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Exploring the Impact of Religiosity, Self-Efficacy, Competence, and Achievement Motivation on Teachers' Learning Performance

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ABSTRACT

This research scrutinizes the challenges surrounding establishing learning tutors within the State Civil Apparatus (ASN) and their impact on educational performance. With a sample of 508 respondents selected through stratified random sampling from a population of 1986 tutors in Indonesia, the study employs path analysis to investigate the direct and indirect influences of religiosity, self-efficacy, competence, and achievement motivation on learning performance. The results indicate significant positive effects: religiosity, self-efficacy, and competence independently impact learning performance, with achievement motivation mediating these relationships. The combined influence of religiosity, self-efficacy, competence, and achievement motivation positively affects learning performance, constituting a 42.1% explanatory power, leaving 57.9% unexplored. Practical implications include recommendations for learning tutors to enhance religiosity, self-efficacy, competence, and achievement motivation for improved performance. Institutional support should prioritize competence development, recognizing its pivotal role. Policymakers in education are urged to address the distinct challenges tutors face, necessitating policy adjustments. Future research involves exploring additional factors contributing to the unexplored 57.9% influence on learning performance, advancing the nuanced understanding of this intricate relationship.

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1. INTRODUCTION

The performance of learning facilitators, or "pamong belajar," in non-formal education is crucial to the success of educational programs. This study investigates how the religiosity, self-efficacy, competence, and achievement motivation of these facilitators impact their performance in non-formal educational settings. Educators play a vital role in nurturing their learners' development by leveraging their diverse potential. Within educational institutions, they act as role models and guides, significantly influencing students' academic journeys (Kolb et al., 2014; Lunenberg et al., 2007). In an era of rapid technological advancement, educators must adapt to changing times and continue to serve as exemplary figures for their students.

The Constitution of the Republic of Indonesia of 1945 emphasizes the government's commitment to protecting the nation, advancing public welfare, enlightening the nation's life, and contributing to global order based on freedom, eternal peace, and social justice. To enlighten the nation, the government strives to establish an integrated national education system that is equitable, balanced, and of high quality at the local, regional, and international levels. Article 31, paragraph 1 of the 1945 Constitution of the Republic of Indonesia asserts that every citizen has the right to education. This underscores the pivotal role of education in society. With various formal, non-formal, and informal education pathways available to citizens, the government seeks to ensure its competitiveness in the contemporary era.

Educational pathways serve as vehicles through which learners develop their potential in alignment with academic goals. These pathways encompass formal, non-formal, and informal education, which complement and enrich one another, as stipulated in Article 13, paragraph 1 (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2006). Formal education typically occurs in structured settings such as schools and universities, providing a standardized curriculum for comprehensive academic and personal development. On the other hand, non-formal education offers more flexible learning opportunities that can be tailored to the specific needs and contexts of learners, such as community-based programs, vocational training, and adult education. Informal education encompasses learning through daily activities, interactions, and experiences outside of structured programs, contributing significantly to lifelong learning and personal growth. .

Religiosity, rooted in the Latin word "Religio," signifies religious behavior that can significantly impact an individual's performance, including the learning performance of "pamong belajar." As articulated by Adistii et al. (2021), religiosity represents a state within an individual that propels them to behave by their level of adherence to religious principles. Thus, religiosity serves as a manifestation within an individual, influencing their behavior, attitudes, and actions by the tenets of their faith, ultimately affecting their performance, particularly in the context of "pamong belajar" and learning.

Competence denotes the specialized skills possessed by an individual, in this case, "among belajar," in fulfilling their duties and functions as educators in non-formal and informal education settings. Competence signifies a distinct proficiency that sets an individual apart. According to Employment Law Number 13 of 2003, competence refers to an individual's workability, encompassing knowledge, skills, and work attitudes in line with established standards. Mangkunegara defines competence as a fundamental factor possessed by an individual with superior skills that differentiates them from those with average or ordinary skills. Therefore, competence represents the ability to execute or perform a task or job, grounded in skills and knowledge supported by work attitudes demanded by the task at hand.

Self-efficacy, or the courage to acknowledge their existence in tasks and functions, manifests as an individual's belief in their ability to control situations and produce favorable outcomes. In alignment with Santrock's perspective (2011) cited in Nuraeni et al. (2019), self-efficacy represents an individual's confidence in their ability to master situations and produce beneficial results. Self-efficacy is the belief that an individual can perform tasks, achieve goals, and plan and execute concrete actions to reach their objectives.

Achievement motivation encompasses the drive or desire to attain high goals and succeed in a specific field or activity. This motivation compels individuals to enhance the quality and quantity of their work, exert greater effort, and overcome obstacles encountered in pursuit of their objectives (Brunstein & Heckhausen, 2018; Wigfield et al., 2021). Individuals with high achievement motivation typically exhibit high self-confidence and consistently strive for continuous self-improvement. Achievement motivation also proves to be a crucial factor in enhancing an individual's performance in work or other activities (De Clercq & Belausteguigoitia, 2019). Those with high achievement motivation possess strong energy to execute their activities and tend to innovate in fulfilling their duties and responsibilities (Shane et al., 2003).

The role of "pamong belajar" as an education professional closely involved in community education necessitates a high level of motivation to achieve. Given that community education requires dynamic services and innovation tailored to the learning needs of the community, whether in course institutions,

Community Learning Activity Centers (PKBM), Learning Activity Studios (SKB), or other non-formal education units, achievement motivation becomes a vital resource for "pamong belajar" in executing their roles and functions as educators in the non-formal education sector.

This aligns with theories proposed by various experts, including McClelland's Need for Achievement theory, which posits that achievement motivation is a psychological need arising from an individual's interaction with their environment. Individuals with high achievement motivation need to attain recognition for their achievements (Ridha, 2020). Locke and Latham's Goal-Setting theory asserts that individuals will have high achievement motivation if they possess clear and specific goals and are committed to achieving them (Locke & Latham, 2013). Vroom's Expectancy theory states that achievement motivation depends on three factors: expectancy, valence, and instrumentality. Individuals will have high achievement motivation if they believe their efforts will yield desired results (expectancy), place a high value on the outcomes (valence), and are confident that their efforts will produce the desired results (instrumentality) (Husniyawati & Wulandari, 2016). Csikszentmihalyi's Flow theory argues that achievement motivation occurs when individuals engage in activities that present challenges aligned with their abilities and skills (Csikszentmihalyi et al., 2014). In this condition, individuals become fully immersed in the activity, experiencing happiness and high satisfaction from their achievement.

Based on the field study conducted by the researcher for the pre-research phase, subsequent literature review, and relevant previous research, this study aims to investigate the influence of religiosity, self-efficacy, competence, and achievement motivation of "pamong belajar" on learning performance. The title of this research is "The Influence of Religiosity, Self-Efficacy, Competence, and Achievement Motivation of Learning Facilitators on Learning Performance."

This comprehensive exploration seeks to contribute valuable insights to the field of non-formal education, shedding light on the intricate interplay between religiosity, self-efficacy, competence, achievement motivation, and learning performance among "pamong belajar." By addressing the outlined research questions, this study endeavors to enrich the existing body of knowledge, providing a nuanced understanding of the factors influencing the performance of learning facilitators in non-formal educational settings. Through rigorous examination and analysis, the research aims to offer practical implications for educators, educational policymakers, and stakeholders, fostering an environment conducive to optimal learning outcomes and the overall advancement of non-formal education in Indonesia.

The research investigates the multifaceted relationships between religiosity, self-efficacy, competence, achievement motivation, and learning performance among learning facilitators, commonly known as "pamong belajar," in the context of non-formal education. This inquiry is framed by a series of interconnected questions addressing various dimensions of these constructs. Firstly, the study aims to discern the overarching influence of religiosity among learning facilitators on their learning performance. Secondly, it seeks to unravel the nuanced ways in which the self-efficacy of learning facilitators contributes to their learning performance. Additionally, the research delves into the impact of the competence of learning facilitators on their learning performance, aiming to provide a comprehensive understanding of this relationship. Furthermore, the study examines the intricate dynamics of how achievement motivation influences the learning performance of these educators. The investigation explores partial direct influences, specifically whether religiosity, self-efficacy, and competence among learning facilitators exert individual and combined effects on learning performance through the mediating factor of achievement motivation. These questions collectively form the crux of the research, providing a holistic examination of the factors shaping the learning performance of "pamong belajar" in the realm of non-formal education.

2. METHODS

2.1 Research Design

This research aims to analyze the influence of educators' religiosity on learning performance, the impact of educators' self-efficacy on learning performance, and the effect of educators' competence on learning performance. Additionally, the study seeks to examine the influence of achievement motivation on learning performance. Furthermore, it will assess the partial direct impact of educators' religiosity, self-efficacy, and competence on learning performance through achievement motivation. The research also intends to investigate the simultaneous direct impact of educators' religiosity, self-efficacy, and competence on learning performance. Moreover, it aims to analyze the simultaneous direct impact of educators' religiosity, self-efficacy, and competence through achievement motivation on learning performance.

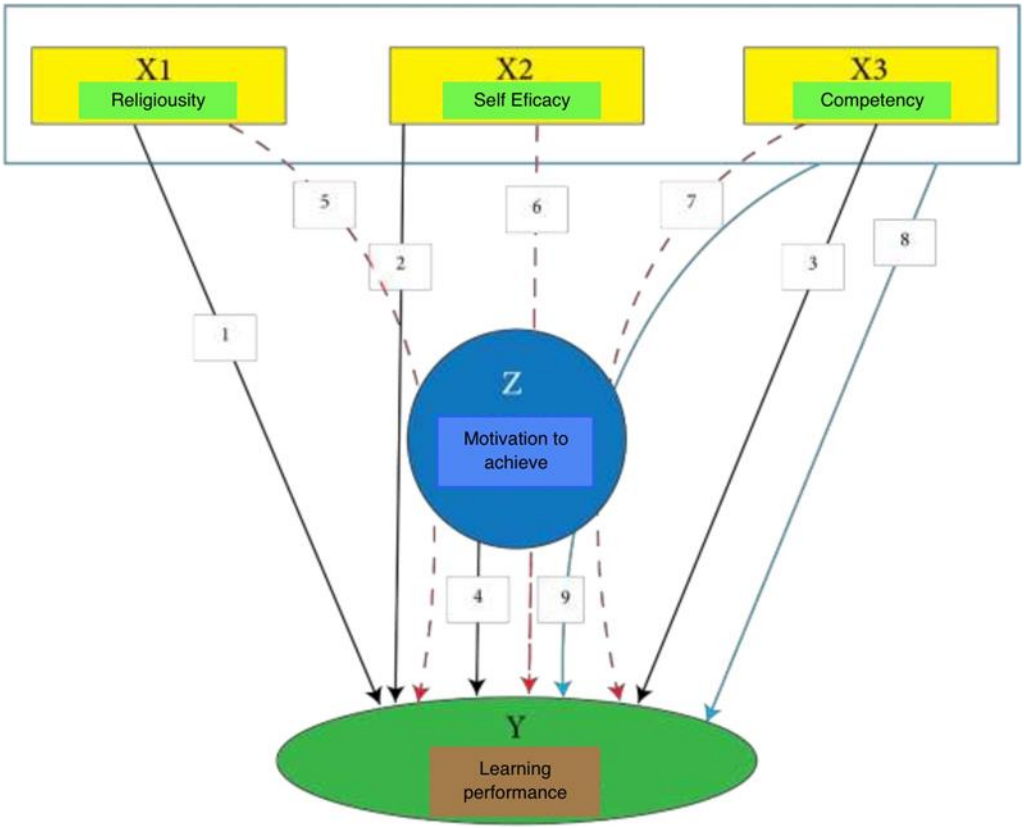

Figure 1. Research design model

In this study, the research type is delineated from various perspectives. Firstly, the field of education focuses on educational events at Special Schools (SKB), specifically addressing educators. Secondly, it adopts a descriptive-explanatory approach, illustrating individual variables and scrutinizing inter-variable relationships in greater detail. Thirdly, employing a correlational causal effect design analyzes cause-and-effect relationships between variables. Fourthly, categorized as ex post facto, the research evaluates factual occurrences without manipulation. Fifthly, as a field study, it directly collects data in the community. Sixthly, adopting a survey pattern, it extracts and analyzes sample data for population generalization. Lastly, as an inferential study, the analysis is extrapolated from sample units to the entire population.

The research essay aims to measure both the direct and indirect effects, concurrently or individually, of independent variables on the dependent variable, either directly or through intervening variables. This necessitates a complex measurement to comprehend the intricacies of the research design.

2.2 Research Location

The study covered all 34 provinces in Indonesia, focusing on Educators within non-formal education units (SPNF-SKB) under the coordination of the National Board for Early Childhood Education and Community Education (BP-PAUD and Dikmas).

2.3 Research Timeline

The research, conducted from September to November 2021, involved issue identification, problem formulation, theory gathering, and the selection of statistical testing techniques at the chosen research locations.

2.4 Population and Sampling

Researchers must understand the population (Banerjee & Chaudhury, 2010). The population in this study is all Learning Facilitators ("pamong belajar") situated in Community Learning Activity Centers (SPNF-SKB) in Indonesia. Sampling is done using random sampling techniques within the working areas of the National Agency for Early Childhood and Community Education (BP-PAUD and Dikmas) in Indonesia. The presence of learning facilitators in non-formal education units strengthens the quality and innovation of non-formal education, adapting to contemporary needs.

2.5 Sample Determination

The sample size is determined using the formula for random sampling, considering the entire population of learning facilitators in each region served by BP-PAUD and Dikmas across Indonesia. The formula, as explained by Slovin (Tejada & Punzalan, 2012), is:

$$n = \frac{N}{1 + Ne^2}$$

Where:

- n is the sample size,
- N is the population size in each BP-PAUD and Dikmas region,
- e is the error level (commonly 1%, 5%, 10%, or 20%).

For researchers dealing with relatively large populations, understanding the concept of a sample is essential. Acharya et al. (2013) emphasize that a sample is a portion of the population selected to represent the larger population.

2.6 Sampling Technique

The sampling technique employed is stratified random sampling, chosen due to the diverse number of learning facilitators in each province. Stratified random sampling involves dividing the population into subgroups called strata and selecting samples from each stratum. Applying the Slovin formula with a 20% tolerance, the researcher determines the sample list in each coordinating region of BP-PAUD and Dikmas throughout Indonesia.

2.7 Stratified Random Sampling

This technique ensures that each province's diverse range of learning facilitators, both in quantity and quality, is adequately represented in the sample. Thus, the stratified random sampling technique is employed to achieve a balanced and representative sample from each region.

2.8 Data Collection

Variable Definition and Operationalization:

- Independent Variables (X): Religiosity, self-efficacy, and competence.
- Dependent Variable (Y): Learning performance.
- Intervening Variable (Z): Learning motivation.

Operational Definitions:

- Variables are measured using research instruments and analyzed based on their influence on each other (Sugiyono, 2013). The operational definition of a variable provides dimensions to a variable by specifying its activities or justifying the operations needed to measure the variable (Petrov, 1972). In this research, the operational definitions of variables are Table 1.

Table 1. Operational Definition of Independent Variable

Variable	Dimension	Indicator	Measurement Scale
Religiosity (X1)	Ideological	1. Presence of the Almighty (TuhanYME)	Interval
		2. Belief in the Almighty (TuhanYME)	Interval
		3. Accountability in the afterlife	Interval
		4. Surveillance	Interval
		5. Retribution	Interval
		6. Blessings	Interval
		7. Inner Peace	Interval
		8. Religious Advice	Interval
		9. Prayer	Interval
		10. Belief in Sustenance	Interval
	Religious Practice	1. Ritual Worship	Interval
		2. Reading Holy Scriptures	Interval
		3. Acts of Kindness	Interval
		4. Praying during Illness	Interval
		5. Initiating with Prayer	Interval
		6. Concluding with Prayer	Interval
	Experimental	1. Feeling Close to God	Interval
		2. Fear of Committing Sin	Interval
		3. Feeling Prayers are Answered	Interval
		4. Feeling Saved by God	Interval
		5. Feeling Able to Surrender to God	Interval
		6. Feeling Helped by God	Interval
		7. Completing Ritual Task	Interval
		8. Ease in Asking and Forgiving	Interval
		9. Honesty and Trustworthiness	Interval
	Intellectual	1. Mastering religious knowledge	Interval
		2. Able to read the holy book	Interval
		3. Understanding core knowledge ofthe doctrines	Interval
Self-Efficacy (X2)	Self-competence	1. Understanding Self-Competence	Interval
		2. Effective Task Performance	Interval
		3. Goal Attainment and OvercomingChallenges	Interval
		4. Self-motivation to Adapt toSituations	Interval
		5. Confidence in Problem Solving	Interval
		1. Mastery experience	Interval
		2. Social persuasion	Interval
		3. Vicarious experience	Interval

Variable	Dimension	Indicator	Measurement Scale
	Self-performance	4. Physiology condition	Interval
		1. Extensive Knowledge of LearningAssessment	Interval
		2. Extensive Knowledge of LearningTheories	Interval
		3. Extensive Knowledge ofFundamental Teachings	Interval
		4. Application of ReligiousTeachings at Work	Interval
		5. Feeling Capable of ImplementingReligious Teachings	Interval
	Knowledge		
		1. Ability to independently conductassessments	Interval
		2. Ability to apply learning theoriesin tasks and functions	Interval
		3. Ability to develop innovativelearning models	Interval
		4. Ability to conduct the learningprocess in educational units	Interval
	Skill		
	Attitude	1. Adherence to applicable rulesand norms	Interval
Competence (X3)			
		2. Responsive and diligent in carrying out tasks	Interval
		3. Concern for the work environment	Interval
		4. Friendly and resilient	Interval
		5. Creative and innovative	Interval

Table 2. Operational Definition of Intervening Variable

Variable	Dimension	Indicator	Measurement Scale
		1. Perception of having greatercapabilities.	Interval
		2. Desire to acquire new knowledge.	Interval
		3. Aspiration for high workachievement.	Interval
		4. Fondness for new challenges.	Interval
		5. Accountability.	Interval
	Internal	6. Creativity and innovation.	Interval
	Impulse	7. Persistence.	Interval
		1. Work program of the institution.	Interval
Motivation		2. Program work targets.	Interval
toAchieve	External	3. Challenging tasks.	Interval
(Z)	Impulse	4. Technical/specific assistance.	Interval
		5. Acknowledgment.	Interval

Table 3. Operational Variable of Dependent Variable

Variable	Dimension	Indicator	Measurement Scale
		1. Ability to complete assessmentactivities according to quality standards.	Interval
		2. Ability to develop an educationalmodel by quality standards.	Interval
		3. Ability to conduct learning in non-formal education units based onquality.	Interval
	Quality	4. Ability to provide guidance and assistance in non-formal educationunits.	Interval
		1. Possession of educational studyresults.	Interval

Variable	Dimension	Indicator	Measurement Scale
		2. Possession of educational modeldevelopment results.	Interval
		3. Possession of learning guidance innon-formal education units.	Interval
	Quantity	4. Demonstration of effective guidance in non-formal educationunits.	Interval
		1. Ability to collaborate.	Interval
		2. Ability to take initiative.	Interval
		3. Ability to maintain good relationships with	
Learning	Duties	superiors,colleagues, and partners.	Interval
performance	Execution	4. Ability to use resources andtechnology.	Interval
(Y)		1. Ability to be accountable for work.	Interval
		2. Avoids procrastination.	Interval
	Responsibility	3. Prioritizes tasks.	Interval
		4. Can handle emergencies.	Interval

The measurement of variables in this study will be conducted using Likert scales, assuming respondents' perspectives. Likert scales are employed to gauge the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena. The social phenomenon under investigation has been specifically defined as research variables (Sugiyono, 2013). This scale ensures uniform measurement, allowing the determination of the distance between individual points.

Measurement Scales:

Likert Scale: Used for gauging attitudes, opinions, and perceptions with the following scores:

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

2.9 Data Analysis

Analysis Techniques:

- The study aims to measure both the direct and indirect effects of independent variables on the dependent variable, either directly or through intervening variables.
- Statistical Techniques: Specific statistical tests will be selected based on the formulated research questions and hypotheses.

Steps Involved:

- Descriptive analysis to illustrate individual variables.
- Correlational analysis to explore relationships between variables.
- Causal effect analysis to understand the cause-and-effect relationships.
- Inferential statistics to extrapolate findings from the sample to the population.

By structuring the methodology into these clear sections, the research process is logically organized, allowing for a comprehensive analysis of the factors influencing learning performance among educators in non-formal education units across Indonesia.

3. FINDINGS AND DISCUSSION

3.1 Findings

The study discerns noteworthy positive impacts of religiosity, self-efficacy, competence, and motivation on learning performance. When examined individually, each variable exhibits a substantial and statistically significant influence, evident in their respective t-values (religiosity: 4.542, self-efficacy: 7.999, competence: 3.465, motivation: 3.454). This underscores the significance of these psychological and motivational factors in shaping learners' academic outcomes. Furthermore, the investigation delves into the collective influence of these variables by conducting a simultaneous analysis, revealing a robust and statistically significant combined effect (F-value: 65.982). This reaffirms the notion that, when considered together, religiosity, self-efficacy, competence, and motivation jointly contribute significantly to the observed learning performance.

In addition to exploring individual and simultaneous effects, the study examines the mediated impact of religiosity, self-efficacy, and competence through motivation on learning performance. The mediated influence is found to be collectively and significantly impactful, with F-values of 15.427, 4.976, 27.172, and 4.333, respectively. This suggests that the combined effect of these variables channeled through motivation plays a vital role in determining learning performance. The R Square value of 42.1% signifies the model's overall explanatory power, indicating that the considered variables can account for nearly 42.1% of the variance in learning performance. However, it is crucial to note that a substantial portion remains unexplained, amounting to 57.9%. This implies that other factors beyond this study's scope contribute to the variability in learning performance.

To understand how motivation mediates the effects of religiosity, self-efficacy, and competence on learning performance, it is essential to delve into the concept of mediation in psychological and educational research. Mediation occurs when the effect of an independent variable (e.g., religiosity, self-efficacy, competence) on a dependent variable (e.g., learning performance) is transmitted through a mediator variable (e.g., motivation). In other words, the independent variable influences the mediator, which in turn influences the dependent variable.

Religiosity can influence learning performance through motivation by instilling a sense of purpose, discipline, and intrinsic motivation. Students with higher levels of religiosity may find greater meaning in their academic pursuits, leading to increased motivation to learn and perform well. This motivated state, driven by their religious values and beliefs, can subsequently enhance their learning performance. Self-efficacy, referring to a student’s belief in their ability to succeed in specific tasks or goals, can boost motivation because students who believe they can succeed are more likely to set challenging goals, put in the necessary effort, and persist in the face of difficulties. This increased motivation, fueled by self-efficacy, enhances their engagement and commitment to learning, resulting in better academic performance. Similarly, competence, or the perception of one’s ability to effectively perform and achieve in academic tasks, directly influences motivation. When students feel competent, they are more likely to be intrinsically motivated, as they derive satisfaction and confidence from their achievements. This heightened motivation can lead to greater enthusiasm for learning activities, improved study habits, and improved learning outcomes.

The study indicates that motivation significantly mediates the relationship between religiosity, self-efficacy, competence, and learning performance. This mediation effect is evident from the F-values reported for the mediated influence, suggesting a strong indirect impact of these variables on learning performance through motivation. Specifically, higher religiosity increases intrinsic motivation (F-value: 15.427), higher self-efficacy boosts intrinsic and extrinsic motivation (F-value: 4.976), and perceived competence enhances motivation to learn (F-value: 27.172). Subsequently, motivation positively affects learning performance (F-value: 4.333). The collective influence of religiosity, self-efficacy, and competence through motivation indicates a substantial and significant mediated effect on learning performance, highlighting that the motivational states induced by these variables are critical pathways through which they exert their effects on academic outcomes.

Table 4. The Influence of Religiosity, Self-Efficacy, Competence, and Motivation on Learning Performance

Analysis	Statistical Value	Significance
Individual Impact		
Religiosity	t = 4.542	Substantial and statistically significant
Self-Efficacy	t = 7.999	Substantial and statistically significant
Competence	t = 3.465	Substantial and statistically significant
Motivation	t = 3.454	Substantial and statistically significant
Collective Impact		
Combined Effect (Religiosity, Self-Efficacy, Competence, Motivation)	F = 65.982	Robust and statistically significant
Mediated Impact Through Motivation		
Religiosity → Motivation → Learning Performance	F = 15.427	Collectively and significantly impactful
Self-Efficacy → Motivation → Learning Performance	F = 4.976	Collectively and significantly impactful
Competence → Motivation → Learning Performance	F = 27.172	Collectively and significantly impactful
Motivation → Learning Performance	F = 4.333	Collectively and significantly impactful
Model Summary		
R Square	42.1%	Explains 42.1% of the variance in learning performance
Unexplained Variance	57.9%	Indicates the existence of other unexplained factors

Studying underscores the pivotal roles of religiosity, self-efficacy, competence, and motivation in influencing learning performance. The findings suggest that educational interventions targeting these psychological and motivational aspects could potentially enhance academic outcomes. However, the unexplained variance points to the complexity of factors influencing learning performance, urging further research to uncover additional contributors to academic success.

3.2 Discussion

The study reveals significant insights into the influence of religiosity, self-efficacy, and competence on learning performance among educational facilitators (*pamong belajar*). Each variable demonstrates a positive contribution to learning performance, substantiated by robust statistical analyses.

Religiosity and Learning Performance

Religiosity, as measured by participants' adherence to religious beliefs and practices, emerges as a substantial predictor of learning performance. The positive correlation between religiosity and learning performance aligns with existing theories (Adistii et al., 2021), emphasizing the impact of internal and external factors, including personal conviction, family environment, and societal influences. The findings are consistent with Sulaiman et al.'s (2022) discovery that religiosity, particularly conscience, mediates ethical decision-making. Thus, religiosity emerges as a crucial factor contributing to the overall learning performance of educational facilitators.

Self-Efficacy and Learning Performance

The study affirms the significant influence of self-efficacy on learning performance among educational facilitators. Individuals exhibiting higher self-efficacy levels are more likely to excel in various tasks and exhibit resilience in the face of challenges. The correlation between self-efficacy and

learning performance aligns with previous research (Maddux, 2016), emphasizing self-efficacy's relevance in shaping behavior, motivation, and problem-solving skills. The study further echoes the importance of fostering a sense of efficacy in educational settings (Malinauskas, 2017), highlighting its potential as a key driver of improved learning performance.

Competence and Learning Performance

Competence, encompassing professional skills and motivational factors, significantly contributes to learning performance among educational facilitators. The positive association between competence and learning performance aligns with the assertion that educators must not only possess subject matter expertise but also exhibit high motivation and professionalism (Rasyad, 2009). The study extends this understanding to the role of educational facilitators, emphasizing the need for both competencies and enthusiasm to achieve positive learning outcomes. This finding resonates with the broader discourse on the importance of competence in enhancing the quality of educational services (Bartin, 2016).

Motivation to Achieve and Learning Performance

This study employs path analysis to examine the simultaneous hypotheses of Model 4, revealing the substantial contribution of motivation (Z) to performance (Y). The positive coefficient (0.113) indicates that a one-unit increase in motivation (Z) corresponds to a 0.113 increase in performance (Y), assuming other variables remain constant. Hypothesis testing yields a t-value of 3.454 for motivation (Z) with a significance of 0.000, surpassing the critical value (3.454 > 1.143) or having significance below α = 0.05. Thus, it is concluded that motivation (Z) significantly influences performance (Y) partially. The study aligns with Niermeyer and Seyffert's (2011) theory, emphasizing motivation as a driving force directing individuals toward organizational goals. The findings reinforce the importance of a positive work attitude for optimal performance, echoing the perspective of Lestari and Sriathi (2013) on motivation's role in evaluating an individual's internal and external actions.

In the context of learning, motivation plays a pivotal role in achieving better outcomes (Forrest III & Peterson, 2006; Logan et al., 2021). This resonates with Slavin and Yusron's (2005) assertion that motivation is closely tied to human behavior, emphasizing the influence of motivational variables. Pintrich's (2003) conceptualization of motivation as an internal process activating, guiding, and sustaining behavior over time is also supported. Furthermore, Haryani and Tairas (2014) found that achievement motivation formation involves intrinsic factors such as success beliefs, self-efficacy, values, and prior experiences, along with extrinsic factors like family, school, and peers. This study affirms the relevance of these factors in shaping achievement motivation.

Integration of Independent Variables and Motivation

The collective impact of religiosity, self-efficacy, and competence on learning performance is evident in the simultaneous model, demonstrating a comprehensive understanding of the interconnectedness of these variables. The study's holistic approach underscores the need for educational interventions that address religious beliefs, self-perceived efficacy, and professional competence concurrently. This aligns with the concept of educational facilitators as change agents (Foster-Fishman & Watson, 2012), emphasizing their role in fostering positive transformations in the learning environment.

The path coefficient analysis of simultaneous hypotheses in Model 9 reveals the substantial contributions of Religiosity (X1), Self-Efficacy (X2), Competence (X3), and Motivation (Z) to Performance (Y). Positive coefficients for Religiosity (X1), Self-Efficacy (X2), Competence (X3), and Motivation (Z) signify that a one-unit increase in each variable results in Performance (Y) increases of 0.254, 0.213, 0.296, and 0.296, respectively, assuming other variables remain constant. The F-test (Fhitung = 4.333, Sig F = 0.047) indicates a significant joint influence of Religiosity (X1), Self-Efficacy

(X2), and Competence (X3) through Motivation (Z) on Performance (Y). This conclusion aligns with Pramesti and Muhyadi's (2018) assertion that teachers with strong work motivation exhibit better work ethics. Additionally, socioeconomic status significantly affects teacher performance, supported by Werang and Lena's (2014) findings. The analysis yields an R Square value of 42.1%, indicating that Religiosity (X1), Self-Efficacy (X2), Competence (X3), and Motivation (Z) collectively explain 42.1% of the variance in Performance (Y). The remaining 57.9% is attributed to unexamined variables outside the regression equation.

4. CONCLUSION

The findings from this study offer valuable insights for enhancing learning performance in educational settings. Practical applications could include developing interventions that integrate components addressing religiosity, self-efficacy, competence, and motivation. For instance, educational programs could incorporate activities promoting self-reflection on religious values to enhance motivation and goal-setting among students. Additionally, initiatives that build self-efficacy through targeted skills development workshops and foster a culture of competence and professionalism among educators could further support positive learning outcomes. However, it's important to note limitations such as the study's specific sample size and potential biases inherent in self-reported data, which could affect generalizability. Future research could explore additional variables such as socio-economic factors or cultural influences on learning performance to broaden understanding and validate these findings across diverse educational contexts.

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