



Analysis of Teacher Competency and Work Ethic on Teacher Performance Through Work Motivation at State High School 19 Medan

Analisis Kompetensi dan Etika Kerja Guru terhadap Kinerja Guru Melalui Motivasi Kerja di SMA Negeri 19 Medan

Iqbal Syahputra¹, Husni Muharram Ritonga², Hernawaty³

¹ Master's Student in Management, Panca Budi University

^{2,3} Master of Management, Panca Budi Development University

Email: ¹ iqbal.sinulingga89@gmail.com

ARTICLE HISTORY

Received [17 Maret 2026]

Revised [19 Mei 2026]

Accepted [21 Mei 2026]

KEYWORDS

Teacher Competence, Work Ethic, Work Motivation, Teacher Performance.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



ABSTRAK

Kinerja guru merupakan faktor strategis dalam menentukan kualitas proses pembelajaran dan pencapaian tujuan pendidikan di sekolah. Kinerja guru yang optimal dipengaruhi oleh berbagai faktor internal, di antaranya kompetensi guru, etos kerja, dan motivasi kerja. Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi guru dan etos kerja terhadap kinerja guru, baik secara langsung maupun melalui motivasi kerja sebagai variabel mediasi di SMA Negeri 19 Medan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian terdiri atas seluruh guru pegawai negeri sipil di SMA Negeri 19 Medan yang berjumlah 89 orang dan sekaligus digunakan sebagai sampel (sampel jenuh). Data dikumpulkan melalui kuesioner dan dianalisis menggunakan metode Partial Least Squares (PLS) dengan bantuan aplikasi SmartPLS. Hasil penelitian menunjukkan bahwa kompetensi guru dan etos kerja berpengaruh positif dan signifikan terhadap kinerja guru. Kompetensi guru dan etos kerja juga berpengaruh positif dan signifikan terhadap motivasi kerja. Selanjutnya, motivasi kerja berpengaruh positif dan signifikan terhadap kinerja guru serta terbukti berperan sebagai variabel mediasi dalam hubungan antara kompetensi guru dan etos kerja terhadap kinerja guru. Koefisien determinasi menunjukkan bahwa kompetensi guru dan etos kerja mampu menjelaskan 42,3% variasi motivasi kerja, sedangkan kompetensi guru, etos kerja, dan motivasi kerja secara simultan menjelaskan 62,0% variasi kinerja guru. Kesimpulan penelitian ini menegaskan bahwa peningkatan kinerja guru dapat dicapai melalui penguatan kompetensi guru dan etos kerja yang didukung oleh motivasi kerja yang tinggi. Temuan ini diharapkan dapat menjadi dasar bagi pihak sekolah dalam merumuskan kebijakan dan strategi peningkatan kualitas guru secara berkelanjutan di SMA Negeri 19 Medan..

ABSTRACT

Teacher performance is a strategic factor in determining the quality of the learning process and the achievement of educational goals in schools. Optimal teacher performance is influenced by various internal factors, including teacher competence, work ethic, and work motivation. This study aims to analyze the influence of teacher competence and work ethic on teacher performance, both directly and through work motivation as a mediating variable at SMA Negeri 19 Medan. This study used a quantitative approach with a survey method. The research population consisted of all civil servant teachers at SMA Negeri 19 Medan, totaling 89 people, who were also used as the sample (saturated sample). Data were collected through questionnaires and analyzed using the Partial Least Squares (PLS) method with the help of the SmartPLS application. The results showed that teacher competence and work ethic had a positive and significant effect on teacher performance. Teacher competence and work ethic also had a positive and significant effect on work motivation. Furthermore, work motivation has a positive and significant effect on teacher performance and is proven to act as a mediating variable in the relationship between teacher competence and work ethic on teacher performance. The coefficient of determination shows that teacher competence and work ethic can explain 42.3% of the variation in work motivation, while teacher competence, work ethic, and work motivation simultaneously explain 62.0% of the variation in teacher performance. The conclusion of this study confirms that improving teacher performance can be achieved by strengthening teacher competence and work ethic, supported by high work motivation. These findings are expected to serve as a basis for the school in formulating policies and strategies for continuous improvement of teacher quality at SMA Negeri 19 Medan.

INTRODUCTION

Teacher performance is a strategic factor that determines the quality of the learning process and the achievement of educational goals in schools. Teachers with good performance will be able to plan, implement, and evaluate learning effectively, thereby improving student learning outcomes and competency development. According to Supardi (2020), teacher performance is reflected in the ability of teachers to carry out their professional duties consistently and responsibly to achieve established learning standards. In the context of SMA Negeri 19 Medan as one of the public schools that is a reference for the

community, improving teacher performance is an urgent need to respond to the demands of curriculum changes, scientific developments, and the increasingly heterogeneous dynamics of students.

One of the factors that strongly influences teacher performance is teacher competence. Competence encompasses not only mastery of subject matter, but also pedagogical, social, and personal skills that support effective learning. Indriawati et al. (2022) emphasize that teacher competence is a basic skill that educators must possess to achieve professional standards, and low competence can hinder teachers' ability to manage classrooms, motivate students, and develop learning innovations. At SMA Negeri 19 Medan, there are still variations in competence among teachers, such as differences in mastery of learning technology, ability to design teaching tools, and quality of communication with students, so it is necessary to analyze their influence on teacher performance.

In addition to competence, work ethic is also an important factor that affects teacher performance. Work ethic reflects a teacher's mental attitude, discipline, honesty, enthusiasm, and sense of responsibility in carrying out their duties. Fajar et al. (2024) state that teachers with a high work ethic tend to have a strong drive to give their best, work diligently, and show commitment to the tasks entrusted to them. However, the reality in the field shows that not all teachers have a consistent work ethic; some teachers still show reactive work patterns, lack discipline in completing learning administration, and do not maximize their working time for productive activities.

On the other hand, work motivation is a variable that often bridges the relationship between competence and work ethic in teacher performance. Competent teachers with a strong work ethic do not necessarily perform well if they lack adequate intrinsic and extrinsic motivation. According to Robbins & Judge (2020), work motivation is an internal and external drive that influences the intensity, direction, and persistence of a teacher in achieving organizational goals. At SMA Negeri 19 Medan, there is a tendency for teachers with high motivation to be more active in participating in training, more creative in developing learning media, and more consistent in conducting learning evaluations. Conversely, a lack of motivation is often associated with low initiative, weak commitment to tasks, and declining performance quality.

LITERATURE REVIEW

Teacher Performance

According to Janah et al (2020), teacher performance is the result achieved by teachers in carrying out the tasks assigned to them, based on their skills, experience, sincerity, and use of time. Good performance is evident when teachers show loyalty and high commitment to teaching tasks, developing teaching materials, discipline, creativity, cooperation with school members, exemplary leadership for students, and responsibility in their duties.

Work Motivation

According to Robbins & Judge (2022), work motivation is a process that explains the intensity, direction, and persistence of individuals in achieving a goal. So, in the context of motivation, teachers are internal and external forces that encourage teachers to carry out their educational duties—whether in teaching, educating, guiding, or carrying out other professional responsibilities—with enthusiasm, consistency, and a focus on achieving educational goals at school.

Work Ethic

According to Sutrisno (2020), work ethic is an attitude rooted in fundamental beliefs accompanied by total commitment to the chosen work paradigm. In the context of teachers, this definition emphasizes how teachers' attitudes, commitments, and professional values form the basis of their behavior at school.

Teacher Competence

Mulyasa (2021) defines teacher competency as a set of knowledge, skills, values, and attitudes that teachers must possess, internalize, and master in carrying out their professional duties. Mulyasa emphasizes that teacher competency is not only the ability to teach, but also personality maturity, social skills, and professionalism reflected in all learning activities.



Conceptual Framework

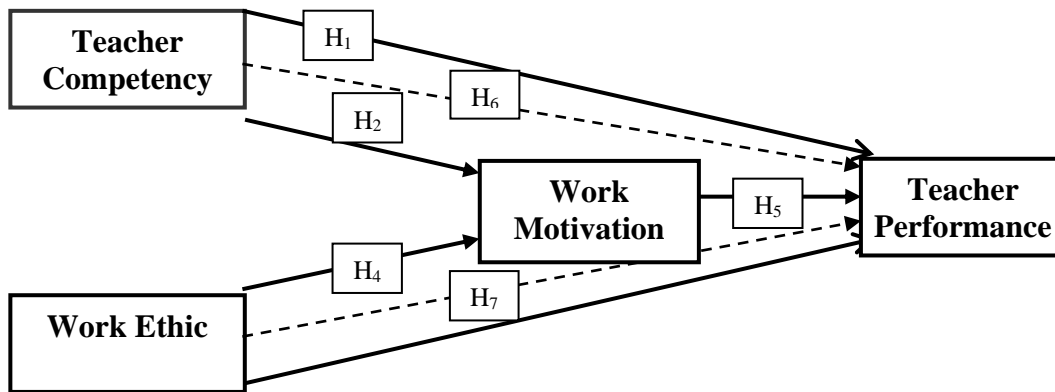


Figure 1. Conceptual Framework

Research Hypothesis

- H1: Teacher competence has a positive and significant effect on teacher performance at SMA Negeri 19 Medan.
- H2: Teacher competence has a positive and significant effect on work motivation at SMA Negeri 19 Medan.
- H3: Work ethic has a positive and significant effect on teacher performance at SMA Negeri 19 Medan.
- H4: Work ethic has a positive and significant effect on work motivation at SMA Negeri 19 Medan.
- H5: Work motivation has a positive and significant effect on teacher performance at SMA Negeri 19 Medan.
- H6: Teacher competence has a positive and significant effect on teacher performance through work motivation at SMA Negeri 19 Medan.
- H7: Work ethic has a positive and significant effect on teacher performance through work motivation at SMA Negeri 19 Medan.

RESEARCH METHOD

Type of Research

The type of research used by the researcher is quantitative research. According to Sugiyono (2022), quantitative research can be defined as a method based on positivism philosophy, used to study a specific population or sample, with sampling techniques generally conducted randomly, data collection using research instruments, and quantitative/statistical data analysis with the aim of testing predetermined hypotheses. This type of quantitative research was conducted to create a study aimed at adjusting a study and analyzing teacher competence and work ethic on teacher performance through work motivation at SMA Negeri 19 Medan.

RESULTS AND DISCUSSION

Validity Test

Table 1. Outer Loadings Values

	Job Motivation	Teacher Competency	Teacher Performance	Work Ethic
X1.1		0.819		
X1.2		0.869		
X1.3		0.870		
X1.4		0.837		
X2.1				0.785
X2.2				0.880
X2.3				0.757

X2.4				0.872
X2.5				0.805
X2.6				0.847
Y.1			0.717	
Y.2			0.859	
Y.3			0.756	
Y.4			0.832	
Y.5			0.865	
Y.6			0.875	
Y.7			0.734	
Z.1	0.877			
Z.2	0.801			
Z.3	0.852			

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, which show the results of outer model testing through loading factor/outer loadings values, all indicators in each variable have a loading value ≥ 0.70 . This indicates that each indicator is measured validly and strongly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria, as shown in the following figure.

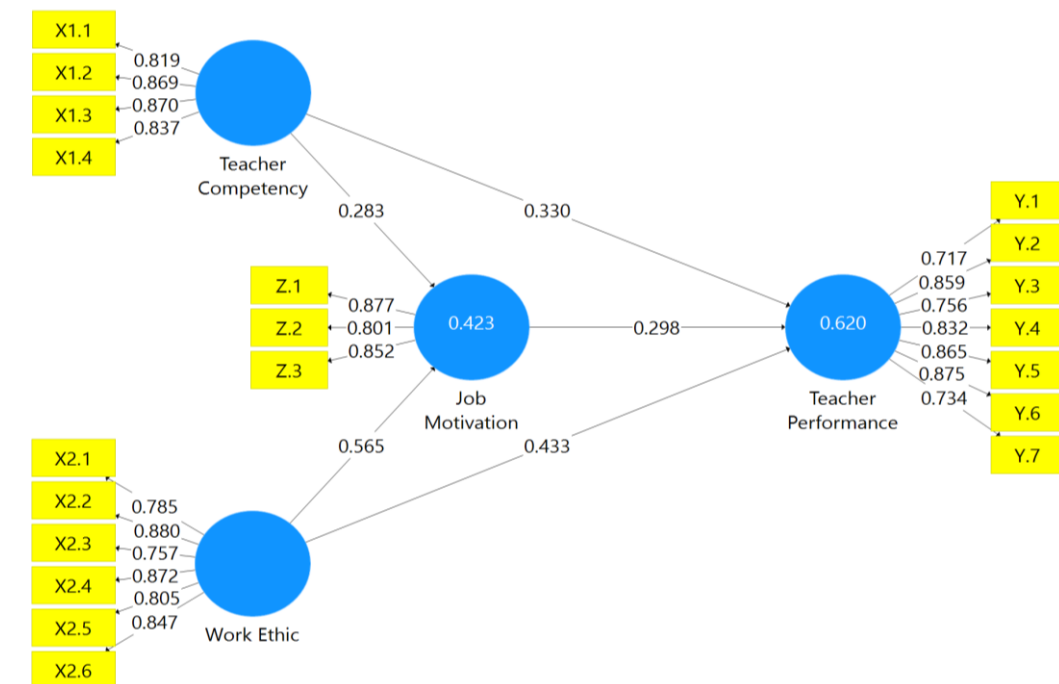


Figure 2 Outer Loading

In this study, there is an equation, and that equation consists of two substructures for substructure

1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.283X_1 + 0.565X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.330 X_1 + 0.433X_2 + 0.298Z + e_2$$

Reliability Test



Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job Motivation	0.798	0.803	0.881	0.712
Teacher Competency	0.871	0.876	0.912	0.721
Teacher Performance	0.910	0.918	0.929	0.653
Work Ethic	0.906	0.911	0.928	0.682

Source: Smart PLS Output, 2025

From Table 2 above, the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and suitable for use in structural model testing.

Coefficient of Determination (R²)

In assessing the model with PLS, we begin by looking at the R-squared for each dependent latent variable. The table below shows the results of the R-squared estimation using SmartPLS.

Table 3. R Square Results

	R Square	Adjusted R-Square
Job Motivation	0.423	0.409
Teacher Performance	0.620	0.607

Source: Smart PLS, 2025

Table 3 shows the R-squared values for both dependent variables. For the work motivation variable, the R-squared value is 0.392, meaning that the influence of principal leadership and work ethic is 0.392 or 39.2%, with the remainder attributable to other variables outside the model. The R-squared value for teacher performance is 0.618, meaning that the principal's leadership, work ethic, and work motivation account for 0.586 or 58.6%, with the remainder attributable to other variables outside the model.

Direct Influence Between Variables

The direct effect between variables can be seen in the *path coefficients*. The data analysis results show the direct effect values in the following table.

Table 4. Path Coefficients (Direct Effects)

	Original Sample	T Statistics	P Values	Conclusion
Teacher Competency -> Teacher Performance	0.330	4.199	0.000	Accepted
Teacher Competency -> Job Motivation	0.283	3.252	0.001	Accepted
Work Ethic -> Teacher Performance	0.433	4.997	0.000	Accepted
Work Ethic -> Job Motivation	0.565	11,303	0.000	Accepted
Job Motivation -> Teacher Performance	0.298	2,870	0.004	Accepted

Source: Smart PLS Output, 2025

The results in Table 4 show the following direct effect values:

1. Teacher competence has a positive and significant effect on teacher performance with a t-statistic value of 4.199 above 1.96 and a significance of 0.000 below 0.05, meaning that teacher competence has a real effect on teacher performance because the significance value is above 0.05. The results of this study are in line with previous studies, namely that teacher competence has a positive and significant effect on teacher performance (Mesra & Ferine, 2025; Supriadi & Mesra, 2023).
2. Teacher competence has a positive and significant effect on work motivation with a t-statistic value of 3.252 above 1.96 and a significance of 0.001 below 0.05, meaning that teacher competence has a real effect on work motivation because the significance value is below 0.05. The results of this study are in line with previous studies, namely that teacher competence has a positive and significant effect on work motivation (Fauzi & Indrawan, 2023).
3. Work ethic has a positive and significant effect on teacher performance with a t-statistic value of 4.997 above 1.96 and a significance of 0.000 below 0.05, meaning that work ethic has a real effect on teacher performance because the significance value is below 0.05. The results of this study are in line

with previous studies, namely that work ethic has a positive and significant effect on teacher performance (Rinaldi & Dalle, 2021).

4. Work ethic has a positive and significant effect on work motivation with a t-statistic value of 11.303 above 1.96 and a significance of 0.000 below 0.05, meaning that work ethic has a real effect on work motivation because the significance value is above 0.05. The results of this study are in line with previous studies, namely that work ethic has a positive and significant effect on work motivation (Mesra & Rahayu, 2025).
5. Work motivation has a positive and significant effect on teacher performance, with a t-statistic value of 2.870 above 1.96 and a significance of 0.000 below 0.05, meaning that work motivation has a significant effect on teacher performance because the significance value is below 0.05. The results of this study are consistent with previous research findings, namely that work motivation has a positive and significant effect on teacher performance (Forson et al., 2021).

Indirect Influence Between Variables

The indirect effects between variables can be seen in the *specific indirect effects* values. The data analysis results show the indirect effect values in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Teacher Competency -> Job Motivation -> Teacher Performance	0.084	2.280	0.023	Accepted
Work Ethic -> Job Motivation -> Teacher Performance	0.168	2.657	0.008	Accepted

Source: Smart PLS, 2025

Table 5 shows the indirect effects between variables, namely:

1. Teacher competence has a positive and significant effect on teacher performance through work motivation with a t-statistic value of 2.280 above 1.96 and a significance value of 0.023 below 0.05, meaning that work motivation acts as an intervening variable between teacher competence and teacher performance.
2. Work ethic has a positive and significant effect on teacher performance through work motivation with a t-statistic value of 2.657 above 1.96 and a significance value of 0.008 below 0.05, meaning that work motivation acts as an intervening variable between work ethic and teacher performance.

CONCLUSION

1. Teacher competence has a positive and significant effect on teacher performance at SMA Negeri 19 Medan.
2. Teacher competence has a positive and significant effect on work motivation at SMA Negeri 19 Medan.
3. Work ethic has a positive and significant effect on teacher performance at SMA Negeri 19 Medan.
4. Work ethic has a positive and significant effect on work motivation at SMA Negeri 19 Medan.
5. Work motivation has a positive and significant effect on teacher performance at SMA Negeri 19 Medan.
6. Teacher competence has a positive and significant effect on teacher performance through work motivation at SMA Negeri 19 Medan.
7. Work ethic has a positive and significant effect on teacher performance through work motivation at SMA Negeri 19 Medan.

RECOMMENDATIONS

Teacher performance with the lowest score was "I have high loyalty and commitment in carrying out my teaching duties." The school needs to maintain and strengthen teacher loyalty and commitment by establishing open communication, rewarding dedication, and creating a fair and supportive work



environment so that this commitment is maintained and has an impact on improving the quality of learning.

Work motivation with the lowest score was "My work efforts are always directed towards achieving the school's educational goals." Schools need to ensure that educational goals are understood collectively through continuous dissemination of the vision and mission and alignment of teacher work programs with school objectives, so that every teacher's work effort is more focused and contributes directly to the achievement of the school's educational goals.

Work ethic with the lowest value statement "I work hard to achieve the best results." Schools need to support teachers' sincerity in their work by providing a fair performance appraisal system, constructive feedback, and adequate facilities and support so that the best work results can be achieved sustainably.

Teacher competence with the lowest value statement "I am able to manage learning according to the characteristics of the students". Schools need to improve teachers' pedagogical competence through training and mentoring on differentiated learning and understanding the characteristics of students, so that learning management becomes more effective and in line with students' learning needs.

REFERENCES

- Arikunto, S. (2025). *Research procedures: A practical approach*. Rineka Cipta.
- Fajar, B. P., et al. (2024). The influence of work ethic on teacher performance. (Source of article/journal according to place of publication).
- Fauzi, M., & Indrawan, M. I. (2023). The Influence of Employee Competence and Organizational Culture on Employee Performance with Work Motivation as Intervening at the Office of the Personnel and Human Resources Development Agency Binjai. *International Journal of Economics, Management and Accounting (IJEMA)*, 1(3), 123-136.
- Forson, J. A., Ofosu-Dwamena, E., Opoku, R. A., & Adjavon, S. E. (2021). Employee motivation and job performance: a study of basic school teachers in Ghana. *Future Business Journal*, 7(1), 30.
- Indriawati, N., et al. (2022). Teacher competence and its influence on performance. (Source of article/journal according to place of publication).
- Janah, S., et al. (2020). Teacher performance and influencing factors. (Journal source according to publication).
- Mesra, B., & Ferine, K. F. (2025, March). The Role of Competency in Mediating the Influence of Organizational Culture on Teacher Performance at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah. In *International Conference on Artificial Intelligence, Navigation, Engineering, and Aviation Technology* (Vol. 2, pp. 602-606).
- Mesra, B., & Rahayu, S. (2025, March). Analysis of Work Climate and Work Ethic on Teacher Performance with Motivation as Intervening Variables in SMP 1 Wih Pesam in Bener Meriah. In *International Conference on Artificial Intelligence, Navigation, Engineering, and Aviation Technology* (Vol. 2, pp. 617-623).
- Mulyasa, E. (2021). *Teacher competency standards and certification*. Remaja Rosdakarya.
- Rinaldi, E. A., & Dalle, J. (2021). The influence of transformational leadership of principals, work ethic, and motivation to achievement for teacher performance of vocational high school in Banjarmasin City. *Journal of K6 Education and Management*, 4(2), 232-243.
- Robbins, S. P., & Judge, T. A. (2020). *Organizational behavior* (18th ed.). Pearson.
- Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (latest edition). Salemba Empat.
- Sugiyono. (2022). *Quantitative, qualitative, and R&D research methods*. Alfabeta.
- Supardi. (2020). *Teacher performance*. Rajawali Pers.

Sutrisno, E. (2020). Human Resource Management. Kencana.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.