The Effect of Competence, Motivation and Welfare on The Performance of Early Childhood Education Teachers in Palu City

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Abstract: This study aims to analyze the influence of competence, motivation, and welfare on the performance of Early Childhood Education (PAUD) teachers at the Palu City Education and Culture Office. The research method used is quantitative with a survey approach. The sample in this study amounted to 104 PAUD teachers who were selected through census techniques. Data collection is carried out through questionnaires that have been tested for validity and reliability. The results showed that the three independent variables, namely competence, motivation, and welfare, simultaneously had a significant effect on teacher performance with an R^2 value of 0.848. Partially, the competency variable had a regression coefficient of 0.257 (p = 0.001), motivation of 0.147 (p = 0.014), and welfare of 0.439 (p = 0.000). These findings indicate that welfare is a dominant factor in influencing the performance of PAUD teachers. All three variables had a significance value of < 0.05, which showed a positive and significant influence on improving teacher performance. The implications of this study emphasize the importance of teacher professional development through improving competence, providing motivational support, and improving overall welfare aspects. This study recommends the need for integrated policies from stakeholders to create a work environment that supports the optimal performance of PAUD teachers.

Keywords: Teacher Competence; Motivation; Welfare and Performance

PENDAHULUAN

Education is one of the fundamental aspects in the development of a nation. Good quality education will produce superior human resources and be able to compete in the global era. In this context, teachers play a very important role as the spearhead in the educational process. Teacher performance is a key factor in determining the success of learning and the achievement of national education goals. Therefore, an in-depth understanding of the factors that affect teacher performance is very important to be studied and researched.

Teacher competence is one of the main factors that affect teacher performance. These competencies include the knowledge, skills, and attitudes that a professional teacher must have. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teacher competencies include pedagogic competence, personality competence, social competence, and professional competence. Pedagogic competence is related to the ability of teachers to manage learning, understand the characteristics of students, and design and implement learning evaluations. The results showed that the improvement of teacher competence, especially in pedagogic and professional aspects, was strongly correlated with the improvement of teacher performance in the learning process and the achievement of student learning outcomes. In addition to competence, teacher motivation also plays an important role in determining teacher performance.

Motivation can be defined as internal and external impulses that move a person to act or behave in a certain way. In the context of education, teacher motivation can come from a variety of sources, such as intrinsic satisfaction in teaching, professional recognition, career development opportunities, or financial incentives. Herzberg's motivational theory that distinguishes between hygiene factors (such as salary, working conditions, and

job security) and motivating factors (such as achievement, recognition, and responsibility) can be used to understand the complexity of teacher motivation.

Wijaya and Supriyanto (2022) show that teacher motivation has a significant positive influence on teacher performance. Teachers with higher levels of motivation tend to show better performance in terms of learning planning, learning implementation, and evaluation of student learning outcomes. This study also revealed that motivating factors such as recognition of achievements and opportunities for self-development have a stronger influence on teacher performance compared to hygiene factors. Teacher well-being encompasses a variety of aspects, including salaries and benefits, social security, working conditions, and career development opportunities. Adequate teacher welfare is not only important to meet the living needs of teachers, but also plays a role in improving the social status of the teaching profession and attracting talented individuals to choose the teaching profession. Sari and Purnomo (2023) investigated the relationship between teacher welfare and teacher performance in high school. The results of the study showed that there was a significant positive correlation between the level of teacher welfare and teacher performance. Teachers with better levels of well-being tend to show a higher commitment to the teaching profession, are more active in professional development, and are more innovative in teacher learning practices. The study also revealed that non-financial aspects of teacher well-being, such as professional recognition and support from school management, have a significant impact on teacher performance.

The interaction between teacher competence, motivation, and teacher welfare in influencing teacher performance is complex and interrelated. High competence without the support of strong motivation and adequate well-being may not result in optimal performance. Conversely, high motivation and good well-being without being balanced with adequate competence will also not produce the expected performance. Therefore, a holistic approach that considers these three factors simultaneously is necessary to effectively improve teacher performance. A comprehensive study conducted by Rahman, et al. (2024) Researching the interaction between teacher competence, motivation, and teacher welfare in influencing teacher performance at the secondary school level.

Based on the background that has been described above, the formulation of the problem is as follows: Do competencies, motivation and welfare have a simultaneous and significant effect on the performance of early childhood education teachers in Palu City? Does competency have a partial and significant effect on the performance of early childhood education teachers in Palu City? Does motivation have a partial and significant effect on the performance of early childhood education teachers in Palu City? Does welfare have a partial and significant effect on the performance of early childhood education teachers in Palu City?

METHOD

The analysis model used in this study will theoretically produce valid parameter values of the estimator model when using classical assumptions. Due to the use of multiple linear regression analysis assumptions, the estimation used is usually the usual smallest square method (Ordinal Least Squares – OLS) which has the property BLUE (Best, Linear, Unbiased, Estimarton). In simple terms, multiple regression analysis is to see the influence between independent variables on bound variables. This study uses a multiple regression analysis model. Where in the case of multiple regression there is one dependent variable and more than one independent variable. In this study, the dependent or bound variable is the teacher's performance and the independent or independent variable is the teacher's competence, motivation and teacher welfare.

According to Sugiyono (2008: 277) the multiple regression equation can be described as follows:

$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + \cdots\cdots + b_1 X_2 + e$

Information:

Y   : variable Dependent

a   : constant

B1-B2   : regression coefficient

X1 - Xn : variable independent

e   : standard Error (Disturbing error)

The above formula, if relevant to this research, will be obtained in the following formulation form:

$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$

Information:

Y   : Teacher performance
a   : constant
B1-B3 : Regression Coefficient
X1   : Competence
X2   : motivation
X3   : Welfare
e   : standard Error (Disturbing error)

RESULT

Multiple Linear Regression is one of the Parametric statistical tools with the function of analyzing and explaining the relationship between two or more research factors with different names, through observation on several observation results in various fields of activity. In connection with this study, the Multiple Linear Regression Parametric Statistics analysis tool is used to determine the influence of independent variables (X1, X2 and X3,) on dependent variables (Y). In the context of this study, Multiple Linear Regression was used to measure the influence of competence (X1), motivation (X2) and well-being (X3), on the performance of Early Childhood Education (Y) teachers in Palu City Education and Culture Office. According to the results of the Multiple Linear Regression analysis using the help of the SPSS For Wind Release 23.0 computer, research results from 104 respondents were obtained with the alleged influence of the three independent variables competency (X1), motivation (X2) and welfare (X3) on the performance of Early Childhood Education (Y) teachers on Palu City Education and Culture Office The results of the calculation can be known as follows:

Table 1. Multiple Regression Calculation Results

Dependent Variable Y = Performance of Early Childhood Education Teachers				
Variable	Coefficient Regression	Standard Error	t	Sig
C = Constant	0,522	2,936	0,178	0,859
X1 = Competence	0,257	0,077	3,347	0,001
X2 = Motivation	0,147	0,059	2,507	0,014
X3 = Well-being	0,439	0,066	6,677	0,000

R- = 0.921
R-Square = 0.848 F-Stats = 185.576
Adjusted R-Square = 0.843 Sig. F = 0.000

Source: Regression Results

Based on Table 1, the results of multiple regression calculations show that the independent variables of Competency (X1), Motivation (X2), and Welfare (X3) simultaneously or partially have a significant effect on the dependent variable, namely the Performance of Early Childhood Education Teachers (Y).

The regression model obtained from the table above is:

Y = 0.522 + 0.257X1 + 0.147X2 + 0.435X3

The constant (C) of 0.522 indicates that if all independent variables are considered zero, then the basic value of the teacher's performance is at that number, even though the significance value (Sig = 0.859) > 0.05, indicating that this constant is not statistically significant.

The Competency Variable (X1) has a regression coefficient of 0.257 with a t-value of 3.347 and a significance value of 0.001 (< 0.05), which means that this variable has a positive and significant effect on teacher performance. This means that the higher the teacher's competence, the better their performance.

The Motivation Variable (X2) also had a significant positive effect on teacher performance with a regression coefficient of 0.147, a t-value of 2.507 and a significance of 0.014 (< 0.05). This shows that high work motivation also improves teacher performance.

Welfare (X3) had the most dominant influence, shown by a regression coefficient of 0.439, a t-value of 6.677 and a significance of 0.000. This indicates that welfare has the greatest contribution in improving the performance of PAUD teachers.

First Hypothesis Testing

The simultaneous test is a test to find out whether the independent variable (X) that is studied has an influence on the dependent variable (Y) means all the independent variables, namely competence (X1), motivation (X2) and welfare (X3), with the variable of the non-free performance of Early Childhood Education teachers (Y) in Palu City Education and Culture Office that is:

A coefficient of determination (R-Square) value of 0.848 indicates that 84.8% of the variation in teacher performance can be explained by three independent variables, while the remaining 15.2% is influenced by other variables outside the model. The Adjusted R-Square value of 0.843 reinforces the precision of this model. The results of the F test were also significant (F = 185.576, Sig = 0.000), so that this regression model was simultaneously significant in explaining teacher performance.

Testing of Second, Third and Fourth Hypotheses

The partial test is intended to see the effect of each independent variable on its non-free variable, as follows:

Competence (X1)

Based on the results of the regression analysis, the competency variable (X1) was proven to have a positive and significant influence on the performance of Early Childhood Education teachers. The regression coefficient of 0.257 indicates that every one unit increase in teachers' competence will increase their performance by 0.257 units. This finding is reinforced by a t-value of 3.347 which far exceeds the critical t-value at a significance level of 5%. In addition, the significance value of p of 0.001, which is much smaller than the threshold of 0.05, indicates that the influence of competence on teacher performance is statistically significant at a confidence level of 95%. Thus, it can be concluded that competence is an important factor in improving the quality of the performance of PAUD teachers, so that improving competence through training and professional development is a strategic step that needs to be prioritized.

Motivation (X2)

For the motivation variable (X2), the results of the regression calculation show that motivation has a positive and significant influence on the performance of Early Childhood Education teachers. The regression coefficient of 0.147 indicates that every one unit increase in motivation will have an impact on improving teacher performance by 0.147 units. A t-value of 2.507 with a significance level of p of 0.014 indicates that the effect is statistically significant, because the p-value is less than 0.05 at the 95% confidence level. This means that motivation is one of the factors that contribute to improving the performance of PAUD teachers. These findings underscore the importance of efforts to build and maintain teachers' work motivation, both through incentives, a supportive work environment, and recognition of achievements, in order to encourage continuous performance improvement.

Well-being (X3)

For the welfare variable (X3), the results of the regression calculation showed that teacher welfare had a positive and significant influence on the performance of Early Childhood Education teachers. The regression

coefficient of 0.439 shows that teacher welfare has a strong and positive influence on the performance of Early Childhood Education teachers. This means that every one unit increase in teacher welfare will increase their performance by 0.439 units, reflecting the significant contribution of the welfare aspect to the quality of work. A very high t-value of 6.677, accompanied by a significance level of p of 0.000, suggests that the influence is statistically significant. Because the p value is much smaller than 0.05 at the 95% confidence level, it can be concluded that welfare is a key factor in encouraging teacher performance improvement. These findings underscore the importance of policies and programs to improve teacher welfare, both in terms of finance, job security, and work-life balance, in order to create a productive and quality work environment.

DISCUSSION

Based on the results of the hypothesis testing that has been carried out, then a discussion will be carried out on the results of the analysis on the influence of competence, motivation and welfare on the performance of Early Childhood Education teachers at the Palu City Education and Culture Office.

The Influence of Competence, Motivation and Welfare on the Performance of Early Childhood Education Teachers in Palu City

Based on the results of multiple regression analysis that has been carried out, it is known that the competence, motivation, and welfare of teachers simultaneously or partially have a significant effect on the performance of Early Childhood Education (PAUD) teachers. These findings confirm that these three variables are important factors that determine the quality of the implementation of teachers' duties in the learning process. These results are in line with the findings of Rahmawati et al. (2024) which show that pedagogic competence has a significant effect on the performance of PAUD teachers in Sub Rayon Satu Magetan. Teacher competence, which includes pedagogical, professional, social, and personality aspects, is the main foundation in carrying out learning activities effectively and efficiently. Furthermore, motivation has also been proven to have a significant influence on the performance of PAUD teachers, this confirms that teachers who have high motivation tend to show more optimal performance. The motivation referred to in this context includes both intrinsic motivations such as a sense of responsibility and commitment, as well as extrinsic motivations such as incentives and recognition of work achievements. Research by Kartika and Ambara (2021) supports this result, stating that teaching motivation is one of the key factors in determining the quality of work of PAUD teachers. Motivation not only encourages teachers to carry out their duties consistently, but also plays a role in forming a positive attitude and professionalism in carrying out their educational roles. Furthermore, welfare makes the greatest contribution to improving the performance of PAUD teachers. The welfare in this study includes the economic, social, and psychological aspects experienced by teachers during their duties. When teachers feel prosperous, they tend to work more calmly, motivated, and productive. Massalim (2019) also stated that the welfare of teachers, especially related to allowances and work facilities, has a significant effect on the performance of PAUD teachers in Kampung Cibadak Kayumanis Bogor. Thus, improving welfare is one of the effective strategies in improving the quality of teaching at the PAUD level.

Competence, motivation, and well-being simultaneously have a significant effect on teacher performance, which indicates that the three are an inseparable unit. This finding is strengthened by Kalikulla's (2021) research, which shows that these three variables together make a significant contribution to the performance of vocational school teachers in West Sumba Regency. The implication of this result is that efforts to improve teacher performance are not enough to be done through the development of just one aspect, but require a holistic approach that touches on various dimensions of teacher professionalism. In addition, the results of Astuti et al.'s (2023) research show that work motivation can play a mediator between competence and teacher performance. This means that increasing competence will be more effective in encouraging performance if accompanied by increased motivation. This shows the importance of building a supportive work environment, which not only emphasizes improving teachers' technical abilities, but also pays attention to their emotional and psychological aspects. In this context, school management has a strategic role in creating a conducive and inspiring work climate.

The relationship between these three variables and teacher performance also shows that education policies that focus on continuous training, the provision of incentives, and decent welfare programs will have a positive

impact on the quality of learning in early childhood education. Therefore, the government and education providers need to design a human resource development strategy that includes improving technical and non-technical competencies, internal and external motivation, and the overall well-being of teachers.

The Influence of Competency on the Performance of Early Childhood Education Teachers in Palu City

The competence of early childhood education teachers is a fundamental factor in supporting the quality of early childhood education, because teachers play a role as the main facilitator in the process of child growth and development. The competencies in question include pedagogical, professional, social, and personality abilities as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers. Teachers who have high competence will be able to deliver material appropriately, manage classes well, and establish effective communication with students and parents.

The results of this study show that the competency variable has a regression coefficient of 0.257 with a significance value of 0.001, which means that competence has a positive and significant influence on the performance of PAUD teachers. In other words, improving teachers' competencies directly contributes to improving the quality of their work in managing learning, planning activities, and evaluating children's developmental achievements. These findings are in line with research by Sari and Kurniawan (2021) which states that pedagogic competence has a major role in the success of the learning process in early childhood education. Theoretically, the influence of competence on teacher performance can be explained through the Human Capital Theory approach (Becker, 1964), which states that the quality of human resources is determined by the education and training received. Teachers who continue to develop their competencies through training and continuing education tend to have higher performance because they have the knowledge and skills that are relevant to professional demands. This is the basis for the need to develop a systematic training program for PAUD teachers.

The pedagogic competence of early childhood education teachers plays an important role in creating a learning environment that is safe, fun, and appropriate to the child's developmental stage. Teachers who are competent in pedagogic aspects are able to develop structured and flexible learning plans, apply child-centered methods, and provide stimulation that stimulates cognitive, affective, and psychomotor development. According to research by Astuti and Marlina (2023), teachers who have high pedagogic abilities tend to be more able to adapt learning methods to the characteristics of early childhood. In addition, the professional competence of teachers is no less important. This competency includes mastery of teaching materials, scientific insights, and technical skills in supporting learning activities. Early childhood teachers who have high professional competence will be more confident in teaching, more creative in creating learning media, and more responsive to children's learning problems. Research conducted by Kusumawardani et al. (2022) found that PAUD teachers who regularly attended professional training showed significant performance improvements.

Social competence and personality are also important indicators in shaping the performance of early childhood education teachers. Teachers with good social competence are able to establish harmonious relationships with peers, students, and parents, so as to create a conducive learning climate. Meanwhile, teachers with positive personalities, such as honesty, patience, and responsibility, will set an example for children and create a comfortable and safe atmosphere in the learning environment. According to Marlina and Hidayat (2020), the personality of early childhood education teachers has a close correlation with the level of children's attendance and their involvement in learning activities.

The results of this study provide important implications for educational institutions and local governments in formulating policies for the development of PAUD teachers' competencies. One strategy that can be implemented is the implementation of competency-based continuous training, which focuses not only on theory, but also on hands-on practice in the classroom. This kind of training has been proven to be more effective in improving teachers' teaching skills than training that is purely theoretical (Wahyuni et al., 2021).

Competency improvement can also be facilitated through structured academic coaching and supervision. Principals and supervisors can play an active role in providing technical guidance, classroom observation, and constructive feedback to teachers. This supervision program will help teachers evaluate their weaknesses and improve the learning methods used, which will ultimately have an impact on improving their overall performance.

In addition to formal training, the competence of PAUD teachers can also be developed through learning community activities such as peer teaching, group discussions, and joint reflection. This activity encourages collaboration between teachers, exchange of experiences, and mutual learning from best practices that have been implemented in the classroom. According to Fitriyani and Salamah (2023), the formation of early childhood education teacher learning communities in several regions of Indonesia has been proven to improve teachers' reflective and adaptive abilities in facing learning challenges.

The Effect of Motivation on the Performance of Early Childhood Education Teachers in Palu City

Motivation is one of the main psychological factors that affect the quality and effectiveness of teacher performance, including at the Early Childhood Education (PAUD) level. Motivation encourages teachers to carry out their duties optimally and responsibly. Teachers who have high motivation will show a strong commitment to educating children, developing learning plans, and creating a fun learning atmosphere (Hasibuan, 2016). The results of this study show that the motivation variable has a regression coefficient of 0.147 with a significance level of 0.014. This shows that motivation has a positive and significant effect on the performance of PAUD teachers. This means that the higher the motivation that teachers have, the better their performance will be. These findings are in line with research conducted by Lestari and Wulandari (2022), which states that work motivation has a significant relationship with improving the quality of learning in early childhood education. Theoretically, the relationship between motivation and performance can be explained through the Expectancy Theory by Vroom (1964), which emphasizes that a person will be motivated if he believes that his efforts will result in good performance and that performance will produce the desired results. Teachers who see a positive relationship between their efforts and the results obtained, such as recognition or awards, will be encouraged to work harder.

Motivation can come from two things, namely intrinsic and extrinsic motivation. Intrinsic motivation arises from within teachers, such as love for the profession and satisfaction in seeing the progress of their students. Meanwhile, extrinsic motivation arises from external factors such as salary, benefits, awards, or work environment support (Siagian, 2012). Both play an important role in shaping the work behavior of PAUD teachers.

Intrinsic motivation has a long-term effect on performance because it is more stable and does not depend on external factors. According to Herzberg (1959) in Two-Factor Theory, motivators such as achievement, recognition, and responsibility are the main drivers of high performance. Teachers who feel that their profession is meaningful tend to work with high dedication even in limited facilities.

On the other hand, extrinsic factors also need attention. Early childhood education teachers often work in inadequate economic conditions. Research by Sutisna and Ramdhan (2021) shows that the low salary and employment status of PAUD teachers have a direct impact on decreasing their enthusiasm and work productivity. Therefore, the provision of incentives, professional allowances, and welfare guarantees is an important instrument in strengthening work motivation. A supportive work environment also encourages increased teacher motivation. A collaborative environment, good communication between staff, and the support of the principal will create a positive work atmosphere. Teachers who feel valued and involved in decision-making tend to be more satisfied and motivated (Handoko, 2014). Professional training and development programs can also increase teachers' work motivation. When teachers are given the opportunity to learn, attend seminars, or training, they feel trusted and have opportunities to grow. This is in line with the findings of Putri and Sembiring (2023), which show that PAUD teachers who regularly attend training experience increased enthusiasm and higher work initiative.

The Effect of Welfare on the Performance of Early Childhood Education Teachers in Palu City

The well-being of teachers is an important factor that directly contributes to the quality of their performance in carrying out their professional duties. In the context of early childhood education (PAUD), teachers who have good welfare, both financially, emotionally, and socially, tend to have higher motivation and dedication in managing the learning process. Well-being provides a sense of security, comfort, and psychological stability that encourages optimal performance (Hasibuan, 2016). In the regression results analyzed, the teacher welfare variable showed a regression coefficient of 0.439 with a significance value of 0.000. This indicates that welfare has a positive and significant influence on the performance of PAUD teachers. Every one unit increase in welfare will increase

teacher performance by 0.439 units. This figure is a strong indication that welfare is the dominant predictor in determining the quality of work of PAUD teachers.

The welfare aspect is not only limited to income or salary, but also includes social security, working conditions, job security, and work-life balance. Early childhood teachers who feel socially and financially protected will work more calmly, focused, and full of responsibility. According to Ningsih and Pratiwi (2022), teachers who receive fixed allowances and decent work facilities show a significant increase in productivity.

Maslow's (1943) theory of needs also explains that basic needs such as physiological and security must be met first before individuals can achieve self-actualization, including optimal work performance. In this context, early childhood education teachers whose basic needs are not met will find it difficult to focus on achieving professional goals. Conversely, well-to-do teachers will find it easier to channel their energy into designing creative learning and wholeheartedly educating.

Welfare is also closely related to job satisfaction and loyalty to educational institutions. Research by Ramadhani and Sutrisno (2021) found that good welfare is able to increase teachers' sense of belonging to their institutions. Teachers feel valued and considered an important asset in the education system, so they tend to maintain a consistently high quality of work. Furthermore, PAUD teachers who experience welfare tend to have better mental health. A high workload without being balanced with proper well-being can cause stress, burnout, and even a decrease in the quality of interaction with children. This is reinforced by the study of Dewi and Lestari (2020), which shows that teachers' emotional well-being has a positive relationship with empathy, patience, and an inclusive pedagogical approach.

From a managerial perspective, investing in teacher welfare is a long-term strategic step to improve the quality of education. Providing incentives, paid training, health insurance, and recognition of teachers' performance can be a form of intervention to improve their welfare. Local governments and PAUD managers need to realize that welfare is not only about social justice, but also about the effectiveness of the education system itself (Handoko, 2014). In practice, the biggest challenge in fulfilling the welfare of PAUD teachers is the irregular employment status and budget disparity between regions. Many PAUD teachers have honorary status and receive incentives that are far below the minimum wage standard. This inequality causes many teachers to lose motivation and switch to other professions. Therefore, a more inclusive and equitable policy is needed to improve the welfare of PAUD teachers nationally.

In terms of professional development, teachers who have welfare tend to be more open to innovation and self-development. They have the resources, time, and passion to take training, conduct classroom action research, and implement new learning approaches. This certainly has a direct impact on the quality of early childhood learning that they foster (Lestari & Sembiring, 2023). Overall, it can be concluded that teachers' well-being is an important element that significantly affects their performance. To improve the quality of PAUD services, stakeholders must make the welfare of teachers a priority in education policy. Good well-being will create happy, dedicated, and high-performing teachers, which will ultimately produce a generation of intelligent, healthy, and characterful children.

CONCLUSION

Competence has a positive and significant effect on the performance of PAUD teachers. This shows that the higher the level of teacher competence, both in terms of pedagogic, professional, personality, and social aspects, the better their performance will be.

Work motivation also has a positive and significant effect on performance. Teachers who have a strong internal and external drive to carry out their duties tend to show more optimal and consistent work results.

Welfare also has a positive and significant influence on teacher performance. Welfare factors such as income, job security, and a supportive work environment have proven to be important drivers in increasing the work productivity of PAUD teachers.

Simultaneously, the three independent variables (competence, motivation, and welfare) make a significant contribution to improving teacher performance. The regression model constructed has good statistical significance, showing that these variables are collectively strong predictors of the performance of early childhood teachers.

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