

THE EFFECTS OF PROFESSIONAL COMPETENCE, WORK DISCIPLINE, AND WORK MOTIVATION ON THE PERFORMANCE OF MADRASAH ALIYAH NEGERI TEACHERS IN THE RIAU ISLANDS PROVINCE

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Abstract :

This study examines the effects of professional competence, work discipline, and work motivation on the performance of teachers at Madrasah Aliyah Negeri in the Riau Islands Province. The scope of this research focuses on analysing both the partial and simultaneous influence of these three variables in order to provide a comprehensive understanding of key determinants of teacher performance in Islamic secondary schools within an archipelagic context. The main objective of the study is to identify the extent to which professional competence, work discipline, and work motivation contribute to improving teacher performance. This study employed a quantitative research design with a correlational and explanatory approach. The population consisted of all teachers of Madrasah Aliyah Negeri in the Riau Islands Province, and the sample was selected using proportional sampling techniques. Data were collected through structured questionnaires and analysed using multiple linear regression analysis. The results indicate that professional competence, work discipline, and work motivation each have a positive and significant effect on teacher performance. Furthermore, the simultaneous analysis shows that these three variables jointly explain a substantial proportion of the variance in teacher performance. The study concludes that integrated strategies to enhance competence, strengthen discipline, and increase motivation are essential for improving teacher performance and educational quality.

Keywords : Professional Competence, Work Discipline, Work Motivation

Abstrak :

Penelitian ini mengkaji pengaruh kompetensi profesional, disiplin kerja, dan motivasi kerja terhadap kinerja guru Madrasah Aliyah Negeri di Provinsi Kepulauan Riau. Ruang lingkup penelitian difokuskan pada analisis pengaruh parsial dan simultan dari ketiga variabel tersebut untuk memperoleh pemahaman yang komprehensif mengenai faktor-faktor utama yang menentukan kinerja guru dalam konteks pendidikan menengah Islam di wilayah kepulauan. Tujuan utama penelitian ini adalah untuk mengetahui sejauh mana kompetensi profesional, disiplin kerja, dan motivasi kerja berkontribusi terhadap peningkatan kinerja guru. Penelitian ini menggunakan desain penelitian kuantitatif dengan pendekatan korelasional dan eksplanatori. Populasi penelitian adalah seluruh guru Madrasah Aliyah Negeri di Provinsi Kepulauan Riau, dengan penentuan sampel menggunakan teknik proportional sampling. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan analisis regresi linear berganda. Hasil penelitian menunjukkan bahwa kompetensi profesional, disiplin kerja, dan motivasi kerja masing-masing berpengaruh positif dan signifikan terhadap kinerja guru. Selain itu, secara simultan ketiga variabel tersebut berpengaruh signifikan dan mampu menjelaskan variasi kinerja guru secara substansial. Penelitian ini menyimpulkan bahwa strategi terintegrasi dalam meningkatkan kompetensi, memperkuat disiplin, dan meningkatkan motivasi sangat penting untuk meningkatkan

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INTRODUCTION

Education plays a strategic role in shaping human resources who are capable of facing global challenges, technological changes, and socio-cultural transformations. In this context, teachers are positioned as the central actors in determining the quality of the educational process and learning outcomes. The effectiveness of teaching and learning activities is not only influenced by curriculum design and educational facilities, but also largely determined by the quality of teacher performance. Teacher performance reflects the extent to which teachers are able to plan, implement, and evaluate learning activities professionally, while also demonstrating ethical behaviour, responsibility, and commitment to their professional duties. Therefore, improving teacher performance is widely recognized as a key factor in enhancing the overall quality of education (Abubakar et al., 2023).

In Indonesia, Madrasah Aliyah Negeri (MAN) as Islamic senior secondary schools under the Ministry of Religious Affairs play a dual role in integrating general education and Islamic values. This dual function requires teachers not only to master subject matter competencies, but also to possess pedagogical, professional, social, and personal competencies in a balanced manner. In the context of the Riau Islands Province, which consists of geographically dispersed islands, educational institutions face unique challenges related to accessibility, infrastructure, teacher distribution, and professional development opportunities. These contextual factors potentially influence teacher performance and create specific dynamics that deserve academic investigation (Darmawan et al., 2023).

Professional competence is one of the most fundamental dimensions of teacher quality, as it relates to mastery of subject content, understanding of curriculum standards, and the ability to apply appropriate teaching strategies. Teachers with strong professional competence are expected to design learning activities that are relevant, innovative, and responsive to students' needs. Previous studies have consistently shown that professional competence has a significant positive effect on teacher performance, particularly in improving instructional quality and student achievement (Mulyasa, 2019). However, variations in local contexts, such as regional disparities and institutional characteristics, suggest that the strength and pattern of this relationship may differ across regions, including in the Riau Islands.

In addition to professional competence, work discipline is widely acknowledged as an important determinant of organizational effectiveness and individual performance. Work discipline reflects teachers' adherence to institutional rules, punctuality, consistency in fulfilling teaching obligations, and commitment to professional ethics. A disciplined work culture contributes to the creation of a conducive learning environment and enhances organizational credibility. Several empirical studies have reported that higher levels of work discipline are associated with better teacher performance. Nevertheless, the extent to which work discipline influences teacher performance in madrasah

contexts, particularly in geographically fragmented regions, has not been sufficiently explored (Azizah & Apdila, 2021).

Work motivation also plays a crucial role in shaping teacher behavior and performance. Motivation drives teachers to engage actively in teaching, pursue professional development, and maintain enthusiasm in facing daily challenges. Both intrinsic motivations, such as personal calling and commitment to education, and extrinsic motivation, such as financial incentives, career advancement, and institutional recognition, contribute to shaping teachers' work attitudes. Prior research indicates that motivated teachers tend to demonstrate higher levels of performance, creativity, and job satisfaction. However, motivational factors may vary significantly depending on institutional support, leadership styles, and regional socio-economic conditions (Hidayat et al., 2022).

Although numerous studies have examined the effects of professional competence, work discipline, and work motivation on teacher performance, most of these studies have been conducted in general secondary schools or in urban and mainland contexts. Research focusing specifically on Madrasah Aliyah Negeri in archipelagic regions such as the Riau Islands remains relatively limited. This condition indicates the existence of a contextual gap in the literature, where the unique geographical, administrative, and socio-cultural characteristics of the region have not been adequately considered in explaining variations in teacher performance (Astuti & Danial, 2019).

Furthermore, many previous studies have tended to analyse these variables separately or partially, without examining their combined and simultaneous effects on teacher performance. As a result, there is still limited empirical evidence that explains how professional competence, work discipline, and work motivation interact collectively in influencing teacher performance within the specific context of Islamic secondary education (Sadikin & Nurhani, 2023). This gap highlights the need for a more comprehensive analytical model that integrates these three key variables in a single empirical framework.

The Riau Islands Province provides a particularly relevant setting for this study, given its status as a border and archipelagic region with diverse socio-economic conditions and varying levels of educational resources. Teachers in this region often face additional challenges related to transportation, access to training, and professional networking. These conditions may shape distinctive patterns of competence development, discipline enforcement, and motivational dynamics, which in turn may affect teacher performance in ways that differ from other regions in Indonesia (Mahmudah et al., 2022).

Based on the above considerations, this study identifies several research problems, including the extent to which professional competence, work discipline, and work motivation individually and simultaneously influence teacher performance in Madrasah Aliyah Negeri in the Riau Islands. Understanding these relationships is important not only for academic purposes, but also for practical policy implications, particularly in designing teacher development programs, performance evaluation systems, and institutional management strategies that are responsive to regional characteristics.

Therefore, the main objective of this study is to analyse the influence of professional competence, work discipline, and work motivation on the performance of Madrasah Aliyah Negeri teachers in the Riau Islands Province, both partially and simultaneously (Anam, 2022). This study aims to contribute to the existing body of knowledge by providing empirical evidence from an under-researched regional and institutional context, as well as offering practical recommendations for policymakers, school administrators, and educational stakeholders in improving teacher performance and overall educational quality in Islamic secondary schools.

RESEARCH METHOD

This study employed a quantitative research design with a correlational and explanatory approach to examine the influence of professional competence, work discipline, and work motivation on teacher performance. The population of this study consisted of all teachers of Madrasah Aliyah Negeri in the Riau Islands Province. Due to the relatively manageable population size and to enhance representativeness, the sample was determined using a proportional sampling technique, in which teachers from each Madrasah Aliyah Negeri were selected proportionally based on the number of teachers in each institution (Chu, 2024). The research objectives focused on analysing both the partial and simultaneous effects of professional competence, work discipline, and work motivation on teacher performance. This design allowed the study to identify the strength and direction of relationships among variables and to provide empirical evidence regarding key determinants of teacher performance in the specific regional context (Bailey, 2007).

Data were collected using structured questionnaires developed based on established theoretical indicators of each variable, including professional competence, work discipline, work motivation, and teacher performance. The questionnaires were distributed directly and through online platforms to ensure broader participation. Prior to data analysis, the instruments were tested for validity and reliability to ensure the accuracy and consistency of the measurements (Miles et al., 2014). The collected data were analysed using descriptive statistics and inferential statistical techniques, including multiple linear regression analysis, to examine the individual and combined effects of the independent variables on the dependent variable. The results of the analysis were interpreted to address the research objectives and to provide meaningful conclusions and recommendations for improving teacher performance in Madrasah Aliyah Negeri in the Riau Islands Province (Usman, 2009).

FINDINGS AND DISCUSSION

The Effect of Professional Competence on Teacher Performance

The statistical analysis indicates that professional competence has a positive and significant effect on teacher performance in Madrasah Aliyah Negeri in the Riau Islands Province. The regression results show that the regression coefficient for professional competence is positive, with a significance level below the

conventional threshold of 0.05, indicating that improvements in professional competence are associated with measurable increases in teacher performance. This finding confirms that professional competence is not merely a complementary factor, but a core determinant that directly contributes to how effectively teachers carry out their professional duties in instructional planning, classroom implementation, and learning evaluation (Moudatsou et al., 2020).

The magnitude of the regression coefficient suggests that professional competence contributes a substantial proportion to the variance in teacher performance. This implies that teachers who demonstrate higher levels of mastery in subject matter, curriculum standards, and pedagogical content knowledge tend to perform better in delivering learning materials, managing classrooms, and assessing student outcomes. The strength of this relationship highlights the importance of continuous professional development programs that focus on strengthening teachers' academic and instructional capacities, particularly in subjects that require deep conceptual understanding and alignment with national curriculum requirements (Tentama & Pranungsari, 2016).

From a practical perspective, mastery of subject matter enables teachers to present learning content more clearly, accurately, and systematically. Teachers with strong professional competence are better equipped to explain complex concepts, respond to students' questions, and relate lesson content to real-life contexts. This capacity not only enhances students' comprehension but also increases students' engagement and motivation to learn. In the context of Madrasah Aliyah Negeri, where general subjects are integrated with Islamic values, professional competence also supports teachers in linking religious and general knowledge in a coherent and meaningful way (Abdullah & Maisyaroh, 2024).

Instructional strategies represent another key dimension of professional competence that significantly influences teacher performance. The findings suggest that teachers who are able to apply varied and student-centered instructional methods tend to achieve higher performance levels. These strategies include the use of active learning, collaborative activities, problem-based learning, and the integration of educational technology. Such approaches enable teachers to create more dynamic and interactive learning environments, which are essential for improving students' critical thinking skills and overall learning outcomes (Fadil et al., 2024).

Curriculum understanding is also a critical component of professional competence that affects teacher performance. Teachers who possess a strong understanding of curriculum objectives, learning outcomes, and assessment standards are more capable of aligning their lesson plans with institutional and national educational goals. This alignment ensures that learning activities are not only well-structured but also relevant to competency-based education frameworks. In this study, curriculum mastery appears to strengthen teachers' ability to design coherent lesson plans and conduct systematic evaluations, which in turn enhances overall teaching performance (Alkaabi & Almaamari,

2025).

When compared with previous empirical studies, the findings of this study are largely consistent with prior research that has reported a significant positive relationship between professional competence and teacher performance. Studies conducted in various educational settings in Indonesia and other countries have similarly found that teachers' mastery of subject matter and pedagogical knowledge is a strong predictor of teaching effectiveness. However, this study adds to the literature by providing evidence from the specific context of Madrasah Aliyah Negeri in an archipelagic region, where access to professional development and educational resources may be more limited (Amin, 2018).

At the same time, some differences can be observed when considering the magnitude of the effect compared to studies conducted in urban or mainland regions. The relatively strong influence of professional competence found in this study may reflect the particular challenges faced by teachers in the Riau Islands, such as geographical isolation and limited opportunities for regular training. In such contexts, individual competence may play an even more critical role in compensating for structural and infrastructural limitations, thereby amplifying its impact on teacher performance (Indra, 2016).

From a theoretical perspective, these findings support human capital theory, which emphasizes that investment in knowledge, skills, and professional expertise enhances individual productivity and performance. In the educational context, professional competence represents a form of human capital that directly influences teachers' capacity to deliver high-quality instruction. The results of this study therefore reinforce the argument that strengthening teachers' professional competence is a strategic investment that can yield significant returns in terms of improved teacher performance and educational quality (Wulandari et al., 2022).

Professional competence is a fundamental pillar in improving teacher performance in Madrasah Aliyah Negeri in the Riau Islands. The positive and significant relationship identified in this study underscores the need for policymakers and school administrators to prioritize continuous professional development, subject-based training, and curriculum-focused workshops. By systematically enhancing teachers' professional competence, educational institutions can create a strong foundation for sustainable improvements in teaching effectiveness and student learning outcomes (Gusti, 2021).

The Effect of Work Discipline on Teacher Performance

Work discipline has a positive and statistically significant effect on teacher performance in Madrasah Aliyah Negeri in the Riau Islands Province. The regression coefficient for work discipline is positive, and the associated significance value is below the acceptable threshold, indicating that higher levels of discipline are associated with improved levels of teacher performance. This finding demonstrates that work discipline is not merely an administrative requirement, but a substantive behavioural factor that contributes directly to how effectively teachers carry out their professional roles (Hidayat et al., 2022).

Punctuality emerges as one of the most visible and influential dimensions

of work discipline affecting teacher performance. Teachers who consistently arrive on time, begin classes according to schedule, and complete teaching hours as required are more likely to manage instructional time effectively. Effective time management allows teachers to cover learning materials more systematically and reduces the loss of instructional time, which is critical for achieving learning objectives. In this regard, punctuality serves as a foundation for the overall quality and continuity of the learning process (Sutikno, 2013).

Compliance with school regulations is another important aspect of work discipline that contributes to teacher performance. Adherence to institutional rules related to lesson planning, administrative reporting, assessment procedures, and professional conduct reflects teachers' commitment to organizational standards. Teachers who comply with these regulations tend to demonstrate higher levels of professionalism and accountability. Such compliance also supports the smooth functioning of school management systems, which in turn creates a more structured and predictable educational environment that is conducive to effective teaching and learning (Syaiful & Aswan, 2006).

Consistency in carrying out teaching duties further strengthens the relationship between work discipline and teacher performance. Teachers who consistently prepare lesson plans, conduct classes according to established schedules, and carry out evaluation activities in a timely manner demonstrate a strong sense of responsibility toward their professional obligations. This consistency enhances instructional quality by ensuring that learning activities are implemented as planned and that students receive regular feedback on their academic progress. As a result, consistent work behaviour contributes to sustained improvements in both teacher performance and student learning outcomes (Wahyudinarti et al., 2024).

Professional responsibility, as a component of work discipline, also plays a significant role in shaping teacher performance. This includes teachers' willingness to fulfil duties beyond classroom teaching, such as participating in school meetings, engaging in extracurricular activities, and supporting institutional programs. Teachers who demonstrate a high level of professional responsibility tend to show stronger organizational commitment and greater alignment with school goals. This sense of responsibility reinforces positive work attitudes and enhances overall performance by fostering a collaborative and supportive school culture (Tanu, 2016).

From the perspective of organizational behaviour theory, work discipline can be understood as a mechanism that aligns individual behaviour with organizational goals and expectations. Theories of organizational control and self-regulation suggest that disciplined behaviour contributes to greater efficiency, reduced role ambiguity, and improved coordination within organizations. In the context of schools, disciplined teachers are more likely to internalize institutional norms and values, which helps create a stable and orderly learning environment. This theoretical perspective supports the empirical findings of this study by explaining how disciplined work behaviour

translates into higher levels of teacher performance (Saihu & Aziz, 2020).

When compared with previous empirical studies, the findings of this study are consistent with a substantial body of research that has identified work discipline as a significant predictor of teacher performance. However, the results of this study also highlight the particular importance of disciplinary practices in the context of Islamic secondary schools in archipelagic regions. In such settings, where logistical and administrative challenges may be more pronounced, strong work discipline among teachers becomes even more crucial for maintaining instructional continuity and institutional effectiveness (Khotijah & Arifin, 2021). These findings suggest that strengthening disciplinary systems and promoting a culture of responsibility can serve as effective strategies for improving teacher performance in Madrasah Aliyah Negeri in the Riau Islands.

The Effect of Work Motivation on Teacher Performance

The regression analysis results indicate that work motivation has a positive and statistically significant effect on teacher performance in Madrasah Aliyah Negeri in the Riau Islands Province. The positive regression coefficient and the significance level below the accepted threshold demonstrate that higher levels of work motivation are associated with better teacher performance. This finding confirms that motivation functions as a key psychological and behavioural driver that encourages teachers to perform their professional duties with greater energy, persistence, and commitment (Handriadi & Ahmad, 2020).

Intrinsic motivation plays a particularly important role in shaping teacher performance, especially in the context of Islamic education. Factors such as personal calling, religious values, professional pride, and a sense of responsibility toward students often serve as internal drivers that sustain teachers' enthusiasm for teaching. Teachers who are intrinsically motivated tend to show higher levels of dedication, creativity, and resilience in facing classroom challenges. This internal commitment enables them to maintain consistent performance even in situations where external rewards or institutional support may be limited (Colquitt et al., 2019).

Extrinsic motivation, including financial incentives, career advancement opportunities, recognition from school leaders, and supportive working conditions, also contributes significantly to teacher performance. These external factors provide tangible reinforcement for teachers' efforts and can enhance job satisfaction and organizational commitment. In this study, extrinsic motivation appears to complement intrinsic motivation by providing structural support that strengthens teachers' willingness to invest time and effort in improving their instructional practices and professional competencies (Kurniawaty et al., 2025).

The interaction between intrinsic and extrinsic motivational factors is particularly relevant in explaining variations in teacher performance. Motivation theories, such as self-determination theory and expectancy theory, emphasize that optimal performance is achieved when internal needs for autonomy, competence, and relatedness are supported by appropriate external rewards and organizational structures (Sutikno, 2013). The findings of this study are consistent with these theoretical perspectives, suggesting that a balanced

motivational environment that integrates both intrinsic and extrinsic elements can enhance teachers' engagement and performance more effectively.

Regional and institutional factors in the Riau Islands Province also appear to shape motivational dynamics among teachers. Geographical dispersion, limited access to professional development programs, and challenges related to transportation and communication may affect teachers' perceptions of institutional support and career opportunities. In such contexts, strong intrinsic motivation becomes particularly important as a sustaining force, while well-designed extrinsic incentives can help mitigate the constraints imposed by regional conditions. These contextual factors help explain why motivation plays a crucial role in maintaining teacher performance in archipelagic regions (Sarmila et al., 2023).

When compared with previous empirical studies, the findings of this study are consistent with a broad body of research that has identified work motivation as a significant predictor of teacher performance. Prior studies in various educational settings have similarly reported that motivated teachers are more likely to demonstrate higher levels of instructional quality, innovation, and professional commitment (Khotijah & Arifin, 2021). However, this study contributes additional insight by highlighting how motivational factors operate within the specific institutional and geographical context of Madrasah Aliyah Negeri in the Riau Islands.

The strategic importance of strengthening both intrinsic and extrinsic motivation to improve teacher performance. School leaders and policymakers are encouraged to create supportive work environments, provide fair and transparent incentive systems, and recognize teachers' achievements in meaningful ways. By fostering a motivational climate that values both internal commitment and external support, educational institutions can enhance teacher performance and promote sustainable improvements in the quality of education in Madrasah Aliyah Negeri in the Riau Islands Province.

The Simultaneous Effect of Professional Competence, Work Discipline, and Work Motivation on Teacher Performance

The simultaneous effect of professional competence, work discipline, and work motivation simultaneously have a significant effect on teacher performance in Madrasah Aliyah Negeri in the Riau Islands Province. The overall F-test demonstrates that the regression model is statistically significant, indicating that the three independent variables collectively explain meaningful variations in teacher performance. This finding confirms that teacher performance is not determined by a single factor, but rather by the combined and interacting effects of competence, discipline, and motivation as an integrated system of professional behaviour (Sadikin & Nurhani, 2023).

The coefficient of determination shows that a substantial proportion of the variance in teacher performance can be explained by the three variables included in the model. This indicates that professional competence, work discipline, and work motivation together provide strong explanatory power in understanding teacher performance. Although other factors may also influence performance,

such as leadership style, organizational culture, and infrastructure, the relatively high explanatory power of this model highlights the central importance of these three variables as key determinants in the context of Madrasah Aliyah Negeri (Busairi, 2023).

An examination of the relative contribution of each independent variable reveals that professional competence, work discipline, and work motivation each make meaningful and complementary contributions to teacher performance. While professional competence provides the technical and academic foundation for effective teaching, work discipline ensures consistency and compliance with institutional standards, and work motivation supplies the psychological energy and commitment needed to sustain high levels of performance. The combination of these factors creates a comprehensive framework that captures both the capability and the willingness of teachers to perform effectively.

The interaction among these variables further strengthens their collective impact on teacher performance. Teachers with high professional competence but low discipline or motivation may not fully translate their knowledge and skills into consistent performance. Similarly, highly motivated and disciplined teachers who lack sufficient professional competence may struggle to deliver high-quality instruction. These interactions suggest that balanced development across competence, discipline, and motivation is essential for achieving optimal teacher performance (Sedayu & Manurung, 2020).

From a theoretical perspective, these findings are consistent with integrated models of job performance that emphasize the interplay between ability, motivation, and organizational behaviour. The ability-motivation-opportunity (AMO) framework, for example, posits that performance is a function of employees' abilities, their motivation to apply those abilities, and the organizational context that supports disciplined and structured work behaviour. The results of this study align with this framework by demonstrating that competence (ability), motivation (drive), and discipline (behavioural regulation) jointly shape teacher performance outcomes (Yumnah et al., 2023).

In the specific context of Madrasah Aliyah Negeri in the Riau Islands, the integrated influence of these variables is particularly important given the regional and institutional challenges faced by teachers. Limited access to training opportunities, geographical dispersion, and resource constraints mean that teachers must rely not only on their professional skills, but also on strong self-discipline and sustained motivation to maintain high performance. The combined effect of these factors helps explain how some teachers are able to perform effectively despite structural limitations (Astuti et al., 2020).

The findings also have important implications for educational policy and school management. Rather than focusing on isolated interventions, such as training programs that address competence alone, policymakers and school leaders are encouraged to adopt comprehensive strategies that simultaneously strengthen professional competence, reinforce work discipline, and enhance work motivation. Integrated human resource development policies, performance appraisal systems, and incentive structures can help ensure that improvements

in one area are supported and reinforced by progress in the others (Musyadad et al., 2022).

This simultaneous analysis provides a more holistic understanding of teacher performance in Madrasah Aliyah Negeri in the Riau Islands Province. By demonstrating that professional competence, work discipline, and work motivation jointly and significantly influence teacher performance, this study contributes to a more comprehensive conceptual and empirical framework for understanding teacher effectiveness (Fransiska & Mashur, 2017). These results underscore the importance of integrated approaches to teacher development and management as a foundation for sustainable improvements in educational quality and institutional performance.

CONCLUSION

This study concludes that professional competence, work discipline, and work motivation have significant and positive effects on the performance of Madrasah Aliyah Negeri teachers in the Riau Islands Province, both individually and simultaneously. The findings demonstrate that professional competence provides the essential foundation for effective teaching through mastery of subject matter, instructional strategies, and curriculum understanding, while work discipline ensures consistency, punctuality, and compliance with institutional standards that support a conducive learning environment. At the same time, work motivation serves as a critical psychological driver that sustains teachers' enthusiasm, commitment, and persistence in performing their professional duties. The simultaneous analysis confirms that these three factors interact in an integrated manner to shape teacher performance, indicating that improvements in educational quality require comprehensive and balanced strategies that strengthen competence, reinforce discipline, and enhance motivation. Therefore, this study contributes empirical evidence to support integrated teacher development and management policies, and provides practical implications for policymakers, school leaders, and educational stakeholders in designing holistic interventions to improve teacher performance and overall educational quality in Madrasah Aliyah Negeri in the Riau Islands Province.

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