

THE EFFECT OF TEACHER'S COMPETENCE ON THE VOCATIONAL HIGH SCHOOL TEACHERS' WORK SATISFACTION AND PERFORMANCE IN PRAJNAMITRA MAITREYA FOUNDATION, RIAU

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ABSTRACT

Education has a strategic function to achieve the national goals of the Indonesian nation as stated in the Preamble to the 1945 Constitution. Schools as the institutions that provide formal education need to ensure the quality of education offered by all teachers. Teachers as professional educators are at the forefront of a school. Schools continue to strive to improve the quality of education and services, by focusing on job satisfaction and improving teacher performance in order to provide the best quality education and services to students. This study aims to analyze the effect of pedagogic competence, personality competence, social competence, professional competence on job satisfaction and performance of vocational school teachers at the Prajnamitra Maitreya Foundation, Riau. The number of samples in this study was 55 teachers. The analysis used in this research is descriptive analysis and hypothesis analysis with path analysis. By using Smart PLS (Partial Least Squares), this study proves that personality competence has a positive and significant effect on teacher job satisfaction. Pedagogic competence, social competence, and professional competence have a positive and insignificant effect on job satisfaction. Personal competence and professional competence also have a positive and insignificant effect on teacher performance. Pedagogic competence, social competence, and job satisfaction have a negative and insignificant effect on teacher performance.

Keywords: Teachers' Competence, Work Satisfaction, Work Performance

INTRODUCTION

Qualified human resources are the key to the success of national development. To achieve a quality society requires the harmony of various parties in developing human resources. The regulation of national education is contained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 Paragraph 1 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state (RI Law Number 20, 2003). Whereas in Article 3 it is stated that national education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen (RI Law Number 20, 2003). Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. For this reason, teachers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals (RI Law Number 14, 2005).

Schools as institutions that organize formal education need to ensure the quality of education provided by all teachers. Teachers as professional educators who provide education, teaching, guidance, and direction for students every day in the implementation of teaching and learning activities are the spearhead of a school. In the world of education, the role of the teacher is one of the very important and fundamental foundations that can determine the development of the school. Of course, apart from teachers, there are other factors such as leaders, education staff (staff), stakeholders, parents, infrastructure, foundations, local communities and so on. But of all these factors, the teacher has the most important role in achieving student success and school progress. Schools continue to strive to improve the quality of education and services, by focusing on job satisfaction and improving teacher performance in order to provide the best quality education and services to students. For this reason, the

main thing that schools must do is improve teacher competence. In addition to teacher competence, teacher job satisfaction is also an important matter that is considered by the Foundation as a provider of private education. The hope is that there will be improvements and improvements in the achievement of teachers in schools.

One of the objects to be studied is the Prajnamitra Maitreya Riau Foundation, which was founded in 2004 and began organizing basic education and has branches in Bengkalis, Selatpanjang, Pekanbaru, Tembilahan, Dumai, and Rupa. There are three (3) branch schools under the foundation that already have a Vocational High School (*Sekolah Menengah Kejuruan / SMK*) level of education majoring in Accounting and Computer Network Engineering, namely Kasih Maitreya Selatpanjang Vocational School, Bengkalis Dharma Maitreya Vocational School, and Metta Maitreya Pekanbaru Vocational School.

Teachers who are able and willing to use all their abilities to carry out teaching and learning processes in an innovative and creative manner are the characteristics of teachers who have high competence (Tafqihan & Suryanto, 2014). By looking at the competency standards of graduate students it can be one of the benchmarks for assessing teacher competence because superior quality graduates are a reflection of teacher success. From the data on the achievement of graduates on the school final exam scores of students in three (3) Vocational High Schools (SMK) under the auspices of the Prajnamitra Maitreya Riau Foundation for the last five (5) years it was found that the final exam scores in the three Vocational High Schools have fluctuated in the last 5 years final. There is a decrease in a certain year and an increase in value then decreases again in a certain year. The assumption of these value fluctuations is that it indicates a difference between the expectations of the Foundation which wants teacher competence and performance to always increase from year to year and the fact that teacher competence and performance have decreased in certain years which can be seen in the final learning outcomes of students at the last level. In addition, the results of pre-survey interviews with teachers at three (3) SMKs under the auspices of the Prajnamitra Maitreya Riau Foundation showed that there was a lack of teacher satisfaction with the income they received, the way they were promoted to positions in schools, and the attention given to superiors and co-workers. Even though there are those who feel in the satisfied category, they cannot achieve maximum results for the highest and best satisfaction. There are even results that show dissatisfaction in certain respects.

Research related to teacher competence, satisfaction and performance has been carried out in the last decade with various research results. Good teacher pedagogic competence also has a good influence on teacher job satisfaction as in research (Erita & Baheram, 2017; Hutasuhut, 2015). However, there are times when it does not have a significant effect like research (Muhammad Arifin, 2015). Personality and professional competence of teachers also have an influence on teacher job satisfaction as in research (Hutasuhut, 2015) and vice versa can also have no significant effect (Muhammad Arifin, 2015). Teacher social competence has an important effect on teacher satisfaction in research (Restanti, et al., 2020). On the other hand, it can also prove to have no significant effect as in research (Hutasuhut, 2015). In research (Amir, 2019; Erita & Baheram, 2017; Imadudin, 2017; Paidia, 2018; Rasam et al., 2019; Supriyono, 2017) it is stated that there is an influence of pedagogical competence on teacher performance. Meanwhile, research (Hutasuhut, 2015; Kuntari et al., 2021) proves that there is no effect of pedagogical competence on teacher performance. Personality, social and professional competence of teachers have a significant effect on teacher performance in research (Imadudin, 2017; Rasam et al., 2019) and vice versa research (Hutasuhut, 2015) states that it has no significant effect. Job satisfaction has an important effect on teacher performance as proven in research (Erita & Baheram, 2017; Listiana Kusuma Wardani, 2018; Narsih, 2017; Paidia, 2018; Rezaee et al., 2018; Subhan, 2017). However, (Irawati, Sudarno, 2019; Putra et al., 2019b) shows that job satisfaction does not always affect teacher performance.

The purpose of the research based on the formulation of the problem above is to test and analyze how much influence pedagogical competence, personality competence, social competence, and teacher professional competence have on teacher job satisfaction and performance.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Performance

Regulation of the Minister of National Education Number 35 of 2010 states that teacher performance is the result of an assessment of the process and work results achieved by the teacher in carrying out his duties. Teacher performance is the success that will be achieved by the teacher in carrying out his duties and responsibilities as a teacher to achieve the expected goals. A person's performance can be improved if there is a match between work and expertise and placement in teaching. Teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties at school and describes an action displayed by the teacher during learning

activities (Supardi, 2014). Teacher performance is the result achieved from doing the assignments given according to ability, experience and sincerity as well as time management (Pujiastuti & Rozi, 2017).

The teacher's performance can be seen from his responsibility in carrying out the mandate, the profession he carries and the morals he has. Teacher performance is the result of the teacher's work which is manifested in the form of knowledge, skills, values and attitudes of the teacher in carrying out his duties and functions as shown in his appearance, actions and work performance (Madjid, 2016). The performance of a teacher is said to be good if the teacher has carried out the elements consisting of high loyalty and commitment (Renaldo et al., 2022) to teaching tasks, mastering and developing lesson materials, discipline (Atika et al., 2022) in teaching and other tasks, creativity in teaching implementation, cooperation with all school members, leadership (Abasilim et al., 2019; Imarni et al., 2022) that becomes a role model for students, good personality, honest, and objective in guiding students, and responsibility for their duties. Teacher performance is the result of work that can be shown through the quality of work, timeliness, work initiative, and good communication (Arman et al., 2016). Teacher performance can be measured through annual reports on their activities in teaching, preparing teaching materials, presenting teaching, mastering their field of study, competence, commitment (Yarmanelis et al., 2022) to work and carrying out extracurricular activities (Adeyemi, 2010). Dimensions of teacher performance according to the Chester I Bernard Model are: (1) Effective and efficient, (2) Responsibility, (3) Discipline, (4) Initiative.

Job Satisfaction

Job satisfaction is a general attitude towards work. Davis and Newstrom (2012) describe job satisfaction as a set of employees' feelings about whether their job is enjoyable or not. Job satisfaction is a general attitude toward one's work that shows the difference between the number of rewards workers receive and the amount they believe they should receive (Robbins, 2012). Someone with a high level of job satisfaction will show a positive attitude towards his job, while someone who is dissatisfied will show a negative attitude. When people talk about employee attitudes, they usually refer to job satisfaction (Robbins, Stephen P., 2012). Edison, et. al. (2018) stated that job satisfaction is a set of employees' feelings about things that are pleasant or not about a job they face. Luthan (2011) states that job satisfaction focuses on employees' attitudes towards their work and organizational commitment focuses on their attitude towards the organization as a whole. Job satisfaction is the result of employees' perceptions of how well their work can provide something they consider important.

There are six factors that influence job satisfaction (Emron, Anwar, Komariyah, 2018), including (1) Leadership (Gusriani et al., 2022; Sirait et al., 2022), (2) Competence, (3) Management policies, (4) Compensation, (5) Awards, and (6) Environmental atmosphere conducive. The five dimensions that identify the characteristics of the work used to measure employee job satisfaction (Luthans, 2011) are (1) The work itself, (2) Pay, (3) Promotion Opportunities, (4) Supervision, (5) Coworkers.

Competence

Competence is a set of behavior patterns needed to direct the person responsible for carrying out their duties and functions. Competence differs from other aspects of work because competence is what a person brings to the job. The value of competency quality is closely related to individual aspects such as personality, professionalism, etc. Competence is the right skill in the right place with the right job at the right time. Without competence, it will lead to wrong decision making (Ulrich & Smallwood, 2010).

Teacher competence will culminate in determining their performance (Elfita et al., 2022; Habibi et al., 2022). Competence (Istiana et al., 2022) is measured by intrinsic and extrinsic measurements including financial rewards, interpersonal, recognition, promotion, achievement and development. Teacher competence influences performance, especially from pedagogic, personality, social and professional aspects (Wardoyo, 2015). Although competence is an implicit system, the main emphasis is on mastery of all jobs regarding individual characteristics, experience, and knowledge (Latham et al., 2007). Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 10 Paragraph 1 states that teacher competence as referred to in Article 8 includes pedagogical competence, personal competence, social competence, and professional competence obtained through professional education (RI Law Number 14, 2005). Teachers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and be able to realize national education goals.

Four teacher competencies which include pedagogic, personality, social, and professional competencies obtained through professional education, namely (Jumadi, Zuhdan Kun Prasetyo, 2013).

Pedagogic Competence

Law No. 14 of 2005 concerning Teachers and Lecturers states that pedagogical competence is the ability to manage student learning. The Ministry of National Education (2004) calls this competence the "Learning Management Competence". This competence can be seen from the ability to plan teaching and learning programs, the ability to carry out interactions or manage teaching and learning processes, and the ability to conduct assessments. Pedagogic competence is a unique competence that distinguishes teachers from other professions and will determine the level of success of the process and learning outcomes of their students. In addition, pedagogic competence is also a type of competency that teachers absolutely need to master because it is part of the teacher's ability to manage student learning. Of course, this competence is not obtained suddenly but through continuous and systematic learning efforts both during the pre-service period (education for prospective teachers) and while in office. Of course it is supported by the talents, interests and other teacher potential of each person concerned (Hutasuhut, 2015).

Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency states that every teacher is required to meet nationally applicable academic qualification and teacher competency standards. The following are pedagogical competency standards for SMK/SMA teachers as follows (1) Mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, (2) Mastering learning theory and educational principles of learning, (3) Develop a curriculum related to the subjects taught, (4) Organize educational learning, (5) Utilize information and communication technology (Sudarno et al., 2022) for the benefit of learning, (6) Facilitate the development of the potential of students to actualize their various potentials, (7) Communicating effectively, empathetically and politely with students, (8) Carrying out assessment and evaluation of learning processes and outcomes, (9) Utilizing the results of assessment and evaluation for the benefit of learning, and (10) Performing reflective actions to improve the quality of learning.

Personality Competence

In the Elucidation of Government Regulation No. 19 of 2005 concerning National Education Standards, it is stated that the personality competence of the teacher is the personality ability that: (1) is stable; (2) stable; (3) adults; (4) wise and prudent; (5) authoritative; (6) have a noble character; (7) become role models for students and society; (8) evaluate own performance; and (9) self-development in a sustainable manner. Personal competence is an abstract problem that can only be seen through appearance, actions, speech and manner of appearance because everyone has a different personality. Personal competence is a personal characteristic that must be owned by a teacher such as having a stable personality, wise, attractive, noble and being able to be a role model. Teachers must be inclusive, objective, and do not discriminate against differences such as gender, religion, ethnicity, physical condition, family background and socioeconomic status (Arman et al., 2016).

Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency states that every teacher is required to meet nationally applicable academic qualification and teacher competency standards. The following are personality competency standards for SMK/MAK teachers as follows (1) Act in accordance with Indonesian national religious, legal, social and cultural norms, (2) Present yourself as an honest, noble person and a role model for students and society, (3) Presenting oneself as a stable, stable, mature, wise and authoritative person, (4) Demonstrating a work ethic, high responsibility, pride in being a teacher, and self-confidence, (5) Upholding the professional code of ethics Teacher

Social Competence

According to Government Regulation Number 74 of 2008, social competence is the ability of teachers as part of society. Johnson stated that social skills include the ability to adapt to the demands of work and the surrounding environment (Juprizon et al., 2022) when carrying out their duties as a teacher according to the provisions of the Act where one of the obligations of the teacher is to set an example and maintain the good name of the profession, institution and position in accordance with beliefs. received (Anwar, 2004). Social competence is the teacher's ability as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents or guardians of students, and the surrounding community (National Education Standards, explanation of Article 28 paragraph 3-point d). Teachers must communicate effectively, be empathetic and polite to fellow colleagues, parents and the community. In addition, they must adapt to the workplace and communicate with the community orally and in writing (Arman et al., 2016).

Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency states that every teacher is required to meet nationally applicable academic qualification and teacher competency standards. The following are social

competency standards for SMK/MAK teachers as follows: (1) Be inclusive, act objectively, and not discriminate because of considerations of gender, religion, race, physical condition, family background, and socioeconomic status, (2) Communicate effectively, empathetically, and politely with fellow educators, educational staff, parents, and the community, (3) Adapting to places of duty throughout the territory of the Republic of Indonesia which have socio-cultural diversity, (4) Communicating with the professional community itself and other professions in an effective manner orally and in writing or in other forms.

Professional Competence

Law Number 14 of 2005 concerning teachers and lecturers states that professionalism is work or activities carried out by a person as a source of income for life that requires expertise, skills or skills that meet certain quality standards or norms and require professional education. Professional competence is mastery of learning materials that are broadly and deeply capable of guiding students to achieve the expected competency standards (Arman et al., 2016). Professional people have different attitudes from unprofessional people even though they have the same job, or are in a work space. It is also not uncommon for people with the same educational background and working in the same place to display different professional performance, as well as different public recognition of teachers (Hutasuhut, 2015).

The teacher is a professional who has competent educational qualifications in a particular field of knowledge, has communication skills, is passionate about creativity, is productive, has a high work ethic and is committed to the profession and has the will to continue to develop his abilities (Wardoyo, 2015). Professional teachers will produce superior quality and character education which are elements of supporting good performance (Ujiarto et al., 2017). Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency states that every teacher is required to meet nationally applicable academic qualification and teacher competency standards. The following are professional competency standards for SMK/SMA teachers as follows: (1) Mastering the material, structures, concepts, and scientific mindsets that support the subjects being taught, (2) Mastering the competency standards and basic competencies of the subjects being taught, (3) Develop learning materials taught creatively, (4) Utilize information and communication technology (Renaldo, Suhardjo, et al., 2022) to develop oneself.

The Effect of Teacher Pedagogic Competence on Job Satisfaction

Law No. 14 of 2005 concerning Teachers and Lecturers states that pedagogical competence is the ability to manage student learning. Competence has a close relationship with job satisfaction. In general, someone likes and is satisfied with his work because he has expertise and competence in that field (Emron, Anwar, Komariyah, 2018). This means that if a teacher has good pedagogical competence or in other words has specific expertise in the field of education and teaching, then the teacher will tend to be satisfied with his work because it is in accordance with his interests and interests. Research (Erita & Baheram, 2017; Hutasuhut, 2015) shows that there is a positive influence between pedagogical competence and teacher job satisfaction. Meanwhile, research (Muhammad Arifin, 2015) shows that pedagogical competence has no positive effect on teacher job satisfaction. Based on the description above, the research hypothesis is:

H1. Teacher pedagogical competence has a positive effect on teacher job satisfaction at the Prajnamitra Maitreya Riau Vocational School.

The Effect of Teacher Personality Competence on Job Satisfaction

Surya (2003) suggests that personality competence is a personal competency, namely the personal ability of a teacher that is needed in order to become a good teacher. If a teacher has a good personality and is full of confidence in carrying out his duties according to the code of ethics as an educator, then the teacher will be satisfied with what he receives at school. As the teacher feels happiness because his character is in accordance with the character of an ideal educator so that it increases the feeling of satisfaction at work. Teacher personality factors can be used to predict teacher job satisfaction contextually, but do not support job satisfaction technically. The more positive the work attitude displayed, the greater the job satisfaction (Sukoyo & Juhji, 2021). Research (Hutasuhut, 2015) shows that there is a significant positive relationship between personality competence and teacher job satisfaction. Meanwhile (Muhammad Arifin, 2015) showed no positive effect between the two variables. Based on the description above, this hypothesis is:

H2. Teacher personality competence has a positive effect on job satisfaction of teachers at SMK Prajnamitra Maitreya Riau Vocational School.

The Effect of Teacher Social Competence on Job Satisfaction

According to Government Regulation Number 74 of 2008, social competence is the ability of teachers as part of society. According to the Equity Theory by Adam in Mangkunegara (2013), employee satisfaction or dissatisfaction is the result of comparing his own input-outcome with the input-outcome comparison of other employees (comparison person). Employees want to be involved and contribute to the organization if they feel that their personal needs match their active participation in the organization (Ulrich & Smallwood, 2010). Because it is very emphasized that the social competence of a teacher will have a very strong and positive effect on job satisfaction. If teachers have good social relations and often actively participate in school organizational activities, they can also increase their job satisfaction. Research (Restanti, et al., 2020) shows a significant positive relationship, while research (Hutasuhut, 2015) shows no positive relationship between social competence and teacher job satisfaction. Based on the description above, this hypothesis is:

H3. Teacher's social competence has a positive effect on teacher job satisfaction at SMK Prajnamitra Maitreya Riau Foundation.

The Effect of Teacher Professional Competence on Job Satisfaction

Law Number 14 of 2005 concerning teachers and lecturers states that professionalism is work or activities carried out by a person as a source of income for life that requires expertise, skills or skills that meet certain quality standards or norms and require professional education. Need Fulfillment Theory (Mangkunegara, 2013) shows that employee job satisfaction depends on whether or not employee needs are met. Employees will be satisfied if they can get what they need. Professional competence has a close relationship with job satisfaction. Because, in general, people like their jobs because they have expertise in that field. If skills are low, feelings of inferiority and dissatisfaction can arise. Especially if superiors demand maximum results, while existing capabilities are still low (Edison et al., 2018). Therefore, if the teacher has good work professional skills, the teacher can develop himself better and increase his satisfaction at work because he can continue to improve his achievement at work. Research (Hutasuhut, 2015) proves that there is a significant positive effect between professional competence and teacher job satisfaction. In contrast, research (Muhammad Arifin, 2015) proved that there was no significant effect. Based on the description above, this hypothesis is:

H4. Teacher professional competence has a positive effect on teacher job satisfaction at SMK Prajnamitra Maitreya Riau Vocational School.

The Effect of Teacher Pedagogic Competence on Teacher Performance

Pedagogic competence is the ability to understand students in planning, implementing, evaluating and developing learning to optimize potential (Jumadi, Zuhdan Kun Prasetyo, 2013). Measuring good performance of teachers can be done by measuring pedagogical competence. If the teacher has high pedagogical competence, he will automatically be able to improve his performance properly. A teacher who has high pedagogical competence will use all of his abilities to carry out the learning process in the classroom in an innovative way so that it has an impact on improving teacher performance (Tafqihan & Suryanto, 2014). Pedagogic competency and teacher performance have a positive and significant effect as in research conducted by (Amir, 2019; Erita & Baheram, 2017; Imadudin, 2017; Rasam et al., 2019; Supriyono, 2017). But also research that says it has no effect like research (Hutasuhut, 2015; Kuntari et al., 2021). Based on the description above, this hypothesis is:

H5. Teacher pedagogic competence has a positive effect on teacher performance at SMK Prajnamitra Maitreya Riau Vocational School.

The Effect of Teacher Personality Competence on Teacher Performance

Personal competence is a personal ability that reflects a wise, authoritative, stable, moral, mature and exemplary personality (Jumadi, Zuhdan Kun Prasetyo, 2013). A teacher who has a good personality will try to improve his performance in order to achieve the planned goals (Herawati, 2018). This shows that it is important for a teacher to reveal his teacher's personality so that he is psychologically ready as a teacher and is supported by cognitive abilities that can support his performance in educating. Teacher personality competence has a significant positive effect on teacher performance as in research (Imadudin, 2017; Rasam et al., 2019; Sopandi, 2019). Meanwhile, research (Hutasuhut, 2015) shows that there is no positive relationship between the two variables. Based on the description above, this hypothesis is:

H6. Teacher personality competence has a positive effect on teacher performance at SMK Prajnamitra Maitreya Riau Foundation.

The Effect of Teacher Social Competence on Teacher Performance

Social competence is the ability to communicate orally and in writing and adapt in a friendly and cultured (Rafizal et al., 2022) manner to students, colleagues, superiors, parents and society (Jumadi, Zuhdan Kun Prasetyo, 2013). Competence relates to human behavior that needs to be demonstrated to do the job effectively such as sensitivity or sympathy. Good social competence with all school members and stakeholders is related to teacher performance. Having good social relations with the school community helps raise the teacher's performance in carrying out his duties as an educator because he can stand from another point of view other than just judging from a cognitive perspective (Rondo & Moku, 2021). Research (Imadudin, 2017; Rasam et al., 2019) shows that there is a positive effect of social competence on teacher performance. In contrast, research (Hutasuhut, 2015) states otherwise. Based on the description above, this hypothesis is:

H7. Teacher social competence has a positive effect on teacher performance at SMK Prajnamitra Maitreya Riau Foundation.

The Effect of Teacher Professional Competence on Teacher Performance

Professional competence is the ability to master learning material, curriculum, scientific concepts, and educational problems in depth and broadly (Jumadi, Zuhdan Kun Prasetyo, 2013). Optimal teacher competence, namely teachers who act responsibly, are able to carry out tasks in carrying out the teaching and learning process including pedagogic competence, personality, professional, and social competence will have positive implications for improving teacher performance and student achievement (Subhan, 2018). The teacher's professional ability is the ability to work with basic competencies. Professional teachers will produce superior quality and character education which are elements of supporting good performance (Ujiarto et al., 2017). There is a positive relationship between professional competence and teacher performance as in research (Imadudin, 2017; Kuntari et al., 2021; Paيدا, 2018; Rasam et al., 2019; Sopandi, 2019; Supriyono, 2017). In contrast, research (Hutasuhut, 2015; Narsih, 2017) shows that professional competence and teacher performance have no effect. Based on the description above, the research hypothesis is:

H8. Teacher professional competence has a positive effect on teacher performance at SMK Prajnamitra Maitreya Riau Vocational School.

The Effect of Job Satisfaction on Teacher Performance

Job satisfaction is a feeling that supports or does not support an employee related to his work or his condition. Job-related feelings involve aspects such as salary received, career development opportunities, relationships with other employees, job placement, type of work, etc. Meanwhile, feelings related to him include age, health condition, ability, education (Mangkunegara, 2013). According to Robbins and Judge (2013), people who have a positive view of their work have high job satisfaction, while people who have a negative view of their work have a high level of dissatisfaction. This negative view ultimately influences work behavior that hinders optimizing performance (Saputri et al., 2016). Research conducted (Erita & Baheram, 2017; Listiana Kusuma Wardani, 2018; Narsih, 2017; Paيدا, 2018; Rezaee et al., 2018; Subhan, 2017) shows job satisfaction has a significant positive effect on teacher performance. Meanwhile, research (Irawati, Sudarno, 2019; Putra et al., 2019b) shows that job satisfaction has no positive effect on teacher performance. Based on the description above, the research hypothesis is:

H9. Job satisfaction has a positive effect on the performance of vocational school teachers at the Prajnamitra Maitreya Riau Foundation.

RESEARCH METHOD

Research Instrument

This research is survey research, so the research instrument used is a questionnaire distributed via Google Forms due to limited research conditions due to the ongoing Covid-19 pandemic. Respondents were asked to respond by giving answers to one of the answer choices provided. Qualitative answers are then quantified. Each answer was given a numerical score to reflect the respondent's degree of conformity as measured by a Likert scale in the form of intervals consisting of five levels of answers, each of which was weighted with answer choices from 1, namely "Strongly Disagree" to 5, namely "Strongly Agree".

Population and Sample

The population in this study were all vocational teachers under the auspices of the Prajnamitra Maitreya Foundation in Riau, which consisted of Kasih Maitreya Selatpanjang Vocational School, Bengkalis Dharma Maitreya Vocational School, and Metta Maitreya Pekanbaru Vocational School. The sample used is a saturated sample in which all 55 members of the population are samples categorized by age, gender, level of education, years of service, and place of work.

RESEARCH RESULTS AND DISCUSSION

Overview of the Prajnamitra Maitreya Foundation Riau

The Prajnamitra Maitreya Foundation was founded in 2004 by Buddhist Maitreya figures from Riau Province who have carried out education starting from basic education in various regions, namely Bengkalis, Selatpanjang, Pekanbaru, Tembilahan, Dumai and Rupa. There are three (3) branch schools under the foundation that already have an education level up to Vocational High School (SMK) majoring in Accounting and Computer Network Engineering, namely Kasih Maitreya Selatpanjang Vocational School, Bengkalis Dharma Maitreya Vocational School, and Metta Maitreya Pekanbaru Vocational School. The total number of teachers in the three SMKs is 55 people.

Descriptive Analysis

Analysis of Respondent Characteristics

The general description of the respondents in this study was made with the aim of knowing the characteristics of the respondents in the Prajnamitra Maitreya Riau Foundation. The general description of respondents is categorized based on age, gender, education level, years of service and work unit with the following details:

Table 1. Respondent Demographic Profiles

Characteristics	Category	Frequency	%
Age	21–30 years	37	67.27%
	31–40 years	14	25.45%
	> 40 years	4	7.27%
Gender	Man	12	21.82%
	Woman	43	78.18%
Level of education	High School/Equivalent	6	10.91%
	D3	2	3.64%
	S1	45	81.82%
	S2	2	3.64%
Years of service	1–5 years	35	63.64%
	6–10 years	11	20.00%
	> 10 years	9	16.36%
Workplace	Selat Panjang	21	38.18%
	Bengkalis	10	18.18%
	Pekanbaru	24	43.64%

Source: Refined Data, 2022

From Table 1, it can be seen that the Prajnamitra Maitreya Riau Vocational School Teachers are dominated by the 21–30-year-old age group of 37 people with a percentage of 67.27%. Age 31–40 years as many as 14 people with a percentage of 25.45%. Age over 40 years as many as 4 people with a percentage of 7.27%. Researchers observe that educators are dominated by young people, although they don't have much experience, their enthusiasm and willingness to develop themselves is very good. Even school principals have been greatly assisted during this pandemic, with the creativity and technological capabilities of teachers who support virtual learning. Law Number 13 of 2003 concerning Manpower states that the workforce is the entire population that is considered able to work and is able to work if there is a demand for work. Grouped as workers are those aged between 15 and 64 years. This age group is also categorized as productive age by the Central Bureau of Statistics. In addition, based on Law Number 14 of 2005 concerning Teachers and Lecturers, it is emphasized that the minimum retirement age for teachers is 60 years. From this explanation, we can conclude that all teachers at the Prajnamitra Maitreya Riau Foundation are still relatively productive.

In terms of gender, the teacher respondents at the Prajnamitra Maitreya Riau Vocational School were dominated by 43 women with a percentage of 78.18%. Data from the National Socio-Economic Survey of the Central Bureau of Statistics in 2018 revealed that education is the sector that absorbs the most millennial female workers aged 22 to 38 years (Maharani, 2019). From the distribution data of the millennial generation who work according to business field and gender, it is also stated that millennial women are more in the education sector (Budiati et al., 2018). This shows that in terms of population, women are still dominant in educational careers both nationally and globally, although this does not mean that this field is closed to men. Of course the recruitment of employees in schools does not only look at gender but still focuses on the abilities of the employees themselves.

From the aspect of education level, it can be seen that the Prajnamitra Maitreya Riau Vocational School teachers are dominated by 45 undergraduate graduates or 81.82%. SMA/K equivalent graduates are 6 people or 10.91%. 2 people graduated from D3 and S2 respectively or 3.64%. Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are required to have academic qualifications in the form of an undergraduate program or diploma four program which is also strengthened in Government Regulation Number 74 of 2008 concerning Teachers. Nelson Mandela, a revolutionary and former president of South Africa stated that education is the most powerful weapon to change the world. For that, of course we realize the importance of getting a better and higher education. On the other hand, teachers who have graduated from high school/K-equivalent are teachers who teach special subjects, namely Chinese Language or Buddhist Education, because teachers with undergraduate degrees in this field of study are still difficult to find. In addition, all of these teachers are currently pursuing their undergraduate studies while teaching at school. Job requirements for teachers in general are mandatory S1 for general subjects. For special cases like this, the Foundation outlines exceptions due to urgent conditions and indeed difficulties in finding reliable Chinese language and Buddhist teachers. However, these teachers have undergone special training to be able to teach and the results of the school principal's performance evaluation of them are still comparable to those of other graduates.

From the aspect of tenure, it can be seen that the teachers at the Prajnamitra Maitreya Riau Vocational School are dominated by teachers who work in the 1-5 year range, namely 35 people or 63.64%. There are 11 teachers who work 6-10 years or 20.00% and only 9 people or 16.36% who are able to work more than 10 years. Ningsih (2009) states that there is actually no relationship between long work tenure and work professionalism. Even though it is not easy to have loyalty in one workplace, the fact is that there are also many teachers who are not able to last that long for various reasons and conditions.

There are quite a number of SMK teachers at the Metta Maitreya School in Pekanbaru, namely 24 people or 43.64%, followed by teachers at the Kasih Maitreya Selatpanjang School with 21 people or 38.18%. The minimum number of teachers at the Dharma Maitreya Bengkalis School is 10 people or 18.18% because the number of students is also small. The number of teachers is adjusted to the number of students in each school and also according to the number of teaching hours. There are also vocational school teachers who cross over to teach at junior high schools to be able to meet the teaching hours.

Data Analysis Technique

The analytical tool used is path analysis which is calculated using SPSS (Statistical Package for Social Science) version 22 and applied statistical analysis methods, descriptive statistics, reliability analysis, and ANOVA. To test the validity of this study using Smart PLS 3.0 statistics.

Questionnaire Test

Validity and Reliability Test

Before conducting data analysis, it is necessary to carry out a feasibility test of a questionnaire with a validity test to measure the accuracy of the research instrument or questionnaire and a reliability test to find out whether the indicators used can be trusted as a variable measuring tool by testing the reliability of the variables. The validity test is carried out by statistical tests by looking at the Average Variable Extracted value if it is greater than 0.5 then the indicator is valid. The reliability test was carried out using the Cronbach's Alpha statistical test with a test limit of > 0.60 and Composite Reliability > 0.70 . (Ghozali, 2016).

Table 2. Validity and Reliability Test

Variable	Cronbach's Alpha	Composite Reliability	Information	Average Variance Extracted	Information
Pedagogic Competency (X1)	0.949	0.957	Reliable	0.714	Valid
Personality Competency (X2)	0.915	0.936	Reliable	0.747	Valid

Variable	Cronbach's Alpha	Composite Reliability	Information	Average Variance Extracted	Information
Social Competence (X3)	0.915	0.943	Reliable	0.807	Valid
Professional Competency (X4)	0.973	0.98	Reliable	0.926	Valid
Job Satisfaction (Y1)	0.806	0.866	Reliable	0.568	Valid
Performance (Y2)	0.932	0.951	Reliable	0.831	Valid

Source: Smart PLS Processed Data 3.0, 2022

Multicollinearity Test

The multicollinearity test is carried out to ensure that there is no perfect correlation between one independent variable and another. This test is carried out by looking at the Variance Inflating Factor (VIF) value from the regression results. If the value is > 10 , then there are symptoms of high multicollinearity. The results of the multicollinearity test can be seen in Table 3.

Table 3. Multicollinearity Test

Independent Variable (Independent)	Dependent Variable (Dependent)	VIF	Information
X1: Pedagogic Competence	Y1 = Job Satisfaction	2.071	There is no data multicollinearity
X2: Personality Competence		4.387	
X3: Social Competence		3.307	
X4: Professional Competency		2.658	
X1: Pedagogic Competence	Y2 = Performance	2.137	
X2: Personality Competence		5.022	
X3: Social Competence		3.326	
X4: Professional Competency		2.736	
Y1: Job Satisfaction		2.718	

Source: Smart PLS Processed Data 3.0, 2022

Determination Coefficient Test (R²)

The coefficient of determination test (R²) is a test that aims to assess what percentage of the indicators affect the dependent variable while the rest can be influenced by other indicators not explained in this study. The results of the test for the coefficient of determination can be seen in Table 4.

Table 4. Determination Coefficient Test (R²)

Variable	R Square	R Square Adjusted
Performance (Y2)	0.125	0.035
Job Satisfaction (Y1)	0.632	0.603

Source: Smart PLS Processed Data 3.0, 2022

From Table 4, it is obtained that the R Square for performance is 0.125, which means that the performance correlation with the independent variables (pedagogic competence, personality competence, social competence, professional competence, and job satisfaction) is weak. With an R Square Adjusted number of 0.035, which means that 35% of the variation in the level of teacher performance can be explained by variations of pedagogical competence, personal competence, social competence, professional competence, and job satisfaction, while the remaining 65% is influenced by other factors not included in the study these are work motivation, work environment, leadership, organizational culture, commitment (Putra & Renaldo, 2020), organizational climate and others (Ali Ardi, 2021; Amir, 2019; Erita & Baheram, 2017; Irawati, Sudarmo, 2019; Kurniawati et al., n.d.; Listiana Kusuma Wardani, 2018; Muhammad Arifin, 2015; Prapti Ningsih, 2017; Purnamasari, 2017; Putra et al., 2019a, 2019b)

R Square for job satisfaction is 0.632 which indicates a strong correlation between job satisfaction and the independent variables of pedagogical competence, personal competence, social competence, and professional competence. For R Square Adjusted, it is 0.603, which means that 60.3% of the level of job satisfaction can be explained by variations from pedagogic competence, personal competence, social competence, and professional competence, while 39.7% is influenced by other factors not included in this study, such as motivation, training, environment. work, leadership, commitment, achievement, etc. (Ali Ardi, 2021; Erita & Baheram, 2017; Kurniawan et al., 2018; Listiana Kusuma Wardani, 2018; Muhammad Arifin, 2015; Putra et al., 2019b, 2019a; Subhan, 2018).

Analysis of Variances (Anova)

To perform an analysis of the perceptions of respondents based on the profile of the respondent is to use ANOVA. From the processed ANOVA results, the average response of respondents to the pedagogic competency variable was 4.13. This shows that the respondent's assessment of the Pedagogic Competence at the Prajnamitra Maitreya Riau Foundation is good. On indicator X1.2 in the statement "I identify the potential of students in the subject being taught", the respondent's assessment shows the highest average of 4.33, which is very good. The characteristics of the respondents who gave the highest rating on this indicator were respondents aged 21-30 years who were female with a working period of 1-5 years and a Masters degree in the workplace at SMK Metta Maitreya Pekanbaru. This highest response was also specifically seen in respondents' responses based on gender, level of education, years of service, and place of work. This means that respondents have a good perception of the ability to identify the potential of students according to their respective subjects. Meanwhile, what needs to be focused on is indicator X1.18 in the statement "I provide various learning activities to encourage students to achieve optimal performance" and indicator X1.27, namely "I analyze the results of assessing processes and learning outcomes for various purposes" because the results obtained the lowest is 3.95 or good category. The characteristics of the respondents who gave the lowest rating on this indicator were those over the age of 40 who were male with a working period of 6-10 years and a high school / equivalent education level at the workplace of SMK Dharma Maitreya Bengkalis. This lowest response also appears in the responses of respondents in general based on age, gender, years of service and place of work. From these results it shows the need for more attention in training the ability to develop indicators and assessment instruments for follow-up learning development in the future.

The average number of respondents' responses to the personality competency variable is 4.48. This shows that the respondent's assessment of personality competence at the Prajnamitra Maitreya Riau Foundation is very good. The highest response is on the X2.6 indicator on the statement "I present myself as a steady and stable person" with an average of 4.56. The highest ratings are dominated by those aged over 40 years who are male with a working period of more than 1-5 years and a SMA/K and D3 education level at the SMK Kasih Maitreya Selatpanjang workplace. This shows that respondents feel confident in showing a solid and stable personality as an educator because teachers learn not to bring their personal affairs when dealing with work matters at school. While what needs attention is indicator X2.7 in the statement "I present myself as an adult, wise and authoritative person" and indicator X2.12 namely "I apply the code of ethics of the teaching profession" both of which obtained the lowest result, namely 4.40. The characteristics of the respondents who gave the lowest rating on this indicator were those aged 31-40 years, female with more than 10 years of work experience and education level of SMA/K and D3 at the SMK Kasih Maitreya Selatpanjang workplace. This indicates that respondents still feel a lack of behavior in accordance with the teacher's code of ethics considering that teachers are only humans who are also trying to learn to be better. Apart from that, of course it is not easy for teachers to appear authoritative and wise in their every behavior at school because their average age is still young too, of course.

The average number of respondents' responses to the social competency variable is 4.53. This shows that the respondent's assessment of social competence at the Prajnamitra Maitreya Riau Foundation is very good.

The statement that received the highest score of 4.60 was in statement X3.5 namely "I involve parents of students and the community in learning programs and in overcoming students' learning difficulties" and statement X3.9 namely "I communicate the results of learning innovations to the community own profession orally and in writing or in other forms. Both were also seen in respondents' responses based on age, gender, education level, years of service, and place of work. The highest rating is dominated by those aged over 40 years who are female with a working period of 1-5 years and a Masters degree at work at SMK Metta Maitreya Pekanbaru. This shows that the teacher is very good at communicating with the school community. To focus the school's attention on the lowest average score of 4.38 or the very good category in statement X3.2, namely "I do not discriminate against students, colleagues, parents of students and the school environment because of differences in religion, ethnicity, gender, family background, and socio-economic status" with the characteristics of the respondents, namely those aged over 40 years who are female with a working period of 1-5 years and over 10 years and a D3 education level at the SMK Kasih Maitreya Selatpanjang workplace. This indicates the need to increase one family's worldview for the school to be more tolerant of ethnic, religious, racial and intergroup diversity in the school environment.

The average number of respondents' responses to the professional competence variable is 4.21. This shows that the respondent's assessment of professional competence at the Prajnamitra Maitreya Riau Foundation is very good. The statement that received the highest score of 4.36 was in statement X4.3 namely "I understand the competency standards of the subjects being taught". The highest ratings were dominated by those aged over 40 years who were male with a working period of 6-10 years and a D3 and S2 education level at work at SMK Dharma Maitreya Bengkalis. This highest response was also seen in all respondents' responses specifically based

on age, gender, level of education, years of service, and place of work. This shows that the teacher is very good at understanding the competency standards of the subjects being taught. To focus the school's attention on the lowest average score of 4.15 or the good category in the X4.5 statement, namely "I understand the learning objectives being taught. The lowest response also appears for respondents based on age, gender, years of service and place of work. And statement X4.8 with the lowest average score of 4.15 namely "I make use of information and communication technology in communicating" with the characteristics of the respondents, namely those over 40 years of age male with work experience of over 10 years and level of education SMA/K equivalent in the workplace at Dharma Maitreya Bengkalis Vocational School. The lowest response also appears for respondents based on age, gender, years of service and place of work. This indicates a lack of understanding in the development of learning objectives and the lack of utilization of information (Renaldo et al., 2021) technology in communication.

The average number of respondents' responses to the variable job satisfaction is 4.17. This shows that the respondent's assessment of job satisfaction at the Prajnamitra Maitreya Riau Foundation is high. The statement with the highest average is in statement Y1.1 with an average of 4.42, namely "The work I do is very enjoyable" with the characteristics of the respondents, namely those aged over 40 years, female sex with 1-5 years of service and level of education S2 and work at SMK Metta Maitreya Pekanbaru and SMK Dharma Maitreya Bengkalis. In general, this response also appears in the profile of respondents based on age and place of work. This means that the teacher's response to the pleasure of his work is very good and needs to be maintained. What needs to be focused on is the statement with the lowest average at the lowest statement Y1.11, namely "Promotion of teachers in schools is carried out objectively" with a mean of 3.91 or a high category with the characteristics of the respondents, namely those over 40 years of age female with a working period of more than 10 years and a D3 level of education at the Dharma Maitreya Bengkalis Vocational School. This is also specifically seen in respondents based on age, level of education, years of service, and place of work. This means that teachers feel that promotion at school is still not good and needs to be brought to the attention of the foundation and school.

The average number of respondents' responses to the performance variable is 3.51. This shows that the respondent's assessment of performance at the Prajnamitra Maitreya Riau Foundation is high. The highest criterion with a score of 4.02 is found in the statement Y2.8 namely "Teachers can complete a number of jobs that are their responsibility" with the characteristics of the respondents namely those aged 31-40 years who are male with a working period of 1-5 years and above 10 years and the level of education is Masters with a place of work at SMK Metta Maitreya Pekanbaru. This is reinforced by the highest respondents' responses based on age, gender, level of education, years of service, and place of work. This means that in general, the teacher is considered responsible for all the things that are his responsibility. The lowest rating criterion with a score of 2.67 is found in the statement Y2.20, namely "Teachers are able to produce innovative ideas, actions and solutions" which are dominantly answered by those over 40 years old who are female with work experience of over 6-10 years and a level education SMA/K, D3 and S2 and the workplace of SMK Metta Maitreya Pekanbaru. This appears in respondents' responses based on age, gender, level of education, years of service, and place of work. This means that the creativity and problem-solving abilities of teachers are still lacking and need to be improved.

Path Analysis Hypothesis Test

Table 5. Hypothesis Test Results

Variable	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Information
Pedagogic Competency (X1) -> Job Satisfaction (Y1)	0.156	0.110	1.414	0.158	Positive Not Significant
Personality Competency (X2) -> Job Satisfaction (Y1)	0.483	0.194	2.490	0.013	Significant Positive
Social Competency (X3) -> Job Satisfaction (Y1)	0.083	0.160	0.516	0.606	Positive Not Significant
Professional Competency (X4) -> Job Satisfaction (Y1)	0.170	0.160	1.061	0.289	Positive Not Significant
Pedagogic Competency (X1) -> Performance (Y2)	-0.199	0.205	0.969	0.333	Insignificant Negative
Personality Competency (X2) -> Performance (Y2)	0.065	0.329	0.196	0.844	Positive Not Significant
Social Competency (X3) -> Performance (Y2)	-0.323	0.228	1.417	0.157	Insignificant Negative

Variable	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Information
Professional Competency (X4) -> Performance (Y2)	0.094	0.225	0.420	0.675	Positive Not Significant
Job Satisfaction (Y1) -> Performance (Y2)	-0.020	0.226	0.088	0.930	Insignificant Negative

NB: *Sig < 0.10; ** < 0.05; *** < 0.01

Source: Smart PLS Processed Data 3.0, 2022

The first hypothesis is that pedagogic competence has a positive and insignificant effect on job satisfaction of vocational school teachers at the Prajnamitra Maitreya Foundation in Riau. The Original Sample Value (O) is 0.156 which means there is a positive influence. Then T Statistics shows a value of 1,414 and a P value of 0.158 means that the P value is > 0.1 or 10%, which means it is not significant. Thus, the first hypothesis is rejected. The second hypothesis is that personality competence has a positive and significant effect on job satisfaction of vocational school teachers at the Prajnamitra Maitreya Riau Foundation. The Original Sample Value (O) is 0.483 which means there is a positive influence. Then T Statistics shows a value of 2,490 and a P value of 0,013 means a P value < 0.1 or 10%, which means it is significant. Thus, the second hypothesis is accepted. The third hypothesis is that social competence has a positive and insignificant effect on job satisfaction of vocational school teachers at the Prajnamitra Maitreya Foundation in Riau. The Original Sample Value (O) is 0.083 which means there is a positive influence. Then T Statistics shows a value of 0.516 and a P value of 0.606 means a P value > 0.1 or 10%, which means it is not significant. Thus, the third hypothesis is rejected. The fourth hypothesis is that professional competence has a positive and insignificant effect on job satisfaction of vocational school teachers at the Prajnamitra Maitreya Riau Foundation. The relationship between professional competence (X1) and job satisfaction (Y1) has an Original Sample (O) value of 0.170, which means there is a negative influence. Then T Statistics shows a value of 1,061 and a P value of 0,289 means a P value > 0.1 or 10%, which means it is not significant. Thus, the fourth hypothesis is rejected. The fifth hypothesis is that pedagogic competence has a negative and insignificant effect on the performance of vocational teachers at the Prajnamitra Maitreya Riau Foundation. The Original Sample Value (O) is -0.199 which means there is a negative effect. Then T Statistics shows a value of 0.969 and a P value of 0.333 means that the P value is > 0.1 or 10%, which means it is not significant. Thus, the fifth hypothesis is rejected. The sixth hypothesis is that personality competence has a positive and insignificant effect on the performance of vocational school teachers at the Prajnamitra Maitreya Riau Foundation. In Table 4.51 it can be seen that the Original Sample (O) value is 0.065, which means there is a positive influence. Then the T Statistics shows a value of 0.196 and a P value of 0.844 which means that the P value is > 0.1 or 10%, which means it is not significant. Thus, the sixth hypothesis is rejected. The seventh hypothesis is that social competence has a negative and insignificant effect on the performance of vocational school teachers at the Prajnamitra Maitreya Riau Foundation. The Original Sample Value (O) is -0.323 which means there is a negative influence. Then T Statistics shows a value of 1.417 and a P value of 0.157 means that the P value is > 0.1 or 10%, which means it is not significant. Thus, the seventh hypothesis is rejected. The eighth hypothesis is that professional competence has a positive and insignificant effect on the performance of vocational school teachers at the Prajnamitra Maitreya Riau Foundation. The relationship between professional competence (X1) and job satisfaction (Y1) has an Original Sample value (O) of 0.094, which means there is a positive influence. Then T Statistics shows a value of 0.420 and a P value of 0.675 means a P value > 0.1 or 10%, which means it is not significant. Thus, the eighth hypothesis is rejected. The ninth hypothesis is that job satisfaction has a negative and insignificant effect on teacher performance at the Prajnamitra Maitreya Pekanbaru Foundation. The relationship between competency (Y1) and performance (Y2) has an Original Sample (O) value of -0.020, which means there is a negative influence. Then T Statistics shows a value of 0.930 and a P value of 0.930 means a P value > 0.1 or 10%, which means it is not significant. Thus, the ninth hypothesis is rejected.

Discussion

Pedagogic competence is directly proportional to job satisfaction, which means that if pedagogic competence increases, it will also increase the job satisfaction of vocational school teachers at the Prajnamitra Maitreya Foundation, Riau. Increasing pedagogical competence will increase teacher job satisfaction but not very meaningful for most teachers. The results of this study are supported empirically from research (Muhammad Arifin, 2015) which also proves that pedagogical competence has little effect on teacher job satisfaction. On the contrary, it is contrary to research (Erita & Baheram, 2017; Hutasuhut, 2015) which proves that pedagogical competence has a major effect on teacher job satisfaction. Competence has a close relationship with job satisfaction. In general, someone likes and is satisfied with his work because he has expertise and competence in

that field (Emron, Anwar, Komariyah, 2018). However, in this case, lacking pedagogical competence, such as in providing various learning activities that encourage students to achieve optimal results and in analyzing the results of process assessment and learning outcomes for various purposes, can also influence the lack of teacher job satisfaction.

Personality competence is directly proportional to job satisfaction, which means that if personality competence increases, teacher job satisfaction also increases at the Prajnamitra Maitreya Riau Foundation. Increasing personality competence contributes greatly and gives meaning to the job satisfaction of the teachers of the Prajnamitra Maitreya Riau Foundation. His influence was with most of the teachers there. The results of this study are supported empirically from research (Hutasuhut, 2015) which also proves that personality competence has a major effect on teacher job satisfaction. On the contrary, it is contrary to research (Muhammad Arifin, 2015) which states that personality competence has little effect on teacher job satisfaction. (Mangkunegara, 2013) shows that employee job satisfaction depends on whether or not employee needs are met. Employees will be satisfied if they can get what they need. Competence has a close relationship with job satisfaction. Because, in general, people like their jobs because they have expertise in that field. If skills are low, feelings of inferiority and dissatisfaction can arise. Especially if superiors demand maximum results, while existing capabilities are still low (Edison, et. al. 2018). Teachers feel that there are still many shortcomings and weaknesses, especially in terms of behaving according to their code of ethics and how to present themselves as mature and wise individuals. It is not easy to become an ideal teacher, causing dissatisfaction in his career as a teacher because he has not been able to present a perfect personality like a teacher.

Social competence has little effect on job satisfaction of vocational school teachers at the Prajnamitra Maitreya Riau Foundation. If social competence increases, then teacher job satisfaction will also increase and vice versa if social competence decreases, then teacher job satisfaction will also decrease. Good social competence has little effect on high teacher job satisfaction. The results of this study are supported empirically from research (Hutasuhut et al., 2015) which also proves that social competence has a small effect on job satisfaction. On the contrary, it is contrary to research (Restanti, et al., 2020) which proves that social competence has a major effect on teacher job satisfaction. Teachers in this case are still lacking in tolerance for differences in ethnicity, religion, race, and between groups. The teacher's lack of social skills also influences his job satisfaction because he has not been able to accept all the differences in a work relationship.

Professional competence is directly proportional and has little effect on job satisfaction of vocational school teachers at the Prajnamitra Maitreya Riau Foundation. If professional competence increases, teacher job satisfaction also increases but does not provide deep meaning for most teachers. The results of this study are supported empirically from research (Muhammad Arifin, 2015) which also proves professional competence does not have a major effect on teacher job satisfaction and is in contrast to research (Hutasuhut, 2015) which proves professional competence has a major effect on teacher job satisfaction. Employees want to be involved and contribute to the organization if they feel that their personal needs match their active participation in the organization (Ulrich & Smallwood, 2010). Because it is very emphasized that the competence of a teacher will have a very strong and positive effect on job satisfaction. The lack of teacher ability in the use of technology and teaching also influences satisfaction at work because it can affect the less-than-optimal learning given to students so that they feel less than optimal to become full teachers.

Pedagogic competence is inversely proportional to performance, which means that if pedagogical competence increases, it will also reduce the performance of vocational teachers at the Prajnamitra Maitreya Riau Foundation. Increasing pedagogical competence will reduce teacher job satisfaction but not very meaningful for most teachers. The results of this study are supported empirically from research (Hutasuhut, 2015; Kuntari et al., 2021) which also proves that pedagogical competence has little effect on teacher performance. On the contrary, it is contrary to research (Amir, 2019; Erita & Baheram, 2017; Imadudin, 2017; Paidi, 2018; Rasam et al., 2019; Supriyono, 2017) which proves that pedagogical competence has a major effect on teacher performance. There is a positive relationship between competence and teacher performance. The higher the teacher's competency level, the higher the teacher's performance. Teacher performance is positively and significantly associated with teacher competence which includes planning, implementing and evaluating learning (Sukrapi et al., 2014). Pedagogic competence in this case is related to the ability to identify students' abilities and teaching abilities with the hope that if they increase, they will also improve teacher performance.

Personality competence is directly proportional to performance, which means that if personality competence increases, teacher performance also increases at the Prajnamitra Maitreya Riau Foundation. The increase in personality competence does not contribute greatly and gives meaning to the performance of the Prajnamitra Maitreya Riau Vocational School teachers. The results of this study are supported empirically from research (Hutasuhut, 2015) which also proves that personality competence does not have a major effect on teacher

performance. In contrast, research (Imadudin, 2017; Rasam et al., 2019) states that personality competence has a major effect on teacher performance. A teacher who has high competence, will use all his abilities in carrying out the learning process in the classroom in an innovative way so that it has an impact on improving teacher performance (Tafqihan & Suryanto, 2014). The teacher is still not optimal in radiating his authority as a mature and wise teacher. If you still feel insecure, then your performance may also decrease because it is influenced by your emotional stability.

Social competence has little effect on the performance of vocational school teachers at the Prajnamitra Maitreya Riau Foundation. If social competence increases, then teacher performance will decrease and vice versa if social competence decreases, then teacher performance will increase. Good social competence has little effect on high teacher performance. The results of this study are supported empirically from research (Hutasuhut, 2015) which also proves that social competence does not have a major effect on teacher performance. In contrast, research (Imadudin, 2017; Rasam et al., 2019) states that social competence has a major effect on teacher performance. Social competence is the ability to communicate orally and in writing and adapt in a friendly and cultured manner to students, colleagues, superiors, parents and society (Jumadi, Zuhdan Kun Prasetyo, 2013). Competence relates to human behavior that needs to be demonstrated to do the job effectively such as sensitivity or sympathy. Good social competence with all school members and stakeholders is related to teacher performance. Social competence, in this case learning not to discriminate against students, is expected to contribute to improving teacher performance. If a teacher's insight is narrow towards community tolerance, then he will not be able to maximize himself in educating all students equally and objectively.

Professional competence is directly proportional and has little effect on the performance of vocational teachers at the Prajnamitra Maitreya Riau Foundation. If professional competence increases, teacher performance also increases, but does not provide deep meaning for most teachers. The results of this study are supported empirically from research (Hutasuhut, 2015) which also proves that professional competence does not have a major effect on teacher performance. In contrast, research (Imadudin, 2017; Rasam et al., 2019) states that professional competence has a major effect on teacher performance. Optimal teacher competence, namely teachers who act responsibly, are able to carry out tasks in carrying out the teaching and learning process including pedagogic competence, personality, professional, and social competence will have positive implications for improving teacher performance and student achievement (Subhan, 2018). Optimal teacher competence, namely teachers who act responsibly, are able to carry out tasks in carrying out the teaching and learning process including pedagogic competence, personality, professional, and social competence will have positive implications for improving teacher performance and student achievement (Subhan, 2018). The teacher's professional ability is the ability to work with basic competencies. Professional teachers will produce superior quality and character education which are elements of supporting good performance (Ujiarto et al., 2017). For this reason, it is important for a teacher to master professional competencies such as in terms of improving information technology which is considered to be able to contribute to better teacher performance. The development of science and technology, especially in this decade, has progressed rapidly, especially with the outbreak of Covid-19, which has forced traditional learning to switch to modern and virtual ones. If the teacher is not professional in adapting and placing himself in the changing conditions of the times, it will not be possible to improve his performance in educating and teaching as an educator.

Job satisfaction is inversely related to teacher performance. If job satisfaction increases, it will affect teacher performance to decrease but does not make a major contribution to most teachers at the Prajnamitra Maitreya Riau Vocational School. The results of this study are supported empirically from research that proves job satisfaction has a major effect on teacher performance (Irawati, Sudarno, 2019; Putra et al., 2019b). On the other hand, it is contrary to other research which proves job satisfaction does not have a major effect on teacher performance (Erita & Baheram, 2017; Listiana Kusuma Wardani, 2018; Narsih, 2017; Paidi, 2018; Rezaee et al., 2018; Subhan, 2017). Teacher dissatisfaction in terms of promotion also influences their performance. If it is associated with the results of the determination test which are also very small, this indicates that the variable job satisfaction is indeed weakly correlated and does not indicate that the selection of exogenous variables properly strengthens the position of the endogenous variables. However, it is an important note that the problem of objectivity in promotion is a problem that is quite dominant in schools and gives a feeling of dissatisfaction to teachers who perceive promotion transparency as weak and need openness and good communication from schools and foundations, of course.

CONCLUSION

The conclusion of this study can be explained that (a) the Pedagogic Competency Variable has a positive and not significant effect on teacher Job Satisfaction. This means that good pedagogical competence does not have a major effect on increasing job satisfaction of teachers at SMK Prajnamitra Maitreya Riau Vocational School. Indeed, an increase in pedagogical competence will increase teacher job satisfaction, but it does not mean much for most teachers. Good pedagogical competence does not necessarily increase teacher job satisfaction as a whole. (b) In contrast to other variables it is proven that Personality Competence has a positive and significant effect on Job Satisfaction of teachers at SMK Prajnamitra Maitreya Riau Foundation. Which means that good and strong personality competencies will affect the increase in teacher job satisfaction. Conversely, personality competencies that are not good or weak also cause teacher job satisfaction to decrease. Good personality competencies also influence teacher job satisfaction. (c) Furthermore, Social Competence has a positive and insignificant effect on Job Satisfaction of teachers at SMK Prajnamitra Maitreya Riau Foundation. This means that good social competence has very little effect on increasing job satisfaction of teachers at SMK Prajnamitra Maitreya Riau Vocational School. Increasing social competence will indeed increase teacher job satisfaction but only affects a small number of teachers. Overall, good social competence does not mean much in increasing teacher job satisfaction overall. (d) Professional Competency Variable has a positive and insignificant effect on teacher Job Satisfaction. This means that good professional competence does not have a major effect on increasing job satisfaction of teachers at SMK Prajnamitra Maitreya Riau Vocational School. Indeed, an increase in professional competence will increase teacher job satisfaction but does not really mean much for most teachers. Good professional competence does not necessarily increase teacher job satisfaction as a whole. (e) Furthermore, the Pedagogic Competency variable shows a negative and insignificant effect on the teacher performance of SMK Prajnamitra Maitreya Riau Vocational School. This means that good pedagogical competence does not affect teacher performance and vice versa, bad pedagogic competence does not decrease teacher performance. Increasing pedagogical competence will not improve teacher performance and will not really give meaning to most teachers. (f) Next on the Personality Competency variable where personality competence has a positive and insignificant effect on teacher performance. So, even though personality competence is good, it does not guarantee that the teacher's performance will be good. On the other hand, bad personality competence does not guarantee bad performance. Indeed, an increase in personality competence will improve teacher performance but does not really mean much for most teachers at the Prajnamitra Maitreya Riau Vocational School. (g) Furthermore, the Social Competency variable shows a negative and insignificant effect on the teacher performance of SMK Prajnamitra Maitreya Riau Foundation. This means that good social competence does not affect the teacher's performance to be good and vice versa social competence that is not good also does not decrease teacher performance. Increasing social competence will not improve teacher performance and does not really mean much for most teachers. (h) In contrast to the professional competency variable on teacher performance, that Professional Competence has a positive and insignificant effect on teacher performance. So, even though professional competence is good, it does not guarantee that teacher performance will be good. On the other hand, poor professional competence also does not guarantee bad teacher performance. Indeed, an increase in professional competence will improve teacher performance but does not really mean much for most teachers at the Prajnamitra Maitreya Riau Foundation. (i) Finally, for the variable job satisfaction on teacher performance it is stated that teacher job satisfaction has a negative and not significant effect on teacher performance at SMK Prajnamitra Maitreya Riau Foundation. This means that good job satisfaction does not affect good teacher performance and vice versa, bad job satisfaction also does not decrease teacher performance. An increase in job satisfaction will not improve teacher performance and is not very meaningful for most teachers.

This research still has limitations. One of them is the condition of research in the midst of the Covid-19 Pandemic which has limited the frequency of interviews and discussion of research results. In addition, the limited scope of the research was only carried out virtually, meaning that researchers could not go directly to the Bengkalis and Selatpanjang areas to assist respondents in filling out the questionnaire.

Suggestions for foundations (a) The need to improve performance in order to achieve school goals in producing good graduate competencies. Teachers do show good work responsibilities but the ability to produce innovative ideas, actions and solutions is still lacking. The lack of initiative can also be due to the condition of leadership in schools, teacher motivation, and the teacher's understanding of what is being done. It's a good idea for the Foundation to also monitor the development of teachers from various aspects to help keep it balanced with improving their performance. (b) Foundations need to pay attention to how to plan to increase teacher job satisfaction by providing equal opportunities for all of them so that they can inspire them to achieve even better. Foundations need to pay attention to a more transparent and objective teacher promotion system. Improving teacher competence with strict selection at the start of admissions, continuous training and guidance for teachers and others is also very necessary because qualified teacher expertise will support teacher performance. For teachers

(a) Teacher competence is very important for the development of teacher performance so that it is hoped that teachers can continue to improve themselves and learn to improve competence with various training or independent learning. (b) Teachers need to be given the opportunity to learn to take initiative and develop their own abilities to be more creative and innovative. The role of superiors, of course, also plays a role in addition to the importance of the initiative of the teacher concerned. (c) In the context of not being able to find solutions to problems, the teacher must take the initiative to discuss with colleagues or leaders. If you need work directions so that they are in accordance with the procedures in fulfilling the quality of work, then the teacher also needs to take the initiative in asking questions and learning to improve self-competence in order to achieve maximum performance. For future researchers (a) If you want to research with similar variables, you can conduct research with a variety of other variables according to other research gap phenomena to get a more diverse comparison of results. (b) For teacher competency variables that have a weak correlation based on the results of the determination test, it is advisable to use other variables that have a stronger correlation. Or use competency variables to see the effect on other variables outside of this study.

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