



## **THE INFLUENCE OF COMPETENCE AND DISCIPLINE ON MOTIVATION AND ITS IMPACT ON THE PERFORMANCE OF TEACHERS OF THE MUSI BANYUASIN ISLAMIC BOARDING SCHOOL**

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### **Abstract**

This study aims to determine the influence of competence and discipline on motivation and its impact on the performance of Islamic Boarding School teachers in Sungai Lilin District, Musi Banyuasin Regency. This type of research is Associative. The variables used are competence, discipline, motivation, and performance, which are developed into 12 indicators. The sample in this study was teachers of Islamic Boarding Schools in Sungai Lilin District, Musi Banyuasin Regency, totaling 120 people selected by cluster sampling. The data used are primary data with the method of collecting questionnaire data. Structural Equation Modeling (SEM) with the Lisrel program is the analysis technique. The results of this study prove that: 1) competence has a positive and significant effect on the motivation of Pondok Pesantren teachers, 2) discipline has a significant effect on the motivation of Pondok Pesantren teachers, 3) competence has a positive and insignificant effect on the performance of Pondok Pesantren teachers, 4) discipline has a negative and insignificant effect on the performance of Islamic Boarding School teachers, 5) motivation has a positive and significant effect on the performance of Pondok Pesantren teachers in sub-districts. Lilin River, Musi Banyuasin Regency. Based on the discussion results, it is proven that motivation can strengthen the influence of competence and discipline on performance.

**Keywords : Competence, Discipline, Motivation, Performance**

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### **INTRODUCTION**

An organization can operate efficiently if its management activities, such as planning, organizing, motivation, and supervision, are functioning correctly and if its supporting elements are readily available and meet the necessary criteria (Hartati, 2020). Employee performance results from a person's work in carrying out the responsibilities assigned to him, based on his skill, experience, sincerity, commitment, and time spent (Suyanto, 2018). Educational institutions are among the organizations concerned with their human resources; educators, in this case, teachers, play a crucial role in enhancing the quality of education (Ratnasari & Sutjahjo, 2019). Performance is the result of work obtained by a person or group of people in an organization (Vilela et al., 2008), following their respective authorities and responsibilities to achieve the goals of the organization concerned legally, not violating the law, and following morals and ethics (Razak, 2021). Several factors affect performance, including ability, expertise, work motivation, and discipline (Jeffrey & Dinata, 2017).

The role of the teacher becomes one of the resources that determine the success of education, especially in learning and teaching activities in schools (Supriyono, 2017). Professional teachers become the determining factor of a quality educational process. Teachers must be able to find their identity and actualize it in accordance with the abilities and rules of professional teachers (Helmi, 2015). The teacher is in charge of directing students in achieving learning objectives, updating mastering the subject matter through various sources. With professional teacher performance, it is expected to be one of the steps to realize success in the world of education (Safitri & Sos, 2019) (Balkar, 2015).

The success of teachers in implementing the competency standards outlined in Law No. 14 of 2005 concerning National Education Standards, which stipulates that Educational

Personnel/teachers must possess four competencies, namely pedagogical competence, personality competence, social competence, and professional competence, is indicative of one of the improvements in teacher performance. Therefore, when delivering content in teaching and learning activities, the instructor must demonstrate these four qualities (Lynch et al., 2018).

Based on interviews with several teachers at the Islamic Boarding School in Sungai Lilin District, namely at the Assalam Al-Islamy Islamic Boarding School, Mambaul Hisan Islamic Boarding School, and the Ar-Risalah Islamic Boarding School, the phenomenon that occurred in the three Islamic boarding schools that illustrates performance is quality, in this case, some teachers have not implemented the teaching and learning process effectively. So it can be said that the quality of teachers is still low (Hoesny & Darmayanti, 2021), (Carruthers, 2012). Several teachers use boring teaching approaches, causing pupils to feel saturated or bored during the learning process.

Article 35, paragraph 1, of Law of the Republic of Indonesia Number 14 of 2005 outlines the role of the teacher, which includes activities ranging from planning to evaluating learning, educating or training students, as well as additional responsibilities; consequently, teachers must have an innovative spirit in their knowledge. Furthermore, teachers should increase the quality of education within the school system to produce future Indonesians with life skills, a solid grasp of science and technology, and a strong sense of character (Suratman et al., 2020). This study aims to determine whether competence and discipline can affect performance with motivation as the intervening variable.

## **RESEARCH METHODS**

This study employed associative research, which seeks to determine the association between two or more factors (Mathar, 2013). This study's population included 147 teachers from three Islamic boarding schools under the naugan of the ministry of religion: The Assalam Al-Islamy Islamic Boarding School, the Mambaul Hisan Islamic Boarding School, and the Ar-Risalah Islamic Boarding School. The sampling technique selected by the author was probability sampling with a cluster sampling system, and the total sample used was 120 teachers

## **RESULT AND DISCUSSION**

### **Validity Tests**

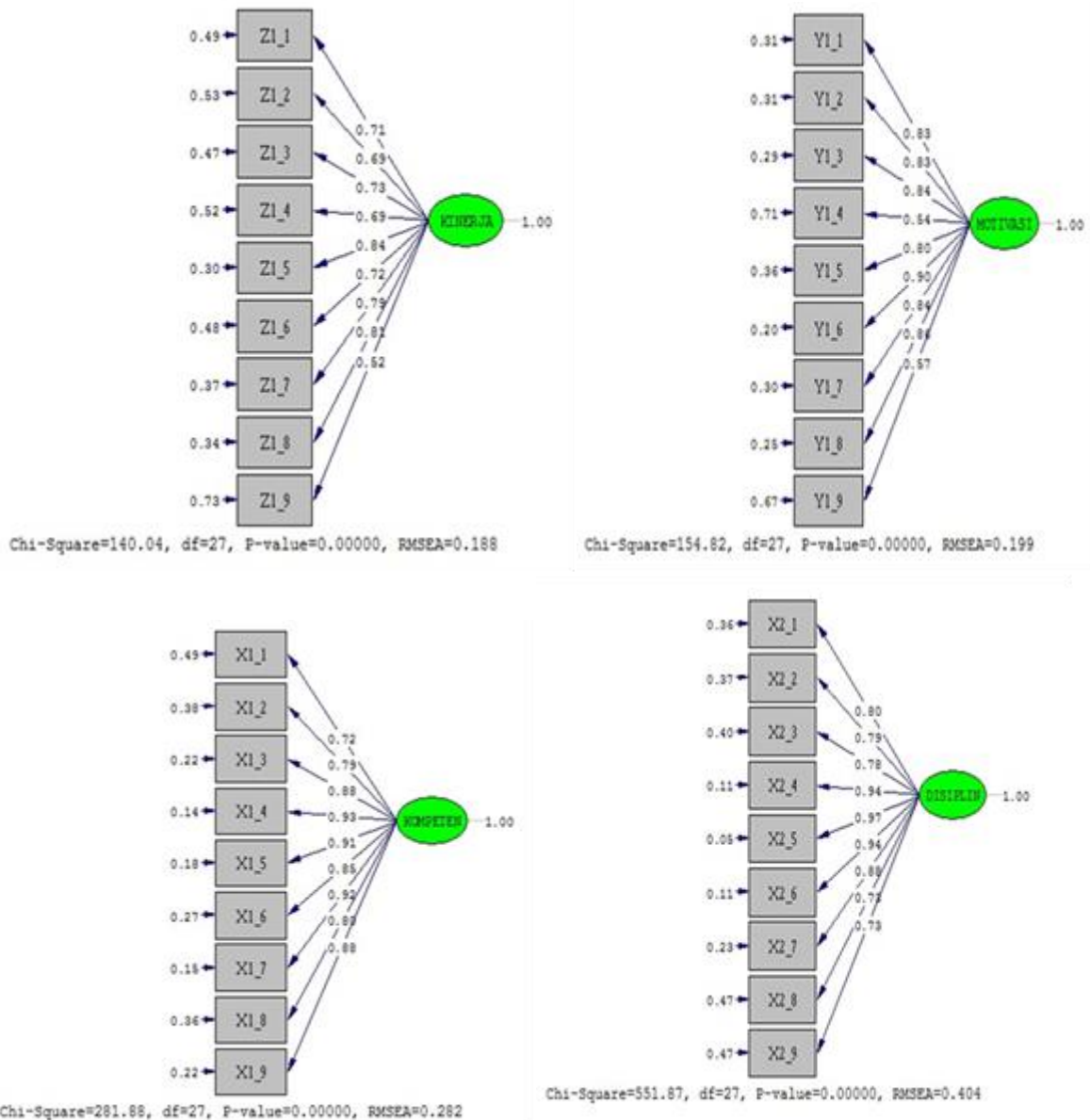
In Figure 1, for each of the trial variables, instrument construct validity test questions are valued at greater than 0.50. Overall the result shows that all performance variable indicators have passed the validity test because they have met the requirements, namely the value of loading factors  $\geq 0.50$  so that the instrument is declared valid and can be used as an accurate measuring instrument in the following analysis.

### **Reliability Test**

Reliability measurement can be carried out using the following means :

1. The reliability of a construct is good if its value is equal to or greater than 0.70.
2. The size of the variant extract is good if the value is 0.50. Variant extract reflects the overall number of variants in the indicators described by the latent construct.

Based on Table 1, it is shown that the results of calculating the CR value  $> 0.70$  so that it can be concluded that all constructs on the whole model loading factor for the variables of competence, discipline, motivation and teacher performance in this study are acceptable and reliable.



Picture 1. Loading Factor Variable

- H1: There's an Influence competence on motivation  $\longrightarrow$  Accepted  
Based on Picture 2, it can be seen that the result of calculating the tilapia t-value of 2.66 > 1.96 so that H0 is rejected, meaning that with an error rate of 5%, it can be concluded that competence has a positive and significant effect on motivation.
- H2: There's an Influence discipline on motivation  $\longrightarrow$  Not Accepted  
Based on Figure 2, it can be seen that the result of calculating the tilapia t-value of 1.21 > 1.96 so that H0 is rejected. This means that with an error rate of 5%, it can be concluded that discipline significantly affects motivation.
- H3: There's an Influence competence on performance  $\longrightarrow$  Accepted  
Based on Figure 2, it can be seen that the result of calculating the tilapia t-value of 1.21 < 1.96 so that H0 is accepted. This means that with an error rate of 5%, it can be concluded that competence has a negative and insignificant effect on performance.
- H4: There's an Influence discipline on performance  $\longrightarrow$  Not Accepted  
Based on Picture 2, it can be seen that the result of calculating the tilapia t-value of -1.05 >

- 1.96 so that  $H_0$  is accepted. This means that with an error rate of 5%, it can be concluded that discipline has a negative and insignificant effect on performance.
5.  $H_5$ : There's an Influence of motivation on performance  $\rightarrow$  Accepted  
Based on Figure 2, it can be seen that the result of calculating the tilapia t-value of 2.77 > 1.96 so that  $H_0$  is rejected. This means that with an error rate of 5%, it can be concluded that motivation has a positive and significant effect on performance.

### CONCLUSION

Based on the discussion that has been discussed in the previous chapter, the following authors can conclude from the results of the study, namely as There is a positive and significant influence of competence on the motivation of Islamic Boarding School teachers in Sungai Lilin District, Musi Banyuasin Regency. There is a significant influence of discipline on the motivation of Islamic boarding school teachers in Sungai Lilin District, Musi Banyuasin Regency. There is a negative and insignificant influence of competence on the performance of teachers of Islamic Boarding Schools in Sungai Lilin District, Musi Banyuasin Regency. There is a negative and insignificant influence of discipline on the performance of teachers of Islamic Boarding Schools in Sungai Lilin District, Musi Banyuasin Regency. There is a positive and significant influence of motivation on the performance of teachers of Islamic Boarding Schools in Sungai Lilin District, Musi Banyuasin Regency.

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