

EMPIRICAL STUDY: PROFESSIONAL COMPETENCE, PEDAGOGIC COMPETENCE AND ACHIEVEMENT MOTIVATION ON TEACHER PERFORMANCE AT AL-WASHLIYAH VOCATIONAL SCHOOL MEDAN

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ABSTRACT

The purpose of this study is to examine the effects of, professional competence, Pedagogic Competence and Achievement Motivation on the performance of the teachers at Al-Washliyah Private Vocational School Pasar Senen 2 in Medan. The population of this quantitative research is the 32 teachers of Al Washliyah Private Vocational School in Pasar Senen 2 Medan. Using saturation sampling is the sampling method. When every member of the population is used as a sample, it is known as a saturated sampling technique. 32 teachers work at the Al-Washliyah Private Vocational School in Pasar Senen 2 Medan, therefore all of them are the study's subjects. According to the study's findings, professional competence affects teacher performance in a positive and significant way. On teacher performance, pedagogical competence has a positive and significant impact. On teachers' performance, achievement motivation has a positive and significant impact. The performance of teachers at Al-Washliyah Private Vocational School Pasar Senen 2 Medan is simultaneously positively and significantly impacted by professional competence, pedagogic competence, and achievement motivation. Since the variables of professional competence, pedagogical competence, and achievement motivation had an Adjusted R² value in this study of 0.816, they can account for 81.6% of teacher performance.

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1. INTRODUCTION

Every person has a fundamental need for education to demonstrate his capacity to meet educational objectives. Offering top-notch resources is education's goal and function. The role and goal of the business's education is to produce high-quality resources [1]. Teachers have resources that have a big impact on how effectively education is provided in schools as one of the crucial and strategic components demonstrated through performance [2]. The teacher participates in education as an actor whose day-to-day activities are directly tied to the educational objectives of the students [3]. The task of facilitating learning in class falls to teachers, whose abilities must always be developed. The teacher is fundamentally a person who is recognized as important in education since the teacher is a subject in the educational and teaching process. The educational process would not function effectively and successfully in schools without teachers.

One of the most crucial elements in assessing a student's quality is the teacher. Students' teachers not only transfer knowledge to them, but also act as mentors and role models as they grow morally. The government has developed rules governing the qualifications to become teachers in order to generate

Empirical Study: Professional Competence, Pedagogic Competence and Achievement Motivation on Teacher Performance at Al-Washliyah Vocational School Medan, Abd. Rasyid Syamsuri, Abd. Halim, Julianto Hutasuhut, Lukman Nasution

professional employees. According to Article 8 of Law Number 14 of 2005 Concerning Teachers and Lecturers, educators must be in good bodily and mental health, possess educator certifications, and be academically qualified in order to meet national educational objectives. However, there aren't many teachers that actually meet these standards.

The findings of the researchers' observations revealed that there were still issues with the teachers' performance at Al-Washliyah Private Vocational School Pasar Senen 2 Medan. These issues included a lack of time management skills for conducting learning, less efficacy in providing students with material, a lack of skills in managing classes, and an insufficient capacity to carry out and conduct classroom action research. Teachers at Al Washliyah Private Vocational School Pasar Senen 2 Medan are currently less successful in attaining the objectives that have been set because they are still ineffective in carrying out the tasks and responsibilities assigned by school administrators.

The skills, information, and equipment required to do a task or job are referred to as performance, according to [4]. According to [5], performance is an action that is formally acknowledged as being related to a job and aids in achieving objectives. His performance as a teacher is defined as his capacity to complete duties in accordance with predefined objectives. Creating and maintaining the ideal learning environment in the classroom, putting teaching and learning procedures into practice, and assessing learning outcomes or assessments are all included in this [6]. The effectiveness of the teaching in schools or madrasa educational institutions will have a substantial impact on the quality of educational achievements since the teacher is the person who has the most direct contact with pupils during the learning process [7]. According to [8], two important elements that contribute to the creation of a good educational process are the caliber of student learning outcomes and the development of discipline. As a result, teachers have a disproportionately large impact on educational standards as well as the success or failure of the learning process. According to [9], the performance indicators used in this study were quality, quantity, timeliness, effectiveness, independence, and job devotion.

The degree of a teacher's competence in a professional skill can be used to evaluate their performance. The success of a teacher is influenced by a number of variables, including sufficient competence, a secure work environment, opportunities for skill development, a sense of community, work motivation, and work discipline.

According to [10], professional competence is the ability of a teacher to master knowledge in the fields of science, technology, and/or art and culture. This includes, at the very least, mastery of: a) subject matter broadly and in depth in accordance with the standard content of the education unit program, eyes lessons, and/or groups of subjects to be taught; and b) conceptually relevant concepts and methods of scientific, technological, or artistic disciplines.

Standards for teacher competency are a way to make sure that teachers are qualified to carry out both general educational objectives and particular educational activities and objectives. Markers of an educator's professional competence include their capacity to create tasks efficiently, fulfill roles and responsibilities successfully, work to achieve educational objectives in schools, and perform roles and responsibilities related to learning [11].

Teachers must possess a variety of abilities, including the capacity to comprehend students and carry out educational learning, in order to be deemed pedagogically competent [12]. According to [13], having a broad knowledge base, being skilled with a variety of visual aids, being skilled with educational theory and practice, and being skilled with curriculum and learning strategies are all indications of pedagogical competence.

According to an interview with the head of the Al-Washliyah Private Vocational School of Education at Pasar Senen 2 Medan, the Light Vehicles Automotive Department's teacher competency mastery ranking is rated 43rd in the districts of the province of North Sumatra. This information demonstrates that teacher qualification issues at Al-Washliyah Private Vocational School Pasar Senen 2 Medan have an impact on student performance. Additionally, a review of the performance of the instructors at Al Washliyah Private Vocational School Pasar Senen 2 Medan reveals that there is still a lack of discipline among the teachers. Some of the attitudes that demonstrate this are tardy teacher arrivals, erratic departure and arrival times, carelessness with assignments, and a lack of lesson planning. Teachers at Al-

Washliyah Private Vocational School Pasar Senen 2 Medan today lack professional and pedagogical competence as a result of issues that persist, which can impede student learning.

According to [14], accomplishment motivation occurs when people feel motivated and driven to reach a goal that is important to them in an effort to succeed to the fullest extent possible. According to [15], achievement motivation is the desire for someone to motivate himself to take action in order to accomplish a particular objective. According to [14], accountability, taking into account the risk while choosing tasks, paying attention to feedback, being creative, and desiring to improve are signs of achievement motivation.

At Washliyah Private Vocational School Pasar Senen 2 Medan teachers experience issues with accomplishment motivation in addition to performance, professional competence, and pedagogical competence. This is evident in the teacher's lack of excitement while supplying materials for the teaching and learning process, such as teachers who are less inventive and imaginative in carrying out the teaching and learning process, which easily bores students in the process. Because they still lack high accomplishment motivation, teachers at Al Washliyah Private Vocational School Pasar Senen 2 Medan are unable to increase individual excitement from both teachers and pupils at this time.

2. METHOD

This quantitative study was conducted at Al-Washliyah Private Vocational School Pasar Senen 2 in Medan. 32 teachers from Al Washliyah Private Vocational School Pasar Senen 2 Medan made up the study's sample. The sample technique employed is saturated sampling. Saturated sampling is employed when the entire population of teachers is used as a sample. The study's participants were 32 teachers from Al-Washliyah Private Vocational School in Pasar Senen 2 Medan. The analytical technique employed is multiple linear regression. In this study, questionnaires with a Likert scale, observation, and documentation were all employed as data gathering techniques.

3. RESULT AND DISCUSSION

3.1. Result

The research variable validity test's significance cutoff is > 0.5 . The responders were not a sample of the study since the validity test was done on 15 instructors at Darul Ilmi Murni Private High School. According to [16], the validity test is used to establish whether or not a questionnaire is legitimate. Valid data is information that does not differ from the researcher's reported data and the information that actually occurs in the study item.

Table 1. Validity Test Results

Variable Indicator	Total Correlation	Criteria Value Sig.	Explanation
Able to develop with responsibility	,545	0,5	Valid
Able to carry out their obligations properly	,837	0,5	Valid
Able to put efforts to achieve academic goals in school	,751	0,5	Valid
Able to carry out the role in learning	,735	0,5	Valid
Have extensive knowledge	,956	0,5	Valid
Mastering various types of teaching materials	,858	0,5	Valid
Mastering educational theory and practice	,837	0,5	Valid
Mastering the curriculum and learning methodology	,956	0,5	Valid
Responsibility	,891	0,5	Valid
Consider the risk of selecting tasks	,705	0,5	Valid

Empirical Study: Professional Competence, Pedagogic Competence and Achievement Motivation on Teacher Performance at Al-Washliyah Vocational School Medan, Abd. Rasyid Syamsuri, Abd. Halim, Julianto Hutasuhut, Lukman Nasution

Variable Indicator	Total Correlation	Criteria Value Sig.	Explanation
Pay attention to feedback	,966	0,5	Valid
Creative	,763	0,5	Valid
Desire to be better	,770	0,5	Valid
Quality	,675	0,5	Valid
Quantity	,510	0,5	Valid
Timeliness	,716	0,5	Valid
Effectiveness	,880	0,5	Valid
Independence	,965	0,5	Valid
Job Devotion	,795	0,5	Valid

Information: *Sig Value > 0.5
Source: Study Results, 2022

Testing each indicator in the statement item yields a value greater than 0.5. Indicators of professional competence, pedagogical competence, Achievement motivation, and teacher performance are all employed in the statement items, and all of them are valid and suitable for use as research instruments.

[16] advises performing a reliability test while using the same measuring tool to determine whether the measurement is reliable. In that case, if the alpha coefficient is more than 0.7, the statement for each variable in the questionnaire can be accepted.

Tabel 2. Hasil Uji Reliabilitas

Variable	CA	Criteria Value Sig.	Explanation
Professional Competence	,786	0,7	Reliable
Pedagogic Competence	,838	0,7	Reliable
Achievement motivation	,808	0,7	Reliable
Teacher Performance	,790	0,7	Reliable

As indicated in Table 2, all statement items are reliable. This demonstrates that every Cronbach Alpha (CA) value exceeds 0.7. The following test employs the traditional assumption test with normalcy. The normality test for this study is contained in the 1 Sample K-S Test table in Table 3:

Table 3. 1 Sample K-S test results

One Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.48791345
Most Extreme Differences	Absolute	.117
	Positive	.117
	Negative	-.077
Test Statistic		.117
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		

Information: *CA value > 0.7.
Source: Study Results, 2022

The normality test of Table 3 was conducted using the Kolmogorov-Smirnov method, and the significance level was set at 0.200. These results suggest that Asymp. Sig (2-tailed) is significant at levels

higher than 0.05. As a result, it may be concluded that the normalcy test in this study was normally distributed. Figure 1's normal probability plot graph technique is used to perform the following normality test:

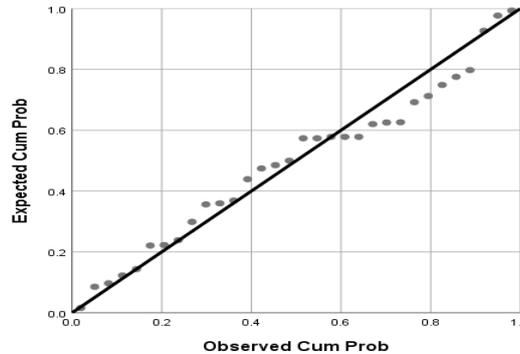


Figure 1. Normal P-Plot Graph
Source: Study Results, 2022

Figure 1 shows a fully concave normal curve. It can be regarded as normal if the line has become concave upwards, as illustrated in the image. The outcomes of the study's multicollinearity test are shown in Table 4:

Table 4. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
	B	Se	Beta	Tolerance	VIF
1 (Constant)	-1.895	2.186			
Professional Competence	.674	.165	.486	.418	2.391
Pedagogic Competence	.567	.114	.409	.886	1.128
Achievement motivation	.304	.142	.264	.392	2.550

a. Dependent Variable: Teacher Performance

Source: Study Results, 2022.

According to Table 4, professional competence has a tolerance value of > 0.1 ($0.418 > 0.1$) and a value of 10 for the VIF inflation variance factor ($2.391 > 10$). The VIF score for pedagogic competence is 10, and the tolerance value is > 0.1 ($0.886 > 0.1$) ($1.128 > 10$). Because achievement motivation has a VIF value of 10 ($2.550 > 10$) and a tolerance value of > 0.1 ($0.392 > 0.1$), it can be claimed that the variable test in this study did not encounter multicollinearity. The findings of using the heteroscedasticity test to test the conventional research hypotheses are shown in Figure 2.

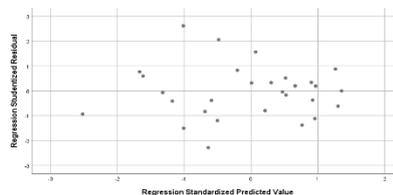


Figure 2. Sca

Figure 2 shows that there is no discernible pattern in the data from this study, which ranges above

and below 0 on the Y-axis. Therefore, it may be said that the data show no evidence of heteroscedasticity. The study analysis with numerous tests for linear analysis is presented in Table 5:

Table 5. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Se	Beta		
1 (Constant)	-1.895	2.186		-.867	.393
Professional Competence	.674	.165	.486	4.077	.000
Pedagogic Competence	.567	.114	.409	4.988	.000
Achievement motivation	.304	.142	.264	2.145	.041

a. Dependent Variable: Teacher Performance

Information: *p< 0.05, *Se=Std. Error

Source: Study Results, 2022.

The data in Table 5 are used to construct the equation for multiple linear regression given below: $Y = -1.895 + 0.674X_1 + 0.567X_2 + 0.304X_3$. The grade for professional competence (B1) is 0.674. The value of pedagogic competence (B2) is 0.567. Constant (a) has a value of -1.895, while achievement motivation (B3) has a value of 0.304. The explanation of the multiple linear regression equation reveals that professional competence (X1), pedagogical competence (X2), and achievement motivation (X3) all have positive direction coefficients on teacher performance (Y).

The research hypothesis can be validated using the t test. Examining the impact of professional competence (X1), pedagogical competence (X2), and achievement motivation (X3) on teacher performance is the goal of this test (Y). The t table value can be calculated using the following equation: $df = n - k - 1 = 32 - 3 - 1 = 28$. After applying this calculation, the t table value is 1.7011. Table 6 contains the findings of the t test.

Table 6. t test results (partial)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Se	Beta		
1 (Constant)	-1.895	2.186		-.867	.393
Professional Competence	.674	.165	.486	4.077	.000
Pedagogic Competence	.567	.114	.409	4.988	.000
Achievement motivation	.304	.142	.264	2.145	.041

a. Dependent Variable: Teacher Performance

Information: *p< 0.05, *Se=Std. Error

Source: Study Results, 2022.

The regression analysis generates an estimated t value of 4.077 > t table of 1.7011, as shown in Table 6. This demonstrates how professional competence (X1) has a favorable impact on teachers' performance (Y). The outcome, which is 0.000 < 0.05, demonstrates a significant impact of professional competence (X1) on teacher performance (Y). The regression analysis's t-count value is 4.988 > t table 1.7011, demonstrating that teaching abilities (X2) have a positive impact on teacher performance (Y). The result of 0.000 < 0.05 shows that pedagogic competence (X2) have a considerable impact on teacher performance (Y). The result of 0.000 < 0.05 shows that pedagogic competence (X2) have a considerable impact on teacher performance (Y). The regression analysis's outcomes also produced an estimated t value of 2.145 > t table of 1.7011. This is a good example of how teacher performance (Y) is influenced by achievement motivation (X3). A result of 0.041 < 0.05 indicates that achievement motivation (X3) has a considerable impact on teacher performance (Y).

The F test is used to assess whether there is a significant correlation between the dependent

variable, teacher performance (Y), and the independent variables, professional competence (X1), pedagogical competence (X2), and achievement motivation (X3). The value of Ftable can be calculated using the following equation: $df = k; n - k = 3; 32 - 3 = 3; 29$. Using the following equation to determine Ftable, the result is 2.93: $F_{table} = (3; 29)$. The results of the study's F test are presented in Table 7:

Table 7. F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	343.370	3	114.457	46.696	.000 ^b
Residual	68.630	28	2.451		
Total	412.000	31			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Achievement Motivation, Pedagogic Competence, Professional Competence

Information: * $p < 0.05$

Source: Study Results, 2022.

Table 7 shows an Fcount value of 46,696 > Ftable 2.93 at a significance level of 0.000 0.05. These findings explain how professional competence (X1), pedagogical competence (X2), and achievement motivation (X3) have a simultaneous, positive, and significant impact on teacher performance (Y).

The coefficient of determination was used to determine how much the independent variables, professional competence (X1), pedagogical competence (X2), and achievement motivation (X3), contributed to the dependent variable, employee performance (Y). The results of the coefficient of determination test are shown in Table 8:

Table 8. Test Results for the Coefficient of Determination

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.913 ^a	.833	.816	1.566

a. Predictors: (Constant), Achievement Motivation, Pedagogic Competence, Professional Competence
b. Dependent Variable: Teacher Performance

Information: * $p < 0.05$

Source: Study Results, 2022.

According to the adjusted R2 value from the analysis of the coefficient of determination, 0.816, teacher performance (Y) can be explained by professional competence (X1), pedagogic competence (X2), and achievement motivation (X3) for 81.6%, with the remaining 18.4% being explained by other variables not examined in this study.

3.2. Discussion

The professional competence of a teacher determines his or her capacity to fulfill his or her duties and commitments as a teacher. Examples can be found in the following indicators of professional competence: teacher's capacity as a professional: 1) Knowledge of the concepts and scientific principles being taught. 2) The thoroughness of the learning objectives, fundamental skills, and competency criteria. 3) The capacity to creatively develop subject matter to enable students to study more broadly and comprehensively. 4) The ability to occasionally use caution in order to raise professionalism. 5) The capacity to employ information and communication technology for both learning and self-improvement. The results of [17] research suggest that professional competence has a good and considerable impact on teachers' performance This is a reference indicating this research has been supported by prior research because it has strong professional competence to improve the efficacy of teacher performance in the teaching and learning process.

Pedagogic competence is the capacity of a teacher to comprehend students, plan and carry out

learning, develop students, and evaluate student learning outcomes to maximize students' potential. This type of competency, taken more broadly, refers to a teacher's ability to oversee educational activities and manage student interactions. This contact may take place between two or more pupils, teachers, or both. In addition to being able to explain concepts, a teacher can effectively package them by using this competency. to create an enjoyable learning atmosphere, make the subject matter easier to understand, and make it look more fascinating so that students would pay attention to it. The ability to create learning is also evolving, for instance, from a dry and uninspiring teaching method to a fresh one. Research by [18], which demonstrates that pedagogical ability has a favorable and considerable impact on teacher performance, also supports the findings of this study. The effectiveness of teachers in delivering lessons and learning to students is strongly impacted by their pedagogical competency. If a teacher has strong and effective pedagogical skills on their own, this will increase students' aptitude for learning and make the instructor more passionate about carrying out the teaching and learning process. If the competences possessed are above average, pedagogic competence improves teacher performance.

Achievement motivation is the desire to strive for excellence and work hard to obtain it. A teacher can be motivated to carry out or carry out a task as good as possible in order to obtain achievements with admirable results. Teachers who are driven by success will feel a tremendous need to work eagerly and as efficiently as they can to use all of their talents and skills to perform at their best. According to [19] research findings achievement motivation has a favorable and considerable impact on teachers' effectiveness. The effectiveness of the teacher's performance in carrying out his duties will rise if he or she has a strong desire to see the pupils succeed in the teaching and learning process.

4. CONCLUSION

1) At Al-Washliyah Private Vocational School Pasar Senen 2 Medan, teacher performance is positively and significantly influenced by professional competence. 2) At Al-Washliyah Private Vocational School Pasar Senen 2 Medan, pedagogical competence has an impact on teachers' performance that is both positive and significant. 3) At Al-Washliyah Private Vocational School Pasar Senen 2 Medan, achievement motivation has a positive and significant impact on teachers' performance. 4) At Al-Washliyah Private Vocational School Pasar Senen 2 Medan, professional competence, pedagogic competence, and achievement motivation all concurrently have a positive and significant impact on teachers' performance. Teachers at Pasar Senen 2 Medan's Al-Washliyah Private Vocational School can enhance their professional competence by creating curriculum that is creatively mastered. Utilize reflective action to further your professional development continuously. Technology can be used by teachers for both communication and personal growth. mastery of the topics, ideas, frameworks, and scientific perspectives necessary to facilitate learning implementation. Teachers also desperately need to grasp the competency standards and fundamental skills for each subject or area they teach in order to provide their pupils an advantage in learning and practicing the material. Additionally required are pedagogical skills for instructors at Al-Washliyah Private Vocational School Pasar Senen 2 Medan. The potential of a teacher's pedagogic competence is centered on their capacity to comprehend students, design and carry out instruction, develop pupils, and evaluate the results of student learning. The following techniques can be used to accomplish this: Creating lesson plans, applying the idea of personality and cognitive development, and selecting resources for student education are the first two steps. To promote learning, a teacher must be aware of the principles of education. This entails putting learning theory into practice, comprehending the educational framework, and selecting learning strategies depending on the characteristics of the students, the teaching materials, and the competences that need to be attained. High levels of Achievement motivation can improve a teacher's performance or output. The management of Al-Washliyah Private Vocational School Pasar Senen 2 must provide the greatest response in this circumstance by giving teachers more attention so they may perform effectively. To do this, you must establish a high level of personal responsibility, a work schedule based on realistic goals and objectives, the willpower to persevere in completing your work as a teacher, the capacity for decision-making, and the courage to seize opportunities, has goals to become an exceptional teacher in a certain subject.

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