 = 0$$

This means that X simultaneously has no significant effect on Y.

$$H_a : \beta_1 = \beta_2 \neq 0$$

This means that X simultaneously has a significant effect on Y.

With the following 5% significance level provisions :

Sig < 0.05 → H_0 is rejected then H_a is accepted

Sig > 0.05 → H_0 is accepted then H_a is rejected

**Table 1. Variable Indicators**

Variable	Defenition	Measureament
Professional Competence	Mangkunegara (2019) Professional competence is an expertise possessed by a person related to the knowledge and skills they have.	a. Mastering the Curriculum. b. Mastering the structure and methods of science Suharmadi (2021)
Motivation	motivation is the willingness to exert high levels of effort toward organizational goals conditioned by the ability of that effort to satisfy some individual need (robbin 2001)	a) physiological needs, b) safety and security needs, c) acceptance needs (belongingness), d) esteem needs, e) self-actualization (Mulyadi & Pancasasti, 2022)
Teacher Performance	(Srisiska et al., 2021)), argues that teacher performance is the instructor's judgment of their own work performance in terms of quality, responsibility, honesty, and work without regard for any supporting elements.	a. Ability to plan and prepare teaching. b. Mastery of the material to be taught to students c. Mastery of teaching methods and strategies d. Giving assignments to students e. Ability to manage the class (Majid, 2019)

RESULT AND DISCUSSION

Description Respondent

The population in this study were PNS/PPPK teachers at elementary schools throughout Lubuk Basung Village, Agam Regency, totaling 104 people. Given the large population in this study, this study will use a sample. Determining the number of samples used as objects in this study uses the Slovin formula (Sekaran, 2016) By using the formula above, the sample size is rounded up to 51 people.

Table 2.

School Data and Number of Teachers at Elementary School in Nagari Lubuk Basung

No	School Name	Number of Teachers PNS/PPPK
1	SDN 10 Sangkir Lubuk Basung	8
2	SDN 63 Bertingkat Padang Baru Lubuk Basung	16
3	SDN 43 Sangkir Lubuk Basung	8
4	SDN 21 Surabaya Lubuk Basung	8

5	SDN05 Surabaya Lubuk Basung	16
6	SDN 41 Sangkir Lubuk Basung	8
7	SDN 01 Balai Ahad Lubuk Basung	8
8	SDN 14 Balai Ahad Lubuk Basung	8
9	SDN 25 Batu Palano Lubuk Basung	8
10	SDN 03 Guragahan Lubuk Basung	8
11	SDN 16 Sangkir Lubuk Basung	8
Number of Teachers		104

Source : Agam District Education Office

Validity Test

The validity test aims to determine whether or not the question items asked are valid. To find out whether the statements are valid or not, the corrected item total correlation value is > 0.30 , (Ghozali, 2018). The results of the validity test can be described as follows:

1. Teacher Performance Variable (Y)
Teacher performance is measured using 10 statements. The results of the validity test using SPSS obtained values ranging from 0.312 to 0.730 so that all questions were declared valid.
2. Teacher Professional Competence (X_1)
Professional competence is measured using 10 statements. The results of the validity test for the 10 statements obtained a value of 0.677 to 0.864 so it was declared valid.
3. Teacher Motivation (X_2)
Teacher Motivation is measured using 10 statements. The results of the validity test for the 10 statements obtained a value of 0.628 to 0.823 so it was declared valid.

Reliability test

According to Ghozali (2020) reliability is one way to measure a questionnaire which consists of indicators of a variable or construct. For the reliability value of the research variables, a minimum Cronbach's alpha of 0.70 is used. Reliability test results for all research variables can be seen in table 3.

Table 3. Reliability Tes

Variabel	Cronbach Alpha	Keputusan
Teacher Performance	0.813	Reliabel
Teacher Professional Competence	0.948	Reliabel
Teacher Motivation	0,926	Reliabel

Source: Processed primary data, 2024

Result

Hypothesis 1

Ho : Professional competence does not have a positive and significant influence on teacher performance

Ha : Professional competence has a positive and significant influence on teacher performance.

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Decision

- 1) If $\text{sig} < 0.05 \rightarrow$ Ho is rejected then Ha is accepted

2) If $\text{sig} > 0.05 \rightarrow H_0$ is accepted then H_a is rejected

Tabel 4 .Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708 ^a	.501	.491	.396

From table 4 above, the R square value obtained is 0.501 or 50.1%, meaning that teacher performance is around 50.1% influenced by professional competence. While 49.9% is influenced by other factors, outside this study.

Table 5 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.722	1	7.722	49.205	.000 ^a
	Residual	7.690	49	.157		
	Total	15.412	50			

Based on Table 5, the Sig value is $0.000 < 0.05$ so that H_0 is rejected. This means that professional competence has a positive and significant influence on teacher performance.

Table 6. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.336	.500		.671	.505
	X ₁	.081	.012	.708	7.015	.000

Based on Table 6, the Regression equation is obtained:

$$Y = 0.336 + 0.081X_1 + e$$

Where:

Y = Teacher Performance

a = constant b₁

b₁ = linear regression direction coefficient

X₁ = Influence of Professional Competence

Hypothesis 2

H_0 : Teacher motivation does not have a positive and significant influence on teacher performance

H_a : Teacher motivation has a positive and significant influence on teacher performance

1) If $\text{sig} < 0.05 \rightarrow H_0$ is rejected then H_a is accepted

2) If $\text{sig} > 0.05 \rightarrow H_0$ is accepted then H_a is rejected

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.553 ^a	.306	.292	.467

From table 7 above, the R square value is 0.306 or 30.6%, meaning that teacher performance is around 30.6% influenced by teacher motivation. Meanwhile, 69.4% was influenced by other factors.

Table 8. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.718	1	4.718	21.617	.000 ^a
	Residual	10.694	49	.218		
	Total	15.412	50			

Based on Table 8, the Sig value is $0.000 < 0.05$ so that H_0 is rejected. This means that teacher motivation has a positive and significant influence on teacher performance.

Table 7 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.326	.541		2.450	.018
	X ₂	.057	.012	.553	4.649	.000

Based on Table 8, the Regression equation is obtained:

$$Y = 1.326 + 0.57X_2 + e$$

Where:

Y = Teacher Performance

a = constant b₁

b₁ = linear regression direction coefficient

X₂ = Influence of Teacher Motivation

Hypothesis 3

H_0 : Professional competence and motivation do not affect teacher performance

H_a : Professional competence and motivation affect teacher performance

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Decision

1) If $\text{sig} < 0.05 \rightarrow H_0$ is rejected then H_a is accepted

2) If $\text{sig} > 0.05 \rightarrow H_0$ is accepted then H_a is rejected

Table 9. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.525	.506	.390

From table 9 above, the R square value obtained is 0.525 or 52.5%, meaning that teacher performance is around 52.5% influenced by professional competence and teacher motivation variables. The remaining 47.5% is influenced by other factors.

Table 10. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.096	2	4.048	26.561	.000 ^a
	Residual	7.316	48	.152		
	Total	15.412	50			

From Table 10, sig 0.000 < 0.05 is obtained so that Ho is rejected, meaning that there is an influence of professional competence and teacher motivation factors on teacher performance.

Table 11. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.037	.529		.070	.945
	X1	.068	.014	.589	4.708	.000
	X2	.020	.013	.196	1.567	.124

The magnitude of the influence between professional competence factors and teacher motivation factors on teacher performance partially can be seen in table 10 so that the regression equation is $Y = 0.037 + 0.068 X1 + 0.020 X2 + e$. If the professional competence factor increases, teacher performance will increase by 6.8%. If the teacher motivation factor increases, teacher performance will increase by 2.0% partially.

Discussion of Result

From this study it was obtained that simultaneously the professional competence of teachers has a positive and significant influence on teacher performance of 50.1%. Based on Table 4, the Regression equation is obtained: $Y = 0.336 + 0.081X1 + e$. From the regression equation, it can be analyzed as follows:

The constant value of 0.336 is the intersection between the regression line and the Y axis, which shows the level of teacher performance when the professional competence variable is equal to zero, then Y is 0.336.

1. The coefficient value of professional competence (X1) is 0.081. This means that for every one unit increase in the professional competence variable (X1), the teacher performance variable will increase by 0.081 with the assumption that the other independent variables of the regression model are constant.
2. Partially, if professional competence increases, the interest in entrepreneurship will increase by 0.081.

Meanwhile, teacher motivation has a positive and significant influence on teacher performance by 30.6%. Based on Table 6, the Regression equation is obtained: $Y = 1.326 + 0.57X2 + e$. From the regression equation, it can be analyzed as follows:

1. The constant value of 1.326 is the intersection between the regression line and the Y axis, which shows the level of teacher performance when the teacher motivation variable is equal to zero, then Y is 1.326.
2. The teacher motivation coefficient value (X2) is 0.57. This means that for every increase in the teacher motivation variable (X2) by one unit, the teacher performance variable will increase by

0.57 with the assumption that the other independent variables of the regression model are constant.

Partially, teacher performance is around 52.5% influenced by the variables of professional competence and teacher motivation. The rest is influenced by other factors. So the regression equation is $Y = 0.037 + 0.068 X_1 + 0.020 X_2 + e$. From the regression equation, it can be analyzed as follows:

1. The constant value of 0.037 is the intersection of the regression line with the Y axis, which shows the level of teacher performance when the variables of professional competence and teacher motivation are equal to zero, then Y is 0.037.
2. The value of the professional competence coefficient (X_1) is 0.068. This means that for every increase in the professional competence variable (X_1) by one unit, the teacher performance variable will increase by 0.068 with the assumption that the other independent variables of the regression model are constant.
3. The value of the teacher motivation coefficient (X_2) is 0.020. This means that every increase in the teacher motivation variable (X_2) by one unit, the teacher performance variable will increase by 0.020 with the assumption that the other independent variables of the regression model are fixed. It turns out that in this study, the professional competence factor has a greater influence on teacher performance when compared to teacher motivation.

In this study hypothesis 1, 2 and 3 H_0 is rejected. This means that professional competence has a positive and significant influence on teacher performance. Teacher motivation has a positive and significant influence on teacher performance, and professional competence and teacher motivation influence on teacher performance.

CONCLUSION

Based on the research results, the following conclusions can be drawn:

Professional competence has a positive and significant influence on teacher performance and teacher performance is around 50.1% influenced by professional competence. The linear regression equation obtained: $Y = 0.336 + 0.081X_1 + e$ means that every increase in the professional competence variable (X_1) by one unit, the teacher performance variable will increase by 0.081. The results of this study are in line with (Maryuni et al., 2024b). This means that the higher the level of professional competence of a teacher, the better the performance shown. Thus, the results of this study confirm that professional competence is a key factor in improving teacher performance which is ultimately capable of producing graduates who are ready to face future challenges.

Teacher motivation has a positive and significant influence on teacher performance. Teacher performance is around 30.6% influenced by teacher motivation. The linear regression equation is obtained: $Y = 1.326 + 0.57X_2 + e$, meaning that every increase in the teacher motivation variable (X_2) by one unit, the teacher performance variable will increase by 0.57. This explains that motivation is an important factor in improving teacher performance. In other words, there are many ways that can be done to motivate teachers such as creating a positive work environment, providing appreciation, and providing opportunities for professional development for teachers to be able to improve the quality of education.

Professional competence and teacher motivation factors have a positive and significant influence on teacher performance. Partially, teacher performance is around 52.5% influenced by the variables of professional competence and teacher motivation. So the regression equation is $Y = 0.037 + 0.068 X_1 + 0.020 X_2 + e$. This means that for every increase in the professional competence variable (X_1) by one unit, the teacher performance variable will increase by 0.068 and for every increase in the teacher motivation variable (X_2) by one unit, the teacher performance variable will increase by 0.020. So it can be concluded that the higher the competence and motivation of a teacher, the better their performance in carrying out teaching tasks. And professional competence and teacher motivation are



two key factors that can improve teacher performance. By improving these two factors, it is hoped that the quality of education can be improved significantly

Suggestions

There needs to be an effort to improve the professional competence of teachers and teacher motivation either through training, seminars or rewards for teachers so that teacher performance can be better. So that improvements in the world of education can be better. Because teachers are the spearhead of the world of education. Good education and students are obtained from qualified and competent teachers in their fields.

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