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Boosting Teacher Performance Through Competence, Allowance, And Training: The Role of Motivation at H. Moenadi Vocational School

Wendy Puspitasari[1*], Tri Joko Raharjo[1], Cahyo Budi Utomo[1]
[1]Program Studi Administrasi Pendidikan, Universitas Negeri Semarang, Indonesia
*Corresponding Author: wendyspma@students.unnes.ac.id

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Abstract: Teacher performance reflects their work, encompassing their knowledge, skills, values, and attitudes in fulfilling their duties and responsibilities. This performance is evident in their appearance, actions, and achievements. This study investigates the impact of teacher competence, professional allowances, and skills training on teacher performance, with work motivation as an intervening variable. The research employs a quantitative methodology. The study's subjects comprised all 57 teachers at H. Moenadi Ungaran State Vocational High School, utilizing a saturated sampling method due to the small population size. Data was collected using a questionnaire that had undergone validity and reliability testing. The findings indicate that teacher competence, professional allowances, and skills training collectively influence teacher performance through work motivation as an intervening variable.

Keywords: Teacher Performance, Teacher Competence, Professional Allowance, Skills Training, Work Motivation

INTRODUCTION

Employees are the cornerstone of organizational operations; thus, performance improvements directly correlate with performance enhancements (Ekasari et al., 2023). Employees are guided to enhance their performance to exhibit attitudes and behaviors that exemplify responsibility, loyalty, and discipline (Maulana & Soegoto, 2021). To achieve optimal performance, organizations are invested in evaluating the execution of work tasks by employees in alignment with the organizational systems in place (Saputra & Fadli, 2021).

Numerous government agencies need more adequately competent employees, as evidenced by low productivity and difficulty measuring employee performance. Consequently, this study will focus on performance assessment grounded in employee competence (Osamwonyi, 2016). According to Hakim & Pristika (2020), competence is an intrinsic aspect of an individual's personality (Utaminingsih & Hermasari, 2024). It serves as a predictor of behavior and performance across diverse situations and job tasks (Ekasari et al., 2023).

Some of the employees in education organizations are teachers. Improving teachers competence is necessary to support work capabilities and determine the level of performance produced by employees (Silitonga et al., 2023). The higher the competence, the higher the employee performance. No matter how much competence a person has, if it is not supported by high motivation, the performance that will be achieved will not be optimal (Utaminingsih & Purwati, 2024); therefore, the hope of achievement can be achieved if a person has high motivation (Wanyonyi et al., 2014). Motivation in working is needed (Utaminingsih et al., 2023), because it is a force that can direct employee attitudes and behavior to achieve goals (Nugroho et al., 2023).

Motivation is an inherent potential within individuals that can be self-developed or influenced by external factors, predominantly revolving around monetary and non-monetary rewards (Utaminingsih & Puspita, 2023). These rewards can positively or negatively impact performance outcomes, depending on the specific circumstances and conditions faced by the individual (Ekasari et al., 2023).

The role of leaders in motivating employees is crucial. Leaders must understand the array of employee needs to motivate them effectively (Hasibuan, 2022). Providing appropriate motivation tailored to these needs enables the organization to achieve its goals

better. Motivation is more effective when the drive to work originates within the individual (Ofojebe & Ezugoh, 2010). Both extrinsic and intrinsic motivations play vital roles in enhancing performance (Manurung et al., 2022).

Organizational factors can also influence teacher performance through effective communication processes, either through upward communication, downward communication, or horizontal communication (Hakim & Pristika, 2020). Effective organizational communication can influence satisfaction and contribute to work results/performance (Hasibuan, 2022).

Another factor that affects employee performance is the issue of welfare. As stated by Manurung et al. (2022), the welfare program set by the organization is an essential situational factor in influencing employee performance. The employee welfare program will be helpful if it can provide a sense of security that all employees can enjoy (Maulana & Soegoto, 2021). If the welfare program offers all employees benefits and a sense of security, it is expected to increase loyalty to improve work productivity and performance (Nugroho et al., 2023).

Employees at H. Moenadi Ungaran State Vocational High School, Semarang Regency, annually receive performance assessment results for implementing work tasks (Wanyonyi et al., 2014). Based on the indicators contained in the Employee Performance Assessment List show that not all employees can achieve satisfactory work results (Nugroho et al., 2023). The results of the researcher's survey through interviews with the principal showed that employee performance indicators that still need to meet expectations are work quality (work performance), loyalty, and discipline. Based on these problems, efforts to improve employee performance must be made to positively contribute to the Employee Service's performance at H. Moenadi Ungaran State Vocational High School, Semarang Regency.

Competence and motivation are essential in carrying out work tasks; adequate competence and support by high motivation can encourage individuals to achieve optimal performance (Omar, 2014). As Khabri et al. (2023) states, a person's performance is influenced by factors such as competency (ability) and motivation. Adequate competence for a particular position can make it easier for employees to achieve expected performance (Haryono et al., 2020). At the same time, motivation is formed from employee attitudes in facing work situations that can move employees to achieve goals (Ofojebe & Ezugoh, 2010).

In practice, organizations must conduct employee performance assessments (Haryono et al., 2020). These assessments align with the organization's objectives, such as determining salary policies (Saputra & Fadli, 2021). In addition, it is determined by evaluating work results over specific periods, deciding on promotions, or fulfilling other needs (Manurung et al., 2022). According to Tehseen & Ul Hadi (2015), performance is defined as the quality and quantity of work an employee produces in executing their duties and responsibilities. Wanyonyi et al. (2014) similarly posits that performance embodies the quality and amount of work measured against established standards. Three primary factors determine performance: (1) Individual factors, which include abilities and skills, background, and demographic characteristics; (2) Psychological factors, encompassing perception, attitude, personality, learning, and motivation; and (3) Organizational factors, which cover resources, leadership, rewards, structure, and job design (Wanyonyi et al., 2014).

According to Indriati & Perrodin (2022), various criteria can assist assessors in evaluating employee performance, such as loyalty, reliability, communication skills, leadership skills, interpersonal relationships, and achieved work results. Additionally, Nugroho et al. (2023), identifies indicators for measuring employee performance: (a) Quality of work results, measured by punctuality, accuracy, and neatness; (b) Quantity of work results, measured by the amount of work and time required; (c) Understanding of work, measured by comprehension and capability; and (d) Cooperation, measured by the ability to work collaboratively.

The existence of the gap and research gap phenomena makes the topic of teacher performance exciting to discuss in more depth so that researchers focus more narrow research on " Boosting Teacher Performance Through Competence, Allowance, and Training: The Role of Motivation at H. Moenadi Vocational School, Semarang Regency."

METHODS

The type of research used in this study is causal associative research with problem

characteristics that ask about the causal relationship between two or more variables. Based on the research data obtained, this research is quantitative because the data used are in the form of numbers (Sugiyono, 2015), which will then be processed to determine teacher competence, teacher professional allowances, and teacher skills training on teacher performance with work motivation as an intervening variable at H. Moenadi State Vocational School Ungaran.

The population in this study comprised all 57 vocational high school teachers. The instruments used were measured for validity and reliability. Data was collected via a questionnaire distributed through a link, where participants provided scores for their responses. The data processing and analysis involved several stages: descriptive statistical analysis and classical assumption tests. The study included normality tests, linearity tests, multicollinearity tests, heteroscedasticity tests, multiple regression analysis, moderated regression tests, and hypothesis testing through F-tests (simultaneous tests) and t-tests (partial tests), determination coefficients (simultaneous determination coefficients, partial determination coefficients).

RESULTS AND DISCUSSIONS

Results

H. Moenadi Ungaran State Vocational High School Ungaran was founded in 1967 under the name Upper Secondary Agricultural School of Central Java region located in the Tarubudaya Ungaran Complex; in 1997 through the Governor's Decree, it was changed to Upper Secondary Agricultural School of H. Moenadi, located in Brebes, until finally, in 2019, it changed its name again to H. Moenadi Ungaran State Vocational High School based on the Decree of the Head of the PMPTSP Service of Central Java Province.

H. Moenadi Ungaran State Vocational High School Ungaran has the vision to become a superior school based on faith and piety, competitive in the global era with environmental insight and local wisdom. Its mission is to prepare pious, quality human resources, have a high work ethic, and care about the environment. In addition, prepare graduates who excel with character, professional, independent, and able to compete in the global era, innovative, creative learning for students and teachers.

H. Moenadi Ungaran State Vocational High School Ungaran has several excellent programs, including Adiwiyata, Vocational High School of Bangun Ndeso, and the Fun School Movement (GSM). Several expert programs include agricultural product processing agribusiness, food crop and horticulture agribusiness, and multimedia. In addition to excellent programs and expertise, H. Moenadi Vocational High School Ungaran has collaborated with several agencies, including MOU and PT. Raja Pilar Agrotama, MOU with PT. The Farmhill, MOU with PT. Sidomuncul, MOU with PT. Selektani.

Therefore, the results of this study will be explained as follows;

1. Descriptive analysis results

The results of the descriptive analysis are presented in Table X, which outlines the key characteristics and trends observed in the data set to provide a comprehensive overview of the study's variables. The analysis results is presented ini Table 1.

Table 1. Descriptive Analysis Results

Descriptive Statistics Variable	N	Minimum	Maksimum	Std. Deviation
Teacher Competence	57	108	140	10.139
Teacher Professional Allowance (TPG)	57	62	70	5.993
Teacher Skills Training	57	35	4	3.585
Work Motivation	57	22	25	2.235
Teacher Performance	57	69	80	7.385

2. Normality Test

The normality test was conducted to determine whether the data followed a normal distribution, which is a key assumption for subsequent parametric analyses. Table X presents the results of the normality test, summarizing the statistical values and their significance levels to assess data normality.

Table 2. Normality Test

	Undertandardtz ed Residual
Asymp Sig. (2 -tailed)	0.200

Table 2 shows the normality test results with the Kolmogorov-Smirnov calculation Asymp. Sig. Teacher performance regression equation Asymp. Sig. 0.200, the significance value is above 0.05. This means that the residual data of the teacher performance equation studied is normally distributed because the normality assumption test has been met, and then the statistical technique of the equation with regression can be used.

3. Linearity Test

The linearity test was performed to evaluate whether there is a linear relationship between the independent and dependent variables, which is an essential assumption for linear regression analysis. Table X illustrates the results of the linearity test, detailing the observed relationship and its statistical significance to verify the suitability of the data for linear modeling.

Table 3. Linearity Test

No	Independent Variable	F	Sig
1	Teacher Competence	1,514	0,229
2	Teacher Professional Allowance (TPG)	1,412	0,253
3	Teacher Skills Training	1,734	0,139

Based on Table 3, the results of the linearity test of the teacher competency variable have a significance value of 0.229, the teacher professional allowance (TPG) variable has a significance value of 0.253, and the teacher skills training variable has a significance value of 0.139. All three variables have a significance value > 0.05. While the F table for the independent variable is, the teacher competency variable has an F count of 1.514 <1.78 F table. The teacher professional allowance variable has an F count of 1.412 <1.78 F table. The teacher skills training variable has an F count of 1.734 <1.78 F table. So, the three independent variables have a linear relationship to the dependent variable, namely teacher performance.

4. Multicollinearity Test

The multicollinearity test was conducted to identify potential correlations among independent variables that could affect the stability and interpretation of the regression model. Table X presents the results of the multicollinearity analysis, showcasing the variance inflation factors (VIF) and tolerance values to ensure that multicollinearity is within acceptable limits, thereby confirming the reliability of the model's estimates.

Table 3. Multicollinearity Test

No	Independent Variable	Tolerance	FIV
1	Teacher Competence	0,291	3,432
2	Teacher Professional Allowance (TPG)	0,228	4,381
3	Teacher Skills Training	0,201	4,983

Based on Table 4 shows that the tolerance value is > 0.10 and VIF < 10, which means that there is no multicollinearity between the independent variables.

5. Heteroscedasticity Test

The 2-scatterplot figure shows that the points are spread randomly, both above and below the number zero on the Y-axis. This can be explained by the fact that there is no heteroscedasticity in the regression model.

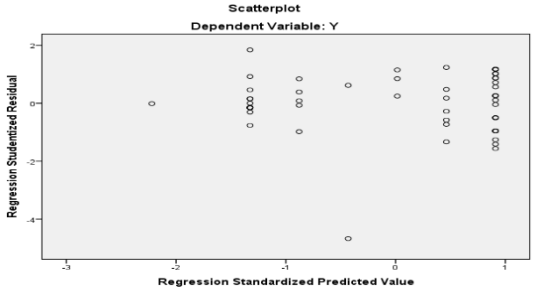

Figure 1. Heteroscedasticity Test

6. Multiple Regression Analysis Test

The multiple regression analysis test was performed to examine the predictive relationship between the independent variables and the dependent variable, providing insights into how each predictor contributes to the overall model. Table X outlines the results of the multiple regression analysis, including the coefficients, significance levels, and model fit statistics, which help determine the strength and relevance of each variable in explaining the variance in the outcome.

Tabel 4. Multiple Regression Analysis Test

Model	Undertandardtz B	Coefficient Std. Error	Sig
Constant	3.983	2.762	.155
X1	0.99	.040	.017
X2	0.53	.077	.496
X3	0.91	.137	.509

Table 4 shows that the multiple regression equation obtained is Y = 3.983 + 0.099X1 + 0.053X2 + 0.0913 + 0.2762

7. Regression Analysis Test of Mediating Variables

The regression analysis test of mediating variables was conducted to determine the indirect effects of the independent variables (X1, X2, and X3) on the dependent variable (Y) through a mediating path. The analysis aimed to identify whether the mediating variables influence the strength or nature of the relationship between the predictors and the outcome. Figure X and Table Y display the path coefficients and error terms, providing insight into the mediating effects within the model and the overall significance of these relationships.

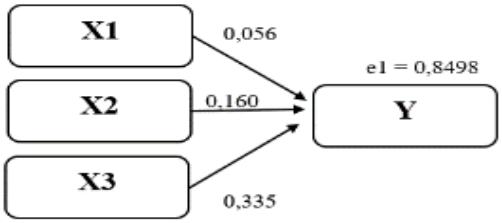

Figure 2. Regression Test of Model I

The output of model I in the coefficient table section shows that the significance value of the three variables, namely X1 = 0.798, X2 = 0.516, and X3 = 0.205, is greater than 0.05. This result concludes that all three of the regression of model variables 1, namely X1, X2, and X3, are insignificant to Y. The value of R Square in the model summary table is 0.278; this shows that the contribution of the influence of X1, X2, and X3 to Y is 27.8%, while the remaining 72.2% is the contribution of other variables not included in the study. Meanwhile, the value of e1 can be found using the formula = √ (1-0.278) = 0.8498

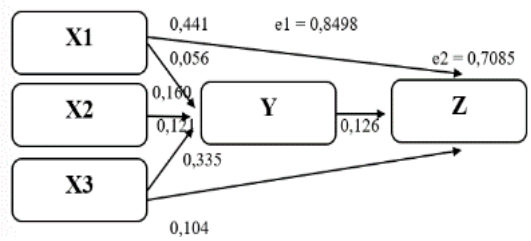

Figure 3. Regression Test of Model II

Based on the regression output of Model II in the coefficients table, the significance values for the four variables are X1 = 0.019, X2 = 0.560, X3 = 0.642, and Y = 0.282. This indicates that X1 has a statistically significant effect on Z, whereas X2, X3, and Y do not significantly impact Z. The R Square value from the model summary is 0.498, demonstrating that X1, X2, X3, and Y collectively explain 49.8% of the variance in Z. The remaining 50.2% is influenced by other variables not included in this study. The error term e2 is calculated as √(1-0.498) = 0.7085.

8. F Test or Simultaneous

The F test, also known as the simultaneous test, was performed to assess the overall significance of the regression model. This test determines whether the combined effect of all independent variables significantly predicts the dependent variable. Table X presents the results of the F test, including the F-statistic and corresponding p-value, to verify whether the model as a whole provides a better fit than an intercept-only model, indicating the joint impact of the predictors on the outcome variable.

Tabel 5. F test or simultaneous

ANOVA Model	F	Sig.
Regression	16.747	.000

According to Table 5, the F-test results indicate that the independent variables significantly impact the dependent variable. The calculated F-value is 16.747, and the significance level is 0.000, less than the 0.05 threshold. The variables of teacher competence, teacher professional allowances, and teacher skills training simultaneously affect teacher performance. Thus, H4, which states that there is an influence of teacher competence, teacher professional allowances, and teacher skills training simultaneously on teacher performance, is accepted.

9. T-test or Partial

The t-test, or partial test, was performed to assess the significance of each individual independent variable within the regression model. This test helps determine whether each predictor has a statistically significant impact on the dependent variable when other variables are held constant. Table X presents the results of the t-test, detailing the coefficients, t-values, and p-values for each variable to indicate their partial contribution and significance in predicting the outcome variable.

Tabel 6. T-test

Variabel	Koefisien B	Nilai t	Sig. (p-value)	VIF
X1	0.099	2.456	0.017	3.432
X2	0.053	0.686	0.496	4.381
X3	0.091	0.665	0.509	4.983

Based on Tabel 6, it shows that the results of the t-test or partial test for all independent variables against the dependent variable are all accepted.

10. Simultaneous Determination Coefficient

The simultaneous determination coefficient was analyzed to assess the proportion of variance in the dependent variable that can be explained collectively by all independent variables in the model. This measure provides an overall indication of how well the model fits the data. Table X displays the simultaneous determination coefficient (R-squared value), which demonstrates the combined explanatory power of the predictors in relation to the outcome variable.

Tabel 7. Simultaneous Determination Coefficient

R	R Square	Adjusted R Square	Std. Error of Estimate
0.698	0.487	0.458	1.64664

Based on Table 7, the simultaneous determination coefficient test (R2) results show that the Adjusted (R2) value is 0.458. This means competence, professional allowances, and teacher skills training influence 45.8% of teacher performance. While other variables outside the regression model influence the remaining 54.2% in this study

11. Partial Determination Test

The partial determination test was conducted to evaluate the unique contribution of each independent variable to the total variance explained in the dependent variable. This test helps in understanding the extent to which each predictor variable individually accounts for variations in the outcome when controlling for other variables in the model. Table X displays the results of the partial determination test, indicating the proportion of variance attributed to each independent variable and its significance in the context of the full regression model.

Table 8. Partial Determination Test

No	Independent Variable	Partial
1	Teacher Competence	0.206
2	Teacher Professional Allowance (TPG)	0.070
3	Teacher Skills Training	0.076

Based on Table 8, the partial determination test (r2) results can be seen in the correlations-partial column. Based on the partial contribution of each variable, the value obtained is equally influential. These results are also by the opinions of Hendri (2019), Pradana (2019), and Wijaya (2020), who stated that the better the teacher's competence, teacher professional allowances, and teacher skills training, the teacher's performance will increase, one of which is through a continuous teacher professional development program, both independently and at the encouragement of the madrasah principal in a managerial manner.

Discussion

The findings from this study demonstrate that teacher competence, professional allowances, and skills training significantly impact teacher performance, mediated by work motivation. This aligns with previous research by Indriati & Perrodin (2022), which underscores the role of competence and motivation in enhancing performance. The study's quantitative approach, employing a sample of 57 teachers from H. Moenadi Ungaran State Vocational High School, provides a robust dataset for analyzing these relationships. The use of validated questionnaires ensured the reliability of the collected data, reinforcing the study's credibility.

Comparing these results with earlier studies reveals both supporting and contrasting perspectives. For instance, a study by Pudjaningsih et al. (2023) found that employee performance is influenced by individual, psychological, and organizational factors, consistent with the current findings. However, the study by Omar (2014) emphasized the importance of welfare programs in enhancing employee performance, suggesting that factors beyond competence, allowance, and training also play crucial roles. This discrepancy highlights the multifaceted nature of performance determinants and indicates that future research should consider a broader range of variables (Osamwonyi, 2016).

On the other hand, the study's findings contradict some earlier research that downplays the role of professional allowances in performance improvement (Silitonga et al., 2023). For example, a study by Pudjaningsih et al. (2023) argued that intrinsic motivation and organizational culture have more substantial impacts than financial incentives. This divergence indicates that the effectiveness of professional allowances may vary depending on the specific context and population (Indriati & Perrodin, 2022). Thus, while the current study confirms the positive influence of professional allowances at H. Moenadi Vocational School, it also suggests further investigation into the contextual factors that might modulate this effect.

CONCLUSSIONS

This study establishes that teacher competence, professional allowances, and skills training significantly enhance teacher performance, with work motivation serving as an essential intervening variable at H. Moenadi Ungaran State Vocational High School. The research confirms that competence and structured financial incentives (professional allowances) are crucial for improving performance outcomes, a finding that aligns with existing literature on performance determinants. However, it also suggests that the role of professional allowances in performance improvement may be context-specific, warranting further exploration into additional factors such as organizational culture and welfare programs that might influence these dynamics.

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