Exploring Teacher Competency and Work Motivation as Catalysts for Performance

Mengeksplorasi Kompetensi Guru dan Motivasi Kerja sebagai Katalisator untuk Kinerja

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ABSTRACT

This study aims to determine the effect of teacher competence and work motivation on teacher performance. This study uses a quantitative descriptive approach. The population in this study were all teachers, deputy principals and principals at MTs Miftahul Huda Tegalwaru Karawang with a total of 43 people. Semple used in this study used saturated semple with 43 respondents. The data source used in this study using primary data obtained from distributing questionnaires to respondents. Based on the results of the study, it is known that the competency variable has no significant effect on the teacher performance variable partially while the motivation variable has a significant effect on the teacher performance variable partially. and the competency and motivation variables simultaneously have a significant effect on the teacher performance variable.

Keywords: *Teacher Competence, Work Motivation, Teacher Performance.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh kompetensi guru dan motivasi kerja terhadap kinerja guru. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Populasi dalam penelitian ini adalah seluruh guru, wakil kepala sekolah dan kepala sekolah di MTs Miftahul Huda Tegalwaru Karawang dengan jumlah 43 orang. Semple yang digunakan dalam penelitian ini menggunakan semple jenuh dengan jumlah 43 responden. Sumber data yang digunakan dalam penelitian ini menggunakan data primer yang diperoleh dari penyebaran kuesioner kepada responden. Berdasarkan hasil penelitian diketahui bahwa variabel kompetensi tidak berpengaruh signifikan terhadap variabel kinerja guru secara parsial sedangkan variabel motivasi berpengaruh signifikan terhadap variabel kinerja guru secara parsial dan variabel kompetensi dan motivasi secara simultan berpengaruh signifikan terhadap variabel kinerja guru.

Kata Kunci: Kompetensi Guru, Motivasi Kerja, Kinerja Guru.

1. Introduction

Teacher performance plays an important role in achieving educational goals in schools. Performance issues are in the spotlight of various parties, government performance will be felt by the community and teacher performance will be felt by students or parents of students. Danial et al., (2019) stated that teachers are the most dominant and most influential factor in the success of learning. Teacher performance will certainly be a concern for all parties. Thus, teacher performance plays a very important role in the implementation of the learning process. Teachers are expected to be able to teach well, guide, and have high dedication and loyalty to improve the quality of education.

Teacher performance certainly cannot be achieved well without the help of various parties. The quality of education can be achieved if teachers have high performance. Teacher performance is determined by several factors that affect teacher performance is very complex, both internal inherent in the individual itself and external from the environment or situation. Teachers who have the ability in the four teacher competencies of pedagogical competence, personality competence, social competence, and professional competence, teachers who have the ability in the four competencies will be able to show better performance. According to Motivation et al., n.d. (2021) performance has a causal relationship with competence (*competency or ability*). Performance is a function of competence, attitude and action. Competence describes the characteristics of knowledge, skills, behavior, and experience to perform a particular job or role effectively. By using human resources as the determining factor of success, competence is the determining party of success. A teacher's competence will also be better, if accompanied by strong motivation.

Motivation is one of the factors that determine the high and low performance of a teacher. Motivation in carrying out the job of being a teacher and carrying out its duties and functions as an educator. With the motivation of a teacher to carry out tasks in the process of teaching and learning activities, it is necessary to be in line with the objectives as an educator in school. Ratnasari et al., (2021). Teachers need to have strong motivation, as Danial et al., (2019) argued that teachers who have motivation are categorized as having the power to mobilize their abilities and develop their resources in carrying out the tasks that are their responsibility. Motivation can also come from within or outside a person. Motivation is an important part of every activity outside of school and within school.

The phenomenon that occurs at MTs Miftahul Huda Tegalwaru Karawang related to teacher performance can be seen from the results of a pre-research survey conducted on 30 MTs Miftahul Huda teachers and observations in the field whose results are as follows:

Table 1. Pre-research Survey Results of teacher performance

No.	Teacher Performance	Respondent's Answer	
		Yes	No
1	Do teachers have RPS and RPH before starting the learning process?	5	25
2	Can MTs Miftahul Huda teachers control the class during the learning process?	12	18
3	Do MTs teachers have active communication with students	10	20
4	Do MTs teachers provide guidance and additional learning outside of study hours?	6	24

Source: Processed by Researchers, 2023

Based on Table 1. above, it can be seen that teacher performance still has problems, on the indicators of pre-research survey questions, the dominant respondents answered "No". namely the existence of teachers who do not have RPS and RPH before starting learning, MTs teachers cannot control the class during the learning process. So in carrying out learning, not communicating actively with students, and not providing guidance and additional learning outside of study hours. It shows that teachers do not carry out learning with interesting or monotonous strategy methods so that students are less enthusiastic in participating in learning activities because there are no RPS and RPH.

Table 2. Pre-research Survey Results of Teacher Competency

No.	Competence	Respondent's Answer	
		Yes	No
1	Do you utilize information and communication technology for the purpose of organizing educational development activities?	5	25
2	Do you always show that you have an understanding of learning and providing material to students?	15	15
3	Are you able to communicate orally and in writing in providing learning?	12	18
4	Do you show high work ethic, responsibility, and confidence?	10	20
5	Are you always honest and communicate your students' progress to other parties or parents?	25	5

Source: Processed by Researchers, 2023

Based on Table 2. above, it can be seen that teacher competence still has problems, in the indicators of pre-research survey questions, the dominant respondent's answer was "No". We can see from the pre-research survey data that some teachers do not utilize information and communication technology for the benefit of organizing educational development activities, do not show that they have an understanding of learning and providing material to students, there are teachers who are unable to communicate orally and in writing in providing learning, do not show work ethic, high responsibility, and self-confidence, and there are a few teachers who are not honest in communicating student development to other parties or parents.

Table 3. Pre-Research Survey Results Teacher Work Motivation

No.	Teacher Work Motivation	Respondent's Answer	
		Yes	No
1	Teachers provide learning materials if they are unable to attend teaching due to unavoidable circumstances.	23	7
2	Do you feel proud of your work and the suitability of the work you are given?	13	17
3	Teachers try to improve learning methods for students	30	0
4	Teachers strive to help achieve school goals	20	10
5	Do you have a sense and desire to improve academics at school?	12	18

Source: Processed by Researchers, 2023

Based on Table 3. above, it can be seen that teacher competence still has problems, on the indicators of pre-research survey questions, the dominant respondent's answer was "No". there are some teachers who do not provide learning materials when the teacher cannot be present because of something that cannot be left behind, do not feel proud of their work and the suitability of the work they are given, do not help to achieve school goals and do not have a sense and desire to improve academics at school. This is also because there is no encouragement or motivation towards oneself and this can affect teaching performance, because motivation from oneself does not exist, the drive to achieve school goals and the responsibility of providing material when the teacher is absent does not exist.

Previous research related to the Effect of Competence on Teacher Performance has been conducted by Wardhani & Wijaya, (2020) with the findings that competence has an influence on teacher performance. Meanwhile, according to the results of researchers Rasam et al., (2019) stated that there was a significant effect of pedagogical competence, professional competence, personality competence, and social competence on teacher performance. According to A Jamaludin, Nandang,

A D Romli (2022) to realize the success of the programs set by an organization, every employee in it is required to have the necessary competency standards.

The results of previous research related to the effect of motivation on teacher performance were conducted by (Kartini et al., 2023) stated that motivation has an effect in improving teacher performance in carrying out their duties as educators, mentors and teachers. Meanwhile, according to the results of researchers (Hafsah & Sulasmi, 2021) stated that the motivation variable partially and simultaneously motivation has no significant and negative effect on teacher performance.

The results of previous research related to the Effect of Competence and Work Motivation on Teacher Performance conducted by (Susanto et al., 2021), stating that the variables of competence and work motivation on teacher performance have a partial and simultaneous influence on teacher performance. Meanwhile, according to the results of researchers Maryani & Setiadiwibawa, (2023) states that the variables of competence and motivation have a significant effect together (simultaneously) on teacher performance.

Based on the survey results from pre-research at MTs Miftahul Huda Tegalwaru Karawang, we need efforts to create a situation that can improve teacher competence and work motivation of MTs Miftahul Huda teachers in order to improve their quality performance. Based on the background of these problems, this study was conducted to analyze and prove "The Effect of Teacher Competence and Work Motivation on Teacher Performance at MTs Miftahul Huda Tegalwaru District, Karawang Regency".

2. Literature Review

Teacher performance

The definition of performance is the result of a person's work in quality and quantity achieved by a teacher in carrying out his duties in teaching in accordance with the responsibilities given to him. Performance comes from the word *Job Performance* or *Actual Performance* (work performance or actual achievement achieved by a person).

According to Ulvia, (2020) Teacher performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set and the results of work achieved by a person or group of people in the organization, in accordance with their respective authorities and responsibilities, in order to achieve the objectives of the organization concerned legally, not violating the law and in accordance with morals and ethics.

Meanwhile, according to Astining Putri et al., (2019) explains that teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by improving student achievement.

Teacher Competency

In the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, it is explained that: "competence is a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers or lecturers in carrying out professional duties." Teacher competence is a characteristic in a teacher that can be explained through attitude or behavior, knowledge, and skills. A teacher has a set of competencies to be taught to students in the teaching and learning process carried out in the classroom, outside the classroom, and in the classroom. Setyanti, (2020).

Meanwhile, according to (Rohman, 2020) which states that the competence possessed by each teacher will show the quality of the teacher in teaching, the competence will be realized in the form of mastery of knowledge and professionals in carrying out their functions as teachers. To be able to have teacher competence, a person must undergo adequate formal education strengthened by experience.

Work Motivation

Definition Motivation is a very important aspect in determining a person's behavior, including work behavior. Motivation comes from the Latin "*movere*" which means "driving force". The definition of motivation is a force within a person and factors from the organization that encourage or move to achieve certain goals. (Ajabar & Marina, 2019).

According to Rina et al., (2020) motivation is a change in energy in a person characterized by the appearance of "*feelling*" and preceded by a response to a goal.

Meanwhile, according to Rizal, (2019) Motivation is the basic drive that moves a person to behave. This encouragement is in a person who moves to do something in accordance with the encouragement in him. Therefore, the actions of a person based on certain motivations contain themes in accordance with the underlying motivation

3. Methods

This research method uses quantitative research methods with causal studies that intend to find a cause-and-effect relationship between the dependent variable and the independent variable. The population in this study were all teachers, vice principals and principals at MTs Miftahul Huda Tegalwaru Karawang, totaling 43 people. Semple uses saturated sempel by taking a saturated semple of data availability according to the research variables. Saturated sample is a sampling technique when all members of the population are used as samples. (Roswirman & Elazhari, 2022).

The data used in this study are primary data and secondary data. Primary data was obtained using a list of questions (questionnaires) that had been structured with the aim of collecting information from teachers and administrative staff and principals at MTs Miftahul Huda.

Data collection in this study used a questionnaire. The questionnaire used in this study consists of three parts. The first part contains a number of questions related to Teacher Competence. the second part contains a number of questions related to Work Motivation, and the third part contains Teacher Performance.

The data analysis technique used to test whether competence and motivation affect teacher performance, namely by using multiple linear regression analysis technique models with the help of SPSS (Statistical Product and Service Solution) 25 software. The research framework design can be described as follows:
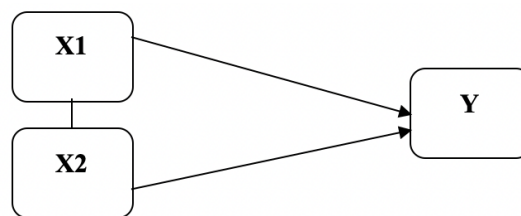

Figure 1. Research framework

4. Results and Discussion

A. Validity Test

The validity test is used in a study to test the validity of the research questionnaire.

Table 4. Validity test results

Variables Research	Question	Coefficient Correlation	Description
Competence (X1)	1	0.571>0.3610	Valid
	2	0.782>0.3610	Valid
	3	0.798>0.3610	Valid
	4	0.507>0.3610	Valid
	5	0.570>0.3610	Valid
	6	0.481>0.3610	Valid
	7	0.764>0.3610	Valid
Motivation (X2)	1	0.713>0.3610	Valid
	2	0.748>0.3610	Valid
	3	0.768>0.3610	Valid
	4	0.721>0.3610	Valid
	5	0.771>0.3610	Valid
	6	0.676>0.3610	Valid
Performance (Y)	1	0.753>0.3610	Valid
	2	0.591>0.3610	Valid
	3	0.641>0.3610	Valid
	4	0.424>0.3610	Valid
	5	0.591>0.3610	Valid
	6	0.586>0.3610	Valid
	7	0.693>0.3610	Valid

Based on the validity test results, the calculated r value of the competency, motivation, and teacher performance variables is greater than the r table value of 0.3610. Then the 20 question items are declared valid.

B. Reliability Test

The reliability test is used to see the reliability of the indicator or questionnaire when reused as a variable measuring instrument.

Table 5. Reliability Test

Variables	Cornbach alpha	r Critical	Description
Competence (X1)	0.765	0.6	Reliable
Motivation (X2)	0.823	0.6	Reliable
Teacher Performance (Y)	0.697	0.6	Reliable

Based on the results of the reliability test, the reliable value of competence is 0.765, motivation is 0.823 and teacher performance is 0.697, each of which has a cornbach value greater than 0.6. Then the 20 statement items are declared reliable proven.

C. Normality Test

The normality test was carried out using the help of SPSS (*Statistical Product and Service Solution*) software version 25 with the *Kolmogorov-Smirnov* formula at a significant level of 5%. Data distribution is said to be normal if the significance of the *Kolmogorov-Smirnov* test is more than 0.05 (sig. > 0.05) otherwise the data is said to be abnormal if the significance is less than 0.05 (sig. < 0.05).

Table 6. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		43
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.78841292
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.078
Test Statistic		.114
Asymp. Sig. (2-tailed)		.190[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the SPSS output table, it is known that the significance value of Asiymp.Sig (2-tailed) of 0.190 is greater than 0.05. So in accordance with the basis for decision making in the *Kolmogorov-Smirnov normality test* above, it can be concluded that the data is normally distributed. Thus, the assumptions or normality requirements in the regression model have been met.

D. Heteroscedasticity Test

The heteroscedasticity test is used to test whether in the regression model there is an inequality of variance and residuals from one observation to another. If the variance of the residuals from one observation to another is constant, it is called *homoscedasticity* and if it is different it is called *heteroscedasticity*. The presence or absence of *heteroscedasticity* can be done by looking at the *scatterplot* graph as follows:

Table 7. Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	37.496	5.486		6.835	.000
	Competence	-.175	.176	-.165	-.997	.325
	Motivation	-.075	.169	-.073	-.445	.659
a. Dependent Variable: Performance						

Based on the output above, it is known that the significance value (Sig.) for the Competency variable (X1) is 0.325. Meanwhile, the significance value (Sig.) for Moivation (X2) is 0.659. Because the significance value of the two variables above is greater than 0.05, according to the basis for decision making in the Glejser test, it can be concluded that there are no symptoms of *heteroscedasticity* in the regression model.
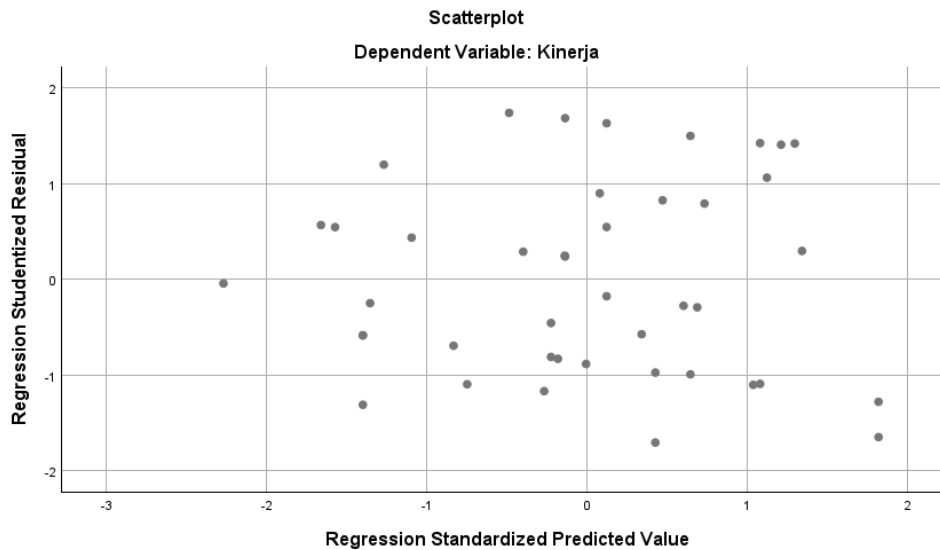
Figure 2. Scatterplot Graph of Heteroscedasticity Test

It can be seen in the scatterplot graph display above, that the points spread above and below the number 0 on the Y axis, and the points do not collect only above or below and do not form a wavy pattern. It can be concluded that there is no *heteroscedasticity* problem in the regression model.

E. Multicollinearity Test

The multicollinearity test is used to determine whether there is a correlation between the independent variables. To detect the presence or absence of *multicollinearity*. This is done by looking at the *tolerance* value and *Variance Inflation Factor* (VIF). If the VIF value> 10 and *Tolerance* <0.01, *multicollinearity* occurs. Conversely, if VIF < 10 and Tolerance> 0.01, there is no *multicollinearity*. In this study the data used in the *multicollinearity* test is data from the independent variable.

Table 8. Multicollinearity Test

	Coefficientsᵃ						
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	37.496	5.486		6.835	.000		
Competence	-.175	.176	-.165	-.997	.325	.880	1.136
Motivation	-.075	.169	-.073	-.445	.659	.880	1.136

a. Dependent Variable: Performance

Based on the table above, it can be seen that the calculated VIF value is 1.136 with a calculated tolerance value of 0.880, which means that the range between tolerance and VIF values has a narrow range, which means that it can be concluded that there is no *multicollinearity*, or free from *multicollinearity.*

Multiple Linear Regression Analysis

Multiple linear regression analysis is carried out to see the model and the influence between

the independent variable and the dependent variable. The following is a multiple regression model using the help of *SPSS 25 software.*

		Coefficients[a]				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.328	2.834		6.114	.001
	Competence (X1)	.172	.089	.243	1.928	.061
	Motivation (X2)	.359	.084	.537	4.266	.001
a. Dependent Variable: Teacher Performance (Y)						

Based on the results of multiple linear regression analysis in the table above, the regression model is obtained as follows:

$$Y = 17.328 + 0.172X1 + 0.359X2$$

Where:
Y = Teacher Performance
X1 = Teacher Competence
X2 = Work Motivation
Based on the multiple linear regression model above, the following information is obtained.
1. The constant is 17.328 which means that if there is no change in the value of the independent variables X1 and X2, the dependent variable Y value is 17.328.
2. The regression coefficient on variable X1 is 0.172 and positive, meaning that if variable X1 increases by 1 point significantly, and the other independent variables are constant, variable X1 will increase the value of variable Y by 0.172.
3. The regression coefficient on the X2 variable is 0.359 and positive, meaning that if the X2 variable increases by 1 point significantly, and the other independent variables are constant, the X2 variable will increase the value of the Y variable by 0.359.

Test t (Partial)

The t test is conducted to determine whether there is an influence between the independent variables partially (individually) on the dependent variable. If the sig. value <0.05 or t count> t table then there is an influence of the independent variable (X) on the dependent variable (Y).

Table 9. Partial Effect Test Results

		Coefficients[a]				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.328	2.834		6.114	.001
	Competence (X1)	.172	.089	.243	1.928	.061
	Motivation (X2)	.359	.084	.537	4.266	.001
a. Dependent Variable: Teacher Performance (Y)						

Based on the data in table 9 above, the t value of the competency variable is 1.928 with a significance level of 0.061 and motivation is 4.266 with a significance level of 0.001. The calculated t value is then compared with the t table value = t (a/2; n-k-1) = t (0.025; 40) = obtained t table value of 2.021.

Testing the First Hypothesis (H1)

It is known that the significance value for the effect of X1 on Y is 0.061 <0.05 and the t value is 1.928> t table 2.021, so it can be concluded that H1 is rejected, which means that there is no effect of X1 on Y.

Second Hypothesis Testing (H2)

It is known that the significance value for the effect of X2 on Y is 0.001 <0.05 and the calculated t value is 4.266> t table 2.021, so it can be concluded that H2 is accepted, which means that there is an effect of X2 on Y.

F Test (Simultaneous)

The F test is conducted to see whether all the independent variables used in the regression model have a joint influence on the dependent variable. If the sig. value <0.05, or f count> f table, it means that the dependent variable (X) simultaneously affects the independent variable (Y).

Table 10. Simultaneous test results

Model		Sum of Squares	df	Mean Square	F	Sig.
		ANOVA[a]				
1	Regression	56.647	2	28.323	15.223	.001[b]
	Residuals	74.423	40	1.861		
	Total	131.070	42			
a. Dependent Variable: Teacher Performance (Y)						
b. Predictors: (Constant), Motivation(X2), Competence(X1)						

Based on the data in table 10 above, the calculated F value is 15.223 with a significance level of 0.001. The value of F table = F (k; n-k) = F (2; 41) = 3.226 with a significance level of 5% obtained a value of 3.226.

Third Hypothesis Testing (H3)

Based on the output above, it is known that the significance value for the effect of competence and motivation simultaneously on teacher performance is 0.001 <0.05 and the calculated F value is 15.223>F table 3.226, so it can be concluded that H3 is accepted, which means that there is an effect of competence and motivation simultaneously on teacher performance.

Coefficient of Determination

The coefficient of determination analysis is used to determine the influence of the independent variable on the dependent variable.

Table 11. Analysis of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
		Model Summary		
1	.657[a]	.432	.404	1.36403
a. Predictors: (Constant), Motivation(X2), Competence(X1)				

Based on the data in table 11 above, the magnitude of the influence of Competence and Motivation on Teacher performance is 0.432 or 43.2%, while the remaining 56.8% is explained by other factors not examined in this study.

The Effect of Teacher Competence on Teacher Performance

The results of the hypothesis testing that has been carried out state that the significance value between competence on teacher performance is 0.061 <0.05 and the t value is 1.928> t table 2.021. Seeing that the calculated t value is smaller than the t table value of 2.021 and the significance level is greater than 0.05, it can be empirically proven that it is negative and insignificant. Referring to this proves that the higher the competence, it is not directly proportional to the higher teacher performance. Vice versa, if competence is low, it is not directly proportional to the lower teacher performance.

This finding contradicts a previous study conducted by (Suaedah, 2020) in his research on the Effect of Professional Competence, Compensation, and Discipline on Teacher Performance. The researcher found that there was a significant effect of professional competence on teacher performance, the competence of various abilities needed in order to realize oneself as a teacher, which includes expertise in the field, namely mastery of the material that must be taught along with the method, so that it can guide students to achieve the specified competency standards. The competencies possessed by each teacher will show the quality of the teacher in teaching, these competencies will be realized in the form of mastery of knowledge and professionals in carrying out their functions as teachers.

The Effect of Work Motivation on Teacher Performance

The results of the hypothesis testing that has been carried out state that the significance value between motivation and teacher performance is 0.001 <0.05 and the t value is 4.266> t table 2.021. Therefore, the hypothesis in this study, namely "motivation has a positive and significant effect on teacher performance" is accepted. The positive sign on the coefficient illustrates the positive influence between motivation on teacher performance. Referring to these results proves that the higher the motivation, the higher the teacher performance. Vice versa, if motivation is low, the tendency for teacher performance to be low.

This finding is consistent with previous studies conducted by Rahmayanti et al., (2021) in their research on the Effect of Professional Competence, Work Motivation and Work Discipline on the Performance of State Senior High School Teachers in Pemalang Regency. The researcher found that motivation partially affects teacher performance in high schools in Pamelang. The researcher found that work motivation affects teacher performance, and stated that with high motivation from within and outside, a teacher will be able to improve his performance optimally.

The Effect of Teacher Competence and Work Motivation on Teacher Performance

Based on the results of the research that has been done, it can be concluded that the Competency variable (X1) and the Motivation variable (X2) on the Teacher Performance variable (Y) have a simultaneous effect. This can be seen from the calculated f value of 15,223 with a significance of 0.001. Seeing that f count is greater than f table 3.226 and the significance level is smaller than 0.05, it is simultaneous. Teacher competence and work motivation are important factors that influence teacher performance, so that teacher performance can be said to be teacher competence which includes knowledge or skills and motivation to carry out their duties and responsibilities as educators.

This finding is consistent with previous studies conducted by Burnalis et al., (2019) in his research on the Effect of Pedagogical Competence and Work Motivation on the Performance of Islamic Elementary School Teachers As-Shofa Pekanbaru. The researcher found that there was a

positive effect of teacher competence and work motivation on teacher performance simultaneously.

4. Conclusions

Based on the findings of this study, it can be concluded that teacher competency does not have a significant effect on teacher performance. However, work motivation positively and significantly influences teacher performance, emphasizing its critical role in enhancing teaching effectiveness. The simultaneous analysis (F-test) confirms that both competency and motivation collectively affect teacher performance, underscoring the importance of these factors in educational settings.

For future research, it is recommended to explore additional variables that could potentially impact teacher performance, thereby enriching our understanding of educational dynamics. Schools are advised to prioritize creating a supportive and motivating environment to empower teachers in their teaching roles effectively. Although this study did not find a direct link between teacher competency and performance on its own, continuous professional development remains crucial to improve teaching quality and ensure positive learning outcomes for students.

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