

Commitment, Pedagogical Competence, Supervision and Work Experience on Teacher Performance

Eko Budi Prabowo, Istiatin, Kartika Hendra TS

Management Faculty, Postgraduate Program, Batik Islamic University, Surakarta
ekobudi@lppks.org

ABSTRACT

This study aims to test and analyze the effect of commitment on the performance of SMK AN-NUR Ampel Boyolali teachers. Test and analyze the effect of pedagogical competence on the performance of SMK AN-NUR Ampel Boyolali teachers. Test and analyze the effect of supervision on the performance of SMK AN-NUR Ampel Boyolali teachers. Test and analyze the effect of work experience on the performance of SMK AN-NUR Ampel Boyolali teachers. This type of research is quantitative descriptive research. The object of this research is SMK AN-NUR Ampel Boyolali teachers. The sampling technique uses non-probability sampling technique with census method. The number of samples is 39 respondents. The data analysis technique used in this study is multiple linear regression with t-test hypothesis test, F test and coefficient of determination (R²). The results of the study show that commitment has a positive and significant effect on the performance of SMK AN-NUR Ampel Boyolali teachers. Pedagogical competence has a positive and significant effect on the performance of SMK AN-NUR Ampel Boyolali teachers. Supervision has a positive and significant effect on the performance of teachers at SMK AN-NUR Ampel Boyolali. Work experience has a positive and significant effect on the performance of teachers at SMK AN-NUR Ampel Boyolali.

Keywords: *Commitment, Pedagogical Competence, Supervision and Work Experience, Teacher Performance.*

INTRODUCTION

Performance is the overall result or level of success of a person during a certain period in carrying out tasks compared to various possibilities, such as predetermined and mutually agreed work standards, targets, objectives, or criteria. Performance relates to work results, work achievements, and the achievement of predetermined targets, both quantitatively and qualitatively, whether carried out individually or as an organization (Gadriaman, 2024). Teacher performance is the ability demonstrated by a teacher in carrying out their duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with predetermined standards. Performance is the level of success of an individual or group of people in carrying out their duties and responsibilities and the ability to achieve predetermined goals and standards. Teacher performance can be seen when the teacher carries out the teaching and learning process with students in the classroom, including their preparation in the form of learning tools (Wahyuni et al., 2022).

Several factors influence performance, including organizational commitment. A clear organizational commitment ensures teachers' comfort as organizational actors. This requires pedagogical competence, supervision, and good teacher work experience in the educational process to achieve optimal teacher performance as

expected. Organizational commitment is a state in which an employee sides with the organization's goals and desires to maintain membership in the organization (Suriani, 2020). Organizational commitment is characterized by individuals feeling trust, acceptance of the organization's goals, and a firm commitment to not leaving the organization. Organizational commitment is a provision that can be mutually agreed upon by all members of the organization. This provision can include implementing regulations and goals to be achieved in the future. Organizational commitment is the individual's ability to contribute to the organization and provide what is within the individual to achieve organizational well-being (Murniarti, 2023).

Efforts to improve the quality of education must at least address improvements in the components mentioned above. These improvements should be implemented comprehensively and simultaneously, but addressing all components simultaneously is very difficult and nearly impossible. Simultaneous efforts require scattered attention, resulting in in-depth efforts that remain superficial. Therefore, gradual improvement efforts are carried out on specific components deemed most strategic and worthy of prioritization. The most strategic and systematic component among those mentioned above is the teacher component, particularly as it relates to performance and competency. In this regard, teachers are strongly expected to manage the other components as a system, so that, under existing conditions, they can perform optimally. (Shunhaji, 2021)

Supervision serves as direction and control for employees below them in an organization or group. Supervision in education is coaching in the form of guidance or coaching towards improving the educational situation in general and improving the quality of teaching, learning, and instruction. Educational supervision is an effort to stimulate, coordinate, and continuously guide the growth of teachers in schools, both individually and collectively, so that they understand and are more effective in implementing all learning functions. Thus, they can stimulate and guide the growth of each student, thereby enabling them to be more capable and competent in participating in a modern democratic society (Prahara et al., 2022). Principal supervision is a process specifically designed to assist teachers and supervisors in utilizing their knowledge and skills in providing services to parents of students and schools. Supervision plays a role in providing assistance and facilitation for teachers to develop their potential optimally. Supervision can improve the professional and technical abilities of teachers, principals, and other personnel, and improve the quality of the educational process in schools (Evi et al., 2022).

Work experience also significantly influences a person's performance. Work experience is also significantly related to teacher performance. Work experience is a measure of the length of time or length of work a person has spent understanding the tasks of a job and performing them well (Pramedyanti & Atmajawati, 2023). Work experience is the skills a person acquires from their work life. The longer a person works, the more they know about work life. Work experience is the management of understanding and expertise mastered by a person in their work activities. Work experience is a person's level of self-understanding and control over their own

abilities in the workplace, which can be measured by years of experience and the employee's level of competence and skills. Work experience is the time or period that indicates the length of a person's work period, measured by their level of knowledge and skills (Fazira et al., 2023).

Teachers or educators are responsible for the development of their students by developing their various potentials. Teachers are the most influential individuals in schools, serving as role models and examples for their students. According to Kunandar, teachers are a crucial component of education. Within the educational context, teachers play a significant and strategic role. This is because they are at the forefront of educational implementation. They are the ones who directly interact with students, transferring knowledge and technology while simultaneously instilling positive values through guidance and example. (Jannah et al., 2023).

Teachers are professionals tasked with teaching, educating, and training. Educating means transmitting and developing life values. Teaching means transmitting and developing science and technology. Training, on the other hand, means developing skills in students. Professionalism plays a crucial role in any profession or business. Teachers can be considered professional if the learning process involves several elements or components. The criteria for professional teachers include the ability to identify and implement effective teaching techniques to achieve educational goals. If teacher competency is built on expertise in the subject matter being taught, then the teaching profession will be more about the teaching profession in general, not dependent on what is taught or at what level the teachers teach. (Atmajawati, 2023)

The importance of teacher performance and the factors that influence it. This study re-examines the influence of commitment, pedagogical competence, supervision, and work experience on teacher performance. The study was conducted at SMK An-Nur Ampel Boyolali.

RESEARCH METHODS

This study uses a quantitative descriptive approach. The author chose to use a quantitative descriptive method to determine the magnitude of the influence and significance between the variables of commitment, pedagogical competence, supervision and work experience on teacher performance. This study was conducted at SMK AN-NUR Ampel Boyolali which is located at Jl. Raya Ampel - Simo, Godeg, Candi, Ampel District, Boyolali Regency, Central Java 57352. The research period was 6 months. The author conducted the study because he wanted to know the real influence of commitment, pedagogical competence, supervision and work experience on the performance of SMK AN-NUR Ampel Boyolali teachers. The population in all teachers working at SMK AN-NUR Ampel Boyolali totaling 39 people. The number of samples taken was 39 people or respondents.

The sampling technique used in this study was a non-probability sampling technique with a census method. The variables used in this study consisted of two variables: the dependent variable was teacher performance and the independent

variables consisted of commitment, pedagogical competence, supervision, and work experience.

The regression equation model used is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Information :

Y	: Teacher Performance Variable
X1	: Commitment Variable
X2	: Pedagogical Competence Variable
X3	: Supervisory Variable
X4	: Work Experience Variable
a	: constant
b1, b2, b3, b4	: correlation coefficient
e	:error termnuisance error

RESULTS AND DISCUSSION

Multiple Linear Regression

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

From these results, the regression equation can be obtained:

$Y = -0.449 + 0.302X_1 + 0.499X_2 + 0.088X_3 + 0.151X_4$. The equation can be explained as follows:

- 1). $a = -0.449$, this means, if the factorCommitment (X1), pedagogical competence (X2), Supervision (X3) and Work Experience (X4) are considered constant, then it will result inTeacher performance of SMK AN-NUR Ampel Boyolali(Y) decreased by 0.453.
- 2) $b_1 = 0.302$, this means, if the Commitment factor (X1) increases by 1 unit and the other variables are constant, thenTeacher performance of SMK AN-NUR Ampel Boyolali(Y) increased by 0.302.
- 3) $b_2 = 0.499$, this means that if the Pedagogical Competence factor (X2) increases by 1 unit, and the other variables are constant, thenTeacher performance of SMK AN-NUR Ampel Boyolali(Y) increased by 0.499.
- 4) $b_3 = 0.088$, this means that if Supervision (X3) increases by 1 unit, and the other variables remain constant, thenTeacher performance of SMK AN-NUR Ampel Boyolali(Y) increased by 0.088.
- 5) $b_4 = 0.151$, this means that if the Work Experience factor (X4) increases by 1 unit, and the other variables remain constant, thenTeacher performance of SMK AN-NUR Ampel Boyolali(Y) increased by 0.151.

For further details, please see the SPSS data processing results table as follows:

Table 1Summary of Multiple Linear Regression Results

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
1 (Constant)	-,449	1,099	-,409	,685

Commitment	,302	,063	4,805	,000
Pedagogical Competence	,499	,108	4,612	,000
Supervision	,088	,043	2,054	,048
Work experience	,151	,068	2,205	,034

Source: SPSS Data Processing 2026

t-test

- 1) The t-test relating to Commitment (X1) towards Teacher performance of SMK AN-NUR Ampel Boyolali(Y)

From the results of the calculation, the results obtained were t count = 4.805 > t table = 2.030 and a significance level of 0.000 < 0.05, so Ho was rejected, meaning that commitment had an effect on Teacher performance of SMK AN-NUR Ampel Boyolali(Y)

- 2) The t-test relating to Pedagogical Competence (X2) against Teacher performance of SMK AN-NUR Ampel Boyolali(Y)

From the results of the calculation, the results obtained were t count = 4.612 > t table = 2.030 and a significance level of 0.000 < 0.05, so Ho was rejected, meaning that pedagogical competence had an effect on Teacher performance of SMK AN-NUR Ampel Boyolali(Y)

- 3) The t-test related to Supervision (X3) against Teacher performance of SMK AN-NUR Ampel Boyolali(Y)

From the results of the calculation, the results obtained were t count = 2.054 > t table = 2.030 and a significance level of 0.048 < 0.05, so Ho was rejected, meaning that supervision had an effect on Teacher performance of SMK AN-NUR Ampel Boyolali(Y)

- 4) The t test relates to Work Experience (X4) against Teacher performance of SMK AN-NUR Ampel Boyolali(Y)

From the results of the calculation, the results obtained were t count = 2.205 > t table = 2.030 and a significance level of 0.034 < 0.05, so Ho was rejected, meaning that work experience had an effect on Teacher performance of SMK AN-NUR Ampel Boyolali(Y)

From the results above, it can be summarized as follows:

Table 2 t-Test Results

Hypothesis	t-count	t-table	Sig	Standard	Information
H1	4,805	2,030	0,000	0.05	H0 Rejected
H2	4,612	2,030	0,000	0.05	H0 Rejected
H3	2,054	2,030	0.048	0.05	H0 Rejected
H4	2,205	2,030	0.034	0.05	H0 Rejected

Source: Processed data, 2026

Model Feasibility Test

Table 3 Model Feasibility Test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	150,213	4	37,553	70,564	,000b
	Residual	18,095	34	,532		
	Total	168,308	38			

Source: Processed data, 2026

Analysis of the Coefficient of Determination (R²)

Table 4 Table of Determination Coefficients

Model	R	R Square	Adjusted R Square
1	,945a	,892	,880

Source: SPSS data processing, 2026

By using the SPSS program, we can obtain an R² of 0.880 or 88%, meaning that together there is an influence between the independent variables, namely Commitment (X1), Pedagogical Competence (X2), Supervision (X3), and Work Experience (X4) on Teacher performance of SMK AN-NUR Ampel Boyolali (Y) was 88%, while the remaining 12% was influenced by other factors, which were not researched, such as leadership style, rewards, incentives, work environment and others.

Discussion

1. The Influence of Commitment on Teacher Performance

Based on the results of data processing in table 3, the t-test for the commitment variable was 4.805.> t table = 2.030 and a significance level of 0.000 < 0.05, then Ho is rejected, meaning that commitment has an effect on the performance of teachers at SMK AN-NUR Ampel Boyolali (Y). This is reinforced by research Suriani, (2020); Wahyuni et al., (2022); Murniarti et al., (2023) stated that commitment influences teacher or employee performance.

Organizational commitment has a very strong and positive influence on improving teacher performance at SMK AN-NUR Ampel Boyolali. When a teacher has a deep emotional attachment (affective commitment) to the school, they will teach with full dedication and sincerity. This encourages them to give their best performance in the classroom and in the practice room, such as being willing to spend extra time to guide students in preparing for competency tests to bring good name to the school. This strong sense of belonging transforms teaching from merely a professional obligation into a form of real devotion.

On the other hand, commitment based on considerations of career feasibility and stability (continuing commitment) also helps maintain the consistency of their performance. Teachers who recognize the positive value of the work environment

at SMK AN-NUR Ampel will strive to maintain their positions by complying with the foundation's regulations, being orderly in compiling learning administration such as the Learning Objective Flow (ATP) and Teaching Modules, and maintaining discipline in teaching hours. This awareness of responsibility is reinforced by normative commitment, where teachers feel a moral obligation and religious values to advance the educational institution where they are sheltered. The combination of these three dimensions of commitment ultimately produces optimal teacher performance, which is reflected in the effectiveness of teaching, creativity of educational methods, and objectivity in evaluating student learning progress.

2. The Influence of Pedagogical Competence on Teacher Performance

Based on the results of data processing in table 3, the t-test for the pedagogical competence variable was $4.612 > t_{table} = 2.030$ and a significance level of $0.000 < 0.05$, then H_0 is rejected, meaning that pedagogical competence influences the performance of teachers at SMK AN-NUR Ampel Boyolali (Y). This is reinforced by research Widyati, (2026), Anggraeni (2025), Suharti, et.al., (2025) stated that pedagogical competence influences teacher performance.

Pedagogical competence has a crucial and significant impact on teacher performance at SMK AN-NUR Ampel Boyolali. As a unique ability that distinguishes the teaching profession from other professions, pedagogical competence is the main asset for teachers to manage the learning process effectively. Teachers who master this competence are able to understand the unique characteristics of vocational school students—especially those in the adolescent age range who require a persuasive approach—so they can design a conducive, interactive, and engaging classroom atmosphere. The ability to develop a thorough teaching plan, from the preparation of the Learning Objective Flow (ATP) to contextual Teaching Modules, is a direct reflection of the quality of an educator's administrative and professional performance.

Furthermore, the implementation of this pedagogical competence is evident during the knowledge transfer process in the classroom and vocational practice rooms. Teachers at SMK AN-NUR Ampel Boyolali who possess high pedagogical competence are highly skilled in selecting varied learning methods and optimally utilizing digital media to facilitate student understanding. They not only act as teachers but are also able to actualize the potential within students, facilitate their learning difficulties, and conduct objective and accurate evaluations of learning outcomes. When these pedagogical aspects are well mastered, the resulting teacher performance will not only meet formal school standards but also be able to boost student learning achievement and succeed the educational vision and mission promoted by the institution.

3. The Influence of Supervision on Teacher Performance

Based on the results of data processing in table 3, the t-test for the supervision variable was obtained at $2.054 > t_{table} = 2.030$ and a significance level of $0.048 < 0.05$, then H_0 is rejected, meaning that supervision has an effect on the

performance of teachers at SMK AN-NUR Ampel Boyolali (Y). This is reinforced by research Susanti et al., (2019); Evi et al., (2022); Gadriaman, (2024); Prahara et al., (2022) that supervision influences teacher performance.

Academic supervision conducted by the principal or supervising supervisor has a very strategic and positive influence in boosting teacher performance at SMK AN-NUR Ampel Boyolali. This supervisory activity is not seen as an instrument for finding fault, but rather as a form of mentoring, coaching, and professional assistance to improve the quality of teachers' teaching. Through a planned supervision program, teachers receive constructive feedback regarding their strengths and weaknesses in managing learning. This directly motivates teachers to continuously improve themselves, increase discipline, and be more responsible in carrying out instructional and administrative tasks at school.

Operationally, the impact of supervision on teacher performance is clearly visible in the improvement in the quality of learning planning and implementation at SMK AN-NUR Ampel Boyolali. Regular monitoring and guidance both compel and educate teachers to be disciplined in developing applicable curriculum tools, such as Teaching Modules and innovative learning media. During clinical supervision in the classroom or vocational practice room, teachers are challenged to display their best teaching performance, starting from mastery of the material, the application of interactive learning methods, to the ability to manage the class effectively. Thus, the implementation of effective and sustainable supervision can create a culture of quality in schools, which ultimately transforms standard teacher competencies into real performance that is superior and professional.

4. The Influence of Work Experience on Teacher Performance

Based on the results of data processing in table 3, the t-test for the supervision variable was obtained at $2.205 > t_{table} = 2.030$ and a significance level of $0.048 < 0.05$, then H_0 is rejected, meaning that work experience has an effect on the performance of teachers at SMK AN-NUR Ampel Boyolali (Y). This is reinforced by research Fazira et al., (2023); Pramedyanti & Atmajawati, (2023); Jannah et al., (2023) that work experience influences teacher performance.

Work experience has a significant and positive influence on shaping the maturity and quality of teacher performance at SMK AN-NUR Ampel Boyolali. Highly experienced teachers bring accumulated knowledge, skills, and wisdom gained from various learning situations they have encountered over the years. This experience makes them more psychologically and professionally mature, making them better prepared to face the dynamics of the school, from dealing with differences in student character, managing classroom conflict, to adapting to dynamic curriculum changes.

In practice, the impact of this work experience is directly reflected in the efficiency and effectiveness of teachers at SMK AN-NUR Ampel Boyolali. Years of experience make teachers more adept at developing learning materials, adept at selecting appropriate teaching methods, and calmer and more problem-solving when guiding students in the theory classroom and during vocational practice

hours. Furthermore, experienced teachers tend to have a more stable work commitment and discipline due to having gone through the professional adaptation phase. They are not only able to complete teaching assignments to a high standard but also often serve as mentors for younger teachers at the school, ultimately contributing significantly to raising the collective performance standards under the auspices of the foundation.

CONCLUSION AND SUGGESTIONS

Based on the results of data analysis and discussion, the following conclusions can be drawn from this research:

1. Commitment has a positive and significant influence on the performance of teachers at SMK AN-NUR Ampel Boyolali
2. Pedagogical competence has a positive and significant effect on teacher performance AN-NUR Vocational School, Ampel, Boyolali
3. Supervision has a positive and significant effect on teacher performance AN-NUR Vocational School, Ampel, Boyolali
4. Work experience has a positive and significant effect on teacher performance AN-NUR Vocational School, Ampel, Boyolali

In order to maintain and improve the quality of teacher performance at SMK AN-NUR Ampel Boyolali, here are some practical recommendations that can be implemented:

Foundations and school principals are advised to maintain a transparent, family-like work environment, provide appreciation (both material and non-material) for teacher achievements, and align the school's vision and mission with spiritual/moral values to maintain strong teacher commitment. Schools need to facilitate ongoing training, workshops on implementing the latest curriculum, and utilize digital technology (IT)-based learning media to enhance teachers' adaptability in transferring vocational knowledge. Supervision should be conducted in a scheduled, consistent manner, and employ a dialogic (two-way) approach. Principals must ensure that post-supervision follow-up in the form of personal guidance for teachers who still encounter challenges in the classroom. To bridge the gap in work experience, schools can establish peer-mentoring programs or internal teacher working groups. In these programs, experienced senior teachers are actively involved in guiding young teachers in developing Teaching Modules and managing classrooms.

BIBLIOGRAPHY

- Arifin, S., & Putra, AR (2020). Employee Performance Development through Work Experience, Work Ethics, Compensation. *IOSR Journal of Business and Management (IOSR-JBM)*, 22(7), 39–45. <https://doi.org/10.9790/487X-2207023945>
- Arikunto. (2019). *Research Procedures: A Practical Approach*. Jakarta: Rineka Cipta.
- Fazira, I., Radiana, U., Wahyudi, & Wicaksono, L. (2023). *The Influence of Work Motivation and Work Experience on Professional Teacher Performance*. Al-

- Madrasah: Scientific Journal of Elementary Madrasah Education, 7(3), 1314–1326. <https://doi.org/10.35931/am.v7i2.2436>
- Gadriaman. (2024). The Influence of Principal Supervision on Teacher Performance. *Jurnal Educatio*, 10(1), 207–212.
- Ghozali. (2018). *Multivariate Analysis Application with IBM SPSS 23 Program*. Semarang: Diponegoro University Publishing Agency.
- Hartono, T., & Siagian, M. (2020). The Influence of Work Discipline and Training on Employee Performance at PT BPR Sejahtera Batam. *Scientific Journal of Business Management and Innovation*, Sam Ratulangi University (JMBI Unsrat), 7(1), 220–237.
- Istiatin, & Mursito, B. (2018). *Research Methodology Module*. Surakarta: Batik Islamic University.
- Jannah, F., Suardana, M., & Helmida, BE (2023). The Influence of Work Discipline, Work Experience, and Work Environment on Teacher Performance at SMP Negeri 10, Bima City. *Credible: Scientific Journal of Management*, 1(2), 42–50.
- Murniarti, E., Kailola, LG, & Saian, GDA (2023). The Influence of Organizational Communication on Organizational Commitment of Junior High School Teachers in Pondok Melati District. *Attractive: Innovative Education Journal*, 5(3), 1–6.
- Nainggolan, T. (2024). Competence Analysis Of Training And Supervision Of Employee Performance Analysis. *Management Studies and Entrepreneurship Journal*, 5(2), 4152–4158.
- Prahara, TO, Muhtahid, IM, & Rosita, T. (2022). The Influence of Supervision and the Principal's Role on the Teaching Performance of Public Elementary School Teachers in Rumbai Pesisir District. *AKSARA: Journal of Nonformal Education*, 08(1), 75–86.
- Pramedyanti, NS, & Atmajawati, Y. (2023). The influence of work discipline, work experience, and organizational culture on the performance of teachers at Tandes Elementary School. *Journal of Management Science and Research*, 12(4), 1–16.
- Sugiyono. (2019). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Suriani. (2020). The Influence of Organizational Commitment, Professionalism, and Teacher Competence on Teacher Performance at SMPN IDI, East Aceh Regency. *Journal of Financial Economics and Public Policy* Volume, 2(1), 1–8.
- Susanti, L., Kartikowati, RS, & Makhdalena. (2019). The Influence of Supervision and Pedagogical Competence on the Performance of Public Elementary School Teachers in Salo District, Kampar Regency. *JUMPED Journal (Journal of Educational Management)*, 7(2), 205–213.
- Trisnawati, I., Asri, & Azhari, A. (2023). The influence of leadership, pedagogical competence and principal competence on teacher performance within the West Sulawesi provincial education and culture office. *Indonesian Nobel Master of Management Journal*, 4(5), 909–923.

- Violita, V. (2020). The Effect of Organizational Commitment and Organizational Climate on Employee Performance in the Ministry of Communication and Informatics Jakarta. *INTERNATIONAL HUMANITIES and APPLIED SCIENCES JOURNAL (IHASJ)*, 3(2), 40–45.
- Wahyuni, E., Ahyani, N., & Mahasir. (2022). The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance. *Tambusa Education Journal*, 6(3), 14018–14031.
- Wahyuni, RS, & Syamsir, S. (2020). The Influence of Integrity and Human Resource Management towards Employee Performance. *International Journal of Research and ...*, 7(1), 780–785.<http://repository.unp.ac.id/id/eprint/26939>
- Wahyuni, S., Sawitri, D., & Saleh, M. (2022). The Influence of Commitment and Organizational Climate on Teacher Performance. *Mirai Management Journal*, 7(1), 61–74.