

## **The Influence of Competency Development and Performance Evaluation on Teacher Productivity at SMPN 6 Karawang**

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### **Abstract**

*Teachers play a very important role in improving the quality of education, so teacher productivity is a major factor in achieving learning objectives in schools. Teacher productivity is influenced by various elements, one of which is competency development and performance evaluation. The purpose of this study is to examine and analyze the impact of competency development and performance evaluation on teacher productivity at SMPN 6 Karawang Barat. The method used in this study was quantitative verification based on data analyzed using statistics. The population and sample size in this study were 50 teachers selected using saturated sampling technique. Data were collected using a closed questionnaire, and data analysis was performed using multiple linear regression. The results of the study indicate that competency development and performance evaluation have a significant positive impact on teacher productivity, both separately and together. The coefficient of determination ( $R^2$ ) value of 0.853 shows that 85.3% of the change in teacher productivity can be explained by these two variables, while the remaining percentage is influenced by other factors outside the scope of the study.*

**Keywords:** *Competency Development; Performance Evaluation; Teacher Productivity*

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### **INTRODUCTION**

Education is a crucial foundation for developing a country's human resources, and educators play a significant role in this process. Teachers' ability to improve the quality of learning and student learning outcomes is influenced by various factors, both internal and external. Implementing teacher competency improvement programs plays a crucial role in improving teacher performance (Syevila et al., 2024).

SMPN 6 Karawang Barat is a public junior high school located in Karawang Regency. Currently, SMPN 6 Karawang Barat has approximately 50 teachers teaching over 800 students. At SMPN 6 Karawang Barat, several challenges exist in teacher competency development and the performance evaluation system, which impact their productivity. In particular, some teachers have not been able to optimally participate in various competency development programs, such as teaching skills workshops or learning innovation seminars.

Teacher work productivity indicates how efficiently and effectively an educator carries out their duties and obligations in the education sector (Lewolema et al., 2023). Challenges to teacher productivity at SMPN 6 West Karawang are evident

in the variation in performance among teachers in carrying out their professional duties. The following are the results of a pre-survey on teacher productivity at SMPN 6 West Karawang among 30 teachers.

**Table 1. Results of the Teacher Productivity Pre-Survey (Y)**

No.	Statement	Low	Tall
1.	The implementation of learning has been completely in accordance with the previously made plan.	80%	20%
2.	Class management is carried out by paying attention to order and learning comfort.	23.3%	76.7%
3.	Collaboration between schools, fellow teachers, and parents of students takes place routinely and continuously.	30%	70%
4.	Competency improvement activities are carried out according to needs and available time.	60%	40%
5.	Involvement in school activities outside of teaching activities is carried out consistently.	73.3%	26.7%

Source: Processed by researchers (2026)

The pre-survey results showed that 80% of respondents rated learning implementation as low. Meanwhile, classroom management (76.7%) and collaboration between the school, fellow teachers, and parents (70%) were high. However, competency improvement activities (60%) and involvement in school activities outside of teaching (73.3%) were still low, indicating the need for improvement in several aspects of learning implementation.

The low level of conformity between learning implementation and the plan can cause the learning process to be less focused. Activities to improve competency and involvement in learning activities school outside activity teach which is still low has the potential to hinder teacher professional development.

Teacher competency development aims to improve teachers' abilities and skills so they can carry out their duties smoothly (Syevila et al., 2024) . Challenges in teacher competency development are still evident in several conditions related to teachers' ability to carry out their duties and their involvement in professional development activities. The following table summarizes teacher competency development activities at SMPN 6 West Karawang.

**Table 2. Recapitulation of Teacher Competency Development Activities**

No.	Year	Name of Activity / Type of Competency Development	Number of Participants (Teachers)
1.	2025	Deep Learning Approach as an Implementation of the Independent Curriculum	41 teachers
2.	2025	Telkom IA Training in Strengthening Teachers' Digital Competence	30 teachers

3.	2025	2025/2026 Academic Year Initial Service Meeting (Coordination of Teacher Competency Strengthening and Early Year Learning Strategies)	50 teachers
4.	2025	Meeting of the Class VII and VIII Promotion Office (Reflection on Teachers' Pedagogical and Professional Competence in Even Semester Learning)	49 teachers
5.	2024	Workshop on Implementing the Independent Curriculum to Improve Teacher Competence	32 teachers
6.	2024	Parenting "Recognizing and Understanding the Characteristics of Gen Z and Efforts to Prevent Bullying in Children" (Strengthening Teachers' Social Competence)	24 teachers
7.	2024	2024/2025 Academic Year Initial Service Meeting (Teacher Competency Evaluation and Improvement)	49 teachers
8.	Not stated (before 2024)	Best Civil Servant Teacher Award (As a form of recognition for teacher performance and professional competence)	1 teacher
9.	Not stated (before 2024)	Best Honorary Teacher Award (As a form of appreciation for the dedication and improvement of work competency of non-PNS teachers)	1 teacher

Source: Data from SMPN 6 West Karawang, processed by researchers (2026)

The following are the results of a pre-survey on competency development at SMPN 6 Karawang Barat school to 30 teachers.

**Table 3. Results of the Competency Development Pre-Survey (X1)**

No.	Statement	Low	Tall
1.	Ability to carry out tasks in accordance with the work being carried out.	73%	26.7%
2.	The work results achieved show significant improvement every year.	30%	70%
3.	Work enthusiasm remains stable in all work conditions.	63.3%	36.7%
4.	Professional training and seminar activities are attended regularly every period.	70%	30%
5.	Tasks are completed with the most efficient use of time and facilities.	40%	60%

Source: Processed by researchers (2026)

The pre-survey results showed that 73% of respondents assessed their ability to carry out tasks as being low. Furthermore, 70% of respondents assessed that the work results achieved showed significant improvement each year, placing them in the high category. Regarding the work morale indicator, 63.3% of respondents stated that it was in the low category. Furthermore, 70% of respondents assessed that participation in training activities and professional seminars was still low, while 60% of respondents assessed that tasks had been completed efficiently in terms of time and facilities.

Low task performance and work ethic have the potential to reduce effectiveness and consistent performance. Furthermore, low participation in professional training and seminars can hinder competency improvement and ongoing professional development.

Performance evaluation is a crucial aspect in organizational growth in an effective and efficient manner, because through this assessment, more efficient rules or initiatives in HR management can be designed. (Fitriana, 2022) . At SMPN 6 West Karawang, challenges in teacher performance evaluation are still evident, as several aspects of task implementation have not been fully optimized. The following table shows teacher performance evaluation data from 2021-2024.

**Table 4. Teacher Performance Evaluation Data (2021-2024)**

No.	Year	Quality	Information
1.	2021	Good	The majority of teachers received a good category, showing stable performance but still needing improvement.
2.	2022	Good	The teachers are in the good category. There was no significant improvement compared to the previous year.
3.	2023	Good	Most teachers consistently performed in the good category, with a slight improvement compared to 2022.
4.	2024	Very good	There was a significant increase in teachers entering the good and very good categories.

Source: Data from SMPN 6 West Karawang, processed by researchers (2026)

The following are the results of a pre-survey on performance evaluation at SMPN 6 Karawang Barat school for 30 teachers.

**Table 5. Results of the Pre-Performance Evaluation Survey (X2)**

No	Statement	Low	Tall
1.	Learning planning has been prepared complete with indicators, media, and assessment instruments.	40%	60%

2.	The learning implementation process follows the planned flow and stages.	73.3%	26.7%
3.	Assessment of learning outcomes is carried out continuously at the end of each learning activity.	16.7%	83.3%
4.	Discipline in carrying out duties and responsibilities is always maintained.	23.3%	76.7%
5.	Communication with parents and colleagues is carried out routinely and in a planned manner.	73.3%	26.7%

Source: Processed by researchers (2026)

The pre-survey results showed that 60% of respondents rated learning planning as high, 73.3% rated learning implementation as low, and 83.3% rated learning outcome assessments as continuous and high. Discipline in carrying out tasks and responsibilities was rated high by 76.7% of respondents. Meanwhile, communication with parents and colleagues was rated low by 73.3% of respondents. This condition indicates that learning implementation is not fully in line with the plans that have been prepared.

Poor alignment of learning implementation with planning, as well as suboptimal communication with parents and colleagues, can potentially lead to a poorly coordinated learning process. This can hinder the achievement of learning objectives and reduce the overall effectiveness of teachers.

Previous research shows that teacher competence is proven to increase work productivity. The study results show a significant and positive impact between competence and productivity (Meriana et al., 2024) . On the other hand, there are findings that show different results, teacher competence is reported to have only a minimal and insignificant impact on teacher work productivity (Arman & Tanwin, 2025) . In addition to competence, research shows that structured teacher performance measurement can increase their work productivity (Susanty et al., 2025) . Similarly, it is known that teacher performance has been proven to have a positive influence on the work results they achieve (Pasaribu et al., 2025) .

Furthermore, performance monitoring and assessment have been shown to positively impact productivity in the workplace (Actavia & Bohong, 2025) . However, lack of regular teacher evaluations has resulted in low productivity and no significant improvement (Ar, 2022) . Meanwhile, training and performance assessments have also been reported to significantly improve teacher performance (Rohmah et al., 2021) .

This study aims to analyze the influence of competency development and performance evaluation on teacher productivity at SMPN 6 West Karawang. This research is motivated by the continued variation in productivity among teachers, which is suspected to be related to the level of involvement in competency development and the implementation of performance evaluation. Therefore, this study was conducted to obtain empirical evidence regarding the influence of competency development and performance evaluation on teacher productivity.

## LITERATURE REVIEW

### Management

Management is a combination of knowledge and skills that include a series of actions such as organizing, planning, leading, providing direction, and supervising the use of available resources within an institution so that predetermined goals can be achieved and provide benefits for humans (Sentot Imam, 2022) . Management is a social process that involves formal cooperation between two or more people (Suranto et al., 2022) . Management refers to the planning and utilization of the abilities of others to carry out tasks designed to achieve predetermined goals (Nurmadiyah, 2022) .

### Human Resource Management (HRM)

Human Resources Management (HRM) is a method implemented by companies to organize and manage their workforce so that work can run smoothly and save time and costs, so that company goals and targets can be achieved (Hartini & Patompo, 2023) . Human Resources Management (HRM) is a method of managing and educating the workforce in an organization (Samsuddin et al., 2023) . HRM can be understood as a set of activities that include recruitment, selection, development, maintenance, and utilization of human resources, with the aim of achieving both individual and organizational goals (Kustati et al., 2024) .

### Competency Development

Competence is the ability that a person has mastered. Competence refers to the skills that have been mastered by a person (Wislim et al., 2024) . Individual competence provides an indication of how far a person can do a job effectively in a work environment (Prayogo et al., 2023) . Competence refers to the potential to complete or carry out a task based on ability and knowledge, and supported by the work discipline required in that job (Jamaludin et al., 2022) . This competence includes various abilities, understandings, and attitudes anticipated from an employee to successfully meet organizational goals efficiently (Apriani et al., 2025) .

### Performance Evaluation

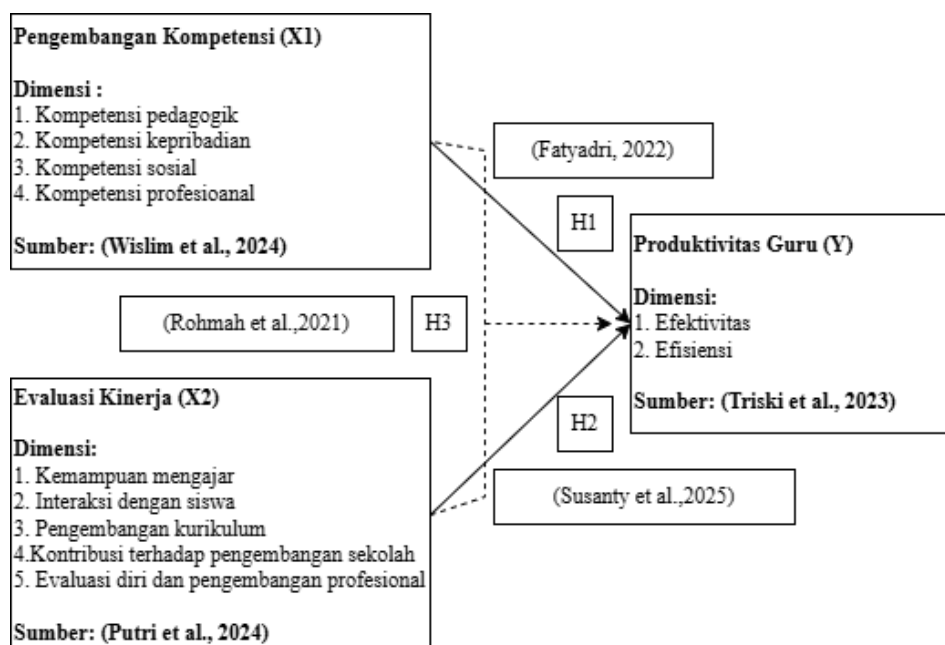
Teacher performance evaluation plays a crucial role in improving and ensuring the quality of education (Putri et al., 2024) . Performance evaluation is a process for rationally assessing concrete work results based on standard measures of quality and quantity produced by each employee (Barebbo et al., 2022) . Teacher performance evaluation is the process of assessing a teacher's ability and effectiveness in teaching, including learning outcomes and processes (Hani & Mawardi, 2024) . Performance evaluations are conducted periodically to measure employee skills, abilities, achievements, and development (Aisya et al., 2024) .

### Teacher Productivity

A school's productivity is often determined by the work performance of its teachers. Therefore, as a leader, the principal needs to pay attention to the level of teacher productivity (Triski et al., 2023) . A teacher's work productivity refers to how well and quickly they carry out their work and responsibilities in the educational field (Lewolema et al., 2023) . Work productivity is the ability to perform more activities to

accelerate the achievement of business goals (Mayrica & Putri, 2022) .

## RESEARCH FRAMEWORK AND HYPOTHESIS



**Figure 1. Research Paradigm**

Source: Processed by researchers (2026)

H1: There is a partial influence of competency development (X1) on teacher productivity (Y).

H2: There is a partial influence of performance evaluation (X2) on teacher productivity (Y).

H3: There is a simultaneous influence of competency development (X1) and performance evaluation (X2) on teacher productivity (Y).

## METHODOLOGY

This study uses a quantitative method with a verification approach that aims to test hypotheses and understand the influence between forms of variables through statistical data analysis. The population that is the object of this study includes all teachers at SMPN 6 Karawang Barat, with a total of 50 people. The number of samples in this study is 50 teachers, with the sampling technique using saturated sampling (census), namely a sampling technique in which all members of the population are used as samples (Sugiyono, 2019) .

The research data was obtained through a questionnaire as the primary instrument, containing closed-ended questions structured to measure competency development, performance evaluation, and teacher productivity. Furthermore, this

study utilized documentation studies to supplement the data, including documents related to teacher training activities and performance evaluation. The analytical technique used in this study was multiple linear regression analysis, which aimed to determine the partial and simultaneous effects of competency development and performance evaluation on teacher productivity.

## RESULTS AND DISCUSSION

### Research result

Table 6. Respondent Characteristics

No	Characteristics	Category	Frequency	Percentage (%)
1.	Gender	1. Boy	15	30%
		2. Female	35	70%
		<b>Total</b>	<b>50</b>	<b>100%</b>
2.	Umur	1. < 30 years	3	6%
		2. 31-40 years	13	26%
		3. 41-50 years	11	22%
		4. > 50 years	23	46%
		<b>Total</b>	<b>50</b>	<b>100%</b>
3.	Length of Teaching	1. <5 years	19	38%
		2. 5-10 years	2	4%
		3. > 10 years	29	58%
		<b>Total</b>	<b>50</b>	<b>100%</b>

Source: Processed by researchers (2026)

Based on descriptive analysis, the majority of the study respondents were female teachers, numbering 35 (70%), while male teachers reached 15 (30%). In terms of age, many respondents were in the age category above 50 years, namely 23 people (46%), followed by the age group of 31–40 years (26%), 41–50 years (22%), and 30 years or younger (6%). On the other hand, when viewed from the length of teaching experience, the majority of respondents, namely 29 people (58%), had teaching experience of more than 10 years, which indicates that the majority of respondents were experienced teachers.

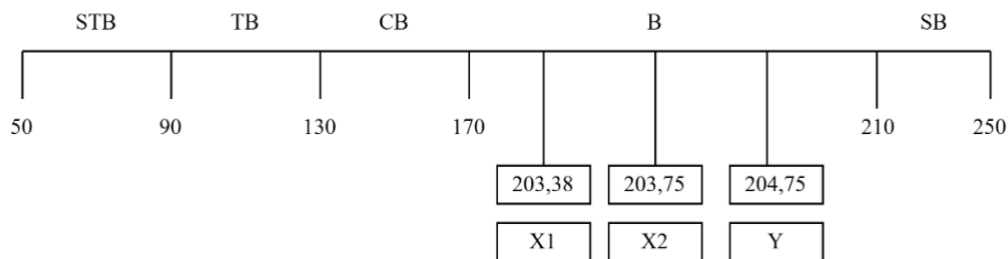


Figure 2. Bar Scale of Competency Development, Performance Evaluation, and Teacher Productivity

Source: Processed by researchers (2026)

Based on Figure 2, the average value of the competency development variable (X1) is 203.38, performance evaluation (X2) is 203.75, and teacher productivity (Y) is 204.75. These results indicate that all variables are in the good category.

**Table 7. Descriptive Analysis Results**

No.	Variable	Dimensions	Average	Criteria
1.	Competency Development (X1) (Wislim et al., 2024)	1. Pedagogical competence	203.38	Good
		2. Personality competency		
		3. Social competence		
		4. Professional competence		
2.	Performance Evaluation (X2) (Putri et al., 2024)	1. Teaching ability	203.75	Good
		2. Interaction with students		
		3. Curriculum development		
		4. Contribution to school development		
		5. Self-evaluation and professional development		
3.	Teacher Productivity (Y) (Triski et al., 2023)	1. Effectiveness	204.75	Good
		2. Efficiency		

Source: Processed by researchers (2026)

The results of the descriptive analysis indicate that the competency development variable (X1) has an average value of 203.38 which is included in the good category, the performance evaluation variable (X2) obtained an average value of 203.75 with a good category, while the teacher productivity variable (Y) obtained an average value of 204.75 in a similar category. This indicates that the variables studied are in the good category.

**Table 8. Validity Test Results**

Pengembangan Kompetensi (X1)				Evaluasi Kinerja (X2)				Produktivitas Guru (Y)			
No.	R-hitung	R-tabel	Ket	No.	R-hitung	R-tabel	Ket	No.	R-hitung	R-tabel	Ket
1	0,855	0,279	Valid	1	0,828	0,279	Valid	1	0,829	0,279	Valid
2	0,656	0,279	Valid	2	0,807	0,279	Valid	2	0,804	0,279	Valid
3	0,675	0,279	Valid	3	0,835	0,279	Valid	3	0,719	0,279	Valid
4	0,734	0,279	Valid	4	0,803	0,279	Valid	4	0,842	0,279	Valid
5	0,484	0,279	Valid	5	0,768	0,279	Valid	5	0,830	0,279	Valid
6	0,611	0,279	Valid	6	0,838	0,279	Valid	6	0,789	0,279	Valid
7	0,758	0,279	Valid	7	0,787	0,279	Valid	7	0,685	0,279	Valid
8	0,703	0,279	Valid	8	0,754	0,279	Valid	8	0,849	0,279	Valid

Source: Processed by researchers with SPSS 26 (2026)

Based on the results of the test involving 50 participants, the r table value obtained was 0.279 at a significance level of 5%. This finding indicates that all statements contained in the competency development (X1), performance evaluation

(X2), and teacher productivity (Y) variables showed a significance value (Sig.) r table (0.279).

**Table 9. Reliability Test Results**

No.	Variable	Cronchback Alpha Value	Information
1	Competency Development	0.840	Valid
2	Performance Evaluation	0.921	Valid
3	Teacher Productivity	0.916	Valid

Source: Processed by researchers with SPSS 26 (2026)

Based on the test results, the Cronbach's Alpha values obtained were 0.840 for the competency development variable (X1), 0.921 for the performance evaluation variable (X2), and 0.916 for the teacher productivity variable (Y). Considering that all Cronbach's Alpha values were higher than 0.6, it can be concluded that all instruments used in this study were reliable and consistent.

**Table 10. Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		50
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.79828619
Most Extreme Differences	Absolute	.110
	Positive	.110
	Negative	-.087
Test Statistic		.110
Asymp. Sig. (2-tailed)		.183 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Source: Processed by researchers with SPSS 26 (2026)

Based on the results of the Kolmogorov-Smirnov test, a significance value of 0.183 was obtained, which is greater than 0.05. Thus, it can be concluded that the residuals in this study are normally distributed, thus the regression model meets the criteria for normality.

**Table 11. Multicollinearity Test Results**

		Coefficients <sup>a</sup>					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	1,233	2,006		.614	.542		
	Competency Development	.402	.133	.368	3,022	.004	.211	4,734
	Performance Evaluation	.566	.118	.582	4,783	.000	.211	4,734

a. Dependent Variable: Teacher Productivity

Source: Processed by researchers with SPSS 26 (2026)

Based on the test results, the tolerance value reached 0.211 ( $> 0.10$ ) and the VIF value was recorded at 4.734 ( $< 10.00$ ) for the competency development (X1) and performance evaluation (X2) variables. Therefore, it can be concluded that the regression model of this study does not experience symptoms of multicollinearity.

**Table 12.** Results of Heteroscedasticity Test

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	-1,622	1,262		-1,285	,209
	Development Competence	,053	,084	,189	,630	,532
	Performance Evaluation	<b>.038</b>	,074	,62	,509	,613

a. Dependent Variable: RES2

Source: Processed by researchers with SPSS 26 (2026)

Based on the test results, a significance value of 0.532 was obtained for the competency development variable (X1) and 0.613 for the performance evaluation variable (X2). With all Sig. values greater than 0.05, it can be concluded that there are no symptoms of heteroscedasticity detected in the regression model in this study.

**Table 13.** Multiple Linear Regression Test Results

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1,233	2,006		,614	,542
	Development Competence	,402	<b>.133</b>	,368	3,022	,004
	Performance Evaluation	,566	<b>.118</b>	,592	4,770	,000

a. Dependent Variable: Teacher Productivity

Source: Processed by researchers with SPSS 26 (2026)

Based on the test results, the following regression formula was obtained:

$$Y = 1.233 + 0.402 X1 + 0.566 X2 + e$$

1. The constant (1.233) shows that if competency development (X1) and performance evaluation (X2) have a value of zero, then teacher productivity (Y) still has a value of 1.233.
2. The competency development coefficient (X1) of 0.402 means that every increase of one unit in competency development will increase teacher productivity by 0.402, assuming that other variables are constant.
3. The performance evaluation coefficient (X2) with a value of 0.566 indicates that every increase in one indicator in the performance evaluation will increase teacher productivity by 0.566.

4. Both independent variables have a positive influence on teacher productivity, with performance evaluation (X2) as the most dominant variable.

**Table 14. T-Test Results**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.233	2.006		.614	.542
	Pengembangan Kompetensi	.402	.133	.368	3.022	.004
	Evaluasi Kinerja	.566	.118	.582	4.783	.000

a. Dependent Variable: Produktivitas Guru

Source: Processed by researchers with SPSS 26 (2026)

Based on the analysis, the calculated t-value for competency development was 3.022 and for performance evaluation was 4.783. Both values are higher than the t-table of 2.012 and also indicate a partial significance of teacher productivity.

**Table 15. F Test Results**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	920,662	2	460,331	136,538	.000 <sup>b</sup>
	Residual	158,458	47	3,371		
	Total	1079,120	49			

a. Dependent Variable: Teacher Productivity

b. Predictors: (Constant), Performance Evaluation, Competency Development

Source: Processed by researchers with SPSS 26 (2026)

Based on the test results, the calculated F value was 136.538, which is greater than the F table of 3.19, and has a significance value of  $0.000 < 0.05$ . Therefore, it can be concluded that competency development and performance evaluation simultaneously have a significant influence on teacher productivity.

**Table 16. Results of the Determination Coefficient Test**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924	.853	.847	1.83615

a. Predictors: (Constant), Performance Evaluation, Development Competence

Source: Processed by researchers with SPSS 26 (2026)

The R Square value of 0.853 indicates that 85.3% of changes in teacher productivity can be explained through competency development and performance evaluation, while the remaining 14.7% is explained by other variables not examined in this study.

## Discussion

Based on the analysis of the research instrument, all questions on the competency development, performance evaluation, and teacher productivity aspects were declared valid and reliable. The validity test showed that each statement item had a significance value below 0.05 and a correlation value exceeding the table r,

indicating that the instrument was able to accurately measure the research variables. Meanwhile, Cronbach's Alpha values all above 0.6 indicate that the research instrument has a good level of consistency. Therefore, the questionnaire used can be relied upon to reflect teachers' views on competency development, performance evaluation, and work productivity.

Furthermore, the results of the classical assumption test indicate that the applied regression model has met the required statistical criteria. The Kolmogorov-Smirnov normality test provided a significance value of 0.183 ( $> 0.05$ ), indicating that the residual data follows a normal distribution. This indicates that the respondents' responses are proportionally distributed and do not experience any distribution deviations. In addition, the multicollinearity test showed a tolerance value of 0.211 ( $> 0.10$ ) and a VIF value of 4.734 ( $< 10$ ), thus it can be concluded that there is no strong relationship between the independent variables. This means that competency development and performance evaluation are independent variables and each contributes to teacher productivity. The heteroscedasticity test also showed a significance value above 0.05, indicating that the data has stable variance and there is no inequality in the residuals.

The results of the multiple linear regression analysis  $Y = 1.233 + 0.402 X_1 + 0.566 X_2 + e$  indicate that competency development and performance evaluation have a positive impact on teacher productivity. The regression equation obtained shows that every increase in competency development will be followed by an increase in teacher productivity, as will performance evaluation. The regression coefficient value of performance evaluation is greater than that of competency development, indicating that performance evaluation has a more dominant influence on teacher productivity. This indicates that a clear, objective, and sustainable evaluation system can encourage teachers to improve their performance and productivity.

The calculated t-test results for competency development were 3.022 and for performance evaluation were 4.783. Both values are higher than the t-table of 2.012, reinforcing the finding that competency development and performance evaluation have a significant positive effect on teacher productivity partially. This indicates that improving teacher competency through training, ability development, and professional skill enhancement can increase individual teacher productivity. On the other hand, structured and fair performance evaluation can also encourage teachers to be more efficient in carrying out their duties and roles. This finding shows that both independent variables each have a significant contribution to increasing teacher productivity.

The results of the F test analysis obtained an F value of 136.538, which is greater than the F table of 3.19, and has a significance value of 0.000  $< 0.05$ , indicating that competency development and performance evaluation simultaneously have a significant impact on teacher productivity. This suggests that to increase teacher productivity, it is not enough to rely on just one element, but rather the result of a combination of teacher competency development and the performance evaluation system implemented by the organization. The coefficient of determination (R Square) value of 0.853 indicates that competency development and performance evaluation together are able to explain 85.3% of the variation in teacher productivity at SMPN 6 West Karawang. Meanwhile, the remaining 14.7% is influenced by other factors

outside the variables examined in this study. These results indicate that both independent variables have a very strong contribution in explaining teacher productivity.

## CONCLUSION

Based on the results of the research conducted, it can be concluded that competency development (X1) has a positive and significant partial effect on teacher productivity (Y). This shows that increasing teacher competency individually can encourage an increase in teacher productivity. Performance evaluation (X2) has a positive and significant partial effect on teacher productivity (Y). This shows that the implementation of planned and effective performance evaluation can increase teacher productivity individually. Competency development (X1) and performance evaluation (X2) have a positive and significant simultaneous effect on teacher productivity (Y). Thus, the combination of competency development and performance evaluation collectively has a large influence in increasing teacher productivity.

## Implications

1. The findings from the first hypothesis test indicate that increased competency has a significant positive impact on teacher productivity. Therefore, schools need to enhance teacher competency development programs through training, workshops, and continuous professional development to maximize teacher efficiency.
2. Based on the results of the second hypothesis test, performance evaluations were shown to have a positive and significant impact on teacher productivity. Therefore, schools are advised to implement a fair, clear, and continuous performance appraisal system to provide appropriate feedback and encourage increased teacher productivity.
3. The findings from testing the third hypothesis indicate that simultaneous competency development and performance evaluation have a positive and significant impact on teacher productivity. Therefore, schools need to integrate both aspects in a balanced manner to achieve more effective and sustainable improvements in teacher productivity.

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