

Teacher Performance Analysis Based on Competency and Work Motivation (A Case Study of Teachers at SD Islam Terpadu Insan Kamil Cimahi)

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Abstract

Teacher performance is an important factor in determining the success of the educational process. However, based on the results of interviews at SD Islam Terpadu Insan Kamil Cimahi, several obstacles were still found, such as the lack of teacher performance assessment and the lack of optimal integration of the Independent Curriculum with the integrated Islamic curriculum. Therefore, competence and work motivation need to be considered to support the improvement of teacher performance. This study aims to analyze competence, work motivation, teacher performance, as well as the role of competence and work motivation in improving teacher performance at SD Islam Terpadu Insan Kamil Cimahi. This study uses a qualitative method with data collection techniques in the form of interviews, observations, and documentation. The research informants consisted of 1 principal and 6 teachers, while the validity of the data was tested through triangulation of sources, techniques, and theories. The results of the study show that teachers' competence and work motivation are in the good category. Competence is reflected in the aspects of knowledge, understanding, skills, attitudes, and interests, while work motivation is seen from the spirit of achievement, responsibility, recognition, and development of one's potential. Teacher performance is also in the good category based on aspects of work quality, work quantity, punctuality, initiative, and independence. This study concludes that competence and work motivation play an important role in improving teacher performance so that the implementation of learning tasks can take place more optimally.

INTRODUCTION

Education is an important foundation in national development because it functions to improve the quality of human resources and create a generation that is able to compete globally. Until 2023, the level of education of the Indonesian people shows development, one of which is shown by the decrease in the illiteracy rate to 1,71% of the total population aged 15–59 years (Ministry of Education and Culture, 2021). However, various challenges are still faced, including equitable distribution of teacher quality and improving the performance of educators as the main factors for the success of the education process. SD IT Insan Kamil is one of the private elementary schools under the auspices of a foundation and operates as a private educational institution that focuses on the development of academic competencies and Islamic values.

According to Aulalia & Abdurahman (2024) performance refers to the results achieved by an organization, both profit-oriented and non-profit-oriented, over a given period. According to Arman & Tahwin (2025) teacher performance can be seen from student academic achievements, student involvement, and learning products, such as teaching tools, learning media, and evaluation. The performance of teachers at SD IT Insan Kamil Cimahi has not fully shown optimal conditions.

Several obstacles are still found, such as the lack of maximum curriculum integration, limited number of teachers, unbalanced time management between administration and learning, and the need to increase innovation in the learning process. This condition shows that teacher performance still needs to be improved to support the effectiveness of education in schools. This can be seen in the table as follows:

Table 1. Teacher Performance Assessment at SD IT Insan Kamil Cimahi, 2025

Score	Final Grade	Category	Number of Employees (People)	Percentage
>96	A	Excellent	1	14,3%
86-95	B	Good	1	14,3%
66-85	C	Enough	3	42,9%
51-65	D	Less	2	28,6%
<50	E	Very Less	-	-
TOTAL			7	100%

Sources: SD IT Insan Kamil Cimahi (2025)

Based on Table 1, it is known that one teacher (14.3%) is in the excellent category, one teacher (14.3%) is in the good category, three teachers (42.9%) are in the enough category, and two teachers (28.6%) are in the less category. The distribution shows that most teachers are still in the category of enough and less, so that the overall performance of teachers is not optimal. This condition indicates that efforts are still needed to improve the aspects of learning implementation, administration, and professional competence development of teachers. Although the government has implemented various regulations and certification systems to encourage the performance of educators, its effectiveness in the field is still not optimal (Romi, 2024). Performance improvement is highly anticipated by both teachers and organizations, as it can contribute to the smooth running of the organization (Hidayat & Prabowo, 2024).

According to Tsauri (2013) Competence is the ability to carry out tasks based on knowledge and skills. Based on the results of interviews with the Principal and teachers of SD IT Insan Kamil Cimahi, the lack of a competency test for teachers is one of the factors that affect the quality of learning. This is related to teacher competence, especially pedagogic aspects, where teachers face problems such as striking differences in students' abilities that make it difficult to implement differentiation strategies, limited media and active learning methods, especially in integrating Islamic values, difficulties in managing time between administration and learning, and evaluations that still focus on the cognitive realm and do not include affective aspects. This condition shows the need for systematic teacher competency development to increase learning effectiveness.

Another factor that affects performance is work motivation. According to Romi et al., (2022) Identify two sources of motivation, namely psychological encouragement from superiors (optimism and support for achieving targets) and a formal performance-based reward system (contingent reward/key performance index). Work motivation is the drive that arises from outside and within each individual that makes a person more enthusiastic about working to achieve certain goals (Ahmadiansah, 2020: Fauzia & Lestari, 2024). Employees who feel satisfied and motivated will demonstrate exceptional work skills such as empathy, creativity, and sincerity in work (Romi et al., 2021). Based on the results of interviews with teacher at SD IT Insan Kamil Cimahi, several factors were found that affect teachers' work motivation, namely burnout due to high workload which includes teaching, administration, school activities, and extracurriculars. In addition, there

is limited time for reflection and self-development, as well as monotonous routines without spiritual strengthening activities or refreshment of the teacher team. Communication with students' parents is sometimes unbalanced, some parents emphasize academic results without understanding the learning process, while coordination between teachers in team teaching or across levels is not completely solid regarding the continuity of themes and assessment standards. According to Wibowo et al., (2020) a person's motivation will encourage him to behave positively consistently, loyally, and actively involved in organizational development.

Based on the phenomenon described above, the researcher was interested in conducting a study on teacher competence, work motivation and performance. Therefore, the researcher raised the title "Teacher Performance Analysis Based on Competency and Work Motivation (A Case Study of Teachers at SD Islam Terpadu Insan Kamil)". This study aims to analyze competence, work motivation, teacher performance, as well as the role of competence and work motivation in improving teacher performance at SD Islam Terpadu Insan Kamil Cimahi.

METHODS

In this study, the method used is a qualitative approach. Aims to present data that is in accordance with the reality in the analysis of teacher performance based on competence and work motivation (a case study of teachers at SD Islam Terpadu Insan Kamil Cimahi). The data collection technique in this study uses primary and secondary data sources using observation, interview, and documentation techniques. The technique of determining informants in qualitative research does not use the term population, but uses social situations consisting of places, actors, and activities. The social situation of this study can be called teacher performance activities at SD IT Insan Kamil Cimahi which are related to competence and work motivation. The sample in this study used all teachers totaling 7 teachers including the principal. This research instrument is the researcher himself. The data analysis technique uses three processes, namely data reduction, data presentation, inference and verification. The validity test of data uses triangulation, namely source triangulation, which is comparing the data obtained from informant 1 with other informants so that there are differences, triangulation techniques, which is checking data to the same source with different techniques using observation, interview and documentation techniques, theoretical triangulation, which is checking the information obtained and then comparing it with the relevant theoretical perspective.

RESULTS AND DISCUSSION

WORK COMPETENCIES

Table 2. Thematic Analysis of Interview Results on Teachers' Work Competencies

Indicator	Key Findings	Informant Quotes	Interpretation
Knowledge	Teachers understand the curriculum as a guideline in compiling and implementing learning. Teachers also understand the procedure for assessing student learning outcomes, including daily assessments, assignments, activeness, attitudes, and	"The curriculum is a reference for me in arranging learning. So when teaching, I not only follow the book, but also see the purpose of learning."	Teachers' knowledge of the curriculum and assessments is relatively good because teachers understand the function of the curriculum as the basis for learning and understand assessment as a

	follow-ups for students who have not reached KKM.		tool to determine student development.
Understanding	Teachers are able to explain the material in simple language, provide concrete examples, relate the material to daily life, and check students' understanding through questions and answers.	"When explaining the material to students, I usually start with examples that are close to their lives. After the children began to understand the examples, I went into the explanation of the material."	The teacher's understanding in explaining the material is relatively good because the teacher can adjust the delivery of the material to the characteristics of elementary school students.
Skills	Teachers use a variety of learning strategies, such as questions and answers, discussions, group work, practice, learning media, and educational games. Strategies are chosen based on the material, class conditions, students' abilities, and time allocation.	"In choosing a learning strategy, I usually look at the material first. If the material requires understanding of concepts, I explain it with examples and exercises. If it can be practiced, I invite students to practice directly."	Teachers' skills in choosing learning strategies are quite good because teachers are able to adjust learning methods to students' needs and learning goals.
Attitude	Teachers show a cooperative, responsible, and open attitude to the instructions of school leaders. Teachers receive direction as part of their professional responsibilities and continue to communicate constraints when necessary.	"If there are instructions from the principal, I try to accept and implement them well. In my opinion, the direction from the leadership was given for the benefit of the school and students."	Teachers' attitudes towards the leader's instructions are relatively positive because teachers show obedience, responsibility, good communication, and willingness to support school programs.
Interest	Teachers have enthusiasm in participating in training or workshops, especially those related to curriculum, learning methods, learning media, assessment, and classroom management. However, the implementation of training still needs to adjust the teaching schedule and school activities.	"I am quite enthusiastic if there is a training or workshop, especially related to learning methods and curriculum. From training, there are usually new things that can be applied in the classroom."	Teachers' interest in participating in training is quite good because teachers have the awareness to improve competence, although there are still time constraints and schedule suitability.

Source: Interview Data Processing Results, 2026

WORK MOTIVATION

Table 3. Thematic Analysis of Interview Results on Teachers' Work Motivation

Indicator	Key Findings	Informant Quotes	Interpretation
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Success/Achievement	Teachers have the drive to help students achieve the target of the Minimum Completeness Criteria or KKM. Teachers do not only view KKM as a number, but as an indicator of students' understanding of learning materials. Teachers carry out reinforcement, additional exercises, and remedial for students who have not reached completion.	"My encouragement in achieving the KKM target is for students to really understand the material, not just get grades. If there are students who have not reached the KKM, I usually first see which parts are not understood, then I give reinforcement or additional training."	Teachers' motivation in achieving learning success is relatively good because teachers are committed to helping students achieve learning completeness through mentoring and learning follow-up.
Acknowledgments	The appreciation from the principal has a positive influence on the teacher's work spirit. Teachers feel more appreciated, more confident, and more motivated when their efforts get recognition from school leaders.	"Appreciation from the principal has a great effect on the morale of the school. Even if it's just a simple thank you or compliment, it makes us feel appreciated."	Recognition from the principal is an important motivational factor because it can increase the sense of appreciation, confidence, and enthusiasm of teachers in carrying out their duties.
The work itself	Teachers show enthusiasm in carrying out teaching tasks because they feel that they have responsibility for student development. Teacher satisfaction arises when students understand the material and show progress in learning.	"My passion for teaching arises because I feel responsible to students. Although there is sometimes a sense of tiredness, when you see students starting to understand the material, the enthusiasm reappears."	Teacher motivation from the work itself is relatively good because teachers interpret teaching work as a responsibility and mandate to help the development of students.
Responsibility	Teachers show responsibility for additional tasks such as extracurricular activities, committees, student mentoring, and other school programs. The teacher tries to manage the time so that the additional task continues without neglecting the main task of learning.	"If I am given additional tasks such as committees or school activities, I try to do it well. It is true that sometimes I have to divide my time between teaching assignments and class administration, but as long as it is for the benefit of the school and students, I try to take	Teachers' responsibility for additional tasks are classified as good because teachers show a cooperative attitude, commitment to school activities, and the ability to manage work priorities.

			responsibility completing it."	for	
Individual development	potential	Teachers have the desire to develop their potential through training, workshops, professional certifications, the use of learning technology, and discussions with peers. Teachers realize that the teaching profession demands continuous learning.	"I have the desire to continue to develop myself, especially in terms of learning methods and the use of learning media. In my opinion, teachers should continue to learn because students are also different now."	The desire of teachers in developing their potential is quite good because teachers have the awareness to improve professionalism and adjust to educational developments.	

Source: Interview Data Processing Results, 2026

KINERJA GURU

Table 4. Thematic Analysis of Interview Results on Teachers' Performance

Indicator	Key Findings	Informant Quotes	Interpretation
Quality of work	Teachers carry out learning according to the curriculum and basic competencies. Teachers try to prepare learning, use media, explain the material simply, and evaluate student learning outcomes.	"The quality of teacher learning in general is in accordance with the curriculum and basic learning competencies. Teachers prepare learning plans, carry out teaching and learning activities, and conduct assessments."	The quality of teachers' work is quite good because teachers are able to carry out learning according to the curriculum references, although there is still a need for improvement in innovation in learning methods and media.
Quantity of work	Teachers are able to carry out additional tasks outside of teaching hours, such as committees, extracurricular activities, student mentoring, and school programs. Teachers try to manage time so that additional tasks do not interfere with learning.	"If I am given an additional assignment outside of teaching hours, I try to complete it according to my ability. I usually manage time after study or when I have free time."	The quantity of teachers' work is quite good because teachers are able to complete the main tasks and additional tasks proportionally with the support of cooperation between teachers.
Punctuality	Teachers try to be present on time for learning activities and complete assessments according to schedule. Punctuality is understood as a form of professional discipline and responsibility.	"I try to be present on time because if I am late, learning can be disrupted. Children can also become less orderly if the teacher has not entered the classroom."	Teachers' punctuality is quite good because teachers understand the importance of discipline in learning and assessment, although there are still challenges when the workload increases.
Initiative	Teachers begin to show initiative in carrying out tasks	"If there is a task that has become a responsibility, I	Teacher initiative is quite good because teachers

	without waiting for orders, try to do it without having to wait for orders."	are able to take a proactive role in the learning process, but it still needs to be further improved through school support and a culture of sharing ideas.
Independence	Teachers are able to prepare materials, manage classes, carry out learning, complete assessments, and make learning decisions independently. Teachers continue to coordinate when facing obstacles.	"In carrying out learning, I try to be independent, starting from preparing materials, determining activities, to evaluating student learning outcomes." Teacher independence is quite good because teachers understand their duties and are able to carry out learning without excessive dependence, but still require school supervision and coordination.

Source: Interview Data Processing Results, 2026

DISCUSSION

Teacher Work Competencies at SD Islam Terpadu Insan Kamil Cimahi

In general, the results of the interviews show that the teachers of SD IT' Insan Kamil Cimahi have tried to carry out learning tasks in accordance with the required competencies. Teachers understand the importance of the curriculum as a learning guide, understand assessment procedures, try to explain the material simply, and use a variety of learning strategies. Nevertheless, competency development still needs to be carried out on an ongoing basis so that teachers are more prepared to face changes in the curriculum, differences in student characteristics, and the development of learning methods.

From the results of the research, it can be concluded that teachers' knowledge of the curriculum and assessments at SD IT' Insan Kamil Cimahi is in the good category. This can be seen from the teacher's ability to understand the curriculum as a learning guide, arrange learning based on the goals to be achieved, and assess learning outcomes in a variety of ways. Teachers also follow up on students who have not reached the Minimum Completeness Criteria through material reinforcement, additional exercises, or remedials. This knowledge is an important basis for teachers in improving the quality of the learning process and overall teacher performance.

Teachers' understanding in explaining learning materials at SD IT' Insan Kamil Cimahi is in the good category. Teachers are able to adapt explanations to the age and characteristics of students, use easy-to-understand language, provide examples that are close to students' lives, utilize learning media, and check understanding through questions and answers. This understanding is an important part of teachers' work competencies because it directly affects the success of students in understanding learning materials.

Teachers' skills in choosing learning strategies at SD IT' Insan Kamil Cimahi are in the category of quite good. Teachers have demonstrated the ability to adapt learning strategies to the material, classroom conditions, students' abilities, and learning objectives. Teachers have also used various learning methods to make students more active and motivated. Thus, teachers' skills in

choosing learning strategies are one of the factors that support teachers' work competencies and contribute to improving teacher performance at SD IT' Insan Kamil Cimahi.

The teacher's attitude towards the instructions of the school leaders at SD IT' Insan Kamil Cimahi is quite good. Teachers show a cooperative, open, responsible, and willing to carry out the direction of the school leadership. This attitude supports the smooth running of learning activities and school activities in general. However, schools still need to maintain good communication between leaders and teachers so that each instruction can be understood clearly, implemented appropriately, and does not cause misunderstandings in its implementation.

The teacher's interest in participating in training or workshops at SD IT' Insan Kamil Cimahi is quite good. Teachers have the awareness to continue learning and improve their professional abilities. Training is seen as a means to broaden horizons, improve learning methods, understand curriculum developments, and improve the quality of learning. Thus, teachers' interest in participating in training is one of the factors that support the work competence of teachers at SD IT' Insan Kamil Cimahi.

Teacher Work Motivation at SD IT' Insan Kamil Cimahi

The motivation of teachers at SD IT' Insan Kamil Cimahi can be said to play an important role in supporting the implementation of learning. The encouragement to achieve student success, appreciation from school leaders, and satisfaction in teaching are factors that strengthen the teacher's enthusiasm in carrying out their duties. Good work motivation will help teachers work more disciplined, more responsible, and more oriented to student learning outcomes.

The appreciation of the principal is one of the factors that support the motivation of teachers. Appreciation can increase teachers' enthusiasm, loyalty, responsibility, and confidence. In the context of this study, recognition from the principal is one of the motivational factors that help teachers maintain performance and strive to carry out their duties better. Therefore, a culture of appreciation needs to continue to be developed in the SD IT' Insan Kamil Cimahi environment so that teachers' work motivation can be maintained in a sustainable manner.

The enthusiasm and satisfaction of teachers in carrying out teaching tasks is one of the important factors in teacher work motivation. Teachers who have enthusiasm and satisfaction in teaching will be better prepared to face learning challenges, more patient in accompanying students, and more committed to their duties. Therefore, the motivation derived from the work itself needs to be maintained so that the performance of teachers at SD IT' Insan Kamil Cimahi can increase sustainably.

Teacher at SD IT' Insan Kamil Cimahi has a good responsibility for additional tasks. Teachers try to carry out additional tasks with a cooperative, responsible attitude, and still pay attention to the main task as an educator. Despite the time constraints and workload, teachers still show commitment to support school activities. Therefore, teachers' responsibility for additional tasks is one of the factors that strengthens teachers' work motivation at SD IT' Insan Kamil Cimahi.

Teacher at SD IT' Insan Kamil Cimahi has a pretty good desire to develop his potential. This desire can be seen from the enthusiasm of teachers to take part in training, learn new learning methods, use learning media, take part in professional certifications, and learn from fellow teachers. Even though there are still time constraints and workload, teachers still show awareness to continue to improve their professional skills. Thus, the development of self-potential is one of the important factors that strengthen the motivation of teachers at SD IT' Insan Kamil Cimahi.

Teacher Performance at SD IT Insan Kamil Cimahi

The performance of teachers at SD IT Insan Kamil Cimahi shows that teachers have tried to carry out their duties responsibly. Teacher performance is reflected in the quality of learning, the ability to carry out additional tasks, time discipline, initiative at work, and independence in carrying out learning tasks. Nevertheless, performance improvements still need to be made, especially in the aspects of learning innovation, time management, and consistency in learning administration completion.

The quality of teachers' work in the implementation of learning at SD IT Insan Kamil Cimahi is relatively good. Teachers have carried out learning according to the curriculum and basic competencies, prepared learning, delivered material in an easy-to-understand way, used learning media, and evaluated student learning outcomes. Nevertheless, the quality of teachers' work still needs to be improved through the development of more creative learning methods, the use of more varied media, and assistance to students who have learning difficulties.

The quantity of teachers' work in carrying out additional tasks at SD IT Insan Kamil Cimahi is quite good. Teachers are able to carry out additional tasks such as extracurricular activities, committees, student assistance, and other school programs. Teachers also try to manage time and work with fellow teachers so that additional tasks can be completed. However, schools still need to pay attention to the division of tasks so that teachers' workloads remain balanced and do not interfere with the quality of learning.

The timeliness of teachers in learning and assessment at SD IT Insan Kamil Cimahi is quite good. Teachers try to be on time for learning activities, prepare materials before teaching, and complete assessments according to schedule. Despite the obstacles such as the number of assignments and school activities, teachers still try to manage time so that learning and assessment tasks can be completed properly.

The teacher's initiative in carrying out tasks and providing creative ideas at SD IT Insan Kamil Cimahi is not good. Teachers try to carry out tasks without always waiting for orders, provide reinforcement to students who do not understand the material, use simple learning media, and try a variety of learning methods. However, teachers' initiatives need to be continuously improved through school support, training, and a culture of sharing ideas between teachers.

The independence of teachers in carrying out learning tasks at SD IT Insan Kamil Cimahi is relatively good. Teachers are able to prepare materials, carry out learning, manage classes, complete assessments, and follow up on student learning outcomes independently. Teachers are also able to make decisions in learning according to the conditions of students. Nevertheless, teachers' independence still needs to be supported through supervision, coordination, and competency development so that learning continues to run according to school standards.

The Role of Competence and Work Motivation on Teacher Performance at SD IT Insan Kamil Cimahi

Based on the results of the research, teacher competence has a close relationship with teacher performance. Teachers who understand the curriculum and assessments will find it easier to develop learning that suits the goals. Teachers who are able to explain the material well will help students understand the lesson. Teachers who are skilled in choosing learning strategies will create a more active and interesting learning atmosphere. Teachers who have a positive attitude towards the leader's instructions will find it easier to work together in implementing school programs.

Teachers who have an interest in participating in training will be better prepared to improve their professional skills.

This connection can be seen in the quality of teachers' work. Teachers' competence in understanding the curriculum, explaining the material, and choosing learning strategies supports the quality of learning in the classroom. Competent teachers not only deliver material, but are also able to adapt learning to the needs of students. This has an impact on a more targeted and effective learning process. Thus, teachers' work competencies are the basis for improving the quality of teacher performance.

In addition to competence, work motivation also has a close relationship with teacher performance. Teachers who have the drive to help students achieve KKM will make more efforts to provide reinforcement and follow-up learning. Teachers who feel appreciated by the principal will have a higher morale for work. Teachers who feel satisfied in teaching will be more patient and consistent in accompanying students. The teacher who is responsible for the additional tasks will support the school's activities. Teachers who have a desire to develop themselves will be better prepared to improve the quality of learning.

Work motivation plays a role in encouraging teachers to use their competencies optimally. Teachers may have good teaching skills, but without work motivation, they will not be used to their full potential. On the other hand, teachers who are highly motivated but inadequate in their competence will also face difficulties in carrying out learning effectively. Therefore, competence and work motivation must go together so that teacher performance can improve.

Thus, competence and work motivation have interrelated roles in improving teacher performance. Competency provides the ability for teachers to carry out tasks professionally, while motivation provides encouragement to teachers to carry out tasks responsibly. Good teacher performance will be achieved if teachers have adequate competence and strong work motivation. Therefore, SD IT Insan Kamil Cimahi needs to continue to strengthen these two aspects so that the quality of learning and teacher performance can be improved sustainably.

CONCLUSION

Conclusion

1. Teacher Work Competencies at SD Islam Terpadu Insan Kamil Cimahi

The competence of teachers at SD Islam Terpadu Insan Kamil Cimahi has generally shown a good category, but there are still several indicators that need improvement so that the implementation of learning can run more optimally.

- a. Knowledge *is* in the good category. Teachers have understood the curriculum, learning objectives, and assessment procedures. However, the implementation of the Independent Curriculum combined with the integrated Islamic curriculum is still not fully optimal, so assistance and strengthening understanding are still needed.
- b. Understanding *is* a good category. Teachers are able to explain the material to students according to their ability level. However, there are still some teachers who need to improve their ability to deliver material so that all students get a more equitable understanding.
- c. Skills are in the category of being quite good. Teachers have been able to choose the appropriate learning strategies, but the variety of learning methods and innovations is still inconsistent so that the learning process is not fully optimal.

- d. Attitude is in the good category. Teachers show a professional attitude by carrying out the principal's directions, complying with school policies, and maintaining good working relationships with fellow teachers.
- e. Interest is in the category quite good. Teachers have the desire to participate in training and develop competencies, but the opportunity to participate in professional development activities is still uneven, so it needs to be further improved.

2. Teacher Work Motivation at SD IT Insan Kamil Cimahi

Teachers' work motivation at SD Islam Terpadu Insan Kamil Cimahi is generally in the good category, although there are still several factors that affect the work spirit of teachers.

- a. Achievement is in the good category, as seen from the teacher's desire to achieve optimal learning outcomes and improve student achievement.
- b. Recognition is in the category of being quite good. Teachers feel motivated when they receive appreciation from the principal, but the system of reward for teacher performance has not been implemented in a structured manner so it still needs to be improved.
- c. Work itself *is* in the good category. Teachers show a sense of responsibility and commitment in carrying out teaching duties despite facing various challenges at school.
- d. Responsibility is in the good category. Teachers are able to complete learning tasks and additional tasks in accordance with the responsibilities given.
- e. Individual Potential Development (*Advancement*) is in the category of being quite good. Teachers have the will to improve competence through training and self-development activities, but the implementation still needs to be done in a more sustainable manner.

3. Teacher Performance at SD IT Insan Kamil Cimahi

The performance of teachers at SD Terpadu Insan Kamil Cimahi is generally in the good category, but there are still some aspects that are not optimal and require attention.

- a. The quality of work is in the good category, but the implementation of learning that integrates the Independent Curriculum with the integrated Islamic curriculum still needs to be perfected so that learning goals can be achieved optimally.
- b. The quantity of work is in the category of quite good. Teachers are able to complete main tasks and additional tasks, but the limited number of teachers causes some teachers to have to concurrently have multiple responsibilities so that the workload becomes higher.
- c. Punctuality is in the category of being quite good. Teachers are generally able to carry out learning according to schedule, but managing time between learning administration and teaching activities is still an obstacle for some teachers.
- d. Initiative are in the less good category. Teachers have made efforts to develop learning, but innovations in the use of learning methods, media, and strategies are still not optimal so they need to be continuously improved.
- e. Independence is in the good category. Teachers are able to carry out their duties independently, but the limitation of substitute teachers is still an obstacle when there are teachers who are unable to attend, so that it has an impact on the smooth learning process.

4. The Role of Competence and Work Motivation on Teacher Performance at SD IT Insan Kamil Cimahi

The results of the study show that competence and work motivation have an important role in improving teacher performance at SD Islam Terpadu Insan Kamil Cimahi. Teachers who have good competence tend to be able to carry out learning more effectively, while high work

motivation encourages teachers to work responsibly and continue to develop their abilities. However, improving competency through continuous training, optimizing curriculum implementation, strengthening learning innovation, and developing a more structured teacher performance assessment system still needs to be done so that teacher performance can develop more optimally.

Suggestion

1. Suggestions for the SD IT Insan Kamil Cimahi

- a. It is recommended to schools to hold regular training and mentoring regarding the variety of learning methods, so that teachers are not only able to choose the appropriate strategy but also consistently apply it in the daily learning process.
- b. It is recommended to the school to arrange a rotational and equitable schedule for all teachers, so that not only some teachers have the opportunity to participate in competency development activities.
- c. Schools need to develop a more structured and scheduled system of teacher performance awards, such as the selection of "exemplary teachers" per semester, certificates of appreciation, or other non-financial incentives that are given based on clear and transparent criteria, rather than just informal appreciation from the principal.
- d. It is necessary to prepare an individual development plan for each teacher that is monitored regularly, as well as a continuous training program that is leveled according to the needs and career stage of each teacher.
- e. It is recommended to the school to evaluate the ratio of the number of teachers to the existing workload, as well as consider the addition of teaching staff or support staff, so that teachers are not burdened with dual responsibilities that can reduce the quality of the implementation of their main tasks.
- f. It is recommended to schools to simplify the learning administration system, for example through the digitization of teaching and reporting tools, so that teachers can manage the time between administrative tasks and teaching activities more effectively.
- g. It is recommended to schools to provide greater support and space for teachers in developing learning innovations, both through training in teaching methods and media innovations and through giving special appreciation to teachers who show initiative, considering that this indicator is the aspect of performance that requires the most attention.

2. Suggestions for Future Researchers

- a. The researcher is then recommended to add other variables that are suspected to affect teacher performance but have not been studied in this study, such as organizational culture, principal's leadership style, compensation, job satisfaction, and work environment, so that a more comprehensive picture of the factors affecting teacher performance can be obtained.
- b. Given that this research was only carried out at SD Islam Terpadu Insan Kamil Cimahi, the researcher was further advised to expand the location and population of the research, for example by involving several other integrated Islamic schools or different levels of education, so that the results of the study could be more generalized and a more varied comparison of data was obtained.

- c. Researchers are then advised to use different research approaches, such as qualitative or mixed methods approaches, in order to delve deeper into non-numerical factors that affect teacher competence, motivation, and performance, especially in the aspect of initiatives that in this study are still in the poor category.
- d. Given that this study focuses on the context of the Independent Curriculum combined with an integrated Islamic curriculum, the researcher is further advised to further examine the effectiveness of the implementation of the curriculum integration on teacher performance, considering that this aspect is still found to be not fully optimal in this study.
- e. The researcher is also advised to examine the effectiveness of the recognition system and the teacher performance assessment system in more depth, considering that in this study it was found that the teacher performance reward system has not been implemented in a structured manner.

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