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The Contribution of Social Media, Healthy Lifestyle, And Religion to Teacher Competence and Its Impact on Teacher Performance

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ABSTRACT

This study examines the contribution of social media, healthy lifestyle, and religion to teacher competence and performance. Testing and data analysis techniques used path analysis. Using the technique of Purposive Consecutive Sampling within one month, the respondents obtained 189 teachers. Data collection techniques using questionnaires. Based on the research results, it can be said that social media, lifestyle, and religion contribute to teacher competence and impact teacher performance. However, when viewed partially, other findings show that social media only contributes to teacher competence. A healthy lifestyle contributes to teacher competence and teacher performance. In contrast, religious variables do not contribute to teacher competence and teacher performance, and teacher competence contributes to teacher performance. Based on the proposed relationship scheme, it was found that teacher competence could not mediate the relationship between independent variables and teacher performance.

I. Introduction

One of the main objectives of vocational high school (SMK) is to produce graduates with competencies that align with the needs of the Industry and Job Market (IDUKA), preparing them for employment. However, this objective has not been fully achieved up to this point. According to data from the Central Statistics Agency (BPS), the unemployment rate in Indonesia over the past five years, based on educational levels, places vocational high schools (SMK) as the second largest contributor to unemployment after senior high school (SMA).

This factor is influenced by several aspects, including the lack of alignment between the competencies of graduates and the requirements of IDUKA, as well as the insufficient competencies of teachers. In response to this, an official directive (INPRES) has been issued to revitalize vocational high school (SMK) through four strategic points: curriculum revitalization, enhancement of educator quality and educational staff, strengthening collaboration with the business/industrial sector, and improving the quality of SMK graduates. A more in-depth analysis reveals that these four points of revitalization aim to produce graduates or human resources with competencies that align with the needs of IDUKA. As such, the role of teachers become extremely crucial, given that they act as facilitators in the learning process.

Based on the Teacher Competency Test (UKG) data in 2019, the competency of current vocational school (SMK) teachers can still be considered insufficient, with an average score of 67.45 (Kemendikbud, 2022). Therefore, educators and educational staff revitalization, especially teachers, is done through teacher certification and enhancing competence through internship programs, particularly for productive teachers who teach specialized skills. Before delving further into teacher competency, it is important to understand the role of a teacher, which involves classroom management, delivering instruction, and supervising students. To perform these tasks effectively, teachers need strong performance and competence.

In this research, teacher performance refers to clearly understanding the teacher's role. Teachers are responsible for overseeing all classroom activities to support student development. Hence, good performance is essential for effective classroom management and delivering lesson content. Research by Rahmatullah, (2016); Siri et al. (2020) shows that high teacher competency correlates with better teaching performance. This leads to the conclusion that these two aspects are interconnected. These findings

align with a study by Hakim (2015), which found that the four teacher competencies contribute to teaching performance and learning.

The improvement of teacher competence continues to be carried out through programs and needs to be developed by the teachers themselves as well. This is important because teacher competence is considered crucial in enhancing the competence of vocational school (SMK) graduates (Asfani et al., 2016; Magdalena et al., 2020; Widoyoko & Putro, 2013). Enhancing teacher competence not only elevates graduates' competence but also encompasses the multifaceted role of teachers as instructors, role models, supervisors, and educators. This shapes SMK graduates who possess competence and demonstrate noble character in line with religious norms and positive attitudes.

Several factors can influence teacher competence, and numerous studies have examined them, such as the impact of previous education (Lile & Bran, 2014), environmental influences (Sofyandi & Garniwa, 2007), the role of self-improvement (Tambunan, 2014), the connection to commitment and job satisfaction (Shukla, 2014), and so forth.

In addition to previously examined factors, there are essential components that need thorough examination due to their relevance to addressing emerging or recent issues, particularly those related to the COVID-19 pandemic, over the past few months. One of these factors pertains to the role of being a teacher. In addition to having requisite competencies, teachers are advised to continually stay updated on knowledge and media developments, especially in the context of vocational schools (SMK). This is crucial because the knowledge imparted must align with current societal needs and leverage the latest technologies.

A new orientation in implementing SMK revitalization is geared towards anticipating the Fourth Industrial Revolution (Industry 4.0), which significantly emphasizes incorporating technology within every organization (Ślusarczyk, 2018). The influence of Industry 4.0 extends to the education sector, where adopting its changes leads to more effective learning. Integrating various technologies also fosters greater creativity in instructional design by teachers (Hussin, 2018). This presents a fresh challenge for educators to harness technology to its fullest potential in teaching. Notably, one widely familiar technology extensively used by students today is social media.

Given the widespread use of social media among teenagers, integrating social media into education can be a viable alternative, considering students' familiarity with it. Research has shown that incorporating social media in learning impacts academic outcomes and specific skills, such as writing, while also fostering active student engagement (Bakeer, 2018; Kolan & Dzandza, 2018). This approach not only affects students but also teachers.

The use of social media influences teachers' creativity in utilizing media and resources simultaneously. Through social media, they gain insights into sourcing and presenting learning materials in more appealing digital formats (Kaur et al., 2015). Employing social media in education enables teachers to establish collaborative and communicative classroom environments, ultimately enhancing their creativity and understanding of their crucial roles (Carpenter & Krutka, 2015).

Referring to the Curriculum 2013 that emphasizes character education and the rise of cases involving violence or misconduct among adolescent's contrary to religious norms, character education instills religious and moral values through subject integration. Therefore, teachers should understand these spiritual and moral values to effectively integrate them into their subjects (Qoriah, 2013). Integrating religious aspects into subjects and implementing them during teaching shapes attitudes and character and enhances educational quality, supported by research conducted by Kortt & Drew (2019).

Understanding religion and its application in everyday activities also influences decision-making when addressing issues, ultimately affecting an individual's social capital (Park & Sharma, 2016). Social capital refers to relationships among individuals in a social context, focusing on mutual benefits.

It takes a lot of focus and energy to be a teacher responsible for leading daily lessons and ready to address problems from pupils with varying personalities. As a result, a teacher needs to keep up their health and energy. Law No. 39 of 2009 states that health maintenance can significantly impact productivity. Employee productivity and job performance are affected when employees with higher health risks take more absences than employees with lower risks (Usca et al., 2018).

Changes in habits towards a healthy lifestyle are necessary to enhance or maintain one's health. A healthy lifestyle here encompasses more than just practices avoiding illnesses; it also involves physical and mental well-being. An individual's healthy lifestyle can impact their behavior within a social environment, as adhering to a proper healthy lifestyle can influence decision-making and actions (Fleig, 2012). Based on these studies, it is crucial for teachers to maintain proper health through a healthy lifestyle to sustain the stamina that affects their performance as educators and enhances their competence.

Building on the preceding discussion, there is a need for research to determine the contribution or influence of religious aspects, social media, and healthy lifestyle habits of teachers on their competence. These factors are believed to support teacher performance as required and regulated by legislation. Through the research results that will be obtained later, researchers hope that the research results

can be used by teachers in developing the potential that exists in the use of social media, considering healthy lifestyles as a form of effort to increase productivity, and religion as a basis for good relationships between teachers and students.

II. Method

This research implemented a correlational study, which was calculated quantitatively and used a survey as the instrument to collect the data. This research aims to know how big the contribution of each observed variable. This research used Path Analysis as the technique to analyze the data. It was used to analyze the relationship pattern between variables to understand the influence of a set of independent (exogenous) variables on a dependent (endogenous) variable.

This study has three types of variables: independent variables (exogenous), intervening variables, and dependent variables (endogenous). The independent variables in this study are social media (X1), Religious Aspect (X2), and Healthy Lifestyle (X3). The intervening variable in this study is Teacher Competence (Y), while the dependent variable is Teacher Performance (Z). The relationship diagram between variables is shown in Figure 1.

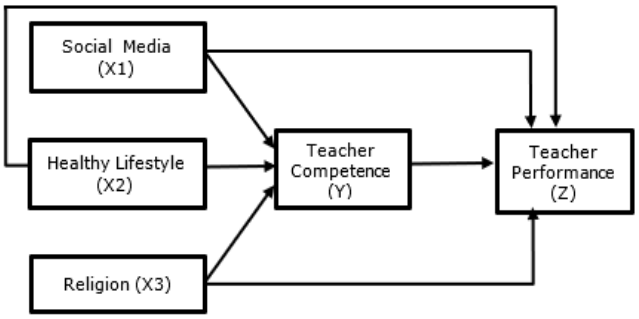

Fig. 1. FigExample of a Line Graph Using Contrasting Colors

Based on the relationship diagram between variables and the proposed hypotheses, sub-structures are created to facilitate analysis. The first substructure is shown in Figure 2, and the second is depicted in Figure 3.

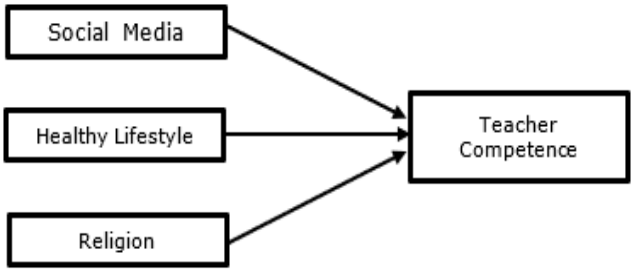

Fig. 2. Relationship Between Variables in the First Substructure

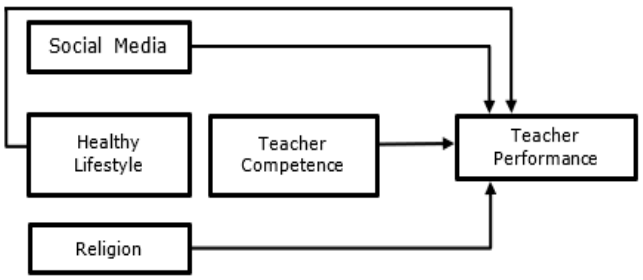

Fig. 3. Relationship Between Variables in the Second Substructure

In this study, the population consists of alumni of the Informatics Engineering Education program at UM who have become teachers. The sample size is determined based on data collection time spanning two months (September - October 2021), totaling 189 teachers. Data collection is carried out using a closed-ended questionnaire as the instrument. The questionnaire is divided into two parts: Questionnaire (A) for the variables of social media, healthy lifestyle, teacher competence, and teacher performance, utilizing a response scale divided into four categories (strongly agree, agree, disagree, strongly disagree). Questionnaire (B) is used for the religious aspect variable with a response scale (never done, done once, done 2-3 times, done more than 3 times), where the value ranges from 1 to 4 for the categories.

III. Results and Discussion

The variables to be analyzed are social media (X1), Healthy Lifestyle (X2), Religious Aspect (X3), Teacher Competence (Y), and Teacher Performance (Z). This descriptive analysis aims to present or provide an overview of the data for each research variable. The depiction of results for each variable based on all respondents seen in Figure 4.

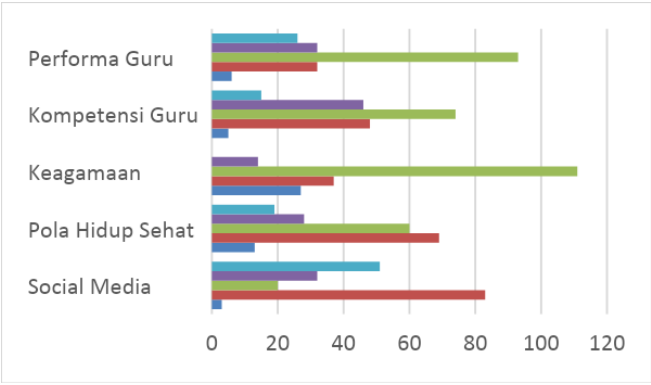

Fig. 4. Frequency Distribution Graph of Variable Based on Categories

Hypothesis testing employs multiple regression analysis. This analysis is utilized to determine the presence and extent of the combined influence of independent variables on the dependent variable. It is important to note

that before hypothesis testing is conducted, the collected data must meet the prerequisites of the research or classical assumptions.

The enormity of the simultaneous influence of the independent variables on the dependent variable is presented in Table 1.

Table 1. Results of F Test and Coefficient of Determination

Model	Independent (Exogenous) Variable	Dependent (Endogenous) Variable	Sig.	R Square
First Substructure	X1, X2, X3	Y	.000[a]	.445
Second Substructure	X1, X2, X3, Y	Z	.000[a]	.539

Based on Table 1, it is evident that the Sig value is < 0.05. This leads to the conclusion that H0 is rejected and H1 is accepted. Consequently, there is a collective contribution among the independent variables, social media (X1), Healthy Lifestyle Pattern (X2), and Religiousness (X3), towards the dependent variable, Teacher Competence (Y), with a magnitude of 44.5% for the first substructure. Furthermore, there is a collective contribution among the independent variables, social media (X1), Healthy Lifestyle Pattern (X2), and the dependent variable, Teacher Competence (Y), acting together or simultaneously towards the dependent variable, Teacher Performance (Z), with a magnitude of 53.9% for the second substructure.

Following the F-test, the hypothesis testing continues with partial T-tests to assess the individual contributions of each independent variable to the dependent variable. The partial T-test outcomes, including each independent variable's calculated contributions, are presented in Table 2.

Table 2. T-Test Results and Magnitude of Contributions

Model	Variable Name	Sig	Details	Level of Influence ***nilai beta X*** × ***nilai zero order*** × **100** %
Substruktur Pertama	Social Media	.000	There is a contribution of social media to the teacher's competence	$0{,}253 \times 0{,}547 \times 100\ \% = 13{,}84\%$
	Healthy Lifestyle	.000	There is a contribution of a healthy lifestyle to teacher competence.	$0{,}468 \times 0{,}629 \times 100\ \% = 29{,}43\ \%$
Second Substructure	Religion	.401	There is no contribution of religiosity to teacher competence.	-
	Social Media	.123	There is no contribution of social media to teacher performance.	-
	Healthy Lifestyle	.000	There is a contribution of a healthy lifestyle to teacher performance.	$0{,}279 \times 0{,}625 \times 100\ \% = 17{,}44\ \%$
	Religion	.769	There is no contribution of religiosity to teacher performance.	-
	Teacher Competence	.000	There is a contribution of teacher competence to teacher performance.	$0{,}458 \times 0{,}687 \times 100\ \% = 31{,}46\ \%$

Based on Table 1, the R Square value of 0.445 indicates that the independent variables influence the dependent variable by 44.5% simultaneously. Based on this contribution value, the error (ε) is calculated using the formula √(1-R^2), resulting in an error value (ε1) of √ (1-〖0.445〗 ^2=0.89) for the first substructure. Utilizing the beta values from the Standardized Coefficients in Table 2 for each variable, the following equations are obtained:

$$Y = \rho YX_1 + \rho YX_2 + \rho YX_3 + \rho Y\varepsilon 1$$

$$Y = 0{,}253X_1 + 0{,}468X_2 + 0{,}049X_3 + \varepsilon 1$$

As for the second substructure, the R Square value is 0.539, indicating that simultaneously, the independent variable influences the dependent variable by 53.9%. Based on the contribution value, the error value (ε) is obtained using the formula so that the error value (ε2) in the second substructural is. Based on the beta value in the Standardized Coefficients in Table 2 for each variable, the following equation is obtained:

$$Z = \rho ZX_1 + \rho ZX_2 + \rho ZX_3 + \rho ZY + \rho Z\varepsilon 2$$

$$Z = 0{,}103X_1 + 0{,}279X_2 + (-0{,}016X_3) + 0{,}458Y + \varepsilon 2$$

Therefore, from the results of the hypothesis testing, the substance of the path coefficients and the Sig values in the new relationship scheme can be observed in Figure 5.

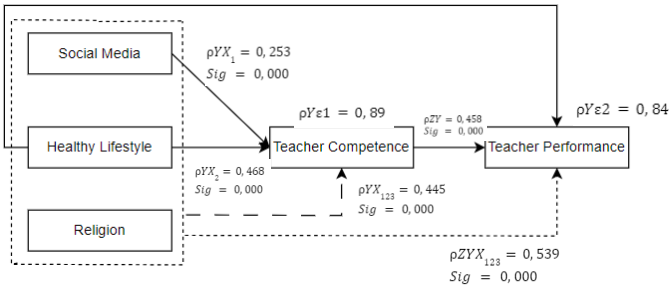

Fig. 5. Relationship Scheme Between Variables After Hypothesis Testing

Based on the conducted analysis, here is the discussion regarding the analysis results, research findings, and their relation to previous studies in accordance with the research hypothesis. First, we will address the findings of the first substructure. Other findings are presented in Table 2, showing that social media contributes significantly by 13.84% to teacher competence. The positive coefficient value indicates that an increase in the use of social media corresponds to an increase in teacher competence.

The findings of this research are supported by a study conducted (Lindsay & Gitelman, 2012), which highlights the significant benefits of using social media for sharing various forms of knowledge and information among users, enabling collaborative learning and competence development. Furthermore, the role of social media in enhancing an individual's competence is also evident from various other advantages, such as (1) users sharing topic-specific information for discussions, (2) the utilization of hashtags for connectivity, thus broadening discussions by linking to other concepts, and (3) enhancing cognitive abilities and information processing (Hemsley et al., 2018).

Nevertheless, based on the data presented in Figure 4, the highest percentage of teachers using social media is still relatively low, at 44%. Therefore, despite the positive correlation between social media usage and teacher competence, it is hoped that teachers can further enhance their utilization of social media. This can serve both their professional development and facilitate improving their social connections (Edosomwan et al., 2011). The usage of social media can serve various purposes, such as enhancing teacher competence and serving as a learning tool to increase student engagement in the classroom (Mbodila et al., 2014), since the use of social media can also enhance students' learning outcomes (Masoud-ul-Hassan et al., 2014).

Furthermore, Table 2 shows that a healthy lifestyle significantly contributes 29.84% to teacher competency. The value of the coefficient is positive, so this shows that if the teacher's healthy lifestyle increases, the teacher's competency will also increase. The findings align with the research conducted (Usca et al., 2018), that a healthy lifestyle contributes to a person's career on three main factors: attitude, knowledge, and skills. In addition, referring to the selection of food as the nutrition needed for a healthy lifestyle provides a relationship to the competence of teachers and their daily lives (Beinert et al., 2022).

After reviewing the results of the intervariable description analysis, by looking at the frequency distribution in Figure 4 and calculating the percentage, there are 75% of teachers using a healthy lifestyle in the moderate to very high category, and as many as 25% in the low to deficient category. Furthermore, as many as 71% of teachers have teacher competence in the moderate to very high category, and as many as 29% in the low to very low category. The difference between the distribution of frequencies is not much, namely 4%. It can be interpreted that the two variables have almost the same distribution, so the relationship between the two variables is positive and linear.

Continuing the discussion in Table 2, the results show that religion does not make a direct significant contribution to teacher competency; this is indicated by a significance value of 0.401. To see more clearly the strength of the relationship between religion and teacher competence through correlation analysis, the r value for the relationship between the two variables is 0.243, which, according to the category, the strength of the relationship between the two variables is included in the low category (Sugiyono, 2010). Based on the findings, the low category in this relationship can be strengthened if the religious variable and other variables / simultaneously affect teacher competence. Therefore, from the findings obtained, the relationship path in the structural model will not be used.

Based on the results of the descriptive analysis in Figure 4, religion, or the application of religious values in everyday life by teachers, is at most 59% in the sufficient category. This is like the data obtained that teacher competency is at most obtained 39% in the sufficient category, so it can be said that the level of religious practice has a score like teacher competence. These findings align with research conducted by (Zubairu & Sakariyau, 2016). It stated that the levels obtained in religious practice with academic performance are the same. Even though the results of the study affirmed that there is no direct and significant contribution to teacher competence, the application of religious values in everyday life still needs to be done because religious practices carried out by teachers can provide changes in student achievement towards a better direction (Ali et al., 2019). Further, students also have better future planning because it increases their Locus of Control (LoC), and their social relations will also improve (Koenig, 2013).

Based on the results of direct path analysis for the simultaneous relationship of social media healthy lifestyles to teacher competence, the hypothesis is accepted, which can be interpreted that social media variables, healthy lifestyles, and religion directly and jointly make a significant contribution by 44.5% of teacher competence. Simultaneous contributions to these three variables are included in the medium category because they cannot reach more than 50%.

Further, Table 2 shows that one of the independent variables, namely religion, does not contribute to teacher competence. However, the results of the simultaneous analysis of all independent variables show the opposite result, so it can be interpreted that religion contributes to competence. Teachers who are in line with the results of research from (Hermawan et al., 2017), this can be construed that the contribution of a region is of very little value, and the contribution can be seen when it is together with other independent variables.

Furthermore, the second substructure in Table 2 shows the results of the analysis of the relationship between the independent variables partially to the dependent variable. The first finding in the table is that social media does not make a direct significant contribution to teacher competency, indicated by a significance value of 0.123. To see more clearly the strength of the relationship between social media and teacher performance through correlation analysis, the r value for the relationship between the two variables is 0.514. Accordingly, the strength of the relationship between the two variables is included in the medium category (Sugiyono, 2010).

In Figure 1, there is an intervening variable between social media and teacher performance, namely teacher competency, which might be able to strengthen the relationship between social media and teacher performance through an indirect relationship. Therefore, additional calculations are carried out to see more clearly the total relationship owned, and the following is the calculation for the indirect relationship:

$$X_1 \ with\ respect\ to\ Z\ through\ Y = \rho ZX_1 \times \rho YX_1$$

$$X_1 \ with\ respect\ to\ Z\ through\ Y = 0{,}103 \times 0{,}253 = 0{,}026$$

By observing the results of the indirect relationship that social media holds towards teachers' performance through teacher competence, a value of 0.026 is obtained. This value is smaller compared to its direct relationship, which is 0.103. Therefore, it can be concluded that teacher competence cannot mediate the relationship between social media and teacher performance, and the relationship path in the structural model will not be utilized.

In Table 2, it is indicated that a healthy lifestyle significantly contributes 17.44% to teachers' performance. The coefficient value is positive, signifying that improving a healthy lifestyle would also enhance teacher performance. By adopting a healthy lifestyle, teachers' physical and mental health will be better maintained, which significantly influences teacher performance, playing a role in the development of teaching and learning (Jimenez, 2021). Maintaining a healthy lifestyle has gained even more attention, especially in the past two years, due to the presence of COVID-19, which has required teachers to conduct remote teaching from home. This is based on research conducted by (Aperribai et al., 2020), which further reinforces the idea that maintaining a healthy lifestyle not only impacts teachers' teaching performance but also reduces the stress level among teachers, given the increased workload compared to before.

Upon revisiting the results of the intervariable descriptive analysis by examining the distribution of frequencies, Figure 4 indicates that 75% of teachers adhere to a healthy lifestyle in the categories ranging from moderately high to very high, while 25% fall within the low to deficient categories. Additionally, 69% of teachers exhibit teaching performance in moderately high to very high categories, with 41% falling within the common to deficient categories. The difference between these distributions is moderate, around 6%, which can be interpreted as the fact that a healthy lifestyle in the moderately high to very high category can enhance teaching performance in the same category. This implies that the relationship between these two variables is positive and linear.

Moreover, another significant finding is depicted in Figure 1, which illustrates the proposed interrelationship between variables. It can be observed that between the healthy lifestyle and teacher performance variables, there exists an intervening variable, namely teacher competence. This intervening variable might potentially strengthen the connection between a healthy lifestyle and teacher performance through an indirect relationship. As a result, additional calculations were conducted to elucidate the total relationships at play further. The following are the calculations for the indirect relationship:

$$X_2 \ with\ respect\ to\ Z\ through\ Y = \rho ZX_2 \times \rho YX_2$$

$$X_2 \ with\ respect\ to\ Z\ through\ Y = 0{,}279 \times 0{,}468 = 0{,}131$$

By examining the results of the indirect relationship that a healthy lifestyle holds towards teacher performance through teacher competence, a value of 0.131 is obtained. This value is smaller compared to its direct relationship, which is 0.279. Therefore, it can be concluded that teacher competence cannot mediate the relationship between a healthy lifestyle and teacher performance.

Based on the data in Figure 4, most teachers have a relatively low level of adherence to a healthy lifestyle, at 36%, followed by 32% in the moderate category.

Therefore, considering the beneficial correlation between a healthy lifestyle and teacher performance, it is hoped that teachers would adopt healthier lifestyles more frequently. Given the sensitive role of teachers, as they directly interact with students as living beings, the healthy lifestyle practices embraced by teachers could potentially influence their students to follow suit (Pirzadeh et al., 2012).

Additionally, Still referring to Table 2, the findings indicate that religiosity does not directly contribute significantly to teacher competence, as evidenced by its significance value of 0.769. To better understand the strength of the relationship between social media and teacher performance through correlation analysis, an r value of 0.195 is obtained for the relationship between the two variables. According to categorization, the strength of the relationship between these two variables falls into the "deficient" category (Sugiyono, 2010).

Figure 1 shows that between religiosity and teacher performance, there is an intervening variable, namely teacher competence. This intervening variable might potentially enhance the connection between religiosity and teacher performance through an indirect relationship. Therefore, additional calculations were conducted to provide a clearer insight into the total relationships at play. The following are the calculations for the indirect relationship:

$$X_3 \ with\ respect\ to\ Z\ through\ Y = \rho ZX_3 \times \rho YX_3$$

$$X_3 \ with\ respect\ to\ Z\ through\ Y = 0{,}016 \times 0{,}049 = 0{,}001$$

By examining the results of the indirect relationship that religiosity holds towards teacher performance through teacher competence, a value of 0.001 is obtained. This value is smaller compared to its direct relationship, which is 0.016. Therefore, it can be concluded that teacher competence cannot mediate the relationship between religiosity and teacher performance, and the relationship path in the structural model will not be utilized.

The last variable regarding partial relationships in Table 2 reveals that teacher competence significantly contributes 31.46% to teacher performance. The coefficient value is positive, indicating that an increase in teacher competence would also lead to an improvement in teacher performance. These results are also supported by research conducted by (Riance, 2019) stating that the competence possessed by teachers influences teacher performance. Enhancing teacher performance is more significant for educators who have acquired competencies and can be substantiated by certifications obtained from various institutions (Amalia & Saraswati, 2018).

Upon reviewing the results of the intervariable descriptive analysis by examining the distribution of frequencies, Figure 4 indicates that 71% of teachers possess teacher competence falling within the moderately high to very high categories, with 29% falling within the low to very low categories. Additionally, 69% of teachers exhibit teaching performance in moderately high to very high categories, with 31% falling within the low to very low categories. The difference between these distributions is moderate, around 2%, which can be interpreted as the fact that competence in the moderately high to very high category can enhance teaching performance in the same category. This implies that the relationship between these two variables is positive and linear.

Nevertheless, based on the data in Figure 4, most teachers have a competence level classified as moderate, at 39%, followed by 26% falling within the low category. Hence, it is hoped that, given the positive relationship between teacher competence and teacher performance, teachers would further enhance their competencies to achieve better performance as well.

According to the direct path analysis in Table 1 for the simultaneous relationship of independent variables, namely social media, healthy lifestyle, religiosity, and teacher competence, they collectively contribute significantly by 53.9% to teacher performance. However, as indicated in Table 2, the partial analysis reveals that the independent variables, social media, and religiosity, do not individually contribute significantly to teacher performance, either directly or indirectly. However, the simultaneous analysis of all independent variables shows the opposite result. This suggests that the contributions from social media and religiosity are tiny in isolation, but their effects become more evident when considered alongside other independent variables."

IV. Conclusion

Based on the results of the research that has been done, it can be concluded that social media, lifestyle, and religion together contribute to teacher competency and impact teacher performance. However, suppose the other findings are viewed partially. In that case, social media only contributes to teachers' competence. A healthy lifestyle contributes to teacher competence and teacher performance. In contrast, religious variables do not contribute to teacher competence and teacher performance, and teacher competence also contributes to teacher performance. Based on the proposed relationship scheme, it was found that teacher competency could not mediate the relationship between the independent variables and teacher performance, as evidenced by the value of the direct variable relationship being more significant than the indirect relationship. The variables in this study are limited to factors that include certain objects and respondents. Therefore, other researchers are expected to be able to examine other factors that influence teacher competence and teacher performance so that teachers can find out what factors can contribute and apply them. In addition, it is recommended not only to use a questionnaire on teacher competency and performance variables but also

to use documentation in the form of training certificates and the results of evaluations of teacher supervision conducted by schools.

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