

A TEACHER PERFORMANCE MANAGEMENT AT THE ISLAMIC CENTER FOUNDATION MADRASAH TSANAWIAH HIFZIL QUR'AN MEDAN ON COMPETENCY, MOTIVATION AND WORK DISCIPLINE

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ABSTRACT

Teacher performance is the output or work results obtained by a teacher in carrying out the duties and responsibilities that have been attached to him. Good teacher performance can be measured through teacher professionalism which consists of mastering the four main competencies, namely professional, pedagogical, personal and social competencies. Pedagogic competence is a competency that must be possessed by a teacher in carrying out his duties and obligations. The research objective was to examine the influence of Competence, Motivation and Work Discipline on Teacher Performance in case studies at the Islamic Center Foundation for Madrasah Tsanawiyah Hifzil Qur'an Medan. The research population consisted of 80 people using saturated sampling. Data collection was carried out using the questionnaire distribution method and processed using the SEM – PLS data application. 3.0.

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1. INTRODUCTION

In the current era of globalization with very tight competition, every educational institution is required to have teaching staff who have qualified competence to be able to educate students and become a knowledgeable and moral young generation. In this case, the factor that plays the most role in producing the best performance is the Human Resources (HR) factor.

Human resources are an important asset in the organization because almost every activity in the organization is determined by human resources which are the control of all organizational activities. Facing the era of globalization and internationalization, According to Wibowo (2016), Human Resources (HR) is a potential asset owned by the organization and plays an important role in achieving organizational goals Both business organizations and government organizations want their human resources to be able to make the maximum contribution.(Wibowo, 2016, p. 365)

According to the Law of the Republic of Indonesia Number 20 of 2003, concerning the National Education System in chapter 1 article (1) states that education is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state (Depdiknas, 2003).

The quality of education is influenced by various factors including the education system, education management, curriculum, education budget, facilities and infrastructure, and the professionalism of educators or teachers. Teachers are professional educators with the main task of educating, teaching, guiding, directing, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education (Depdiknas, 2005).

As professionals, teachers are always required to develop their potential in accessing learning change methods and scientific and technological advances. Evaluation and certification of teacher competencies for career development in positions include several of them: a) competence in the field of study; b) competence in understanding the characteristics of students; c) educational learning competence; d) performance competence and educator personality.

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In improving the quality of education at the first level, namely SLTP or MTS, it is necessary to make a conscious effort to improve the quality of the implementation of SLTP/MT education, one of which is the quality of teachers which can be measured through competence. Teachers as part of the education staff have a very important position to achieve optimally if they teacher has the competencies that have been determined, namely: pedagogical competence, social competence, professional competence, and competence in achieving educational goals in schools.

The various efforts that have been made by the government, including the policy of certifying teachers, are essentially improving the quality of education, which include organizing facilities and infrastructure, tweaking the curriculum, improving the quality of lecturers through improving the educational qualifications of lecturers, providing various training or training. Furthermore, the efforts made by the government on an ongoing basis to improve the quality of human resources in the field of education is to provide textbook facilities as well as educational support facilities and infrastructure including providing training for teaching staff (teachers) through empowering School Operational Assistance (BOS) funds so that they can increase their knowledge. By providing training to tutors (teachers) it is expected that teacher performance can increase.

The Islamic Center Foundation was established in 1980 and was initiated by the Majelis Ulama Indonesia (MUI) of North Sumatra Province as well as several community leaders and scholars who aim to create a young generation of Muslims who have high insight and love the Qur'an. The vision of the Islamic Center Foundation is "The realization of human beings who are Hafiz and knowledgeable about the Qur'an and have a balance of Spiritual, Intellectual ethics towards generations who are civilized in the Qur'an, and are highly committed to actualizing the values of the teachings of the Al-Qur'an." "

Initially, the establishment of the Islamic Center Foundation was designed for the younger generation of Muslims who memorize the Qur'an or hafiz Qur'an. As time goes by and the development of education is increasingly rapid, the Islamic Center Foundation has transformed into a formal educational institution with a complete curriculum and has elementary, tsanawiyah, and aliyah education levels.

The Madrasah Tsanawiyah education level was established in 2009 which is a formal educational institution that is equivalent to a junior high school initiated by H. Sutan Sahrir Dalimunte S.Ag., MA and received approval from the North Sumatra Islamic Center Foundation board. The background of the establishment of this madrasah was the hope and support of the community in meeting the demands of the world of education where students could not only complete Al-Qur'an Tahfizh (memorization) education but could also complete education according to the existing level of formal education.

However, in its journey, the Islamic Center Foundation, especially Madrasah Tsanawiyah, did not always run smoothly, many obstacles and obstacles were faced both from within and outside the foundation. Several aspects that are still homework and concern for the company are the performance of some teachers who have not been maximized. Of course, this does not just happen, several factors cause it.

Based on the observations of researchers and interviews with the Principal of Madrasah Tsanawiyah Hifzil Quran Medan, Mr. Dahrin Harahap, S.Pdi. MM that the competence, motivation, and discipline of teaching teachers are not satisfactory enough. These indications can be seen from several factors as follows:

1. Lack of initiative by teachers to provide ideas and input regarding the progress of the teaching and learning process.
2. The motivation of most teachers has not become a strong foundation in serving as teachers, this is motivated by compensation and rewards that have not met expectations.
3. Not all teachers are certified, thereby reducing motivation in teaching.
4. Not all teachers can make the profession a pride.

Of course, the things mentioned above must be addressed immediately so that the goals and targets of the school can be achieved optimally. This research was conducted to determine whether there is an influence of competence, motivation, and work discipline on the performance of teachers at the Islamic Center Foundation Madrasah Tsanawiyah Hifzil Qur'an Medan.

2. METHOD

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The variables that have been grouped in the theoretical study will be formed into one of the following frameworks:

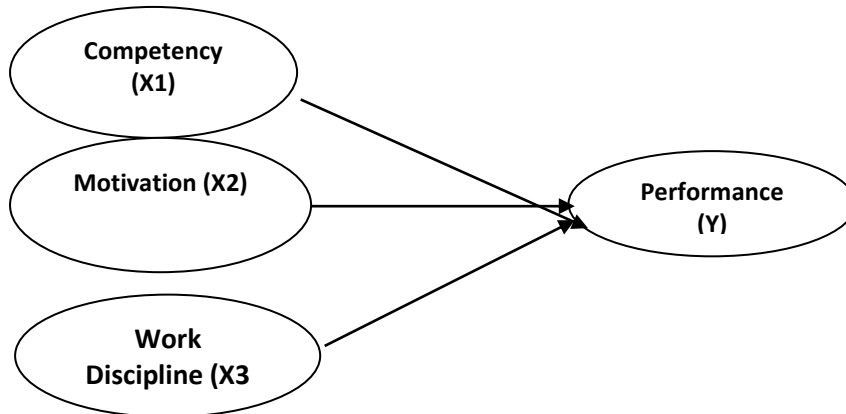


Figure 1. Research Conceptual Framework

From the above scheme it is obtained that the independent variables (Independent) consist of 3 namely Competence (X1), Motivation (X2) and Work Discipline (X3) while Performance (Y) is the dependent variable (Dependent).

According to the understanding of the hypothesis can be interpreted as a temporary answer to the research problem formulation, the hypothesis in this study is:

1. Competence has a significant effect on teacher performance at the Madrasah Tsanawiyah Hifzil Qur'an Medan Islamic Center Foundation.
2. Motivation has a significant effect on teacher performance at the Madrasah Tsanawiyah Hifzil Qur'an Medan Islamic Center Foundation.
3. Discipline has a significant effect on teacher performance at the Madrasah Tsanawiyah Hifzil Qur'an Medan Islamic Center Foundation.

The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the respondents to answer. The questionnaire is an efficient data collection technique when the researcher knows with certainty the variables to be measured and knows what can be expected from the respondents (Sugiyono, 2017: 137 - 144). In research, the scale used is the Likert scale, where respondents express their level of agreement or disagreement regarding various statements regarding behavior, objects, people or events.

Table 1. Likert Scale

| Statement | Weight |
|-------------------|--------|
| Strongly agree | 5 |
| Agree | 4 |
| Disagree | 3 |
| Don't agree | 2 |
| Strongly Disagree | 1 |

Interview is a dialogue conducted by the interviewer (interview) to obtain information from the interviewee to assess a person's condition, for example to find data about a person. Interviews are used as a data collection technique, if the researcher wants to conduct a preliminary study to find problems that must be studied and also if the researcher wants to know things from respondents that are more in-depth and the number of respondents is small. (Sugiyono, 2017: 137 - 144). Use of validity test to measure whether or not a questionnaire is valid. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire and is said to be valid if the correlation value (r count) > r table. (Imam Ghozali, 2011).

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According to (Neolaka, 2014) the most common way used to measure the validity of the instrument is by correlating between the scores obtained on each question item and the total score. The total score is obtained from the sum of all item scores. The score of each item must be significantly correlated with the total score, or have construct validity. Significant if each item can be seen from the sig value. (2-tailed) in the Pearson Correlation test which is smaller than 0.05 {Sig.(2 - tailed) < 0.05}. If the measuring tool already has construct validity, it can be said that the measuring tool is valid. The validity test will be carried out on all Medan Consumer Loan Center employees.

4. RESULT AND DISCUSSION

4.1. Research Data.

In this study, researchers used respondent data, namely gender and age and place of teaching to be able to provide detailed information about the characteristics of the respondents. From the gender of the respondent, it can be described as follows:

Table 2. Characteristics of Respondents' Gender

| Gender | Amount |
|--------------|-----------|
| Man | 34 |
| Woman | 46 |
| Total | 80 |

Based on the table above, it can be concluded that female respondents were more dominant as many as 46 respondents while male respondents were 34 respondents.

Based on the age of the respondents, the researchers obtained the following results:

Table 3. Age Characteristics of Respondents

| Age | Amount |
|-----------------|-----------|
| < 25 years | 22 |
| > 25 - 30 Years | 28 |
| > 30 years | 30 |
| Total | 80 |

The table above explains that there were 22 respondents aged <25 years, 28 respondents aged > 25 to 30 years and 30 respondents aged > 30 years.

4.2. Competency Variable Questionnaire Data Tabulation

The distribution of questionnaires to the teachers of the Hifzil Qur'an Madrasa Islamic Center Foundation in Medan was carried out in order to find out competency variables through 19 question items and the following table tabulates the Competency variable questionnaire:

Table 4. Competency variable data tabulation

| Statement No | Alternative Answers | | | | | | | | | | | |
|--------------|---------------------|------|------|------|--------|------|--------|------|---------|-------|--------|-----|
| | SS (5) | | S(4) | | KS (3) | | TS (2) | | STS (1) | | Amount | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 32 | 0.40 | 26 | 0.33 | 12 | 0.15 | 7 | 0.09 | 3 | 0.04 | 80 | 100 |
| 2 | 30 | 0.38 | 20 | 0.25 | 16 | 0.20 | 12 | 0.15 | 2 | 0.030 | 80 | 100 |
| 3 | 34 | 0.43 | 29 | 0.36 | 8 | 0.10 | 8 | 0.10 | 1 | 0.01 | 80 | 100 |
| 4 | 28 | 0.35 | 22 | 0.28 | 20 | 0.25 | 9 | 0.11 | 1 | 0.01 | 80 | 100 |
| 5 | 33 | 0.41 | 25 | 0.31 | 12 | 0.15 | 10 | 0.13 | 0 | 0 | 80 | 100 |
| 6 | 28 | 0.35 | 32 | 0.40 | 12 | 0.15 | 6 | 0.08 | 2 | 0.03 | 80 | 100 |
| 7 | 31 | 0.39 | 29 | 0.36 | 10 | 0.13 | 10 | 0.13 | 0 | 0 | 80 | 100 |
| 8 | 32 | 0.40 | 33 | 0.41 | 8 | 0.10 | 7 | 0.09 | 0 | 0 | 80 | 100 |

| | | | | | | | | | | | | |
|----|----|------|----|------|----|------|----|------|---|------|----|-----|
| 9 | 25 | 0.31 | 24 | 0.30 | 16 | 0.20 | 12 | 0.15 | 3 | 0.04 | 80 | 100 |
| 10 | 30 | 0.38 | 25 | 0.31 | 16 | 0.20 | 8 | 0.10 | 1 | 0.01 | 80 | 100 |
| 11 | 23 | 0.29 | 15 | 0.19 | 20 | 0.25 | 16 | 0.20 | 6 | 0.08 | 80 | 100 |
| 12 | 30 | 0.38 | 26 | 0.33 | 16 | 0.20 | 6 | 0.08 | 2 | 0.03 | 80 | 100 |
| 13 | 29 | 0.36 | 21 | 0.26 | 17 | 0.22 | 10 | 0.13 | 3 | 0.04 | 80 | 100 |
| 14 | 39 | 0.49 | 19 | 0.24 | 11 | 0.14 | 9 | 0.11 | 2 | 0.03 | 80 | 100 |
| 15 | 38 | 0.48 | 21 | 0.26 | 14 | 0.18 | 6 | 0.08 | 1 | 0.01 | 80 | 100 |
| 16 | 30 | 0.38 | 28 | 0.35 | 11 | 0.14 | 9 | 0.11 | 2 | 0.03 | 80 | 100 |
| 17 | 39 | 0.49 | 20 | 0.25 | 10 | 0.13 | 11 | 0.14 | 0 | 0 | 80 | 100 |
| 18 | 24 | 0.30 | 33 | 0.41 | 18 | 0.23 | 5 | 0.06 | 0 | 0 | 80 | 100 |
| 19 | 26 | 0.33 | 33 | 0.41 | 13 | 0.17 | 8 | 0.10 | 0 | 0 | 80 | 100 |

Source: Excel Data Processing (2020)

From the table above and the results of the respondents' answers in the Competency variable as follows:

- 32 people said they strongly agreed, 26 people said they agreed, 12 people disagreed, 7 people disagreed and 3 people said they strongly disagreed with the statement. The teacher understands learning theory and learning principles
- As many as 30 people said they strongly agreed, 20 people said they agreed, 16 people said they did not agree, 12 people did not agree and 2 others said they strongly disagreed with the statement. The teacher fully understands the foundation and philosophy of education.
- 34 people said they strongly agreed, 29 people said they agreed, 8 people said they disagreed, 8 people said they disagreed and 1 person said they strongly disagreed with the statement. The teacher always updates knowledge and educational methods, especially in the field of tahfiz qur'an.
- As many as 28 respondents said they strongly agreed, 22 people said they agreed, 20 people said they did not agree, 9 people said they did not agree and 1 other person said that he strongly disagreed with the teacher's statement of understanding the intellectual abilities of students.
- As many as 33 people said they strongly agreed, 15 people said they agreed, 12 people said they did not agree and 10 other people said they did not agree with the teacher's statement about the character of the students.
- As many as 28 people said they strongly agreed, 32 people said they agreed, 12 people said they did not agree, 6 people said they did not agree and 2 others said they strongly disagreed with the teacher's statement about the cognitive development of students.
- As many as 31 people said they strongly agreed, 29 others said they agreed, 10 people said they did not agree and 10 others said they did not agree with the teacher's statement of compiling the syllabus according to the curriculum.
- As many as 32 people said they strongly agreed, 33 people said they agreed, 8 others said they did not agree and 7 others said they did not agree with the teacher's statement in developing learning materials in accordance with science and technology developments.
- As many as 25 people said they strongly agreed, 24 people said they agreed, 16 others said they did not agree, 12 people said they did not agree and 3 others said they strongly disagreed with the statement. The teacher discussed with the team in preparing the syllabus.
- As many as 30 people said they strongly agreed, 25 people said they agreed, 16 others said they did not agree, 8 people said they did not agree and 1 other person said that they strongly disagreed with the teacher's statement that the lesson plan was in accordance with the existing syllabus.
- As many as 23 people said they strongly agreed, 15 people said they agreed, 20 others said they did not agree, 16 others said they did not agree and 6 others said they strongly disagreed with the teacher's statement making a periodic program per semester / yearly.
- As many as 30 people said they strongly agreed, 26 people said they agreed, 16 others said they did not agree, 6 people said they did not agree and 2 others said they strongly disagreed with the statement. The teacher gave new ideas for learning designs.
- As many as 29 people said they strongly agreed, 21 people said they agreed, 17 others said they did not agree, 10 people said they did not agree and 3 others said they strongly disagreed with the statement. The teacher creates and prioritizes a conducive classroom atmosphere.

14. As many as 39 people said they strongly agreed, 19 people said they agreed, 11 others said they did not agree, 9 people said they did not agree and 2 others said they strongly disagreed with the statement. The teacher has the skills to ask questions and provide reinforcement.
15. As many as 38 people said they strongly agreed, 21 people said they agreed, 14 people said they did not agree, 6 people said they did not agree and 1 other person said they strongly disagreed with the statement. The teacher can explain and manage learning.
16. As many as 30 people said they strongly agreed, 28 people said they agreed, 11 people said they did not agree, 9 people said they did not agree and 2 others said they strongly disagreed with the statement. The teacher provides learning by giving good examples.
17. As many as 39 people said they strongly agreed, 20 people said they agreed, 10 people said they did not agree and 11 other people said they did not agree with the teacher's statement of correcting student work.
18. As many as 24 people said they strongly agreed, 33 people said they agreed, 18 others said they did not agree and 5 others said they did not agree with the statement. The teacher provides an appropriate and objective assessment of student learning outcomes.
19. As many as 26 people said they strongly agreed, 33 people said they agreed, 13 people said they did not agree and 8 others said they did not agree with the teacher's statement providing direction and motivation for student learning outcomes.

4.3. Motivation Variable Questionnaire Data Tabulation

The distribution of questionnaires to the teachers of the Islamic Center Foundation Madrasah Hifzil Qur'an Medan was carried out to determine the Mot variable motivation through 24 statement items and the following table tabulation of the motivational variable questionnaire:

Table 4.4 Tabulation of Motivation Variable data

| Statement No | Alternative Answers | | | | | | | | | | Amount | |
|--------------|---------------------|------|------|------|--------|------|--------|------|---------|------|--------|-----|
| | SS (5) | | S(4) | | KS (3) | | TS (2) | | STS (1) | | | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | 22 | 0.28 | 23 | 0.29 | 15 | 0.19 | 12 | 0.15 | 8 | 0.10 | 80 | 100 |
| 2 | 43 | 0.54 | 19 | 0.24 | 11 | 0.14 | 6 | 0.08 | 1 | 0 | 80 | 100 |
| 3 | 42 | 0.53 | 23 | 0.29 | 6 | 0.08 | 9 | 0.11 | 0 | 0 | 80 | 100 |
| 4 | 43 | 0.54 | 24 | 0.30 | 9 | 0.11 | 4 | 0.05 | 0 | 0 | 80 | 100 |
| 5 | 27 | 0.34 | 33 | 0.41 | 14 | 0.18 | 6 | 0.08 | 0 | 0 | 80 | 100 |
| 6 | 41 | 0.51 | 22 | 0.28 | 8 | 0.10 | 8 | 0.10 | 1 | 0 | 80 | 100 |
| 7 | 40 | 0.50 | 20 | 0.25 | 6 | 0.08 | 9 | 0.11 | 1 | 0 | 80 | 100 |
| 8 | 39 | 0.49 | 26 | 0.33 | 9 | 0.11 | 6 | 0.08 | 0 | 0 | 80 | 100 |
| 9 | 36 | 0.45 | 23 | 0.29 | 13 | 0.16 | 6 | 0.08 | 2 | 0 | 80 | 100 |
| 10 | 24 | 0.30 | 36 | 0.45 | 11 | 0.14 | 8 | 0.10 | 1 | 0 | 80 | 100 |
| 11 | 41 | 0.51 | 20 | 0.25 | 9 | 0.11 | 9 | 0.11 | 1 | 0 | 80 | 100 |
| 12 | 26 | 0.33 | 21 | 0.26 | 10 | 0.13 | 16 | 0.20 | 7 | 0.09 | 80 | 100 |
| 13 | 33 | 0.41 | 23 | 0.29 | 14 | 0.18 | 7 | 0.09 | 3 | 0 | 80 | 100 |
| 14 | 33 | 0.41 | 33 | 0.41 | 12 | 0.15 | 1 | 0.01 | 1 | 0 | 80 | 100 |
| 15 | 27 | 0.34 | 34 | 0.43 | 13 | 0.16 | 6 | 0.08 | 0 | 0 | 80 | 100 |
| 16 | 25 | 0.31 | 23 | 0.29 | 18 | 0.23 | 13 | 0.16 | 1 | 0 | 80 | 100 |
| 17 | 28 | 0.35 | 17 | 0.21 | 15 | 0.19 | 19 | 0.24 | 1 | 0 | 80 | 100 |
| 18 | 18 | 0.23 | 33 | 0.41 | 23 | 0.29 | 6 | 0.08 | 0 | 0 | 80 | 100 |
| 19 | 19 | 0.24 | 41 | 0.51 | 16 | 0.20 | 4 | 0.05 | 0 | 0 | 80 | 100 |
| 20 | 23 | 0.29 | 43 | 0.54 | 12 | 0.15 | 2 | 0.03 | 0 | 0 | 80 | 100 |
| 21 | 29 | 0.36 | 38 | 0.48 | 12 | 0.15 | 1 | 0.01 | 0 | 0 | 80 | 100 |
| 22 | 24 | 0.30 | 43 | 0.54 | 12 | 0.15 | 1 | 0.01 | 0 | 0 | 80 | 100 |
| 23 | 21 | 0.26 | 43 | 0.54 | 14 | 0.18 | 2 | 0.03 | 0 | 0 | 80 | 100 |
| 24 | 25 | 0.31 | 38 | 0.48 | 15 | 0.19 | 2 | 0.03 | 0 | 0 | 80 | 100 |

Source: Excel Data Processing (2020)

From the table above and the results of the respondents' answers in the variable Motivation as follows:

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1. As many as 22 respondents said they strongly agreed, 23 others said they agreed, 15 people said they did not agree, 12 people said they did not agree and 8 others said they strongly disagreed with the statement. The teacher has a good harmonious relationship with fellow students, teachers and parents.
2. As many as 43 people said they strongly agreed, 19 people said they agreed, 11 others said they did not agree, 6 people said they did not agree and 1 other person said that they strongly disagreed with the teacher's statement of making relationships with others as a medium for friendship and worship.
3. As many as 42 respondents said they strongly agreed, 23 people said they agreed, 6 people said they did not agree, and 9 others said they did not agree with the statement that the teacher gets a salary sufficient to make ends meet.
4. A total of 43 respondents said they strongly agreed, 24 people said they agreed, 9 people said they did not agree and 4 others said they did not agree with the teacher's statement of getting a decent salary increase periodically.
5. As many as 27 people said they strongly agreed, 23 others said they agreed, 14 people said they did not agree and 6 others said they did not agree with the statement. Salary increases are adjusted to length of service and performance.
6. As many as 41 respondents said they strongly agreed, 22 people said they agreed, 8 people said they did not agree, 8 people said they did not agree and 1 other person said that they strongly disagreed with the statement that the supervisor provides motivation and direction that supports teacher performance.
7. As many as 40 respondents said they strongly agreed, 20 others said they agreed, 6 people said they did not agree, 9 people said they did not agree and 1 other person said they strongly disagreed with the statement. The teacher has a good relationship with superiors and school principals.
8. As many as 38 people said they strongly agreed, 26 people said they agreed, 9 people said they did not agree and 6 others said they did not agree with the teacher's statement to comply with directions from their superiors properly.
9. As many as 36 respondents said they strongly agreed, 23 people said they agreed, 13 people said they did not agree, 6 people said they did not agree and 2 others said they strongly disagreed with the statement that the teacher has harmonious and conducive working conditions.
10. As many as 24 respondents said they strongly agreed, 36 people said they agreed, 11 people said they did not agree, 8 people said they did not agree and 1 other person said that they strongly disagreed with the statement Working conditions affect the performance of teachers.
11. As many as 41 respondents said they strongly agreed, 20 said they agreed, 9 said they did not agree, 9 said they did not agree and 1 other person said that he strongly disagreed with the statement that teachers have talent and interest in becoming teachers.
12. As many as 26 people said they strongly agreed, 21 others said they agreed, 10 people said they did not agree, 16 said they did not agree and 7 others said they strongly disagreed with the statement Making the teaching profession a pride and value of worship.
13. As many as 33 people said they strongly agreed, 23 people said they agreed, 14 people said they did not agree, 7 people said they did not agree and 3 others said they strongly disagreed with the statement that the teacher has the opportunity to develop a career in the foundation.
14. As many as 33 people said they strongly agreed, 33 said they agreed, 12 others said they did not agree, 1 person said they did not agree and 1 other person said they strongly disagreed with the statement.
15. As many as 27 respondents said they strongly agreed, 34 people said they agreed, 13 people said they did not agree and 6 others said they did not agree with the statement.
16. As many as 25 respondents said they strongly agreed, 23 people said they agreed, 18 people said they did not agree, 13 people said they did not agree and 1 other person said that he strongly disagreed with the teacher's statement.
17. As many as 28 respondents said they strongly agreed, 17 people said they agreed, 15 people said they did not agree, 19 people said they did not agree and 1 other person said that they strongly disagreed with the teacher's statement that they get rewards according to their performance.
18. As many as 18 respondents said they strongly agreed, 33 others said they agreed, 23 people said they did not agree and 6 others said they did not agree with the Foundation's statement of appreciating the best performance of each teacher.

19. As many as 19 respondents said they strongly agreed, 41 others said they agreed, 16 people said they did not agree and 4 others said they did not agree with the teacher's statement of being professional during the learning process.
20. As many as 23 people said they strongly agreed, 43 people said they agreed, 12 people said they did not agree and 2 others said they did not agree with the teacher's statement.
21. As many as 29 respondents said they strongly agreed, 38 others said they agreed, 12 people said they did not agree and 1 other person said they did not agree with the statement that the teacher has an interest and talent to become a teacher.
22. As many as 24 people said they strongly agreed, 43 others said they agreed, 12 people said they did not agree and 1 other person said they did not agree with the statement that the teacher is proud to be a teacher.
23. As many as 21 people said they strongly agreed, 43 people said they agreed, 14 people said they did not agree and 1 other person said they did not agree with the statement that the teacher has a good spirit of competence.
24. As many as 25 people said they strongly agreed, 38 people said they agreed, 15 people said they did not agree and 2 others said they did not agree with the statement that the teacher has a high desire for achievement.

5. CONCLUSION.

Based on the results of the analysis that has been carried out, this research can be concluded as follows. The results of the first hypothesis test show that competence has a significant and significant effect on teacher performance at the Islamic Center Foundation for Madrasah Tsanawiyah Hifzil Qur'an Medan. The results of the first hypothesis test show that motivation has an effect but not significant on the performance of teachers at the Islamic Center Foundation Madrasah Tsanawiyah Hifzil Qur'an Medan. The results of the first hypothesis test show that Work Discipline has a significant and significant effect on Teacher Performance at the Islamic Center Foundation Madrasah Tsanawiyah Hifzil Qur'an Medan.

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