

ORGANIZATIONAL LEARNING, ACADEMIC SUPERVISION, AND WORK MOTIVATION IN ENHANCING TEACHING COMPETENCE AND TEACHER PERFORMANCE IN MODERN PESANTREN

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Abstract: Teaching competence and teacher performance are determinant issues in Islamic educational institutions to date, including modern pesantren. Therefore, this study attempted to analyze the effect of organizational learning, academic supervision, and work motivation that possibly enhance teaching competence and teacher performance which has been rarely studied, especially in pesantren. This study involved 128 teachers at modern pesantren Ummul Quro Al-Islami Bogor selected through a simple random sampling method. The collected data were analyzed using Structural Equation Modeling-Partial Least Square (SEM-PLS). The results found that teaching competence positively and significantly affected teacher performance in modern pesantren. Furthermore, organizational learning was also found to positively and significantly affect teaching competence and teacher performance. Meanwhile, academic supervision and work motivation positively and significantly affected teaching competence, but insignificantly affected teacher performance. This study also examined the indirect effect and found that organizational learning, academic supervision, and work motivation positively and significantly affected teacher performance in modern pesantren mediated by teaching competencies. Thus, modern pesantren can effectively enhance their teachers' performance by increasing organizational learning, academic supervision, and work motivation through the mediation of teaching competencies.

Keywords: organizational learning; academic supervision; work motivation; teaching competence; teacher performance.

the teacher is a determinant factor in enhancing the quality of educational institutions (Mailool *et al.*, 2020; Hutagalung *et al.*, 2020; Lie *et al.*, 2020; Hartiwi, Kozlova and Masitoh, 2020; Mesiono, 2019; Nasution, 2018), including pesantren (Rahmah *et al.*, 2020; Rahman *et al.*, 2019; Kartini, Sujanto and Mukhtar, 2017). Therefore, improving teacher performance is crucial for pesantren to compete with other educational institutions in general. Otherwise, issue related to teacher performance has been interesting to be explored, regardless it's not a novelty in educational studies (Good and Lavigne, 2015) since numerous studies were conducted (Measures, 2016) (Falout, 2010). However, teacher performance is still essential to be studied since education demand has continuously been developing and changing (Mailool *et al.*, 2020; Goodwin and Slotnik, 2019; Steinberg and Kraft, 2017).

Teachers with a good level of performance can increase learning effectiveness and quality (Rahmah *et al.*, 2020; Nasution, 2018). Lie *et al.*, (2020) and Hartiwi, Kozlova and Masitoh (2020) stated that teacher performance is viewed through four competencies, i.e., pedagogic, personality, social, and professional competencies. Ideally, in the process of learning, teachers are supposed to have these competencies despite the fact that most educational institutions in Indonesia, including pesantren, suffered some issues related to the low quality of teacher performance (Kartini, Sujanto and Mukhtar, 2017). Furthermore, Muhammadiyah, Marzuki and Hussin (2015) categorized teachers in Islamic educational institutions into; first, less qualified teachers or under qualifications; second, decent teachers, but not in accordance with their educational background; and last, teachers with qualifications and backgrounds that comply with

government regulations. According to Muhammadi, Marzuki and Hussin (2015), 60 percent of teachers are under qualifications based on government regulations, and more than 80 percent of them are teachers in madrasah, in which pesantren are included.

A study by Murtiningsih, Kristiawan and Lian (2019), Andriani, Kesumawati and Kristiawan (2018) and Renata, Wardiah and Kristiawan (2018) found several indicators that showed teachers' low performance, including teachers' low commitment to educating and teaching, professions undertaken, as well as improving their professional abilities. Verawati (2016) viewed teachers' low performance through their incapability to compile lesson plans, disorganized time management, poor interactions with students, and incompetence in mentoring students. In the context of pesantren, Kartini, Sujanto and Mukhtar (2017) argued that weak unfuntioned human resources development, which is indicated by less qualified teachers, poor competencies and insufficient teacher services and facilities, is one of the determinant factors that caused teachers' low performance.

Besides, as the oldest educational institution in Indonesia, the educational system in pesantren is broadly divided into two models, i.e., salafiyah/traditional pesantren and khalafiyah/modern pesantren (Yahya, 2015). In this study, the authors focused on exploring teacher performance in modern pesantren, considering that modern pesantren is the most complex model among the others since its educational systems integrated formal and non-formal curricula (Makruf, 2017), so that teacher with a high level of performance is required. One of the modern pesantren that showed rapid development is Ummul Quro Al-Islami Bogor (PM UQI). Based on data from the Directorate of Islamic Education-Ministry of Religious Affairs (2020), PM UQI is the most populous pesantren in Bogor with 3948 students. Therefore, the quality of pesantren education must be in accordance with the increase in students' number.

According to the study conducted by Ulfaa and Irawan (2018), several teachers at PM UQI taught the subject not in accordance with their educational background, while the others were under qualification since they did not possess a bachelor's degree. The authors also conducted the preliminary study by interviewing the head of the pesantren education bureau and found that several teachers were undisciplined in establishing their teaching activities. For instance, teacher performance appraisal at PM UQI is conducted through their attendance and lateness in class measured by a score reduction system (the starting score is 100). Data from the pesantren education bureau showed that of 252 teachers, 9 of them are teachers with scores of less than 50, 97 are less than 100 scores, and 146 successfully maintain 100 scores for the first semester of 2020. However, this point is alleged to continuously decrease until the end of the second semester if most of them are undisciplined in conducting teaching activities.

Previous studies found that teacher performance is strongly affected by teaching competence, consisted of pedagogical, professional, social, and personality competencies (Nurhasni *et al.*, 2020; Aji, Martono and Fakhrudin, 2019; Toha and Katoningsih, 2018; Sumantri and Whardani, 2017). For instance, Purba, Rafiani and Ali (2018) examined the effect of teaching competence, organizational commitment and non-financial compensation on teacher performance and found that teaching competence was the most determinant variable in enhancing teacher performance. In addition, several other studies showed that teaching competence is further positively affected by organizational learning, academic supervision, and teachers' work motivation. Hartono *et al.*, (2017) found that organizational learning positively affected teaching competence in teachers through indicators of learning proactively, finding alternative methods, learning new knowledge, discussing the current issues and trying a different perspective on teaching. Meanwhile, Saihu (2020), Azwardi (2020) and Huda (2018) found that academic supervision is a determinant factor in improving teaching competence through a directive, collaborative, and instructive approach. Et last, Pradja *et al.*, (2018) and Boset, Asmawi and Abedalaziz (2017) showed that work motivation positively affected teaching competence and ultimately improved teacher performance.

Despite the fact that studies related to teaching competence and teacher performance have been conducted widely (Nurhasni *et al.*, 2020; Toha and Katoningsih, 2018; Purba, Rafiani and Ali, 2018; Amalia and Saraswati, 2018; Xu and Ye, 2014), however, to the best of author's knowledge, no study that specifically examines organizational learning, academic supervision and work motivation simultaneously

as determinant factors that possibly improve teaching competence and teacher performance in Islamic educational institutions. Therefore, this study proposed a new structural model in constructing the causality between organizational learning, academic supervision and work motivation in affecting teaching competence and further implicated teacher performance in modern pesantren by formulating the following hypothesis.

H1. Teaching competence positively affects teacher performance.

Numerous studies found a strong relationship between teaching competence and teacher performance in Indonesia (Aji, Martono and Fakhruddin, 2019; Toha and Katoningsih, 2018; Sumantri and Whardani, 2017). For instance, Toha and Katoningsih (2018) found that teaching competence positively affected teacher performance. Meanwhile, Purba, Rafiani and Ali (2018) examined the effect of competence, organizational commitment and non-financial compensation and found that competence was the most determinant variable in enhancing teacher performance. Therefore, teacher performance is highly determined by their teaching competencies, including pedagogical, professional, social and personality competencies (Arifin, 2015). Amalia and Saraswati (2018) further showed that teachers with certification have a higher teaching competence and performance level than teachers without certification. Meanwhile, Xu and Ye (2014) stated that the academic climate also affected the relationship between competence and teaching performance. Finally, Nurhasni *et al.*, (2020) specifically found that pedagogic competence and professional competence, which are the dimensions of teaching competence, positively affected teacher performance.

H2. Organizational learning positively affects teaching competence

H3. Organizational learning positively affects teacher performance

H4. Organizational learning positively affects teacher performance mediated by teaching competencies

Hartono *et al.*, (2017) found that organizational learning positively affected teaching competence on lecturers in higher education simultaneously with the need for achievement and further affected their performance. Thus, organizational learning effectively improved teaching competence. Hartono *et al.*, (2017) measure organizational learning through indicators of learning proactively, finding alternative methods, learning new knowledge, discussing the current issues and trying a different perspective on teaching. Goestjahjanti *et al.*, (2020) and Putra *et al.*, (2020) showed that organizational learning also improved soft skills, hard skills, and innovation capabilities, possibly making teachers ready to face the challenges and changes of teaching in the future. Furthermore, Hartono *et al.*, (2017) empirically also proved that organizational learning affected teacher performance indirectly mediated by teaching competence. Hartono *et al.*, (2017) stated that the mediation effect of teaching competence is greater than the direct effect of organizational learning on teacher performance. Therefore, teacher performance can be improved more effectively by organizational learning through increasing teaching competence. However, empirical research related to organizational learning and teaching competence in education is still rare, so further research is needed.

H5. Academic supervision positively affects teaching competence

H6. Academic supervision positively affects teacher performance

H7. Academic supervision positively affects teacher performance mediated by teaching competence

Academic supervision in education is a significant factor that can improve teaching competence (Saihu, 2020; Azwardi, 2020). Academic supervision focused on how the supervisor helped teacher problems in teaching (Saihu, 2020). Academic supervision has several functions, including inspection, assessment, training and coaching of teachers through a directive, collaborative, and instructive approach (Azwardi, 2020). However, the collaborative approach is considered more effective in implementing academic supervision to increase teaching competence (Azwardi, 2020). Meanwhile, Saihu (2020) argued that institutions must integrate it with total quality management (TQM) to achieve maximum academic supervision. Empirically, the previous research showed that academic supervision positively affected teacher competence (Karnati, 2019; Maritasari *et al.*, 2020), including in Islamic educational institutions, despite the fact that it not implemented optimally (Huda, 2018). Besides, academic

supervision was also effective in improving teacher performance (Hoque *et al.*, 2020; Maritasari *et al.*, 2020; Prasetyono, Abdillah and Fitria, 2018). Hariprasetya *et al.*, (2016) showed that academic supervision and teaching competence are positively related to teacher performance. Kartini, Kristiawan and Fitria (2020) specifically viewed that academic supervision effectively improved teacher performance through the mediation of professional competence. Meanwhile, Mutohar and Trisnantari (2020) stated that academic supervision simultaneously with managerial capabilities and school organizational culture can enhance teacher performance and further enhance madrasahs' effectiveness. Finally, (Rachman, 2020; Mujiyati, Suriansyah and Effendi, 2019) found that academic supervision can improve teachers' quality in teaching.

H8. Work motivation positively affects teaching competence

H9. Work motivation positively affects teacher performance

H10. Work motivation positively affects teacher performance mediated by teaching competence

Studies related to work motivation and teacher competence are also scarce. However, Abbas (2013) showed that intrinsic and extrinsic motivation positively affected teaching competence and subsequently affected teacher performance. Several studies have found that work motivation has a strong relationship with teaching competence in English as a foreign language (EFL) teachers (Boset, Asmawi and Abedalaziz, 2017), while the others stated that work motivation affected teacher competence in public schools (Pradja *et al.*, 2018). Muhajirin, Prihatin and Yusuf (2017) specifically found that work motivation enhanced teacher professional competence. Otherwise, studies related to work motivation and performance have been widely conducted both in the education sector (Boset, Asmawi and Abedalaziz, 2017; Setiyaningsih, 2020; Andriani, Kesumawati and Kristiawan, 2018; Habibi, Raharjo and Rifa, 2018; Abbas, 2013), as well as in non-education sector (Makki and Abid, 2017; Kalhor, Jhatial and Khokhar, 2017; Hendijani *et al.*, 2016). For instance, Andriani, Kesumawati and Kristiawan (2018) found that work motivation affected teacher performance simultaneously with transformational leadership in vocational schools. In accordance with that, Setiyaningsih (2020) also found that principal leadership and work motivation significantly affected teacher performance, while the study by Habibi, Raharjo and Rifa (2018) showed that compensation, academic supervision, pedagogic competence and work motivation affected teacher performance in vocational schools. However, to the best of the authors' knowledge, similar research has not been widely conducted in Islamic educational institutions, especially in modern pesantren.

METHODS

This study was conducted at modern pesantren Ummul Quro Al-Islami, Bogor, West Java and collected data through a questionnaire distributed online using google-forms. This study involved 128 teachers selected through simple random sampling. We used six measurement scales consisted of organizational learning (5 items), academic supervision (5 items), Work Motivation (12 items), teaching competence (12 items) and teacher performance (5 items). Teacher performance is measured using a scale adapted from Maritasari *et al.*, (2020), which consists of five indicators: planning of learning, utilizing instructional media, connecting students in various learning experiences, working with students exclusively, and active leadership of the teacher. Meanwhile, the teaching competency scale is developed based on Government Regulation No. 16 of 2007, which included pedagogical, personality, social, and professional competence dimensions.

Organizational learning is measured using a scale developed by Hartono *et al.*, (2017) that integrated several concepts of Greenwood, Argyris and Schon (1997), Vegt and Bunderson (2005) and Sessa and London (2015). These Organizational learning indicators included learning proactively, finding alternative methods, learning new knowledge, discussing the current issues and trying a different perspective. Furthermore, the academic supervision scale is adopted from Maritasari *et al.*, (2020), which consists of five indicators covering motivating the teacher, supervising learning activities, helping them determine subject materials, and giving them instructional direction as well as instructional tasks.

Finally, work motivation is measured through a multidimensional work motivation scale developed by Gagné *et al.*, (2015), consisting of amotivation, extrinsic social and material regulation, introjected and identified regulation, and intrinsic motivation.

All measurement used a Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), specifically for teaching competence and teacher performance constructs, which consisted of several non-favourable items, the assessment conducted in reverse, ranging from 1 (strongly agree) to 5 (strongly disagree). Collected data then analyzed using structural equation modelling through partial least squares (SEM-PLS) with the help of Smart PLS to examine the causality relationship between latent variables. Ghozali and Latan (2019) stated that SEM-PLS analysis is a simultaneous equation focused on predictions to describe latent variables based on indicators. SEM-PLS analysis is conducted in two evaluation models, i.e., measurement model evaluation and structural model evaluation. Measurement model evaluation included assessment of validity and reliability, and structural model evaluation aimed to predict the relationship (causality model) between latent variables through the bootstrapping procedure (Ghozali and Latan, 2019).

RESULTS

Respondent Characteristics

In this study, we viewed respondent characteristic based on gender, educational background, age, work tenure and alumni status. Of the 128 respondents, 65 (50.8 per cent) are male and 63 (49.2 per cent) are female. In the term of educational background, 6.3 per cent of respondents have graduate or master's degree (S2), 46.1 per cent have bachelor's degree (S1), and 47 per cent are graduated from high school (MA). Furthermore, based on age, 31 (24 per cent) of them are under 20 years old, 71 (55.5 per cent) are between 21 and 30 years old, 22 (17.2 per cent) are between 31 and 40 years old, and 4 (3.1 per cent) are between 41 and 50 years old. Meanwhile, 50.8 per cent of respondents have been working in PM UQI for less than 5 years, 38.3 per cent for 6 to 10 years, 9.4 per cent for 11 to 15 years, and 1.6 per cent for 15 to 20 years. Finally, based on alumni status, 69.5 per cent of the respondents are PM UQI alumni, and 30.5 per cent of them are not PM UQI alumni.

Table 1. Respondent Characteristics

Characteristic	N (128)	Percentage (100%)
Gender		
Male	65	50,8%
Female	63	49,2%
Educational Background		
High School (MA)	61	47,7%
Bachelor (S1)	59	46,1%
Master (S2)	8	6,3%
Age		
<20 Years	31	24,2%
21-30 Years	71	55,5%
31-40 Years	22	17,2%
41-50 Years	4	3,1%
Work Tenure		
<5 Years	65	50,8%
6-10 Years	49	38,3%
11-15 Years	12	9,4%
15-20 Years	2	1,6%
Alumni Status		

Characteristic	N (128)	Percentage (100%)
Alumni of PM UQI	89	69,5%
Non-alumni of PM UQI	39	30,5%

Measurement Model Evaluation

Measurement model evaluation aimed to evaluate the validity and reliability of each indicator in the construct. Since indicators used in this study are reflective, the convergent validity is viewed based on the loading factor score ($n > 0.60$) and the discriminant validity is viewed based on the Average Variance Extracted (AVE) score ($n > 0.50$). Meanwhile, the construct reliability is assessed based on composite reliability and Cronbach alpha score ($n > 0.70$). However, Cronbach alpha score ($n > 0.60$) is acceptable for certain studies in the process of construct development or explorative study (Ghozali and Latan, 2019).

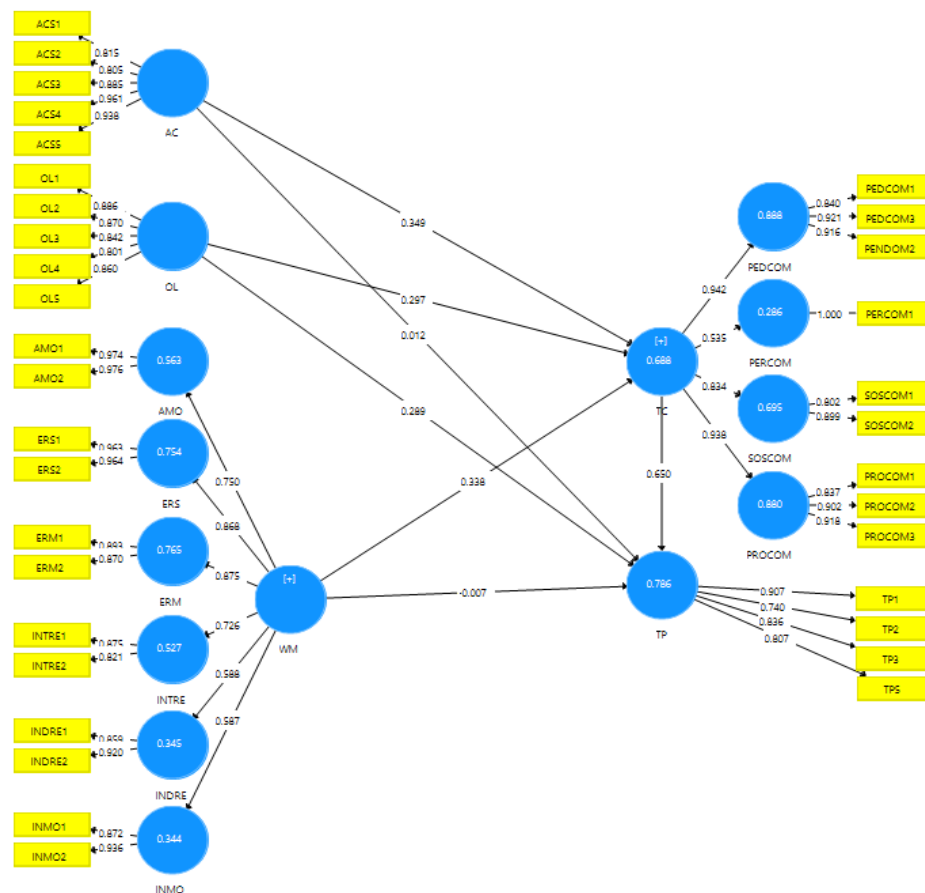


Figure 1. Factor Loading (Outer Model)

We dropped several indicators out in this measurement model evaluation that showed loading factor score below < 0.06 , including PERCOM1, PERCOM2, SOSCOM3, and TP4. Thus, the final result of the factor loading score is presented in Figure 1. Meanwhile, Table 2 shows The AVE, Cronbach alpha and Composite reliability score.

Table 2. AVE, Cronbach Alpha and Composite Reliability

	Average Variance Extracted (AVE)	Cronbach's Alpha	Composite Reliability
Organizational Learning	0.727	0.906	0.930
Academic Supervision	0.780	0.928	0.946
Work Motivation	0.624	0.907	0.928
Amotivation	0.950	0.948	0.975
Extrinsic Regulation-Material	0.777	0.715	0.874
Extrinsic Regulation-Social	0.928	0.922	0.962
Identified Regulation	0.787	0.742	0.880
Intrinsic Motivation	0.801	0.783	0.889
Interjected Regulation	0.712	0.613	0.831
Teaching Competence	0.671	0.927	0.941
Pedagogical Competence	0.798	0.873	0.922
Personality Competence	1.000	1.000	1.000
Professional Competence	0.786	0.863	0.917
Social Competence	0.724	0.629	0.840
Teacher Performance	0.680	0.842	0.894

Structural Model Evaluation

The structural model firstly is evaluated through the R-Square score of the endogenous variable. The R-Square showed a predictive degree of certain exogenous variables toward endogenous variables. Based on the rule of thumb, the R-Square score below 0.25, 0.50 and 0.75 is categorized as a weak, moderate and strong model (Ghozali and Latan, 2019). Based on Table 3, the R-Square score for teaching competence is 0.672, indicating that organizational learning, academic supervision, and work motivation explained 67.2 per cent of the variance in teaching competence. In contrast, 32.8 per cent explained by other variables. Meanwhile, the R-Square score for teacher performance is 0.800, indicating that organizational learning, academic supervision, work motivation, and teaching competence simultaneously explained 80 per cent of the variance in teacher performance. In comparison, 20 per cent explained by other variables.

Table 3. Coefficient of Determination (R-Square)

	R Square	R Square Adjusted	Category
Teaching Competence	0.672	0.664	Strong
Teacher Performance	0.800	0.794	Highly Strong

The structural model further is evaluated based on coefficient β and t -value (T-Statistic) through the bootstrapping procedure. Critical ratio scores greater than 1.96 showed the path coefficient is statistically significant at level $p < 0.05$ (Ghozali and Latan, 2019). Based on **Table 4**, teaching competence positively and significantly affected teacher performance ($\beta = 0.697$ and t -value = 7.515). Further, organizational learning also positively and significantly affected teaching competence ($\beta = 0.285$ and t -value = 2.819) and teacher performance ($\beta = 0.287$ and t -value = 3.464). Meanwhile, academic supervision has a positive and significant effect on teaching competence ($\beta = 0.502$ and t -value = 5.532), but not on teacher performance ($\beta = -0.069$ and t -value = 0.779). Similar to academic supervision, work motivation also has a positive and significant effect on teaching competence ($\beta = 0.151$ and t -value = 2.514), but not on teacher performance ($\beta = 0.055$ and t -value = 1.176). This study also examined the indirect effects and found that organizational learning, academic supervision and work motivation affected teacher performance mediated by teaching competence. The coefficient β and t -value in the mediation path between organizational learning and teacher performance are 0.199 and 2.377, the coefficient β and t -value in the mediation path between academic supervision and teacher performance are 0.350

and 4.919, and the coefficient β and t -value in the mediation path between work motivation and teacher performance are 0.105 and 2.115. Hence, all hypotheses in this study are accepted except for H6 and H9.

Table 4. Path Coefficient and T-Statistic Value (Hypothesis testing)

Hypothesis	Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
Teaching Competence -> Teacher Performance	0.697	7.515	0.000	Accepted
Organizational Learning -> Teaching Competence	0.285	2.819	0.005	Accepted
Organizational Learning -> Teacher Performance	0.287	3.464	0.001	Accepted
Organizational Learning -> Teaching Competence -> Teacher Performance	0.199	2.377	0.018	Accepted
Academic Supervision -> Teaching Competence	0.502	5.532	0.000	Accepted
Academic Supervision -> Teacher Performance	-0.069	0.779	0.437	Rejected
Academic Supervision -> Teaching Competence -> Teacher Performance	0.350	4.919	0.000	Accepted
Work Motivation -> Teaching Competence	0.151	2.514	0.012	Accepted
Work Motivation -> Teacher Performance	0.055	1.176	0.240	Rejected
Work Motivation -> Teaching Competence -> Teacher Performance	0.105	2.115	0.035	Accepted

DISCUSSION

The objective of this study is to examine the effect of organizational learning, academic supervision and work motivation, which is perceived by teachers in modern pesantren, on their teaching competence and further implicated toward their performance. Additionally, to compare the effect of organizational learning, academic supervision and work motivation on teacher performance both directly and indirectly, this study also examined teaching competence as the mediator that linked those variables.

As expected, this study found that teaching competencies positively and significantly affected teacher performance in modern pesantren. The higher the teaching competence they possessed, the better the performance they exhibited. This finding is in accordance with previous studies conducted by Aji, Martono and Fakhruddin (2019), Toha and Katoningsih (2018), Sumantri and Whardani (2017). For instance, Purba, Rafiani and Ali (2018) examined the effect of competence, organizational commitment and non-financial compensation and found that competence was the most determinant variable in enhancing teacher performance. Therefore, teacher performance is highly determined by their teaching competencies, including pedagogical, professional, social and personality competencies (Arifin, 2015).

Furthermore, this study proved that organizational learning positively and significantly affected both teaching competence and teacher performance. The higher the level of organizational learning implemented in modern pesantren, the higher the level of teaching competence and teacher performance. In addition, this study also found that organizational learning positively and significantly affected teacher performance mediated by teaching competencies. These findings are consistent with previous studies conducted by Hartono *et al.*, (2017), which found that organizational learning positively affected teaching competence on lecturers in higher education simultaneously with the need for achievement and further affected their performance. Hartono *et al.*, (2017) empirically also proved that organizational learning affected teacher performance indirectly mediated by teaching competence.

Hartono *et al.*, (2017) stated that the mediation effect of teaching competence is greater than the direct effect of organizational learning on teacher performance. That contrasted with our result, which found that the direct effect of organizational learning on teacher performance was more significant (3,464) than the indirect effect through the mediation of teaching competence (2,377). Thus, teachers' performance in modern pesantren is more effectively enhanced by organizational learning directly without considering their teaching competence. It is natural since organizational learning, which consisted of learning proactively, finding alternative methods, learning new knowledge, discussing the current issues,

and trying a different perspective on teaching, can automatically increase their competence and further increase their performance.

Academic supervision was also found to affect teaching competence positively but not on teacher performance. First, the finding related to the positive effect of academic supervision on teaching competence supported previous studies (Saihu, 2020; Azwardi, 2020). Second, the finding showed the insignificant effect of academic supervision on teacher performance contrasted to previous research conducted by Hoque *et al.*, (2020); Maritasari *et al.*, (2020); Prasetyono, Abdillah and Fitria (2018). It possibly occurred due to the fact that academic supervision at PM UQI is not established directly by the principal or pesantren leaders. Instead, it conducted by particular teachers who are considered as the most competent ones in a specific subject.

However, this study found that academic supervision can improve teacher performance mediated by teaching competence. It indicated that academic supervision effectively improved teacher performance by increasing teaching competence. Without improving teaching competence, teacher performance in modern Islamic boarding schools cannot be improved through academic supervision. Thus, in this study, teaching competence is a full mediator that linked academic supervision and teacher performance. This finding supported the previous research conducted by Kartini, Kristiawan and Fitria (2020), who specifically viewed that academic supervision effectively improved teacher performance through the mediation of professional competence. However, according to Huda (2018), academic supervision of Islamic educational institutions is not implemented optimally. Therefore, institutions must integrate it with total quality management (TQM) to achieve maximum academic supervision (Saihu, 2020).

Similar to academic supervision, this study also found that work motivation has a positive and significant effect on teaching competence but not on teacher performance. The higher the teachers' work motivation in modern pesantren, the higher the teaching competence they possess. It's in line with previous studies (Boset, Asmawi and Abedalaziz, 2017; Pradja *et al.*, 2018; Muhajirin, Prihatin and Yusuf, 2017). Conversely, the level of teacher performance in modern pesantren cannot be determined by their level of work motivation. Again, this finding contradicted previous studies (Setiyaningsih, 2020; Habibi, Raharjo and Rifa, 2018; Andriani, Kesumawati and Kristiawan, 2018). It possibly occurred due to models, cultural, education system differences adopted by modern pesantren, considering several studies cited above is conducted in general educational institutions, and not pesantren-based educational institutions.

After all, this study further found that work motivation effectively enhanced teacher performance mediated by teaching competence. It indicated that work motivation was less effective in enhancing teacher performance without increasing teaching competence. Thus, teaching competence is also a full mediator that linked work motivation and teacher performance in modern pesantren. This finding proved the initial study found by Abbas (2013), who said that intrinsic motivation and extrinsic motivation positively affected teaching competence and subsequently affected their performance.

CONCLUSION

Similar to previous studies, this study concluded that teaching competence effectively improved teacher performance in modern pesantren. Organizational learning also effective in enhancing teaching competence and teacher performance. Otherwise, academic supervision and work motivation only effective in enhancing teaching competence but less effective in enhancing teacher performance. This study also examined the indirect effect and found that organizational learning, academic supervision and work motivation effectively improved teacher performance in modern pesantren through the mediation of teaching competence.

Teacher performance is one of the most determinant factors in improving educational institution quality, including modern pesantren (Rahmah *et al.*, 2020; Rahman *et al.*, 2019; Kartini, Sujanto and Mukhtar, 2017). On the other hand, teacher performance is also greatly influenced by teaching competence (Nurhasni *et al.*, 2020; Aji, Martono and Fakhruddin, 2019; Toha and Katoningsih, 2018; Sumantri and

Whardani, 2017). Therefore, modern pesantren need to improve their teachers' teaching competence and performance. Based on the results of this study, teaching competence and teacher performance can be improved through organizational learning, academic supervision and work motivation. Organizational learning, for instance, will effectively encourage teachers to learn proactively, try new methods in the process of learning, and sharing knowledge among them. Meanwhile, academic supervision implemented in modern pesantren can be maximized by integrating it with total quality management (TQM). Finally, pesantren also needed to notice teachers' work motivation from various aspects, such as their need for intrinsic or extrinsic motivation.

Every research has limitations, including this study. One is related to the data collection method that was conducted online with a cross-sectional design approach. Future researchers are expected to collect data directly to increase data validation and accuracy, also possibly observe respondent's behaviour. In addition, further study is recommended to use a longitudinal study design to understand better causality between variables. Since this study only explored particular factors that were possibly enhancing teaching competence and teacher performance, i.e., organizational learning, academic supervision and work motivation, future research can review other variables such as job satisfaction, organizational commitment, work engagement, OCB, etc.

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