

# Effect Motivation, Competence, Work Environment, Madani Human Resources through Teacher Performance Islamic Schools

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**Abstract---** *Since the founding of the city of Batam in 1999, the vision of Batam City as the City of the World Madani has been established, with indicators to uphold the values, norms, and laws supported by the mastery of faith, science, and technology are civilized. But in reality, the educational outcomes of various schools in Batam not all produce human resources. The study population was all elementary school instructors of Islamic Based in Batam, with a population of 380 with 5% slovin you obtained a sample of 195 respondents. The data were analyzed using SEM. The platform used for the examination is AMOS. Content: Effects of motivation, competence, environment on human resources through teacher performance, motivation to positively influence the performance not significant 0.383, competence significant as well as positive effect on the performance of 0,000, environmentally significant positive effect on the performance of 0,000, and significant positive effect performance of 0.000 against civil human resources. While the motivation of the human resources of civil effect is not significant, 0.079, the competence of the civil human resources significant positive effect of 0.000, civil environment on human resources significant positive effect of 0.000. Environmentally significant positive effect on the performance of 0,000, and significant positive effect performance of 0.000 against civil human resources. While the motivation of the human resources of civil effect is not significant, 0.079, the competence of the human resources Madani significant positive effect of 0.000, environment on human resources Madani significant positive effect of 0.000. Environmentally significant positive effect on the performance of 0,000, and significant positive effect performance of 0.000 against human resources. While the motivation of the human resources of civil effect is not significant, 0.079, the competence of human resources Madani significant positive effect of 0.000, environment on human resources Madani significant positive effect of 0.000.*

**Keywords---** *Motivation, Competence, Environment, Teacher Performance, Human Resources Madani.*

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## I. INTRODUCTION

### 1.1. Background

The value of education determines the condition of the human resources of a nation. Education is an important factor that determines the progress of a nation. Through education, the next generation of people who are knowledgeable and skilled grow and develop and be able to compete with other nations in the world. On the basis of the Regulation # 16 Academic Qualification Standards and Teacher Competencies 2007 of the Minister of National

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Education of the Republic of Indonesia, it was fully developed into four main competencies: (1) academic, (2) persona, (3) societal, and (4) vocational. Instructor performance can be seen and evaluated by competency specifications or criteria, which must be possessed by every teacher. In connection with the return of instructors, a form of behavior in question is the activities of instructors in managing the learning process from learning how to assess improvement and enrichment. In opening the 1945 Constitution the goal of the Indonesian nation as declared in paragraph 4 is ... protecting the whole state and all of Indonesia's blood and promoting public welfare, educating the life of the nation, and partaking in carrying out world order centered on sovereignty, perpetual peace and collective justice. The quality of a country's education can be measured from the Human Development Index. The United Nations Development Program (UNDP) established the Human Development Index (Human Development Index, HDI). According to UNDP, human development is a means of improving people's preferences, especially the choice to live a long and wholesome life, acquire an education, and enjoy a decent standard of living.

### ***1.2. Formulation of the Problem***

- a. Effect of Motivation on Human Resources Madani
- b. Effect of Human Resources competence against Madani
- c. Influence of environment on the Human Resources Madani
- d. Influence of motivation on teacher performance
- e. Influence of competence on teacher performance
- f. Environmental influences on teacher performance
- g. Effect of human resources performance against Madani
- h. Influence of motivation on Civil Human Resources Madani through the performance of instructors
- i. Influence of competence of the Human Resources Madani through teacher performance
- j. Influence of environment on Civil Human Resources Madani through the performance of instructors

### ***1.3. Research Purposes***

- a. To know the effect of motivation on Human Resources Madani
- b. To see the impact of the competence of the Human Resources Madani
- c. To determine the environmental impact of the Civil Human Resources Madani
- d. To know the effect of motivation on teacher performance
- e. To see the effect on the performance of instructors' competence
- f. To determine the environmental impact on the performance of instructors
- g. To know the effects of human resource performance against Madani
- h. To see the impact of motivation on Civil Human Resources Madani through the production of instructors
- i. To see the impact of the competence of the Human Resources Madani through teacher performance
- j. To determine the environmental impact of the Civil Human Resources Madani through the production of instructors

## II. LITERATURE REVIEW

### 2.1. Motivation

Physiological needs (physiological needs, for example, hunger, thirst, rest and sex; (2) requirement for security (wellbeing needs), not in the physical sense, yet additionally mental, mental and scholarly; (3) the requirement for adoration (love needs); (4) the requirement for confidence (regard needs), which is commonly reflected in an assortment of grown-up toys; and (5) self-realization (self-completion), as far as the accessibility of chances for somebody to build up the potential contained in her that transformed into a genuine capacity. (Sudrajat, 2008), McClelland qualities of high achievers (high achievers) have three standard highlights: (1) an inclination for assignments with a moderate level of trouble; (2) like circumstance where their exhibition emerges because of the endeavors of their own, and not because of different variables, for example, karma, for instance; and (3) need criticism on their triumphs and disappointments, than those with low accomplishment (Sudrajat, 2008), while as per E = Existence (the requirement for presence), R = Relatedness (needs to identify with others, and G = (development needs)

1. The more non-satisfaction of a particular prerequisite, the higher the craving to fulfill;
2. Strong want to address the issues of the "higher" increments if the lower needs have been fulfilled;
3. Conversely, the additionally testing to fulfill the requirements of a more elevated level, the more prominent the longing to meeting progressively fundamental needs (Sudrajat, 2008)

As indicated by Herzberg (Two Factor Theory) According to this hypothesis is the persuasive factor are the things that drive accomplishment is inherent, which means arrives in an individual, while the motivation behind cleanliness variables or support are factors that are extraneous importance originates from outside ourselves that decides the conduct an individual in one's life (Sudrajat, 2008). In principle, Victor H. Vroom (anticipation hypothesis). As indicated by this hypothesis, inspiration is the outcome of a result of being pursued by and estimates that his actions would lead to the desired results. That is if someone wants something, and the road seems open to acquiring it, is concerned will seek to get it (Sudrajat, 2008)

### 2.2. Competence

1. Intellectual competence is the capacity needed to run a mental activity. Dimensions include:
  - a. Numerical intelligence is the ability to calculate quickly and precisely;
  - b. Spoken conception, the capability to interpret and understand the following correlation between other relevant aspects;
  - c. Perceptual speed, i.e., the ability to identify the resemblances and discrepancies in visual quickly and precisely;
  - d. Deductive reasoning, namely the ability to use logic;
  - e. Spatial vision is the capacity to envision objects at different locations;
  - f. Memory, the ability to hold together and holding back on experience (Robbins, 2001: 137);
2. Expertise to gain empathy and understanding of others and one's ability to control his reaction when under pressure. Dimensions include:

- a. Personal Skills, consisting of:
  1. Self-consciousness;
  2. Self-supervision;
  3. Incentive.
- b. Social competence, consisting of:
  1. Compassion;
  2. Social aptitudes; (MC, Garvey, 2001).
3. Competence rooted in the character of the attitude that is part of the consciousness of the ultimate in on someone associated with wisdom or wisdom that comes from yourself or outside of conscious thought that not only recognizes the existence of value but also creatively to find new values, (Zohar and Marshall, 2001: 13). Eight characters spiritual competence, namely:
  1. Worship and giving;
  2. Be honest and trustworthy;
  3. Fair;
  4. Cooperation and united;
  5. Fight and be steadfast;
  6. Friendly and compassionate;
  7. Be grateful, and
  8. Responsible, forgiving, and loving, which means it will produce spiritual ideology such as integrity or honesty, energy or passion, inspiration or initiative, decision-making (Ary Gina, 2003: 12).
4. According to Mc. Clelland in Sedarmayanti, (2007: 127) that the competency model consists of 18 generic aspects based on the research industry in 20 countries. These aspects are: (1) Achievement orientation (AO); (2) Analytical Thinking (AT); (3) Conceptual Thinking (CT); (4) Consumer Service Orientation(CSO); (5) Development of Other; (6) Directiveness; (7) Flexibility; (8) Influence and Impact; (9) Seeking Information ; (10) Initiative; (11) Integrity; (12) Understanding on Interpersonal level; (13) Organization Awareness ; (14) Commitment to Organization ; (15) Building Relationships ; (16) Confidence in self; (17) Leadership in Team setting; (18) Cooperation and Teamwork .

### ***2.3. Work Environment***

The working environment can have an impact on the personal lives of employees who influence the organization. Organizations need to watch all the actions and behavior of an employee at work. If no action fraud that does not comply with the rules or something disallowed from the fact that no company should establish penalties for employees. Bosses should also be aware of and implement the existing standards in the company (Belizzi and Hasty, 2000). The working environment is both internal and external conditions that could affect the morale so that the work can be expected to be completed sooner the better (Nitisemito, 2002: 159)

### ***2.4. Performance***

The word execution is gotten from the Job or actual Performance (genuine employment execution or

accomplishments achieved by somebody). Meaning of worker execution is the aftereffect of the value and amount of effort realized by a representative in doing their obligations following the duties are given to him. The nature of worker conduct or Achieved results are in a general sense controlled by the aptitudes and capacities of the relevant representative (Alwi, 2001). Plus, it was Also the inspiration and prospect (Robbins, 2001). There are different elements of execution, and a significant number of them are not related. Somebody might be higher in one size and lower in different angles.

### ***Factors Affecting Performance***

1. Individual aspects: ability, aptitude, family-background, effort understanding, a level of community, and demographic setting.
2. Emotional factors: insight, role, outlook, character, inspiration, and job contentment.
3. The organizational influences: administrative structure, job plan, leadership, awards system (incentive system). According to Mathis and Jackson (2006), factors that may have some impacts on performance are:
  1. Their ability.
  2. Motivation.
  3. Support received.
  4. The actuality of the work performed
  5. Their association with the group.

### ***2.5. Human Resources Madani***

In western literature, which is in line with the human conception resource (public) civil in English, is Civil Society. Civil society is essentially a translation of civil society or al-muftama 'al-civil. Cicero first proposed the term civil society in his political philosophy with society civil term, but this term has developed understanding. If Cicero understands it synonymous with the state, it is now recognized as the independence of the activities of people in the conception of civil society and democratic multi-ethnic society. Huntington (in Sorensen, 2003) suggests a country that experienced a wave of democratization characterized by the transition from a non-democratic regime towards a democratic system at a particular time in tune with the dynamics of the development of democracy. This democratization to proceed with three conditions, among others; First, the end of the authoritarian regime; secondly, the construction of a democratic system; Third, the consolidation of the democratic system.

Civilized society, uphold human values, which are advanced in the mastery of science and technology Allah gives an overview of civil society with His word in Surah Saba verse 15: "Verily, the people of Saba there was a sign (power of God) in the place they are two gardens on the both sides. (They were informed): "Eat of the provision that (given) your Lord and thank you to him. (Your country) is a good country, and (Lord) is God is Forgiveness".

Hall (1998) suggested that civil society is synonymous with civil society, is an idea, an illusion, a shadow, the ideals of a community that can be translated into social life. In the social actors of civil society will cling to civilization and humanity. While according Kashmir (2016: 6) of human resources is the process of managing human, through planning, recruitment, selection, training, development, remuneration, career, occupational safety, and health as well as maintaining industrial relations until the termination of employment in order to attain the purposes of the company and an increase in welfare stakeholder.

### 2.6. Framework of Thinking

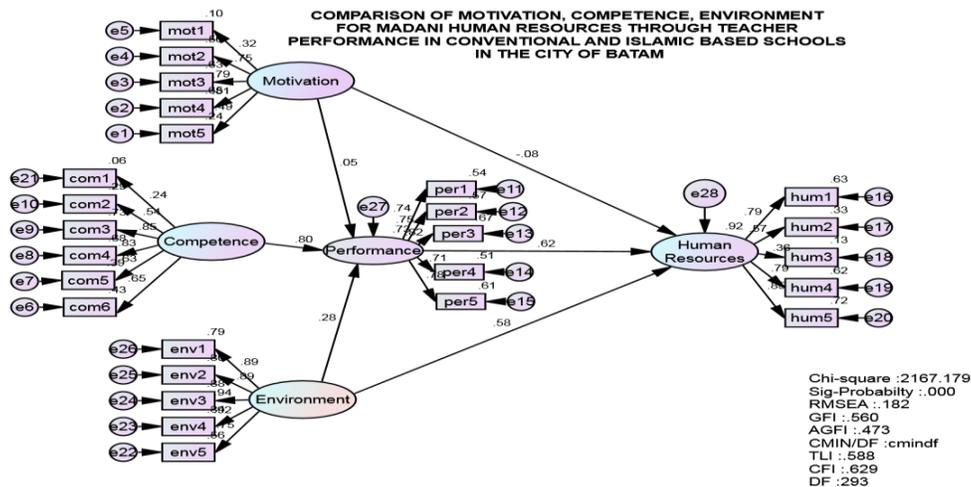
To test the correlation, this study uses correlation and regression analysis, in which three independent variables (X1, X2, X3) is connected to the dependent variable (Y) and (Z) with a pattern of relationships:

1. Influence of variables X1 with a variable (Y)
2. Influence of variables X2 with a variable (Y)
3. Influence of X3 with a variable (Y)
4. Influence of variables with the variable X1 (Z)
5. Influence of variables with a variable X2 (Z)
6. Influence of X3 with a variable (Z)
7. X1 influence between the variables on the endogenous variable (Z) through the intervening variable (Y)
8. X2 influence between the variables on the endogenous variable (Z) through the intervening variable (Y)
9. Influence of X3 variable on the endogenous variable (Z) through the intervening variable (Y)
10. The influence of intervening variables (Y) with the dependent variable (Z)

### 2.7. Hypothesis

Established on the devising of the problem, the hypothesis are:

1. There is the impact of motivation on the human resources Madani
2. There is the influence of the human resource competence Madani
3. No influence of the environment on the human resources Madani
4. No influence of motivation on performance
5. No effect on the performance of competence
6. there are environmental influences on performance
7. No effect on the performing of the human resources Madani
8. No influence of motivation on human resources Madani through performance
9. No influence on the competence of human resources Madani through performance
10. No influence of the environment on human resources Madani through performance



Research Model

### III. RESEARCH METHODOLOGY

#### 3.1. Population and Sample

##### 3.1.1. Population

The population was 380 base on an integrated Islamic school teacher (IT). If the community is more than 100, the sample should be considered between 10% -25% of the population. The sampling method used in this study is judgmental (purposive), which is included in non-probability sampling method (Black & Champion, 2001; Cooper & Schindler, 2003). This method was chosen to confirm that only the samples which have certain features that have been recognized by the researchers will be sampled (Black & Champion, 2001).

##### 3.1.2. Sample

The example is a piece of a populace chose to speak to the populace in the investigation (Cooper & Schindler, 2003). Models in the investigation of 195 educators. In this remove, the example size is adjusted to the examination; the model utilized is the SEM. The example size for SEM utilizing the Maximum Likelihood Estimation of the model is 100-200 examples (Hair et al., 1998; Ghazali, 2005), or as much as 5 to 10 times the quantity of parameters evaluated (Ferdinand, 2000).

#### 3.2. Effect Analysis by SEM

Respondents' answers score data for further processing with statistical pointers Complete Model SEM using AMOS look like below:

From Figure 1, can be made to follow a structural equation models:

$$H1: Y = \gamma_{y.x1}X1 + e1, X1 \rightarrow \text{Direct Effect on } Y,$$

$$H2: Y = \gamma_{y.x2}X2 + e1, \text{ Direct Effect } \rightarrow X2 \text{ on } Y,$$

$$H3: Y = \gamma_{y.x3}X3 + e1, \rightarrow X3 \text{ Direct Effect on } Y,$$

$$H4: Z = \gamma_{z.x1}X1 + e2 \rightarrow X1 \text{ Direct Effect on } Z,$$

$$H5: Z = \gamma_{z.x2}X2 + e2 \rightarrow X2 \text{ Direct Effect on } Z,$$

$$H4: Z = \gamma_{z.x2}X2 + e2 \rightarrow X3 \text{ Direct Effect on } Z,$$

$$H5: Z = \beta_{zy}Y1 + e2, \text{ Direct Effect } \rightarrow Y \text{ in } Z.$$

Table 1: Goodness of Fit

<i>The goodness of Fit Index</i>	<i>Cut-off Value</i>	<i>Model Result</i>	<i>information</i>
Chi-square ( $\chi^2$ )	It is expected that small	2167.179	No Good
Relative Chi-square ( $\chi^2 / df$ )	$\leq 0,00$	0000	Good
RMSEA	$\leq 2.00$	0182	Good
GFI	$\leq 6.00$	0560	Marginal
AGFI	$\leq 5.00$	0473	Marginal

The goodness of the Fit Index is as shown in the picture above. Details can be found in Table 1. Viewing the cut-of-value and goodness of fit models, the results in Table 1 show that the three criteria are considered good, two as marginal. The criteria are met Chi-square ( $\chi^2$ ) Relatives Chi-square ( $\chi^2 / df$ ) and RMSEA, GFI, and which are marginal. Because three criteria are met and the marginal four of the five criteria required, the models can be declared as a good example (Solimun, 2004: 71).

## IV. RESULTS

### 4.1. Research Object

Riau Islands Province which consists of several districts and cities, ie, Batam, Tanjung Pinang, Karimun Lingga, Anambas and Natuna, Batam comprising of Batam Island, Rempang and Galang Island, as well as small islands more in the Straits of Singapore and Malacca Strait, Batam Island, Rempang, and Galang, connected by bridges Bareleng, According to the Department of Population and Civil Registration Batam per 2015 total population of 1,037,187 inhabitants of Batam, and in 2017 a total population of 1,500 inhabitants. Batam is a city with an extremely key area. Other than being in the universal transportation paths, the city has an extremely close separation and straightforwardly adjoining Singapore and Malaysia. Batam is one of the quickest developing urban areas in Indonesia.

### 4.2. Analysis of Structural Equation Model

Scores on the answers of respondents to be further processed with statistical indicators Complete Model SEM using AMOS was acquired look like the following:

Table 2: Standardized Direct Effects (Group Number 1 - Default Model)

	<i>ENVI</i>	<i>COMP</i>	<i>MOTI</i>	<i>PERF</i>	<i>the field for dry rice cultivation</i>
PERF	.283	.803	.049	.000	.000
ground for dry rice cultivation	.576	.000	-.078	.621	.000

Table 3: Regression Weights: (Group Number 1 - Default Model)

			<i>estimate</i>	<i>SE</i>	<i>CR</i>	<i>P</i>	<i>Label</i>
PERF	<---	COMP	1,071	.135	7945	***	
PERF	<---	MOTI	.079	.091	.872	.383	
PERF	<---	ENVI	.389	.079	4896	***	
the field for dry rice cultivation	<---	PERF	.454	.049	9301	***	
the field for dry rice cultivation	<---	MOTI	-.093	.053	-1757	.079	
the field for dry rice cultivation	<---	ENVI	.579	.063	9184	***	

Table 4: Standardized Regression Weights: (Group Number 1 - Default Model)

			<i>estimate</i>
PERF	<---	COMP	.803
PERF	<---	MOTI	.049
PERF	<---	ENVI	.283
field for dry rice cultivation	<---	PERF	.621
field for dry rice cultivation	<---	MOTI	-.078
field for dry rice cultivation	<---	ENVI	.576

### 4.3. Determination Analysis

Examination of the estimation model with assurance is utilized to decide variable commitment. Subsequently, the utilization of Multiple Correlation Squares in the above table. Squares Regression for Performance = .727, for HR =, 920 According to Ferdinand, (2002) Square Multiple Correlation esteem for the variable  $R^2 = 0.727$  indistinguishable execution with  $R^2$  in SPSS, 727 then the size of Determination is the estimation of Square Multiple Correlation with variable occasions  $100\%$  Satisfaction =  $.727 \times 100\% = 72.7\%$ . In this manner, it tends to

be expressed that the presentation is dictated by inspiration, capability, and nature added up to 72.7%. For HR Madani, the quantity of common R2.920 assurance =  $0.920 \times 100\% = 92\%$ . In this way, it very well may be expressed that the common force source is controlled by inspiration, capability, workplace, and the exhibition of 92%.

Squared Multiple Correlations: (Group Number 1 - Default Model)

	<i>estimate</i>
PERF	.727
the field for dry rice cultivation	.920

## V. CONCLUSION

From the formulation of the problem, hypothesis, and after analyzing the problem by using the analysis of structural equation modeling (SEM) and analytical determination, it can be concluded that:

- a. Motivation within variables positive performance was not significant
- b. The competence within variables performance is significantly positive.
- c. The environment within variables performance is significantly positive.
- d. Motivation within variables human resources Madani is not significant positive.
- e. Competence within variables human resources Madani is a significant positive
- f. Environment within variables human resources Madani is a significant positive
- g. Motivational variables on the variable of human resources Madani through performance is a significant negative
- h. Competence within variables human resources Madani through performance is a significant positive
- i. Environment within variables human resources through Madani performance is not significantly positive
- j. Correlation with the performance = 72.7%, and for the human resources Madani = 92%, a significant correlation Regression sum of squares approaches 100%, the rest will be influenced by other variables that have not been studied.

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