

The Effect of Teacher Competence, Work Culture and Work Evaluation on Teacher Performance through Work Motivation as A Mediation Variable (Study at MTS Negeri 1 Pekalongan)

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Abstract. The aim of this study is to investigate the effects of teacher competence, work culture, work evaluation, organizational support, and work motivation on teacher performance at MTs Negeri 1 PEKALONGAN. Data was collected through a questionnaire and analyzed using validity and reliability tests, descriptive statistics, and quantitative analysis. The findings reveal that teacher competence, organizational support, work culture, and work evaluation have significant impacts on teacher performance. Additionally, teacher competence, organizational support, organizational culture, and job evaluation also influence work motivation. Furthermore, work motivation has a positive effect on teacher performance. The study also indicates that work motivation acts as a mediator between teacher competence and teacher performance, organizational support and teacher performance, work culture and teacher performance, as well as work evaluation and teacher performance.

Keywords: Teacher Competence; Support; Work Culture And Work Evaluation; Teacher Performance; Work Motivation

1. Introduction

MTs Negeri 1 Pekalongan is one of the Madrasah Tsanawiyah in Pekalongan Regency that has been accredited A, is a superior State MTs that is in great demand by religious people [1], [2]. their children at MTs Negeri 1 Pekalongan with excellent programs that are very interesting for students, namely the Dhuha prayer program, literacy before teaching and learning activities begin, management of the Smart Indonesia Program (assistance for underprivileged students) from the APBN, facilities owned by MTs Negeri 1 Pekalongan for students such as adequate computer labs, libraries, and extra-curricular programs [3], [4].

The problem that occurs at MTs Negeri 1 Pekalongan for teachers in carrying out their duties is the low teaching competence of teachers at MTs Negeri 1 Pekalongan which is reflected in the low average score of the National Examination (UN) which decreases from year to year [5], [6]. The National Examination (UN) can be increased.

The following is data on the average score of the National Examination (UN) for MTs Negeri 1 Pekalongan for the 2017/2018 school year to the 2021/2022 school year.

Table 1. The average score of the National Examination (UN) at MTs Negeri 1 Pekalongan

No.	School year	National Examination Average Score (UN)
1	2017/2018	54,14
2	2018/2019	55,14
3	2019/2020	53,77
4	2020/2021	49,86
5	2021/2022	53,20

The organizational support that employees feel reflects their deepest feelings about the organization's concern and emphasis. Employees with a sense of organizational support feel that in situations where they need work or life support, the organization is willing to help employees personally feel respected, cared for, and recognized, and in turn demonstrate increased cooperation, identification, diligent performance, rewards, and reciprocity among employees workers. Organizational support that occurs at MTs Negeri 1 Pekalongan is that the facilities and infrastructure for conducting learning are not optimal, such as internet capacity which is still limited to support teacher training online or on line, the number of books supporting subjects does not meet the number of students available [7], [8].

The fulfillment of teacher qualifications needs to be intensively pursued continuously to support the improvement of the quality of education. The results of student performance assessments are used for the purposes of coaching, professional development, reports to related offices, or other needs [9]. Every lesson that has been carried out by the teacher must be evaluated and accounted for in the context of the quality of his performance so that it can be directly proportional to his function. to improve the quality of education, with teacher evaluation assessments it is hoped that it can improve teacher performance well but what happened at MTs Negeri 1 Pekalongan was that the evaluation of evaluation of teacher learning instruments and the implementation of teacher evaluation was not maximized because it was only done once in one year [10], [11].

Reflecting on the problems that have been formulated in the formulation of the problem, the research questions are as follows: (1) Does teacher competency affect employee performance? (2) Does teacher competence affect work motivation? (3) Does work culture in the workplace affect employee performance? (4) Does work culture in the workplace affect work motivation? (5) Does job evaluation affect employee performance? (6) Does job evaluation affect employee performance through work motivation? (7) Does work motivation affect employee performance? (8) Does teacher competence affect employee performance through work motivation? (9) Does organizational support affect employee performance through work motivation? (10) Does work culture affect employee performance through work motivation? (11) Does job evaluation affect employee performance through work motivation?

2. Method

The method used in research is a step that will be carried out by researchers through collecting data from information sources as well as through activities to investigate the data that has been

collected. The research method will later present a research design description which usually includes the procedures and stages that must be followed, the time of the research, the source of the data, and with what steps the data was obtained and then processed and analyzed. The method used in this research is explanatory through a quantitative approach.

The research location is the object of study where the research action is carried out. The research will be conducted at MTs Negeri 1 Pekalongan which is located at Jalan Capgawen Islamic Center Complex, East Kedungwuni District, Pekalongan Regency, Postal Code 51173, Central Java.

The subjects of this study were all teachers with the status of Civil Servants (PNS), totaling 41 teachers. The sample is part of all individuals who are the object of research. The sampling technique in this study uses the saturated sampling method (census) where all members of the population are sampled. Based on the description of the population above, in this study the researchers took the entire population, so that the number of populations used as samples in the study was 41 respondents.

3. Result and Discussion

The impact of teacher competence on teacher performance. The better the teacher's competency, the teacher's performance will increase. The implication is that the competence of teachers at MTs Negeri 1 Pekalongan needs to be continuously improved in various ways, one of which is through a continuous teacher professional development program, both independently and at the encouragement of the madrasah head managerially.

The impact of work culture on teacher performance. The influence of organizational culture creates situations that can encourage employees to improve their performance, with the existence of a good and directed organizational culture they can carry out work in a row with maximum results. Organizational culture that is applied to an organization or company, it will be very difficult for an organization or company to achieve the desired goals.

The impact of work evaluation on teacher performance. Implementation of monitoring and evaluation of teacher performance runs effectively and efficiently using various implementation techniques and comparing the results, evaluating the program to find out how far the program has been running and reducing the impact of losses from its implementation and improving teacher performance.

The impact of teacher competence on work motivation. Teacher performance is greatly influenced by high work motivation which will have a positive impact on schools and will affect teacher performance improvement. Motivation is an encouragement that makes teachers do things in a way and to achieve certain goals so that teacher competence has a positive and significant effect on teacher performance.

The impact of organizational culture on work motivation. The work culture created in the work environment can help employee performance, because it can create extraordinary motivation for employees to give their best in taking advantage of the opportunities provided by the organization. It is increasingly realized that employees are the most important resource in an organization, so that employee performance greatly determines overall organizational performance.

The impact of job evaluation on work motivation. Evaluation is an activity that must exist in the learning process or every learning. Evaluation of learning is a comprehensive or continuous and systematic activity or process in the framework of guaranteeing, controlling, and determining the

quality (meaning and value) of learning based on criteria and consideration of various learning components as a form of accountability of an educator in carrying out his learning.

The impact of work motivation on teacher performance. Motivation is a stimulus that can encourage someone to do something. Encouragement can be awakened not only through the person himself, but through environmental forces that influence the individual to do something in order to realize the goals that have been planned.

The impact of teacher competence on teacher performance with work motivation as a mediator. Work motivation is an encouragement that exists within the teacher as a result of influences that come from within him or from outside, which raises, directs, and organizes behavior to carry out the tasks he is carrying.

The impact of organizational support on teacher performance with motivation as mediation. Organizational support is individual support received from the organization, in terms of organizational support that is needed by employees, namely work standards and equipment and technology. Organizational support has a significant effect on teacher performance.

The impact of work culture on teacher performance with motivation as a mediator. Motivation is very much needed by the teacher at work, work results will be optimal if there is motivation within the teacher, the higher the teacher's motivation at work, the higher the enthusiasm in carrying out the task or work is closely related to attitudes and behavior in completing work based on norms and values that are owned by each individual. have become the nature and habits in carrying out tasks and daily work.

The impact of work evaluation on teacher performance with motivation as a mediator. Teacher performance evaluation or teacher performance assessment is an assessment designed to identify a teacher's ability to carry out their duties through measuring mastery of the competencies shown in their performance. The importance of assessing teacher competence is mainly related to the consideration that mastery of competence and the application of teacher knowledge and skills greatly determine the achievement of the quality of the learning process or student guidance.

4. Conclusion

There is an impact of teacher competence on teacher performance; There is an impact of organizational support on teacher performance; there is an impact of work culture on teacher performance; there is an impact of work evaluation on teacher performance; there is an impact of teacher competence on work motivation; there is an impact of organizational support on work motivation; there is an impact of organizational culture on work motivation; there is an impact of job evaluation on work motivation; there is an impact of work motivation on teacher performance; there is an impact of teacher competence on teacher performance with work motivation as a mediator; there is an impact of organizational support on teacher performance with motivation as a mediator; there is an impact of work culture on teacher performance with motivation as a mediator; there is an impact of work evaluation on teacher performance with motivation as a mediator.

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