

The Influence of Motivation and Competence on Teacher Performance: A Narrative Literature Review

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Abstract - The purpose of writing this article is a narrative literature review of 3 articles that discuss the effect of teacher motivation and competence on teacher performance with the aim of identifying and summarizing previously published articles without any criticism for articles reviewed in achieving the goals and objectives to be achieved by the ministry of education. need to pay attention to teacher performance which is influenced by motivation and competence on teacher performance. The review of the article shows that the influence of motivation and competence on teacher performance has a positive impact.

Keywords: Competence, Influence, Motivation, Teacher Performance

INTRODUCTION

According to Restie's perspective on the National Education System (SISDIKNAS), education is a conscious and planned effort to create a learning environment and learning process in which learners actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills for themselves, society, nation, and state. This is in line with Article 31, Paragraph 1 of the Constitution of the Republic of Indonesia Year 1945, which states that "every citizen has the right to education." To achieve this goal, the government has implemented a compulsory 9-year education policy. (Aulia et al., 2022; Putra et al., 2021; Razanah et al., 2022; Suroso et al., 2021; Wijayanti et al., 2020)

In Law No. 14 of 2005 concerning Teachers and Lecturers, Article 4 states that teachers, as learning agents, function to improve the quality of national education. Educational institutions, as formal education institutions, play a crucial role in supporting the smooth running of development in every country, including Indonesia, by producing qualified graduates capable of competing in the era of globalization. Education is a process that enables learners to develop their full potential optimally, so that they can live their lives effectively and efficiently, benefiting not only themselves but also their families, communities, and nations (Asbari et al., 2020; Basuki et al., 2020; Hutagalung, D., Sopa, A., Asbari, M., Cahyono, Y., Maesaroh, S., & Chidir, 2020; Novitasari, Yuwono, et al., 2020). Marsellus R. Payong (2011:28) concluded that there are four competencies of teachers: pedagogical competence, professional competence, personality competence, and social competence.

According to Sedermyanti (2017:307), human resources (HR) are vital in an organization. To achieve organizational effectiveness, HR will work optimally if managed well through the application of Human Resource Management (HRM) principles (Chidir et al., 2021; Novitasari, Cahya Kumoro, et al., 2020). To ensure the successful implementation of HRM at UIN Jakarta's Development Madrasah, it is necessary to have high-quality and high-performance HR who can live up to organizational plans and needs. According to Spencer, as cited by Moheriono, the relationship between employee competence and performance is closely tied and significant. Its relevance is strong and accurate; in fact, employees who want to improve their performance should have the competence that matches their job tasks (The right man on the right job) (Kumoro et al., 2020; Novitasari, Asbari, et al., 2021; Novitasari, Kumoro, et al., 2021; Sutardi et al., 2022; Wiyono et al., 2021).

METHODS

This article aims to delve deeper into the influence of motivation and competence on teacher performance. The research adopts a quantitative approach, where data obtained is expressed in numerical form, starting with data collection, organizing or arranging data, analysis of data, and presenting data.

Table 1. Reviewed Journal Articles

Author	Title	Methods	Source
Septiana Zulaikha	Pengaruh Kompetensi dan Motivasi terhadap Kinerja Guru di SMA N 1 Turi	Quantitative	Google Scholar
Rosento	Pengaruh Kompetensi dan Motivasi Terhadap Kinerja Karyawan (Studi Kasus Pada Madrasah Tsanawiyah Saurul.QUR'AN Cikeas- Gunung Putri Bogor)	Quantitative	Google Scholar
Restie Eauziana Ulfle	Pengaruh Motivasi Komptensi Terhadap Kinerja Guru	Quantitative	Google Scholar

The research method used by Septiana Zulaikha is a quantitative method where the data obtained is expressed in numerical form, starting with data collection, organizing, and arranging the data. This research was conducted at SMAN 1 Turi located in Gununganyar, Donokerto, Turi, Sleman. The research was carried out in July 2013. The data collection used a Likert scale measurement model.

Table 2. The Likert Scale

Options	Scores assigned to questions	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

The research method used by Rusento is simple random sampling. This research employs a non-experimental path analysis technique, where there is no intervention or treatment applied to the variables under investigation. The survey results will be processed using SPSS 18 software to test the influence of independent variables on the hypothesis accuracy. The research is conducted at Nuurul Qur'an Ciangsana-Cikeas Ilir Islamic Junior High School, Gunung Putri, which is strategically located for teaching and learning activities. There are three hypotheses in this study: (1) Hypothesis (H1) states the influence of competence on teacher performance, (2) Hypothesis (H2) states the influence of competence on work motivation, and (3) Hypothesis (H3) states the influence of motivation on employee performance.

The research method used by Restie Eauziana Ulfle is a questionnaire survey. This research was conducted on 86 teachers teaching at MI Madrasah Pembangunan UIN Jakarta from May to November 2018.

RESULT AND DISCUSSION

According to Septiana Zulaikha, the results of the research analysis and discussion indicate that the proposed hypotheses are accepted. With a value of 20.942, which is greater than the variable value of 3.32, it can be concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It can be inferred that there is a positive and significant influence between competence and motivation on teacher performance at SMA N1 Turi. Teacher competence is an important factor in achieving the established competency standards for certification. Teacher certification is the process of granting teaching certificates to teachers and lecturers. The positive impacts of teacher certification

include improving the quality of teachers, increasing public interest in becoming teachers, and enhancing teachers' motivation in conducting scholarly work.

According to Rusento, Madrasah Tsanawiyah Nuurul Qur'an has been established for more than 5 years and has a strong culture. However, many teachers are voluntary, which poses a challenge when it comes to implementing changes, particularly in providing motivation. Therefore, appropriate competence is needed to ensure that these changes do not have a negative impact on employee performance. The research findings indicate that 78.5% of teacher performance is influenced by competence and motivation. Inadequate competence can lead to a decline in teacher performance. Additionally, policies that do not support the formation of positive motivation will also have a negative impact on teacher performance.

According to Restie Eauziana, the results of the research analysis and hypothesis method using SPSS 22 calculations show that the constant has a value of 13.470. This means that if the competence variable (X1) and the motivation variable (X2) are both 0, the resulting performance will have a value of 13.470, assuming other variables that may influence employee performance are held constant.

CONCLUSION

According to Septiana Zulaikha, with the presence of competency, teachers will strive to live up to all the required competencies to obtain certification. After obtaining certification, teachers have an obligation to improve their performance to become more qualified. However, the struggle to obtain certification will be less effective without internal motivation from teachers. Without motivation, the execution of tasks and responsibilities by teachers becomes half-hearted and the results are not optimal. This study shows that competency has a positive influence on teacher performance, indicating that the better the competency, the better the employee's performance.

According to Rusento, this research indicates that work motivation has a positive influence on employee performance. The better the work motivation, the better the employee's performance. Therefore, the management of Madrasah Tsanawiyah Nuurul Qur'an needs to enhance competency to improve employee performance, such as providing training, seminars, and opportunities for those who wish to pursue further education.

According to Restie Eauziana Ulfle, based on the research findings and discussions regarding the influence of competency and motivation on teacher performance at MI Madrasah Pembangunan UIN Jakarta, it can be concluded that both the competency variable (X1) and the motivation variable (X2) have a significant joint influence on teacher performance.

The recommendations conveyed through Septiana Zulaikha's research are as follows: (1) Teachers need to be conscious of improving the quality of their performance. (2) Every obstacle faced in enhancing work quality should be seen as motivation to strive further. (3) Certified teachers should take responsibility for improving their performance.

The recommendations conveyed through Rusento's research are as follows: (1) Improved quality of teacher competency is necessary in Madrasah Tsanawiyah Nuurul Qur'an. (2) Teachers should have the ability to consult on issues they face in carrying out their duties. (3) Teachers need to possess self-motivation skills and inspire employees to excel.

The recommendations conveyed through Restie Eauziana Ulfle's research are as follows: (1) The research findings can serve as input and consideration in improving teacher performance. (2) The government needs to enhance the curriculum and upgrade the knowledge required by students. The hope is that by implementing these recommendations, teacher performance can be enhanced, and the government can improve the curriculum and update the knowledge required by students.

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