

The Impact of Pedagogic Competence and Motivation on the Performance of Transformational Teachers in Pidie Regency

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ABSTRACT

Teachers who already have a Transformational Teacher certificate must have high pedagogic competence and motivation in order to become a model roel in the progress and renewal of educational achievements. This study aims to analyze the level of influence of pedagogic competence and motivation possessed by Transformational Teachers in Pidie Regency. Data collection was carried out by distributing questionnaires directly to all Penggerak teachers in Pidie district with a total population of 319 people, sampling using the Slovin formula with a significant level of 5% so that a sample of 177 people was obtained. The methods used in this study are quantitative and data analysis using the SEM PLS software model. The results of the study were obtained by the Pedagogic Competence pathway on the Performance of Transformational Teachers of 0.344 while the Motivation of Transformational Teachers on the Performance of Transformational Teachers was 0.452. This finding has important implications for teachers in carrying out their duties for the advancement of education. Therefore, further research is needed to explore other factors that affect low teacher performance.

INTRODUCTION

Education is the main pillar in the development of superior and highly competitive human resources (HR). In the Indonesian context, education has a strategic role as mandated in the National Education System Law No.20 of 2003 (2003) about the National Education System. The law emphasizes that the purpose of education is to educate the life of the nation and develop the potential of students to become individuals who have faith, piety, noble character, health, knowledge, capable, creative, independent, and responsible. In achieving these goals, the role of teachers is very crucial because they function as learning facilitators, motivators, and agents of change in the world of education.

In the education system, teachers are a key factor in learning success. Teachers not only play the role of educators who transfer knowledge, but also as facilitators, motivators, and agents of change in the teaching and learning process. This is in line with the opinion -Supardi (2020) that teacher performance is a determining factor in achieving the quality of education, because teachers have a responsibility in shaping the character, skills, and academic competence of students. Therefore, to create quality education, teachers who have good professional, pedagogic, social, and personality competencies are needed.

Along with the times, the challenges in the world of education are increasingly complex. Teachers are required not only to have good academic competence, but also qualified pedagogic skills to be able to create an effective and innovative learning process. Pedagogic competence is an essential aspect that determines the quality of learning because it includes the teacher's ability to understand the characteristics of students, design teaching strategies, and evaluate learning outcomes optimally. However, in the field, there are still various obstacles that hinder teacher performance, including lack of understanding in the implementation of the Independent Curriculum, low use of technology in learning, and teaching methods that are still conventional.

To answer this challenge, the government through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the Teacher Transformational Program (PGP). This program aims to create teachers who have a leadership spirit, are able to innovate in learning, and play a role as a driver of change in the school environment.

A teacher's performance reflects the quality of the teacher, as well as a Transformational teacher. R. R. Lubis et al., (2023) stated that the role of Transformational teachers in the implementation of independent learning is not limited to carrying out their duties as teachers in preparing learning plans, delivering material to students but must have the will and ability in terms of leading, innovating and making changes.

Teachers who drive independent learning must be able to teach and manage learning effectively using existing technology, be able to speak English to improve the quality of education and must reflect and improve learning continuously (Baihaki, 2023). As a Transformational teacher, you must have the ability to be creative innovatively and energetically serve students and be able

to build a good relationship between teachers and schools with the wider community, becoming learners as well as agents of change (Suyamti et al., 2024).

Pidie Regency is one of the areas with a fairly high graduation rate for the Transformational Teacher Program in Aceh Province. However, in practice, there are still variations in the performance of Transformational teachers. Some of the problems that arise include the low use of technology in learning, the lack of innovation in teaching methods, and varied work motivation among teachers. Work motivation is an important factor in determining teachers' performance because it is related to intrinsic and extrinsic impulses that affect their dedication in teaching. According to Herzberg's theory, work motivation consists of two main factors, namely motivator factors (satisfiers), such as job achievement and recognition, as well as hygiene factors, such as salary and working conditions. Highly motivated teachers tend to be more dedicated and innovative in carrying out their duties, while low-motivated teachers are at risk of stagnation in their professional development.

Several previous studies have examined the influence of pedagogic competence and motivation on teacher performance. For example, research by Rahmawati et al (2024) It shows that pedagogic competence and work motivation simultaneously have a significant effect on teacher performance with a percentage of 72.7%. However, the research was conducted in different regions with different social and cultural contexts. In addition, research by Amir (2023) found that the influence of pedagogic competence and motivation on teacher performance in Palopo City was 54.6%. However, these studies have not specifically examined the performance of Transformational teachers, who have a special role in Transformational innovation and change in the school environment. Therefore, this study aims to fill this gap by focusing on Transformational teachers in Pidie Regency.

Based on these problems, this study aims to analyze the influence of pedagogic competence and motivation on the performance of Transformational teachers in Pidie Regency. This study uses a quantitative method with a Structural Equation Modeling (SEM) approach based on Partial Least Squares (PLS) to test the relationship between these variables. Thus, this study is expected to provide a more comprehensive picture of the factors that affect the performance of Transformational teachers. This research is expected to provide an empirical overview of the factors that affect the performance of Transformational teachers and provide recommendations that can be used as evaluation materials for policy makers in increasing the effectiveness of teacher development programs. Thus, the results of this research can contribute to efforts to improve the quality of education in Indonesia through increasing the competence and motivation of teachers as the main pillar in the education system.

LITERATURE REVIEW

Aditiya & Fatonah (2023) Stating that a Transformational teacher is a teacher who has the competence to develop students comprehensively by

implementing student-centered learning so as to provide opportunities for them to develop themselves in accordance with the Pancasila student profile, one of which is pedagogical competence. Transformational teachers are expected not only to become competent educators, but also to be able to inspire and guide peers in improving the quality of education. However, even though this program has been implemented, there are various challenges faced in its implementation, especially related to the motivation and performance of Transformational teachers in various regions, including in Pidie Regency.

METHOD

The research method is described in several parts, including research design, sampling techniques, and data collection methods. The following is an explanation of each part of the research method.

Research design

This study uses a quantitative approach with an associative method. Refer from Sugiyono (2020 : 126), quantitative research is research that is based on numerical data and uses statistical analysis to test hypotheses. The quantitative approach was chosen because this study aims to examine the relationship between the variables of pedagogic competence (X_1), motivation (X_2), and Transformational teacher performance (Y) (Creswell, 2021). The research design used is a correlational design, which aims to find out the relationship between two or more variables. Creswell (2022:28). This design was chosen because this study wanted to test the influence of pedagogic competence and motivation on the performance of Transformational teachers, both partially and simultaneously.

Sampling Techniques

Population

The population in this study is all Transformational teachers in Pidie Regency which totals 319 people. Refer to Sugiyono (2020), population is the whole subject or object that has certain characteristics that are the focus of the research. This population was chosen because the Transformational teachers in Pidie Regency have a strategic role in improving the quality of education in the area.

Sample

A sample is the part of a population that is selected to represent that population, Sugiyono (2020). The determination of the number of samples in this study uses the formula Slovin with an error rate (D) of 5% (0.05). Based on calculations, a sample of 177 people was obtained. The sampling techniques used are probability sampling with the methods simple random sampling. Referring to Swarjana and SKM (2022), simple random sampling is a sampling technique that provides an equal opportunity for each member of the population to be selected as a sample. This technique was chosen to ensure that the samples taken are representative of the population.

Data Collection Techniques

Questionnaire/Questionnaire

The main data collection technique in this study is to use a questionnaire or questionnaire. According to Karimuddin (2018), a questionnaire is a data collection tool consisting of a series of questions or statements addressed to respondents to obtain information relevant to the research. The questionnaire in this study uses a Likert scale with five answer choices, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). The score given for each answer is 5 for SS, 4 for S, 3 for N, 2 for TS, and 1 for STS.

Documentation

In addition to questionnaires, this study also uses documentation techniques to collect relevant secondary data, such as data on the number of Transformational teachers, school profiles, and other supporting documents. According to Moleong (2018), documentation is a data collection technique that involves recording and analyzing documents relevant to the research.

Research Instruments and Their Quality

Research Instruments

The research instrument used in this study is a questionnaire consisting of three variables, namely Pedagogic Competence (X_1) measured through indicators of understanding of students, learning design, learning implementation, evaluation of learning outcomes, and student development. Motivation (X_2) is measured through indicators of physiological needs, sense of security, social needs, appreciation, and self-actualization (Maslow, in Sutrisno, 2017). Teacher Transformational Performance (Y) is measured through indicators of learning planning, learning implementation, learning evaluation, and professional development.

Instrument Validity

The validity of the instrument is tested using the validity of the content and the validity of the construct. The validity of the content was tested through an assessment by two experts, namely Dr. Zulhelmi Z, M.Pd (Transformational Teacher Facilitator) and Widya Astuti, M.Pd (Transformational Teacher Practice Teacher). According to Azwar (2005), the validity of the content refers to the extent to which the instrument measures all aspects that should be measured. The validity of the construct was tested using Pearson's Product Moment correlation. The questionnaire item is declared valid if the r -count value $>$ r -table (Sugiyono, 2019). Of the 46 questionnaire items, two items were declared invalid and deleted, leaving 30 valid items.

Instrument Reliability

The reliability of the instrument was tested using Cronbach's Alpha. According to Ghozali (2018), an instrument is considered reliable if the value of Cronbach's Alpha $>$ 0.60. The results of the reliability test showed a Cronbach's

Alpha value of 0.976, which means that this research instrument has a very high level of reliability.

Data Analysis Techniques

Normality Test

The normality test was carried out to find out if the data was normally distributed. Although SEM-PLS does not require normally distributed data, this test is still carried out to understand the characteristics of the data. According to Hair et al. (2010), the data is considered normal if the skewness and kurtosis values are in the range of ± 2 . The results of the normality test show that all data meet these criteria.

Multicollinearity Test

The multicollinearity test was carried out to ensure that there was no high correlation between the independent variables. According to Ghazali (2018), multicollinearity can be measured using the Variance Inflation Factor (VIF). A VIF value of < 3 indicates the absence of multicollinearity. The test results showed that all VIF values were below 3, except for a few items that were still within the tolerance limit (VIF < 5).

Data Analysis

Data analysis was carried out using SEM-PLS to test the relationship between variables. According to Hair et al. (2014), SEM-PLS is a statistical analysis method that combines factor, regression, and path analysis. The stages of SEM-PLS analysis include Measurement Model Evaluation (Outer Model), which is to test the validity and reliability of indicators, Structural Model Evaluation (Inner Model), which is to test the relationship between latent variables and Hypothesis Test, which is to test the significance of the influence of independent variables on dependent variables.

The research instruments are tested through validity and reliability to ensure the quality of the measurements. The Validity Test uses exploratory factor analysis (EFA) which ensures that each indicator measures the correct construct and the Reliability Test which uses Cronbach's Alpha, with a minimum value of 0.70 as the limit of the instrument's reliability. Data analysis was carried out using the Structural Equation Modeling - Partial Least Square (SEM-PLS) approach using SmartPLS software. The analysis steps include the Outer Model Test to assess convergent validity, discriminatory validity, and reliability, the Inner Model Test to analyze the relationship between latent variables and test the hypothesis and the Significance Test using bootstrapping with a t-statistical value of > 1.96 for significance at the 5% level.

RESULTS

The results of data collection regarding the influence of pedagogic competence of Transformational teachers and motivation of Transformational teachers on the performance of Transformational teachers, especially in Pidie district, were carried out by distributing a questionnaire based on three

indicators for the Pedagogic Competency variable, five indicators for the Motivation variable and 3 indicators for the teacher performance variable. From the questionnaire distributed, as many as 177 Transformational teachers filled out the questionnaire that had been prepared. The data from the valid respondents was then processed using SmartPLS software designed to analyze Partial Least Squares Structural Equation Modeling (PLS-SEM). Through this statistical approach, the results of the analysis provide an overview of the causal relationship between independent variables (pedagogic competence and motivation) and dependent variables (Transformational teacher performance), so that we can see how strong and significant the influence of each independent variable is on teacher performance, Independent Variable Contribution to Dependent Variable (R-squared value) which provides an overview of how much variability teacher performance is The Transformational force can be explained by pedagogic competence and motivation, Significance of Influence (based on p-value or t-value) so that we can find out whether the influence of pedagogic competence and motivation on the performance of Transformational teachers is statistically significant, Validity and Reliability of Constructs so that it can provide an overview of the validity and reliability of the constructs used in the study, Practical implications for improving the performance of Transformational teachers in Pidie Regency and theoretical and empirical support for similar research in the future.

Data Respondent

The results of the Respondent Distribution data by gender can be seen in Table 1.

Table 1. Respondent Distribution Table by Gender

No.	Gender	Quantity	Percentage
1.	Man	63	36%
2.	Woman	144	64%

The results of the Respondent Distribution data based on the level of the Transformational teacher force can be seen in Table 2.

Table 2. Descriptive Statistics Summary Table

No.	Force	Quantity	Percentage
1.	1	12	6%
2.	6	19	11%
3.	7	25	14%
4.	8	42	24%
5.	9	32	18%
6.	10	27	15%
7.	11	21	12%

The results of the Respondent Distribution data based on school level can be seen in Table 3.

Table 3. Descriptive Statistics Summary Table

No.	School Level	Quantity	Percentage
1.	SD	74	42%
2.	SMP	58	38%
3.	SMA	45	25%

Based on the data obtained, respondents were dominated by women (64%) compared to men (36%). Most of the respondents came from batch 8 (24%) and served in elementary schools (42%). This data shows that the Transformational teachers in Pidie Regency are dominated by women and the majority serve at the elementary school level.

The results of the Respondent Distribution data based on school level can be seen in Table 4.

Table 4. Descriptive Statistics Summary Table

No.	Parameter	Range Scor	Average	Mode
1.	Pedagogic Competence	25-40	34,5	37
2.	Motivation of Transformational Teachers	37-60	51,34	56
3.	Performance of Transformational Teachers	30-50	40,37	38

The data of this study includes three main variables, namely pedagogical competence, motivation, and performance of Transformational teachers. Pedagogic Competence has a score ranging from 25–40 with an average of 34.25, Motivation has a score ranging from 37–60 with an average of 51.34 while Transformational Teacher Performance: The score ranges from 30–50 with an average of 40.37. The data shows that in general, Transformational teachers in Pidie Regency have a fairly high level of pedagogic competence and motivation, which contributes to their performance.

Validity and Reliability of Constructs

The results of the analysis of the validity and reliability data of the construct using Smart-PLS software can be seen in Table 5.

Table 5. Descriptive Statistics Summary Table

	Total effects
Pedagogic Competence -> Performance of Transformational Teachers	0,344
Motivation of Transformational Teachers -> Performance of Transformational Teachers	0,451

Based on the results of the Inner Model, the influence of the X1 variable on Y has a coefficient value of 0.344 with a p-value of 0.000, which shows that

the influence is significant. Meanwhile, the X2 variable for Y has a coefficient value of 0.451 with a p-value of 0.000, which also shows a significant influence.

Table 6. Outer Loadings of Pedagogic Competence, Motivation, and Performance Constructs

	Outer loadings
X1.1 <- Pedagogic Competencies	0,782
X1.2 <- Pedagogic Competence	0,831
X1.3 <- Pedagogic Competence	0,831
X1.4 <- Pedagogic Competencies	0,814
X1.5 <- Pedagogic Competence	0,822
X1.6 <- Pedagogic Competencies	0,794
X1.7 <- Pedagogic Competence	0,855
X1.8 <- Pedagogic Competence	0,754
X2.1 <- Motivation of Transformational Teachers	0,714
X2.10 <- Motivation of Transformational Teachers	0,759
X2.11 <- Motivation of Transformational Teachers	0,764
X2.12 <- Motivation of the Transformational Teacher	0,777
X2.2 <- Motivation of the Transformational Teacher	0,799
X2.3 <- Motivation of Transformational Teachers	0,770
X2.4 <- Motivation of Transformational Teachers	0,820
X2.5 <- Motivation of Transformational Teachers	0,741
X2.6 <- Motivation of Transformational Teachers	0,789
X2.7 <- Motivation of Transformational Teachers	0,843
X2.8 <- Motivation of the Transformational Teacher	0,732
X2.9 <- Motivation of Transformational Teachers	0,777
Y1.1 <- Performance of Transformational Teachers	0,856
Y1.10 <- Performance of Transformational Teachers	0,815
Y1.2 <- Performance of Transformational Teachers	0,783
Y1.3 <- Performance of Transformational Teachers	0,846
Y1.4 <- Performance of Transformational Teachers	0,838
Y1.5 <- Performance of Transformational Teachers	0,791
Y1.6 <- Performance of Transformational Teachers	0,829
Y1.7 <- Performance of Transformational Teachers	0,770
Y1.8 <- Performance of Transformational Teachers	0,787
Y1.9 <- Performance of Transformational Teachers	0,766

The results (Table 6) of validity and reliability testing using the Outer Model show that all indicators have an outer loading value above 0.7, which means that each indicator is valid in measuring the latent variables it represents. In addition, the Composite Reliability (CR) and Cronbach's Alpha values for all variables exceeded 0.7, which indicates that the instrument used has high reliability and is reliable in measuring the research construct.

Table 7. Reliability and Validity Metrics for Pedagogic Competence, Motivation, and Performance Constructs

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Performance of Transformational Teachers	0,941	0,943	0,950	0,654
Pedagogic Competence	0,925	0,927	0,939	0,658
Motivation of Transformational Teachers	0,939	0,942	0,947	0,600

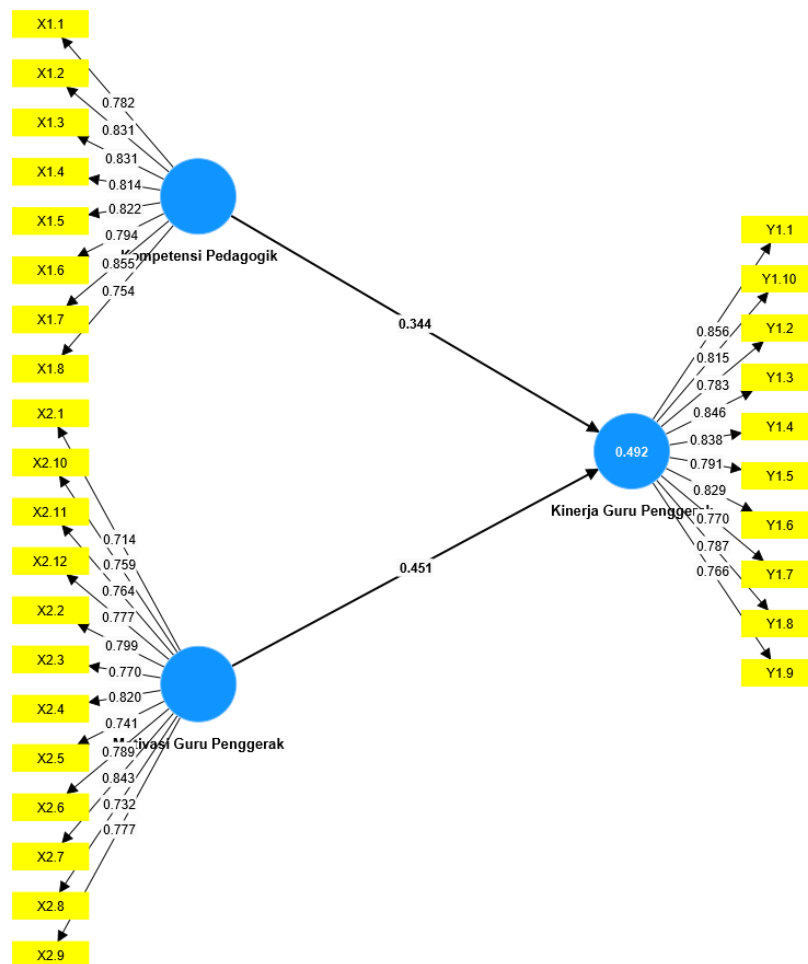


Figure 1. Outer Model

Contribution of Independent Variables to Dependent Variables

The results of the data analysis of the Contribution of Independent Variables to Dependent Variables using Smart-PLS software can be seen in Table 8.

Table 8. Independent Variable Contribution Summary Table to dependent variables

	R-square	R-square adjusted
Performance of Transformational Teachers	0,492	0,486

An R-Square (R^2) value of 0.492 indicates that variables X1 and X2 are able to explain 49.2% of the variability of the Y variable, while the rest is explained by other factors outside the model.

Table 9. Table Summary of Path coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Pedagogic Competence -> of Performance of Transformational Teachers	0,344	0,35	0,095	3,633	0
Motivation of Transformational Teachers -> of Performance of Transformational Teachers	0,451	0,454	0,082	5,524	0

The results of the bootstrapping test show that both relationships between variables have a t-statistic value of > 1.96 and a p-value < 0.05 , which confirms that both relationships are statistically significant.

Table 10. Table Summary of Path Blindfolding setting

	Setting
Omission distance	7

The Blindfolding test yielded a Q^2 value of > 0 , indicating that the model has good predictive ability in explaining dependent variables (Y).

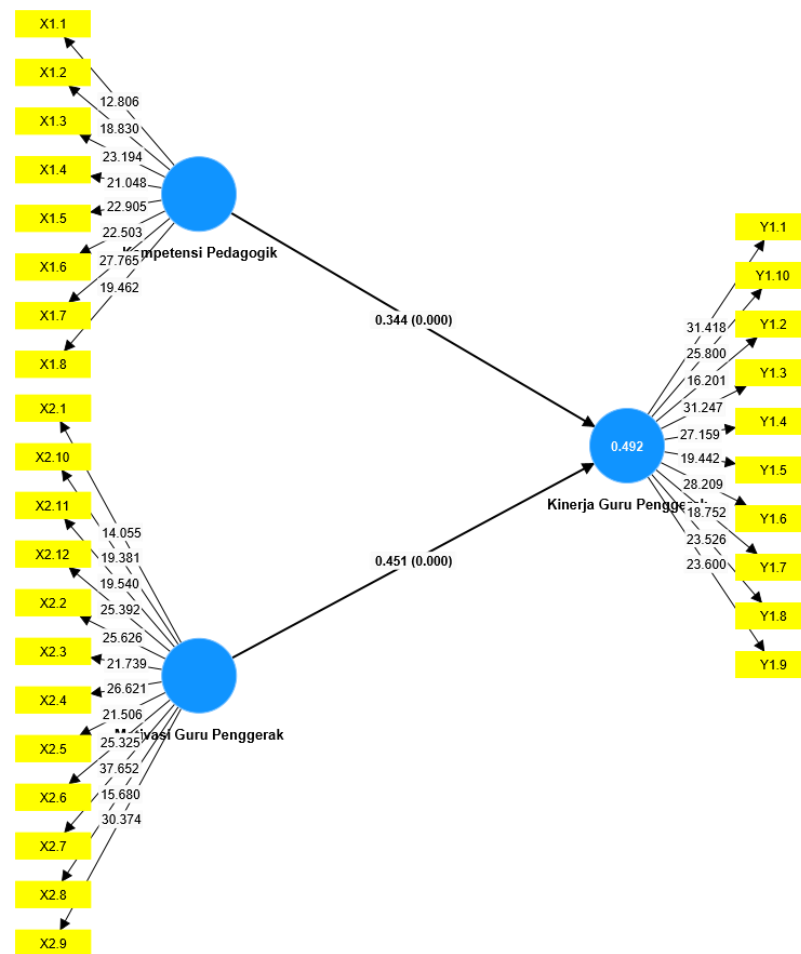


Figure 2. Inner Model

The model's validity and reliability meet the criteria, confirming that the instruments used are reliable. Variables X1 and X2 significantly impact Y, with X2 (0.451) having a stronger influence than X1 (0.344). The model demonstrates good predictive power, with an R² value of 0.492 and a Q² value indicating strong explanatory and predictive capabilities.

The findings of this study have practical implications for local governments, education offices, and schools. First, a training program is needed that focuses on improving the pedagogic competence of Transformational teachers. Second, there needs to be an effort to increase teacher motivation through providing incentives, awards, and support for a conducive work environment. Third, school principals and education supervisors need to play an active role in providing assistance and supervision to support the professional development of Transformational teachers.

DISCUSSION

The results of this study show that pedagogic competence (X1) and motivation (X2) have a significant influence on the performance of Transformational teachers (Y). This finding is in line with previous research, it

can be concluded that pedagogic competence and work motivation have a significant influence on teacher performance. Partially, research shows that the higher the pedagogic competence that a teacher has, the better their performance in the learning process. Likewise with work motivation, which has been proven to have a positive impact on improving the quality of teachers' work.

Simultaneously, the combination of pedagogic competence and work motivation contributed greatly to the improvement of teacher performance, with varying percentage of influence in each study (Rahmawati et al., 2024 : 72,7% ; Anonymous, 2023: 54,6%). Although this study has similarities with previous research in the main variables and analysis methods, the main differences lie in the location of the research, the research object (Transformational teacher), and the possible results of different influences. Therefore, this study makes a new contribution in understanding how pedagogic competence and motivation affect the performance of Transformational teachers, which has not been specifically studied in previous studies.

It can be concluded that motivation is the main driver of teacher performance because teachers who have high motivation tend to be more active in developing themselves, looking for innovative teaching methods, and improving their professionalism, so that it has a positive impact on performance. Many Transformational teachers already have a good level of pedagogic competence, so the difference is not too significant in determining the variation of their performance. In some cases, despite high pedagogic competence, without the support of internal and external motivation, teachers may not be able to optimize their potential.

This study supports the concept that motivation has a significant influence on teacher performance, which can be used as a basis in the development of education policies. Practical implications for schools and policymakers: The results of this study can be used as a consideration in designing programs to improve the performance of Transformational teachers, for example through increasing incentives, developing a conducive work environment, and motivation-based training.

The approach with the Partial Least Squares - Structural Equation Modeling (PLS-SEM) method in this study provides a new perspective in analyzing variable relationships in the field of education.

This study has several limitations, including being limited to one specific area, so the results cannot necessarily be generalized to other regions with different education systems and focus on pedagogic competency and motivation variables, so that other factors that may also affect teacher performance (e.g. workload, social environment, or educational policy) have not been analyzed. In the use of survey data, which can have a perception bias from respondents, even though the instrument has been validated.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that pedagogic competence and motivation have a significant influence on the performance of Transformational teachers in Pidie Regency. Pedagogic competence which includes understanding of students, mastery of the material, and skills in designing and implementing effective learning is proven to improve teacher performance. However, the findings of the study show that motivation has a greater influence than pedagogical competence, which indicates that work morale, job satisfaction, and environmental support are more decisive in shaping the optimal performance of Transformational teachers.

Simultaneously, pedagogic competence and motivation together explain 49.2% of the variability of Transformational teacher performance, while the rest is influenced by other factors outside the model of this study. Therefore, improving the performance of Transformational teachers can not only be achieved through increasing pedagogical competence, but must also be accompanied by an increase in work motivation. This indicates that the policy of improving teacher performance needs to pay attention to the psychological aspects and welfare of teachers so that they remain motivated in carrying out their duties.

The results of this study have theoretical implications by supporting the theory that pedagogic competence and motivation are the main factors in determining teacher performance. However, the finding that motivation has a more dominant influence provides new insights that psychological aspects have a stronger role in teachers' work effectiveness than technical skills alone. Practically, the results of this study can be a reference for the Education Office in designing policies to increase the motivation of Transformational teachers through awards, incentives, and teacher welfare. For schools, school principals need to create a conducive work environment and give appreciation to Transformational teachers so that they are more motivated. As for Transformational teachers, they need to continue to develop pedagogic competencies and maintain work spirit by joining professional communities and participating in the latest trainings.

FURTHER STUDY

This study has limitations because it only analyzes two main factors, namely pedagogic competence and motivation, while other factors such as work environment, teacher welfare, or educational policies have not been included in the research model. Therefore, further research is recommended to expand the scope of variables by considering other external factors. In addition, a longitudinal approach can be used in advanced research to see how the influence of pedagogic competence and motivation on teacher performance develops over a longer period of time

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