



The influence of teacher competence and learning facilities on teacher performance through the organizational commitment of Cikoko State elementary school 03

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Article Info

ISSN (online): 2582-7138

Volume: 05

Issue: 01

January-February 2024

Received: 16-11-2023

Accepted: 19-12-2023

Page No: 346-357

Abstract

This study aims to: 1) know and analyze the effect of competence on teacher performance, 2) know and analyze the effect of learning facilities on teacher performance, 3) know and analyze the effect of organizational commitment on teacher performance, 4) know and analyze the influence of teacher competence and learning facilities on teacher performance through organizational commitment. The study was conducted on teachers of State Elementary School 03 Pagi Pancoran District, South Jakarta City with a research sample of 40 respondents. The sampling technique uses a saturated sampling technique. The data analysis method uses descriptive analysis and path analysis.

The results showed that: 1) there is an influence of teacher competence on teacher performance, 2) there is an influence of learning facilities on teacher performance, 3) there is an influence of organizational commitment on teacher performance, 4) there is an influence of teacher competence, learning facilities and organizational commitment together on teacher performance, 5) organizational commitment cannot affect teacher competence on teacher performance, 6) organizational commitment cannot affect teacher competence and learning facilities to teacher performance.

Keywords: Teacher competence, learning facilities, organizational commitment, teacher performance

Introduction

Education determines the progress and quality of a nation. The quality of education affects the quality of the nation. Developed nations have good education. Good education is obtained from good quality teachers. Education problems in Indonesia are still a hot topic of conversation. Various parties, both education experts and ordinary people, agree that the education system in Indonesia is "suffering from a long-term illness". The government, with all the power it has, has tried to find the right "medicine" to overcome it. Many social institutions have now stepped in to help overcome various problems in Indonesian education. However, until now Indonesian education has not experienced significant progress.

Cikoko 03 PAGI State Elementary School is a state elementary school in the Jakarta area. One of the visions is the realization of students at SDN Cikoko 03 am who excel, have a noble character, and have the character of a Pancasila student profile.

Teacher performance is the ability demonstrated by the teacher in carrying out his duties or work. Performance is said to be good and satisfactory if the goals achieved are following the standards set by Darmadi (2018) ^[4]. The quality of teacher performance will greatly determine the quality of educational outcomes because teachers are the parties who interact most directly with students in the learning process at school educational institutions.

Performance assessment is a process that allows organizations to know, evaluate, measure, and assess teacher performance precisely and accurately. The development of teacher performance assessment instruments through self-assessment, peers, and superiors, is urgently needed to produce more comprehensive performance assessments. Moreover, by using each component which is the main task and function of elementary school teachers. The important value of developing performance assessment instruments that are more comprehensive and based on the substance of teachers' work is closely related to the circumstances and conditions required, such as for improvements in teaching and policies regarding their work.

In this case, performance can be influenced by the competencies possessed by the teacher. Competency according to Law no. 14 of 2005 concerning Teachers and Lecturers, namely as stated in Chapter I General Provisions article 1 paragraph (1) as follows that "Teacher competency is a set of knowledge, skills and behavior that must be possessed, internalized, mastered and realized by teachers in carrying out their professional duties".

Following the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, the position of teacher as an educator is a professional position. For this reason, teacher professionalism is required to continue to develop by current developments, science and technology, and the needs of society, including the need for quality human resources who have the personality to be able to compete in regional, national, and international forums.

It is stated in the Republic of Indonesia Government Regulation (PPRI) Number 19 of 2005 that basic education aims to lay the foundations of intelligence, knowledge, personality, noble character, and skills for living independently, as well as following further education. To achieve educational goals, teachers are one of the important components determining educational success. Teachers are at the forefront of the implementation of education because teachers directly deal with students to transfer knowledge and technology as well as educate with positive values through guidance and example.

In carrying out their duties, teachers are required to have academic qualifications, competencies, and educational certificates. Academic qualifications are achieved through academic education which is expressed as a Bachelor's degree (S1) or Diploma Four (D4). The average teacher at SDN Cikoko is qualified with a bachelor's degree.

PPG is a professional education program for graduates of S1 Education and S1/D4 Non-Education who are interested in becoming teachers to fully master teacher competencies by national education standards so that they can obtain professional educator certificates in early childhood education, basic education, and secondary education (Permendiknas No. 87 of 2013).

Based on Government Regulation No. 19 of 2005 concerning National Education Standards, education personnel must have qualifications, competencies, and certification following their field of work. The general objective of the PPG program is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Law No. 20 of the Year 2003 Article 3). Meanwhile, the specific aim of the PPG program is to produce prospective teachers who have competence in planning, implementing, and assessing learning as well as following up on assessment results, mentoring and training students as well as conducting research, and can sustainably develop their professionalism (Permendiknas No. 87 of 2013 Section 2).

Seeing and understanding the importance of competence for a teacher in forming students' personalities and the learning achievements that must be achieved is a problem that must be solved because, without competent teachers, quality education will not be achieved. This has an impact on the creation of human resources whose orientation is centered on the educational success of students at school.

Based on observations obtained from SDN Cikoko 03 Pagi,

researchers found that 20% of teachers did not have skills in technology because they felt they were old and would soon retire so they were reluctant to learn technology. Technologically illiterate teachers will reduce their level of credibility in front of their students so students tend to underestimate them. This kind of gap cannot be left alone so as not to have fatal consequences in the educational process. Apart from teacher competency factors, another factor in improving teacher performance is learning facilities. According to Bahri (2019)^[1], learning facilities are learning equipment that schools must have which can facilitate and expedite the implementation of a business, this can be in the form of objects or money.

Learning facilities are synonymous with educational facilities and infrastructure. Government Regulation Number 19 of 2005 concerning National Education Standards, Chapter VII standards for facilities and infrastructure, articles 42 confirms that every educational unit is required to have facilities which include furniture, educational equipment, educational media, books, and other resources, consumables, and Other equipment needed to support an orderly and sustainable learning process. Every educational unit is required to have infrastructure that includes land, classrooms, educational unit leadership rooms, educators' rooms, administration rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power installations and sports venues, and worship, a place to play, a place for creativity, and the space needed to support an orderly and sustainable learning process.

Apart from that, another factor that can influence teacher performance is organizational commitment. Commitment is an effort to achieve goals in an organization with the willingness to direct all resources for the benefit of the organization and the commitment to remain a member of the organization. A person's commitment to carrying out the tasks given to him is not the same for everyone. The realization of commitment in an organization depends on how we build responsibility to have a strong intention to carry out the goals within the organization.

Facts in the field show that 15 out of 40 teachers stated that they did not know the school's vision and mission, and admitted that they did not try to find out what the school's vision and mission were. They think that the school's vision and mission are school administrative tasks that are prepared only to meet the requirements of a school that has a vision and mission.

Commitment to each member of the organization is very important because, with commitment, a member of the organization can be more responsible for their work compared to members of the organization who do not commit. Usually, members of an organization who commit will work optimally so that they can devote their attention, thoughts, energy, and time to their work so that what they have done is what the organization expects.

In Article 7 paragraph 1b of the law above, it is stated that "teachers must commit to improving the quality of education, faith, piety, and noble morals". This article emphasizes that the role and function of teachers in improving the quality of education should be based on teacher commitment, and the government requires teachers to commit to carrying out their teaching duties, which are generally explained in the article and paragraph above, namely improving the quality of education, faith, piety, and noble morals.

Teachers who are committed will improve the quality of their

work, which in turn determines the quality of education. On the other hand, teachers whose work quality is below minimum standards will hinder improving the quality of education. Supriadi (2001) ^[1] states that among the various inputs that determine the quality of education (which is indicated by student learning achievement), one-third is determined by the teacher. The teacher factor is the most dominant and influences learning outcomes.

Literature Review

Teacher Performance

Darmadi (2018) ^[4] teacher performance is the ability demonstrated by teachers to carry out their duties or work. Performance is said to be good and satisfactory if the goals achieved are following the standards that have been set.

According to Barnawi and Arifin (2017), teacher performance can be interpreted as the level of success of teachers in carrying out their duties and education following their responsibilities and authority based on performance standards that have been set during a certain period in the framework of achieving educational goals. Teacher performance can be seen and measured based on the competency specifications that each teacher must have.

Then, according to Pasaribu (2021), a performance tree is an analytical and graphical representation tool used in performance management to identify and understand cause-and-effect relationships between elements that contribute to organizational, team, or individual performance. A performance tree depicts a hierarchical structure of factors that influence performance and illustrates how these elements are related to each other.

Erjati (2017) said that teacher performance is all the activities they carry out in carrying out their mandate and responsibility in educating, teaching guiding, directing, and guiding students in achieving their level of maturity and maturity. Teacher performance is more focused on the behavior of an educator in his work and the effectiveness of educators in carrying out their duties and responsibilities which can influence students towards their desired goals. If performance is the quality and quantity of work completed by an individual, then performance is the output of task implementation.

Based on this description, it can be concluded that performance is the result of work or work performance carried out by a person or group of people in carrying out their functions following the responsibilities given to them which is based on experience, ability, and time.

Teacher Competency

Competency is a term that many people often hear and say. We often hear or even say this terminology in various uses, especially about human resource development. Some interpret competency as equivalent to ability or skill, others interpret it as equivalent to skill, knowledge, and higher education. For more details, several definitions of competency will be explained (Priansa, 2017).

According to Kurniasih (2017) ^[14], teacher competency is defined as the result of combining many types of abilities, which can be in the form of a set of knowledge, skills, and behavior that must be possessed, internalized, and mastered by teachers in carrying out their professional duties. The definition of competency itself is ability or skill. The Kurniasih (2017) ^[14] teacher competency indicators are: 1. Pedagogical competence; 2. Personality competency; 3.

Professional competence; 4. Social competence

Learning Facilities

According to Putri (2017) ^[21], learning facilities are learning facilities and infrastructure. Infrastructure includes school buildings, study rooms, sports fields, prayer rooms, and art rooms. Learning facilities include textbooks, reading books, tools, and other learning media. Learning facilities are all the equipment and equipment used in the learning process at school while learning infrastructure includes all components that directly support the school learning process.

According to Djamarah (2015) ^[6], one of the conditions for creating a school is ownership of a school building which includes classrooms, a principal's room, a teachers' council room, a library room, a guidance and counseling room, administration room, auditorium room, and schoolyard that are adequate for the purpose. to provide easy services to students. So learning facilities are very important for every educational institution for the continuity of the teaching and learning process so that students can learn in conditions that are comfortable and interesting to pay attention to. According to Meita (2017) ^[17], facilities are anything that directly supports the smooth learning process, for example learning media, learning tools, school equipment, and so on.

Organizational Commitment

According to Yusuf and Syarif (2018) ^[33], organizational commitment is an attitude of employee loyalty towards the organization by remaining in the organization, helping to achieve organizational goals, and not having the desire to leave the organization for any reason.

According to Priansa (2018) ^[20], the definition of organizational commitment is the relative strength of an individual's identification related to his involvement as a member of the organization, so this shows as a construct that influences individual behavior in the organization, which is interesting to study as are the concepts of job satisfaction, work involvement, career development, current commitment. this, and the intensity of employee turnover in an organization.

Organizational commitment is a person's attitude or behavior towards an organization in the form of loyalty and achieving the organization's vision, mission, and goals. According to Meyer and Allen in Yusuf and Syarif (2018) ^[33], Organizational commitment is a psychological construct as a characteristic of the relationship between organizational members and their organization and has implications for the individual's decision to continue their existence as a member of the organization.

According to Busro (2018) ^[2] suggests that there are three separate dimensions of organizational commitment, namely:

1. Affective commitment is related to the desire to be attached to the organization or the employee's emotional attachment. Identification and involvement in an organization occur when employees want to be part of the organization because of an emotional bond or feel they have the same values as the organization.
2. Continuance commitment, namely an awareness of the costs that must be incurred or borne (both financial and other losses) related to the employee's departure from the organization.
3. Normative commitment, namely a feeling of obligation from employees to remain in an organization because of a feeling of debt to the organization.

Research Methods

Time and Location of Research

This research was carried out from August 2023 to November 2023. This research was carried out in stages: observation or interviews, testing research instruments, distributing questionnaires, and analyzing research data. The research was conducted at SDN Cikoko 03 Pagi.

Population and Sample

According to Sugiyono, (2016), Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Looking at the opinion above, it can be concluded that the population is an object or subject that resides in an area and meets certain requirements related to the research problem. Meanwhile, the population in this research is the teachers of SDN Cikoko 03 Pagi, totaling 40 teachers.

Sample measurement is a step to determine the size of the sample taken in carrying out research. Apart from that, it should also be noted that the selected sample must show all the characteristics of the population so that they are reflected in the selected sample, in other words, the sample must be able to describe the actual or representative situation of the population. According to Sugiyono (2014) [26], the definition of non-probability sampling is "a sampling technique that does not provide equal opportunities for each element or member of the population to be selected as a sample. In this research, the sampling technique used was nonprobability sampling with the technique taken being saturated sampling.

According to Sugiyono (2014) [26], the saturated sampling technique is a sample determination technique when all members of the population are used as samples. Therefore, the author chose the sample using a saturated sampling technique because the population size was relatively small. So the sample used in this research was 40 teachers.

Analysis Model

Analytical tools descriptive analysis is an analytical method that aims to describe or explain something as it is (Irawan, 2004). In this research, data presentation uses a data analysis table of average values and frequency distribution.

Path analysis is a technique for analyzing cause and effect relationships that occur in multiple regression if the independent variable influences the dependent variable not only directly but also indirectly. In this study, to test the influence of mediating variables using path analysis.

Research Results and Discussion

1. Analysis Model

a. Descriptive Analysis

1). Teacher Competency Variable (X1)

Based on the results of distributing questionnaires on teacher competency variables, they can be divided into four indicators, including pedagogical competency, personality competency, professional competency, and social competency. The answers from respondents based on the frequency of assessment scores and the percentage of respondents' statements can be described as follows:

Table 1: Description of Teacher Competency Variables (X1)

Statement	1		2		3		4		5		Mean
	F	%	F	%	F	%	F	%	F	%	
Pedagogical Competency											3,59
I ensure that all students get the same opportunity to actively participate in learning activities	0	0	4	10,0	14	35,0	15	37,5	7	17,5	3,63
Can identify the learning characteristics of each student in their class	0	0	7	17,5	12	30,0	13	32,5	8	20,0	3,55
Personality Competencies											3,76
Display independence in acting as an educator	1	2,5	5	12,5	9	22,5	16	40,0	9	22,5	3,68
Have behavior that has a positive influence on students	0	0	5	12,5	9	22,5	13	32,5	13	32,5	3,85
Professional Competency											3,66
I develop various learning models in the teaching and learning process	1	2,5	2	5,0	14	35,0	15	37,5	8	20,0	3,68
I reflect on my performance continuously to improve my professionalism as a teacher	0	0	6	15,0	11	27,5	14	35,0	9	22,5	3,65
Social Competence											3,66
I convey study material in language that is easy to understand	0	0	7	17,5	10	25,0	15	37,5	8	20,0	3,6
I asked students about their difficulties when facing lessons in class	0	0	3	7,5	14	35,0	14	35,0	9	22,5	3,73

Source: Primary data processed, 2023

1. Respondents' responses to the statement "I ensure that all students get the same opportunity to actively participate in learning activities", were dominated by 37.5% or 14 people answered agree, while the remaining 35%, or 14 people answered neutrally. 17.5% or 7 people answered strongly agree and 10% or 4 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
2. Respondents' responses to the statement "Can identify the learning characteristics of each student in their class", it turns out that it was dominated by 32.5% or 13 people answered agree, while the remaining distributed was 30% or 12 people answered neutral, 20% or 8 people answered strongly agree and 17.5% or 7 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
3. Respondents' responses to the statement about "Showing independence in acting as educators", were dominated by 40% or 16 people answered in the affirmative, while the rest were distributed at 22.5% or 9 people answered neutral, 22.5% or 9 people answered strongly agree, 12.5% or 5 people answered disagree and 2.5% or 1 person answered strongly disagree. This can be interpreted as meaning that the respondent agrees with the statement.
4. Respondents' responses to the statement "Having behavior that has a positive influence on students", turned out to be dominated by 32.5% or 13 people answered agree, while the remainder was distributed 32.5% or 13 people answered strongly agree, amounting to 22.5% or 9 people answered neutral and 12.5% or 5 people answered disagree. This can be interpreted as

- 5. Respondents' responses to the statement "I develop various learning models in the teaching and learning process", it turns out that it was dominated by 37.5% or 15 people answered in the affirmative, while the remaining distribution was 35% or 14 people answered neutral, 20% or 8 people answered strongly agree, 5% or 2 people answered disagree and 2.5% or 1 person answered strongly disagreed. This can be interpreted as meaning that the respondent agrees with the statement.
- 6. Respondents' responses to the statement "I reflect on my performance continuously to improve my professionalism as a teacher", apparently dominated by 35% or 14 people answered agree, while the remaining 27.5% or 11 people answered neutral, 22.5% or 9 people answered strongly agree and 15% or 6 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
- 7. Respondents' responses to the statement "I convey lesson material in language that is easy to understand", apparently dominated by 37.5% or 15 people answered in the affirmative, while the rest was distributed 25% or 10 people answered neutral, 20% or 8 people answered

- strongly agree and 17.5% or 7 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
- 8. In respondents' responses to the statement "I ask about students' difficulties when facing lessons in class", it turns out that 35% or 14 people answered in the affirmative, while the rest were distributed at 35% or 14 people answered neutral, 22.5% or 9 people answered strongly agree and 7.5% or 3 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement

2) Learning Facilities Variable (X2)

Learning facilities are facilities and infrastructure in the teaching and learning process, both mobile and immobile so that educational objectives can run smoothly, regularly, effectively, and efficiently. The product quality measured consists of 6 dimensions, namely the condition of the school building, the quality of the classrooms, the functioning of the library, the functioning of classroom and laboratory facilities, the availability of textbooks, and media optimization. The results of the descriptive analysis for each question are described in the table below:

Table 2: Description of Learning Facilities Variables

Statement	1		2		3		4		5		Mean
	F %	F %	F %	F %	F %	F %	F %	F %	F %		
Condition of the School Building											3,79
The school building is sturdy, clean, and well-maintained	0	0	1	2,5	14	3,5	19	47,5	6	15,0	3,75
There is a lot of graffiti on the walls of the school building	0	0	3	7,5	10	25,0	18	45,0	9	22,5	3,83
Classroom Quality											3,73
Classroom conditions are very comfortable for the learning process	0	0	4	10,0	12	30,0	15	37,5	9	22,5	3,73
The lighting and ventilation of the study room is considered to be very good, making the reading and writing process easier	0	0	3	7,5	12	30,0	18	45,0	7	17,5	3,73
Library Functionality											3,68
Difficulty in finding the desired book because the book collection is not well organized	0	0	3	7,5	11	27,5	18	45,0	8	20,0	3,78
Library staff always help if you have difficulty finding books.	0	0	7	17,5	11	27,5	14	35,0	8	20,0	3,58
Functionality of Classroom and Laboratory Facilities											3,58
The class is equipped with air conditioning so that you feel comfortable while learning	2	5,0	5	12,5	9	22,5	16	40,0	8	20,0	3,58
Can make good use of school facilities	1	2,5	5	12,5	11	27,5	16	40,0	7	17,5	3,58
Availability of Textbooks											3,58
I have all the study material books (LKS, Modules, etc.)	1	2,5	3	7,5	12	30,0	19	47,5	5	12,5	3,6
Some worksheets and modules can make the learning process easier	0	0	7	17,5	12	30,0	13	32,5	8	20,0	3,55
Media Optimization											3,73
The school has sufficient computer equipment.	0	0	4	10,0	11	27,5	19	47,5	6	15,0	3,67
I always use interesting learning media (projectors, etc.) so that it is easier to accept lessons.	0	0	2	5,0	12	30,0	18	45,0	8	20,0	3,8

Source: Primary data processed, 2023

- 1. Respondents' responses to the statement "Statement: Koko school building, clean and well maintained", were dominated by 47.5% or 19 people answered in the affirmative, while the rest was distributed 35% or 14 people answered neutral, 15% or 6 people answered strongly agree and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
- 2. Respondents' responses to the statement "There is a lot of graffiti on the walls of the school building", apparently it was dominated by 45% or 18 people answered agree, while the rest was distributed 25% or 10 people answered neutral, 22.5% or 9 people answered strongly agreed and 7.5% or 3 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
- 3. Respondents' responses to the statement "Classroom

- conditions are very comfortable for the learning process", apparently it was dominated by 37.5% or 15 people answered agree, while the remaining 30% or 12 people answered neutral, 22.5% or 9 people answered strongly agree and 10% or 4 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
- 4. Respondents' responses to the statement regarding "Lighting and ventilation of the study room is considered very good, making it easier for the reading and writing process", apparently dominated by 45% or 18 people answered agree, while the remaining 30% or 12 people answered neutral, amounting to 17.5% or 7 people answered strongly agree and 7.5% or 3 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
- 5. Respondents' responses to the statement about

- "Difficulty in finding the book you want because the book collection is not well organized", apparently was dominated by 45% or 18 people answered in the affirmative, while the remainder was distributed at 27.5% or 11 people answered neutral, amounting to 20% or 8 people answered strongly agree and 7.5% or 3 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
6. Respondents' responses to the statement regarding "Library staff always help if you have difficulty finding books", were dominated by 35% or 14 people answered in the affirmative, while the rest was distributed at 27.5% or 11 people answered neutral, 20% or 8 people answered strongly agree and 17.5% or 7 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
 7. Respondents' responses to the statement "Classes are equipped with air conditioning so that you feel comfortable while learning", it turns out that it was dominated by 40% 16 people answered in the affirmative, while the remainder was distributed at 22.5% or 9 people answered neutral, 20% or 8 people answered strongly agree and 12.5% or 5 people answered disagree and 5% or 2 people answered strongly disagree. This can be interpreted as meaning that the respondent agrees with the statement.
 8. Respondents' responses to the statement "Can make good use of school facilities", were dominated by 40% or 16 people answered agree, while the rest were distributed 27.5% or 11 people answered neutral, 17.5% or 7 people answered strongly agree and 12.5% or 5 people answered disagree and 2.5% or 1 person answered strongly disagree. This can be interpreted as meaning that the respondent agrees with the statement.
 9. Respondents' responses to the statement "I have all the study material books (LKS, Modules, etc.)", turned out to be dominated by 47.5% or 19 people answered agree, while the remaining 30% were distributed or 12 people answered neutral, amounting to 12.5% or 5 people

- answered strongly agree and 7.5% or 3 people answered disagree and 2.5% or 1 person answered strongly disagree. This can be interpreted as meaning that the respondent agrees with the statement.
10. Respondents' responses to the statement "LKS and modules can make the learning process easier", apparently it was dominated by 32.5% or 13 people answered agree, while the rest was distributed 30% or 12 people answered neutral, 20% or 8 people answered strongly agreed and 17.5% or 7 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
 11. Respondents' responses to the statement "Schools have sufficient computer equipment", turned out to be dominated by 47.5% or 19 people answered agree, while the rest were distributed 27.5% or 11 people answered neutral, 15% or 6 people answered strongly agree and 10% or 4 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
 12. Respondents' responses to the statement "I always use interesting learning media (projectors, etc.) so that it is easier to accept lessons", apparently it was dominated by 45% or 18 people answered in the affirmative, while the remaining 30% or 12 people answered neutral, amounting to 20% or 8 people answered strongly agree and 5% or 2 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.

3). Organizational Commitment Variable (X3)

Based on the results of distributing questionnaires regarding organizational commitment, it is a person's attitude or behavior towards the organization in the form of loyalty and achieving the organization's vision, mission, and goals. Organizational Commitment is measured by 4 dimensions, namely Affective Commitment, Continuous Commitment, and Normative Commitment. The results of the descriptive analysis for each question are described in the table below:

Table 3: Description of Organizational Commitment Variables

Statement	1		2		3		4		5		Mean
	F	%	F	%	F	%	F	%	F	%	
Affective Commitment											3,73
I would be very happy to spend the rest of my career at this school.	0	0	4	10,0	11	27,5	17	42,5	8	20,0	3,73
I feel like I am part of the family at this school	0	0	3	7,5	8	20,0	26	65,0	3	7,5	3,73
Continuous Commitment											3,8
It's very difficult to get a job if I leave	0	0	4	10,0	10	25,0	19	47,5	7	17,5	3,73
Willing to stay because of the benefits gained	0	0	1	2,5	12	30,0	18	45,0	9	22,5	3,88
Normative Commitment											3,75
I feel like I haven't contributed much to this school	0	0	4	10,0	12	30,0	15	37,5	9	22,5	3,73
I feel this school has done a lot for my life	0	0	1	2,5	13	32,5	20	50,0	6	15,0	3,78

Source: Primary data processed, 2023

1. Respondents' responses to the statement "I will feel very happy to spend the rest of my career at this school", turned out to be dominated by 42.5% or 17 people answered agree, while the remaining distribution was 27.5% or 11 people answered neutral, amounting to 20% or 8 people answered strongly agree and 10% or 4 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
2. Respondents' responses to the statement "I feel part of the family at this school", turned out to be dominated by

- 65% or 26 people answered in the affirmative, while the rest were distributed 20% or 8 people answered neutral, 7.5% or 3 people answered strongly agree and 7.5% or 3 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
3. Respondents' responses to the statement "It will be very difficult to get a job if I leave", apparently it was dominated by 47.5% or 19 people answered in the affirmative, while the rest distributed 25% or 10 people answered neutral, amounting to 17.5% or 7 people

- answered strongly agree and 10% or 4 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
- Respondents' responses to the statement "Want to stay because of the benefits obtained", it turned out to be dominated 45% or 18 people answered agree, while the rest was distributed 30% or 12 people answered neutral, 22.5% or 9 people answered strongly agreed and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
 - Respondents' responses to the statement "I feel that I have not contributed much to this school", apparently it was dominated by 37.5% or 15 people answered agree, while the remaining 30%, or 12 people answered neutral, 22.5% or 9 people answered strongly agree and 10% or 4 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
 - In respondents' responses to the statement "I feel that this school has contributed a lot to my life", it turns out that 50% or 20 people answered in the affirmative, while the rest were distributed at 32.5% or 13 people answered neutral, 15% or 6 people answered strongly agree and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.

4). Teacher Performance Variable (Y)

Based on the results of distributing questionnaires, the teacher performance variable is the ability demonstrated by the teacher to carry out his duties or work. Teacher performance indicators are the amount of work, quality of work, punctuality, attendance, and workability. The results of the descriptive analysis for each question are described in the table below:

Table 4: Description of Teacher Performance Variables (Y)

Statement	1		2		3		4		5		Mean
	F	%	F	%	F	%	F	%	F	%	
Number of Jobs											4
The results of your work follow the school's standard work quality	0	0	1	2,5	8	20,0	21	52,5	10	25,0	4
I can achieve the targets that have been set	0	0	0	0	8	20,0	21	52,5	11	27,5	4,1
Quality of Work											4,2
I develop learning materials innovatively	0	0	1	2,5	4	10,0	21	52,5	14	35,0	4,2
I master the subject material taught	0	0	0	0	6	15,0	24	60,0	10	25,0	4,1
Punctuality											4,2
I always complete tasks on time and prioritize the principle of efficiency	0	0	0	0	5	12,5	23	57,5	12	30,0	4,2
I always arrive on time when working	0	0	0	0	4	10,0	23	57,5	13	32,5	4,2
Presence											4,2
I am willing to attend the seminar	0	0	1	2,5	4	10,0	19	47,5	16	40,0	4,3
I am willing to take part in sports activities regularly provided by the school	0	0	0	0	9	22,5	19	47,5	12	30,0	4,1
Workability											4,1
I always give and receive contributions from fellow teachers in achieving goals	0	0	0	0	10	25,0	19	47,5	11	27,5	4
I can work together with other people to complete tasks	0	0	1	2,5	6	15,0	20	50,0	13	32,5	4,1

Source: Primary data processed, 2023

- Respondents' responses to the statement "The results of your work are by the school's standard work quality", apparently it was dominated by 52.5% or 21 people answered in the affirmative, while the remainder was distributed to 25% or 10 people answered neutral, 20% or 8 people answered strongly agree and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondents strongly agree with the statement.
- Respondents' responses to the statement about "I can achieve the targets that have been set", were dominated by 52.5% or 21 people answered agree, while the rest were distributed 27.5% or 11 people answered strongly agree, 20% or 8 people answered neutrally. This can be interpreted as meaning that the respondents strongly agree with the statement.
- Respondents' responses to the statement "I develop learning materials innovatively", were dominated by 52.5% or 21 people answered agree, while the rest was distributed to 35% or 14 people answered strongly agree, 10% or 4 people answered neutral and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondents strongly agree with the statement.
- Respondents' responses to the statement about "I have mastered the subject matter taught", were dominated by 60% or 24 people answered agree, while the rest was distributed at 25% or 10 people answered strongly agree, 15% or 6 people answered neutral. This can be interpreted as meaning that the respondents strongly agree with the statement.
- In respondents' responses to the statement "I always complete tasks on time and prioritize the principle of efficiency", it turned out that 57.5% or 23 people answered agree, while the remaining 30% or 12 people answered strongly agreed, while the remaining 30% answered strongly agree, amounting to 12.5% or 5 people answered neutrally. This can be interpreted as meaning that the respondents strongly agree with the statement.
- Respondents' responses to the statement "I am always present on time when working", it turns out that it was dominated by 57.5%, or 23 people answered agree, while the rest was distributed at 32.5%, or 13 people answered strongly agree, and 10% or 4 people answered neutrally. This can be interpreted as meaning that the respondents strongly agree with the statement.
- Respondents' responses to the statement "I am willing to attend the seminar", were dominated by 47.5% 19 people

answered agree, while the rest were distributed 40% or 16 people answered strongly agree, 10% or 4 people answered neutral and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondents strongly agree with the statement.

- 8. Respondents' responses to the statement "I always give and receive contributions from fellow teachers in achieving goals", turned out to be dominated by 47.5% or 19 people answered agree, while the remainder was distributed at 30% or 12 people answered strongly agree, amounting to 22.5% or 9 people answered neutral. This can be interpreted as meaning that the respondents strongly agree with the statement.
- 9. Respondents' responses to the statement "I can work

together with other people in completing tasks", were dominated by 47.5% or 19 people answered agree, while the remainder distributed 27.5% or 11 people answered strongly agree, amounting to 25% or 10 people answered neutrally. This can be interpreted as meaning that the respondents strongly agree with the statement.

- 10. Respondents' responses to the statement "I can work together with other people in completing tasks", turned out to be dominated by 50% or 20 people answered agree, while the remainder was distributed 32.5% or 13 people answered strongly agree, 15% or 6 people answered neutral and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondents strongly agree with the statement.

b. Path Analysis

Table 5: Path Coefficients of Direct Effect, Indirect Effect, and Total Effect

Variable	Path Coefficients	Effect		
		Direct	Indirect	Total
Teacher Competency	0,321	0,321	0,285	0,606
Learning Facilities	0,580	0,580	0,515	1,095
Organizational Commitment	0,889	0,889	-	-
Teacher Performance	-	-	-	-
Coefficients e1	0,499	-	-	-
Coefficients e2	0,406	-	-	-

Source: Primary data processed, 2023

Hypothesis Test

- 1. The Effect of Teacher Competency and Learning Facilities on Organizational Commitment

To find out this, it is necessary to use the F test. The following is a test for each variable:

Table 6: F Test Results of the Effect of Teacher Competency and Learning Facilities on Organizational Commitment

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	439.930	2	219.965	55.756	.000 ^b
	Residual	145.970	37	3.945		
	Total	585.900	39			
a. Dependent Variable: Organizational Commitment (X3)						
b. Predictors: (Constant), Learning Facilities (X2), Teacher Competency (X1)						

Source: Primary data processed, 2023

From Table 6, it is found that the calculated F value for the teacher competency and learning facilities variables is 55.756, while the F table is 2.84. Thus $f_{count} > f_{table}$ ($55.756 > 2.84$), H_0 is rejected and H_1 is accepted at this real level. This concludes that teacher competency and learning facilities influence organizational commitment. Thus the first hypothesis is tested and proven.

- 2. The Effect of Teacher Competency and Learning Facilities on Teacher Performance

To test the influence of teacher competence and learning facilities on teacher performance, the F test is carried out. The following are the results of the F test:

Table 7: F Test Results on the Effect of Teacher Competency and Learning Facilities on Teacher Performance

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	794.896	2	397.448	93.903	.000 ^b
	Residual	156.604	37	4.233		
	Total	951.500	39			
a. Dependent Variable: Organizational Commitment (X3)						
b. Predictors: (Constant), Learning Facilities (X2), Teacher Competency (X1)						

Source: Primary data processed, 2023

From Table 7 it is found that the calculated F value for the Teacher Competency and Learning Facilities variables is 93.903, while the F table is 2.84. Thus $f_{count} > f_{table}$ ($93.903 > 2.84$), H_0 is rejected and H_1 is accepted at this real

level. This provides the conclusion that teacher competency and learning facilities influence teacher performance. Thus the first hypothesis is tested and proven.

3. The Effect of Organizational Commitment on Teacher Performance

To test the effect of organizational commitment on teacher

performance, a t-test was carried out. The following are the results of the t-test:

Table 8: Results of the t test on the Effect of Organizational Commitment on Teacher Performance

Model		Coefficients				
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
		B	Std. Error			Beta
1	(Constant)	15.713	2.168		7.246	.000
	Organizational Commitment (X3)	1.132	.095	.889	11.945	.000

a. Dependent Variable: Teacher Performance (Y)

Source: Primary data processed, 2023

The results of the t-test for the Organizational Commitment variable obtained a t value = 11,945 and a t table of 2.028. This means t count > t table (11,945 > 2.028), which means H0 is rejected and H1 is accepted. This provides the conclusion that organizational commitment influences teacher performance. Thus the third hypothesis is tested and proven.

4. The Influence of Teacher Competency and Learning Facilities on Teacher Performance through Organizational Commitment

$$X1 \rightarrow X3 \rightarrow Y = (\rho_{x3x1}) \times (\rho_{yx3}) = 0,321 \times 0,889 = 0,285$$

$$X2 \rightarrow X3 \rightarrow Y = (\rho_{x3x2}) \times (\rho_{yx3}) = 0,580 \times 0,889 = 0,515$$

In the teacher competency variable, the indirect influence value is obtained from the path coefficient value ρ_{x3x1} multiplied by the path coefficient value ρ_{yx3} . The multiplication results show that the indirect influence coefficient value is smaller than the direct influence coefficient value.

In the learning facilities variable, the indirect influence value is obtained from the path coefficient value ρ_{x3x2} multiplied by the path coefficient value ρ_{yx3} . The multiplication results show that the indirect influence coefficient value is smaller than the direct influence coefficient value.

This shows that organizational commitment can mediate teacher competence and learning facilities in influencing teacher performance.

Discussion

1. The Influence of Teacher Competency and Learning Facilities on Organizational Commitment

Based on the results of the analysis of the description of the teacher competency variable, it shows that the majority of teachers at SDN Cikoko 03 Pagi stated that they tended to agree that pedagogical competency, personality competency, professional competency, and social competency form the teacher competency variable. The indicator that makes the biggest contribution to the formation of teacher competency variables is personality competency, namely having behavior that has a positive influence on students, as well as displaying independence in acting as an educator. Based on the analysis of the description of the learning facilities variable, it shows that the majority of teachers at SDN Cikoko 03 Pagi stated that they tended to agree that the condition of the school building, the quality of the classrooms, the functioning of the library, the availability of textbooks, and the optimization of media formed the learning facilities variable. The indicator that provides the greatest value for the formation of the learning facilities variable is the condition of the school building where there is a lot of graffiti on the walls of the

school building.

Based on the results of the path analysis, it show that teacher competency and learning facilities have an impact on increasing organizational commitment. These results are in line with research conducted by Prapti Ningsih (2019), Nur Aslindawati, Sulfaidah, Ninah Wahyuni Amaliah, Erni Rismawanti, Khaerunisa, Muhammad Fahreza (2022), Meylani and Ramlawati (2017), Anis Syamsu Rizal, Nurjaya (2020), Siti Istikomah (2022), Emi Darwansah, Happy Fitria, Andi Arif Setiawan, (2021), Rahesti Halilintara, Achmad Sobirin (2022), M. Thamrin Noor (2022) and Ega Siddik, Abd Rasyid Syamsuri, Julianto Hutasuhut, Mutawaqil Bilah Tumanggor (2021).

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Based on the results of the path analysis, it show that teacher competency and learning facilities have an impact on increasing organizational commitment. These results are in line with research conducted by Prapti Ningsih (2019), Melanie and Ramlawati (2017), Marto Silalahi, Vivi Candra, Sisca, Debi Eka Putri, Julyanthry (2022), Anis Syamsu Rizal, Nurjaya (2020), Emi Darwansah, Happy Fitria, Andi Arif Setiawan, (2021), and Ega Siddik, Abd Rasyid Syamsuri, Julianto Hutasuhut, Mutawaqil Bilah Tumanggor (2021).

3. The Effect of Organizational Commitment on Teacher Performance

Based on the analysis of the description of the organizational commitment variable, it shows that the majority of teachers at SDN Cikoko 03 Pagi stated that they tended to agree that

affective commitment, continuous commitment, and normative commitment form the organizational commitment variable. The indicator that makes the biggest contribution to the formation of the organizational commitment variable is continuous commitment with the majority of teachers wanting to stay because of the benefits they get. Based on the analysis of the description of teacher performance variables, it shows that the majority of teachers at SDN Cikoko 03 Pagi stated that they tend to agree with the amount of work, quality of work, punctuality, attendance, and workability from teacher performance variables. The indicator that makes the biggest contribution to the formation of teacher performance variables is the presence of teachers willing to attend seminars.

Based on the results of the path analysis, it shows that organizational commitment has an impact on improving teacher performance. These results are in line with research conducted by Prapti Ningsih (2019), Nur Aslindawati, Sulfaidah, Ninah Wahyuni Amaliah, Erni Rismawanti, Khaerunisa, Muhammad Fahreza (2022), and Rahesti Halilintara, Achmad Sobirin (2022).

4. The Influence of Teacher Competency and Learning Facilities on Teacher Performance Through Organizational Commitment

Based on the results of the analysis of the description of the teacher competency variable, it shows that the majority of teachers at SDN Cikoko 03 Pagi stated that they tended to agree that pedagogical competency, personality competency, professional competency, and social competency form the teacher competency variable. The indicator that makes the biggest contribution to the formation of teacher competency variables is personality competency, namely having behavior that has a positive influence on students, as well as displaying independence in acting as an educator. Based on the analysis of the description of the learning facilities variable, it shows that the majority of teachers at SDN Cikoko 03 Pagi stated that they tended to agree that the condition of the school building, the quality of the classrooms, the functioning of the library, the availability of textbooks, and the optimization of media formed the learning facilities variable. The indicator that provides the greatest value for the formation of the learning facilities variable is the condition of the school building where there is a lot of graffiti on the walls of the school building. Based on the analysis of the description of the organizational commitment variable, it shows that the majority of teachers at SDN Cikoko 03 Pagi stated that they tended to agree that affective commitment, continuous commitment, and normative commitment form the organizational commitment variable. The indicator that makes the biggest contribution to the formation of the organizational commitment variable is continuous commitment with the majority of teachers wanting to stay because of the benefits they get. Based on the analysis of the description of teacher performance variables, it shows that the majority of teachers at SDN Cikoko 03 Pagi stated that they tend to agree with the amount of work, quality of work, punctuality, attendance, and workability from teacher performance variables. The indicator that makes the biggest contribution to the formation of teacher performance variables is the presence of teachers willing to attend seminars.

Based on the results of the path analysis, it show that teacher competency and learning facilities have an impact on

increasing organizational commitment. These results are in line with research conducted by Prapti Ningsih (2019), Nur Aslindawati, Sulfaidah, Ninah Wahyuni Amaliah, Erni Rismawanti, Khaerunisa, Muhammad Fahreza (2022), Melanie and Ramlawati (2017), Marto Silalahi, Vivi Candra, Sisca, Debi Eka Putri, Julyanthry (2022), Anis Syamsu Rizal, Nurjaya (2020), Siti Istikomah (2022), Emi Darwansah, Happy Fitria, Andi Arif Setiawan, (2021), Rahesti Halilintara, Achmad Sobirin (2022), M. Thamrin Noor (2022) and Ega Siddik, Abd Rasyid Syamsuri, Julianto Hutasuhut, Mutawaqil Bilah Tumanggor (2021).

Conclusions and Recommendations

Conclusion

Based on the research results and hypothesis testing from the proposed problem formulation, it can be concluded as follows:

1. High teacher competency has a positive impact on teacher performance. Teachers who have strong digital knowledge and skills tend to provide more effective teaching, contribute to better learning outcomes, and are more motivated to perform highly.
2. Good and adequate learning facilities are very important in supporting teacher performance. Modern digital, comfortable, and well-functioning facilities create an environment conducive to learning, which impacts teacher and student performance.
3. Teacher organizational commitment acts as a mediator between teacher competence, learning facilities, and teacher performance. Teachers who have high competence and work in adequate digital facilities tend to have higher organizational commitment, which then improves their performance.
4. In the teacher competency frequency table (X1), respondents' responses to the statement "I ensure that all students get the same opportunity to actively participate in learning activities", were dominated by 37.5% or 14 people answered agree, while the rest distributed 35% or 14 people answered neutral, 17.5% or 7 people answered strongly agree and 10% or 4 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
5. In the frequency table of learning facilities (x2), respondents' responses to the statement "Statement: The school building is good, clean and well maintained", were dominated by 47.5% or 19 people answered agree, while the remaining 35% or 14 people answered neutrally. 15% or 6 people answered strongly agree and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
6. In the organizational commitment frequency table (x3), respondents' responses to the statement "I will feel very happy to spend the rest of my career at this school", were dominated by 42.5% or 17 people answered in the affirmative, while the rest were distributed at 27.5% or 11 people answered neutral, 20% or 8 people answered strongly agree and 10% or 4 people answered disagree. This can be interpreted as meaning that the respondent agrees with the statement.
7. In the teacher performance frequency table (y), respondents' responses to the statement "The results of your work are following the quality of school standard work", was dominated by 52.5% or 21 people answered

agree, while the remaining 25% or 10 people answered agreed, neutral, 20% or 8 people answered strongly agree and 2.5% or 1 person answered disagree. This can be interpreted as meaning that the respondents strongly agree with the statement.

Recommendations

Based on the research results and discussion of testing as above, the following suggestions are recommended:

1. Increasing Teacher Competency

- Schools must continue to invest in teacher training and development. Continuous training programs will help teachers to develop competencies that are relevant to the latest developments in education.
- Encourage teacher participation in relevant training courses, seminars, or workshops.

2. Improvement of Learning Facilities

- Schools need to audit their learning facilities to identify deficiencies and necessary improvements.
- Budgets must be allocated to improve school infrastructure, including libraries, laboratories, sports facilities, and educational technology.

3. Recognition and Awards

- Providing recognition to teachers who have high competence and perform well can increase their motivation.
- Building a school culture that values teacher achievements and provides rewards, such as annual awards or status increases.

4. Increased Organizational Commitment

- Involving teachers in school decision-making and giving them a sense of ownership of the school environment can strengthen organizational commitment.
- Facilitate open communication and dialogue between school staff, administration, and the school board.

By taking action to improve teacher competency, learning facilities, and organizational commitment, schools can create an environment that supports better teacher performance, which in turn will contribute to improving the quality of education provided to students.

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