

## Research Article

# Investigating the Impact of Tenure, Training Intensity, and Work Motivation on Pedagogic Competence: Implications for Private Vocational School Teachers' Performance in the Magelang Regency

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**Abstract.**

This study aims to investigate how tenure, training intensity, and job motivation affect the effectiveness of independent vocational schools instructors in the Magelang area using pedagogic competency. The sample size for the research was 928 teachers. The Slovin formula was used to calculate the sample size, which resulted in an overall sample size of 100 instructors. Data analysis methods make use of modeling structural equations (SEM). The outcome of the investigation demonstrates that training intensity, tenure, and work incentive all have an impact on pedagogical competency, which in turn affects the performance of independent vocational school instructors.. Work ethic, training intensity, and working hours also affect the success of independent vocational school instructors in the Magelang Regency.

**Keywords:** tenure, training intensity, work motivation, pedagogic competence, teacher performance

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## 1. Introduction

Education is a deliberate and planned effort to create a learning atmosphere and learning process so that students can actively develop their own profession and have the religious and spiritual strength, self-control, personality, intelligence, noble character, and skills required by themselves, society, the nation, and state. In this way, the national education system is governed by National Education System Law Number 20 of 2003.

By requiring students to complete their education in accordance with the educational system, national education seeks to develop their potential to become human beings



who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state. Basic, secondary, and post-secondary education are all included in the categories of formal, non-formal, and informal education. Because of this, every child on the planet can receive educational services and achieve educational equity.

The degree to which teachers are successful in carrying out their responsibilities and imparting knowledge in line with their obligations and authorities based on work standards that have been set for a specific period of time in the context of accomplishing educational goals is known as teacher performance interpretation. Pedagogic competence has an impact on performance; competent teachers will do assignments in accordance with established guidelines. Teacher performance is impacted by pedagogical competency, according to research findings.

The ability of students to comprehend and manage dialogic and educational learning is known as pedagogic competence. Effective teaching is influenced by a number of things, such as the intensity of training and the incentive to do well at work. In order to increase participants' work competence in specific fields of work and thereby boost productivity and effectiveness within an organization, training intensity is a process that consists of a series of intentional actions (efforts) carried out in the form of worker assistance by training professionals over a set period of time.

Teacher performance is the issue that arises in schools most of the time. Performance is derived from the term "performance" and is frequently understood to refer to work behavior and output [1]. A performance is an output of labor or business that takes the shape of thoughts or physical appearance. A decline in teacher performance accomplishment is the occurrence that takes place. The low teacher performance score and the large percentage of teacher absences are the causes of the reduction in teacher performance [1,2]. The researcher believes that a factor influencing teacher performance may be the instructor's lack of pedagogical expertise and support at work [3]. Specifically, one aspect of the teacher's professional pedagogic competency falls within the category of pedagogic competence [4,5]. "Pedagogical competency in mastering subject matter broadly and in-depth" is defined as professional pedagogic competence in Law No. 14 of 2005 governing Teachers and Lecturers.

The duration of service has an effect on the performance of teachers as well. The amount of time an employee devotes his or her attention to a certain business and causes a variety of human activities to be absorbed is known as the "working period."

Longer tenured instructors will yield superior results than newer ones. The findings of the research demonstrate the impact of tenure on teacher effectiveness [6]. As opposed to study findings, which indicated that tenure has no bearing on the effectiveness of teachers. Furthermore, the working duration has an impact on pedagogical competency [7]. In contrast to research findings, which indicated that tenure had no impact on educational competency [7,8].

According to this viewpoint, a teacher's effort is what motivates him or her to work hard at improving their performance. This effort can come from both inside and outside the instructor and involves setting up all the necessary elements to create a productive environment at work. In order to accomplish the learning objectives that the school expects, a teacher's performance cannot be divorced from who they are. Because of this, educational institutions must create a supportive environment for teachers in order to enhance their performance in the classroom. In light of these circumstances, efforts must be made to raise professional pedagogical competency and work motivation among teachers in order to enhance their performance. The drive at work influences one's ability to teach. Another phenomena that may be brought up as a performance indicator is the teacher's decreased evaluation score based on the outcomes of the performance assessment recapitulation. Research findings indicated that teacher effectiveness is impacted by motivation [1,7]. Contrary to previous findings, which indicated that teacher effectiveness is unaffected by job incentive [9]. Research gaps make it difficult to evaluate how motivation affects teachers' performance while also examining the effects of exogenous variables like tenure, training intensity, and job incentive on teachers' performance as measured by pedagogical competence.

## 2. Literature Review

### 2.1. Performance

Performance can have three more definitions, which are "ability, achievement, work results, or encouragement to do work" [10]. The capacity of a teacher to complete assignments is known as teacher performance [11]. When objectives are met in accordance with predefined criteria, performance is deemed acceptable. defines teacher performance as the degree to which educators are successful in completing tasks and imparting knowledge in line with their power and duties in accordance with predetermined performance standards, for a given amount of time, with the aim of reaching educational

objectives. Teacher performance may be inspected and evaluated in accordance with the pedagogic competences that educators are required to possess. The way a teacher performs, that is, how they carry out all the duties and directives that include instructing, guiding, and helping pupils attain their maturity level [11].

Lists the following as examples of teacher performance indicators: creating lesson plans, conducting teaching and learning, fostering interpersonal connections, completing assessments of learning outcomes, and implementing enrichment activities [12].

The following are the variables that affect a teacher's performance: Internal elements are those that come from within the person and include things like motivation, perspectives, field experience, personality, talents, and family history. The following are examples of external factors: infrastructure and facilities, leadership, compensation, and the actual physical work environment [13].

## 2.2. Pedagogic competence

Ability A student's comprehension and management of educational and dialogic learning are linked to their pedagogic competencies. Significantly, this talent encompasses the ability to comprehend students, organize and carry out instruction, assess learning objectives, and help students reach their full potential [14]. The capacity to oversee students' learning, including their comprehension, the planning and execution of lessons, the assessment of learning objectives, and the development of pupils to reach their full potential, is known as pedagogic competence [1].

The condition in question encompasses the following elements, at minimum: (a) comprehension of educational foundations and insights; (b) comprehension of students; (c) development of curriculum and syllabus; (d) learning design; (e) application of effective educational and dialogic learning; (f) use of learning technology; (g) assessment of learning outcomes (EHB); and (h) development of students to realize their diverse potentials [15].

## 2.3. Tenure

Tenure is the amount of time a worker devotes his or her energies to a certain business, which leads to the incorporation of diverse human endeavors [16]. An employee's experience will increase the amount of performance or output that the organization produces.

Tenure is a measure of an employee's devotion to their employer [17]. Enough time to work, comparable to those who have faced many challenges and achieved many triumphs. Experience is shaped throughout time. The technician's time spent working for the firm as an employee is referred to as the working period. An employee's job experience, expertise, and abilities are provided by their tenure. A person with job experience develops a work attitude that is competent, quick, steady, calm, and capable of analyzing challenges and being prepared to conquer them.

The following are the elements of the working period: 1) Working age, which is defined as anybody who is anticipated to be able to produce an income and is between the ages of 15 and 64 (productive age). A person's age at work is sufficient to assess their performance in both physically demanding and non-physically demanding tasks. In general, younger workers possess high physical ability, whereas older workers tend to have weaker and restricted physical power; workload, as defined by Menpan, is the set of tasks that an organizational unit or position holder has to finish in a specific amount of time. Employees are responsible for carrying out the workload itself, such as meeting the company's aim. A person's physical and psychological well-being can be impacted by a workload that is deemed to be somewhat substantial; 3) mastery of work and equipment refers to the degree of proficiency in using technical parts of equipment and work practices in line with employee divisions.

## 2.4. Training intensity

In order to improve participants' work competence in specific fields of work and boost productivity and effectiveness within an organization, training is a process that consists of a number of deliberate actions (efforts) that training professionals carry out over a set period of time in the form of assisting workers [18]. Managerial staff members receive short-term instruction in a structured, methodical manner through which they can acquire technical skills and conceptual knowledge for a specific goal [19].

The goal of training is to improve human resources, namely instructors. The indicators that will be utilized for the training program are based on the 2009 Portfolio Preparation Guidelines and encompass many criteria, specifically: 1) Training duration: the longer a teacher attends, the more competent they will become to facilitate higher learning; 2) Training level: the level of training that teachers receive covers sub-district, district/city, province, national, and international levels; 3) Relevance: If teacher needs and situations

are addressed in a way that is both in line with scientific advancements and relevant to the training, it will significantly enhance teacher competence and abilities [20].

## 2.5. Work motivation

The state that affects, awakens, guides, and sustains behavior associated with the workplace is known as work motivation. Employee efforts to foster a willingness to work can be identified by understanding the source of power that motivates an individual to act in a particular manner [21]. Moreover, motivation is the internal force that produces encouragement. Reactions to accomplish personal objectives are another feature of motivation. The urge for accomplishment, or the drive to perform well and meet a set of standards in order to aim for success, is one of the indicators of work motivation. According to Maslow's hierarchy of needs, needs are situated between the needs for self-fulfillment and appreciation. High-minded people are characterized by their willingness to take relatively high risks, their desire to receive feedback on their work, and their desire to be responsible for solving problems, 2) the need for power, a need related to the need to coerce others to act in a way that does not coerce them, or a form of individual expression to control and influence others. This need lies in Maslow's theory between the need for gratitude and the need for self-actualization. The need for power is closely related to the need to achieve leadership, 3) The need for affiliation, what is needed is the desire for close and friendly relationships [22,23]. Individuals reflect with a desire to establish close, collaborative and friendly relationships with other parties. Individuals with high attachment needs generally thrive in jobs that require a high level of social interaction. Individuals reflect with a desire to establish close, collaborative and friendly relationships with other parties. Individuals with high attachment needs generally thrive in jobs that require a high level of social interaction. Individuals reflect with a desire to establish close, collaborative and friendly relationships with other parties. Individuals with high attachment needs generally thrive in jobs that require a high level of social interaction.

## 2.6. Research hypothesis

Based on the literature review and previous research, the research hypothesis is formulated as follows.

H1: Pedagogical Competence is Affected by Working Period, Training Intensity, and Work Motivation Instructor at an Independent Vocational School in the Magelang Regency.

H2: Working Period, Training Intensity and Work Motivation have an effect on the Performance of Independent Vocational School Teachers in Magelang Regency.

H3: Pedagogic Competence influences Teacher Performance Independent Vocational High School in Magelang Regency.

H4: Through Pedagogic Competence, Working Period, Training Intensity, and Work Motivation Affect Independent Vocational School Teachers' Performance in Magelang Regency.

### 3. Research Methods

In this study, the population was all productive teachers at independent Vocational High Schools (SMK) throughout Magelang Regency with a total of 928 teachers. This data is taken from Dapodikdasmen as of 6 May 2023. The sampling method in this study was carried out using a multistage proportional random sampling technique, namely the sampling technique by taking representatives from each region in the population [24]. As for determining the sample size in this study using the formula developed by Slovin. Thus obtained a total sample of 100 teachers.

To answer this writing technique, the analysis used in this study is descriptive analysis and SEM analysis. The descriptive analysis used was data tabulation which was then carried out by frequency distribution of the research variables from the questionnaires that had been filled out by the respondents so as to produce output for decision making. The properties of the data can be determined by calculating the mean (middle/central value). Based on the results of the tabulation and distribution that has been done. This analysis was carried out to find out how the distribution of respondents' answers to the questionnaire included the variables along with each indicator that was the respondent's choice.

## 4. Results and Discussion

### 4.1. Features of the respondents

Teachers from independent vocational schools in the Magelang Regency made up the study's respondents. The respondents' attributes, such as gender, tenure, level of education, and training intensity, described who they were.

TABLE 1: Characteristics of respondents.

Information	frequency	Percentage (%)
<b>Gender</b>		
Man	72	72
Woman	28	28
<b>Tenure</b>		
1 – 10 years	23	23
11 – 20 years	45	45
21 – 30 years	32	32
<b>Training Intensity</b>		
1 – 3 times	21	21
4 – 6 times	34	34
More than 6 times	45	45
<b>Education</b>		
S1	62	62
S2	38	38

Table 1 shows that, of the 100 respondents in this study, 72 instructors were predominately male, 72 teachers had more than ten tenure, 45 teachers had more than six training intensity, and 45 teachers held a bachelor's degree. up to 62 educators.

### 4.2. Normality test

Using a multivariate approach to observe the crucial ratio's value, one may test if the data are normal. In the case when the multivariate critical ratio value is between -2.58 and 2.58, the data distribution can be categorized as normal. The results of the structural equation model's multivariate normality test are as follows:

Based on the data processing findings from Table 2, which indicate that the multivariate critical ratio value is 2.020, ranging from -2.58 to 2.58, it can be stated that



TABLE 2: Normality test results.

Variables	min	max	skew	cr	kurtosis	cr
Y18	2	5	-0.271	-1.228	-0.264	-0.597
Y17	2	5	-0.289	-1.307	-0.172	-0.390
Y16	2	5	-0.110	-0.496	-0.526	-1.191
Y15	2	5	-0.089	-0.403	-0.559	-1.265
Y14	1.5	5	-0.295	-1.335	-0.030	-0.067
X13	2	5	-0.562	-2.143	0.343	0.775
X33	2	5	-0.029	-0.131	-0.113	-0.256
Y25	3	5	-0.046	-0.208	-0.925	-2.095
Y24	3	5	0.015	0.069	-1.033	-2.338
Y23	3	5	0.175	0.791	-0.526	-1.190
X23	2.5	5	-0.226	-1.021	-0.726	-1.643
X22	3	5	-0.373	-1.689	-0.593	-1.343
X21	2.5	5	-0.490	-2.217	-0.377	-0.854
X32	2	5	-0.206	-0.933	-0.411	-0.930
X31	2.333	5	0.064	0.292	-0.264	-0.598
X12	2	5	-0.181	-0.819	-0.207	-0.468
Y11	1.5	5	-0.105	-0.474	-0.705	-1.597
Y12	2	5	-0.323	-1.464	-0.394	-0.891
Y13	2	5	-0.414	-1.874	-0.318	-0.719
Y22	3	5	0.020	0.089	-0.780	-1.766
Y21	2.5	5	-0.354	-1.602	-0.608	-1.377
X11	3	5	-0.506	-2.293	-0.648	-1.466
Multivariate					31.488	2.080

the multivariate normality assumption has been fulfilled. Thus, the normalcy assumption required for SEM analysis has also been satisfied.

### 4.3. Confirmatory factor analysis

Confirmatory analysis of exogenous and endogenous variables was carried out to ascertain whether the observed variables may reflect the factors under investigation—that is, possessing a model fit test or goodness of fit test, significant factor weights, and lambda values or factor loading.

TABLE 3: The findings of the confirmatory factor analysis for exogenous variables.

Indicator	Latent Variable	Factor loading	Critical Ratio	P value	Information
Working age	Tenure	0.721	Fixed	0.000	Valid
Workload	Tenure	0.577	5.558	0.000	Valid
Mastery of work and equipment	Tenure	0.578	5.569	0.000	Valid
Length of training	Training Intensity	0.591	Fixed	0.000	Valid
Training level	Training Intensity	0.699	5.013	0.000	Valid
Training relevance	Training Intensity	0.623	4.768	0.000	Valid
Need achievement for	Work motivation	0.543	Fixed	0.000	Valid
The need for power	Work motivation	0.779	5.372	0.000	Valid
The need for affiliation	Work motivation	0.610	4.785	0.000	Valid
Reliability Constructs = 0.860 (cut-off value = 0.7)					Reliable
Variance Extract = 0.510 (cut-off value = 0.5)					Reliable

Dependability Variance is more than the cut-off value of 0.7 and the construct value of 0.9860. Based on the data in Table 3, the extract value of 0.510 is higher than the cut-off value of 0.5, the probability value (p) is less than or equal to 0.05, and the factor loading value for each indicator is higher than the cut-off value of 0.5. Workplace indicators that show the highest factor loading values are level of training (0.699), working age (0.721), and need for power (0.779). The indicators of length of service and work motivation also show the highest factor loading values.

Dependability Both the construct value of 0.900 and the variance extract value of 0.515 exceed the cut-off values of 0.5 and 0.7, respectively. Table 4's data shows that each indicator's factor loading value is more than the 0.5 cut-off value and that the probability value (p) is less than or equal to 0.05. Utilizing learning technology is the pedagogic competency indication with the greatest factor loading value (0.703), while the ability to manage interpersonal connections is the teacher performance indicator with the highest factor loading value (0.825). The test's findings show that the indicators were indeed very reliable in defining and operationalizing the latent variables of teacher performance and pedagogical competency.

TABLE 4: Results of endogenous variable confirmatory factor analysis.

Indicator	Latent Variable	Factor loading	Critical Ratio	P.	Information
Understanding insights and educational foundations	Pedagogic Competence	0.507	4.310	0.000	Valid
Understanding students of Curriculum/syllabus development	Pedagogic Competence	0.522	4.391	0.000	Valid
Learning design	Pedagogic Competence	0.508	Fixed	0.000	Valid
Implementation of educational and dialogic learning	Pedagogic Competence	0.574	4.667	0.000	Valid
Utilization of learning technology	Pedagogic Competence	0.625	4.905	0.000	Valid
Evaluation of learning outcomes (EHB)	Pedagogic Competence	0.703	5.224	0.000	Valid
Development of students to actualize their various potentials	Pedagogic Competence	0.695	5.195	0.000	Valid
Able to design RPP	Teacher Performance	0.700	5.211	0.000	Valid
Able to carry out learning	Teacher Performance	0.657	Fixed	0.000	Valid
Able to carry out the relationship between individuals	Teacher Performance	0.709	7.067	0.000	Valid
Able to evaluate learning outcomes	Teacher Performance	0.825	8.021	0.000	Valid
Able to run enrichment programs	Teacher Performance	0.615	6.237	0.000	Valid
Reliability Constructs = 0.900 (cut-off value = 0.7)					Reliable
Variance Extract = 0.515 (cut-off value = 0.5)					Reliable

#### 4.4. SEM analysis results

Table 2 displays the goodness of fit indices that were generated based on the AMOS 20 results for this SEM model. Next, each index’s critical value, or cut-of-value, is compared to the values of these indices. Goodness of fit indices for a good model should be greater than or equal to the critical value. See Figure 1 below.

The model may be approved since the results of the examination of the Goodness of Fit Indices criterion in Table 5 support the evaluation of the model overall.

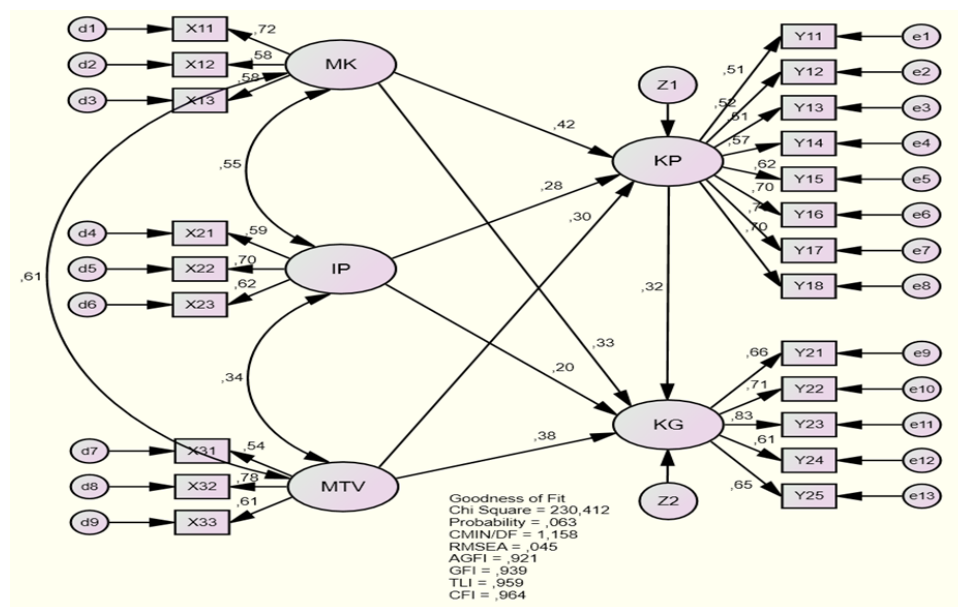


Figure 1: SEM analysis results.

TABLE 5: Goodness of fit test results for modified structural models.

Goodness of Fit Index	Cut-off Value	Model Results	Result
Chi-Square (df = 199)	266.386	230.412	Good
Probability Chi-Square	>0.05	0.063	Good
CMIN/DF	≤2.00	1.158	Good
RMSEA	≤0.08	0.045	Good
GFI	≥0.90	0.921	Good
AGFI	≥0.90	0.939	Good
CFI	≥0.95	0.959	Good
TLI	≥0.95	0.964	Good

In this study, the hypothesis was tested by examining the p value (probability); if the p value is more than or equal to 0.05, a significant effect is considered to exist.

Table 6 demonstrates that job motivation (0.040 < 0.05), training intensity (0.038), and tenure (0.020) all had p-values below 0.05, indicating a substantial and favorable impact on pedagogical competence. The coefficient of standardized regression weight indicates that Pedagogic Competence is significantly and favorably impacted by tenure, training intensity, and job motivation, with values of 0.42, 0.28, and 0.30, respectively. Since tenure is the factor that influences pedagogic competence the most, the first hypothesis demonstrated the importance of working period, training intensity, and work motivation on pedagogic competence.

TABLE 6: Influence tenure, training intensity and work motivation on teacher performance through pedagogic competence.

Exsogen	Mediation	Endogen	Direct Effect	p.	Indirect Effect	Total Effect	Result
Tenure		Pedagogic Competence	0.42	0.020	-	-	Significant
Training Intensity		Pedagogic Competence	0.28	0.038	-	-	Significant
Work motivation		Pedagogic Competence	0.30	0.040	-	-	Significant
Tenure		Teacher Performance	0.33	0.019	-	-	Significant
Training Intensity		Teacher Performance	0.20	0.039	-	-	Significant
Work motivation		Teacher Performance	0.38	0.001	-	-	Significant
Pedagogic Competence		Teacher Performance	0.32	0.030	-	-	Significant
Tenure	Pedagogic Competence	Teacher performance	0.33	-	0.13	0.46	Mediated
Training Intensity	Pedagogic Competence	Teacher Performance	0.20	-	0.09	0.29	Mediated
Work motivation	Pedagogic Competence	Teacher Performance	0.38	-	0.10	0.48	Mediated

The results indicate that Tenure, Training Intensity, and Work Motivation have a substantial and positive impact on Teacher Performance. The Variable Tenure has a p-value of 0.019, Training Intensity has a p-value of 0.039, and Work Motivation has a p-value of  $0.001 < 0.05$ . Service Period, Training Intensity, and Work Motivation have a substantial and beneficial impact on teacher performance, as indicated by the coefficient of standardized regression weights for Tenure, Training Intensity, and Work Motivation, which are 0.33, 0.20, and 0.38 respectively. Since work motivation has the greatest impact on teacher performance, it has been established that the second hypothesis that work period, training intensity, and work motivation all have a major impact on teacher performance is true.

With a p-value of  $0.030 < 0.05$ , the Pedagogic Competency variable indicates a substantial impact of Pedagogic Competence on Teacher Performance. The third hypothesis, that Pedagogic Competence has a substantial influence on teacher performance, is verified by the coefficient of standardized regression weight = 0.32, which indicates that Pedagogic Competence has a positive effect on teacher performance.

The variable of pedagogic competence has the potential to mediate the relationship between Tenure and Teacher Performance as its total impact value is higher than its

direct effect ( $0.46 > 0.33$ ). The variable pedagogic competence has the potential to mediate the relationship between Training Intensity and Teacher Performance, as the total impact is larger than the direct effect ( $0.29 > 0.20$ ). Given that the overall impact value of pedagogic competence is larger than the direct effect ( $0.48 > 0.38$ ), it can act as a mediator between the variables of work motivation and teacher performance. The most important factor impacting teacher effectiveness is work motivation, which is mediated by pedagogical competence. The fourth hypothesis, which states that Pedagogic Competence influences Teacher Performance through Tenure, Training Intensity, and Work Motivation, is thus statistically examined.

## 5. Discussion

### 5.1. Effect of tenure, training intensity and work motivation on pedagogic competence

The working period has an effect on pedagogic competence, which means that the longer the teacher's working period can improve pedagogical competence. The indicator of length of service that is most appreciated in improving pedagogical competence is working age which is reflected in the level of working age which greatly influences work results. The teacher's age at work is adequate to assess their ability to do both physically demanding and non-physically demanding tasks. In general, younger instructors possess excellent physical talents, whereas older teachers tend to have restricted strength. According to view, tenure is the period of time a worker devotes his or her efforts to a certain business, which leads to the absorption of diverse human endeavors. The more experience a teacher has, the more the school will benefit from improved pedagogical competency [14]. The majority of the professors in this study had worked for more than ten years, demonstrating their experience in their various disciplines, which supports the study's findings. The study's findings corroborate those of , who discovered a relationship between tenure and instructional competency. However, this study's findings contradict those of , who discovered that tenure had no impact on instructional competency [25].

The intensity of the training has an effect on pedagogic competence, which means that the more often teachers take part in training, the more pedagogical competence can be increased. The degree of training demonstrated by attending Education Office-hosted training sessions is the most highly regarded measure of training intensity in

enhancing pedagogical competence. Because instructors get the talents, skills, and information necessary to satisfy the demands of schools both now and in the future, training is crucial for educational institutions. The majority of them had attended training six times as many as forty-five instructors, demonstrating an improvement in pedagogical competency, which lends credence to the study's findings. The study's findings corroborate, which shows that pedagogical competency is influenced by training intensity [26].

Pedagogical competence is influenced by work motivation, meaning that a teacher's job motivation can raise their level of pedagogical competence. The demand for power, which is represented in attempts to advance in one's position at work, is the most highly regarded indication of work motivation in enhancing pedagogical competency [13]. A key characteristic that sets teachers apart from other professions and affects how well student learning processes and results are accomplished is teacher pedagogic competence [13,27]. Therefore teachers are required to have the ability to design and direct activities and interactions in class, create effective teaching by motivating students, foster cooperation, set the classroom atmosphere so that it is orderly and orderly, distribute teaching materials, arrange student seating, check student attendance, foster student participation in teaching and learning. The effective classroom management action itself is when a teacher can correctly identify the problem at hand, so that he can choose the right coping strategy. This is consistent with the view that work motivation is a state that affects, awakens, guides, and sustains behavior associated with the workplace. The study's findings corroborate the theory that pedagogical skill is influenced by job motivation [1].

## **5.2. The effect of tenure, training intensity and work motivation on teacher performance**

The longer a teacher's tenure, the better their performance will be since tenure impacts teacher performance. The teacher's working period can hone skills and gain new knowledge that cannot be obtained in education. The working period teaches teachers how to deal with students with various characters and family backgrounds. The working period also teaches how to solve and find solutions to a problem faced in the world of education. Therefore, the aspect of the teacher's tenure is as important as the level of education. The working period is determined by the time span. The teacher's working period is determined by the time when the teacher started working until now working.

The longer the teacher works, the teacher has a high work experience. Longevity increases are also advantageous. Teacher performance increases in direct proportion to tenure increases. The study's findings validate the idea that teacher performance is impacted by tenure [28,29].

Teacher performance is influenced by the intensity of training; hence, the more frequently instructors attend training, the more their performance may be enhanced. Of course, in order to improve teacher performance, schools, teachers, and supervisors who have the power to approve or recommend that teachers enroll in training programs must recognize the critical role that training plays in realizing human resources. This is in line with the view expressed by [30], who claims that training is a brief educational process that employs structured, methodical processes to teach management staff members technical skills and conceptual understanding for specific goals. Regular training attendees will be more productive and efficient teachers. The study's findings corroborate those of those who discovered a relationship between training intensity and instructor effectiveness.

Teacher performance is influenced by job motivation; hence a higher level of work motivation might lead to better performance. It is anticipated that enough motivation will inspire educators to enhance their work. Additionally, it encourages educators to be hesitant to accept satisfaction for the work they have completed. To get the best possible results, teachers are also urged to increase their productivity. In addition to being able to effectively perform their obligations as educators, motivated instructors can inspire their pupils. Teachers who have high motivation are more enthusiastic about pursuing predetermined goals or goals to be achieved, with motivation also Teachers who are motivated will feel valued and will foster a sense of familiarity between the person who motivates and the person who is motivated. so that teachers respect one another. The study's findings confirm the notion that teacher performance is influenced by motivation. The study's findings, however, contradict the findings of the author, who concluded that job motivation had no bearing on teachers' effectiveness [6,31].

### **5.3. The effect of pedagogic competence on teacher performance**

Teacher performance is influenced by pedagogical competency, hence an increase in pedagogical competence can lead to an improvement in performance. The ability to use technology to enhance learning is the most valued indicator of pedagogical competence in terms of improving teacher performance. Other indicators include the



ability to evaluate learning outcomes objectively through assessments and the ability to stimulate students' interest in learning outside of the classroom. The capacity of a teacher to direct the learning process is known as pedagogic competence. Mastering pedagogic competence is crucial for teachers to accomplish their primary responsibilities of instructing, training, and educating students. The accomplishment of set teaching and learning objectives will be significantly impacted by the teacher's skills, hence it is important for the instructor to perform well in order to provide high-quality work. Teachers are deemed competent if they possess the following qualities: a mature personality, a broad knowledge base, the capacity to work independently, the ability to evaluate and make responsible decisions, the ability to coexist peacefully in society, mutual respect, and an appreciation of diversity and peace. The results of this study support have the skills, have the ability to work so that they can be independent, assess and make decisions responsibly, can live in society and work together, respect each other, and appreciate the values of pluralism and peace. The results of this study support have the skills, have the ability to work so that they can be independent, assess and make decisions responsibly, can live in society and work together, respect each other, and appreciate the values of pluralism and peace. The results of this study support who found that pedagogical competence has an effect on teacher performance [11,31].

#### **5.4. The effect of tenure, training intensity and work motivation on teacher performance through pedagogic competence**

It is possible for pedagogical competency to mitigate the impact of tenure on teacher effectiveness. This demonstrates that if a teacher had strong pedagogical skills, tenure could enhance their performance. An employee's job experience, expertise, and abilities are provided by their tenure. A person's job experience helps them develop a work attitude that is proficient, quick, stable, calm, and capable of analyzing challenges and being prepared to solve them in order to improve their educational competence. The amount of time a teacher works or serves the school, dedicating all of his expertise to helping his pupils grow into exceptional learners who will benefit the community, is known as the teacher's working period. Through a long working period, teachers are expected to become educational staff who are successful in managing the classes they supervise. Learning from various experiences in the office greatly assists teachers in improving pedagogical competence in guiding their students. It is imperative that educators possess pedagogic competence in order to carry out their teaching tasks,

which include instructing, training, and educating. Therefore, pedagogical competence is related to teacher performance, that is, to have good performance, teachers must be supported by good competence as well. According to research results The teacher's pedagogic competence is very important to be mastered by the teacher in relation to the teacher's teaching duties, namely educating, teaching, and training. Therefore, pedagogical competence is related to teacher performance, that is, to have good performance, teachers must be supported by good competence as well. According to research results The teacher's pedagogic competence is very important to be mastered by the teacher in relation to the teacher's teaching duties, namely educating, teaching, and training. Therefore, pedagogical competence is related to teacher performance, that is, to have good performance, teachers must be supported by good competence as well. According to research results proves that pedagogical competence affects teacher performance [32].

The relationship between training intensity and teacher performance can be mediated by pedagogical competence, which implies that if instructors possess strong pedagogical competence, then training intensity can enhance teacher performance. This is illustrated by the more frequent teachers attend training which is reflected in the level of training reflected in participating in training held by the Education Office, The ability to use technology for learning is a reflection of one's capacity to increase pedagogical competence, Evaluation of learning outcomes is reflected in assessments carried out objectively and student development is reflected in being able to arouse student interest in learning both in in class and outside the class, who dwell pack on improving teacher performance illustrated by being able to execute interpersonal relationships reflected in cultivating enthusiasm for learning. Teachers who regularly participate in training programs can enhance their pedagogical competencies and manage students' learning, which involves getting to know them, creating and executing lessons, assessing learning objectives, and helping them reach their full potential. Developing pupils, planning and executing instruction, conducting assessments, and comprehending learners. Comprehending pupils encompasses their cognitive, emotional, and psychomotor growth as well as their initial needs, all of which have an effect on enhancing the effectiveness of teachers. as a viewpoint that explains teacher performance, namely the capacity exhibited by an educator to complete teaching tasks.

The relationship between work motivation and performance can be mediated by pedagogical competence, which implies that highly motivated instructors might enhance their performance provided they possess strong pedagogical skills. This demonstrates

that in order to enhance teacher performance, the administrator has to be able to satisfy the needs of connection, authority, and achievement [7]. This is consistent with the view that work motivation is one of the elements influencing teacher performance. Thus the Principal is expected to always seek these needs at school so that they are more adequate so that the teacher will feel comfortable working, besides that the Principal is expected to always create a harmonious relationship with the teacher so that the teacher always feels comfortable in the teaching and learning process. Teachers who have high competence really support schools to progress and develop rapidly, therefore increasing teacher pedagogical competence must be carried out by schools autonomously in their efforts to face world globalization through official channels, both formal and non-formal.

## 6. Conclusions and Recommendations

### 6.1. Conclusion

The analysis's findings indicate that pedagogical competency is influenced by job motivation, tenure, and training intensity. Work period most influences pedagogic competence. This shows that the working period is described from working age is reflected in the level of working age which greatly influences work results and can improve pedagogical competence.

Working Period, Training Intensity and Work Motivation have an effect on the Performance of Independent Vocational School Teachers in Magelang Regency. Work motivation most influence teacher performance. This shows that work motivation which is reflected in the need for power is reflected in efforts to reach a higher position on the job which can improve teacher performance.

The performance of independent vocational school teachers in the Magelang Regency is influenced by their pedagogical competence. This demonstrates how the use of technology to enhance learning reflects pedagogical competence, how objective assessment is used to evaluate learning outcomes, and how student development is demonstrated by the ability to spark students' interest in learning both inside and outside of the classroom, which can enhance teacher performance.

Through Pedagogic Competence, Working Period, Training Intensity, and Work Motivation Affect Independent Vocational School Teachers' Performance in Magelang

Regency. The most important factor impacting teacher performance, which is mediated by pedagogical competence, is work motivation.

## 6.2. Suggestion

Researchers might propose, among other things, that instructors should be able to take part in seminars and other training to further study pedagogical abilities and enhance their own competency. By giving teachers the chance to participate in education and training, principals can enhance teacher competency, which is projected to boost teacher competency in learning. Therefore, as a teacher in an independent vocational school, you should take advantage of the training, seminars, workshops, and professional development programs that are offered to you in order to improve performance by increasing Pedagogic Competence. This can be achieved by learning new things constantly and staying up to date with the latest advancements in education and related technology.

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