

THE INFLUENCE OF COMPETENCE AND LEADERSHIP ON TEACHER PERFORMANCE WITH MOTIVATION AS AN INTERVENING VARIABLE IN PUBLIC HIGH SCHOOL 6 PEKANBARU

Dr. Raden Lestari Garnasih, S.E., MM

Manajemen, Universitas Riau

raden.lestari@lecturer.unri.ac.id

Rosnelly Roesdy, S.E., M.Si

Manajemen, Universitas Riau

rosnelly.roesdi@lecrurer.unri.ac.id

Muhammad Naufal Ali Akbar Nasution

Manajemen, Universitas Riau

naufalakbar312@gmail.com

Abstract

This study aims to determine the effect of competence and leadership on teacher performance through motivation as an intervening variable at SMAN 6 Pekanbaru. The population in this study were all civil servant teachers at SMAN 6 Pekanbaru. The number of samples in this study was carried out by means of saturated sampling technique (census), namely making all members of the population into samples, so that the number of samples in this study was 51 teachers. The data analysis method of this research uses Structural Equation Modelling - Partial Least Square (SEM-PLS) analysis method with SmartPLS software version 4.1.0.9. The results showed that there is a positive and significant influence between teacher competence on teacher performance. There is a positive and significant influence between leadership on teacher performance. There is a positive and significant influence between teacher competence on motivation. There is a positive and significant influence between leadership on motivation. There is a positive and significant influence between motivation on teacher performance. There is a positive and significant influence between competence on teacher performance mediated by motivation. There is a positive and significant influence between leadership on teacher performance mediated by motivation.

Keywords: Competence, Leadership, Motivation, and Teacher Performance

Introduction

The education sector plays a crucial role in improving the quality of human resources. This role is associated with efforts to ensure that future generations can achieve reliable human resource quality. In enhancing human resource quality within

education, teachers play an essential role in the educational process; thus, management must create situations that foster feelings of ownership, loyalty, solidarity, security, acceptance, appreciation, and success among teachers. This ultimately leads to increased attachment and optimal work enthusiasm. Essentially, the success of the educational process at all levels is determined by the performance displayed by teachers (Nasution et al., 2021).

SMA Negeri 6 Pekanbaru is one of the public high schools chosen in Pekanbaru city. This responsibility places a moral burden on teachers to maintain the school's credibility so that its positive image does not decline and negative perceptions from the community do not arise. To maintain credibility, SMA Negeri 6 Pekanbaru must continuously strive to optimize its teachers' performance as they are central to the learning process by addressing various aspects.

Based on pre-survey data, it shows that teacher performance at SMA Negeri 6 Pekanbaru fluctuates and does not meet expectations. This is due to several teachers being unprepared in lesson planning, leading to suboptimal implementation; some teachers have not employed various approaches in their teaching; teachers have not utilized diverse media and learning resources; and finally, assessment and classroom administration have not been fully organized.

An individual's performance is determined by their ability (competence) to carry out their job (Mulyasa, 2013). Learning activities can be conducted effectively and efficiently if supported by well-competent teachers. Teachers are expected to carry out their duties in educating, teaching, training, guiding, and assessing students' learning outcomes significantly affecting students' academic achievements.

Pre-survey data indicates that the competence level among 15 teachers at SMA Negeri 6 Pekanbaru is still suboptimal. This situation does not align with Article 20 of the Teacher and Lecturer Law which states that in carrying out professional duties, a teacher is obliged to continuously improve and develop their academic qualifications and competencies in line with advancements in knowledge, technology, and arts.

In addition to teacher competence, another factor influencing teacher performance is leadership. The success of school positively impact development and progress factors that significantly enhance quality (Qamar, 2017). This research holds significant value within the context of human resource management and organizational strategy development. By understanding the relationships between competence, leadership style, motivation, and teacher performance, schools can manage resources more efficiently while helping organizations face challenges and changes within their work environments.

Based on the above description and data obtained from SMA Negeri 6 Pekanbaru, the researcher is interested in conducting research on performance. Therefore, the author intends to conduct research under the title "The Influence of Competence and Leadership on Teacher Performance with Motivation as an Intervening Variable at SMA Negeri 6 Pekanbaru."

Literature Review

Performance

Performance refers to the results or level of success achieved by an individual over a specific period while performing tasks compared to various potential work standards or predetermined criteria (Santoso, 2019).

According to Mangkunegara (2013), factors influencing performance include ability factors and motivational factors. Kasmir (2019) identifies several factors affecting performance: ability and skills, knowledge, work design, personality traits, work motivation, leadership styles, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline.

Teacher Competence

According to Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph (10), "competence is a set of knowledge, skills, and behaviors that must be

possessed by teachers or lecturers in carrying out their professional duties." The professional status of educators is manifested through teaching certificates. Article 1 Paragraph (12) emphasizes that "a teaching certificate is formal evidence recognizing teachers and lecturers as professionals." Effective learning stimulates student activity; therefore teachers are required to possess various competencies to conduct effective teaching. These competencies include pedagogical competence, personal competence, social competence, and professional competence acquired through professional education (Kunandar, 2008). the basic competency of teacher professionalism is demonstrated through their pedagogical competence, personal competence, social competence, and professional competence.

Leadership Style

According to Kartono (2017), leadership is the ability to influence others or subordinates toward achieving organizational goals. Edison et al. (2018) state that leadership involves actions influencing others or subordinates to cooperate towards achieving specific objectives.

Factors influencing leadership include competitive business pressures for optimal human resource utilization; changes in societal value systems; educational training standards; advancements in scientific knowledge; organizational changes; union influences; social responsibility pressures regarding employee participation in decision-making processes; job quality; government regulations (McGregor et al., cited in Noor, 2013).

According to Suharsaputra (2010), school principals are leaders who perform their roles within educational institutions as educational leaders. Susanto (2014) also states that principals are decisive factors in managing education within their schools to achieve educational goals; thus they must possess adequate knowledge skills.

Mulyasa (2013) notes that school principals have responsibilities requiring them to deliver optimal results for schools to achieve set objectives. Their

responsibilities include understanding missions and core tasks; knowing their assistants' numbers;

- a. understanding each assistant's duties
- b. monitoring attendance
- c. overseeing tools used by assistants
- d. evaluating assistants
- e. considering assistants' careers
- f. ensuring welfare
- g. fostering family-like atmospheres
- h. providing reports to superiors.

Motivation

Motivation refers to an individual's drive to work influenced by factors such as salary levels; supportive leadership; adequate working facilities; comfortable working environments; pleasant colleagues (Hasibuan & Silvya, 2019). According to Uno (2018), motivation arises from desires for activity engagement driven by needs for accomplishment recognition within favorable environments alongside engaging activities.

Research Method

This research employs a quantitative approach using associative research strategies aimed at identifying relationships between two or more variables. The data type used is primary data collected directly without intermediaries through questionnaires—techniques involving sets of written questions presented to respondents for answers (Sugiyono, 2014). Data analysis utilizes Structural Equation Modeling–Partial Least Square (SEM-PLS) with SmartPLS version 4.1.0.9 software.

This study was conducted at SMA Negeri 6 Pekanbaru located at Jl. Bambu Kuning No.28 RT.003/RW.011 Rejosari Kec. Tenayan Raya Kota Pekanbaru Riau 28151 during regular working days for teachers. The population for this study were

civil servant teachers, namely 29 people and P3K teachers (ASN) as many as 22 people with a total of 51 people. The sampling technique in this study was saturated sampling. Saturated sampling is a sampling technique where population members are used as samples. The number of samples used was 51 respondents

Result

T-Statistics

The t-statistics test is conducted to test the significance of the effect of exogenous variables as a whole on endogenous variables. The required value of t-statistics is above 1.96 and p-values below 0.05.

Tabel 1: T-Statistics Result

Hipotesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-values
Teacher Competency - > Teacher Performance	0,420	0,412	0,109	3,860	0,000
Teacher Competence - > Motivation	0,579	0,567	0,116	5,005	0,000
Leadership -> Teacher Performance	0,233	0,243	0,090	2,599	0,009
Leadership -> Motivation	0,337	0,353	0,106	3,178	0,001
Motivation - > Teacher	0,342	0,339	0,109	3,122	0,002

Source: Researcher's Processed Results, 2024

Based on table 1, it shows that all of these variables have a positive and significant direct effect because they have t-statistics values above 1.96 and p-values below 0.05.

T-Statistics Spesific Indirect Effects

In testing t-statistics, specific indirect effects are also tested to determine the effect of intervening variables in mediating exogenous and endogenous constructs. In this test,

the results will be obtained whether the effect of exogenous variables on endogenous variables will change or not if given an intervening variable.

Tabel 2: T-Statistics Specific Indirect Effects Result

Hipotesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-values
Teacher Competency -> Motivation -> Teacher Performance	0,198	0,193	0,076	2,612	0,009
Leadership -> Motivation -> Teacher Performance	0,115	0,118	0,050	2,283	0,022

Source: Researcher's Processed Results, 2024

Based on table 2, it shows that the effect of competence on performance mediated by motivation has significant results with t-statistics 2.612 and p-values 0.009. Another variable, namely the effect of leadership on teacher performance mediated by motivation, has t-statistics 2.283 and p-values 0.022.

Discussion

Influence of Competence on Teacher Performance

Testing results indicate that competence has a direct positive significant influence on teacher performance with t-statistics value at 3.860 and p-values at 0.00. If teacher competence improves then it will enhance planning implementation along with evaluation/assessment processes consistent with findings from Sobandi (2010); Hidayat et al., (2020) confirming positive significant influences between teacher competence on performance.

Influence of Leadership on Teacher Performance

Results show that leadership has direct positive significant influence on teacher performance with t-statistics value at 2.599 and p-values at 0.00 indicating ideal principal leadership enhances planning implementation along with evaluation/assessment processes consistent with findings from Made et al., (2015);

Solikatun & Hasanah (2019). To conclude that there is a positive and significant influence of leadership on performance.

Influence of Competence on Motivation

Research findings indicate that competence has direct positive significant influence on motivation with t-statistics above 5.005 and p-values at 0.00 suggesting good competence correlates positively with responsibility tasks having clear targets along with independence enjoyment achieving recognition while receiving adequate rewards consistent with findings from Kasiyanto (2019); Khoerunisa Sri Mulya (2022). The variable competence has a direct influence on teachers' work motivation.

Influence of Leadership on Motivation

Research findings indicate leadership has direct positive significant influence over motivation with t-statistics above 3.178 along with p-values at 0.00 suggesting ideal principal leadership positively influences responsibility tasks having clear targets along with independence enjoyment achieving recognition while receiving adequate rewards consistent with findings from Mengko (2020); Pardede (2022). There is a positive and significant influence of leadership on motivation.

Influence of Motivation on Teacher Performance

Results indicate motivation has direct positive significant influence over teacher performance with t-statistics above 3.122 along with p-values at 0.00 suggesting high motivation enhances planning implementation along evaluation/assessment processes consistent across studies from Tarigan & Panggabean (2022); Hasibuan & Silvyia (2019); Hidayat et al., (2020) that work motivation has a positive and significant effect on performance.

Influence of Competence on Teacher Performance Mediated by Motivation

Research indicates competence positively affects performance mediated through motivation yielding significant results with t-statistics at 2.612 along p-values at 0.009 suggesting improved competence raises motivation subsequently leading

towards enhanced performance consistent across studies from Heriswanto (2018); Kasiyanto(2019); Suzanna et al., (2023) that the influence of competence has a positive and significant effect on performance, and there is a positive and significant influence of competence on performance through motivation.

Influence of Leadership on Teacher Performance Mediated by Motivation

The results of the analysis indicate that leadership has a significant positive effect on teacher performance, mediated by motivation. The t-statistics value obtained is 2.283, with a p-value of 0.022, suggesting that effective leadership enhances teacher motivation, which in turn leads to improved performance. This finding aligns with previous studies that emphasize the importance of leadership in fostering a motivating environment for teachers (Mengko, 2020 and Pardede, 2022). When school leaders provide clear goals, support, and recognition, teachers are more likely to feel motivated and engaged in their work, which directly impacts their performance.

Conclusion

Based on the results of this study, the following conclusions can be drawn:

1. Competence has a significant effect on the performance of teachers of SMAN 6 Pekanbaru. The higher the teacher's competence, the more the teacher's performance will increase.
2. Leadership has a significant effect on the performance of teachers of SMAN 6 Pekanbaru. The more ideal and effective the leadership provided, the more teacher performance will increase.
3. Competence has a significant effect on the motivation of teachers of SMAN 6 Pekanbaru. The higher the teacher's competence, the more teacher motivation will increase.
4. Leadership has a significant effect on the motivation of teachers of SMAN 6 Pekanbaru. The more ideal and effective the leadership provided, the more

teacher motivation will increase.

5. Motivation has a significant effect on the performance of teachers of SMAN 6 Pekanbaru. The higher the level of teacher motivation, the more teacher performance will increase.
6. Competence has a significant effect on teacher performance with motivation as an intervening variable at SMAN 6 Pekanbaru. The higher the level of teacher competence, the motivation will increase and in turn will improve teacher performance.
7. Leadership has an effect and significant on teacher performance with motivation as an intervening variable at SMAN 6 Pekanbaru. The more ideal and effective the leadership provided, the motivation will increase and in turn will improve teacher performance.

Suggestion

Based on the discussion, several recommendations need to be considered by SMA Negeri 6 Pekanbaru, including:

1. Teachers must carry out learning according to schedules and obligations, while principals need to monitor, supervise and provide assertiveness to ensure teachers' performance is well done.
2. Teachers' consistency in practicing school norms creates comfort for students, and principals must continue to monitor and affirm the implementation of these norms.
3. Principals should be enthusiastic leaders, supporting teachers through good communication, positive relationships, constructive feedback and motivation to create a productive and collaborative work environment.
4. Schools need to consistently motivate teachers materially and non-materially, such as recognition, job comfort, rewards and achievements, to improve teacher morale and responsibility.

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