THE INFLUENCE OF COMPETENCE, MOTIVATION AND DISCIPLINE ON TEACHER PERFORMANCE MIFTAHUL MIDAD ISLAMIC BOARDING SCHOOL

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ABSTRACT

Teachers in Islamic boarding schools are very important in the development of national education. They are responsible for creating the production process of students or students who have quality and capacity in general education as well as religious knowledge, the output of which is to deliver the sons and daughters of Islamic boarding school foundations to have intellectual and spiritual intelligence. This will be influenced by the quality of the teachers' performance. This study focuses on the influence of Competence, Motivation and discipline of school teachers who are members of the Miftahul Midad Islamic Boarding School Foundation in Lumajang Regency. The sample of this study was the teachers of the Miftahul Midad Islamic Boarding School Foundation in Lumajang Regency, totaling 42 respondents with a saturated sampling method (census). This study uses quantitative analysis to assess the relationship between the variables of competence, motivation and discipline on teacher performance. The results of the study indicate that competence, motivation and discipline partially influence the performance of teachers of the Miftahul Midad Islamic boarding school foundation in Lumajang Regency. The coefficient of determination is 0.643. This means that 64.3% of performance can be influenced by the competence, motivation, and discipline of teachers.

Keywords: Competence, motivation, discipline, performance, Islamic boarding school

INTRODUCTION

The role of teachers is the most important factor in determining the quality of students or santri. The success of the learning process, achievement of educational and learning goals, organization of student facilities and infrastructure, educational media and learning resources are closely tied to the role of teachers with competency qualifications, motivation and discipline. Teachers must have good achievements so that they can provide and meet expectations in fostering students. Among the Islamic boarding schools that have fairly large educational institutions is the Miftahul Midad Islamic boarding school foundation which has an education program for Mts/MP and MA/SMA levels with a quantity of 20 Madrasah Tsanawiyah teachers and 22 Madrasah Aliyah teachers.

The problems that must be resolved related to competence, motivation, and discipline towards teacher performance at the Miftahul Midad Islamic Boarding School are that teacher competence must be adequate in the field of study and teaching which includes a deep understanding of the curriculum being taught, effective teaching skills, and appropriate educational qualifications. Teacher motivation must be able to determine the quality of teaching and overall teacher performance by providing appropriate incentives or designing motivational programs that can increase the enthusiasm and dedication of teachers to their roles and functions. Discipline is reflected in obedience to the rules and norms that apply in Islamic boarding schools with a clear system and is applied consistently to manage discipline among both teachers and students. Good discipline can affect the overall learning atmosphere (Abrori *et al.,* 2023). Furthermore, performance evaluation is carried out through a systematic and transparent teacher performance evaluation mechanism. In this way, Islamic boarding school management can identify strengths and weaknesses in teacher performance and provide constructive feedback (Rizki *et, al.,* 2023). Next, professional development must be carried out to improve teacher competence through training and educational development as a long-term investment in human resources through workshops, seminars, or collaboration with other educational institutions (Muttaqien *et al.,* 2023). Ultimately, the commitment of the leadership of the Islamic boarding school plays a key role in promoting a positive work culture and supporting human resource development by providing exemplary behavior and committing to creating a productive learning environment, as well as the productive participation of the Islamic boarding school community in supervising and supporting the quality of education so that it can have a positive impact on improving teacher performance as a whole (Muttaqien, *et al.,* 2023).

Through a holistic approach that considers the variables of competence, motivation, and discipline, the Miftahul Midad Islamic Boarding School can improve teacher performance and the quality of education as a whole. By focusing on human resource development and fostering a conducive learning environment, the potential to achieve better educational goals will be more open.

RESEARCH METHODS

This research is quantitative research that analyzes the relationship between the influence of competence, motivation and discipline on teacher performance. This study seeks a causal associative relationship by asking about the relationship between two or more variables using multiple linear regression analysis techniques (Sukendra, 2020). This study was conducted at the Miftahul Midad Islamic boarding school with 42 respondents (ustadz and ustadzah) using primary data generated from distributing questionnaires to teachers of Madrasah Tsanawiyah and Madrasah Aliyah. This study used a saturated sampling technique.

Conceptual Framework

The conceptual framework is intended to describe the answers to the symptoms that are the problem and refers to several theoretical studies and previous research results related to the relationship between competency variables, motivation variables, discipline and performance variables (Safitri, 2022). The conceptual framework of this study is as follows:
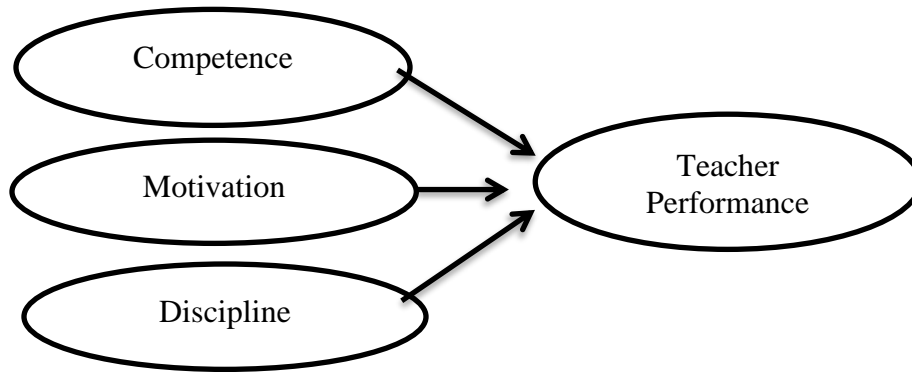

Figure 1. Conceptual Framework

RESULT ANALYSIS

Validity Test Results

Table 1. Validity Test Results

No	Questionnaire	R Count	R Minimum	Significance	Description
1	**Competence**				
	Statement 1	0,817	0,3	0,000	Valid
	Statement 2	0,759	0,3	0,000	Valid
	Statement 3	0,719	0,3	0,000	Valid
	Statement 4	0,783	0,3	0,000	Valid
2	**Motivation**				
	Statement 1	0,673	0,3	0,000	Valid
	Statement 2	0,659	0,3	0,000	Valid
	Statement 3	0,765	0,3	0,000	Valid
	Statement 4	0,859	0,3	0,000	Valid
	Statement 5	0,803	0,3	0,000	Valid
3	**Discipline**				
	Statement 1	0.515	0,3	0,000	Valid
	Statement 2	0,636	0,3	0,000	Valid
	Statement 3	0,591	0,3	0,000	Valid
	Statement 4	0,572	0,3	0,000	Valid
	Statement 5	0,590	0,3	0,000	Valid
	Statement 6	0,519	0,3	0,000	Valid
	Statement 7	0,695	0,3	0,000	Valid
	Statement 8	0,580	0,3	0,000	Valid

4	Teacher Performance				
	Statement 1	0,841	0,3	0,000	Valid
	Statement 2	0,842	0,3	0,000	Valid
	Statement 3	0,869	0,3	0,000	Valid
	Statement 4	0,798	0,3	0,000	Valid
	Statement 5	0,892	0,3	0,000	Valid

Source: Data Processing Results 2024

Reliability Test Results

Table 2. Reliability Test Results

Alpha Coefficient

Coefficient Alpha Cronbach's	Score Reliability	Level of Reliability
0,804	0,801 - 1,00	Very Reliable
0,794	0,601- 0,80	Reliable
0,742	0,601- 0,80	Reliable
0,814	0,801 - 1,00	Very Reliable

Source: Data Processing Results 2024

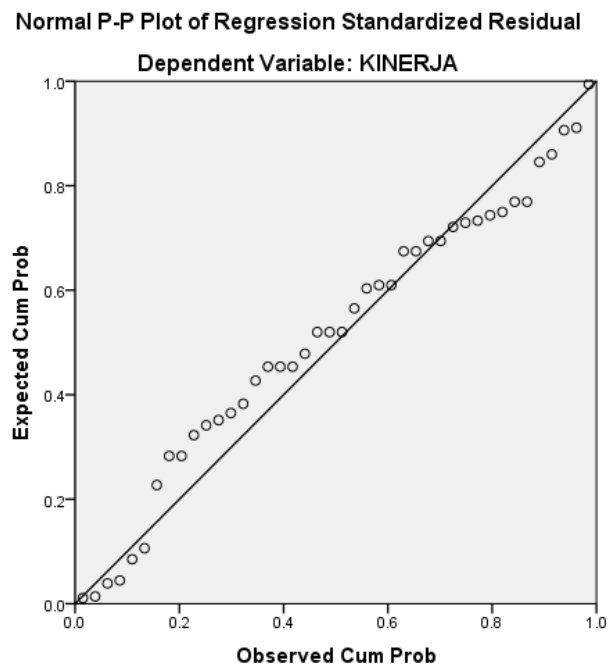Classical Assumption Test Results
Data Normality Test

Figure 2. Result of Normality Test
Source: Results of researcher data processing 2024

Figure 2 shows the results of the data normality test showing a normal distribution pattern and points spread around the diagonal line, indicating that the regression model meets the assumption of data normality.

Multicollinearity Test
The end of the multicollinearity test is indicated by the tolerability value of each variable having a VIF value below 10 and exceeding 0.1. Therefore, each Multicollinearity is considered not to affect the independent variables discussed in this study.
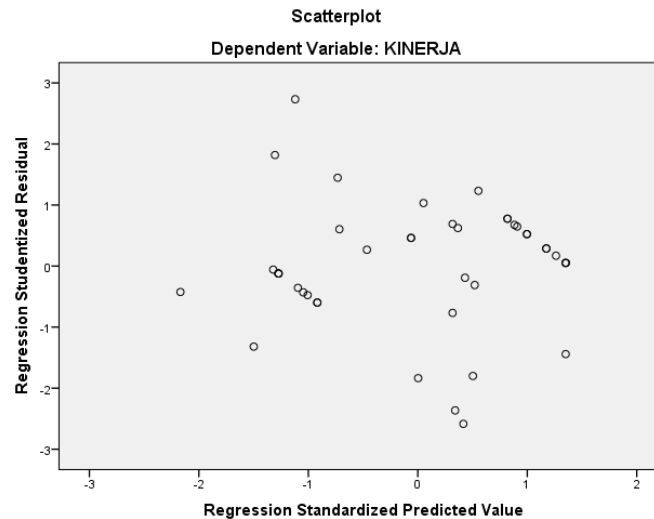
Heteroscedasticity Test

Figure 3. Result of Heteroscedasticity Test.
Source: Results of researcher data processing 2024

The heteroscedasticity test value does not show a particular pattern, as shown in the figure above. Therefore, it can be concluded that this regression model shows that there is no assumption of heteroscedasticity.

Multiple Linear Regression Analysis
Table 3. End of Multiple Linear Regression Analysis Test.

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (*Constant*)	1.101	3.043	
Competence	0,410	0,239	0,351
Motivation	0,367	0,222	0,360
Discipline	0,161	0,097	0,191

Source: Results of researcher data processing 2024

INTERPRETATION
Obtained from the calculation of multiple linear regression, which can be done using the following formula:

$$Y = 1.101 + 0.410 + 0.367 + 0.161 + 3.043$$

With the multiple linear regression equation, it can be explained as follows:

1. If the competency, motivation and discipline values are equal to 0, the value of the instructor performance variable (Y) is equal to 1.101.
2. The competency coefficient of 0.410, indicates a unidirectional relationship which means that teacher performance will increase by 0.410 with every increase in one competency variable. Conversely, every decrease in one instructor performance variable will result in a decrease of 0.410.
3. The motivation coefficient of 0.367, indicates a unidirectional relationship which means that an increase in the teacher performance variable by 0.367 will increase one competency variable, and conversely, a decrease in one teacher performance variable will decrease the teacher performance variable by 0.367.
4. The discipline coefficient of 0.161, indicates that every increase in 1 teacher performance variable will increase the discipline variable by 0.161. Conversely, if the teacher performance variable decreases, 1, then the discipline variable decreases by 0.161.

Hypothesis Testing Results
Table 4. Hypothesis Testing Recapitulation Results.

	Model	t	Sig
1	(*Constant*)	0,362	0,719
2	Competence	1.720	0,094
3	Motivation	1.690	0,086
4	Discipline	1.693	0,086

Source: Results of researcher data processing 2024

The partial test results on the competency variable show a t-value of 1,720 and a significance value of 0.094. With a significance level of 10%, or 0.10, the t-value is 1,720. t-table 1.685. With a significance level of 0.94, which is a value below 0.1, then t-count $1.720 >$ t-table1.685. The first hypothesis (H[1]) is accepted that competency has a positive and significant impact on performance.

The partial test of the motivation variable produces a t-value of 1,690 and a significance value of 0.086. Using a significance level of 10%, or 0.10, the result is t-table1.685. With a significance value of 0.086, which is a value below 0.1, then t-count1.690 $>$ t-table1.685. The first hypothesis (H[2]) is accepted, motivation has a positive and significant impact on performance.

The partial test results of the discipline variable show a tcount value of 1,693 and a significance value of 0.086. with a significance level of 10%, or 0.10, ttable1.685 is obtained. With a significance level of 0.086, tcount 1.693 $>$ ttable1.685. The third hypothesis (H[3]) is accepted that discipline has a positive and significant impact on performance.

The results of the hypothesis test analysis of the competency, motivation and discipline variables affect performance by 64.3%, according to the determination coefficient test, it was found to have an R Square value of 0.643. On the other hand, other factors of 45.6% can be explained by other variables such as employee satisfaction levels, leadership, training.

CONCLUSION
This study aims to determine how competence, motivation and discipline affect the performance of teachers at the Miftahul Midad Islamic boarding school in Lumajang Regency. Based on the formulation of the problem, hypothesis, and discussion results, it can be concluded that:

1. The results of the first hypothesis test indicate that competence affects the performance of teachers at the Miftahul Midad Islamic boarding school foundation.
2. The results of the second hypothesis test indicate that motivation affects the performance of teachers at the Miftahul Midad Islamic boarding school foundation.
3. The results of the third hypothesis test indicate that discipline affects the performance of teachers at the Miftahul Midad Islamic boarding school foundation.

IMPLICATIONS
Based on the findings in this study, there are the following suggestions:
1. For the Miftahul Midad Islamic Boarding School Foundation
   The principals of the Miftahul Midad Islamic Boarding School and the Islamic Senior High School can improve their performance through a transparent, fair and accountable system so that teachers will be more professional, such as a performance-based evaluation system.
2. For Further Researchers
   The results of this study are expected to be used as a reference for similar research with various variables that further strengthen the findings in other locations such as organizational justice and organizational justice, workplace spirituality, spiritual leadership so that they can support the performance of teachers constructively, have intellectual, spiritual and emotional intelligence qualifications.

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