

Do Motivation and Competence Influence the Performance of Teachers in Vocational Schools?

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ABSTRACT

Keywords:

Motivation; Competence;
Career Development;
Teacher Performance;
Vocational School.

Teacher performance in Indonesia is like a complex phenomenon, combining bright and shadowy sides. Many teachers in Indonesia still need to improve their qualifications and competencies. This study aims to analyze the influence of motivation and competence on teacher performance and career development as mediating variables. This research was conducted on Telkom Malang Vocational School teachers, with 71 teachers as respondents. The sampling technique uses saturated sampling or census. Data collection was carried out using questionnaire techniques. The data analysis technique uses the PLS-SEM method with SmartPLS software. The results showed that motivation did not significantly affect teacher performance or career development. Conversely, competence positively and significantly influences teacher performance and career development. However, career development does not affect teacher performance. In addition, motivation does not affect teacher performance through career development, and competence does not affect teacher performance through career development. There is a need to focus on developing teacher competencies to improve their performance and career. Motivation may not be a key factor, but it is vital to maintain adequate motivation in a work environment.

Citation Suggestion (APA 7th):

Septin, A. C., Rumijati, A., & Febriani, R. (2024). Do Motivation and Competence Influence the Performance of Teachers in Vocational Schools?. *Business Innovation Management and Entrepreneurship Journal (BIMANTARA)*, 3(01), 42–58. <https://doi.org/10.22219/bimantara.v3i01.30181>

Article Info:

Submitted: 15/11/2023

Revised: 19/03/2024

Published: 30/04/2024

INTRODUCTION

Human resources in terms of quality cannot be separated from improving education by teachers. UU no. 20 of 2003, secondary education article 18 is basic education, upper secondary education, general secondary education, and vocational secondary education (Ministry of

National Education, 2001). According to Supardi (2013), teacher performance is the ability and success of teachers in carrying out their duties, which includes skills in learning, broad social insight, knowledge, and positive attitudes at work. For this reason, teacher performance is essential for school development. Teachers in Indonesia face various challenges, including inadequate professional development opportunities and support, which can hinder their performance. Overcoming these challenges is essential to improving the quality of Education (Saekan, 2023).

Teachers play an essential role in determining the quality of education (Sukasih, 2022). Teachers in Indonesia are expected to have professional competencies such as mastery of teaching materials, implementation of lesson plans, and evaluation skills. These competencies are essential for effective student teaching and learning (Baety, 2021). Regular and constructive evaluations of teaching performance are essential to identify areas for improvement and provide feedback. However, systematic performance evaluation is still lacking in many schools (Zulfikar, 2018). Low teacher quality can negatively impact student learning outcomes and overall educational success (Sukasih, 2022). The phenomenon of teacher performance in Indonesia is very complex and influenced by many factors. Teacher competence, motivation, and continuous training are essential to improve teaching performance (Lamatenggo et al., 2023).

Motivation influences teacher performance. Motivation is essential for success in educational institutions, as it enables teachers to work with compassion, helping them achieve their objectives (Kumari & Kumar, 2023). According to (Abbas, 2013; Ahmad, 2021), teacher performance can be seen from internal and external motivation factors. Sari et al., (2019) state that high teacher motivation will produce optimal teacher performance. Linkages to previous research by (Afifah, 2011; Ardiana, 2017; Hafid, 2017): Aditya et al., (2021), the results of this research have a positive significant effect on motivation on teacher performance. In contrast to research by (Setyanti, 2020; Suhadi et al., 2014), the results show that motivation does not have a significant effect on teacher performance; it is necessary to strengthen intrinsic motivation with a work-strengthening and work-enrichment approach as well as strengthening extrinsic motivation through guidance, division of tasks and responsibilities. Responsible for better quality learning (Suhadi et al., 2014).

In addition to motivation, competence can influence teacher performance; in research, Mahulae (2020) stated that student learning outcomes will increase if teachers have high and professional competence, such as the ability to provide lessons that are easy to accept, which will have an impact on student learning outcomes. Previous studies by (Aditya et al., 2021; Afifah, 2011; Hafid, 2017) the results of this research have a positive significant effect on competency on teacher performance. In contrast to (Narsih, 2017; Setyanti, 2020), competency does not affect teacher performance. There is a lack of improvement in teachers' mastery of competencies related to pedagogical competencies and other abilities that require skills training to hone these abilities (Narsih, 2017). Meanwhile, in Setyanti's research (2020), teacher competence and achievement motivation do not affect the performance of certified teachers; this does not lead to achieving goals but more to maintain the performance of certified teachers.

Career development can affect teacher performance in research Aditya et al., (2021); career development impacts employee performance; the more effective career development, the more employee performance will increase. Findings of Ardiyansah et al. (2018); Gunawan & Widisono (2021); Yikwa et al., (2017); Positive & significant influence between motivation towards career development. Moreover, the findings of Wardhani & Wijaya (2020); Wasono (2019); Gunawan & Widisono (2021); Fauzi & Siregar (2019) the results of the study have a

positive significant effect on competencies on career development. Furthermore, the findings of Alfa (2018); Aditya et al., (2021); Pagawak (2022) mean that career development has a positive and significant effect on teacher performance, so career development is used as a mediation variable. The difference in results in previous research related to motivation and competence did not affect teacher performance (Narsih, 2017; Setyanti, 2020; Suhadi et al., 2014); the researcher added the career development variable as a mediation variable. This is because teacher career development can indicate the difference between needs, career goals, and opportunities at school. When the teacher gets a position (career development), improving his performance to work optimally will be easier.

Vocational High School (SMK) is a form of formal vocational education that allows students to work in certain fields. SMK Telkom Malang is a pioneer in the field of technology informatics. SMK Telkom Malang provides quality educational services with the ISO 9001:2015 Quality Management System. SMK Telkom Malang develops personalities with the jargon "MOKLET", namely, Noble, Objective, Creative, Loyalty, Empathy, and Skilled (SMK Telkom Malang, 2022). Teachers' performance at SMK Telkom Malang can be seen from the foundation's assessment on the *Digital Teacher Assessment* (DITA) Application. The 3 indicators in the Application assessment (DITA) include teacher assessment of teachers, students of teachers, and principals of teachers. This assessment was conducted weekly in January and June (SMK Telkom Malang, 2020).

The performance of teachers at SMK Telkom Malang results from a lack of teacher achievement in realizing their obligations based on the load obtained from the school. This is related to the ability to carry out work that can be assessed from the quality and quantity of work, knowledge about work, teacher professional standards, and teacher efficiency. Teacher career development at SMK Telkom Malang can be provided as one way to stabilize good teacher performance, including work performance, promotion, employee loyalty, and employee support by leaders. Continuous professional development and motivation are required to maintain high teaching standards (Lamatenggo et al., 2023). Teacher development is critical to improve teacher performance in Indonesia. Continuing professional development opportunities, such as training and workshops, are essential for teachers to stay current on best practices and pedagogical methods (Hakim et al., 2020; Sukasih, 2022).

Motivation and competence need to be highlighted when teacher career development is given. Teacher motivation is another important factor that affects teacher performance in Indonesia. Motivated and committed teachers will most likely perform well and positively impact student learning outcomes (Hakim et al., 2020). Teacher motivation plays an important role in teacher performance, which helps improve performance as the main driver of internal and external factors in carrying out tasks according to their profession at school. Awareness of teacher motivation at SMK Telkom Malang is still lacking and needs improvement to provide maximum performance results. Teacher motivations that need to be improved include self-actualization, self-esteem, social belonging, a sense of security, and physiological needs. The competence of teachers at SMK Telkom Malang also needs to be improved in terms of knowledge, skills, and attitudes. Teachers at SMK Telkom Malang are only required to explore the teaching materials given to students in class and the lack of strategic knowledge, skills, attitudes, and the right teaching mode to do tasks honestly. This study explores the impact of motivation and competence on teacher performance in schools, using career development to mediate the relationship.

LITERATURE REVIEW

Teacher performance measures their effectiveness in fulfilling their duties and responsibilities (Sukasih, 2022). Teacher achievements in carrying out their duties include skills in learning, broad social insight, knowledge, and positive attitudes at work (Supardi, 2013). Furthermore, Aziz (2020) stated that teacher performance is the achievement of teacher activities in carrying out practical teaching activities in front of the class by school procedures. Teacher performance is determined by their capability to execute tasks involving meticulous planning, following procedures, and fulfilling responsibilities. Factors influencing teacher performance Danim (2015) includes education, supervision, mental health, principal leadership, and health insurance.

Motivation as a meaningful construct is a crucial pillar in the workplace (Forson et al., 2021). Motivation is the power within an individual to act or carry out something (Hamzah, 2023). Hafid (2017) states that motivation is accomplishing tasks through goals and encouraging behavior. Motivation can be summed up by each individual's encouragement (intrinsic or extrinsic) to activities based on certain goals. Motivation indicators use Maslow's (2021) theory of needs: physiological needs, security, social belonging, self-esteem, and self-actualization. A combination of intrinsic and extrinsic motivational factors can improve teacher performance in private schools (Kumari & Kumar, 2023). More motivated teachers tend to perform better in their roles, which can positively impact student learning outcomes, school effectiveness, and the overall educational environment (Forson et al., 2021).

Studies (Aditya et al., 2021; Sari, Murthadlo, 2019) show that motivation impacts employee performance; when employee motivation increases, the performance will be good. Moreover, when there is low work motivation, the performance is less than optimal. Research by Anwar et al., (2021) work motivation is a driver that influences and awakens a person's behavior to carry out tasks to create productivity: physiological needs, security, self-esteem needs, and self-actualization. Empirical researchers give the meaning of a positive relationship between motivation and teacher performance. Findings (Batlolona, 2021; Gunawan, 2021; Harefa, 2019; Hidayat et al., 2020; Phytanza & Burhaein, 2020; Riwukore et al., 2021; Trestiza Comighud & Arevalo, 2020) motivation has a positive and significant effect on teacher performance.

Competence affects teacher performance; student learning outcomes will increase if teachers are highly competent and professional; competent teachers can provide lessons that will be easily accepted and impact student learning outcomes. Furthermore, Aditya et al., (2021) revealed that competence can be used as a benchmark for criteria, characteristics, and individual insights in the workplace so that this performance has a significant positive impact. Competent teachers will be more effective, positively impacting their performance in the Education environment (Aindra et al., 2022). Empirical findings mean a positive relationship between teacher competence and performance. Findings (Catio & Sunarsi, 2020; Gunawan, 2021; Hafid, 2017; Mahulae, 2020; Mukhtar & MD, 2020; Sari, Murthadlo, 2019; Wardhani & Wijaya, 2020) competence has a positive significant effect on teacher career development.

H1: Motivation affects teacher performance

H2: Competence Affects Teacher Performance

According to Ngadimin & Wuradji (2014), motivation can affect teacher career development. Motivation can affect teacher career development, impacting good performance, teacher enthusiasm to do assignments, motivation to excel and improve abilities, and excitement.

Furthermore, Astuti (2015) career development is an encouragement for teachers to be motivated to develop their careers. Findings (Ardiyansah et al., 2018; Gunawan, 2021; Novika Yanti, 2017; Sari et al., 2020; Yikwa et al., 2017) showed the results that motivation has a positive and significant effect on teacher career development.

Competence can affect teacher career development; the more teacher competence increases, the better career development will be. Teachers have mastered learning materials in the curriculum, scientific substance, scientific structure, and methodology, and the competencies possessed have been inherent that can develop their careers. Furthermore, Halim et al., (2016) state that professional competence is a requirement for teachers before carrying out their professional duties. Empirical research has shown a positive relationship between teacher competence and career development. Findings (Angga, 2018; Fauzi & Siregar, 2019; Febriana, 2021; Gunawan, 2021; Wardhani & Wijaya, 2020; Wasono, 2019) show that competency results have a positive significant effect on teacher career development.

Good career development will improve teacher performance (Afifah, 2011). Furthermore, Adittyta et al., (2021) state that career development impacts performance gains; the more effective career development, employee performance increases. Empirical research has shown a positive relationship between career development and teacher performance. Findings (Adittyta et al., 2021; Gunawan, 2021; Lutfiyanto et al., 2020; Mulyadi, 2022; Pagawak, 2022; Sinollah et al., 2020) showed that career development results have a positive significant effect on teacher performance.

H3: Motivation Affects Teacher Career Development

H4: Competence affects teacher career development.

H5: Career development has a significant effect on teacher performance

Studies (Ardiyansah et al., 2018; Sari et al., 2020) show that motivation affects teacher career development. Furthermore, Alfa research (2018); Adittyta et al., (2021); Sinollah et al., (2020); Ni'mah (2018); Gunawan & Widisono (2021) Career development affects teacher performance. Motivation is essential to maintaining teacher performance, which will later result in career development in quantity and quality of performance. Competence affects teacher career development (Fauzi & Siregar, 2019; Gunawan, 2021; Wardhani & Wijaya, 2020). Furthermore, Alfa research (2018); Adittyta et al., (2021); Sinollah et al., (2020); Ni'mah (2018); Gunawan & Widisono (2021) Career development affects teacher performance. Research by Adittyta et al., (2021) means that career development can mediate competence in employee performance. Employees carry out the more effective career development, the more directly the performance of employees increases.

H6: Motivation affects teacher performance mediated by career development

H7: Competence affects teacher performance mediated by career development

Based on previous empirical studies and the relationship between existing variables, the following conceptual framework is proposed:

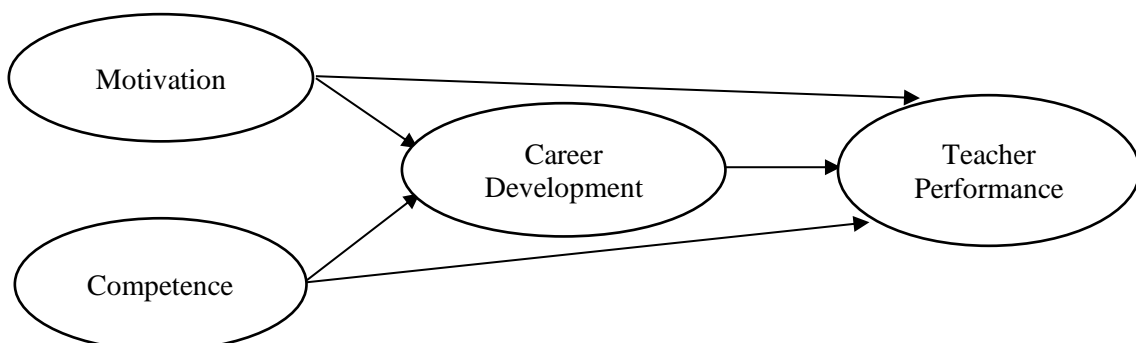


Figure 1. Conceptual Framework

RESEARCH METHOD

This research is quantitative with an explanatory research approach. The population in the study was Telkom Malang Vocational School, with 71 teachers as respondents. The sampling technique is saturated sampling/census, in which all population members become part of the research sample. The primary data source is the results of a questionnaire with a Likert scale of 1-5. The instruments used in the form of questionnaires include motivational variables using indicators according to Maslow (1943), including 1) physiological needs, 2) security needs, 3) social ownership needs, 4) self-esteem needs, and 5) self-actualization needs. Competency using the Wibowo indicator (2011), including 1) knowledge, 2) skills, and 3) attitude). Career development uses indicators from Aditya et al., (2021), which include 1) job performance, 2) promotion, 3) employee loyalty, and 4) teacher support by the principal. Finally, teacher performance using measurement indicators, according to Aziz (2020), includes 1) work quality, 2) work quantity, 3) work knowledge, 4) employee professional standards, and 5) employee efficiency. The analysis technique uses PLS-SEM—analysis of the Measurement Model (Outer Model): convergent validity and reliability tests. Structural Model Analysis (Inner Model), namely: R-Square, Goodness of Fit (GoF) formula and Mediation Test Using Variance Accounted For (VAF).

RESULTS AND DISCUSSION

The results of respondents' characteristics showed that 71 respondents of SMK Telkom Malang teachers were female, as many as 38 teachers or 54%, showing that most of the teachers at SMK Telkom Malang, which included research were female because the majors at the school were Software Engineering (RPL) and Computer and Network Engineering (TKJ). Most teachers aged 31-40 are 41, with a percentage of 58% of the Millennials generation (Gen Y). The last education of teachers dominated by Bachelor of S1 graduates was the Strata-1 education level and Diploma 4 (IV) vocational education as many as 56 teachers, with 79% of the total respondents. Of the marital status categories, the majority of 49 teachers were married. Most teachers have over 10 years of work experience, with 27 teachers making up 38% of this group. Moreover, the school department with the most superior is the Computer and Network Engineering (TKJ) study program, with 33 teachers (46%).

Validity Test

Table 1. Convergent Validity Test

Variable	Items	Outer Loading			AVE	Description
		Beginning	Iteration 2	Iteration 3		
Motivation (MO)	MO1	0.701	0.693	0.712	0,533	Valid
	MO2	0.504	-	-		-
	MO3	0.264	-	-		-
	MO4	0.320	-	-		-
	MO5	0.606	0.597	-		-
	MO6	0.749	0.773	0.739		Valid
	MO7	0.607	0.626	0.628		Valid
	MO8	0.772	0.790	0.827		Valid
Competence (CO)	CO1	0.635	0.638	0.638	0,501	Valid
	CO2	0.653	0.656	0.656		Valid
	CO3	0.549	-	-		-
	CO4	0.714	0.723	0.723		Valid
	CO5	0.642	0.659	0.659		Valid

Variable	Items	Outer Loading			AVE	Description
		Beginning	Iteration 2	Iteration 3		
Teacher Performance (TP)	CO6	0.785	0.794	0.794	0,513	Valid
	CO7	0.726	0.722	0.722		Valid
	CO8	0.625	0.644	0.641		Valid
	CO9	0.798	0.811	0.811		Valid
	CO10	0.737	0.702	0.702		Valid
	TP1	0.736	0.736	0.737		Valid
	TP2	0.655	0.655	0.655		Valid
	TP3	0.796	0.796	0.796		Valid
	TP4	0.698	0.697	0.697		Valid
	TP5	0.729	0.727	0.727		Valid
Career Development (CD)	TP6	0.614	0.615	0.616	Valid	
	TP7	0.657	0.659	0.659	Valid	
	TP8	0.706	0.704	0.703	Valid	
	TP9	0.831	0.831	0.832	Valid	
Career Development (CD)	CD1	0.843	0.844	0.844	0,578	Valid
	CD2	0.733	0.731	0.730		Valid
	CD3	0.820	0.821	0.821		Valid
	CD4	0.627	0.627	0.627		Valid

Source: Primary Data Processed, 2023

All items after iteration III were declared valid because the outer loading value was > 0.6. The convergent validity value can be seen using the loading factor and the Average Extract Variance (AVE). An item can have passed the convergent validity test if it has an Average Extract Variance (AVE) above 0.5. All motivation, competency, teacher performance, and career development variables have an AVE value > 0.5 and are declared valid. So, it can be interpreted as having met the testing criteria.

Reliability Test

The criteria for this test are stated as follows: if the composite reliability is above 0.7 and Cronbach's alpha is above 0.6, it is reliable. The following is the reliability test table:

Table 2. Reliability Test

Variable	Composite Reliability	Cronbach's Alpha	Information
Motivation	0.819	0.712	Reliable
Competence	0.900	0.874	Reliable
Teacher Performance	0.904	0.880	Reliable
Career development	0.844	0.769	Reliable

Source: Primary Data Processed, 2023

The Cronbach's alpha and composite reliability values for the motivation, competency, teacher performance, and career development variables are more significant than 0.7, indicating that all variables are reliable. The outer model evaluation met the criteria and stated that all variables were valid and reliable.

Inner Model

R-Square/coefficient of determination is useful in seeing the magnitude of the independent variable relative to the dependent variable and mediating variables in general. The following is a table of R-Square values:

Table 3. R-Square Test

Variable	R-Square
Teacher Performance	0.706
Career development	0.436

Source: Primary Data Processed, 2023

The R-squared of the teacher performance variable is 0.706 (70.6%). This means that teacher performance by motivation and competency variables is 70.6%, while the remaining 29.4% contributes to other variables not mentioned in this research.

Goodness of Fit (GoF) Model

The Goodness of Fit (GoF) model is used to look at the value of endogenous variables in analyzing exogenous variables and at exogenous variables against endogenous variables. GoF model in PLS analysis by performing R-Square & Q^2 . Following are the test results in the table:

$$Q^2 = 1 - [(1-R1^2)(1-R2^2)]$$

$$Q^2 = 1 - [(1-0.706)(1-0.432)]$$

$$Q^2 = 0.833008 = 0.833$$

Q^2 was 0.833 percentage 83.3%. Thus, the overall career development variable is 83.3%, meaning that the contribution of motivation, competence, and career development variables to overall teacher performance variables (direct and indirect influences) is 83.3%. In comparison, the remaining 16.7% contributes to factors not studied.

Hypothesis Test

Table 4. Direct Hypothesis Test

Hypothesis	Original Samples	T Statistics	P Value	Information
Motivation -> Teacher Performance	-0.052	0.418	0.676	Insignificant
Competency -> Teacher Performance	0.814	8,049	0,000	Significant
Motivation -> Career Development	0.099	0.601	0.548	Insignificant
Competency -> Career Development	0.586	3,654	0,000	Significant
Career Development -> Teacher Performance	0.092	0.807	0.420	Insignificant

Source: Primary Data Processed, 2023

The calculation for direct hypothesis testing in Table 4 above is known: The t statistics value \leq t table 1.96. So, there is no positive and significant influence between motivation and teacher performance, which means H1 is rejected. The effect of competency on teacher performance in the original sample was 0.814 with a t statistics value of 8.049. The t statistics value \geq t table 1.96. So, there is a positive and significant influence between competency and teacher performance, which means H2 is accepted.

The influence of motivation on career development resulted in the original sample being 0.099 with a t statistics value of 0.601. The t statistics value \leq t table 1.96. So, there is no positive and significant influence between motivation and career development, which means H3 is rejected. The influence of competency on career development produced in the original sample was 0.586 with a t statistics value of 3.654. The t statistics value \geq t table 1.96. So, there is a positive and significant influence between competence and career development, which means H4 is accepted. The effect of career development on teacher performance produced in the original sample was 0.092, and the t-statistics value was 0.807. The t statistics value \leq t table 1.96. So, there is no positive and significant influence between career development and teacher performance, which means that H5 is rejected.

Table 5. Indirect Hypothesis Testing

Hypothesis	Original Sample	T Statistics	P Value	Information
Motivation -> Career Development -> Teacher Performance	0.009	0.367	0.714	Not significant, non-mediation

Hypothesis	Original Sample	T Statistics	P Value	Information
Competency -> Career Development -> Teacher Performance	0.054	0.757	0.449	Not significant, non-mediation

Source: Primary Data Processed, 2023

Indirect hypothesis testing calculations show that the influence of motivation variables on teacher performance through career development with a path coefficient value of 0.009 is a significant t-statistic value of 0.367. The path coefficient test results are positive, with the t statistic value \leq t table 1.96. This means that motivation has no positive and significant influence on teacher performance through career development, which means that H6 is rejected. The influence of the competency variable on teacher performance through career development produces a path coefficient of 0.054, a statistically significant t-value of 0.757. The test results show that the path coefficient is positive and the t statistic value \leq t table 1.96. This means that competence has no positive and significant influence on teacher performance through career development, which means that H7 is rejected.

Table 6. Mediation Test Using Variance Accounted For (VAF)

MOTIVATION			
	Variable		Path Coefficient
Indirect Effects	Motivation -> Career Development -> Teacher Performance		0.009
Total Effect	Motivation -> Teacher Performance		-0.043
		VAF	-21%
COMPETENCE			
	Variable		Path Coefficient
Indirect Effects	Competency -> Career Development -> Teacher Performance		0.054
Total Effect	Competency -> Teacher Performance		0.868
		VAF	6%

Source: Primary Data Processed, 2023

The mediation test uses *Variance Accounted For (VAF)*. For the motivation variable, the VAF result is -21% (VAF < 20%), which means there is no influence or is not significant. So, motivation does not positively and significantly affect teacher performance through career development, and H6 is rejected. In competency, the VAF result is 6% (VAF < 20%), meaning there is no effect or is not significant. So, competency does not positively and significantly affect teacher performance through career development, and H7 is rejected.

Whether or not teacher motivation is better does not impact increasing teacher performance at Telkom Malang Vocational School, meaning that motivation does not have a positive and significant effect on teacher performance at Telkom Malang Vocational School, so H1 is rejected. In the motivation variable, it can be seen that the value of the security need indicator is the lowest among the other indicators, namely, health insurance. Health insurance at Telkom Malang Vocational School has been provided with participation in BPJS health, namely to teachers who have civil servant status. Non-PNS and foundation teachers do not yet receive BPJS health insurance, and for teachers who have received BPJS health insurance, this includes a salary reduction based on teaching hours. At Telkom Malang Vocational School, teacher performance is positively impacted when all incentive indicators are met, which occurs when the school provides instructors with adequate security need indicators.

This research is to previous research by (Setyanti, 2020; Suhadi et al., 2014), stating the need to strengthen intrinsic motivation with a work strengthening and work enrichment approach

as well as strengthening extrinsic motivation through guidance division of tasks and responsibilities so that learning is of higher quality. Another study found no direct correlation between increased motivation and improved performance (Mulyana et al., 2021). Similarly, research (Christin et al., 2023; Gusriani et al., 2022) concluded that motivation had no significant effect on teacher performance. The relationship between teacher motivation and performance is complex and influenced by various contextual factors such as work environment, communication style, and awareness of knowledge protection. Therefore, although some studies show that motivation does not significantly affect teacher performance, other studies show a positive correlation.

The features of the teacher respondents at Telkom Malang Vocational School concerning their standing as teachers support the research findings. Most Telkom Malang Vocational School teachers have civil servant status, while the others are non-civil servants and foundations. This decreases motivation on health insurance indicators and does not affect teacher performance. Therefore, schools need to provide health insurance for all Telkom Malang Vocational School teachers without distinguishing between the status of PNS, non-PNS, and foundation teachers.

The better the teacher's competence, the better the teacher's performance at Telkom Malang Vocational School, meaning that competence positively and significantly affects teacher performance at Telkom Malang Vocational School, so H2 is accepted—Teachers at Telkom Vocational School Malang have channeled their competencies well regarding knowledge, skills, *and* attitudes so that competence positively and significantly affects teachers' performance at Telkom Malang. Studies show that teacher competence significantly influences teacher performance (Dahyani et al., 2023). Competent teachers are better at creating a positive learning environment, significantly increasing student achievement and engagement (Akuba & Alam, 2022).

This research is to previous research by (Aditya et al., 2021; Afifah, 2011; Hafid, 2017; Mahulae, 2020); student learning outcomes will increase if teachers have high and professional competence, such as the ability to provide lessons that students easily accept. The results of this research are strengthened by the research results of (Hafid, 2017), namely, competence does not only contain knowledge, skills, and attitudes but is vital in the application of knowledge, skills, and attitudes in a job; this is a complete unit to describe related professions—teachers which are realized in the form of actions or results of teacher performance at school. The relationship between teacher competence and performance is well-established theoretically and empirically. Competency is an important factor in determining teacher performance, and efforts to improve teacher competence can significantly positively impact teacher performance. The findings highlight that competence plays an essential role in determining teacher performance.

Whether the teacher's motivation is better or not does not have an impact on the career development of Telkom Malang Vocational School teachers, meaning that motivation does not have a positive and significant effect on the career development of Telkom Malang Vocational School teachers, so H3 is rejected. In the motivation variable, it can be seen that the value of the security need indicator is the lowest among other indicators, namely, health insurance. In the career development variable, there is an indicator of teacher support by the principal with the lowest value among the other indicators, namely, the principal's support for teacher career development.

This research's results differ from previous research (Ardiyansah *et al.*, 2018; Gunawan, 2021; Sari *et al.*, 2020). In some cases, individuals' skills and competencies can be a more important factor than motivation. A person may be highly motivated, but career development can be hampered if one does not have the necessary skills. In addition, leadership and culture in the workplace can greatly influence an employee's career development. If management does not provide support or opportunities for growth, individual motivation alone may not be enough to drive career advancement.

The Telkom Malang Vocational School teacher respondents' qualities regarding their status as teachers lend credence to this research. Most Telkom Malang Vocational School teachers have civil servant status, while the others are non-civil servants and foundations. Teachers at Telkom Malang Vocational School with civil servant status do not improve their career development because they already have position status at the school, which is different from teachers with non-civil servant and foundation status. Therefore, schools need to provide health insurance and teacher support for career development by the principal for all Telkom Malang Vocational School teachers without distinguishing between the status of PNS, non-PNS, and foundation teachers.

The findings show that at Telkom Malang Vocational School, competency has a favorable and significant impact on teachers' career growth, so H4 is accepted. The better the teacher's competency, the better the teacher's career development at Telkom Malang Vocational School. In the competency variable, it can be seen that the value of the skill indicator is low compared to other indicators, namely, creativity in teaching. The highest value is on the knowledge indicator, namely, the teacher masters the subject matter in depth; skill indicators, namely, teachers have teaching skills using technological media in the classroom; and on the attitude indicator, namely, the teacher has a good attitude with the principal. This research is based on previous research by (Fauzi & Siregar, 2019; Gunawan, 2021; Wardhani & Wijaya, 2020; Wasono, 2019); the more teacher competence increases, the better career development will be.

Higher competence leads to better career development opportunities (Suprayitno & Handini, 2023). Teachers have mastered learning materials in the curriculum, scientific substance, structure, and methodology. This means that teachers' competencies are inherent and can develop their careers. The results of this research are strengthened by (Febriana, 2021) that competence is defined as the completeness of knowledge, skills, and attitudes manifested in intelligent actions, and teachers are fully responsible for carrying out their duties as agents for increasing career development positions in schools. With competent knowledge, skills, and attitudes in carrying out their duties at school, teachers will have good performance, so they will be able to improve their performance in carrying out their duties so that the quality of education in schools increases.

The better or better the teacher's career development does not impact teachers' performance at Telkom Malang Vocational School. The career development results do not positively and significantly affect teacher performance at Telkom Malang Vocational School, so H5 is rejected. In the career development variable, it can be seen that the indicator value is high in the employee loyalty indicator, namely, teacher loyalty in teaching. The lowest indicator value is the teacher support indicator by the principal, namely, the principal's support for teacher career development. This does not allow Telkom Malang Vocational School teachers to improve their performance at school. When teachers have high work performance, the principal considers the career development aspect of each teacher at Telkom Malang Vocational School. Not all teachers receive career development at school, but there is a need for consideration and assessment of several other

aspects so that career development is implemented and evenly distributed for each teacher at Telkom Malang Vocational School.

The research results are the same as previous research: career development does not affect teacher performance. This is related to the problem of teacher career development, which cannot be separated from the policy and marking complicated factors, so teachers do not want to take part in developing their careers. (Mulyadi, 2022) strengthen the results of this research. Career development is a formal approach in organizations or agencies based on qualifications, experience, and support from superiors. With career development support by the school principal for all teachers, teachers will have the opportunity to be promoted from their previous teacher positions at the school.

As a result, career development acts as a mediating factor between motivation and teacher performance at Telkom Malang Vocational School rather than having a positive and significant impact, so H6 is rejected. Whether or not teacher motivation is better does not impact teacher performance at Telkom Malang Vocational School through career development. In the motivation variable, it can be seen that the indicator that needs to be emphasized is the need for security. Meanwhile, the indicator that needs to be emphasized in the career development variable is the school principal's support for teacher career development. From these two indicators, while motivation does not affect teacher performance, career development can also not mediate between motivation and teacher performance at Telkom Malang Vocational School.

This research is to previous research by (Setyanti, 2020; Suhadi et al., 2014) that motivation does not have a positive effect on teacher performance; it is necessary to strengthen intrinsic motivation with work strengthening and work enrichment approaches as well as strengthening extrinsic motivation through guidance, division of tasks, and responsibility for higher quality learning. Nasrul et al., (2022) state that career development does not affect teacher performance. This is related to the problem of teacher career development, which cannot be separated from policy and marking very difficult factors, so teachers do not want to participate in developing their careers. The findings of this research are reinforced by the characteristics of the teacher respondents at Telkom Malang Vocational School, particularly in terms of their teacher status. Most Telkom Malang Vocational School teachers have civil servant status, while the others are non-civil servants and foundations. This means that teachers with the majority of civil servant status do not need career development within Telkom Malang Vocational School because they have already obtained civil servant status. Motivational indicators for health insurance are important for teachers with non-PNS and foundation teacher status.

According to the findings, competency does not significantly impact teacher performance at Telkom Malang Vocational School, even when career development is considered, so H7 is rejected. Whether the teacher's competency is better does not impact teachers' performance at Telkom Malang Vocational School through career development. In the competency variable, it can be seen that the highest indicator is related to knowledge. Namely, the teacher has mastered the subject matter in depth; on the skill indicator, teachers have teaching skills using technological media in the classroom; on the attitude indicator, the teacher has a good attitude toward the principal. Meanwhile, the indicator with a high value in the teacher performance variable works appropriately according to the time. Of these two indicators, while competency influences teacher performance, career development cannot mediate between competency and teacher performance at Telkom Malang Vocational School.

The relationship between this research and previous research by (Narsih, 2017; Setyanti, 2020) is that competence does not affect teacher performance because the performance competence of certified teachers does not provide direction to achieving goals and is more about maintaining the performance of certified teachers. The research findings are reinforced by the characteristics of the teacher respondents at Telkom Malang Vocational School, particularly concerning their teacher status. Most Telkom Malang Vocational School teachers have civil servant status, while the others are non-civil servants and foundations. This means that teachers with the majority of civil servant status do not need career development within Telkom Malang Vocational School because they have already obtained civil servant status. Indicators of teacher creativity competency are essential to improve classroom teaching for all teachers with PNS, non-PNS, and foundation teacher status.

CONCLUSION

Based on the results and discussion, it can be concluded that the motivation variable has no effect on teacher performance and teacher career development at Telkom Malang Vocational School. Furthermore, when motivation is considered an intermediate variable for career development, it also does not affect teacher performance at Telkom Malang Vocational School, indicating that career development does not mediate. The competency variable directly has a positive and significant influence on teacher performance and teacher career development at Telkom Malang Vocational School; however, when the career development variable is given as a mediating variable, competency does not affect teacher performance at Telkom Malang Vocational School. It can be concluded that career development is not a determining factor for Telkom Malang Vocational School teachers in improving their performance.

Studies show teachers' motivation levels do not directly affect their job performance and career development. Meanwhile, high competence in teachers contributes positively to improving teacher performance and career development. Interestingly, career development does not directly affect teacher performance. It was also found that motivation and competence (partially) did not influence teacher performance through career development pathways. So, it was concluded that career development could not be proven as a mediating variable in the relationship. The study highlights the critical implication that Schools need to focus on improving teacher competence through training and professional development, as this directly impacts teacher performance. Motivation policies must be reviewed because motivation does not directly affect teachers' performance or career development. However, it is still vital to maintain teachers' motivation levels to feel valued and engaged in a positive work environment. It is also important that the career development of teachers in schools is essential to improve in terms of the support of the principal. The principal can provide opportunities for all teachers to participate in developing their careers.

The study may be limited to a sample of teachers in a particular area and does not reflect wider variation across different regions or educational contexts, so it cannot be generalized to a broader population of teachers. The study did not consider other factors influencing teacher performance, such as school support, learning environment, and education policy. Further studies with more extensive and varied samples need to test the consistency of these findings. It is also necessary to conduct qualitative research to gain a deeper understanding of teacher motivation, competence, career development, and performance. There is a need to investigate other variables that might affect teacher performance and career development, such as environmental factors, organizational support, administrative support, and the use of technology in teaching.

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