

# Effect of Competence and Organizational Support on Teacher Performance Through Work Motivation as an Intervening Variable (Study at State Vocational High Schools in Pandeglang Region)

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## ABSTRACT

The background of this study is based on the fluctuation of teacher performance and the mismatch between educational background and the subjects taught. The purpose of this research is to analyze effect of competence and organizational support on teacher performance through work motivation as an intervening variable, study at State Vocational High Schools in Pandeglang Region. The population in this study was State Vocational High School Teachers in Pandeglang Region. Data were obtained from 100 teacher respondents through questionnaires and interviews. The method used in this study is a quantitative approach with partial least squares–structural equation modeling (PLS-SEM) analysis techniques. The results of the analysis show that competence and organizational support have a positive and significant effect on teacher performance. In addition, work motivation also has a significant effect on teacher performance, and is able to mediate the relationship between competence and teacher performance, as well as between organizational support and teacher performance.

**Keywords:** Competence, Organizational Support, Teacher Performance, Work Motivation

## INTRODUCTION

Human resources have a role in improving the quality of education that is massive in the process of national and state development. Human resources are a central component that will answer all forms of problems and challenges in the field of education. Law Number 20 of 2003 concerning the National Education System Chapter I Article 1 (1) which is education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Tintington et al., 2023).

Reliable human resources play a very important role in improving the quality of education. In the scope of education requires competent assets. by playing an important role in development and education (Aswad et al., 2024). Human resources in the education line must continue to be improved in order to face future challenges to improve the quality of human resource assets in the

field of education, namely teaching staff or teachers. The most important human resources to ensure the success of the teaching and learning process and improve educational standards are teachers (Manora et al., 2024). Teachers are professional educators whose main role is to educate, teach, guide, direct, assess, and evaluate students in formal education.

Good performance will affect the quality of learning, the quality of graduates, the quality of education and the achievement of educational goals (Lailatussaadah, 2015). Good employee or staff performance will follow good results in the development of the company's business and its institutions. State Vocational High Schools in Pandeglang Region has teacher educators whose performance produces output and then has an impact on their schools. need improvement efforts as performance is the result of a particular job function or activity which consists of three aspects, namely clarity of tasks or work that is the responsibility, clarity of the expected results of a job or function and clarity of the time needed to complete a job so that the expected results can be realized optimally (Siswanto, 2022).

Teachers in State Vocational High Schools in Pandeglang Region, there are several who have adequate expertise. However, there are still problems that must be considered, including there are still teachers who do not match their competence, so that the learning process for students has not been achieved optimally. If teachers do not have expertise in their fields, it will have a little impact on the learning process, how can a teacher who is not an expert in the field teach subjects that are not their expertise. Thus, the ideals of realizing and educating students to build the nation will be slightly hampered. There needs to be harmony between teachers who are experts and master the cluster of knowledge in their fields so that the learning process is achieved for students. Without competence, it will be difficult for teachers to create or produce superior students according to the goals of educational

quality. The teacher certification program is a form of formal evidence from the government as an acknowledgement and benchmark of an effort to improve and see the extent of a teacher's achievements, as well as providing a guarantee of teacher performance in educating and teaching professionally.

Several factors that influence teacher professional competence are put forward by namely education level, work motivation, education and training, principal leadership, and school organizational climate. Teachers must have extraordinary abilities to meet the demands of their work, namely developing students optimally. Only people who have a strong desire to progress, master technology, are responsible, and have high motivation to progress, and have abilities that are in accordance with their fields can win the competition. One of the interesting things is from the several factors above is organizational support.

State Vocational High Schools in Pandeglang Region are under the auspices of the Banten Province Education and Culture Office, then above it there is the Directorate General of Vocational Education of the Ministry of Education and Culture and the Directorate General of Vocational Education then the Ministry of Education and Culture. One of the duties of the Director General of Vocational Education is to formulate and implement policies in the field of vocational high schools and special service education in vocational high schools. Teacher educators at Vocational High Schools have been directed to specific skills, not general matters, in contrast to schools of the same level such as high schools which are still general. For that, the educational staff and teachers must be in accordance with the educational background that will be taught to students at State Vocational High Schools in Pandeglang Region.

Organizational support is the organization's desire to provide contributions or attention to employees, both in the form of morale and material to improve employee value.

Organizational support can be a positive impact because policy makers in the formulation of work programs that are stated in schools so that they become guidelines for certain programs, thus making it easier for teachers to carry out their duties because there is legalization from institutions and organizational support. Teachers at State Vocational High Schools in Pandeglang Region are still not motivated because the teacher's work program does not reach the target, the making of learning devices is often late so that the conduciveness in the classroom is not achieved and there are several teachers who are often late so that the learning process is disrupted. Motivation is part of the crucial impact of performance.

Work motivation does not rule out the possibility that the learning process can run well and optimally so that the goals set by the school or the targets that the teacher wants to achieve can be easily achieved. But it does not rule out the possibility that in State Vocational High Schools in Pandeglang Region it is not in accordance with the field, with a lot of administrative burden. Unequal welfare for teaching staff so that teacher motivation decreases. Teachers with high motivation can have an impact on students with a very motivated demeanor, so students will feel very happy so that the conduciveness of learning can be carried out properly. The importance of motivation is because motivation is what causes, channels and supports human behavior so that they are willing to work hard and enthusiastically to achieve optimal results (Kambara and Soerono, 2022).

The purpose of this research is to analyze effect of competence and organizational support on teacher performance through work motivation as an intervening variable, study at State Vocational High Schools in Pandeglang Region).

## **RESEARCH METHODS**

Population is a combination of all elements of events in the form of events, things or people who have similar characteristics that

are the center of attention of researchers because they are viewed as a research universe (Margono, 2017). A more complex definition of population is that population is also not just the number of subjects studied, but includes all the characteristics or traits possessed by the subject. Population is all objects or subjects that have certain characteristics and are the focus of researchers to be studied and conclusions drawn. Population includes all elements relevant to the research objectives, whether in the form of individuals, groups, objects, or events. Meanwhile, a sample is a part of the population taken in a certain way and is considered to be able to represent the entire population (Martono, 2010). The use of samples aims to facilitate the research process, especially if the population is too large or does not allow for research as a whole. The population in this study was State Vocational High School Teachers in Pandeglang Region. Data were obtained from 100 teacher respondents through questionnaires and interviews.

The method used in this study is a quantitative approach with partial least squares–structural equation modeling (PLS-SEM) analysis techniques. A quantitative approach to investigate the relationship between the variables studied. In this study, the author uses a type of scientific research that is descriptive quantitative and causal. The basis of scientific research lies in the characteristics of rational, empirical, and systematic science (Sugiyono, 2017). Quantitative descriptive research is research that aims to see, review a problem to get an overview and information about something. Quantitative descriptive is a statistical analysis used to describe, summarize, and analyze quantitative data (Aziza, 2023). PLS is a very robust analytical method and is often referred to as a soft modeling approach because it effectively excludes the assumptions contained in ordinary least squares regression (Fernandus, 2017). Unlike the ordinary least squares method which requires the assumption that multivariate data will be normally

distributed and must be free from multicollinearity problems among exogenous variables, PLS actually provides greater flexibility in handling weak data and assumptions. Essentially, PLS is able to face the challenges of testing theories that may be less strong and handling data with limitations such as small sample sizes and non-normality. Moreover, PLS also plays an important role in ensuring the relationship between latent variables or predictors, making it a very useful tool in validating compared to methods that rely on maximum likelihood, PLS manages to avoid two major problems that often arise in covariance-based SEM, namely achieving solution completion and the need to import external factors.

## RESULT AND DISCUSSION

### Respondent Description

The demographic data of the participants provide a clear picture of the characteristics of the study population. 54 respondents (54%) were identified as male, while 46 respondents (46%) were female. Therefore, it can be concluded that almost the majority of participants in this study were male, with the number of respondents reaching 100 individuals. This shows that men almost dominate compared to women. Basically, women are identical to the stereotype that the teaching profession is more suitable for women, because it is considered in

accordance with their motherly and caring nature, but in this study, men almost dominate the teacher's workspace. Because according to the characteristics of the school curriculum, the workload is very dense, this is in accordance with the characteristics of the job that men are burdened with responsibilities according to the relevant curriculum.

Most teachers have a work period of 10>years, covering around 32% of the total respondents. This finding shows that a longer work duration is considered beneficial in the context of the study, because teachers with a long work period are considered to have more substantial work experience. This is believed to be able to make a positive contribution to achieving quality performance.

In terms of the last level of education, the data in the table shows the dominance of employees who have a bachelor's degree background. Covering 71 people or around 71% of the total research respondents. These results reflect that most respondents have an ordinary level of education at the bachelor's level for a teacher. Education has an important role to explain because every job requires special skills that must be met by individuals who do it at a higher level of education.

### Test Results

**Table 1. Bootstrapping Test (Direct Effect)**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Organizational Support -> Performance	0.485	0.488	0.064	7.620	0.001
Organizational Support -> Motivation	0.511	0.514	0.060	8.573	0.000
Competence -> Performance	0.456	0.457	0.061	7.420	0.000
Competence -> Motivation	0.465	0.469	0.059	7.878	0.000
Motivation -> Performance	0.417	0.420	0.086	4.839	0.000

Source: Output SmartPLS Version 4, Processed, 2024

Based on Table 1, competence and organizational support have a positive and significant effect on teacher performance. Appropriate, skilled, and supportive

competencies will increase the level of employee work performance. It is important for schools to pay attention to competencies that are in line with the work performance

of teachers. So, the author assumes that competencies must be in accordance with the educational qualification background, then employee performance will increase. The higher the support given, the higher the performance of an employee. Employee performance will increase so that organizational goals can be achieved more

optimally and employees will also be more enthusiastic in completing their work. If organizational support has a positive impact on employee performance, then employee performance will be better. With the attention of employees or staff by their institutions or organizations.

**Table 2. Bootstrapping Test (Indirect Effect)**

Mediation Path	Direct Effect	Indirect Effect	Types of Mediation
Organizational Support → Motivation → Performance	0.000	0.000	Partial Mediation
Competence → Motivation → Performance	0.000	0.000	Partial Mediation

Source: Output SmartPLS Version 4, Processed, 2024

Based on Table 1 and Table 2, work motivation also has a significant effect on teacher performance, and is able to mediate the relationship between competence and teacher performance, as well as between organizational support and teacher performance. Work motivation has a positive and significant effect on employee performance. This shows that with the need for achievement, it can increase work motivation so that employee performance will also increase. Motivation plays a very important role in improving employee performance; therefore, motivation becomes an unavoidable variable. Motivation plays an important role in connecting competence to performance if competence increases, employee performance will increase with the help of motivation. Organizational support has a positive and significant effect on performance through motivation. The central role of motivation in mediating organizational support for performance has a positive impact on improving employee performance.

### CONCLUSION AND SUGGESTION

The results of the analysis show that competence and organizational support have a positive and significant effect on teacher performance. In addition, work motivation also has a significant effect on teacher performance, and is able to mediate the relationship between competence and teacher performance, as well as between

organizational support and teacher performance.

Based on the conclusions above, the suggestions in this study are:

1. Improving teacher competence is an important aspect in responding to the challenges of vocational education, which are increasingly complex and dynamic, especially in the environment of State Vocational High Schools in Pandeglang Region. Teachers in this region need to receive continuous training and competency development programs in order to improve their professionalism and scientific relevance to the subjects they teach. The program is not only limited to technical training related to certain areas of expertise, but also includes pedagogical training and learning methodologies that are adaptive to technological developments and the characteristics of today's students.
2. In order to improve the quality of teacher performance in State Vocational High Schools in Pandeglang Region, efforts are needed to optimize the form of organizational support provided by schools and related educational institutions at the regional level. Organizational support should not only be in the form of ceremonial administrative formalities, but must be realized in a real form that has a direct impact on teacher motivation and work productivity. One form of essential

organizational support is the provision of adequate learning facilities and infrastructure. Teachers need easy and fast access to learning tools such as laboratories, digital teaching materials, multimedia facilities, and a stable internet network. When teachers feel helped in carrying out their duties because of the availability of adequate facilities, their enthusiasm and effectiveness in the teaching process will increase.

3. Work motivation plays a central role in shaping and strengthening teacher performance. In the context of vocational education such as in State Vocational High Schools in Pandeglang Region, motivation is not only the main driving factor for teachers in carrying out their duties, but also an important link between the competencies they have and the performance output produced.
4. One of the main challenges faced by State Vocational High School Teachers in Pandeglang Region is the imbalance between academic and administrative workloads. Many teachers feel burdened with various administrative tasks that take up time and energy, such as filling out learning reports, teaching tools, and reporting based on the school's digital system. This condition has the potential to reduce motivation and the quality of teaching because teachers lose focus on their main task, which is to educate and foster students optimally. A systematic evaluation of the distribution of teachers' workload is needed to make it more proportional and humane.
5. The principal has a key role as a leader of change in the school environment. The dynamics of education that continue to develop, the principal is required not only to function as an administrator, but also as the main driver in creating a positive, collaborative, and quality-improving organizational culture.
6. In order for the quality of education to continue to improve, schools need to have a structured, objective, and

sustainable teacher performance monitoring and evaluation system. Evaluations that are carried out carelessly or simply to fulfill administrative obligations will not have a significant impact on teacher professional development. Therefore, evaluations must be designed in such a way that they become truly functional tools for reflection and performance improvement.

#### **Declaration by Authors**

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