



(RESEARCH ARTICLE)



The influence of work motivation and training on teacher performance with competence as a mediating variable in public high school 3 Tanjung Balai

Bayu Teta *, Sofiyan, Salman Faris, Alex Tribuana Sutanto and Syaifuddin

Master of management study program, faculty of economics, prima Indonesia University. Indonesia.

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Abstract

The purpose of this study was to determine the effect of work motivation and training on teacher performance with competence as a mediating variable at SMA Negeri 3 Tanjung Balai. The method used in this research is quantitative descriptive method which is done through data collection using questionnaires and statistical testing data analysis. The sample taken in this study were all teachers at SMA Negeri 3 Tanjung Balai, totaling 49 people. The data analysis used is path analysis using the IBM SPSS Statistics version 26 application. The results showed that work motivation affects teacher competence at SMA Negeri 3 Tanjung Balai. Training affects teacher competence at SMA Negeri 3 Tanjung Balai. Work motivation affects teacher performance at SMA Negeri 3 Tanjung Balai. Training affects teacher performance at SMA Negeri 3 Tanjung Balai. Competence affects teacher performance at SMA Negeri 3 Tanjung Balai. Competence is unable to mediate the effect of work motivation on teacher performance at SMA Negeri 3 Tanjung Balai. Competence is able to mediate the effect of training on teacher performance at SMA Negeri 3 Tanjung Balai.

Keywords: Work Motivation; Training; Competence; Performance

1. Introduction

Everyone has different wants or needs, not only in the ability to do something but also in the willingness or motivation to do something. When viewed from a management point of view, the fulfillment of these needs requires relationships with other people through existing jobs and tasks. Schools as formal educational institutions have the function of preparing human resources and are an important part of development in all fields.

SMA Negeri 3 Tanjung Balai is one of the public high schools located on Jalan SMAN III Tanjung Balai, Kel Gading, Kec. Datuk Bandar Tanjung Balai Postal Code North Sumatra 21362. The length of study at SMA Negeri 3 Tanjung Balai is three years from Class X to Class XII. SMA Negeri 3 Tanjung Balai Kota was established in 1983, covering an area of 137,500 square meters and led by Dra. Nahwati M.M as the principal.

Education is a process of guidance, guidance or leadership which contains elements such as educators, students, goals, and so on, Hasbullah (2015). The most considered aspects include awareness, enlightenment, empowerment, and behavior change. the purpose of education is to contain a picture of good, noble, appropriate, true, beautiful values for life. All parties participate and work together to produce quality learners. However, to create quality learners, many factors influence, one of which is teacher performance.

Teacher performance in learning is a factor and key in achieving educational goals, because teachers are the spearhead of the world of education. To find out the performance of teachers at SMA Negeri 3 Tanjung Balai, it can be seen from the recap of the Employee Work Target (SKP) which has a very good predicate if it gets a score of 91 and above, a good

* Corresponding author: Bayu Teta, Sofiyan

predicate if it gets a score of 76-90 and a sufficient predicate if it gets a score of 61-75. The following data regarding the recap of the SKP value of SMA Negeri 3 Tanjung Balai teachers in 2022 is presented in Table 1. below:

Table 1 Recap of SKP Value of SMA Negeri 3 Tanjung Balai Teachers

Numbers	Descriptions	Teacher SKP Value Recap		
		Very good	Good	Simply
1	Predicate	Very good	Good	Simply
2	Number	91- and above	76-90	61-75
	Number of Teachers	-	36 Teacher	13 Teacher

Source: SMA Negeri 3 Tanjung Balai, 2023

From Table 1 above, it can be seen that there are 36 teachers at SMA Negeri 3 Tanjung Balai who get SKP scores with good predicates. There are 13 teachers at SMA Negeri 3 Tanjung Balai who get SKP scores with sufficient predicates, but none of the teachers at SMA Negeri 3 Tanjung Balai get very good predicates. This shows that the performance of teachers at SMA Negeri 3 Tanjung Balai has not run optimally.

The low SKP score of teachers can be caused by several factors such as the lack of motivation of teachers in teaching due to the lack of support from the school, the lack of training given to teachers so that the knowledge and skills of teachers in teaching are very low and the lack of competence such as the mismatch of disciplines with the teaching field (miss-match).

Teachers as professionals have different work motivations. Teacher work motivation is an important factor in improving teacher performance because it is the main driver for each teacher to carry out their professional duties in accordance with applicable regulations. From the observations that researchers have made so far, where the low motivation of teachers' work can be seen from the fact that some SMA Negeri 3 Tanjung Balai teachers do not prepare complete teaching tools such as daily learning materials and question grids. Therefore, it can be concluded that the work motivation of teachers at SMA Negeri 3 Tanjung Balai has not gone well, if this continues to happen it will have an impact on the low performance of teachers.

In every school, training is needed to improve teacher performance. Training is needed to improve teachers' knowledge, skills and skills, so that teachers will be more responsible in their work. Training that has been provided to teachers at SMA Negeri 3 Tanjung Balai from 2019 to 2022 such as Basic Training on Cooperation for Teachers, Technical Guidance on Filling Teacher Data in MYSAPK, Workshop on Preparation of HOTS (Higher Order Thinking Skills) Questions, Distance Learning, Implementation of Merdeka Curriculum, Classroom Action Research Workshop, Literacy and Numeracy Guidance for Teachers and Technical Strengthening of Teachers and Tendik. The following data on training that has been provided to teachers at SMA Negeri 3 Tanjung Balai is presented in Table 2 below:

Table 2 Training of Teachers of SMA Negeri 3 Tanjung Balai Period 2019 - 2022

Year	Month	Name of Training
2019	September and November	Basic Training on Cooperation for Teachers Technical guidance on filling in teacher data on MYSAPK Workshop on Writing HOTS (Higher Order Thinking Skills) Questions.
2020	July	Distance Learning
2021	July, August and December	Implementation of Merdeka Curriculum TP. 2021/2022 Classroom Action Research Workshop Literacy and Numeracy Guidance for Teachers Technical Strengthening for Teachers and Tendik
2022	July	Implementation of Merdeka Curriculum TP. 2022/2023

Source: SMA Negeri 3 Tanjung Balai, 2023

From Table 2 it can be seen that in 2019 SMA Negeri 3 conducted 3 trainings in one year, namely: basic training on operations for teachers, technical guidance on filling in teacher data on MYSAPK and workshops on preparing HOTS

(Higher Order Thinking Skills) questions. In 2020 SMA Negeri 3 conducted 1 training in one year, namely training on distance learning. In 2021, SMA Negeri 3 conducted 4 trainings in one year, namely training on the implementation of the independent curriculum TP. 2021/2022, classroom action research workshops, literacy and numeracy guidance for teachers and technical strengthening training for teachers and staff. In 2022, SMA Negeri 3 conducted 1 training in one year, namely training on the implementation of the independent curriculum TP. 2022/2023. The lack of training held at SMA.

It is important for teachers to have adequate competence in order to improve their performance in carrying out teaching and educational tasks. Competence is very important in improving performance because competence is the ability to perform teaching and educational tasks obtained through education and training. Assessment of competence in teachers can be seen from the suitability of the discipline with the teaching field (miss-match). Where the teacher's educational background must be in accordance with the subject area being taught. To see the competence of teachers at SMA Negeri 3 Tanjung Balai, the following researchers present the data in Table 3 below:

Table 3 Teacher Competencies of SMA Negeri 3 Tanjung Balai

Teacher Competency	Total
Teachers who teach subjects that match their educational background.	44 Teacher
Teachers who teach subjects that do not match their educational background.	5 Teacher
Total Keseluruhan Guru	49 Teacher

Source: SMA Negeri 3 Tanjung Balai, 2023

From Table 3 above, it can be seen that there are still several teachers who still have not maximized competence. Where there are 5 teachers at SMA Negeri 3 Tanjung Balai who teach subjects that are not in accordance with their educational background. There are teachers with a background in Cultural Arts Education and Indonesian Language Education teaching Civics Education subjects and there are teachers with a background in Mathematics Education teaching ICT and Geography subjects. This certainly has a huge impact on the achievement of teacher performance.

The low competence of teachers at SMA Negeri 3 Tanjung Balai is due to the fact that there are still many teachers who have not been certified, following the data on teacher certification at SMA Negeri 3 Tanjung Balai.

Table 4 Teacher Certification Data of SMA Negeri 3 Tanjung Balai

Teacher	Teacher Quantity	Percentage (%)
Already Certified	29	59.18
Not yet certified	20	40.82
Total	49	100

Source: SMA Negeri 3 Tanjung Balai, 2023

Based on Table 4 above, it can be seen that there are still 20 teachers who have not been certified with a percentage of 40.82%. Teachers who do not have this certification consist of 2 civil servant teachers, 5 PPPK teachers and 13 Honorer teachers. The 5 PPPK teachers and 13 Honorary Teachers have never attended the Teacher Professional Education (PPG) program training and 2 civil servant teachers failed the Pre Test exam during certification. This proves that the competence of the teachers at SMA Negeri 3 is still relatively low.

Based on the background that has been stated, the researcher is interested in conducting a study with the title "The Effect of Work Motivation and Training on Teacher Performance with Competence as a Mediating Variable at SMA Negeri 3 Tanjung Balai."

2. Material and Methods

2.1. Path Analysis

To test the effect of intervening variables, the path analysis method is used. Path analysis is an extension of multiple linear regression analysis or path analysis is the use of regression analysis to estimate the causal relationship between causal model variables that have been previously determined based on the theory in this study performance as the dependent variable (bound), work motivation and training as independent variables (free) and competence as an intervening variable (mediation). Then the path analysis equation can be used with the following formula:

Equation Sub Structure I:

$$Z = a + b_1X_1 + b_2X_2$$

Description:

- a : Constant
- Z : Competence
- b : Regression Coefficient
- X1 : Work Motivation
- X2 : Training

Sub Structure II Equation:

$$Y = a + b_1X_1 + b_2X_2 + b_3Z$$

Description:

- a : Constant
- Y : Performance
- Z : Competence
- b : Regression Coefficient
- X1 : Work Motivation
- X2 : Training

3. Results

3.1. Path Analysis

Table 5 Path Analysis Results (Equation I)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.067	4.251		-1.663	0.103
	Work Motivation	0.189	0.086	0.243	2.192	0.033
	Training	0.486	0.089	0.602	5.431	0.000

a. Dependent Variable: Competency

Source: Research results processed with SPSS 26, 2023

Table 5 above is known in the Unstandardized Coefficients part B obtained multiple linear regression equations, namely with the following formula:

$$Z = a + b_1X_1 + b_2X_2$$

$$Z = -7.067 + 0.189 + 0.489$$

The interpretation is:

- The constant (a) = -7.067 indicates that the constant value where if the work motivation and training variables are equal to 0, then competence decreases by 7.067.
- Work Motivation Coefficient (b1) = 0.189, indicating that each addition of one unit to the work motivation variable, competence will increase by 0.189.
- Training Coefficient (b2) = 0.489, indicating that each addition of one unit on the training variable, the competence will increase by 0.489.

The results of this equation II path analysis test can be seen in the following table:

Table 6 Path Analysis Results (Equation II)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.652	3.790		1.755	0.086
	Work Motivation	0.280	0.079	0.301	3.565	0.001
	Training	0.420	0.099	0.436	4.232	0.000
	Competency	0.356	0.128	0.298	2.786	0.008

a. Dependent Variable: Performance

Source: Research results processed with SPSS 26, 2023

Table 6 above is known in the Unstandardized Coefficients part B obtained multiple linear regression equations, namely with the following formula:

$$Y = a + b_1X_1 + b_2X_2 + b_3Z$$

$$Y = 6.652 + 0.280 + 0.420 + 0.356$$

The interpretation is:

- Constant (a) = 6.652 indicates that the constant value where if the work motivation, training and competency variables are equal to 0, then the performance is worth 6.652.
- Work Motivation Coefficient (b1) = 0.280, indicating that every addition of one unit in the work motivation variable, performance will increase by 0.280.
- Training coefficient (b2) = 0.420, indicating that each addition of one unit to the training variable, performance will increase by 0.420.
- Competency coefficient (b3) = 0.356, indicating that each addition of one unit to the competency variable, performance will increase by 0.356.

3.2. The results of the t test (Partial)

Table 7 Results of t test (Equation I)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.067	4.251		-1.663	0.103
	Work Motivation	0.189	0.086	0.243	2.192	0.033
	Training	0.486	0.089	0.602	5.431	0.000

a. Dependent Variable: Competency

Source: Research results processed with SPSS 26, 2023

Based on the partial t test of Equation I above, it can be seen that :

- The value of the t count of the work motivation variable is 2.192 and significant at 0.033, which is smaller than 0.05. The hypothesis is accepted because $t_{count} \geq t_{table}$ ($2.192 > 2.01410$) which means that work motivation affects teacher competence at SMA Negeri 3 Tanjung Balai.
- The value of the t count of the training variable is 5.431 and significant at 0.000, which is smaller than 0.05. The hypothesis is accepted because $t_{count} \geq t_{table}$ ($5.431 > 2.01410$) which means that training has an effect on teacher competence at SMA Negeri 3 Tanjung Balai.

The t-test results of equation II can be seen in the following table:

Table 8 Hasil Uji t (Persamaan II)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.652	3.790		1.755	0.086
	Work Motivation	0.280	0.079	0.301	3.565	0.001
	Training	0.420	0.099	0.436	4.232	0.000
	Competency	0.356	0.128	0.298	2.786	0.008
a. Dependent Variable: Performance						

Source: Research results processed with SPSS 26, 2023

Based on the partial t test of Equation II above, it can be seen that :

- The value of the t count of the work motivation variable is 3.565 and significant at 0.001, which is smaller than 0.05. The hypothesis is accepted because $t_{hitung} \geq t_{tabel}$ ($3.565 > 2.01410$) which means that work motivation affects teacher performance at SMA Negeri 3 Tanjung Balai.
- The value of the t count of the training variable is 4.232 and significant at 0.000, which is smaller than 0.05. The hypothesis is accepted because $t_{hitung} \geq t_{tabel}$ ($4.232 > 2.01410$) which means that training affects teacher performance at SMA Negeri 3 Tanjung Balai.
- The value of the t count of the competency variable is 2.786 and significant at 0.008, which is smaller than 0.05. The hypothesis is accepted because $t_{hitung} \geq t_{tabel}$ ($2.786 > 2.01410$) which means that competence affects teacher performance at SMA Negeri 3 Tanjung Balai.

3.3. Determination Test Results

The coefficient of determination (R^2) in this study has two equations in equation I used to determine the effect of work motivation and training on competence and in equation II used to determine the effect of work motivation, training and competence on performance. The results of the Equation I determination test can be seen in the following table.

Table 9 Results of the Coefficient of Determination (Equation I)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.746a	0.557	0.537	2.847
a. Predictors: (Constant), Training, Work Motivation				
b. Dependent Variable: Competency				

Source: Research results processed with SPSS 26, 2023

So in this study, the coefficient of determination of equation I uses the Adjusted R Square value, because the independent variable used is more than one. Based on table 9, it can be seen that the Adjusted R Square value = 0.537. Thus the

influence of work motivation and training on competence is 53.70%, while the remaining 46.30% is influenced by other factors not examined in this study such as organizational culture, work discipline, leadership, education level and others.

The results of the Equation II determination test can be seen in the following table.

Table 10 Results of the Coefficient of Determination (Equation II)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.878a	0.771	0.756	2.466
a. Predictors: (Constant), Competence, Work Motivation, Training				
b. Dependent Variable: Performance				

Source: Research results processed with SPSS 26, 2023

So in this study, the coefficient of determination of equation II uses the Adjusted R Square value, because the independent variable used is more than one. Based on table 10, it can be seen that the Adjusted R Square value = 0.756. Thus the influence of work motivation, training and competence on performance is 75.60%, while the remaining 24.40% is influenced by other factors not examined in this study such as organizational culture, work discipline, leadership, education level and others.

3.4. Sobel Test Results

Table 11 Sobel Test Results

Variable	Unstandardized	Std. Error	Test Statistic	Std. Error	P-Value
Work motivation to competence	0.189 (a)	0.0086 (Sa)	1,72432841	0,03902041	0,08464857
competence to performance	0.356 (b)	0.128 (Sb)			
Training on competence	0.486 (a)	0.089 (Sa)	2,47831426	0,06981197	0,01320048
competence to performance	0.356 (b)	0.128 (Sb)			

Sumber: Data Diolah Dengan Perhitungan untuk Uji Sobel, 2023

From Table 11 above, the test statistic value of the effect of work motivation on performance through competence as a mediating variable has a test statistic value of 1.72432841 < 1.96 with a significance of 0.08464857 > 0.05, which means Hypothesis 6 is rejected where competence is unable to mediate the effect of work motivation on performance.

The test statistic value of the effect of training on performance through competence as a mediating variable has a test statistic value of 2.47831426 > 1.96 with a significance of 0.01320048 < 0.05, which means Hypothesis 7 is accepted where competence is able to mediate the effect of training on performance.

4. Discussion

4.1. The Effect of Work Motivation on Competence

Based on the results of the study, it is known that the first hypothesis is accepted, where the value on the tcount of the work motivation variable is 2.192 which has an effect and is significant at 0.033, which means it is smaller than 0.05. The hypothesis is accepted because $t_{hitung} \geq t_{tabel}$ ($2.192 > 2.01410$) which means that work motivation affects teacher competence at SMA Negeri 3 Tanjung Balai.

Work motivation is an encouragement that must be given to every teacher when carrying out their work, good work motivation will of course lead to a good work attitude as well. By providing high work motivation, it can improve teacher competence, so that teachers can develop their skills and knowledge.

This is in line with research conducted by Purwanti and Cahyoadi (2021), with the title The Effect of Principal Transformational Leadership Style and Work Motivation on Teacher Competence (Study on Smk Teachers in the

Periphery of Tulungagung Regency), showing that work motivation has a significant positive effect on teacher competence.

4.2. Effect of Training on Competence

Based on the results of the study, it is known that the second hypothesis is accepted, where the value of the tcount of the training variable variable is 5.431 and is significant at 0.000, which is smaller than 0.05. The hypothesis is accepted because $t_{count} \geq t_{table}$ ($5.431 > 2.01410$) which means that training has an effect on teacher competence at SMA Negeri 3 Tanjung Balai.

Training can improve teacher competence by providing opportunities for teachers to develop their skills and knowledge. Training can assist teachers in learning more effective teaching techniques, deepening their understanding of the curriculum, and improving their ability to use educational technology. In addition, training can also help teachers acquire better classroom management skills and improve their ability to build positive relationships with students.

This is in line with research conducted by Ramafrizal S. S. and Yogaswara (2022) with the title Effect of Training, Development and Work Experience on Teacher Competence (Survey on Teachers at SMAN 1 Bandung), showing that simultaneously there is a strong significant influence between the variables of Training, Development and Work Experience on Competence. The results of the t test partially only the variables of Training and Work Experience have an effect on competence.

4.3. The Effect of Work Motivation on Performance

Based on the results of the study, it is known that the third hypothesis is accepted, where the value of the tcount of the work motivation variable is 3.565 and significant at 0.001, which is smaller than 0.05. The hypothesis is accepted because $t_{hitung} \geq t_{tabel}$ ($3.565 > 2.01410$) which means that work motivation affects teacher performance at SMA Negeri 3 Tanjung Balai.

Providing work motivation can cause encouragement to each teacher when carrying out his work, good work motivation will of course lead to a good work attitude as well. By providing high work motivation, it can improve teacher performance, so that teachers can develop their skills and knowledge.

This is in line with research conducted by Ardiana (2017), with the title The Effect of Teacher Work Motivation on the Performance of Vocational Accounting Teachers in Madiun City, showing that work motivation has a positive effect on the performance of accounting teachers with a contribution of 80.6%.

4.4. Effect of Training on Performance

Based on the research results, it is known that the fourth hypothesis is accepted, where the value of the training variable tcount is 4.232 and significant at 0.000, which is smaller than 0.05. The hypothesis is accepted because $t_{hitung} \geq t_{tabel}$ ($4.232 > 2.01410$) which means that training affects teacher performance at SMA Negeri 3 Tanjung Balai.

Training can improve teacher performance by providing opportunities for teachers to develop their skills and knowledge. Providing effective training programs can help teachers improve their performance and acquire new skills that can help them face challenges that arise in the educational environment. Training can also help teachers gain practical experience and expand their professional networks.

This is in line with research conducted by Gutara et al, (2021), with the title The Effect of Training, Work Motivation, and Professional Competence on Teacher Performance shows that training has a significant effect on teacher performance.

4.5. Effect of Competence on Performance

Based on the results of the study, it is known that the fifth hypothesis is accepted, where the value of the tcount of the competency variable is 2.786 and is significant at 0.008, which is smaller than 0.05. The hypothesis is accepted because $t_{hitung} \geq t_{tabel}$ ($2.786 > 2.01410$) which means that competence affects teacher performance at SMA Negeri 3 Tanjung Balai.

Competence is very important in improving teacher performance. Teachers who have good competence can teach more effectively and help students achieve better learning outcomes. In addition, teachers who have good competence can also build positive relationships with students and parents.

This is in line with research conducted by Guruh (2018), with the title The Effect of Competence on Teacher Performance at SMK Kartika X-2, showing that the Competency variable has a positive effect on Teacher Performance.

4.6. The Effect of Work Motivation on Performance with Competence as a Mediating Variable

Based on the results of the study, it is known that the sixth hypothesis is rejected, where the test statistic value of the effect of work motivation on performance through competence as a mediating variable has a test statistic value of $1.72432841 < 1.96$ with a significance of $0.08464857 > 0.05$, which means Hypothesis 6 is rejected where competence is unable to mediate the effect of work motivation on performance.

Work motivation is an encouragement that must be given to every teacher when carrying out their work. Providing good work motivation will of course lead to a good work attitude as well. With high work motivation, of course, teachers can work more enthusiastically. Good competence can of course improve performance, but good competence is sometimes not enough to increase teacher work motivation, teachers must also be given training to improve their performance.

This is in line with research conducted by Hendiawan (2020), with the title The Effect of Training and Motivation on Teacher Performance Through Mediation Competence states that competence does not mediate the effect of motivation on teacher performance.

4.7. The Effect of Training on Performance with Competence as a Mediating Variable

Based on the research results, it is known that the seventh hypothesis is accepted, where the test statistic value of the effect of training on performance through competence as a mediating variable has a test statistic value of $2.47831426 > 1.96$ with a significance of $0.01320048 < 0.05$, which means Hypothesis 7 is accepted where competence is able to mediate the effect of training on performance.

Providing an effective training program can help teachers improve their competencies. Every teacher who participates in training will acquire new skills that can help them face the challenges that arise in the education environment. With the possession of competencies by teachers, teachers become skilled at work so that teachers are more mature in carrying out their work.

This is in line with research conducted by Maringka et al, (2022), with the title Competence as a Mediator of the Effect of Intellectual Capital and Training on Architect Performance in Malang, showing that Competence is able to mediate the effect of intellectual capital and training on Architect performance..

5. Conclusion

Work motivation affects teacher competence at SMA Negeri 3 Tanjung Balai. Training affects teacher competence at SMA Negeri 3 Tanjung Balai. Work motivation affects teacher performance at SMA Negeri 3 Tanjung Balai. Training affects teacher performance at SMA Negeri 3 Tanjung Balai. Competence affects teacher performance at SMA Negeri 3 Tanjung Balai. Competence is unable to mediate the effect of work motivation on teacher performance at SMA Negeri 3 Tanjung Balai. Competence is able to mediate the effect of training on teacher performance at SMA Negeri 3 Tanjung Balai.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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