

# THE IMPACT OF PEDAGOGICAL COMPETENCE, CLASSROOM MANAGEMENT, AND WORK ENVIRONMENT ON TEACHER PERFORMANCE: A QUANTITATIVE STUDY AT SMK PGRI 2 TAMAN

Desti Fitrohtun Nisa<sup>1\*</sup>, Beni Habibi<sup>2</sup>, Tomi Azami<sup>3</sup>

<sup>123</sup>Universitas Pancasakti Tegal (INDONESIA)

\*Corresponding author: [destifitrotunnisa@gmail.com](mailto:destifitrotunnisa@gmail.com)

## Abstract

This study examines how pedagogical competence, classroom management, and work environment affect teacher performance at SMK PGRI 2 Taman. Using a quantitative approach with associative correlational methods, data were collected from all 76 teachers through questionnaires, interviews, observations, and documentation. Multiple linear regression analysis revealed that pedagogical competence (X1), classroom management (X2), and work environment (X3) individually and simultaneously have a positive and significant impact on teacher performance (Y). The results showed significance values of 0.047, 0.002, and 0.001 for X1, X2, and X3, respectively, with t-values exceeding the critical threshold (2.021, 3.261, and 3.579). Simultaneously, the F-test (37.394 > 2.73) and R<sup>2</sup> value of 60.9% confirmed the combined influence of these variables. The findings suggest that schools should prioritize enhancing pedagogical competencies, providing classroom management training, and improving the work environment to optimize teacher performance and educational outcomes.

Keywords: pedagogical competence, classroom management, work environment, teacher performance, quantitative study.

## 1 INTRODUCTION

Creating better human resources requires quality education. Teachers are now a crucial and essential element of the educational system. Teachers are essential for teaching, instructing, mentoring, directing, training, and evaluating pupils. Teachers serve as role models and role models for their students in addition to carrying out their academic teaching responsibilities. The quality of instructors, in particular teachers' abilities to manage the learning process, is one of the many variables that define success in the field of education. Excellent human resources will be produced if instructors are able to teach the next generation of the country at their best. It is hoped that this would prepare them to compete in the global market as information technology advances quickly..

In particular, teachers are essential in improving the quality of education in Indonesia. The implementation of the learning process by skilled and professional educators is one aspect of a high quality education. Teachers who are dedicated to carrying out teaching and learning activities effectively in schools and who have a high level of resilience [1]. In order to improve their professional performance, it is essential to concentrate on raising the bar for teacher quality as part of initiatives to reach the intended educational standard. Teachers have a very strategic role in the learning process since they directly help students meet their learning goals. A teacher's performance demonstrates how well they are able to carry out their roles and obligations in the classroom. Teachers serve as motivators and positive role models for students throughout the learning process, not just as conveyors of information. As a result, the successful and expected attainment of learning goals is heavily contingent upon the teacher's effectiveness. This performance is reflected through attitudes, actions, and work outcomes demonstrated in the execution of their professional roles [2]. Factors influencing teacher performance in schools include teacher competence, classroom management, work environment, school leadership, teaching institution organization, and government policies related to education [3].

Based on Permendikbudristek Number 56 of 2022 concerning Teacher Education Standards, the pedagogical competencies that a teacher must possess are mastery of learning theories and underlying principles, which are key to designing dynamic, creative, efficient, and engaging learning experiences. Additionally, the ability to evaluate students' learning outcomes is also crucial in this process. The skills possessed by teachers ensure that they can adapt teaching techniques to meet students' needs, aiming to enhance the effectiveness of the teaching process and prepare teachers to address the ever-changing challenges in education [4]. Research conducted by [5] revealed serious problems related to the low pedagogical and professional competence of teachers in Indonesia. These findings came from

evaluations conducted in 548 regions, where the results were categorized into three levels, namely low, medium, and high, for both types of competence.

A teacher's ability to maintain classroom discipline also affects their performance, in addition to their competence. For future educators, new educators, and seasoned educators alike, classroom management is a key element of education. An educator who can manage the classroom effectively creates a positive learning environment, which fosters successful and productive teaching practices. [6]. In the context of classroom management, there is a phenomenon that often occurs in the classroom environment, as found by researchers in a study conducted by [7], namely, students engaging in behaviors such as bullying or disturbing classmates, fighting, noise, playing during class time, and various other problems, highlighting the importance of good classroom management. To address these challenges, it is important for teachers to master skills in preventive and solution-oriented classroom management. Thus, issues that arise during the learning process can be prevented and addressed more effectively.

In addition to competence and classroom management, teacher performance is also influenced by the work environment. The work environment is an important aspect that supports teachers' activities. When working conditions are comfortable and supportive, teachers' motivation will increase, which in turn can boost their enthusiasm for work [8]. In discussing the work environment, particularly in schools, issues can be identified, as highlighted in research conducted by [9]. Problems in the work environment can be categorized into two types: physical and non-physical. In terms of physical aspects, one significant issue is the lack of privacy for teachers, which affects their comfort within the room. Meanwhile, non-physical issues are more related to social aspects, such as the formation of groups among teachers that create distance. As a result, teachers tend to interact only with people who are physically and emotionally close to them. This situation can reduce their discipline and work motivation, so that teachers are less motivated to perform at their best.

Based on observations at SMK PGRI 2 Taman in October-November 2024, it was found that the use of learning media and technology still needs to be improved, as only digital subject teachers consistently use devices such as projectors, LCDs, and educational games. Although the school facilities are adequate, the main challenge lies in managing heterogeneous classes with diverse student characteristics. However, the school has implemented a good system through the development of lesson plans/teaching modules before the semester begins and the creation of a disciplined and harmonious work environment, supported by pre-learning routines such as meetings and group prayers.

Interviews with three teachers on February 12, 2025, revealed that pedagogical competencies are focused on developing students' mental readiness for the workforce. Teachers employ various teaching strategies such as lectures, discussions, and project-based methods, with an emphasis on fostering adaptability in dealing with critical students. A productive work environment is also facilitated by efficient classroom management, which is achieved by having a thorough knowledge of the students' personalities and enforcing clear rules, as well as by having sufficient amenities and positive interactions between teachers. Learning success is measured through understanding of the material, student grades, and feedback, where an uncomfortable work environment or lack of pedagogical competence can be factors in declining teacher performance.

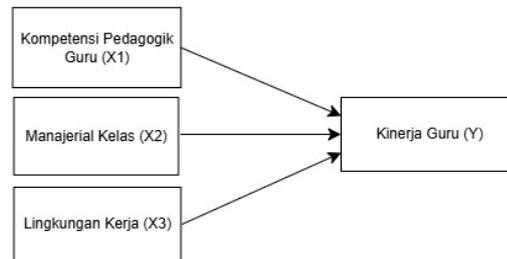
Referring to the rationale, observational data, and interviews supported by relevant references, the researcher determined the title "The Impact Of Pedagogical Competence, Classroom Management, And Work Environment On Teacher Performance: A Quantitative Study At SMK PGRI 2 Taman" The purpose of this study is to examine the influence of teachers' pedagogical competence, classroom management, and work environment on teacher performance at SMK PGRI 2 Taman.

## **2 METHODOLOGY**

This study uses a quantitative approach by applying associative correlational methods to identify the relationship between two or more different variables. The type of relationship analyzed is causal, with the aim of explaining a phenomenon. In this approach, hypotheses are tested and the relationships between variables are analyzed in detail [10].

Given that there are several independent variables in this study, data analysis uses (1) descriptive tests, (2) multiple linear regression, (3) partial z-tests, and (4) simultaneous F-tests. The dependent variable is referred to as the dependent variable, while the independent variable is known as the independent variable (dependent variable). Based on the research model, this study analyzes and explains the impact of teacher pedagogical competence (X1), classroom management (X2), and work

environment (X3) on teacher performance (Y). The method for determining the impact of independent factors on the dependent variable is shown in Figure 1.



**Figure 1.** research paradigm

The study employed a saturated sampling method, which is a method in which the full population serves as the sample [10]. This technique was used because the population size was relatively small, making it possible to study the entire population. Thus, all 76 teachers at SMK PGRI 2 Taman were used as the sample in this study. The study involved 76 teachers as respondents, and data were collected through questionnaires, interviews, observations, and documentation.

### 3 RESULTS

The goal of this study was to assess how teachers' performance at SMK PGRI 2 Taman is affected by their work environment, classroom management abilities, and pedagogical competence. The purpose of the research was to confirm the idea that these three variables, taken as a group and separately, have a beneficial and substantial impact on teacher effectiveness. The research employed a quantitative approach with associative correlational methods, using SPSS version 26 to perform multiple linear regression analysis in order to analyze the data and test the hypotheses. Below are the hypotheses formulated for this research:

1. First Hypothesis (Ha):
  - a.  $H_{a1}$  : At SMK PGRI 2 Taman, pedagogical competence has a major and positive impact on teacher performance.
  - b. Ho: At SMK PGRI 2 Taman, teacher performance is not positively and significantly impacted by their pedagogical competence.
2. Second Hypothesis (Ha2):
  - a.  $H_{a2}$  : At SMK PGRI 2 Taman, classroom management has a major and positive impact on teacher performance.
  - b. Ho: At SMK PGRI 2 Taman, classroom management has no discernible or positive impact on teacher performance.
3. Third Hypothesis (Ha):
  - a.  $H_{a3}$  : At SMK PGRI 2 Taman, the work environment has a beneficial and substantial impact on teacher performance.
  - b. Ho: The work atmosphere at SMK PGRI 2 Taman has no positive or noteworthy effect on teacher performance.
4. Fourth Hypothesis (Ha):
  - a.  $H_{a4}$  : There At SMK PGRI 2 Taman, teachers' performance is significantly and favorably influenced by their work environment, classroom management, and pedagogical competence.
  - b. Ho: At SMK PGRI 2 Taman, a teacher's work environment, classroom management, and pedagogical competence do not have a simultaneously positive and meaningful impact on their performance.

The initial step in testing the hypotheses about the effects of teachers' pedagogical competence, classroom management, and work environment on teacher performance, the first step involves conducting regression analysis. This assessment generates a multiple correlation value (R) that shows the relationship's strength and direction between the independent variables work environment, classroom management, and pedagogical competence and the dependent variable teacher performance. The closer the value of R is to 1, the stronger the connection between the variables..

**Table 1. Corelation Score Criteria Scale**

Scale	Category
0.000-0.199	Very Weak
0.200-0.399	Weak
0.400-0.599	Medium
0.600-0.799	Strong
0.800-1.000	Very Strong

Descriptive statistics analysis revealed the following distributions: Teacher Pedagogical Competence (X1) scores ranged from 76 to 100 (Mean=81.20, SD=5.29), Classroom Management (X2) from 69 to 99 (Mean=85.55, SD=5.45), Work Environment (X3) from 70 to 100 (Mean=85.64, SD=5.58), and Teacher Performance (Y) from 79 to 97 (Mean=84.91, SD=4.42). The results indicate that Classroom Management and Work Environment had the highest average scores, while all variables showed relatively low standard deviations, suggesting consistent response patterns among teachers at SMK PGRI 2 Taman. Can be seen in table 2.

**Table 2. Results Of Descriptive Statistical Tests**

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher's Pedagogical Competence	76	69.00	99.00	81.1974	5.29407
Classroom Management	76	76.00	100.00	85.5526	5.45135
Work Environment	76	70.00	100.00	85.6447	5.58260
Teacher Performance	76	79.00	97.00	84.9079	4.42170
Valid N (listwise)	76				

**Table 3. Results of Multiple Linear Regression Analysis**

Model		Unstand ardzied B	Coefficient s Std. Error	Standardize d Coefficients Beta	t	Sig
1	(Constant)	22.725	6.114		3.717	.000
	Teacher's Pedagogical Competence	.142	.070	.170	2.021	.047
	Classroom Management	.282	.086	.348	3.261	.002
	Work Environment	.310	.087	.391	3.579	.001

From the table above, it can be inferred that the probability of rejecting H0 and accepting H1 is less than 5% since the significance value is  $< 0.05$  ( $0.000 < 0.05$ ) and the value of  $f_{hitung} > f_{tabel}$  ( $37.394 > 3.09$ ). This indicates that a teacher's pedagogical competence (X1), classroom management (X2), and workplace environment (X3) have a concurrent impact on teacher performance (Y). The R<sup>2</sup> value of 60.9% indicates that the three variables can explain 60.9% of the variation in Teacher Performance, while the remaining 39.1% is influenced by factors outside the model. Thus, although this model is already quite good at predicting teacher performance, there is still room to explore other variables that may also contribute to improving teacher performance. Based on the calculations from the multiple linear regression analysis, the regression equation is  $Y = 22.725 + 0.142 X1 + 0.282 X2 + 0.310 X3$ .

**Table 4. Results of the Z-test Analysis of Teacher Pedagogical Competence (X1) on Teacher Performance (Y)**

			Levene's Test for Equality of Variances		t-test for Equality of Means		
			F	Sig.	T	Df	Sig. (2-tailed)
Teacher's Pedagogical Competence	Equal variances assumed		32.357	.000	4,690	150	.000
	Equal variances not assumed				4,690	145,386	.000

Since Levene's test revealed a significance level of 0.000 (below 0.05), the row "equal variances not assumed" in Table 4 of the Z-test findings above was chosen because it produced a significance value (Sig. 2-tailed) of 0.000. Moreover, the computed t-value of 4.690 is greater than 1.666, with a degree of freedom (df) of 145.386, which implies that the teacher's pedagogical competency factor affects teacher performance, hence supporting  $H_{a1}$ .

**Table 5. Results of the Z-test Analysis of Classroom Management (X2) on Teacher Performance (Y)**

			Levene's Test for Equality of Variances		t-test for Equality of Means		
			F	Sig.	T	Df	Sig. (2-tailed)
Classroom Management	Equal variances assumed		31.042	.000	3,801	150	.000
	Equal variances not assumed				3,801	143,873	.000

The row "equal variances not assumed" in Table 5 of the Z-test results above produced a significance value (Sig. 2-tailed) of 0.000, which was chosen because Levene's test indicated a significance value of 0.000 (below 0.05). In addition, the derived t-value is 3.801, which is greater than 1.666 when the degree of freedom (df) is 143.873, supporting the idea that teacher performance is impacted by variables related to classroom management. Therefore, we accept  $H_{a2}$ .

**Table 6. Results of the Z-test Analysis of Work Environment (X3) on Teacher Performance (Y)**

			Levene's Test for Equality of Variances		t-test for Equality of Means		
			F	Sig.	T	Df	Sig. (2-tailed)
Work Environment	Equal variances assumed		32.263	.000	4,902	150	.000
	Equal variances not assumed				4,902	142,526	.000

Because Levene's test yielded a significance value of 0.000 (below 0.05), the row "equal variances not assumed" was chosen from Table 6 of the Z-test findings mentioned above, which yielded a significance value (Sig. 2-tailed) of 0.000. In addition, the t-value is 4.902, which is greater than 1.666, with a degree of freedom (df) of 142.526. This implies that the work environment variable affects teacher performance, hence supporting  $H_{a3}$ .

Table 7. F test Results

		ANOVA				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	893.130	3	297.710	37.394	.000 <sup>b</sup>
	Residual	573.225	72	7.961		
	Total	1466.355	75			

The computed F value, which is 37.394, and the table F value, which is 2.73, are both derived from table 7 above. As a result, the computed F value of 37.394 is higher than the table F value of 2.73 at a significance level of  $0.000 < 0.05$ . As a result, the performance variable of teachers at SMK PGRI 2 Taman can be modeled using this regression model. In other words, it may be said that the variables of instructional proficiency, classroom management, and work environment have a positive and substantial impact on teacher performance as a group (at the same time).

According to this study, teacher performance is significantly influenced by Teacher Pedagogical Competence (X1). Thus, this study effectively demonstrates that  $H_0$  is rejected or  $H_{a1}$  is accepted, which holds that teacher pedagogical skills have a favorable impact on teacher performance at SMK PGRI 2 Taman. The findings of this research support the conclusion made by [11], who found that instructional proficiency is a significant factor in determining teacher performance. In general, instructors who have a strong command of teaching abilities are better able to produce the best learning results. Furthermore, the findings of this study align with those of [12], which found a positive relationship between teachers' pedagogical skills and their performance at SMK Negeri 1 Soppeng. The calculated t-value  $>$  table t-value ( $2.905 > 1.996$ ) and the significance level of  $0.005 < 0.05$  ( $p < 0.05$ ) lead to the rejection of the null hypothesis ( $H_0$ ). This study, therefore, adds more empirical support to the idea that efforts to raise teacher performance and the quality of education should give priority to enhancing teachers' instructional skills. The suggestion that may be made is the necessity to create training programs, seminars, or continuous mentorship for instructors to improve their pedagogical skills in order for them to contribute constructively to raising the quality of education in schools.

The results of this research support the notion that classroom management (X2) has a beneficial impact on teacher performance and a considerable impact on it. As a result, this research demonstrates that  $H_0$  is rejected or  $H_{a2}$  is accepted, which holds that classroom management has a beneficial impact on teacher performance at SMK PGRI 2 Taman. In his book "Discipline and Group Management in Classrooms" [13], Kounin (1970) demonstrated that many classroom management issues can be lessened or avoided by using interesting teaching strategies that take into account students' interests, talents, and needs. The current study supports this conclusion. Kounin's endorsement of this strategy highlights that effective classroom management starts with lesson preparation, not just behavior observation. Furthermore, the conclusions of this study are consistent with those of [6] which was carried out at SMA Negeri Kecamatan Tanjung Morawa in Deli Serdang District and revealed a statistically significant positive correlation between classroom management and teacher performance, with a calculated t-value of 4.661 or a significance level (Sig.) of  $0.000 < 0.05$ , thereby supporting the validity of the findings in this study. Therefore, this study significantly advances the field of education, notably in the area of enhancing teacher performance through the use of successful classroom management techniques. The practical implications of these findings are that instructors' skills in classroom management must be trained and developed, particularly in the areas of lesson planning, choice of instructional strategies, and establishment of a positive learning environment.

The Work Environment (X3) has a beneficial impact and a substantial impact on teacher performance, as shown by this research. This research, as a result, conclusively establishes that  $H_0$  is rejected or that  $H_{a3}$  is accepted, which asserts that the working environment at SMK PGRI 2 Taman has a beneficial impact on teacher productivity. This study's findings corroborate prior research done by [14], which found that the work environment, both physically (facilities) and psychologically (support), has a major impact on teachers' drive and productivity. Adverse circumstances (such as limited resources or high pressure) impede performance, while a pleasant and encouraging atmosphere can boost concentration and work enthusiasm. Furthermore, the results of this study support the findings of [15] at MAN 1 Pesisir Barat, where the work environment was discovered to have a considerable impact on teacher performance, with a t-value of  $4.023 >$  t-table 2.007. This only serves to highlight the importance of the quality of the workplace in improving teacher effectiveness. Therefore, this research has real-world ramifications for educational organizations, notably SMK PGRI 2 Taman, in terms of enhancing and maximizing the physical and psychological work environment for instructors in order to boost their performance.

This research corroborated that teacher performance (Y) is significantly and positively impacted by teachers' pedagogical competence (X1), classroom management (X2), and work environment (X3) at the same time. The F-test supports this, as  $f\text{-calculated } 37.394 > f\text{-table } 2.73$ , which means that  $H_0$  is rejected and  $H_{a4}$  is accepted. This indicates that collectively, the three variables play a significant role in raising teacher performance. This implies that schools must prioritize fostering teachers' pedagogical skills, offering classroom management instruction, and fostering a supportive work environment in order to maximize teacher performance. In the research [16], Medley and Dunkin's (1987) theory suggests that teachers with strong pedagogical competence can teach well even if they have limited access to interactive resources. This demonstrates that a strong pedagogical understanding enhances a teacher's ability to raise the bar for educational standards. Furthermore, efficient classroom management is essential for fostering a positive learning environment, which has an impact on students' drive and performance. The foundation for interactive learning is the synthesis of classroom management and pedagogical abilities, which indirectly shows how well the teacher optimizes the teaching and learning process. In contrast, Herzberg's Two-Factor Theory (1959) in the study [17] emphasizes the importance of the work environment in determining teacher performance. Hygiene factors such as physical conditions, school rules, and work relationships must be satisfied to avoid dissatisfaction, while motivational factors such as recognition and professional development can boost productivity. Consequently, a supportive work environment both in terms of facilities and collaborative atmosphere has a significant impact on teacher performance.

#### 4 CONCLUSIONS

The study's findings, hypothesis testing, and data interpretation allow us to draw the following conclusions:

1. At SMK PGRI 2 Taman, teacher pedagogical competence (X1) has a favorable and substantial impact on teacher performance (Y). The t-value of 2.021 ( $> 1.666$ ) and the significance value of 0.047 ( $< 0.05$ ) support the notion that increasing pedagogical proficiency can improve teacher effectiveness.
2. At SMK PGRI 2 Taman, classroom management (X2) has a favorable and considerable impact on teacher performance (Y). A t-value of 3.261 ( $> 1.666$ ) and a significance value of 0.002 ( $< 0.05$ ) support this, proving that effective classroom management improves teacher performance.
3. At SMK PGRI 2 Taman, the work environment (X3) has a positive and significant impact on teacher performance (Y). The significance value of 0.001 (less than 0.05) and the t-value of 3.579 (greater than 1.666) demonstrate how crucial a positive workplace is in improving teacher effectiveness.
4. At the same time, Work Environment (X3), Classroom Management (X2), and Teacher Pedagogical Competence (X1) have a favorable and statistically significant impact on teacher performance (Y) at SMK PGRI 2 Taman. With an R2 value of 60.9%, this shows that these three factors together account for 60.9% of the variation in instructor performance, as indicated by an F-value of 37.394 (more than 2.73) and a significance value of 0.000 (less than 0.05).

According to these results, schools should concentrate on fostering teachers' pedagogical skills, offering classroom management training, and fostering a positive work environment in order to raise teacher performance. A holistic approach to these considerations can result in the best possible teacher performance and, ultimately, improved educational results.

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