



Teacher Competence: The Effect of Economic Welfare, Training and Achievement Motivation as an Intervening Variable

Agussalim^{1✉}, Sukardi¹, Muhammad Iqbal², Irwansya³, Irmansah⁴, Huzain Jailani⁵

DOI: 10.15294/dp.v19i1.3472

¹ Economics Education Study Program, Faculty of Teacher Training and Education, Universitas Nggusuwaru, Bima, Indonesia

² Biology Education Study Program, Faculty of Teacher Training and Education, Universitas Nggusuwaru, Bima, Indonesia

³ Informatics Study Program, Faculty of Engineering Science and Technology, Universitas Nggusuwaru, Bima, Indonesia

⁴ Sociology Education Study Program, Faculty of Teacher Training and Education, Universitas Nggusuwaru, Bima, Indonesia

⁵ Economics Education Study Program, Faculty of Social and Economic Sciences, Universitas Hamzanwadi, Lombok Timur, Indonesia

History Article

Received April 16, 2024

Approved July 01, 2024

Published July 16, 2024

Keywords

Achievement Motivation; Competence; Teacher; Training; Welfare

Abstract

The aim of this research is to analyze and describe the influence of economic prosperity and training on teacher competence through achievement motivation as an intervening variable. This research is a quantitative research with a research population of 320 public high school teachers in Bima City, and a research sample of 97 teachers. The instrument of this research is a questionnaire and was developed from each research variable. Data were analyzed using Structural Equation Modeling (SEM) analysis with the Partial Least Square (PLS4) method. The results of the research show that directly or intervened by achievement motivation, economic prosperity does not have a significant influence on teacher competence. Meanwhile, training, whether direct or intervened by achievement motivation, has a positive and significant influence on teacher competence. In conclusion, the more intense and relevant the training activities and the higher the teacher's achievement motivation, the higher the teacher's competence. Therefore, the development of teacher competency is prioritized by training based on the results of problem analysis and the need for teacher competency development as well as increasing achievement motivation.

How to Cite

Agussalim, A., Sukardi, S., Iqbal, M., Irwansya, I., Irmansah, I., & Jailani, H. (2024). Teacher Competence: The Effect of Economic Welfare, Training and Achievement Motivation as an Intervening Variable. *Dinamika Pendidikan*, 19 (1), 31-44.

© 2024 Universitas Negeri Semarang

✉ Correspondence Author:

Jl. Lintas Sai Sampung Soromandi Kab. Bima, NTB- Indonesia

Email: agussalimmpd08@gmail.com

p-ISSN 1907-3720

e-ISSN 2502-5074

INTRODUCTION

National Education aims to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Sisdiknas, 2003).

The vision carried out by national education is the realization of the national education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into Indonesian people quality so that they are capable and proactive in responding to the challenges of the times.

The goals and vision of national education are still not maximally realized, this can be seen from several indicators including Indonesia's low Human Development Index (HDI) ranking (Inspektorat Kementerian PUPR, 2020). The low HDI has a close relationship with education and the quality of learning designed by teachers. The teacher is one of the important components in the implementation of education, in other words, the teacher is at the forefront of implementing education. It is the teacher who deals directly with students to transfer knowledge and technology while educating with positive values through guidance and example. According to (Blannin, 2020; Makovec, 2018; Mulyasa, 2017) that success in education is determined by the experience and quality of teachers because they are learning leaders, facilitators, and at the same time as the center of learning initiatives, and the presence of teachers greatly affects the quality of teaching through the provision of more time. on students, interaction with students who are more incentive, high sense of responsibility to teach from the The government through Law Number 14 of 2005 concerning Teachers and Lecturers, confirms that teachers in carrying out their duties as educators must have four

competencies, namely pedagogic competence, personality competence, social competence and professional competence. According to (Hakim, 2015; Mulyasa, 2017; Musfah, 2016) teacher competence is a collection of knowledge, behavior and skills so that they become personnel, scientific, technological, social and spiritual abilities to form the competence of the teaching profession. Ensuring teacher competence, the government conducts teacher competency tests including tests of pedagogic competence and teacher professional competence.

In the context of changes to the independent learning curriculum, demands for efforts to increase teacher competency are increasingly needed and are no longer seen as partial. Teachers are required to master and adapt to curriculum changes. The independent learning curriculum requires competent teachers as the main requirement so that it can implement the curriculum as well as possible (Sari, 2020). Teachers not only master certain areas of expertise, but teachers must have competence in integrating literacy (numerics, socio-cultural), and preventing the three major sins in the world of education (sexual violence, bullying, and intolerance).

There, the phenomenon shows that the competence of teachers in Bima City still really needs to be improved. Because the demands of implementing an independent curriculum require teachers who truly have high competence (Kemedikbud, 2020).

The level of competence can be influenced by various factors including welfare, training through the achievement motivation of economics teachers. (Collins et al., 2018; Munandar et al., 2019) explain that economic welfare is a condition associated with assets that have economic value. The level of teacher economic welfare can be seen through the following indicators: (a) monthly income can meet the basic daily needs of the family on a regular and quality basis; (b) family education needs can be fulfilled properly and optimally; (c) can develop continuing education and develop themselves professionally, and (d) have

income In this context, teachers can have other additional work outside of their duties as a teacher at a school. Additional income will certainly increase the level of family welfare so that the teacher's family will be able to improve their standard of living. The results of research by (Kulla, 2017; Sanjaya, 2018) that there is partial teacher competence that can be a spirit by the welfare of teachers.

That economic welfare is referred to as complementary compensation/benefit economically, meaning that it is complementary (material and non-material) remuneration provided based on policies aimed at maintaining and improving the physical and mental condition of employees so that their work productivity increases. providing welfare to employees (teachers) aims to: (a) increase employee loyalty and attachment to the company; (b) provide peace and fulfillment of needs for employees and their families; (c) motivate employees' work passion, discipline, and productivity; (d) reduce absenteeism and turnover rates; (e) create a good and comfortable working environment and atmosphere; (f) assisting the smooth implementation of the work to achieve the objectives; (g) maintain health and improve one's quality; and (h) Improving social status and family (Cowling & Mailer, 2013; Hasibuan, 2020).

Research on the impact of increasing teacher welfare through certification allowances, the problem is that welfare is not oriented towards increasing competence and professionalism due to teachers' lack of awareness in improving their abilities (Sriyono, 2020).

From the existing and still weak problems in improving teacher abilities through certification in the form of increasing teacher understanding of the importance of certification and providing information related to teacher certification. Teachers still do not have awareness of the importance of increasing their competencies. Lack of teacher understanding regarding the importance of internal teacher certification policies increasing the teacher's competence or ability. Various efforts are needed to improve teachers' abilities, such as by

holding training to create professional and competent teachers (Munawir et al., 2022).

Training also provides an opportunity for someone to develop skills and abilities at work. Everyone has their own abilities, but the abilities they have are not necessarily in accordance with the specifications that are sought and needed by the organization, therefore it is important for organizations to carry out training in order to know what should be done. Training means the process of helping employees to master specific skills or to correct deficiencies in carrying out work. Training needs to be held so that someone can improve their work competence (Hidayat et al., 2017).

According to (Musfah, 2016) training is every effort to improve the competence and performance of workers in a particular job that is being their responsibility. Training is an institutional approach that is realized and intended to increase the ability of staff to fill their specific roles, especially in relation to teaching (Agussalim, 2022; Katidjan et al., 2018).

Training provides opportunities for teachers to gain new knowledge, skills, and attitudes that change their behavior, which in turn will increase their competence. Regarding some of the effects of training for educational institutions. The results of the study (Musfah, 2016; Mustikawati & Qomariah, 2020) found important findings related to the benefits of training, namely: (a) quality training can increase competence and skills; (b) management demonstrates that employee training is important; (c) greatly helped by personal development; (d) training is not only encouraged, to learn but also to develop new competencies and skills.

Pratama & Lestari (2020) actually found that training did not have a significant influence on increasing teacher competency. Training without follow-up in the application of theory is the reason training does not have a significant influence on improving teacher abilities. Achievement motivation is needed so that teachers can follow up independently and in groups on training activities, including increa-

sing welfare through certification allowances (even teachers in remote areas have special allowances) to have an impact on increasing competence.

Achievement motivation is also an important part of influencing teacher competence (Kaunang, 2020; Kurniawan et al., 2018; Maharani et al., 2020) explain that achievement motivation is an encouragement to do a task as well as possible based on a standard of excellence. Achievement motivation is not just an impetus to act but refers to a measure of success based on an assessment of the tasks a person does. Achievement motivation is related to one's expectations in doing something; in other words, people who believe in the outcome of their actions will be motivated to do so (Saggaf et al., 2018; Usman et al., 2016).

McClelland (Adam & Kamase, 2019; Kurniawan et al., 2018) explains that people who have high achievement motivation have the following characteristics: Individuals who have achievement motivation will do schoolwork or be responsible for their work. people who are responsible for their work will be satisfied with the results of their work because it is the result of their own efforts; setting the value to be achieved or setting the standard of excellence. Set the value to be achieved. Values that are higher than their own values or higher than the values achieved by others. To achieve a value that is in accordance with the standard of excellence, students must completely master the material being studied; trying to work creatively. Highly motivated, persistent, and enterprising people seek creative ways to complete their schoolwork. Creative way of learning; (a) trying to achieve goals. People who have aspirations will study well and have high motivation; (b) have the moderate duty. Have a task that is neither too difficult nor too easy. Divide the task into several parts so that it is easy to do; (c) carry out activities as well as possible. Doing learning activities as well as

possible and nothing is forgotten; (d) anticipate or will carry out activities to avoid failure or difficulties that may occur.

Based on the description above, it is necessary to carry out research to improve Teacher Competence: The Effect of Economic Welfare, Training and Achievement Motivation as an Intervening Variable. The aim of the research is to analyze and describe the influence of economic prosperity and training on teacher competency with achievement motivation as an intervening variable. The results of the research are a contribution of researchers to the development of science, and as policy recommendations for increasing teacher competence.

The research paradigm model in the Figure 1.

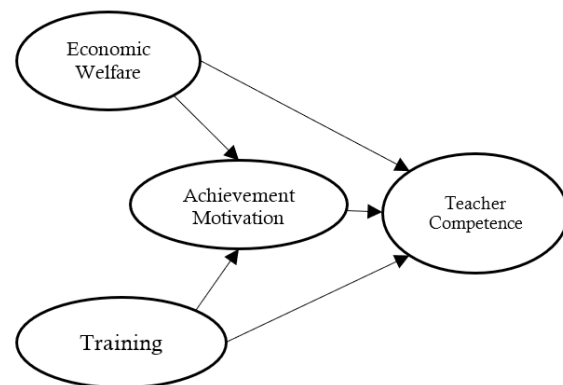


Figure 1. Research Paradigm Model

From the research paradigm, the formation of this research model is supported by previous literature studies and theories, with the following hypotheses:

- H1. Economic welfare has a positive and significant effect on teacher competence.
- H2. Training has a positive and significant effect on teacher competence
- H3. Achievement motivation has a positive and significant effect on teacher competence
- H4. Economic welfare has a positive and significant effect on teacher competency through achievement motivation

H5. Training has a positive and significant effect on teacher competence through achievement motivation.

METHODS

This research is survey research with a correlational research type. The number of research teachers at State High Schools in Bima City was 320 people (Badan Pusat Statistik Kota Bima, 2021). The sample was determined using random sampling techniques and the Slovin formula was calculated to obtain a sample size of 97 people. The characteristics of research respondents are as in Table 1.

Table 1. Respondent Characteristics

Characteristics	Categories	Frequencies	Percen
Gender	Male	46	47
	Famale	51	53
	Amount	97	100
School	SMAN 1 Kota Bima	21	22
	SMAN 2 Kota Bima	20	21
	SMAN 3 Kota Bima	19	19
	SMAN 4 Kota Bima	20	21
	SMAN 5 Kota Bima	17	17
	Amount	97	100

Source: Processed Primary Data (2022)

The research instrument is a questionnaire constructed from each latent variable as in Table 2.

Table 2. Questionnaire Construct

Latent Variable	Indicator	Item
Economic Welfare (Mulyasa, 2017; Musfah, 2016)	Salary and benefits	5
	Additional income	
	Payment accuracy	
	Smooth payment	
Training (Mulyasa, 2017; Saifulloh et al., 2012)	Family needs	5
	Seminar	
	Workshop	
	Conference	
Achievement Motivation (Adam & Kamase, 2019)	Education and Training	4
	Discussion Professional development	
	Be confident about the picture of the results of his actions.	
	There is passion and desire to succeed	
Teacher Competence (Mulyasa, 2017; Musfah, 2016)	There is respect for him	6
	Want to go beyond	
	Mastering various learning methods and strategies	
	Able to implement enjoyable learning	
	Understand the characteristics of students	
	Mastering a scientific field	
Teacher Competence (Mulyasa, 2017; Musfah, 2016)	Mastering scientific development research	6
	Ability to utilize Information and Communication Technology in the learning process	
	Mastering scientific development research	

Source: Processed Primary Data (2022)

Data were analyzed using Structural Equation Modeling (SEM) analysis with the Partial Least Square (PLS4) method.

RESULT AND DISCUSSION

Structural Equation Modelling (SEM) based on Partial Least Squares (PLS) were used to estimate observed conceptual relationships, calculate index readings, and estimate large and complex models (Ghozali, 2018). Study hypotheses were tested after validation of convergent validity, discriminant validity, and combined reliability (external model) of each indicator of the four components. This study uses a goodness of-fit model to assess the feasibility of the model by identifying the predictive association between the R-square (R²) value, and the resulting assess how good observation is. It is used to estimate models and parameters. Additionally, we tested the effects of mediation in the PLS4 method using a bootstrap approach (Hair, 2016).

Table 3. Convergent Validity (Loading Factor)

Laten Variable	Item	Loading Factor	Conclusion
Economic Welfare	X1.1	0.821	Valid
	X1.2	0.746	Valid
	X1.3	0.845	Valid
	X1.4	0.682	Valid
	X1.5	0.622	Valid
Training	X2.1	0.787	Valid
	X2.2	0.724	Valid
	X2.3	0.771	Valid
	X2.4	0.731	Valid
	X2.5	0.662	Valid
Achievement Motivation	X3.1	0.830	Valid
	X3.2	0.807	Valid
	X3.3	0.877	Valid
	X3.4	0.691	Valid
	X3.5	0.707	Valid
Teacher Competence	Y.1	0.573	Invalid
	Y.2	0.763	Valid
	Y.3	0.799	Valid
	Y.4	0.869	Valid
	Y.5	0.883	Valid
	Y.6	0.716	Valid

Source: SmarPLS4 Output (2022)

The results of the validity test showed that overall, the indicators are variable produce factor loading is greater than (>) 0.6. Thus, it can be concluded that the research instrument items are declared valid in measuring each latent variable, except Y.1 (0.570), more details can be seen in Table 3.

Table 3 shows the combined reliability values for all variables: Economic Welfare, Training, Achievement Motivation, and Teacher Competence. From the results of the analysis it is known to have above 0.7 so it can be stated that all research variables are reliable.

Table 4. Cronbach Alpha Reliability

Laten Variabel	Cronbach's Apha	Conclusion
Economic Welfare	0.799	Reliabel
Training	0.783	Reliabel
Achievement Motivation	0.746	Reliabel
Teacher Competence	0.858	Reliabel

Source: SmarPLS4 Output (2022)

Table 4 shows the combined reliability values for all variables: Economic Welfare, Training, Achievement Motivation, and Teacher Competence. From the results of the analysis it is known to have above 0.7 so it can be stated that all research variables are reliable.

Structural Models

The goodness of fit is used to determine the contribution of exogenous variables to endogenous variables. The goodness of fit in PLS analysis uses R-Square (R²). The results of the coefficient of determination (R²), shown in Figure 2.

Based on Figure 2 shows that all constructs from each latent variable are declared valid because they have factor loadings > 0.60. Figure 2 the R-square (R²) for the achie-

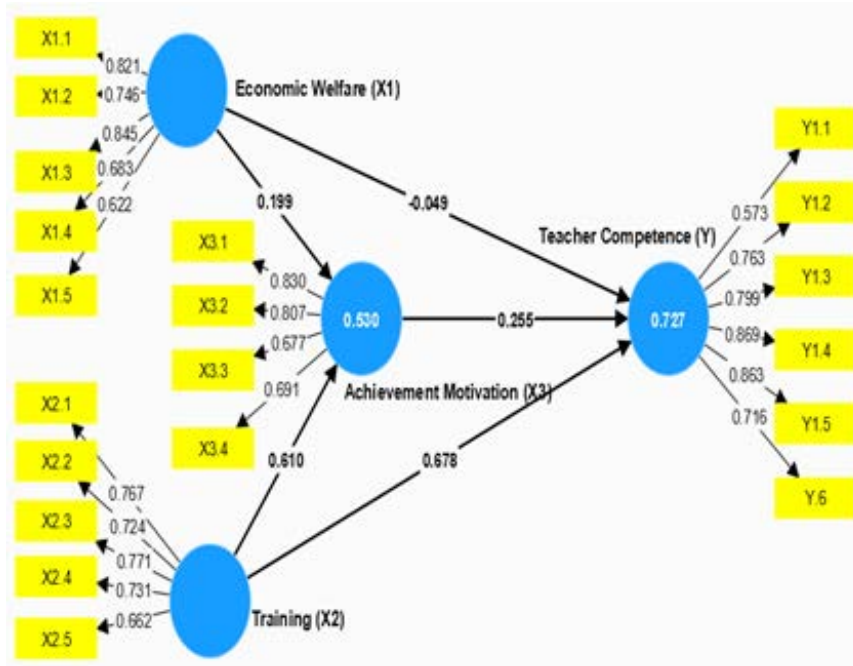


Figure 2. Results of Structural Model in PLS Path Coefficient

vement motivation (X3) variable is 0.530 or 28.07%. The achievement motivation variable can be explained by the economic welfare and training (X2) variables of 28.7%, or in other words the contribution of the economic welfare and training (X2) variables to achievement motivation is 28.7%. While the rest is influenced by other factors which was not examined in this study. Meanwhile, the R-square (R²) of 0.727 or 52,85% shows the influence of economic welfare and training (X2), and achievement motivation (X3) on teacher competence (Y), while the rest are other factors not discussed in this research. Shown in Table 5.

Table 5. The Goodness of Fit Model

Endogenous	R-Square
Achievement Motivation	0.530
Teacher Competence	0.727

Source: SmarPLS4 Output (2022)

Hypothesis Testing

Hypothesis testing in research is carried out to confirm whether a previously proposed hypothesis is accepted or rejected. The testing criteria are assessed by the P value; namely, if

the P-value is > 0.05, then the research hypothesis is rejected. Based on the results of the analysis with SmarPLS4, It is known that all hypotheses are accepted, except H1 and H4 as in Table 6.

Table 6. Hypothesis Testing Results

Variabel Laten	Puth Coefficient	Conclusion
X1-Y	-0.049	Not significant
X2-Y	0.678	Significant
X3-Y	0.255	Significant
X1-X3-Y	0.199	Not significant
X2-X3-Y	0.610	Significant

Source: SmarPLS4 Output (2022)

The Effect of Economic Welfare on the Competence Teachers

The welfare of economics teachers is measured by indicators of the amount of salary, allowances and other incentives received by teachers to meet learning and family household needs. Economic welfare for teachers is very important because according to (Hasibuan, 2020) economic welfare is referred

to as complementary compensation/benefit, meaning it is complementary remuneration provided based on policies aimed at maintaining and improving the physical and mental condition of teachers so that their work productivity increases. Then Hasibuan explained that providing economic welfare aims: (a) to increase loyalty to one's devotion; (b) provide peace of mind and fulfill the needs of teachers and their families; (c) motivating teachers' work enthusiasm, discipline and work productivity; (d) creating a good and comfortable working environment and atmosphere; (e) assist in the smooth implementation of work to achieve objectives; (f) maintaining health and improving teacher quality; and (g) improving the socio-economic status of teachers and their families.

Theoretically, it can be understood that economic prosperity is very important for teachers, because prosperous teachers will of course have the opportunity to fulfill their learning and teaching needs, will be motivated, which in turn will make it easier for teachers to improve their teaching competence. On the contrary, it could happen if someone's behavior is consumptive so that the welfare they receive is used for things that are not related to their professionalism as a teacher. In relation to economic welfare, based on the results of the questionnaire, it shows that the economic welfare of public high school economics teachers in Bima City is classified as quite high, but family needs are also very high, including several teachers whose welfare is used to buy luxury cars and houses, and are disoriented. with the aim of increasing the welfare of teachers, especially certified teachers.

Based on the results of hypothesis testing, economic prosperity does not have a positive and significant influence on teacher competence. This means that the proposed research hypothesis is rejected. This can be caused by low teacher awareness in increasing enthusiasm for learning and completing learning resources so that welfare does not have an impact on increasing teacher competence. Teacher welfare through providing teacher

certification can increase self-confidence in the teaching profession, and also have a high lifestyle impact.

The results of this research support (Sriyono, 2020) the impact of increasing teacher welfare through certification allowances, the problem is that welfare is not oriented towards increasing competence and professionalism due to teachers' lack of awareness in improving their abilities.

The results of this research refute the opinion and research (Mulyasa, 2017; Nabila et al., 2023; Alamdari & Alamdari & Mehra-bi, 2014)) that the low economic welfare of teachers can affect the spirit of service and also efforts to develop professionalism. To maintain the quality of teacher competence through teacher welfare. The welfare provided is very meaningful and useful for meeting the physical and mental needs of a teacher and his family so that teachers can increase work morale and increase their competence. Efforts to improve quality (competence) are closely related to efforts to improve welfare and must be supported by teacher behavior that upholds professionalism and a quality control system for teacher pursuits in schools so that teachers' socio-economic status becomes a driving force in improving professional competence.

The Effect of Training on the Competence Teachers

Education and training are efforts to develop a person's competencies and skills. Training provides teachers with the opportunity to gain new knowledge, skills and attitudes to change behavior and develop teacher professionalism. In other words, training activities are absolutely necessary because training includes participating in seminars, workshops, conferences, education and training in the form of discussions and this kind of thing gives teachers the opportunity to hone their skills (Trisnawati et al., 2018).

The results of research on the economic training activities of State High Schools in Bima City turned out to be in the category that needed to be further improved, or that

the involvement and seriousness of teachers at various scientific meetings such as seminars, conferences, training and writing workshops and scientific publications had to be further increased. The culture of writing is still low, which has an impact on the low quality of scientific work publications, which is also the main reason that training activities are important for teachers to improve their competence. Further development of motivation as a condition for promotion in rank and class so that everything is carried out in a positive manner. This situation has an impact on strengthening teacher competence because the results of research hypothesis testing show that training has a positive and significant effect on teacher competence. Research supports research (Byrne, 2010; Musfah, 2016; Wulandari & Sungkono, 2023) that schools that actively carry out training activities are successful in increasing teacher competency mastery.

Experience in training is the biggest factor influencing the professionalism of study field teachers, so study field teachers can make the most of their time to increase their knowledge and skills through training to increase teacher professionalism. Training experience can be obtained by developing experience in training such as curriculum development training, implementing MGMP (Subject Teacher Conference), training in preparing learning administration such as syllabus, lesson plans and curriculum which influence the level of knowledge, attitudes and skills, as well as teacher professional competence (Mulyawan, 2012).

The Effect of Achievement Motivation on Teacher Competence

The quality of national education, which is still relatively low, requires qualified (competent) teachers because it has been proven that teachers are the historical pillars of a nation's educational progress, and for this purpose, teachers must have achievement motivation. "Without motivation we stop acting

and doing something we want to achieve and we will stop believing that we are capable of being whatever we want, therefore every day we always motivate ourselves, because when we are motivated we have strength, ideas and dreams and we "will have the strength to pursue that dream with our unbounded belief that we will achieve it," said (Musfah, 2016)

The link is achievement motivation, based on the results of a questionnaire regarding the achievement motivation of public high school teachers in Bima City, it is classified as quite high. This reflects that motivation needs to be increased further because the researchers' findings show that achievement motivation has a significant effect on the competence of economics teachers. Research supports the opinion of (Mulyasa, 2017; Musfah (2016) that the main factor is the low competence and professionalism of Indonesian teachers due to lack of teacher motivation in improving their own quality. Low teacher competency is a result of low teacher motivation to excel; High motivation can overcome all inherent obstacles to the teacher.

The results of this research support research (Pongoh, 2014; Suyatno et al., 2019) that achievement motivation influences competency development. Further mentioned It is natural that teachers who have high achievement motivation will have better mastery of their competencies because teachers who have motivation will carry out school assignments or be responsible for their work, determine the grades to be achieved or set standards of excellence, try to work creatively, and always strive to achieve ambition.

The Effect of Economic Welfare on Teacher Competence Through Achievement Motivation

Increasing teacher professionalism has been designed in such a way with the main aim being to increase teacher competence, both pedagogical competence, personality competence and social competence in delive-

ring the Indonesian generation to become a superior generation. Teacher certification has been implemented. The aim is to increase teacher professionalism in the learning and education process (Masrurroh, 2014).

There are two hopes with this teacher and lecturer certification program. On the one hand, teachers want increased welfare, on the other hand there is a demand for professionalism in carrying out their duties. How do teachers perform after obtaining a professional certificate? How is the welfare of teachers after receiving double the salary? Is there a significant increase in performance in accordance with the demands of the profession? This question is often intriguing and the simplest answer is an increase or addition to your salary every month. But unfortunately, up to now, the salary problem is still hampered by not being able to receive it regularly every month. Don't know why it happened like that. Rationally, teachers who have received a decree and certificate will receive their right, namely to receive a salary in accordance with existing provisions/regulations. Will increasing salaries like that automatically improve teacher welfare? This still needs to be questioned, because the majority of teachers before certification could be said to live below the poverty line or just barely (, (Masrurroh, 2014).

Teacher welfare can not only be measured by the amount of salary and allowances as well as other additional income, but must also be looked at in terms of responsibility for fulfilling life's needs such as daily necessities, children's and family education costs. Apart from that, teacher welfare needs to be seen from a broad perspective, such as teacher economic behavior so that it is found to be directly proportional between competence and teacher income. Of course, since most teachers received professional certification allowances, their professionalism has increased as research results (Wedasuwari et al., 2023) show that teachers who have been certified, and 80 students were involved in filling out the teacher's teaching behavior questionnaire or Teacher Behavior Inventory (TBI) which includes as-

pects of clarity, enthusiasm, interaction, organization, speed, disclosure, speaking ability and interpersonal relationships show that the teaching behavior of post-certification State High School teachers is in the good category.

Will increasing salaries like that automatically improve teacher welfare? This still needs to be questioned, because the majority of teachers before certification could be said to live below the poverty line. The research results show that teacher welfare does not have a significant influence on teacher competence through achievement motivation. In other words, the previously proposed research hypothesis was rejected. The results of the research show that teachers feel they do not have a high level of welfare because it is not directly proportional to the increase in income and allowances with family needs, thus resulting in low achievement motivation in increasing competence. The income level of teachers who receive allowances is very lower compared to non-teacher civil servants who work in central or regional government agencies who receive performance allowances (Mulyasa, 2017).

The Effect of Training on Teacher Competence Through Achievement Motivation

As professionals, teachers are required to validate their knowledge, both through self-study and through coaching and development programs instituted by the government. Coaching is an effort to increase teacher professionalism which can be done through seminars, training and education activities. Teacher development is carried out within the framework of professional and career development. Teacher professional development includes the development of pedagogical competence, personality competence, professional competence and social competence. Career development as referred to includes assignments and promotions (Masrurroh, 2014).

Education and training activities are programs that have proven to be the most effective in increasing teacher competency. Short-term training must truly formulate training objectives in accordance with the needs

for developing teacher professionalism. This can be done based on a study of the results of identification and analysis of problems as well as the need for teacher competency development. Apart from that, training activities are also developed, not only developing competencies, but must first increase teacher achievement motivation. The research results show that both directly and indirectly through achievement motivation training can increase teacher competence. The research results support research (Mulyawan, 2012; Saifulloh et al., 2012) 2012) that training is the most effective way to increase one's competence. Every institution that discovers and needs new skills must assign workers to take part in training activities.

Implication

The discussion of research results and hypothesis testing illustrates that increasing teacher competence needs to start from within the teacher, namely awareness and a teacher's ability to always excel. Achievement motivation is the key to continuously improving service competence as a professional teacher. Teachers who have achievement motivation have indicators of being diligent, planning for the future, high curiosity, always working hard, don't like wasting time, and are confident in their actions.

Without achievement motivation, teachers with a high level of well-being will not have a positive impact on increasing teacher competence. Likewise with training activities organized or participated in by teachers, if they are not based on achievement motivation then the training activities cannot be implemented practically, especially since the material is not relevant to the problem being solved.

The above is proven by research results that achievement motivation is an intervening variable that significantly influences teacher competence.

CONCLUSION

Efforts to increase teacher competency must be through training activities and increasing the achievement motivation of each teacher. The research results show that the higher and more relevant the training activities and achievement motivation, the higher the teacher's competence. Meanwhile, teachers' economic welfare, both directly and indirectly, was found not to significantly influence the increase in teacher competence. Therefore, the research recommendation is that the formulation of teacher competency development policies prioritize problem-based education and training activities and the need for teacher competency development, and it is important for teachers to adapting income to economic behavior and the aim of providing allowances is to make teachers more motivated to improve competence.

REFERENCES

- Adam, F., & Kamase, J. (2019). The effect competence and motivation to satisfaction and performance. *International Journal of Scientific and Technology Research*, 8(3), 132–140.
- Agussalim. (2022). Pengaruh Kesejahteraan Ekonomi, Pelatihan Dan Motivasi Berperestasi Terhadap Kompetensi Guru Ekonomi. *Jurnal PenKoMi:Kajian Pendidikan & Ekonomi*, 5(1), 36–50.
- Alamdari, S. K., & Mehrabi, J. (2014). The Relationship Of Stress And Occupational Motivation In Managers Of Social Welfare. *Indian Journal of Fundamental and Applied Life Sciences*, 4, 2276–2287.
- Blannin, J. (2020). The Role of the Teacher in Primary School Web 2.0 Use. *Contemporary Educational Technology*, 6(3), 188–205. <https://doi.org/10.30935/cedtech/6149>
- Byrne, A. (2010). The Effect of Education and Training on Mental Workload in Medical Education. *European and Mediterra-*

- nean *Conference on Information Systems*, 1012(April 2010), 258–266. https://doi.org/10.1007/978-3-030-14273-5_15
- Collins, T., Cornish, A., Hood, J., Degeling, C., Fisher, A. D., Freire, R., Hazel, S. J., Johnson, J., Lloyd, J. K. F., Phillips, C. J., Tzioumis, V., & McGreevy, P. D. (2018). Importance of welfare and ethics competence regarding animals kept for scientific purposes to veterinary students in Australia and New Zealand. *Veterinary Sciences*, 5(3). <https://doi.org/10.3390/vetsci5030066>
- Cowling, A., & Mailer, C. (2013). Managing human resources. In *Managing Human Resources*. <https://doi.org/10.4324/9780080928807>
- Ghozali, I. (2018). Model persamaan struktural: Partial Least Square Path Modelling (PLS-PM). Semarang: Badan Penerbit Universitas Diponegoro.
- Hair. (2016). Estimation issues with PLS and CBSEM: Where the bias lies! *Journal of Business Research*, 3(10). <https://doi.org/349–383>. https://doi.org/10.1163/_q3_SIM_00374
- Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal Of Engineering And Science*, 4(2), 1–12. www.theijes.com
- Hasibuan. (2020). *Manajemen Sumber Daya Manusia* (3rd ed.). Jakarta: Bumi Aksara.
- Hidayat, Alwi, M., & Setiawan, Y. (2017). the Training and Competence Effect of Pt Batik Trusmi Cirebon'Semployee Performance. *Jurnal Aplikasi Manajemen*, 15(2), 346–354. <https://doi.org/10.21776/ub.jam.2017.015.02.19>
- Inspektorat Kementerian PUPR. (2020). Indonesia dalam peringkat Human Development Index. http://itjen.pu.go.id/single_kolom/23
- Katidjan, P., Pawirosumarto, S., & Yuliani, T. (2018). The effect of competence, training, and compensation to employment performance. *European Research Studies Journal*, 21(3), 280–292. <https://doi.org/10.35808/ersj/1060>
- Kaunang, Y. P. S. (2020). the Influence of Competence, Motivation and Organizational Commitment To the Performance of Financial Management of Work Unit Government Development in Minahasa Regency. *Accountability*, 9(1), 1. <https://doi.org/10.32400/ja.28164.9.1.2020.1-7>
- Kemedikbud. (2020). Neraca Pendidikan Daerah: Tabel di bawah ini memuat informasi tentang Uji Kompetensi Guru di Indonesia. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. <https://npd.kemdikbud.go.id/?appid=ukg> (diakses 15 April 2021 di Bima)
- Kulla, S. K. (2017). Kompetensi Guru Terhadap Kinerja Guru Smk Di Kabupaten Sumba Barat. 1(2), 79–90.
- Kurniawan, D. A., Guswandi, & Sodikin, A. (2018). the Effect of Competence and Motivation on Employee Performance Through Employees Capabilitieson Pt. Binasinara Amity. *International Journal of Research Science & Management*, 5(5), 48–60. <https://doi.org/10.5281/zenodo.1249804>
- Maharani, A., Intan, S., Mahlani, S. A., & Berlian, C. W. (2020). Flexible Working Arrangement, Stress, Worklife Balance And Motivation: Evidence From Postgraduate Students As Worker. *Jurnal Organisasi Dan Manajemen*, 16(2), 196–213. <https://doi.org/10.33830/jom.v16i2.1022.2020>
- Makovec, D. (2018). The Teacher's Role and Professional Development. *International Journal of Cognitive Research in Science, Engineering and Education*, 6(2), 33–45. <https://doi.org/10.5937/ijcrsee1802033M>
- Masruroh, F. (2014). Dampak Sertifikasi Sebagai Program Peningkatan Profesionalisme Guru Terhadap Kesejahteraan Dan Kinerja Guru. *Progresiva : Jurnal Pemikiran Dan Pendidikan Islam*, 4(1). <https://doi.org/10.22219/progresiva.v4i1.1809>
- Mulyasa, E. (2017). *Standar Kompetensi dan Sertifikasi Guru*. PT Remaja Karya Putra.
- Mulyawan, B. (2012). Pengaruh Pengalaman dalam Pelatihan terhadap Peningkatan

- Kompetensi Profesional Guru. *Jurnal Undiksha*, 11, 45–65. <https://ejournal.undiksha.ac.id/index.php/MKFIS/article/view/453>
- Munandar, M., Wibowo, F. C., & Rosita, T. (2019). Effect of welfare and teaching motivation on professional competence of elementary teachers using participatory action research (Par) methods. *International Journal of Scientific and Technology Research*, 8(11), 1975–1978.
- Munawir, M., Aisyah, A. N., & Rofi'ah, I. (2022). Peningkatan Kemampuan Guru Melalui Sertifikasi. *Jurnal Ilmiah Profesi Pendidikan*, 7(2), 324–329. <https://doi.org/10.29303/jipp.v7i2.360>
- Musfah. (2016). Peningkatan Kompetensi Guru; Melalui Pelatihan dan Sumber Belajar, Teori dan Praktik. Kencana Prenada Group.
- Mustikawati, E., & Qomariah, N. (2020). The Effect of Education , Training and Competency on Teacher Performance. *International Journal of Business and Management Invention (IJBMI)*, 9(10), 14–20. <https://doi.org/10.35629/8028-0910031420>
- Nabila, R. A., Embun Luthfi Shodiqoh, & Sania Putri Cahyaningrum. (2023). Analisis Kebijakan Kesejahteraan Guru Terhadap Peningkatan Kualitas Pendidikan. *BASA Journal of Language & Literature*, 3(1), 26–31. <https://doi.org/10.33474/basa.v3i1.19706>
- Pongoh, S. (2014). The Effect of Principal Leadership and Achievement Motivation on Teaching Competence of Public School Teacher in Manado City. *Journal of Education and Practice*, 5(1), 139–146.
- Pratama, L. D., & Lestari, W. (2020). Pengaruh Pelatihan Terhadap Kompetensi Pedagogik Guru. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 04(01), 278–285.
- Saggaf, M. S., Salam, R., & Wirawan, H. (2018). The Influence of Teacher's Pedagogic Competence on Learning Motivation of Student of Office Administration Expertise Package. 127(Icaaip 2017), 111–114. <https://doi.org/10.2991/icaaip-17.2018.24>
- Saifulloh, M., Muhibbin, Z., & Hermanto, H. (2012). Strategi Peningkatan Mutu Pendidikan Di Sekolah. *Jurnal Sosial Humaniora*, 5(2), 206–218. <https://doi.org/10.12962/j24433527.v5i2.619>
- Sanjaya, A. D. I. (2018). Pengaruh Kompetensi, Kompensasi Dan Lingkungan Kerja Terhadap Kinerja Karyawan. *Jurnal Fakultas Ekonomi Universitas Udayana*, 2(1), 205–224.
- Sari, H. (2020). Peningkatan Kompetensi Guru Dalam Implementasi Kurikulum Merdeka (Ikm) Melalui in House Training (Iht) Di Sdn Tlekung 02 Kota Batu. *Jurnal Pendidikan Taman Widya Humaniora (JPTWH)*, 1(4), 318–339.
- Sriyono. (2020). Pengaruh Sertifikasi Dalam Peningkatan Profesionalisme Guru Anak Sekolah Dasar. *Trapsila: Jurnal Pendidikan Dasar*, 2(02), 97. <https://doi.org/10.30742/tpd.v2i02.1118>
- Statistik Badan Pusat Kota Bima. (2021). Jumlah Sekolah, Guru, dan Murid Sekolah Menengah Atas (SMA) di Bawah Kementerian Pendidikan dan Kebudayaan Menurut Kecamatan 2019-2021 (p. 1). Dikases 28-10-2021. <https://bimakota.bps.go.id/indicator/28/713/1/jumlah-sekolah-guru-dan-murid-sekolah-menengah-atas-sma-di-bawah-kementerian-pendidikan-dan-kebudayaan-menurut-kecamatan.html>
- Suyatno, Wantini, Baidi, & Amurdawati, G. (2019). The influence of values and achievement motivation on teacher professionalism at Muhammadiyah 2 high school Yogyakarta, Indonesia. *Pedagogika*, 133(1), 105–127. <https://doi.org/10.15823/p.2019.133.6>
- Trisnawati, K. A., Mareni, P. K., & Sudja, I. N. (2018). The Influence of Training, Leadership and Competency to Employee Performance with Employee Morale as Moderation Variables. *International Journal of*

Contemporary Research and Review, 9(04), 20735–20747. <https://doi.org/10.15520/ijcrr/2018/9/04/502>

Usman, B., Silviyanti, T. M., & Marzatillah, M. (2016). The Influence of Teacher's Competence towards the Motivation of Students in Learning English. *Studies in English Language and Education*, 3(2), 137. <https://doi.org/10.24815/siele.v3i2.4961>

Wedasuwari, I. A. M., Suciari, N. K. D., Susrawan, I. N. A., Budiningsih, D. N., Laksmi, N.

N. A. T., & Karinda, Y. O. (2023). Profile of Post-Certification Public High School Teachers' Teaching Behavior. *JPI (Jurnal Pendidikan Indonesia)*, 12(1), 21–29. <https://doi.org/10.23887/jpiundiksha.v12i1.56337>

Wulandari, A., & Sungkono, S. (2023). The Influence of Education, Training, and Competency on the Performance. *Journal Integration of Social Studies and Business Development*, 1(1), 6–9. <https://doi.org/10.58229/jissbd.v1i1.25>