THE INFLUENCE OF COMPETENCY AND JOB ACHIEVEMENT ASSESSMENT ON TEACHER PERFORMANCE THROUGH CERTIFICATION INCENTIVES AS AN INTERVENING VARIABLE IN MEDAN ISLAMIC EDUCATION PARK

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KEYWORDS:	ABSTRACT
Competency, Job Performance Assessment, Certification Incentives, Teacher Performance	The research conducted at the Taman Pendidikan Islam Medan was research that aimed to look at the phenomenon of decreasing teacher performance that occurred in elementary, middle, and high school teachers due to low competence and teaching, as well as failure to assess work performance and delays in the distribution of certification incentives to teachers. This research uses a census technique where all members of the population of 74 teachers are used as research samples. Data analysis was carried out using the Structural Equation Model (SEM-PLS) Version 4.0. The research results show that competence has a positive and significant effect on certification incentives, work performance appraisal has a positive but not significant effect on certification incentives, competence has a positive and significant effect on teacher performance, work performance appraisal has a positive and significant effect on teacher performance, certification incentives have a positive and significant effect on teacher performance. significant effect on teacher performance, competency has a positive and significant effect on teacher performance through certification incentives, and work performance assessment has a positive but not significant effect on teacher performance through certification incentives.

INTRODUCTION

Teachers are one of the most important roles in school activities, therefore they are required to arrive on time and carry out their teaching duties well, have an attitude and way of speaking when communicating with students and other school elements, be disciplined in carrying out their duties, and be a good role model. always maintained in school life. In education, the competence possessed by teachers greatly influences performance because of the ability to transfer skills and abilities as well as situations in work regarding educational organizations and work planning within them, innovation, and effective quality in personnel in each school which is related to the achievement of the list of work plans which are used as assessment material. work performance related to certification incentives for educators to achieve the expected results (Kemendikbud, 2021). According to Panggabean (2016), work performance assessment is a process for periodically reviewing and evaluating someone's work performance. Meanwhile, according to Hasibuan (2017), work performance assessment is assessing real work results with standards of quality and quantity produced by someone who will later be promoted, demoted, and/or their remuneration increased. Certification incentives

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are the process of providing performance allowances to teachers who have met professional competency standards for teachers. Certification incentives aim to improve professionalism and improve teacher welfare. Certification incentives are implemented in the form of work performance assessments, where the assessment includes tests of teaching, personality, social, and professional competency. The form of assessment also takes the form of records and documentation of teacher achievements in the field of education (Muslich, 2007).

Teacher Performance Problems

There have been various problems have arisen related to teacher performance at the Taman Pendidikan Islam Medan which need to be found solutions, where teacher performance achievements have experienced a decline which has been going on for quite a long time since March 2022 because there are still many teachers who lack a sense of responsibility in completing their work. The problems that occur are because teachers do not reach the target of 100%. Performance is the success of a teacher in carrying out tasks and work results that can be achieved by a person or group of people in an organization by their respective authority and responsibilities or about how a person is expected to function and behave by the tasks that have been assigned to him and the quantity, quality, and time used in carrying out these tasks (Busro, 2018). Another opinion about performance is that it is very important for the progress of an organization or company, the higher the teacher's performance, the easier it will be for the organization to achieve organizational goals (Kusjono & Ratnasari, 2019).

Teacher Competency Issues

Based on observations made, the problem phenomenon regarding competence found in teachers Taman Pendidikan Islam Medan is due to the teachers' limited soft skills and hard skills, especially in mastering technology and teaching applications. Teachers should receive training in making online report cards and PFMB training (Free Learning Form Plate) where in the training there is a Syllabus, namely the content (teaching materials, competency achievement indicators for assessment, time allocation, and learning resources) as well as teacher training regarding making lesson plans. (Learning Implementation Plan) in the new curriculum, namely the independent learning curriculum, the need for teachers with a linear educational level is also very low and teachers whose majors are not linear should be given PPG (Teacher Professional Training) training, furthermore there is a lack of training in the use of creative learning models that only use methods Lectures also occur where teachers should be able to use several creative learning models (talking stick, picture and picture, numbered heads together, etc.). Supervision of teacher performance in terms of teacher competency to develop knowledge and creative learning and also implement the skills required by certified teachers has not been fully maximized because the training process has not been facilitated. According to (Sedarmayanti, 2019) a teacher's competency is defined as skills, skills, and abilities that refer to a person's characteristics that make them successful in their work. Competency is a fundamental characteristic possessed by a person that directly influences the skills and ability to predict excellent performance. Meanwhile, according to (Dessler, 2017) the type of teacher competency will be related to organizational strategy and we can combine this understanding of competency with basic skills, hard skills, social skills, and mental skills.

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Job Achievement Assessment Problems

The problem that occurs in the teacher work performance assessment process at the Taman Pendidikan Islam Medan is that the teacher feels that the work performance assessment does not fulfill a sense of justice because the school principal is deemed unable to differentiate between productive and unproductive teachers in teaching, then there is the problem of an inconsistent work performance assessment process Because there has not been training in making SKP reports according to the latest format in the Independent Learning curriculum, there is a problem with teachers not knowing whether the follow-up to the results of their work performance assessment will be good, whether they will receive an award and an increase in their certification incentive group or if there is a decline in work performance, they should be able to identify training. what is appropriate to improve the form of the assessment given such as PPKG training (Training to Improve Teacher Work Performance). Teacher work performance assessments are only obtained with the highest score of 75 where the minimum score that should be obtained is 80. According to (Mangkunegara, 2018) Job Performance Assessment is a means of improving educators who do not perform their duties well within the organization. Every organization always hopes to get teachers who have good work performance. Therefore, organizations always carry out assessments of teacher work performance to find out their work performance over a certain period, whether there has been an increase or even the opposite. Meanwhile, according to (Worku, 2019) there are three things included in assessing work performance, namely the level of discipline, level of ability, and innovative and spontaneous behavior.

Teacher Certification Incentive Problems

Problems with the distribution of certification incentives also occurred at the Taman Pendidikan Islam Medan, namely that the distribution of teacher certification incentives experienced delays which should have been properly distributed once every three months. The distribution was hampered until one year before it was distributed due to the low assessment of teacher work performance obtained. The problem of certification incentives cannot be separated from the assessment of work performance and then this causes low teacher satisfaction because they do not receive the certification incentive commission. Certification incentives are any allowance system where the amount given depends on the results achieved, which means offering compensation to teachers for achieving better results. The large certification incentive for teachers is if the teacher can fulfill educational administration, in terms of teaching, delivering material, and increasing student learning outcomes per semester (Harsono, 2010). Meanwhile, according to (Rivai, 2009) incentives are a means of motivation that encourages teachers to work with optimal abilities, which is intended as extra income outside the predetermined salary or wages. Providing incentives is intended to meet the needs of teachers and their families.

The research objectives are as follows:

1. To test and analyze the influence of teacher competency on certification incentives at the Taman Pendidikan Islam Medan.
2. To test and analyze the influence of teacher work performance assessments on certification incentives at the Taman Pendidikan Islam Medan.

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3. To test and analyze the influence of competency on teacher performance at the Taman Pendidikan Islam Medan.
4. To test and analyze the effect of work performance assessment on teacher performance at the Taman Pendidikan Islam Medan.
5. To test and analyze the effect of certification incentives on teacher performance at the Taman Pendidikan Islam Medan.
6. To test and analyze the influence of competency on teacher performance through certification incentives at the Taman Pendidikan Islam Medan.
7. To test and analyze the effect of work performance assessment on teacher performance through certification incentives at the Taman Pendidikan Islam Medan.

The specific research conceptual framework can be described as follows:

Conceptual Framework of Research
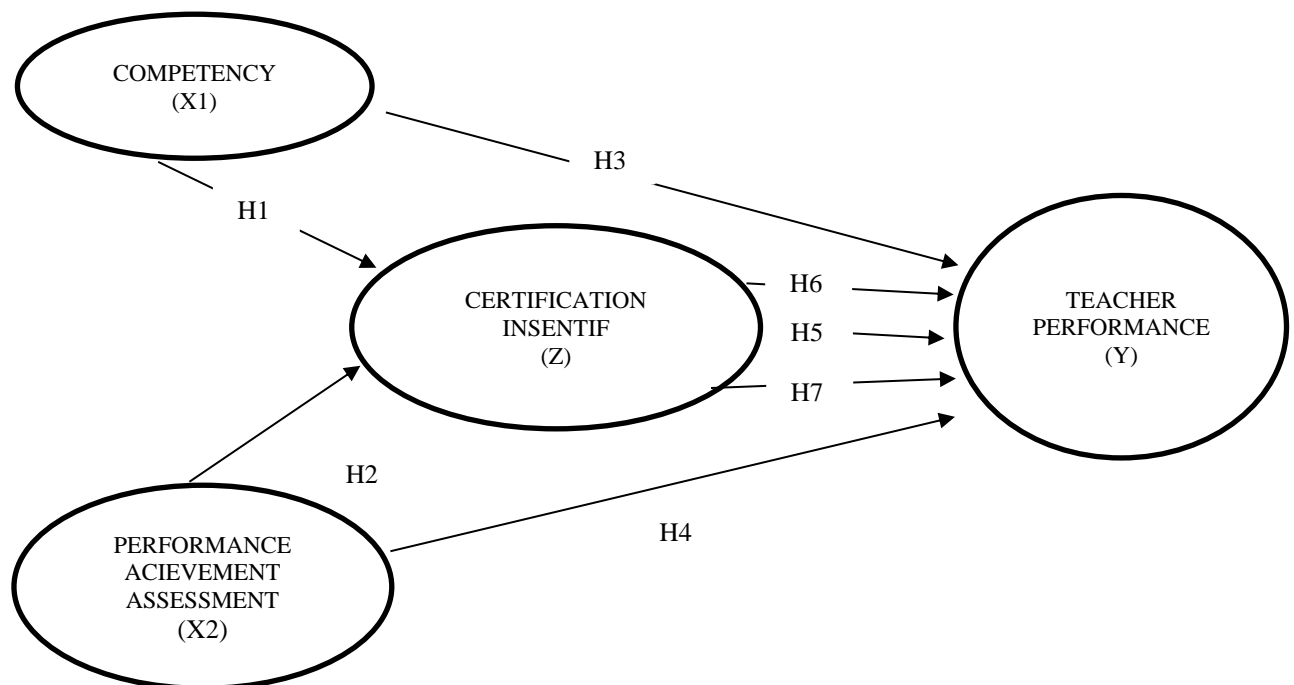
Based on the explanation of the conceptual framework, the hypothesis formulation can be concluded as follows:

H1: Competency has a positive and significant effect on teacher certification incentives at the Taman Pendidikan Islam Medan.

H2: Job performance assessment has a positive and significant effect on teacher certification incentives at the Taman Pendidikan Islam Medan.

H3: Competency has a positive and significant effect on teacher performance at the Taman Pendidikan Islam Medan.

H4: ob performance assessment has a positive and significant effect on teacher performance at the Taman Pendidikan Islam Medan.

H5: Certification incentives have a positive and significant effect on teacher performance at the Taman Pendidikan Islam Medan.

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H6: Competency has a positive and significant effect on teacher performance through certification incentives at the Taman Pendidikan Islam Medan.

H7: Job performance assessment has a positive and significant effect on teacher performance through certification incentives at the Taman Pendidikan Islam Medan.

RESEARCH METHODS

This type of research is research with a quantitative descriptive approach which aims to determine the relationship between research variables, namely competency, work performance assessment, certification incentives, and teacher performance. This research describes the conditions seen and encountered in the field regarding a variable, symptom, or situation (Arikunto, 2010). This research was conducted at the Medan Islamic Education Park Foundation School which is located at Sisingamangaraja KM.7 NO.5, Harjosari I, Kec. *Medan Amplas*, Kota Medan, Prov. Sumatera Utara. This research was carried out from August 2023 to October 2023. This research used a census method where all members of the population were used as research samples in 74 Elementary Schools (SD), Junior High School (SMP), and Senior High School (SMA) units person (Sugiyono, 2018).

In this research, the data used was a questionnaire in the form of a Google form which was distributed to teachers at the Medan Islamic Education Park Foundation. The measuring scale used in this research is an interval scale where respondents will choose one of the answers provided. Giving scores on an interval scale will be chosen by respondents, namely 1 (one) as the lowest value and 5 (five) as the highest value. The category of each answer is based on the following criteria:

Table 1
Average Scale of Indicators

Number	Answer Scale	Interval	Category	Information
1	Scale 1	1,00 – 1,79	Strongly Disagree	Very Low
2	Scale 2	1,80 – 2,59	Don't Agree	Very Low
3	Scale 3	2,60 – 3,39	Disagree	Low
4	Scale 4	3,40 – 4.19	Agree	High
5	Scale 5	4,20 – 5,00	Strongly Agree	Very High

Source: Secondary Data Processing, 2023

Validity and Reliability Test

The PLS analysis model is a development of the path analysis model used. This method has advantages in its use, especially in cases where the data does not meet strict statistical assumptions or the sample size is limited. Convergent validity is part of the measurement model in SMART-PLS, usually called the outer mode and inner model (Ringle, 2022). In this research, the equations developed are shown by two-equation models, namely structural equations and measurement equations:

a. Structural model equation or inner model.

$\eta = \beta o + \beta \eta + \Gamma \xi + \varsigma$

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$$\eta= = \Sigma i \beta j i \eta i + \Sigma i \ \gamma j b \xi b + \varsigma j$$

b. Measurement model equation or outer model with reflective indicators.

X and Y: Indicators or manifests for exogenous and endogenous latent variables.

ξ and η : Exogenous and Endogenous

Λx and Λy: Loading matrix that describes simple regression coefficients that connect latent variables with their indicators.

εx and εy: Measurement error or noise.

c. Parameter estimation or estimation

In testing the hypothesis in this research to assess whether simultaneous testing of the measurement model and structural model meets the requirements for establishing reflective convergent validity, namely, the loading must be above 0.7 and the p-value is significant < (0.05) (Ghozali and Latan, 2015). Meanwhile, the reliability was tested with the Cronbach alpha value.

RESULTS AND DISCUSSION
Results

Direct Hypothesis Testing (*Direct Effects*)
Table 2
Path Coefficients (Direct Effect)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (|O/STDEV|)	P Values
Certification Incentives -> Teacher Performance	0.13	0.13	0.06	2.38	0.02
Competency -> Certification Incentives	0.76	0.75	0.25	9.32	0.01
Competency -> Teacher Performance	0.74	0.71	0.13	5.58	0.00
Performance Achievement Assessment -> Certification Incentives	0.12	0.06	0.27	0.41	0.89
Performance Achievement Assessment -> Teacher Performance	0.80	0.78	0.08	9.86	0.00

Source: Processed Primary Data, 2023

In Table 2 the results are obtained:

1. The certification incentive variable (Z) has a positive and significant effect on teacher performance (Y) with a path coefficient value of 0.13 and a significance *p-value of* 0.02 < 0.05.

2. The competency variable (X1) has a positive and significant effect on the certification incentive variable (Z) with the path coefficient value 0,76 and significance *p value* 0.01 < 0.05.

3. The Competency variable (X1) has a positive and significant effect on the Teacher Performance variable (Y) with a path coefficient value of 0,74 and a significance *p-value of* 0.00 < 0.05.

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4. The Performance Achievement Assessment Variable (X2) has a positive effect. However, it is not categorized as significant for the certification incentive variable (Z) with the path coefficient value 0,12 and significance *p value* 0.89 > 0.05.
5. The Performance Achievement Assessment variable (X2) has a positive and significant effect on the Teacher Performance variable (Y) with the path coefficient value 0,80 and significance *p value* 0.00 < 0.05.

Indirect Hypothesis Testing (Indirect Effects)

Table 3
Path Coefficients (Indirect Effects)

	Original Sample (O)	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*t statistics (|O/STDEV|)*	*p Values*
Competency -> Certification Incentives -> Teacher Performance	0.78	0.76	0.13	6.13	0.00
Performance Achievement Assessment -> Certification Incentives -> Teacher Performance	0.04	0.11	0.06	0.38	0.94

Source: Processed Primary Data, 2023

Based on Table 3 it is known:
1. The Competency Variable (X1) has a positive effect on the path coefficient value 0,78 and significance *p value* 0.00 < 0.05 on the Teacher Performance variable (Y) through certification incentives (Z). So it can be interpreted that certification incentives (Z) can mediate the relationship between competency (X1) and teacher performance (Y).
2. The Performance Achievement Assessment Variable (X2) has a positive effect, the path coefficient value 0,04. However, it is not categorized as a significant *p-value* 0.94 > 0.05 on the Teacher Performance variable (Y) through the certification incentive variable (Z). In other words, certification incentives (Z) are unable to mediate the relationship between 2 variables Performance Achievement Assessment (X2) and Teacher Performance (Y).

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Table 4
Summary of Direct and Indirect Effects

Influence Models	T statistics (|O/STDEV|)	*Direct Effect*	*Indirect Effect*	Information
X1 → Z	9.32	0.01	-	Positive and Significant
X2 → Z	0.41	0.89	-	Positive and Insignificant
X1 → Y	5.58	0.00	-	Positive and Significant
X2 → Y	9.86	0.00	-	Positive and Significant
Z → Y	2.38	0.02	-	Positive and Significant
X1 → Z → Y	6.13	-	0.00	Positive and Significant
X2 → Z → Y	0.38	-	0.94	Positive and Insignificant

Source: Processed Primary Data, 2023

Based on Table 4 it can be seen that:

1. The direct influence of competition on certification incentives with a direct influence significance of 0.01 < $t_{statistics}$ value 9.32 which shows a positive and significant influence.

2. The influence of Performance Achievement Assessment on certification incentives with significant direct influence 0.89 > statistics value 0.41 which shows positive and not significant.

3. Direct influence of competition on performance with a direct influence significance of 0.00 < $t_{statistics}$ value 5.58 which shows a positive and significant influence.

4. The effect of assessing work performance on performance with significant direct influence 0.00 < $t_{statistics}$ value 9.86 which shows a positive and significant influence.

5. The direct effect of certification incentives on performance with a significant direct effect of 0.02 < $t_{statistics}$ value 2.38 which shows a positive and significant influence.

6. The direct effect of competition on teacher performance through certification incentives with a significant indirect effect of 0.00 < statistics value 6.13 which shows a positive and significant influence.

7. The effect of Performance Achievement Assessment on certification incentives with significant indirect effects 0.94 > statistics value 0.38 which shows positive and not significant.

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Research Hypothesis Testing Results

Table 5
Path Coefficients

	Hipotesis	t statistics (|O/STDEV|)	p Values (Signifikansi)	Information
H1	Competency -> Certification Incentives	9.32	0.01	Accepted
H2	Performance Achievement Assessment -> Certification Incentives	0.41	0.89	Rejected
H3	Competency -> Teacher Performance	5.58	0.00	Accepted
H4	Performance Achievement Assessment -> Teacher Performance	9.86	0.00	Accepted
H5	Certification Incentives -> Teacher Performance	2.38	0.02	Accepted
H6	Competency -> Certification Incentives -> Teacher Performance	6.13	0.00	Accepted
H7	Performance Achievement Assessment -> Certification Incentives -> Teacher Performance	0.38	0.94	Rejected

Source: Processed Primary Data, 2023

From Table 5 it is known that:

1. The first hypothesis, the influence of competency on certification incentives can be accepted with a significance value t obtained amounted to $0.01 < 0.05$ and the statistics value is equivalent to $9.32 >$ table (1.67).

2. The second hypothesis, the influence of work performance assessment on certification incentives is rejected (unacceptable) with a significance value of t obtained of $0.41 > 0.05$ and the value of the statistic is equivalent to $0.89 < t_{table}(1.67)$.

3. In The Third Hypothesis, the influence of competence on teacher performance is accepted with a significance value of t obtained of $0.00 < 0.05$ and the value of the statistic is equivalent to $5.58 >$ table (1.67).

4. The fourth hypothesis, the influence of work performance assessment on teacher performance is accepted with a significance value of t obtained of $0.00 < 0.05$ and the value of the statistic is equivalent to $9.86 >$ Table (1.67).

5. The fifth hypothesis, the effect of certification incentives on teacher performance is accepted with a significance value of t obtained of $0.02 < 0.05$ and the value of the statistic is equivalent to $2.38 >$ table (1.67).

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6. The sixth hypothesis, the influence of competency on teacher performance through certification incentives is accepted with a significance value of t obtained of $0.00 < 0.05$ and the value of the statistic is equal to $6.13 > t_{table}$ (1.67).

7. The seventh hypothesis, the influence of work performance assessment on teacher performance through certification incentives is rejected (unacceptable) with a significance value of t obtained of $0.94 > 0.05$, and the value of the statistic is equal to $0.38 <$ table (1.67).

Discussion

Competency has a positive and significant influence on certification incentives

The results of the tests that have been carried out can explain that teacher competency can support teacher professionalism as measured using competency tests through the certification program. The phenomenon at the Taman Pendidikan Islam Medan is that teachers' ability to teach with interesting teaching materials such as making image media, and teaching with creative learning models such as talking sticks is considered one of the teacher's soft skills possessed by teachers as individuals who have the drive to gain recognition and awards in the form of increased welfare incentives for certification (Ariyanto & Sulistyorini, 2020).

Performance Achievement Assessment Have a Positive But Not Significant Influence on Certification Incentives

The facts that occurred at the Taman Pendidikan Islam Medan school were that the teacher felt that the work performance assessment process did not have an accurate side in carrying out the assessment. The teachers also felt that the assessment was unfair because they felt that the principal could not differentiate between teachers who were productive in teaching and those who were not. productive, where teachers only receive assessments without knowing what sub-subs or sections they should prepare in the assessment, then the most confusing factor is that teachers feel unable to prepare work performance assessment documents that follow the format of the independent curriculum which has never been the same. once socialized, while their form of performance assessment still follows the 2013 curriculum. This phenomenon was also found because the work performance assessment process was still subjective because the assessor's personal view of the assessee was considered unfair, namely the assessment team (Medan City Education Office) did not know the hours. The work of teachers which must be 16 hours/week must be carried out but the assessors feel that teachers still fulfill 12 hours/week which is still considered too little, even though the rules for receiving teacher certification incentives are that teachers can only work 48 hours/month (4 weeks) but the school principal does not disclose this. details of the main tasks and tasks outside the mandatory tasks which are also taken into consideration in assessing the work performance carried out. This also occurs due to ignorance of changes in the assessment in the independent learning curriculum.

Competency has a positive and significant influence on teacher performance

As for the facts that happened to the Taman Pendidikan Islam Medan teachers, the teacher's competency was assessed by the process of having hard work skills that he was able to master. The mastery that a teacher at this foundation must have includes: creating a syllabus and Learning Implementation Plan (RPP) that are by the curriculum, semester program, and annual program they have, the ability to work on good teaching modules such as making PowerPoint points which are demonstrated to students so that students better understand the meaning of ongoing learning, and create audio visuals (image components that produce sound)

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that can be seen and understood by students, and finally provide enrichment to the results of teaching and learning activities.

Performance Achievement Assessment Have a Positive and Significant Influence on Teacher Performance

Based on the test results, it is known that the performance of teachers at the Taman Pendidikan Islam Medan is an important element in education because it determines the high and low quality of teachers through the Performance Achievement Assessment carried out. So an assessment of teacher work performance needs to be carried out to find out the extent of the teacher's work in carrying out his teaching duties. The purpose of assessing teacher work performance is an effort to evaluate the suitability of teachers' duties and functions with applicable regulations to ensure a quality teaching and learning process at all levels of education at this foundation, both in elementary, middle, and high school units.

Certification incentives have a positive and significant impact on teacher performance

Facts were found regarding teacher certification incentives at the Taman Pendidikan Islam Medan, which is an allowance given to teachers who already have an educator certificate as a reward for taking teacher certification for their professionalism. This allowance also aims to improve the quality of teachers by raising their standard of living and feeling like they have a high work commitment. after obtaining this certification incentive. From this point of view, teachers at this foundation who have received teacher certification incentives feel they can meet their needs outside of getting a basic salary. Teachers can also use these incentives to buy equipment to support their teaching such as laptops, and speakers, and even buy private vehicles to carry out their discipline towards work by arriving on time. Ideally, teachers who receive certification incentives will have an impact on performance in line with the need for linear qualifications in the teacher's field of expertise because this determines whether or not a teacher is entitled to receive certification incentives.

Competency has a positive and significant influence on teacher performance through certification incentives

What is a phenomenon at the Taman Pendidikan Islam Medan is that teachers at this foundation agree that their soft skills and hard skills can emphasize that receiving adequate and appropriate certification incentives can influence performance through developing teacher competency. The teacher feels that he has carried out teaching in a responsible, disciplined, and attentive manner towards student learning outcomes in fulfilling the subject matter and based on more than 10 years of teaching experience so that he is competent to receive certification incentives obtained from government policy. This teacher's competency is tested to obtain certification recognition (certificate) and the right to obtain certification incentives. In this context, certification incentives are considered as a factor that can motivate a teacher to improve and develop their competencies which contribute to increased performance.

Performance Achievement Assessment Has a Positive But Not Significant Influence on Teacher Performance Through Certification Incentives

As for the facts found at the Taman Pendidikan Islam Medan, teachers found obstacles in the Performance Achievement Assessment process that was carried out. In the last few months, the standards that are the materials or limits for evaluating work performance have not

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been clearly explained, making it difficult for teachers to understand and decide on strategies for obtaining this Performance Achievement Assessment. The teachers assessed that the principal was not transparent with the change in the form of assessment from the 2013 curriculum to the form of Performance Achievement Assessment teacher in the independent learning curriculum. Only receiving low work performance appraisals and preventing the release of certification incentives causes teacher performance to decline. The problem phenomenon that occurs is also because teachers do not know the working hours of teachers which must be 16 hours/week in the new regulations in the independent curriculum which must be implemented but the assessor (Medan City Education Office) feels that teachers still fulfill 12 hours/week which is still considered too little, even though The rules for receiving teacher certification incentives are that they can only carry out 48 hours/month (4 weeks) in the 2013 curriculum, but school principals do not provide socialization or training in making SKP reports according to the independent learning curriculum, namely the latest curriculum where teachers are supposed to meet the target of 16 hours/week or 64 hours in 1 month. Teacher certification is a process of granting educator certificates to teachers who have met professional teacher standards and are entitled to receive certification incentives. Certification incentives will continue to be given if teachers can fulfill the requirements by assessing their work performance well if they meet the SKP report score requirements of at least 80.

CONCLUSION

The results of this research can provide input to schools to provide active classroom management education and learning, involve teachers in teacher education training (PKG), and implement a self-development process in the form of bringing in the best mentors in the field of education to increase teaching knowledge at Taman Pendidikan Islam Medan schools. Then, the school can later involve teachers in performance achievement assessment to overcome obstacles related to evaluation because this can minimize the suspicion factor in the assessment process, allow teachers to improve the performance target reports they are working on, and provide appreciation and rewards according to what they have achieved. they received in the form of a proposal for a class increase so that the certification incentive allowance would increase, and provide an understanding of the performance achievement assessment process that they can understand, and it is recommended that there be an increase in compensation for the incentives received by teachers to create job satisfaction and increase teachers' commitment to what they do. do it because the allowances provided by the state can provide welfare for teaching staff at the Taman Pendidikan Islam Medan.

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