



# The Influence of Competence, Work Motivation and Work Experience on Teacher Performance

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KEYWORDS	ABSTRACT
<p><b>Keywords:</b> Competence; Work Motivation; Work Experience Teacher Performance</p> <p><b>Conflict of Interest Statement:</b> The author(s) declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.</p> <p><b>Copyright © 2024 AJEB. All rights reserved.</b></p>	<p><b>Purpose:</b> This research aims to analyze, identify, and explain the effect of competence, work motivation, and work experience on teachers' performance at the State Tsanawiyah Madrasah (MTSN) Koya Barat, Jayapura City, Papua Province.</p> <p><b>Research Design and Methodology:</b> This associative research used 36 respondents, representing 100% of the population through total sampling or saturated samples. Data were collected and analyzed using partial and simultaneous tests to assess the impact of the independent variables on teacher performance.</p> <p><b>Findings and Discussion:</b> The study found that competence, work motivation, and work experience positively and significantly affect teachers' performance at MTSN Koya Barat. The Adjusted R<sup>2</sup> value of 0.651 indicates that these variables explain 65.1% of the variance in teacher performance. The remaining 34.9% is influenced by other factors not included in this model, such as education, training, work environment, discipline, leadership, and technology utilization. Among the variables, competence emerged as the most dominant factor, with a Standardized coefficient beta of 0.623 and a t-value of 7.984, indicating a significant level of influence compared to work motivation and work experience.</p> <p><b>Implications:</b> The findings suggest that enhancing teacher competence through targeted training and development programs is crucial for improving teacher performance. Additionally, boosting work motivation and leveraging work experience can further optimize educational outcomes. Policymakers and educational leaders should focus on these areas to create supportive environments that foster teacher growth and effectiveness.</p>

## Introduction

Teachers' performance is critical in the national education system, significantly influencing student learning outcomes. Teacher performance includes planning, implementing, and evaluating learning activities and additional tasks that support the educational process (Ginting, 2023). Effective performance involves adapting to curriculum changes, educational technologies, and diverse student needs. Enhancing teacher performance requires professional competence development, work motivation, and a supportive work environment (Hasibuan, 2002). The National Education Standards uphold educational excellence, enrich societal welfare, and foster honorable attitudes and cultures. Indonesian Government Regulation No. 19 of 2005 sets eight parameters for educational activities,

including content, procedural, graduate competency, educator and educational staff, facilities and infrastructure, management, financial, and educational evaluation standards (Kemendikbudristek, 2005). Within this system, teachers play a strategic role. Indonesian Law No. 20 of 2003 on the National Education System defines educators as professionals responsible for planning, implementing, and evaluating the learning process, providing guidance and training, conducting research, and contributing to the community. Teachers are crucial for ensuring the educational process runs effectively and highly. Recent research aims to find effective strategies to improve teacher performance, enhancing overall education quality (Nurlaelah et al., 2023). Educational transformation in Indonesia continues with policies like Merdeka Belajar and Merdeka Mengajar. Effectively monitoring and evaluating teacher and principal performance is essential for enhancing accountability, professional development, administrative efficiency, and motivation (Kemendikbudristek et al.).

Recent studies have shown a positive correlation between good teacher performance and student learning outcomes. Teachers' performance factors include professional competence, work motivation, and work experience. Professional competence involves a teacher's knowledge, skills, and pedagogical abilities to deliver content effectively (Merzouki et al., 2022). Competence combines potential and ability, influenced by talent and developed through knowledge and skills (Chindris & Chindris, 2022). Work motivation, both intrinsic and extrinsic, drives teachers to establish themselves and commit to their tasks, making them more enthusiastic and responsive to student needs (Hairul, 2018). Work experience enhances competence and motivation by providing opportunities to apply and refine skills in real-world scenarios (Muslim et al., 2020). Despite extensive research, gaps exist in understanding the interplay between competence, motivation, and work experience. High competence with adequate motivation can reduce teaching effectiveness, while high motivation with sufficient competence can lead to satisfaction among teachers and students (Pianda, 2018). Research findings on these factors' impact on teacher performance must be more consistent. Some studies highlight the significant effect of competence, motivation, and work experience Tagela et al. (2023); Nurlaelah et al. (2023), while others do not find these relationships significant Resi & Djakaria (2020); Girsang & Tinambunan (2022); Suharsono et al., (2022). These inconsistencies suggest further research to clarify these relationships and provide a comprehensive understanding of their influence on teacher performance.

Despite extensive research, gaps exist in understanding the dynamic interplay between competence, motivation, and work experience in influencing teacher performance. High competence with adequate motivation can reduce teaching effectiveness, while high motivation with sufficient competence can lead to satisfaction among teachers and students (Chindris & Chindris, 2022). Moreover, work experience enhances competence and motivation by providing opportunities to apply and refine skills in real-world scenarios (Muslim et al., 2020). However, the inconsistency in research findings suggests that additional investigation is necessary. Some studies highlight the significant impact of competence, motivation, and work experience on teacher performance. For example, Pramesti (2019) and Tagela et al. (2023) found that these factors positively influence performance. Other studies, such as those by Resi & Djakaria (2020), Girsang & Tinambunan (2022), and Suharsono et al. (2022), do not find these relationships significant. These discrepancies indicate that moderating or mediating variables may affect these relationships, which must be thoroughly explored. The context in which these studies are conducted can vary significantly, suggesting that cultural, institutional, and policy differences may play a role in these inconsistent findings (Merzouki et al., 2022). Therefore, it is crucial to conduct further research to clarify these relationships and provide a comprehensive understanding of how competence, motivation, and work experience interact to influence teacher performance across different educational settings.

Based on the gap analysis that has been identified, this study aims to explore the influence of competence, work motivation, and work experience on teacher performance in Madrasah Tsanawiyah Negeri (MTSN) Koya Barat Jayapura City. The research questions guiding this study are: 1) Does competence affect teacher performance at MTSN Koya Barat, Jayapura City? 2) Does work motivation affect teacher performance at MTSN Koya Barat Kota Jayapura? 3) Does work experience affect teacher performance at MTSN Koya Barat Kota Jayapura? 4) Do competence, work motivation, and work experience simultaneously affect teacher performance at MTSN Koya Barat Kota Jayapura? This

research introduces novelty with several detailed and complete aspects that have yet to be widely researched. First, this study combines competence, work motivation, and work experience in one comprehensive study, which provides a holistic view of the factors that influence teacher performance. Another novelty is the focus of the survey of Madrasah Tsanawiyah Negeri (MTSN) as an Islamic educational institution, which has its characteristics and challenges compared to public schools. In addition, this study was conducted in Jayapura City, providing a specific and relevant geographical context, given that the education policy and work culture in the region differ from other regions in Indonesia. This study aims to analyze the impact of competence, work motivation, and work experience on teacher performance individually and collectively. Thus, this study contributes to the development of theory regarding teacher performance and provides practical insights for policymakers and education practitioners to improve teacher performance through competency development strategies, increasing work motivation, and managing practical work experience.

## Literature Review

### *Teacher Performance*

Teacher performance is not merely an inherent trait like talent or ability; it manifests one's attributes in achieving tangible results. It is the outcome achieved in a specific role within a given timeframe, closely linked to teacher competence. Performance, as defined by Putri et al. (2017), includes actual job performance or work achievement, while Hanafi & Zulkifli (2018) describe it as accomplishing and executing required tasks, achieving work goals, and the quality and quantity of tasks completed. Teacher performance significantly influences educational success and student achievement, necessitating continuous development by institutions. According to Catio & Sunarsi (2020), teacher performance is measured by work results, tasks completed, or activities conducted within a specific period. Asterina & Sukoco (2019) state that teacher performance involves planning, executing, and evaluating teaching programs, maintaining optimal classroom conditions, and assessing learning outcomes. Effective teacher performance is crucial for quality education, with professional teachers designing, implementing, and evaluating educational programs (Efendi & Sholeh, 2023). High-performing teachers positively impact student learning quality, contributing significantly to educational improvement. Several indicators measure teacher performance. Musnaeni et al. (2022) emphasize the need for clear, measurable planning and effective classroom management. The Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009 outlines the main tasks of teachers, including planning, implementing, and assessing learning. Rorimpandey (2020) highlights that teacher performance is reflected in their roles as educators, instructors, and trainers. According to the Ministry of Education and Culture, teacher performance indicators encompass planning, implementing, and assessing learning and analyzing and following up on assessment results. Performance measurement criteria include quality, quantity, timeliness, cost-effectiveness, need for supervision, and interpersonal impact.

### *Competence*

Competence development is crucial due to the rapid evolution of knowledge and technology, necessitating continuous learning and practice. Lanke (2018) defines competence as possessing knowledge, expertise, and ethical behavior, comprising functional expertise, broad sector perspective, leadership qualities, and personal attributes. Dwintari (2017) states that competence includes intelligent, responsible actions for specific job tasks, while Akbar (2021) describes it as the ability to perform tasks rationally to achieve goals under expected conditions. Professional competence is essential for teachers, covering intellectual, physical, personal, and social aspects. Effective teaching involves planning, executing, and evaluating teaching processes (Asterina & Sukoco, 2019). Professional competence involves deep mastery of subject matter, enabling teachers to guide students to meet educational standards (Dudung, 2018). It includes curriculum mastery and understanding the scientific structure and methodology of subjects. The Ministry of National Education's Regulation No. 19 of 2005 outlines four types of teacher competence: pedagogic, personal, social, and professional. Pedagogic competence involves understanding students, designing and implementing learning, and evaluating outcomes. Personal competence requires stability, maturity,

wisdom, and moral integrity. Social competence entails effective communication and interaction with students, colleagues, and the community. Professional competence requires deep mastery of subject matter and curriculum, necessitating continuous critical study and research (Akbar, 2021). Teacher competence indicators include designing clear lesson plans, managing classroom processes effectively, and engaging in ongoing professional development. These competencies are vital for teachers to perform their roles effectively, create conducive learning environments, foster student engagement, and achieve educational goals (Musnaeni et al., 2022). Developing these competencies enhances teaching effectiveness and supports student achievement, ultimately improving education quality.

### **Work Motivation**

Motivation is a process that begins with a physiological or psychological need driving behavior toward a goal (Angelina & Supriadi, 2023). It involves subjective reactions throughout this process. Hasibuan (2002) notes that motivation, derived from the Latin "movere" (to move), refers to the drive given to individuals, especially subordinates, to encourage hard work and full use of their skills to achieve organizational goals. Organizations need employees who are capable and willing to strive for optimal results. Flippo, as cited by Darmawan & Ernawati (2021), defines motivation as aligning employee and organizational interests so that employee behavior leads to achieving both personal and organizational objectives. This highlights motivation to harmonize employee desires with organizational goals, ensuring mutual achievement. Motivation is an internal drive that prompts employees to work optimally to meet organizational goals and personal needs, emphasizing the importance of quality human resources in competitive environments. In motivating employees, it is crucial first to set organizational goals and then encourage them toward them. Motivation ensures employees work enthusiastically and diligently to achieve optimal results, thus fulfilling organizational objectives. Specific motivation goals include increasing employee morale, job satisfaction, productivity, stability, discipline, performance, recruitment efficiency, workplace relations, loyalty, creativity, participation, welfare, and responsibility and enhancing the efficient use of tools and materials (Angelina & Supriadi, 2023). Compelling motivation is critical for boosting productivity and meeting organizational goals. However, motivation may sometimes fail to cultivate employee awareness due to a mismatch between employee expectations and organizational desires or inappropriate motivational forms. Thus, integrating motivational theories into organizational practices is necessary to address these challenges effectively.

### **Work Experience**

Work experience, as defined by Sedarmayanti & Safer (2016), involves prolonged engagement in a job, allowing individuals to gain knowledge and skills. This experience becomes evident when someone understands the intricacies of their role and can produce quality work. The depth of experience is directly related to the time spent on the job, encompassing the knowledge and skills acquired over a period, significantly contributing to professional growth and reliability. Muamarizal et al. (2015) note that career development programs are influenced by work experience, with many organizations using tenure as a prerequisite for advancement, if longer tenure correlates with more significant experience and qualifications. This underscores the importance of practical engagement, where task duration and nature shape proficiency and reliability. Rotty & Pongoh (2022) emphasize that job qualifications, including education and experience, are critical in hiring. Higher education provides broad knowledge and insights, which, combined with work experience, give employees a significant advantage in fulfilling their responsibilities. Experienced employees possess the skills and understanding necessary to perform tasks efficiently. Work experience is crucial for professional development, enhancing competency and performance. It enables individuals to handle job-related situations with confidence and expertise from past encounters. Employees with substantial experience are more adept at managing tasks and navigating workplace challenges, positively impacting organizational goals. This perspective highlights the importance of valuing and recognizing experiential knowledge, as it directly impacts productivity and effectiveness.

## Research Design and Methodology

This study employs an explanatory research design to explain the relationships between variables through hypothesis testing (Sugiyono, 2017). Quantitative research emphasizes objective measurement of social phenomena (Sugiyono, 2013). The study was conducted at Madrasah Tsanawiyah Negeri (MTSN) Koya Barat Kota Jayapura, Papua, from March to June 2024. The population comprises 36 teachers at MTSN Koya Barat, including civil servants (PNS), government contract teachers (PPPK), and honorary teachers. The sample was selected using a saturated sampling technique involving the entire population (Sugiyono, 2013). Primary data were collected via questionnaires, while secondary data were sourced from journals, books, and the Internet (Sekaran, 2006). The research variables include the dependent variable, teacher performance (Y), and independent variables, which are competence (X1), work motivation (X2), and work experience (X3). Teacher performance is measured using indicators such as the ability to plan lessons, conduct teaching, and establish interpersonal relationships (Supardi, 2014). Competence encompasses pedagogic, personal, social, and professional competencies (Akbar, 2021). Work motivation is measured by physical needs, safety needs, social needs, esteem needs, and self-actualization (Oktavino, 2018). Work experience is measured by tenure, knowledge and skills, and job and equipment mastery (Arisandy, 2015). Data was collected using a Likert scale questionnaire (Sugiyono, 2017). Data analysis involved multiple linear regression analysis using SPSS 26.0 software, including validity and reliability tests, normality, multicollinearity, and heteroscedasticity tests to ensure the quality and significance of the regression model (Ghozali, 2016). Partial tests (t-tests) and simultaneous tests (F-tests) were used to test hypotheses at a 5% significance level. The coefficient of determination ( $R^2$ ) was used to measure the model's ability to explain variations in the dependent variable.

## Findings and Discussion

### Findings

Validity testing involves evaluating each questionnaire item by calculating the Pearson correlation of each question with the total score. If the correlation coefficient exceeds the critical  $r$  value of the Pearson Product Moment table at a particular significance level, then the item is considered valid; otherwise, the item is invalid. For  $N = 36$ , the critical  $r$  value is 0.3388. SPSS 26.0 was used to calculate this correlation. Reliability testing was conducted only on valid items to ensure consistent results on repeated measurements. Using Cronbach's alpha, reliability was classified as follows: greater than 0.20 (poor), 0.21-0.40 (fair), 0.41-0.60 (moderate), 0.61-0.80 (good), and 0.81-1.00 (excellent). A Cronbach's alpha value greater than 0.60 indicates reliability (Sujarweni, 2014).

Based on Table 1, it can be observed that all items for the variables competence (X1), work motivation (X2), work experience (X3), and teacher performance (Y) show that the correlation coefficients (R-values) for all items are more significant than the critical  $r$ -value (0.3388) at a significance level of  $\alpha = 0.05$  or 5%. Additionally, each indicator's Corrected Item-Total Correlation exceeds 0.3388, with significance levels below 0.05. Therefore, it can be concluded that all items are valid and can be used for further data analysis. Furthermore, Table 1 indicates that the reliability test results for each variable show Cronbach's Alpha values greater than 0.70. This suggests that the items in the questionnaire are reliable, as they have Cronbach's Alpha values exceeding 0.70.

The normality test serves to test whether, in the form of a regression model, confounding variables have a normal distribution. A good regression model is a normal or near-normal data distribution. Based on Figure 1 of the normality test results above, it can be concluded that the data is normally distributed. The regression model is suitable for use in this study where the Normal P-P Plot graph shows that the points spread around the diagonal line, and the distribution follows the direction of the diagonal line to fulfill the assumption of normality.



Table 1. Validity and Reability Test Results

Variable	Item	r-Value	r-Table	Sig	Validity	Cronbach's Alpha	Reliability
Teacher Performance	Y1	0.712	0.3388	0.000	Valid	0.743	Reliable
	Y2	0.614	0.3388	0.000	Valid		
	Y3	0.693	0.3388	0.000	Valid		
	Y4	0.721	0.3388	0.000	Valid		
	Y5	0.358	0.3388	0.032	Valid		
	Y6	0.630	0.3388	0.000	Valid		
Competence	X1-1	0.391	0.3388	0.019	Valid	0.741	Reliable
	X1-2	0.401	0.3388	0.015	Valid		
	X1-3	0.742	0.3388	0.000	Valid		
	X1-4	0.628	0.3388	0.000	Valid		
	X1-5	0.577	0.3388	0.000	Valid		
	X1-6	0.586	0.3388	0.000	Valid		
	X1-7	0.451	0.3388	0.006	Valid		
	X1-8	0.588	0.3388	0.000	Valid		
Work Motivation	X2-1	0.593	0.3388	0.000	Valid	0.808	Reliable
	X2-2	0.660	0.3388	0.000	Valid		
	X2-3	0.761	0.3388	0.000	Valid		
	X2-4	0.681	0.3388	0.000	Valid		
	X2-5	0.742	0.3388	0.000	Valid		
Work Experience	X3-1	0.740	0.3388	0.000	Valid	0.889	Reliable
	X3-2	0.602	0.3388	0.000	Valid		
	X3-3	0.868	0.3388	0.000	Valid		
	X3-4	0.677	0.3388	0.000	Valid		
	X3-5	0.728	0.3388	0.000	Valid		
	X3-6	0.658	0.3388	0.000	Valid		

Source: Data Processing 2024, SPSS 26.0 for windows

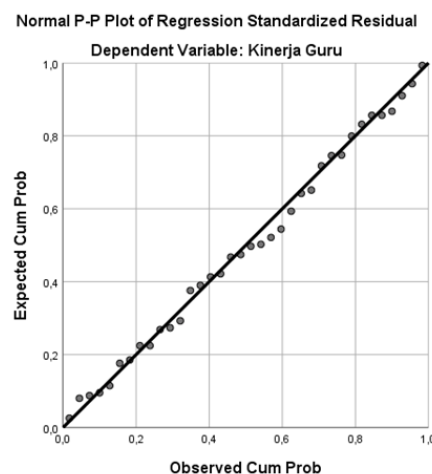


Figure 1. Normality Histogram

Source: Data Processing 2024, SPSS 26.0 for windows

The multicollinearity test is used to determine whether or not there is a correlation between the independent variables in the regression model. A good regression model does not contain multicollinearity. Detecting multicollinearity can see the tolerance value and variant inflation factor (VIF) as benchmarks. If the tolerance value is greater than or equal to 0.10 and the VIF value is smaller or equal to 10, it can be concluded that there is multicollinearity in the study. Based on Table 2, the tolerance values for competence (X1), work motivation (X2), and work experience (X3) are 0.415, 0.491, and 0.763, respectively, all of which are greater than 0.10. The VIF values for competence (X1), work motivation (X2), and work experience (X3) are 2.409, 2.038, and 1.311, respectively, all of which

are less than or equal to 10. These results indicate that the tolerance levels exceed 0.05, suggesting no multicollinearity among the independent variables. Thus, there is no multicollinearity present in the independent variables of this study, and all variables can be considered mutually independent and suitable for further analysis.

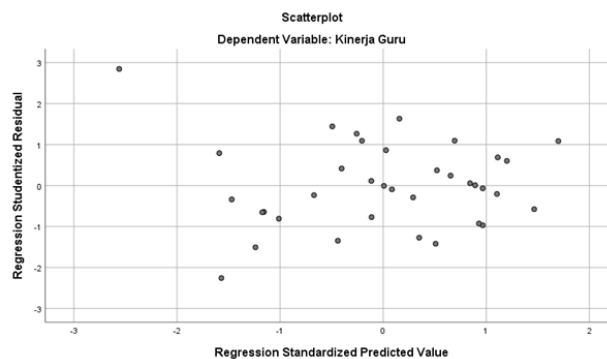
**Table 2.** Multicollinearity Test

	Model	Unstandardized Coefficients		Collinearity Statistics	
		B	Std. Error	Tolerance	VIF
1	(Constant)	7,672	0,992		
	competence (X <sub>1</sub> )	0,341	0,043	0,415	2,409
	work motivation (X <sub>2</sub> )	0,197	0,054	0,491	2,038
	work experience (X <sub>3</sub> )	0,134	0,033	0,763	1,311

a. Dependent Variable: Teacher Performance

Source: Data Processing 2024, SPSS 26.0 for windows

The heteroscedasticity test aims to determine if disturbance errors have constant variance. In this study, heteroscedasticity was tested by diagnosing a residual plot and comparing regression studentized residuals with predicted values of independent variables. If the residual distribution does not increase with predicted values, it indicates homoscedasticity. A good model shows no heteroscedasticity. By examining the scatter plot, where the X-axis represents predicted Y and the Y-axis represents standardized residuals, we see no clear pattern, and the points are scattered above and below zero on the Y-axis, indicating no heteroscedasticity. The scatter plot results are shown in Figure 2.



**Figure 2.** Heteroscedasticity Test

Source: Data Processing 2024, SPSS 26.0 for windows

In Figure 2, the scatterplot graph above shows that the data points are spread above and below the number 0 on the Y-axis. This indicates that there is no heteroscedasticity in the regression model. In this study, the analysis method used is multiple linear regression analysis. Multiple regression analysis measures the strength of the relationship between one or more variables and shows the direction of the relationship between the dependent and independent variables.

**Table 3.** Multiple Linear Regression and t Test Result

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Description
		B	Std. Error	Beta			
1	(Constant)	7,672	0,992		7,734	0,000	
	Competence (X1)	0,341	0,043	0,623	7,984	0,000	Significant
	Work Motivation (X2)	0,197	0,054	0,262	3,655	0,001	Significant
	Work Experience (X3)	0,134	0,033	0,230	3,994	0,000	Significant

Source: Data Processing 2024, SPSS 26.0 for windows

From table 3 regression equation model  $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$ . produces a regression equation model based on the analysis results, namely:

$$Y = 7.672 + 0.341X_1 + 0.197X_2 + 0.134 X_3 + e \dots\dots\dots (1)$$

The constant value of 7.672 indicates a positive direction, meaning that the teacher performance at Madrasah Tsanawiyah Negeri (MTSN) Koya Barat Kota Jayapura, Papua, is 7.672 units or 76.72% without being influenced by the variables of competence (X1), work motivation (X2), and work experience (X3). The regression coefficient for the competence variable (X1) is 0.341, indicating a positive direction. This means that if competence increases by one unit, it will increase teacher performance at MTSN Koya Barat Kota Jayapura by 0.341 units or 3.41%, assuming other variables remain constant. The regression coefficient for the work motivation variable (X2) is 0.197, indicating a positive direction. This suggests that if work motivation increases by one unit, it will increase teacher performance at MTSN Koya Barat Kota Jayapura by 0.197 units or 1.97%, assuming other variables remain constant. Lastly, the regression coefficient for the work experience variable (X3) is 0.134, indicating a positive direction. This means that if work experience increases by one unit, it will increase teacher performance at MTSN Koya Barat Kota Jayapura by 0.134 units or 1.34%, assuming other variables remain constant.

Based on the hypothesis testing using the t-test, where the t-value is compared to the t-table value, if the t-value is greater than the t-table and the significance level (p-value) is compared to the required alpha level of 0.05, then if the p-value less than alpha 0.05, H0 is **rejected** and Ha is accepted. Conversely, if the p-value is greater than alpha 0.05, H0 is **accepted** and Ha is rejected. Based on the analysis results presented in Table 3, the interpretations are as follows:

The competence variable (X1) has a significant value of 0.000, which is less than 0.05, and a t-value of 7.984, which is greater than the t-table value of 1.691 (7.984 greater than 1.691) with a positive direction. Based on these results, H0 **rejected**, and Ha is **accepted**, indicating that the competence variable (X1) has a positive and significant impact on the teacher performance (Y) at Madrasah Tsanawiyah Negeri (MTSN) Koya Barat Kota Jayapura. Therefore, the first hypothesis is accepted. The competence variable (X1) is the most dominant factor influencing teacher performance in this context, with a Standardized Coefficients Beta value of 0.623, which is higher than other variables. The work motivation variable (X2) has a significant value of 0.001, less than 0.05, and a t-value of 3.655, greater than the t-table value of 1.691 (3.655 greater than 1.691). Based on these results, H0 is **rejected**, and Ha is **accepted**, indicating that the work motivation variable (X2) has a positive and significant impact on teacher performance (Y) at Madrasah Tsanawiyah Negeri (MTSN) Koya Barat Kota Jayapura. Therefore, the second hypothesis is accepted. The work experience variable (X3) has a significance value of 0.000, less than 0.05, and a t-value of 3.994, greater than the t-table value of 1.691 (3.994 greater than 1.691). Based on these results, H0 is **rejected**, and Ha is **accepted**, indicating that the work experience variable (X3) has a positive and significant impact on teacher performance (Y) at Madrasah Tsanawiyah Negeri (MTSN) Koya Barat Kota Jayapura. Therefore, the third hypothesis is **accepted**.

**Table 4. Coefficient of Simultaneous Significance Test (F Test) and Determination Analysis (R2) Test Result**

Model		Sum of Squares	df	Mean Square	F	Sig.	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	Regression	6.052	3	2.017	22.761	.000 <sup>b</sup>	0.825	0.681	0.651	0.29772	1.794
	Residual	2.836	32	0.089							
	Total	8.889	35								

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Experience, Work Motivation, Competence

Source: Data Processing 2024, SPSS 26.0 for windows

A significant level of 5% ( $\alpha = 0.050$ ) is used to test the simultaneous effect of independent variables on the dependent variable, meaning a 5% chance of error in applying results to the population. The hypothesis examines the impact of competence (X1), work motivation (X2), and work experience (X3)



on teacher performance (Y) at MTSN Koya Barat Kota Jayapura. If the p-value is less than 0.05, H<sub>0</sub> is rejected, and H<sub>a</sub> is accepted. The coefficient of determination (Adjusted R<sup>2</sup>) measures the model's ability to explain the variation in the dependent variable. An Adjusted R<sup>2</sup> value close to one indicates that the independent variables effectively predict the dependent variable.

The analysis using SPSS version 26.0 in Table 4 shows an F-value of 22.761, more significant than 3.276, with a p-value of 0.000. This indicates that 0.000 is less than 0.05, leading to the acceptance of H<sub>a</sub> and rejection of H<sub>0</sub>. Thus, competence (X<sub>1</sub>), work motivation (X<sub>2</sub>), and work experience (X<sub>3</sub>) simultaneously have a significant effect on teacher performance (Y) at MTSN Koya Barat Kota Jayapura, Papua. The table reveals an Adjusted R<sup>2</sup> value of 0.651, indicating that the independent variables explain 65.1% of the variance in teacher performance, and the independent variables explain 65.1% of the variance in teacher performance. The remaining 34.9% is influenced by other factors not included in this model, such as education, training, work environment, work discipline, leadership, and technology utilization. The analysis further shows that competence (X<sub>1</sub>) is the most dominant variable affecting teacher performance, with a Standardized coefficient Beta of 0.623 and a t-value of 7.984, significantly higher than other variables, with a significance level of 0.000.

## **Discussion**

### ***The Effect of Competence on Teacher Performance***

The study reveals that teacher competence significantly impacts teacher performance and is the dominant factor. This highlights the importance of investing in teacher competence through training and development programs. Enhanced competence helps teachers optimize their performance in delivering services and teaching, improving student quality and capabilities. Teacher competence includes deep subject matter knowledge, pedagogical skills, and effective use of educational technology. This competence is crucial for effective teaching and quality interactions with students. Knowledgeable teachers present material more clearly and engagingly, making it easier for students to grasp concepts. Competent teachers can answer questions accurately and provide detailed explanations, improving student understanding and learning outcomes. Pedagogical skills enable teachers to design and implement effective lesson plans, manage classrooms, and apply suitable teaching methods. These skills create a conducive learning environment, motivating students to learn and participate actively. Additionally, information technology enhances learning by increasing interactivity, enriching materials, and providing access to a broader range of resources. Teachers proficient in technology can integrate digital tools, making learning more engaging and improving students' digital skills. Highly competent teachers deliver material better and create inclusive and engaging environments. They develop innovative lesson plans, use diverse teaching methods, and conduct comprehensive evaluations. Improving teacher competence directly enhances their performance in the teaching-learning process, thus improving overall education quality. As defined by Sedarmayanti & Haryanto, (2017) competence includes the knowledge, skills, and attitudes necessary for efficient and effective task performance. It also enhances adaptability to changes. Teachers' adept at learning and adapting to new policies or technologies are more resilient in dynamic environments. Continuous professional development, workshops, and supportive work environments are essential for competence development. Regular training, career development programs, and access to digital resources improve competence. Incentives, supportive environments, mentoring, evaluations, and feedback are crucial for motivation and skill enhancement. Adequate technological infrastructure also supports optimal learning environments. This study aligns with previous research (Maslina et al., 2024; Nurlaelah et al., 2023; Ramadhan, 2023; Dradjat & Mubarak. 2023; Suci & Suhermin, 2023; Pratama et al., 2023) that found competence significantly impacts teacher performance. However, it contradicts the findings by (Wee et al., 2024; Kurroman & Ilhami, 2024; Suzanna et al., 2023; Kittu et al., 2023). Given these varied results, further research is needed to explore the impact of competence on teacher performance, enhance training program effectiveness, and support data-driven educational policy decisions.

### ***The Effect of Work Motivation on Teacher Performance***

The findings of this study indicate that work motivation significantly impacts teacher performance. Work motivation plays a crucial role in determining how effectively teachers perform their duties in the teaching process. Work motivation, which includes intrinsic and extrinsic motivation, drives teachers to commit to their responsibilities fully and continuously strive to improve teaching quality. Intrinsic motivation, such as personal satisfaction, a sense of achievement, and dedication to the profession, often serves as the primary driver for teachers to innovate and apply creative teaching methods. When deeply passionate about their work, teachers proactively seek new ways to facilitate effective and engaging student learning. Extrinsic motivation also plays a significant role in enhancing teacher performance. Financial incentives, rewards, recognition, and opportunities for career development can boost teachers' enthusiasm and commitment. Performance-based incentives and rewards can push teachers to achieve higher standards and continuously improve their skills. Recognition of teachers' achievements and contributions boosts motivation and creates a positive and supportive work environment where teachers feel valued and motivated to give their best. The study shows that motivated teachers are more enthusiastic, responsive to students' needs, and innovative in solving classroom challenges. High work motivation correlates with increased job satisfaction and psychological well-being, improving performance. Satisfied and well-being teachers are likelier to have positive relationships with students, experience less burnout, and have better resilience when facing work pressures. MTSN Koya Barat Kota Jayapura and educational policymakers need to create a supportive work environment to enhance teacher motivation. This includes providing opportunities for professional development, offering constructive feedback, and ensuring manageable workloads. Additionally, schools should listen to and value teachers' input regarding their needs and challenges. Teacher performance can be significantly improved by fostering a work culture that appreciates and supports both intrinsic and extrinsic motivation. This study aligns with research by (Hairul, 2018; Tagela et al., 2023; Ramadhan, 2023; Dradjat & Mubarak, 2023; Pratama et al., 2023; Muslim et al., 2023), which also found that motivation significantly influences teacher performance. However, it contradicts findings by (Suci & Suhermin, 2023; Huda & Kholid, 2023; Adawiyah, 2023; Basri et al., 2023), which suggest that motivation does not impact teacher performance. Given these varied results, further research is needed to explore the impact of motivation on teacher performance, enhance the effectiveness of motivational strategies, and support data-driven decision-making in educational policy.

### ***The Effect of Work Experience on Teacher Performance***

This study shows that work experience significantly impacts teacher performance. Work experience, defined by Sumardjo and Priansa (2018), involves acquiring knowledge and skills through prolonged job engagement. It serves as a measure of how well an individual understands and performs tasks over time. Experienced teachers develop solid pedagogical skills and practical classroom management strategies, enabling them to handle teaching dynamics better. Teachers with extensive work experience understand classroom dynamics and effective teaching strategies better. This experience allows them to learn from daily practices, develop innovative teaching methods, and adjust their approaches based on diverse student needs. Experienced teachers are better at managing classrooms, maintaining discipline, and creating conducive learning environments. They develop sharper problem-solving skills and more flexible adaptation strategies, making them more responsive to individual student needs and capable of providing personalized guidance. The study indicates that experienced teachers are more likely to use effective and innovative teaching techniques, contributing to improved student learning outcomes. These teachers manage pressure and challenges better, reducing burnout risk and enhancing job satisfaction. Work experience builds confidence and professional competence, enabling teachers to handle various classroom situations more efficiently. To maximize the positive impact of work experience on teacher performance, MTSN Koya Barat Kota Jayapura should provide a supportive environment for continuous learning and experience sharing. Mentoring programs, where experienced teachers guide newer ones, can facilitate knowledge transfer and best practices. Additionally, offering professional development opportunities helps teachers stay updated with the latest educational advancements. Work experience significantly influences teacher

performance. Experienced teachers are more effective in teaching, better at adjusting methods to student needs, and more prepared for classroom challenges. Supporting and valuing teachers' work experience should be integral to strategies to enhance educational quality. Career development programs often consider work experience, with many organizations using tenure as a criterion for advancement based on the assumption that longer tenure equates to more excellent experience (Muamarizal et al., 2015). This study aligns with previous research by (Tagela et al., 2023; Nurlaelah et al., 2023; Fakhurazi & Syaripuddin, 2023; Dewi et al., 2023; Amri & Kamaruddin, 2023), which found that work experience significantly impacts teacher performance. However, it contradicts findings by (Resi & Djakaria, 2020; Girsang & Tinambunan, 2022; Suharsono et al., 2022; Kitta et al., 2023; Rakhman et al., 2022) which suggests that work experience does not significantly affect teacher performance. These varied results highlight the need for further research to explore work experience's impact on teacher performance and support data-driven educational policy decisions.

### ***Effect of Competence, Work Motivation and Work Experience on Teacher Performance***

This study demonstrates that competence, work motivation, and work experience significantly impact teacher performance. These factors interact synergistically to enhance overall teacher performance, highlighting the importance of these elements in creating an effective educational environment. Teacher competence, which includes knowledge, skills, and professional attitudes, is foundational for effective teaching. Competent teachers design and deliver engaging lessons, adapting their methods to student needs, fostering a conducive learning environment, and encouraging student participation. This finding aligns with studies by (Maslina et al., 2024; Nurlaelah et al., 2023; Ramadhan, 2023; Dradjat & Mubarak, 2023; Suci & Suhermin, 2023; Pratama et al., 2023) all of which found that competence significantly influences teacher performance. Work motivation also significantly enhances teacher performance. Strong intrinsic and extrinsic motivation drives teachers to commit fully to their responsibilities and continuously improve their teaching quality. Motivated teachers are more enthusiastic, innovative, and responsive to student needs. Intrinsic motivation, such as personal satisfaction and dedication to the profession, encourages continuous learning and growth. Extrinsic motivation, like financial incentives and recognition, boosts work spirit and commitment. This is consistent with research by (Hairul, 2018; Tagela et al., 2023; Ramadhan, 2023; Dradjat & Mubarak, 2023; Pratama et al., 2023; Muslim et al., 2023) indicating that motivation significantly affects teacher performance. Work experience adds another crucial dimension to teacher performance. Experienced teachers understand classroom dynamics and effective teaching strategies better. They manage classrooms well, handle discipline issues effectively, and create supportive learning environments. Experience allows teachers to learn from daily practices, develop sharper problem-solving skills, and adapt their methods to meet diverse student needs. This aligns with research by (Pramesti, 2019; Tagela et al., 2023; Nurlaelah et al., 2023; Fakhurazi & Syaripuddin, 2023; Dewi et al., 2023; Amri & Kamaruddin, 2023) which indicate that work experience significantly impacts teacher performance. The combined influence of competence, motivation, and experience creates a synergistic effect on teacher performance. Competence without motivation may not achieve optimal performance, while motivation without competence can lead to frustration. Work experience provides the context to apply and test knowledge and skills. Therefore, enhancing teacher performance requires comprehensive professional development programs, supportive work environments, and recognition of teachers' experience and achievements. Understanding and optimizing the simultaneous influence of these factors is crucial in improving education quality, creating better learning environments, and ultimately enhancing student outcomes.

## **Conclusion**

This study reveals that teacher competence, work motivation, and work experience significantly impact teacher performance at Madrasah Tsanawiyah Negeri (MTSN) Koya Barat Kota Jayapura. These findings indicate that competence, motivation, and experience are critical in enhancing teacher performance. The study's hypothesis that these factors positively influence teacher performance is supported, demonstrating schools' need to focus on these areas to improve educational outcomes.

The originality of this study lies in its comprehensive examination of how competence, motivation, and experience collectively contribute to teacher performance. This research provides valuable insights into educational policy and practice, emphasizing the need for continuous professional development, supportive work environments, and recognition of teachers' achievements. Schools should invest in targeted training programs, create motivational incentives, and foster an environment that values experience and ongoing learning. These steps can significantly enhance teacher performance and improve student outcomes.

Despite its contributions, this study has limitations, such as the focus on a single educational institution and the limited sample size. Future research should explore these factors in diverse educational settings and with larger samples to validate the findings. Additionally, longitudinal studies could provide deeper insights into how these factors influence teacher performance. Researchers should also consider other variables, such as the impact of educational leadership and technological advancements, to build a more comprehensive understanding of teacher performance determinants.

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