The Effect of Pedagogical Competence, Work Facilities and Work Motivation on Teachers Performance at SMA Negeri in Kelayang District Indragiri Hulu Regency

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Article Info	ABSTRACT
	This study aims to analyze the effect of pedagogical competence, work facilities, and work motivation on the performance of public senior high school teachers in Kelayang District, Indragiri Hulu Regency. The study employs a quantitative approach with a population consisting of public senior high school teachers in Kelayang District, Indragiri Hulu Regency. The sample was selected using purposive sampling, resulting in 37 teachers with civil servant (PNS) status being chosen as respondents out of a total population of 55 teachers. Data analysis in this study was conducted using descriptive statistical analysis, data quality tests, classical assumption tests, multiple linear regression analysis, and hypothesis testing. Data processing was assisted by SPSS version 22 software. The results of the study indicate that pedagogical competence, work facilities, and work motivation have a positive and significant effect on teacher performance, both partially and simultaneously. Based on the coefficient of determination (R^2), the three independent variables collectively contribute 57.9% to the dependent variable, while the remaining 42.1% is influenced by other variables not included in this study.

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1. INTRODUCTION

Human resources are a key element in any organization, including education. As professionals, teachers play a central role in achieving national education goals. Educational success depends heavily on how effectively teachers carry out their roles, from planning and implementing to evaluating learning. Without optimal teacher performance, quality education is difficult to achieve, as teachers are the frontline workers who interact directly with students every day.

In education, teachers are required to not only deliver material but also act as facilitators and motivators in the learning process. According to Mangkunegara (2017), teacher performance is the quality and quantity of work achieved by teachers in carrying out their duties in accordance with their assigned responsibilities. Teacher performance can be seen in how teachers carry out their roles in educating, guiding, and inspiring students to achieve maximum learning achievement.

However, in reality, teacher performance has not shown optimal results. Based on teacher performance assessment data at SMA Negeri 1 and SMA Negeri 2 in Kelayang District, Indragiri Hulu Regency, there has been fluctuation and even a downward trend over the past five years. At SMA Negeri 1 Kelayang, the percentage of teachers performing in the "good" category decreased from 94.29% in 2019 to 89.86% in 2024. A similar condition occurred at SMA Negeri 2 Kelayang, from 92% to 89%. Although the decline appears small, this trend indicates the existence of factors that influence the quality of teacher performance in the region.

Teacher performance is inseparable from their competencies, especially pedagogical competency. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, pedagogical competency is a teacher's ability to manage learning, understand student characteristics, design learning strategies, and evaluate learning outcomes. However, in the field, a number of teachers are still found to teach subjects that are not in line with their educational background. Of the total number of teachers at two public high schools in Kelayang District, some are known to have a non-linear relationship between their field of study and the subjects they teach. This certainly affects the effectiveness of learning and impacts student learning outcomes. Furthermore, the results of the Teacher Competency Test (UKG) show that there are still teachers who score below 70, which means they do not meet the minimum competency standards. This condition shows that teachers' pedagogical competency still needs attention and strengthening through training programs or ongoing coaching.

Besides competence, another factor that influences teacher performance is work facilities. Work facilities include the means and infrastructure that support the smooth teaching and learning process, such as classrooms, laboratories, learning media, and teaching equipment. Based on data from two schools in Kelayang District, inadequate facilities were still found. Several classrooms suffered from minor to severe damage, many teachers' desks and chairs were damaged, and laboratory equipment was incomplete. These limitations certainly impact teacher effectiveness. According to Sagala (2016), adequate work facilities can increase comfort, efficiency, and work enthusiasm, while inadequate facilities can reduce employee motivation and productivity. In the school context, this means that teachers will find it difficult to innovate and create engaging learning if the available facilities are not supportive.

In addition to competence and work facilities, motivation also plays a crucial role in determining teacher performance. Motivation is an internal drive that fuels enthusiasm for work. Teachers with high motivation tend to be more disciplined, responsible, and results-oriented. However, teacher absence data at SMA Negeri 1 and SMA Negeri 2 Kelayang shows a relatively high absenteeism rate, ranging from 4.6% to 6.7% over the past four years. This high rate of absenteeism indicates that some teachers lack strong work motivation. According to Sutrisno (2017), work motivation is a condition that drives a person to perform activities optimally to achieve desired goals. Low teacher work motivation will directly impact discipline, responsibility, and the quality of learning in schools.

The above phenomenon illustrates that teacher performance at Public Senior High Schools in Kelayang District is still influenced by various interrelated factors. Decreased performance can be caused by a lack of pedagogical competence, limited work facilities, and low work motivation. This aligns with previous research findings that indicate a research gap. Research conducted by Hendri Wibowo (2017) and Sahrul (2022) found that competence and work facilities had a significant positive effect on teacher performance, while research by Eliana Setyanti (2020) and Kristina et al. (2023) showed different results. Similarly, regarding work motivation, research by Azzahra & Putri (2023) showed a significant effect on teacher performance, while research by Astuti & Raharjo (2023) found insignificant results.

2. LITERATURE REVIEW

2.1 Pedagogical Competence

Pedagogical competence is one of the essential competencies that a teacher must possess in order to effectively carry out the teaching and learning process. According to Law No. 14 of 2005 concerning Teachers and Lecturers, pedagogical competence refers to the ability of teachers to manage learning, understand student characteristics, design learning strategies, and evaluate learning outcomes. Mangkunegara (2017) defines competence as the combination of knowledge, skills, and attitudes that enable individuals to perform tasks effectively and efficiently.

Teachers with high pedagogical competence are able to adapt teaching methods to the needs of their students, utilize learning media appropriately, and create a conducive learning environment. Research by Winata et al. (2024) showed that pedagogical competence has a positive and significant effect on teacher performance, indicating that improvements in teacher competence can enhance teaching effectiveness. Similarly, Astri and Karliha (2024) found that pedagogical competence significantly contributes to improving teacher performance at elementary schools in Tasikmalaya. Therefore, it can be concluded that teachers' pedagogical competence is a determining factor in achieving optimal learning outcomes and overall educational quality.

2.2 Work Facilities

Work facilities represent the physical and non-physical resources that support teachers in performing their duties. Supardi (2014) states that adequate facilities can increase comfort, efficiency, and work enthusiasm, whereas inadequate facilities can lead to decreased productivity and motivation. In the school context, work facilities include classrooms, laboratories, learning media, and teaching equipment that support the teaching and learning process.

Schools with complete and functional facilities allow teachers to innovate and use various methods in teaching. Conversely, damaged or incomplete facilities can limit the learning process and reduce teacher performance. A study by Sum et al. (2024) found that the availability of work facilities significantly influences teacher performance, as complete facilities help teachers prepare learning materials and engage students more effectively. Therefore, improving and maintaining educational facilities is vital to ensure a supportive teaching environment and improved teacher performance.

2.3 Work Motivation

Motivation is an internal drive that stimulates individuals to perform tasks optimally. According to Wahyudi (2021), work motivation refers to the conditions that encourage a person to engage in activities to achieve goals effectively. In education, teachers with strong motivation demonstrate high discipline, responsibility, and commitment to their work.

Motivated teachers tend to show higher enthusiasm in carrying out teaching tasks and are more likely to take the initiative in improving their professional competence. Research by Prawidhi and Suci (2023) showed that work motivation has a positive and significant impact on teacher performance. Similarly, Sahrul (2022) found that motivated teachers perform better in achieving educational objectives. These findings suggest that increasing teacher motivation through recognition, rewards, and supportive leadership can significantly enhance teacher performance in schools.

2.4 Relationship Between Pedagogical Competence, Work Facilities, and Work Motivation with Teacher Performance

Teacher performance is the result of the interaction between various internal and external factors. Pedagogical

competence determines the teacher's ability to manage learning effectively, work facilities provide the means to execute teaching tasks efficiently, and work motivation sustains the drive to perform well. When these three factors function optimally, teacher performance tends to improve significantly.

Previous studies by Winata, et al (2020) and Sahrul (2022) confirmed that competence and work facilities have a significant positive influence on teacher performance. On the other hand, research by Eliana Setyanti (2020) and Kristina et al. (2023) showed inconsistent findings, highlighting the need for further investigation. Based on this research gap, the present study aims to analyze the combined and individual effects of pedagogical competence, work facilities, and work motivation on teacher performance at SMA Negeri in Kelayang District, Indragiri Hulu Regency.

3. METHODS

3.1 General description of respondents

This research is quantitative. This approach was chosen because it was deemed relevant to answer the research objective, which was to analyze the influence of pedagogical competence, work facilities, and teacher performance on teacher performance. This study involved one dependent variable, namely teacher performance, and three independent variables: pedagogical competence, work facilities, and work motivation.

According to Sugiyono (2017), the definition of population is a generalization area consisting of: subject objects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study was 37 public high school teachers in Kelayang District. The sample is part of the number and characteristics of the population. In determining the number of samples to be processed from the total population, it must be done with the right sampling technique so that the data obtained is truly representative. The sampling technique used in this study was purposive sampling, namely the selection of samples based on certain criteria determined by the researcher. Of the total 55 teachers consisting of ASN and non-ASN teachers, only 37 PNS teachers were used as samples because they have permanent employee status and a uniform performance development and assessment system, so that the data obtained is more valid and focused.

In this study, the data used consists of primary data and secondary data. Primary data is the main information obtained directly from respondents through the distribution of closed-ended questionnaires that have been compiled based on the indicators of each research variable. The questionnaires were completed by teachers of public high schools in Kelayang District, which is the object of this study. Thus, primary data comes from the respondents' direct responses to statements related to pedagogical competence, work facilities, work motivation, and teacher performance. Meanwhile, secondary data was obtained from various relevant sources such as school documents, teacher performance reports, Teacher Competency Test (UKG) results data, attendance data, and other library sources such as books, scientific articles, and government regulations that support the theoretical study in this study. Secondary data collection was carried out by reviewing literature and references related to the research topic, particularly those discussing factors that influence teacher performance.

4. RESULTS AND DISCUSSION

The data in this study were collected through questionnaires distributed to 37 public high school teachers in Kelayang District, Indragiri Hulu Regency, who served as research respondents. Respondent identity information included gender, age, highest level of education, and length of service. Based on the data obtained, it was found that the majority of respondents were female, namely 28 people, while the number of male respondents was 9 people. This indicates that the teaching staff in public high schools in Kelayang District is dominated by female

teachers. In general, female teachers are known to have a high level of discipline, responsibility, and social empathy in carrying out their duties, so this can have a positive impact on performance and the work atmosphere at school.

that the majority of public high school teachers in Kelayang District are classified as productive age. Teachers in this age group generally have high work enthusiasm, are adaptive to technological changes, and are quite active in participating in training and competency development. This condition has positive potential for improving teacher professionalism, especially in the implementation of the new curriculum that demands creativity and the use of digital learning media. Based on their most recent educational background, the majority of

Based on length of service, teachers with more than 10 years of experience dominated the respondents, representing 18, or 48.6% of the total. Twelve teachers (32.4%) had 6–10 years of service, while seven (18.9%) had 1–5 years of service. This indicates that most teachers at Kelayang District Public High Schools have substantial work experience. Longer service is generally associated with professional maturity, attitude maturity, and the ability to navigate various dynamics in the work environment.

Based on age category, the majority of teachers are in the 36–45 age group, amounting to 16 people or approximately 43.2% of the total respondents. Eleven teachers aged 26–35 (29.7%), while 10 teachers aged 45 and above (27.1%). Thus, it can be said teachers have a Bachelor's degree (S1), amounting to 34 people, while those who have completed a Master's degree (S2) are 3 people. The dominance of S1 education reflects that the academic qualifications of teachers at Kelayang District State Senior High Schools have met the minimum standards as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers, namely that teachers are required to have at least a bachelor's degree (S1) or diploma four (D-IV) academic qualification.

Teachers with more experience also tend to have better adaptability to changes in curriculum and education policies.

4.2 Data Quality
Validity Test

Used to determine the accuracy of each item in measuring what it is intended to measure. In this study, the Pearson correlation test will be used. If the calculated r value is greater than the table r value, the questionnaire item can be considered valid. (Priyatno, 2017)

Table 1. Validity Test Results

Variable	Indikator	r hitung	r tabel	Information
Teacher Performance (Y)	Item 1	0,831	0,324	Valid
	Item 2	0,811	0,324	Valid
	Item 3	0,844	0,324	Valid
Pedagogical Competence (X1)	Item 1	0,730	0,324	Valid
	Item 2	0,704	0,324	Valid
	Item 3	0,708	0,324	Valid
	Item 4	0,809	0,324	Valid
	Item 5	0,801	0,324	Valid
Work Facilities (X2)	Item 1	0,944	0,324	Valid
	Item 2	0,942	0,324	Valid
	Item 3	0,945	0,324	Valid
	Item 4	0,954	0,324	Valid
Work Motivation (X3)	Item 1	0,845	0,324	Valid
	Item 2	0,865	0,324	Valid
	Item 3	0,843	0,324	Valid
	Item 4	0,831	0,324	Valid

Source: Processed Data SPSS 22

The table above shows that all indicators for each variable have calculated r values that exceed the table r. Therefore, all indicators in this study are declared to meet the validity criteria.

Reliability Test

The aim is to determine whether the research instrument produces reliable and consistent results even when measurements are taken repeatedly with the same instrument. This test is conducted when the research passes the validity test. In the reliability test, an instrument is considered reliable if the Cronbach's Alpha is > 0.6. (Priyatno, 2017)

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	r tabel	Test Results
Teacher Performance (Y)	0,772	0,60	Reliabel
Pedagogical Competence (X1)	0,803	0,60	Reliabel
Work Facilities (X2)	0,961	0,60	Reliabel
Work Motivation (X3)	0,862	0,60	Reliable

Source: Processed Data SPSS 22

Based on the results of the reliability test using SPSS 22 listed in Table 3, the Cronbach's Alpha value was obtained > 0.60 for each variable so that it was declared a reliable instrument.

4.3 Classical Assumption Test
Normality Test

In addition to the classical assumption tests for multicollinearity and heteroscedasticity, another classical assumption test is the normality test. The test

examines whether the independent variable (X) and dependent variable (Y) data in the resulting regression equation are normally distributed or not. A regression equation is considered good if the independent variable and dependent variable data are distributed approximately normally or completely normally. (Sunyoto, 2016).

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		37
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	0,87981728
Most Extreme Differences	Absolute	0,074
	Positive	0,069
	Negative	-0,074
Test Statistic		0,074
Asymp. Sig. (2-tailed)[c]		0,200

Source: Processed Data SPSS 22

Based on Table 3, the Asymp. Sig. (2-tailed) value is 0.200 > 0.05, indicating that the standardized residual values are normally distributed.
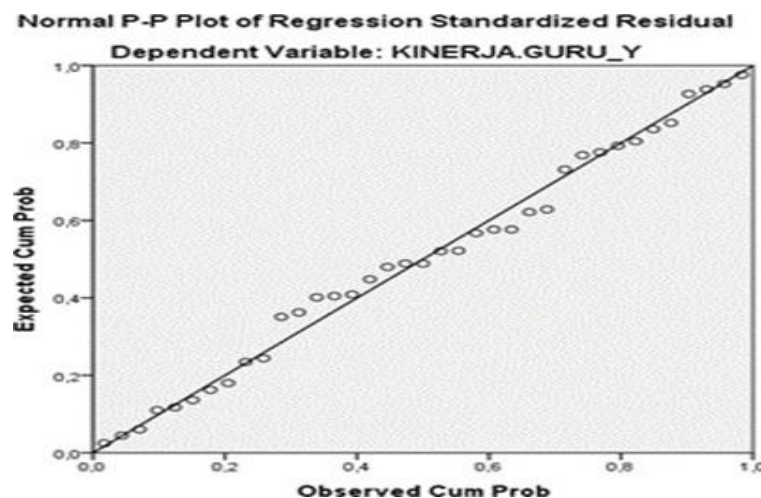

Figure 1 shows the results of a normality test using a P-P plot, where the data points appear to approach and follow the diagonal line. This indicates that the data are normally distributed.

Multicollinearity Test

The multicollinearity test is a classic assumption test of this type applied to multiple regression analysis consisting of two or more independent variables (X1, X2, X3,.., n) where the closeness of the relationship between the independent variables will be measured through the magnitude of the correlation coefficient (r). (Sunyoto, 2016)

Table 4. Multicollinearity Test Results

Coefficients[a]		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	Pedagogical Competence	0,916	1,092
	Work Facilities	0,990	1,010
	Work Motivation	0,907	1,102

Source: Processed Data SPSS 22

Table 4 shows that all Tolerance values exceed 0.1 and the VIF is below 10, thus concluding that this regression model does not contain multicollinearity. This means that the independent variables are not highly correlated with each other and can independently explain the dependent variable.

Heteroscedasticity Test

The heteroscedasticity test in a home regression equation also needs to be tested to determine whether the residual variances from one observation are the same as those from another. If the residuals have the same variance, it is called homoscedasticity, and if the variances are not the same or different, it is called heteroscedasticity. A good regression equation is one that does not have heteroscedasticity. (Sunyoto, 2016)

Table 5. Heteroscedasticity Test Results
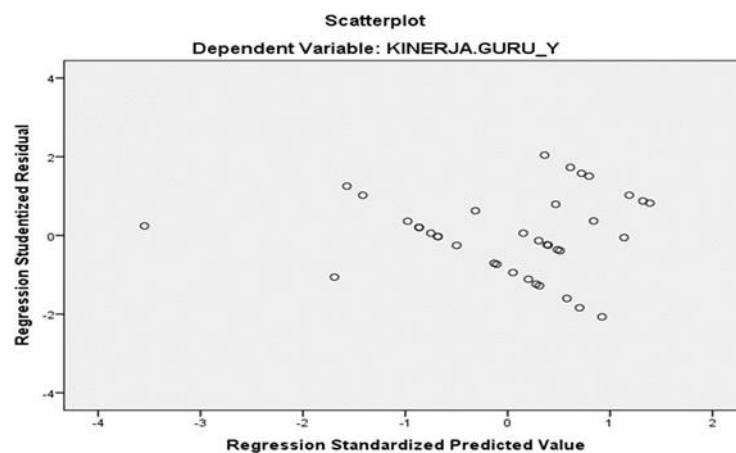
Source: Processed Data SPSS 22

Figure 2 shows a scatterplot with a distribution of points that are spread randomly and do not form a specific pattern around the Y axis at the value 0. This condition indicates that there is no indication of heteroscedasticity in the regression model.

4.4 Hypothesis Testing
Partial Significance Test (t-Test)

The T-test is conducted to determine the level of significance of the influence of the independent variable on the dependent variable partially. An independent variable has a partial significant influence on the dependent variable if the significance value is above 0.05. (Priyatno, 2017)

Table 6. Partial Test Results (t-Test)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.232	1,811		.128	.899
	Pedagogical Competence	.343	.065	.598	5.290	.000
	Work Facilities	.102	.039	.281	2.583	.14
	Work motivation	.232	.085	.308	2.713	.11
a. Dependent Variable: *Teacher Performance*						

Source: Processed Data SPSS 27

Based on Table 6, the results of the t-test can be seen, indicating the calculated t-value and significance of each independent variable. The t-value of the table is calculated using the following equation: t-value of the table = a; n – k – 1 = 0.05; 37 – 3 – 1 = 1.692. Therefore, the following results are obtained:

1. The calculated t-value for the Pedagogical Competence variable (X1) is (5.290) > t-value (1.692) with a significance value of (0.000) < (0.05). This means that Pedagogical Competence (X1) has a significant positive effect on Teacher Performance (Y).

2.The calculated t-value for the Work Facilities variable (X2) is (2.583) > t-value (1.692) with a significance value of (0.014) < (0.05). This means that Work Facilities (X2) have a significant positive effect on Teacher Performance (Y).

3.The calculated t-value for the Work Motivation variable (X3) is (2.713) > t-table (1.692) with a significance value of (0.011) < (0.05). This means that Work Motivation (X3) has a significant positive effect on Teacher Performance (Y).

Simultaneous Significance Test (F-Test)

Determining the simultaneous influence of independent variables on the dependent variable is the function of the F-test. This test has two ways to determine the influence: by looking at the significance value or calculated F-value. If the significance value is less than 0.05 or the calculated F-value is greater than the F-table, then all independent variables simultaneously have a significant influence on the dependent variable. (Priyatno, 2017)

Table 7. F-Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.403	3	14.801	17.528	.000[b]
	Residual	27.867	33	.844		
	Total	72.270	36			
a. Predictors: (Constant) Pedagogical Competence,Work Facilities,Work motivation.						

Source: Processed Data SPSS 27

From the table above, it can be seen that F count is 18.007 with a significance of 0.000 F table can be obtained as follows: F table = n – k – 1 ; k , = 37 – 3 – 1 ; 3 = 2.89

Thus, it is known that F_{count} (17.528) > F_{table} (2.89) with sig. (0.000) < (0.05). This means that the variables of Pedagogical Competence, Work Facilities, and Work Motivation have a joint effect on the Teacher Performance variable.

Coefficient of Determination (R²)

The coefficient of determination (R2) is intended to determine the best level of

accuracy in regression analysis, which is indicated by the magnitude of the coefficient of determination (R2) between 0 (zero) and 1 (one). The coefficient of determination (R2) is zero for the independent variable. If the coefficient of determination is closer to one, it can be said that the independent variable influences the dependent variable. In addition, the coefficient of determination is used to determine the percentage change in the dependent variable (Y) caused by the independent variable (X). (Priyatno, 2017)

Table 8. Results of the Coefficient of Determination (R²) Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,784	0,614	0,579	,918
a. Predictors: (Constant), Pedagogical Competence,Work Facilities,Work motivation.				

Source: Processed Data SPSS 22

From table 5.17 above, the Adjusted R Square value can be seen as 0.579. This means that the percentage influence of the Pedagogical Competence variable, Work Facilities and Work Motivation on the Teacher Performance variable is 57.9%.

5. DISCUSSION

The Influence of Pedagogical Competence on Teacher Performance

Teacher performance is not only measured by how well they deliver material, but also by how they guide students, manage the classroom, and foster positive interactions with them. One competency that supports this performance is pedagogical competence, which is the teacher's ability to understand student characteristics and adapt learning strategies to their needs. With strong pedagogical competence, teachers can select relevant learning methods, media, and techniques, ensuring that the learning process is not solely focused on delivering material but also on developing student potential.

This finding is supported by research by Winata et al. (2024), which found that pedagogical competence had a positive and significant impact on teacher performance at the Raudhatul Ulum Islamic Education Foundation in Sakatiga. This finding indicates that teacher performance improvement is significantly influenced by improvements in teacher competence. This is further supported by research by Astri and Karliha (2024), which found that competence had a significant positive effect on teacher performance at SDN Sukahening, Sukahening District, Tasikmalaya. These results show that the better the competency, the better the performance of teachers at State Senior High Schools in Kelayang District.

The Influence of Work Facilities on Teacher Performance

Teacher performance is often influenced by the extent to which work facilities are utilized. Teachers supported by complete facilities, such as laboratories, libraries, and technological devices, will find it easier to develop a variety of teaching methods and create engaging learning for students. Conversely, limited work facilities can be a barrier, making it difficult for teachers to deliver material effectively. For example, a lack of learning media can make the learning process monotonous, ultimately impacting student motivation and teacher performance.

This opinion is supported by research by Sum et al. (2024), which showed a significant, positive effect between facilities and teacher performance at SMK Plus Al-Farhan Sukabumi. These results indicate that better work facilities improve teacher performance at public high schools in Kelayang District.

The Influence of Work Motivation on Teacher Performance

Work motivation is an internal factor that significantly influences teacher performance in carrying out their duties and responsibilities. Motivation can be understood as the drive or strength, both internal and external, that drives a person to work optimally to achieve specific goals. For a teacher, work motivation is a crucial driving force that determines the extent to which they are able to carry out their role as educators consistently, enthusiastically, and oriented towards achieving maximum learning outcomes.

This opinion is supported by research by Prawidhi and Suci (2023), which shows that work motivation has a positive and significant effect on teacher performance in vocational high schools. This means that improvements in teacher performance are significantly influenced by improvements in teacher motivation. This is further supported by research by Sahrul (2022), which found that motivation has a significant positive effect on teacher performance at Muhammadiyah 3 Junior High School, Balik Papan, East Kalimantan. These results indicate that better work motivation will improve teacher performance at public high schools in Kelayang District.

6. CONCLUSION

Based on research conducted on the influence of pedagogical competence, work facilities, and work motivation on teacher performance at SMA Negeri 1 Kampar Timur in Kelayang District, Indragiri Hulu Regency, the following conclusions are drawn:

1. Pedagogical competence has a positive and significant influence on teacher performance. The highest indicator is found in the aspect of learning program planning, indicating that teachers are able to systematically develop lesson plans to support the smooth running of the teaching and learning process. This confirms that the better a teacher's pedagogical competence, the more optimal their performance in designing and implementing classroom learning.

2. Work facilities have a positive and significant influence on teacher performance. The highest indicator is the utilization of laboratory facilities to support practical activities relevant to the learning material. This indicates that the availability and utilization of adequate facilities can support the smooth teaching and learning process, increase learning effectiveness, and provide more authentic learning experiences for students.

3. Work motivation has a positive and significant influence on teacher performance. The highest indicator is teachers' desire to continue learning and self-development. This finding illustrates that teachers with high work motivation tend to be more proactive, innovative, and committed in carrying out their duties, thus impacting the overall quality of performance.

4. Simultaneously, pedagogical competence, work facilities, and work motivation have a positive and significant influence on the performance of public high school teachers in Kelayang District. The higher the level of pedagogical competence, the better the available and utilized work facilities, and the stronger the teacher's work motivation, the more optimal the teacher's performance. Therefore, improving these three variables can be an important strategy in efforts to improve the quality of education in schools.

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