

## The Effect of Competence and Motivation on Teacher Performance with Commitment as Mediation Variable at Daarul Ukhuwah Islamic Boarding School Malang



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**ABSTRACT:** This study aims to reveal the effect of: 1) teacher competence on teacher performance, 2) teacher competence on teacher commitment, 3) teacher motivation on teacher performance, 4) teacher motivation on teacher commitment and 5) teacher commitment on teacher performance at Daarul Islamic Boarding School. Poor Brotherhood. This research is a correlational study. The population of this study were all teachers at PP Daarul Ukhuwah Malang for the Academic Year of 2022/2023 as many as 70 teachers. By using a saturated sample of 70 people. Data were collected through a questionnaire and analyzed using the Partial Least Square (PLS) analysis technique using the SmartPLS software. The results showed that: 1) teacher competence had a positive ( $O=0.103$ ) and significant ( $p=0.047$ ) effect on teacher performance; 2) work motivation has a positive ( $O=0.163$ ) and significant ( $p=0.000$ ) effect on teacher performance; 3) work commitment has a positive ( $O=0.755$ ) and significant ( $p=0.000$ ) effect on teacher performance; and 4) teacher competence has a positive ( $O=0.589$ ) and significant ( $p=0.000$ ) effect on teacher commitment; and 5) teacher motivation has a positive ( $O=0.257$ ) and significant ( $p=0.001$ ) effect on teacher commitment at Daarul Ukhuwah Islamic Boarding School Malang.

### INTRODUCTION

Education is a means for individuals and organizations to progress and develop. According to Sujana (2019), education is an effort to help the souls of students both physically and mentally, from their natural nature towards a humane and better civilization. Education will be able to ensure that the subject undergoes a transformation from not knowing to knowing. The Daarul Ukhuwah Islamic Boarding School in Malang is located in Asrikaton Village, Pakis District, Malang Regency, East Java, Indonesia. Daarul Ukhuwah Islamic Boarding School (PPDU) which was established on Friday, 1 Muharram 1431 H. coincided with 18 December 2009 AD has opened a girls branch in Cemorokandang and Singosari (<http://www.darul-ukhuwwah.org/>). Along with the increasing public trust in sending their children to school in Islamic boarding schools, especially in PP Daarul Ukhuwah Malang, the quality of the educational process at the boarding school must also be improved.

Improving the quality of education in Islamic boarding schools cannot be separated from the quality of the teachers. The quality of teachers among them can be assessed from several variables. Among them are competence, motivation and commitment. These three variables can increase the fourth variable, namely teacher performance to support a good educational process (Madjid, 2016). In several studies, there is a different dominance between the four variables. As in research (Coenraad, 2016), states that the influence of motivation on performance is the most dominant. While in research (Sari et al., 2019), the biggest relationship is the influence of competence on performance. So in order to get a correlation relationship that is in accordance with the conditions at the Daarul Ukhuwah Islamic Boarding School in Malang, this research was compiled.

### LITERATURE REVIEW

#### Employee Performance

Employee performance is the work result achieved by an employee in carrying out his duties and responsibilities, in accordance with predetermined standards. Employee performance can be measured from several aspects, such as: Achievement of targets, level of productivity, quality of work results, ability to collaborate in teams. Employee performance is a reflection of employee dedication and contribution in achieving company goals. Good employee performance can contribute to the success of an organization. Mathis & Jackson (2010:378), define that performance is basically what employees do and do not do. Employee performance is what influences how much they contribute to the organization, which includes (1) output quantity, (2) output quality, (3) output period, (4) presence at work, (5) cooperative attitude.

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Employee performance assessments can be carried out for helping employees improve performance; assist management in making decisions regarding the provision of wages, bonuses or other compensation; assist in making promotions, placement decisions, transfers and demotions; and recommend training and development to improve employee performance. Several factors can influence employee performance, including: work environment, skills, abilities, and individual characteristics. Besides, employees' competence, motivation, and commitment also influence the performance.

The right motivation can increase employee enthusiasm, passion and sincerity in work. Motivated employees will be more confident in their work and will try as hard as possible to give their best. Good competencies also can help create a high-performance culture. Employee commitment to their organization shows their consistency and responsibility. Committed employees will be more responsible, enthusiastic about working, and believe in company values. Ika (2021) and Kisman et al. (2023) found that competence, motivation and organizational commitment have significant effect on employee performance.

### **Competence**

Competence is the ability or authority to do or determine something. The word competency is a noun, while the adjective is competent. In a work context, competency is the ability needed to carry out tasks well. Competency consists of: knowledge, skills, work attitudes. Competence is an important component that a person must have in order to carry out their duties well. Spencer & Spencer (2003) define competence as "a fundamental characteristic possessed by a person that directly influences or predicts excellent performance". In other words, competence is what outstanding performers do more often in more situations with better results than what policy evaluators do. Characteristics show that competence is part of a person's ability to survive and can predict his behavior in broader situations and work.

According to Farida Sarimaya, 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 (Sarimaya, 2008: 17). Based on Law Number 14 of 2005 concerning Teachers and Lecturers, teacher competency consists of four competencies, namely: Pedagogical, Personality, Social, Professional. Teacher competency can be obtained through professional education. Competent teachers can teach their students well. Some good habits to improve teacher competence are not getting tired of studying. Some teaching skills that teachers must have are: arouses curiosity; stimulates thinking function; develop thinking skills; focuses students' attention Diagnosing student learning difficulties; and communicate the expectations that teachers want from their students.

Teachers who already have professional competence in carrying out their duties will certainly have good performance. In this way, a teacher with good professional competence will be able to improve his performance in carrying out his duties, so that the quality of education will also increase. Hendri (2020) found that pedagogical competence, personality competence, social competence, and professional competence have a significant effect on teacher performance.

### **Motivation**

Motivation is the urge or desire that exists within a person to carry out a certain action or activity. Motivation can come from oneself or from others. According to Wexley and Yukl (2006:75), work motivation is anything that creates enthusiasm or encouragement to work. Work motivation asks how to encourage subordinates' passion for work, so that they want to work hard. We can approach efforts to foster a willingness to work from employees and teachers through knowledge of the sources of strength that move employees to behave in certain ways. Someone who has high motivation will have a strong reason to achieve what they want. Motivation can take the form of words, desires, or strong encouragement from within oneself.

Basically, school organizations not only expect their teachers and employees to be capable, capable and skilled, but most importantly they are willing to work hard and have the desire to achieve optimal work results. The abilities, abilities and skills of teachers and employees are meaningless to the school organization, if they are not willing to work hard using the abilities, abilities and skills they have. Work motivation is important for schools because it is the cause, distributor and supporter of human behavior so that they are willing to work diligently and enthusiastically to achieve optimal results. Teacher work motivation is increasingly important because all tasks given to teachers must be carried out professionally and integrated according to the desired goals. Andi et al. (2020) stated that the high strength of the teacher's performance is determined by the strong of motivation it possesses.

### **Commitment**

Commitment is an agreement or attachment to do something, or responsibility. Commitment can be used in various things, such as romantic relationships, education, organizations, work, and agreements. Commitment is an attitude that describes employee loyalty to their company (Allen & Meyer, 2013). Employees who have organizational commitment are employees who have a strong desire to become main members of their organization, have a strong will to work and strive for the interests of the organization, have trust and acceptance of the organization's values and goals.

Quest (2005:342) stated that indicators of commitment are make adjustments, exemplifies loyalty, actively support, making personal sacrifices, and independent. For a teacher, this committed behavior is demonstrated by always adapting to the conditions and situations of the school organizational environment and doing the things that are expected, as well as respecting the norms of

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the school organization, following the applicable rules and regulations. Behavior that exemplifies loyalty is shown by a teacher by helping other people, whether the principal, fellow teachers, employees, or even students. Respect and accept things that are considered important by the Principal or even superiors above him, proud to be part of the school organization, and care about the image of the school organization. A teacher who has a commitment to actively support will demonstrate behavior by acting in support of the school mission, meeting the needs/mission of the school organization, and adapting to the mission of the school organization. Teachers who are committed to making personal sacrifices will behave in a way that places the interests of the school organization above personal interests, sacrifices in terms of personal choices, and supports decisions that benefit the school organization even if these decisions are not liked. Teachers with an independent commitment will have high independence. That his performance is not determined by the performance of other people. He has a feeling that he is the one who should set an example and influence others to perform well.

Siti et al. (2022) found that organizational commitment and climate have significant effect on teacher performance, while independently it is shown that organizational climate has the greater influence on performance than that of the variable commitment. Ramli et al. (2016) also found that organization commitment has a significant impact on teacher performance.

### Conceptual Framework

Based on the literature reviews and the purpose of this study, the conceptual framework of this research can be described in the figure 1 below.

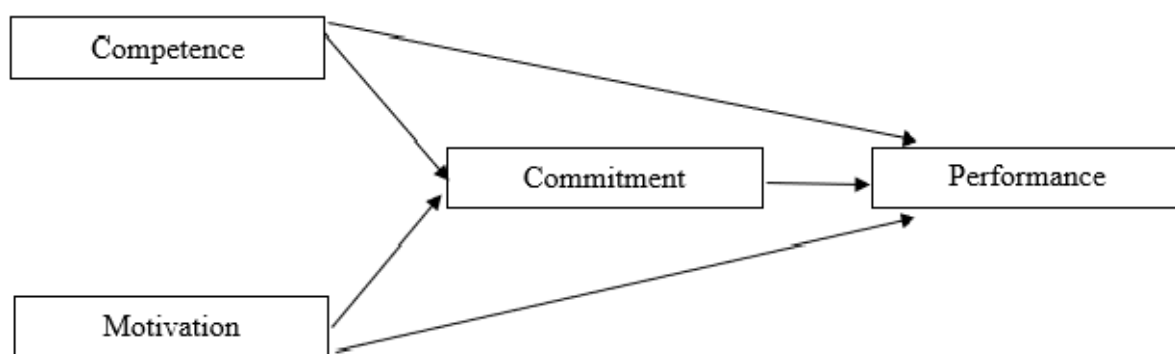


Figure 1 Conceptual Framework

The research conceptual model explains that to improve teacher performance in Islamic boarding schools, competence and motivation are needed which are mediated by commitment. Teacher performance is not only achieved through competence alone, but there must be motivation that will form the teacher's commitment to work at the Daarul Ukhuwah Malang Islamic Boarding School Institution.

Based on the conceptual framework above, this study has six hypotheses:

- H1: Competence has a significant influence on performance
- H2: Motivation has a significant influence on performance
- H3: Competence has a significant influence on commitment
- H4: Motivation has a significant influence on commitment
- H5: Commitment has a significant influence on performance

### RESEARCH METHOD

Population of this study is teacher of Daarul Ukhuwah Malang Islamic Boarding School Institution. Data collection was carried out by distributing online questionnaires to 70 teachers at the Daarul Ukhuwah Islamic Boarding School in Malang. Question items in the questionnaire using a five-point Likert type scale, ranging from 1 (Strongly disagree) to 5 (strongly agree) are used to measure research indicators in the questionnaire.

Competence variable is measured by Pedagogical Competence, Professional Competency, Personality Competencies, Social Competence, and Skill Competency (Spencer and Spencer, 2003). Motivation is measured by Physiological Needs, Safety and Security Needs, Affiliation and Acceptance Needs, Status Needs, and Self Actualization (Wexley & Yukl, 2006). Commitment is measured by Adaptive, Loyal, Supportive, Make sacrifices, Independent (Quest, 2005). Performance variable in this study is measured by Quality of Work, Work Quantity, Output period, Cooperative, and Initiative (Mathis & Jackson, 2010).

The analysis tool using Partial Least Square with Smart PLS version 3 includes Outer Model Test and Inner Model Test. Outer model specifies the relationship between latent variables and their indicators. or it can be said that the outer model defines

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how each indicator is related to its latent variable. Outer model test consists of Convergent Validity, Discriminant Validity, Average Variance Extracted (AVE), and Cronbach Alpha. The Inner Model Test or the structural model were carried out to test the relationship between latent constructs. Inner model test consists of R-Square and Estimate for Path Coefficients.

## RESULTS AND DISCUSSIONS

### Outer Model

Analysis outer model consist of Convergent Validity, Discriminant Validity, Average Variance Extracted (AVE), and Cronbach Alpha. Below is the results of the analysis.

### Convergent Validity

Convergent validity is testing the indicators in the latent variable to ensure that the indicators used in this research can really be understood well by respondents so that respondents do not experience misunderstandings about the indicators used. Table 1 below shows the convergent validity of performance variable.

**Table 1 Convergent Validity of Performance Variable**

| Code | Performance |
|------|-------------|
| KIN1 | 0,733       |
| KIN2 | 0,878       |
| KIN3 | 0,859       |
| KIN4 | 0,793       |
| KIN5 | 0,745       |

Based on the outer loading for the Performance variable, it is known that all indicators KIN.1 to KIN.5 have an outer loading greater than 0.7, so that the indicators KIN.1 to KIN. 5 can be used in testing further research models, because it has met convergent validity, meaning it is good at measuring performance variables. The next table is convergent validity of commitment variable.

**Table 2 Convergent Validity of Commitment Variable**

| Code | Commitment |
|------|------------|
| KO1  | 0,711      |
| KO2  | 0,777      |
| KO3  | 0,805      |
| KO4  | 0,723      |
| KO5  | 0,801      |

Based on the outer loading for the commitment variable, it is known that all indicators KO.1 to KO.5 have an outer loading greater than 0.7, therefore the indicators KO.1 to KO. 5 can be used in testing further research models, because it has met convergent validity, meaning it is good at measuring the commitment variable. Furthermore, the convergent validity of competence variable.

**Table 3 Convergent Validity of Competence Variable**

| Code | Competence |
|------|------------|
| k1   | 0,707      |
| k2   | 0,728      |
| k3   | 0,757      |
| k4   | 0,704      |
| k5   | 0,829      |

Based on the outer loading for the competence variable, it is known that all indicators k.1 to k.5, have an outer loading greater than 0.7, so indicators k.1 to k. 5 can be used in testing further research models, because it has met convergent validity, meaning it is good at measuring the competency variable. Table 4 below describe the convergent validity of motivation variable.

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**Table 4 Convergent Validity of Motivation Variable**

| Code | Motivation   |
|------|--------------|
| M1   | <b>0,813</b> |
| M2   | <b>0,877</b> |
| M3   | <b>0,748</b> |
| M4   | <b>0,781</b> |
| M5   | <b>0,854</b> |

Based on the outer loading for the motivation variable, it is known that indicators M.1 to M.5 all have outer loadings greater than 0.7, so no indicators need to be removed from the research model. Thus, it can be said that the indicators M.1 to M.5 meet convergent validity, meaning they are good at measuring the motivation variable.

**DISCRIMINANT VALIDITY**

The discriminant validity test is used to see whether an indicator of a particular latent variable is really different from indicators of other latent variables, so that the indicator is truly considered worthy of explaining the latent variable. Table 5 below shows the result of the discriminant validity of variables in this study.

**Table 5 Discriminant Validity**

|      | Performance  | Commitment   | Competence   | Motivation   |
|------|--------------|--------------|--------------|--------------|
| KIN1 | <b>0,733</b> | 0,680        | 0,416        | 0,486        |
| KIN2 | <b>0,878</b> | 0,808        | 0,754        | 0,598        |
| KIN3 | <b>0,859</b> | 0,854        | 0,754        | 0,567        |
| KIN4 | <b>0,793</b> | 0,677        | 0,491        | 0,542        |
| KIN5 | <b>0,745</b> | 0,670        | 0,514        | 0,442        |
| KO1  | 0,640        | <b>0,711</b> | 0,431        | 0,339        |
| KO2  | 0,704        | <b>0,777</b> | 0,479        | 0,432        |
| KO3  | 0,778        | <b>0,805</b> | 0,585        | 0,491        |
| KO4  | 0,663        | <b>0,723</b> | 0,667        | 0,409        |
| KO5  | 0,739        | <b>0,801</b> | 0,608        | 0,534        |
| M1   | 0,546        | 0,462        | 0,398        | <b>0,813</b> |
| M2   | 0,559        | 0,501        | 0,484        | <b>0,877</b> |
| M3   | 0,421        | 0,340        | 0,340        | <b>0,748</b> |
| M4   | 0,440        | 0,400        | 0,391        | <b>0,781</b> |
| M5   | 0,663        | 0,608        | 0,584        | <b>0,854</b> |
| k1   | 0,502        | 0,490        | <b>0,707</b> | 0,356        |
| k2   | 0,478        | 0,481        | <b>0,728</b> | 0,313        |
| k3   | 0,552        | 0,552        | <b>0,757</b> | 0,392        |
| k4   | 0,505        | 0,494        | <b>0,704</b> | 0,363        |
| k5   | 0,701        | 0,678        | <b>0,829</b> | 0,584        |

The cross loading in the table shows that the correlation between the Performance construct and its indicators is higher than the correlation between Performance indicators and other constructs. The correlation of the Commitment construct with its indicators is higher than the correlation of the Commitment indicator with other constructs. The correlation of the Motivation construct with its indicators is higher than the correlation of the Motivation indicator with other constructs. The correlation of the Competency construct with its indicators is higher than the correlation of Competency indicators with other constructs.

Another method to see the discriminant validity value is to assess the validity of the construct based on the AVE value, where a good model is required if the AVE of each construct is greater than 0.5. Table 6 below shows the result of AVE.

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**Table 6 Result of AVE**

|             | Average Variance Extracted (AVE) |
|-------------|----------------------------------|
| Performance | 0,646                            |
| Commitment  | 0,584                            |
| Competence  | 0,557                            |
| Motivation  | 0,666                            |

Based on the output results, it shows that the AVE value for each construct is greater than 0.5, so it can be concluded that the constructs of Performance, Commitment, Competence and Motivation are a good model, so that all constructs in the estimated model meet the discriminant validity criteria.

**CONSTRUCT RELIABILITY**

Construct Reliability (the same as Cronbach Alpha) measures the reliability of a construct or latent variable. The value must be above 0.60 which is considered reliable. However, for exploratory research, moderate reliability of 0.5 – 0.6 is sufficient to justify the research results (Ferdinand, 2002). The following is output of Construct reliability.

**Table 7 Result of Cronbach Alpha**

|             | Cronbach's Alpha |
|-------------|------------------|
| Performance | 0,862            |
| Commitment  | 0,822            |
| Competence  | 0,801            |
| Motivation  | 0,875            |

Construct reliability based on Cronbach's alpha value is good if the value is above 0.70. Based on the table above, it can be seen that the Cronbach's alpha values for the 5 constructs in the model are all greater than 0.70. Thus, it can be said that the variables Performance, Commitment, Competence and Motivation really have high construct reliability, almost approaching 1, with a level of reliability that is classified as very strong. So the model in this research has met Construct reliability.

**Inner Model**

**Goodness of fit Model**

Model evaluation uses R-square ( $R^2$ ) for the dependent construct. The R-square value reflects the predictive power of the entire model (Falk and Miller, 1992; Pirouz, 2006) with the R-square value being greater than 0.10 or greater than 10 percent (or goodness-fit of the model). Table 8 below describes the result of R-square.

**Table 8 Result of R-square**

|             | R-Square | Adjusted R-Square |
|-------------|----------|-------------------|
| Performance | 0,881    | 0,878             |
| Commitment  | 0,580    | 0,572             |

Based on result in the table 8 above, it can be seen that the R-square of performance is 0,881. It means that 88,1% of performance variable is influenced by competence, motivation, and commitment, whereas 11,9% is influenced by other variables that are not included in this study. R-square value of commitment is 0,580. It means that 58% of commitment is influenced by competence and motivation, while 42% is influenced by other variable that are not discussed in this research.

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## Hypothesis Tests

Figure 2 below describes the results of the hypothesis test.

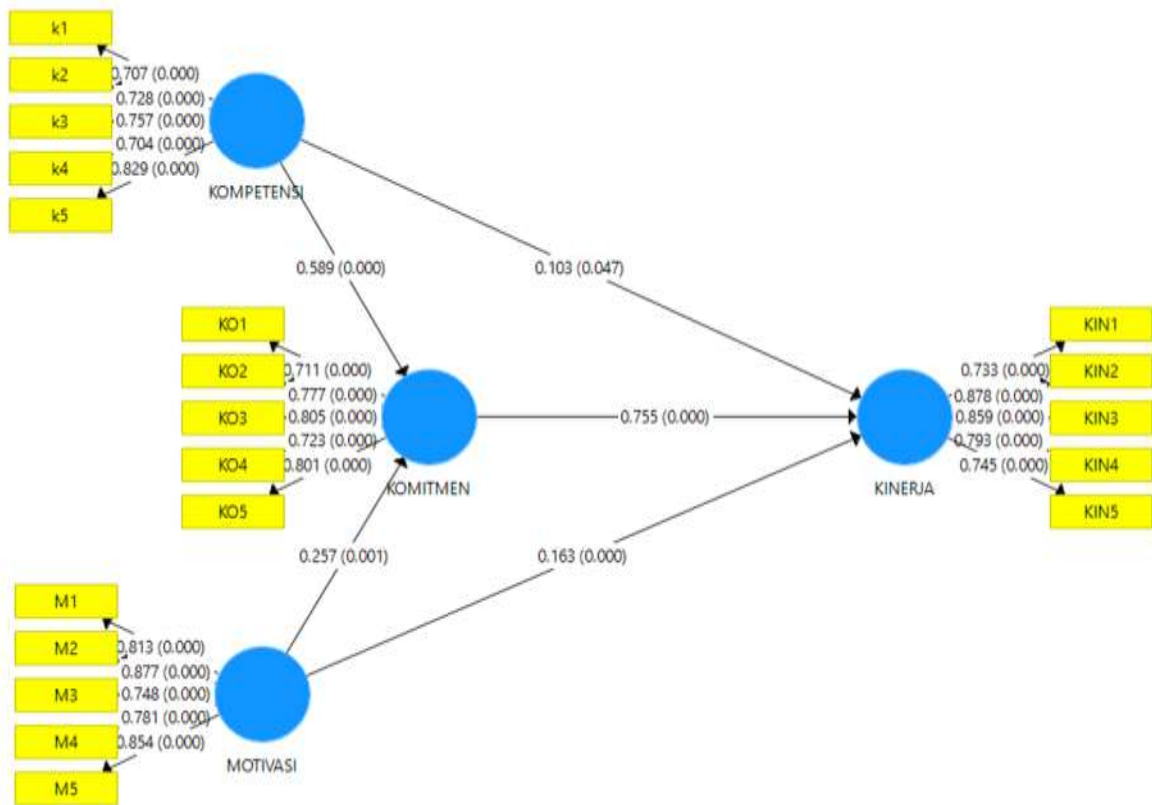


Figure 2 Results of Hypothesis Test

Note:

- KOMPETENSI : Competence
- MOTIVASI : Motivation
- KOMITMEN : Commitment
- KINERJA : Performance

Besides the figure 2 above, the results of hypothesis test can be seen in the table 9 below.

Table 9 The results of Path Coefficients Test

|                                     | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics ( O/STDEV ) | P Values     |
|-------------------------------------|---------------------|-----------------|----------------------------|--------------------------|--------------|
| <b>Commitment -&gt; Performance</b> | 0,755               | 0,756           | 0,050                      | 15,055                   | <b>0,000</b> |
| <b>Competence -&gt; Performance</b> | 0,103               | 0,101           | 0,052                      | 1,994                    | <b>0,047</b> |
| <b>Competence -&gt; Commitment</b>  | 0,589               | 0,590           | 0,062                      | 9,429                    | <b>0,000</b> |
| <b>Motivation -&gt; Performance</b> | 0,163               | 0,164           | 0,044                      | 3,708                    | <b>0,000</b> |
| <b>Motivation -&gt; Commitment</b>  | 0,257               | 0,258           | 0,076                      | 3,359                    | <b>0,001</b> |

## DISCUSSIONS

### 1. The influence of competence on performance

The results of hypothesis testing show that the competence has a significant influence on performance. The original sample value is 0.103 and the P value is 0.047, indicating a significant positive effect. So, it can be concluded that there is a positive and significant influence of competence on performance of teachers in the Daarul Ukhuwah Islamic Boarding School in Malang. In other words, better competence can increase performance. Where the greater the teacher's competence, the greater the performance. Vice versa, the lower the teacher's competence, the lower the performance. This is because performance requires adequate competence. For example, in Islamic Religion subjects, students taught by teachers with Islamic Religion competencies

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are definitely much better than those taught by teachers with other competencies. Likewise, for other subjects such as Mathematics, Indonesian and others. The results of this research are in accordance with previous study which state that pedagogical competence, personality competence, social competence, and professional competence have a significant effect on teacher performance (Hendri, 2020).

### **2. The influence of motivation on performance**

The results of hypothesis testing show that the motivation has a significant influence on performance. The original sample value is 0.163 and the P value is 0.000, indicating a significant positive effect. So, it can be concluded that there is a positive and significant influence of motivation on performance of teachers in the Daarul Ukhuwah Islamic Boarding School in Malang. In other words, increasing the motivation of the teachers, it can increase their performance. This is because motivation has a broader dimension and is able to pump up the teacher's energy to do a better job. This result is in line with Andi et al. (2020) who found that the high strength of the teacher's performance is determined by the strong of motivation it possesses.

### **3. The influence of competence on commitment**

The results of hypothesis testing show that the competence has a significant influence on commitment. The original sample value is 0.589 and the P value is 0.000, indicating a significant positive effect. Therefore, it can be concluded that there is a positive and significant influence of competence on commitment of teachers in the Daarul Ukhuwah Islamic Boarding School in Malang. Where the greater the competence, the greater the commitment and vice versa. This is because commitment can be increased by providing education and training to workers, in this case teachers. For teachers, this is a form of attention and concern from the organization for its members. Which will automatically increase their commitment to serve even better.

### **4. The influence of motivation on commitment**

The results of hypothesis testing show that the motivation has a significant influence on commitment. The original sample value is 0.257 and the P value is 0.001, indicating a significant positive effect. Therefore, it can be concluded that there is a positive and significant influence of motivation on commitment of teachers in the Daarul Ukhuwah Islamic Boarding School in Malang. The higher the motivation, the higher the organizational commitment. This is because commitment can be built by providing awareness and strengthening motivation to workers. For example, in this case, the teacher is motivated by religious devotion. So by increasing awareness about the rewards of righteous deeds, teachers will be stronger to survive in the organization even though there are challenges that are not easy in the organization.

### **5. The influence of commitment on performance**

The results of hypothesis testing show that the commitment has a significant influence on performance. The original sample value is 0.755 and the P value is 0.000, indicating a significant positive effect. So, it can be concluded that there is a positive and significant influence of commitment on performance of teachers in the Daarul Ukhuwah Islamic Boarding School in Malang. The greater the commitment, the greater the performance produced by the teacher concerned and vice versa. The results of this research are in accordance with several previous studies which state that commitment has a significant impact on performance (Siti et al., 2022; Ramli et al., 2016).

## **CONCLUSIONS**

This study investigated the impact of competence, motivation, and commitment of teachers in the Daarul Ukhuwah Islamic Boarding School in Malang toward their performance. The results show that competence, motivation, and commitment have a significant effect on performance with 88.1%. This study also examined the impact of competence and motivation on commitment. The results show that the two variables (competence and motivation) have a significant impact on commitment with 58%. Based on the results of this study, it can be suggested that for teachers and schools, especially Islamic boarding schools who want to improve their teacher performance, it is best not only to increase teacher competence and motivation, but it also increases teacher commitment as stated in Commitment Theory.

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