

The Effect of Teaching Ability, Technology use and Social Support on the Performance of Teachers at MTSN 2 Kerinci with Work Motivation as an Intervening Variable

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Article Info	ABSTRACT
<p>Keywords: Teaching Ability, Technology Use, Social Support, Work Motivation, and Teacher Performance</p>	<p>This study aims to examine the influence of teaching ability, technology use, and social support on teacher performance at MTSN 2 Kerinci, with work motivation as an intervening variable. Data collection methods included a survey and questionnaire distribution, with a sample of 61 respondents. The analysis method used was structural equation modeling using SmartPLS. The results showed a significant effect of teaching ability on work motivation at MTSN 2 Kerinci. There was an insignificant effect of technology use on work motivation at MTSN 2 Kerinci. There was an insignificant effect of social support on work motivation at MTSN 2 Kerinci. There was a significant effect of teaching ability on teacher performance at MTSN 2 Kerinci. There was a significant effect of technology use on teacher performance at MTSN 2 Kerinci. There was a significant effect of social support on teacher performance at MTSN 2 Kerinci. There was a significant effect of work motivation on teacher performance at MTSN 2 Kerinci. Work motivation mediated the effect of teaching ability on teacher performance at MTSN 2 Kerinci. Work motivation did not mediate the effect of technology use on teacher performance at MTSN 2 Kerinci. Work motivation does not mediate the effect of social support on teacher performance at MTSN 2 Kerinci.</p>
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INTRODUCTION

Human resource management encompasses all individual activities within an organization that can be used to achieve various goals. Therefore, organizational leaders at all levels must pay close attention to the work produced by individuals. Human resources, specifically employees, must always play an active and dominant role in every organizational activity, as they are the planners, leaders, and determinants of the organization's goals. Effective workforce utilization is key to improving employee performance, so organizational policies are needed to motivate employees to work more productively in accordance with established plans.

Performance is the result of a worker's work, a management process or an organization as a whole, where the results of this work must be able to be demonstrated in concrete and

measurable form in the form of performance. According to (Thian, 2022) performance is a process of how work takes place to achieve work results. In this case, performance becomes the benchmark for companies to assess and evaluate their employees. Employee performance appraisal refers to a formal, structured system used to assess employee behavior and work results. Employees must be able to deliver maximum performance to achieve organizational goals. According to (Fatimah, 2021) performance is work results in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. The factors that influence performance are Ability and Motivation. According to (Suryanto, 2022) Factors that influence performance are knowledge, skills, competence, compensation, motivation, leadership, enthusiasm, work environment, organizational commitment and job satisfaction. Performance is not an individual characteristic, such as talent or ability, but is a manifestation of the talent or ability itself.

The important things in performance are quality, quantity, timeliness, effectiveness, and independence. Work quality is measured by an individual's perception of the quality of the work produced and the perfection of the individual's skills and abilities. Quantity of work, which is the amount produced, is expressed in terms such as the number of units and the number of activity cycles completed. Timeliness is the level of activity completed at the beginning of the specified time. The effectiveness of the level of organizational resource utilization is maximized with the aim of increasing the results of each unit in the use of resources. The level of independence of an individual who will later be able to carry out his work function. Performance is an individual's success in carrying out the tasks assigned to him. Good performance from an individual can be seen from an individual's ability to understand and complete the tasks given to him so that in working, he gets optimal and satisfactory results.

Madrasah Tsanawiyah (abbreviated MTs) is a basic level of formal education in Indonesia, equivalent to junior high school, managed by the Ministry of Religious Affairs. Education at Madrasah Tsanawiyah lasts three years, from grades 7 to 9. This school, which has an A-level accreditation, makes it a favorite among the community because it supports and facilitates entry into public high schools and equivalents. As a renowned school in Kerinci, it is required to maintain its existence.

It was concluded that there was suboptimal performance at MTsN 2 Kerinci, which was allegedly caused by teaching skills, use of technology and social support through work motivation. The impact of performance on an organization is its development and advancement. This development encompasses industrial technology and operational advancements. Furthermore, the primary impact of performance on an organization is the achievement of organizational goals. Organizations will continually strive to improve individual performance to achieve optimal results, thereby achieving organizational goals. Achieving organizational goals will contribute to the well-being of its members.

According to (Awalia, 2021) Ability is a skill to carry out or do a job or task that is based on skills and knowledge and supported by the work attitude required by the job. Competence is an individual's ability to carry out a job correctly and have advantages based on matters

relating to knowledge, skills and attitudes. Competence is a person's ability to produce at a satisfactory level in the workplace, including the person's ability to transfer and apply these skills and knowledge in new situations and increase agreed benefits. Competence also shows the characteristics of knowledge and skills possessed or needed by each individual that enable them to carry out their duties and responsibilities effectively and raise professional quality standards in their work.

The use of technology is an attitude in which individuals identify themselves with the goals and expectations of the organization where they work and strive to maintain membership in the organization to achieve those goals. Technology is the entire means of providing goods necessary for the continuity and comfort of human life. Recent technological developments, including the printing press, the telephone, and the Internet, have reduced physical barriers to communication and enabled humans to interact freely on a global scale. (Yusup, 2021).

Social support refers to the comfort, caring, appreciation, or help a person receives from another person or group. This support can come from one or more different sources: a loved one, family, friends, coworkers, doctors, or community organizations. People with social support believe they are loved and cared for, valued, and part of a social network such as a family or community organization that will provide goods or services and advocate for each other in times of need. (Kawiana, 2022).

Work motivation is a way to encourage employees to work according to expectations. Providing motivation to employees can improve performance, resulting in high work enthusiasm and completing tasks assigned by management. Every manager's job is to ensure that employees have a high level of motivation by providing monetary and non-monetary incentives. Highly motivated employees have high work productivity and performance. According to (Sudiri, 2022) states that work motivation is a way to encourage employees to work according to expectations. Providing motivation to employees can improve performance, leading to high work enthusiasm and completing tasks assigned by management.

Research results conducted by (Rahman & Anwar, 2022), (Soleh & Nengsih, 2022) which states that teaching skills, use of technology and social support have a significant influence on performance. Research conducted by (Budiantara et al., 2022), (Kawiana, 2022) which states that teaching skills, use of technology and social support have a significant influence on performance. Research conducted by (Kurniawan & Rizki, 2022), (Putri et al., 2022) which states that work motivation has a significant influence on performance.

METHOD

Structural Equation Modeling (SEM) Analysis

This study used the Structural Equation Modeling (SEM) analysis tool using the SmartPLS program. SmartPLS is a component-based approach for testing structural equation models, commonly called SEM. SmartPLS is based on the idea of having two iterative procedures that use least squares estimation for single and multi-component models. By applying these

procedures, this algorithm aims to minimize the variance of all dependent variables, therefore the cause and direction between all variables need to be clearly defined. SmartPLS is divided into measurement models and structural models. SmartPLS is a powerful method because it is not based on many assumptions. Data does not have to be multivariate normal distribution (indicators with categorical, ordinal, interval, and ratio scales can be used in the same model). SmartPLS is also more efficient with algorithmic calculations that are capable of estimating larger and more complex models with hundreds of latent variables and thousands of indicators.(Sukmawati, 2023).

Measurement Model Test (Outer Model)

In data analysis techniques using SmartPLS, there are three criteria for assessing the outer model: Convergent Validity, Discriminant Validity, and Composite Reliability. Convergent validity of a measurement model with reflective indicators is assessed based on the correlation between item scores or component scores estimated using SmartPLS software. An indicator is considered to have good reliability if it has a value above 0.7. We can see this figure by referring to the Outer Loading table in SmartPLS.(Darwin, 2021).In this composite reliability test, there are two tables that must be observed: the values contained in the Composite Reliability table and Cronbach's Alpha, which must be greater than 0.7. For the Discriminant Validity test, it can be seen from the cross-loading value. The correlation value of the indicator to its construct must be greater than the correlation value between the indicator and other constructs. There is another way to test Discriminant Validity by comparing the root value of the Average Variance Extracted (AVE) for each construct with the correlation between the construct and other constructs.

1. *Measurement Modelor* Validity

The outer model assessment aims to assess the correlation between item or indicator scores and their construct scores, indicating the level of validity of a statement item. Outer model testing is conducted based on the results of a questionnaire trial conducted for all research variables. There are three criteria in the use of data analysis techniques to assess the outer model: Convergent Validity, Discriminant Validity, and Composite Reliability. In the development stage, a correlation of 0.50 to 0.6 is considered acceptable. In research, the limit for convergent validity is above 0.7.

2. *Reliability*

Once the data validity level is known, the next step is to determine the level of data reliability or the level of reliability of each construct or variable. This assessment is done by looking atComposite reliability value and Crombach alpha value. A construct is said to be reliable if it provides a Crombach alpha value > 0.70.

3. R-square

Next, as explained previously, the inner model assessment will be evaluated through the R-Squared value, to assess the influence of certain exogenous latent constructs on endogenous latent constructs to see whether they have a substantive influence.

Path Coefficient and Hypothesis Testing

Testing the inner model or structural model is conducted to examine the relationship between variables, the significance value, and the R-square of the research model. Model assessment using PLS begins by examining the R-square for each dependent latent variable. Changes in the R-square value can be used to assess the influence of a particular independent latent variable on the dependent latent variable and whether it has a substantive effect..

RESULTS AND DISCUSSION

Research Description

Table 1. Calculation of Questionnaire Distribution Results

No	Questionnaire	Amount	Percentage%
1	Distributed questionnaires	61	100
2	Unreturned questionnaires Incorrectly filled out (defective or damaged)	0	0
3	questionnaire	0	
4	Questionnaires suitable for data processing	61	100

Source: Survey Results, 2025

Research Data Analysis

The data processing technique in this study uses the SEM method based on Partial Least Square (PLS) which requires two stages for the assessment of a research model: the outer model and the inner model. The outer model assessment aims to assess the correlation between item or indicator scores and their construct scores, which indicate the level of validity of a statement item. Outer model testing is carried out based on the results of questionnaire trials that have been conducted for all research variables. There are three criteria in the use of data analysis techniques to assess the outer model: Convergent Validity, Discriminant Validity, and Composite Reliability. In the development stage, a correlation of 0.50 to 0.6 is considered adequate or acceptable. In research, the limit for convergent validity values is above 0.7.

Outer Model (Structural Model) Testing Before Elimination

Based on the results Testing the outer model using SmartPLS, obtained the correlation values between the statement items of the research variables as follows:

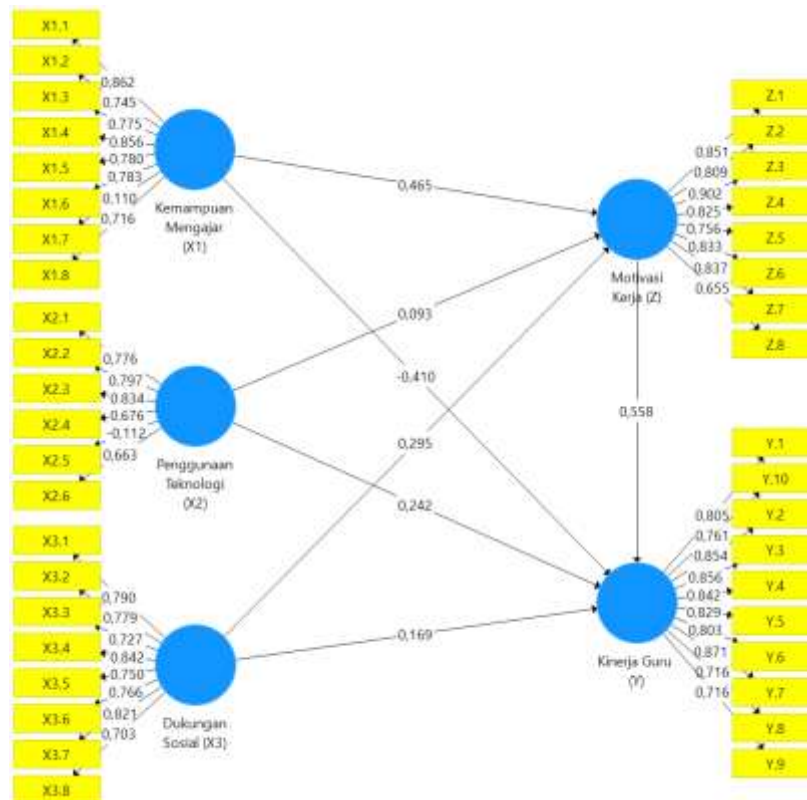


Figure 1. Outer Loadings Before Elimination

In data analysis techniques using SmartPLS, there are three criteria for assessing the outer model: convergent validity, discriminant validity, and composite reliability. Convergent validity of a measurement model with reflective indicators is assessed based on the correlation between item scores or component scores estimated with PLS software. Indicators are considered to have good reliability if they have a value above 0.7. There are three criteria in the use of data analysis techniques to assess the outer model: convergent validity, discriminant validity, and composite reliability. In the development stage, a correlation of 0.50 to 0.6 is considered adequate or acceptable. In research, the limit value of convergent validity is above 0.7.

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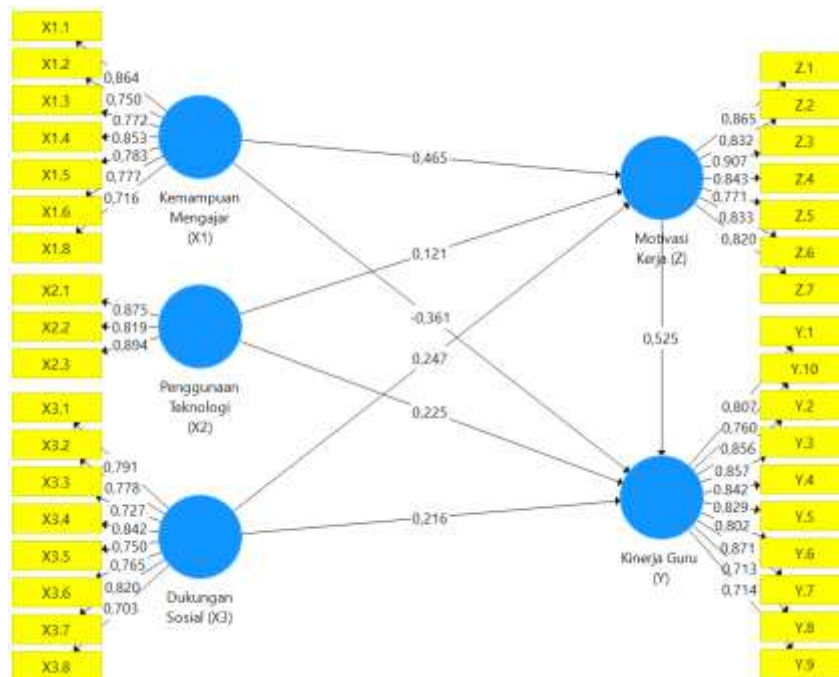


Figure 2. Outer Loadings After Elimination

Average Variance Extracted (AVE) Assessment

The validity criteria for a construct or variable can also be assessed through the Average Variance Extracted (AVE) value for each construct or variable. A construct is considered to have high validity if its value is above 0.50. The AVE values for all variables are presented below.

Table 2. Average Variance Extracted (AVE) Value

	Average Variance Extracted (AVE)
Employee Performance (Y)	0.713
Knowledge Management(X1)	0.694
Talent Management(X2)	0.722
Job Engagement (Z)	0.755

Based on Table 2, it can be concluded that all constructs or variables above meet good validity criteria. This is indicated by the Average Variance Extracted (AVE) value above the recommended 0.50 criterion.

Outer Model Testing (Structural Model)

The next testing process is testing the inner model, or structural model, which aims to determine the relationships between hypothesized constructs. The structural model is evaluated by observing the R-Square value for the endogenous construct and the influence it receives from the exogenous construct.

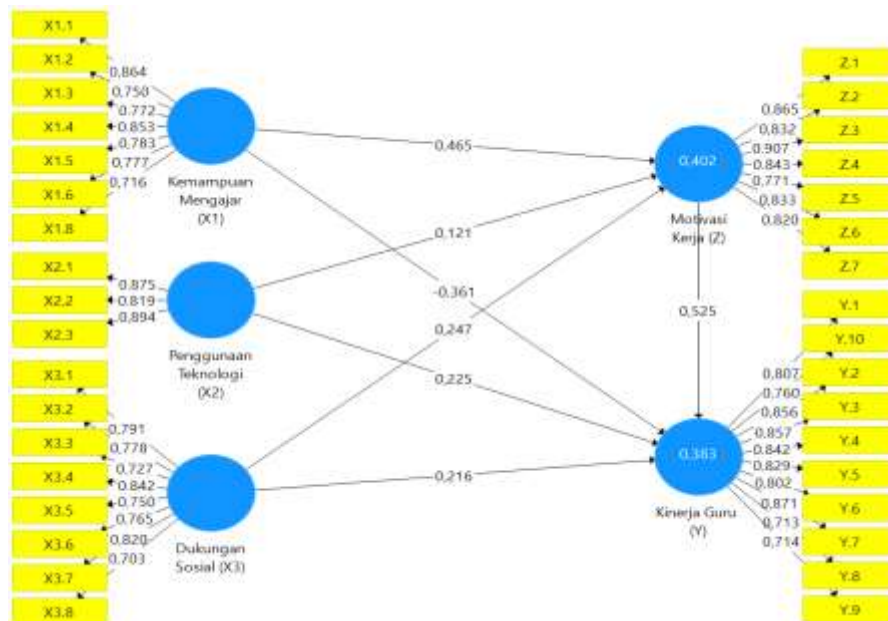


Figure 3. Structural Outer Model

Based on the image above, the structural model above can be formed into the following model equation:

- Equation Model I, is a description of the magnitude of the influenceconstructteaching skills, use of technology and social supporttoward work motivationwith the existing coefficients plus the error rate which is an estimation error or which cannot be explained in the research model.

$$Z = 0.465X1 + 0.121X2 + 0.247X3$$

- Equation Model II, is a description of the magnitude of the influenceconstructteaching skills, use of technology, social supportAndwork motivationon teacher performance with each coefficient for each construct plus an error which is an estimation error.

$$Y = 0.361X1 + 0.225X2 + 0.216X3 + 0.525 Z$$

Next, as explained previously, the inner model assessment will be evaluated through the R-Squared value, to assess the influence of certain exogenous latent constructs on endogenous latent constructs to see whether they have a substantive influence. The following is the R-Square estimate:

Table 4. Evaluation of R Square Value

	<i>R Square</i>	<i>R Square Adjusted</i>
Teacher Performance (Y)	0.383	0.338
Work Motivation (Z)	0.402	0.370

Source: SmartPLS Outer Model Test Results, 2025

In the table above, the R-Square value for the teacher performance variable is 0.383 or 38.3%, so the contribution of the variables of teaching ability, use of technology, social support andwork motivationon teacher performance by 38.3%, the remaining 61.7% is

influenced by other variables outside this research such as job satisfaction, work discipline and competence.

R-Square value of variable work motivation of 0.402 or 40.2%, then the contribution of the variables of teaching ability, use of technology and social support to work motivation 40.2%, the remaining 59.8% is influenced by other variables outside this research, such as job satisfaction, work discipline and competence..

PenHypothesis test

Testing The hypothesis aims to answer the problems in this study, namely the influence of certain exogenous latent constructs on certain endogenous latent constructs, either directly or indirectly through mediating variables. Hypothesis testing in this study can be assessed from the magnitude of the t-statistic or t-count compared to the t-table of 1.96 at 5% alpha. If the t-statistic/t-count < t-table 1.96 at 5% alpha, then Ho is rejected and if the t-statistic/t-count > t-table 1.96 at 5% alpha, then Ha is accepted. The following SmartPLS output results illustrate the estimated output for testing the structural model.

Table 4. Results for Inner Weights Direct Affect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Teaching Ability (X1) -> Work Motivation (Z)	0.465	0.455	0.112	4,162	0,000
Use of Technology (X2) -> Work Motivation (Z)	0.121	0.120	0.093	1,300	0.194
Social Support (X3) -> Work Motivation (Z)	0.247	0.277	0.159	1,554	0.121
Teaching Ability (X1) -> Teacher Performance (Y)	-0.361	-0.360	0.143	2,531	0.012
Use of Technology (X2) -> Teacher Performance (Y)	0.225	0.237	0.101	2,227	0.026
Social Support (X3) -> Teacher Performance (Y)	0.216	0.213	0.087	2,473	0.014
Work Motivation (Z) -> Teacher Performance (Y)	0.525	0.534	0.106	4,945	0,000
Teaching Ability (X1) -> Work Motivation (Z) -> Teacher Performance (Y)	0.244	0.243	0.079	3,084	0.002
Use of Technology (X2) -> Work Motivation (Z) -> Teacher Performance (Y)	0.063	0.065	0.051	1,252	0.211
Social Support (X3) -> Work Motivation (Z) -> Teacher Performance (Y)	0.129	0.148	0.090	1,431	0.153

CONCLUSION

There is a significant influence on teaching ability to work motivation MTSN 2 Kerinci. There is an insignificant influence on the use of technology to work motivation MTSN 2 Kerinci. There is no significant influence of social support to work motivation MTSN 2 Kerinci. There is a significant influence on teaching ability to teacher performance on MTSN 2 Kerinci. There is a significant influence on the use of technology to teacher performance on MTSN 2 Kerinci. There is a significant influence of social support to teacher performance on MTSN 2 Kerinci. There is a significant influence of work motivation on teacher performance MTSN 2 Kerinci. Work motivation mediates the influence of teaching skills to teacher performance on MTSN 2 Kerinci. Work motivation does not mediate the effect of technology to teacher performance on MTSN 2 Kerinci. Work motivation does not mediate the effect of social support to teacher performance on MTSN 2 Kerinci.

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