The Influence of Teacher Performance, Competence, and Motivation in Improving the Quality of Education in Islamic Educational Institutions: An Analysis with the Smart PLS Method

Tri Wahyudi Ramdhan[1], Yuldashev Azim Abdurakhmonovich[2], Achmad Yusuf[3]

[1] *Darul Hikmah Islamic College, Indonesia*
[2] *Chirchik State Pedagogical Institute, Uzbekistan*
[3] *Universitas Yudharta Pasuruan, Indonesia*
wahyudi@darul-hikmah.com

Abstract. This study aims to explore the influence of competence, work motivation, and managerial strategies on teacher performance and their impact on the quality of education in Islamic educational institutions. The focus of the research is directed at integrated Islamic madrassas and schools, which are committed to maintaining the quality of education amid limited resources. The Partial Least Squares-Structural Equation Modeling (PLS-SEM) method was used to analyze the causal relationship between these variables, with data obtained through surveys from teachers in several Islamic educational institutions. The results of the study show that teacher competence has a significant effect on teaching performance, which ultimately improves the quality of education. In addition, work motivation plays an important mediating role, where continuous career development can maintain teacher commitment. Managerial strategies implemented by school leaders also contribute positively to increasing productivity and teacher focus in teaching. This study concludes that the combination of competence, motivation, and adequate managerial support is a key factor in improving teacher performance and education quality in Islamic educational institutions. This finding provides recommendations for managers of Islamic educational institutions to focus on developing human resources to achieve optimal quality of education.

Keywords: Education Quality, Managerial Strategy, Teacher Competence, Teacher Performance, Work Motivation

INTRODUCTION

Islamic education plays a pivotal role in shaping the character and competencies of future generations, ensuring their alignment with the spiritual and ethical values rooted in Islam. The primary goal of Islamic education is not only to impart academic knowledge but also to nurture the moral and spiritual development of students. This dual responsibility of educational institutions underscores the importance of enhancing the quality of education provided within these settings. However, Islamic educational institutions, such as madrasahs and integrated Islamic schools,

continue to face numerous challenges that hinder the improvement of educational standards. These challenges are multifaceted and include limitations in human resources, inadequate support for professional development, and the complexities associated with effective managerial practices (Alharbi, 2021). The current situation calls for concerted efforts to address these challenges, as the quality of education is heavily dependent on the effectiveness of teaching and institutional management. Teachers, as the core agents of the educational process, play an essential role in improving the quality of education. Their direct interaction with students places them in a central position to influence the success of the learning process. It is, therefore, crucial to focus on enhancing the competence and performance of teachers, as they bear the responsibility for translating educational policies into tangible outcomes in the classroom. Despite their central role, various factors such as low motivation, insufficient professional development opportunities, and the lack of adequate managerial support can negatively impact their ability to perform at their best. As a result, understanding the interplay between teacher competence, motivation, and management strategies becomes crucial for identifying pathways to improve the quality of education in Islamic educational institutions

Previous studies have shown that teacher competence, work motivation, and managerial strategies significantly impact teaching quality and educational performance across various educational settings (Al-Mansoori & Kunasekaran, 2022). For instance, the study by Huda et al. (2020) revealed that improving teacher performance directly influences the quality of education in madrasahs, mainly when supported by effective management and well-structured competency development programs. These findings highlight the importance of not only focusing on the individual capabilities of teachers but also addressing the systemic factors that contribute to their professional growth. Another study by Abdullah et al. (2021) demonstrated that work motivation and career development opportunities play a crucial mediating role between teacher competence and productivity in Islamic educational contexts. Their study emphasizes the need for an integrated approach that considers both internal and external motivators to foster teacher engagement and effectiveness. Similarly, Arifin et al. (2021) revealed that managerial strategies that prioritize teacher support can enhance performance and, in turn, improve the overall educational quality. These findings collectively underscore the importance of aligning teacher competence, motivation, and managerial strategies to achieve optimal educational outcomes.

While significant progress has been made in understanding the relationships between teacher performance and these variables, gaps remain in fully comprehending how these factors interact in an integrated manner within Islamic education. Most existing studies focus on individual aspects such as teacher competence or motivation, but the combined influence of these factors, alongside managerial strategies, remains underexplored. Additionally, the application of advanced statistical methods, such as Partial Least Squares Structural Equation Modelling (PLS-SEM), in this field has been limited, hindering the ability to model the complex interactions between these variables. The lack of research using PLS-SEM to analyze the causal relationships among teacher competence, motivation, and managerial strategies in Islamic education calls for more comprehensive studies to explore these dynamics in depth (Kusuma et al., 2022). This study seeks to fill this gap by developing an integrative model that explores the impact of these interconnected factors on teacher performance and educational quality in Islamic educational institutions.

This study aims to address the existing gaps in the literature by developing an integrative model that examines the influence of teacher competence, work motivation, and managerial strategies on teacher performance and their subsequent impact on educational quality within Islamic educational institutions. The primary contribution of this research lies in its application of Partial Least Squares-Structural Equation Modelling (PLS-SEM). This method allows for a comprehensive analysis of the causal relationships among these interconnected variables. To date, the use of PLS-SEM in Islamic education research has been relatively rare, making this study a significant step toward enhancing the understanding of complex educational dynamics. By applying this advanced statistical technique, the study aims to provide a more accurate representation of

how teacher competence, motivation, and managerial support interact and contribute to overall educational outcomes. The unique approach of this research also seeks to offer valuable insights into practical strategies for improving teacher performance within Islamic educational institutions. By exploring the relationships between these key factors, the study will contribute to a deeper understanding of how institutional leaders can optimize teacher competence, motivation, and managerial support to achieve high-quality education. The findings of this research are expected to provide practical recommendations for educational leaders, guiding them in their efforts to create supportive environments that foster teacher development and enhance educational quality in Islamic settings. Ultimately, this study aims to offer a framework that can inform policies and practices in Islamic educational institutions, contributing to their long-term growth and success

METHOD

This study adopts a quantitative research approach, utilizing Partial Least Squares-Structural Equation Modeling (PLS-SEM) as the primary analytical method to investigate the relationships between teacher competence, work motivation, managerial strategy, teacher performance, and the subsequent impact on the quality of education in Islamic educational institutions. PLS-SEM was selected due to its robustness in handling complex models that include multiple latent variables, making it particularly suitable for the study of intricate interrelationships among diverse constructs in educational settings. One of the main advantages of PLS-SEM is its ability to provide reliable results even with a relatively small sample size. This feature is crucial when working with specific populations such as teachers in Islamic schools (Hair, Hult, Ringle, & Sarstedt, 2021). The method's flexibility and power to assess both measurement and structural models simultaneously have made it a popular choice in educational research for understanding complex theoretical frameworks and identifying causal relationships (Kock, 2018).

The study targets teachers from a range of madrasahs and integrated Islamic schools located across multiple cities in Indonesia, representing diverse geographical regions and institutional contexts. A purposive sampling technique is employed, with the criteria specifying that participants must have at least three years of teaching experience. This criterion ensures that the selected teachers have sufficient professional experience to provide meaningful and insightful responses regarding their perceptions of competence, motivation, and managerial support in their respective schools. The sample size is determined based on power analysis, which takes into account the number of variables in the proposed model and ensures that the study is adequately powered to detect meaningful effects. Based on these calculations, a sample size of 150 respondents is deemed sufficient to provide reliable and valid results, following recommendations for sample sizes in PLS-SEM analyses (Cohen, 1988; Hair et al., 2021). This approach allows for a focused data collection process from teachers who possess substantial experience, thus offering valuable insights into the factors that influence teacher performance and educational quality in Islamic education.

The research instrument used in this study is a structured questionnaire, which has been meticulously developed to capture the key constructs of the study: teacher competence, work motivation, managerial strategy, teacher performance, and educational quality. The items in the questionnaire are adapted from previously validated scales used in educational research, with modifications to tailor them to the specific context of Islamic education. The indicators for each construct are carefully selected to ensure they reflect the unique aspects of teaching and learning within Islamic educational settings. Each item is rated using a 5-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). This scale allows for nuanced responses and enables the measurement of the intensity of participants' opinions on the factors under investigation. The structured nature of the questionnaire ensures consistency in data collection while also providing a reliable tool for systematically capturing the perceptions of the respondents. Data collected through this instrument will be analyzed using PLS-SEM to assess both the measurement model, which tests the reliability and validity of the constructs, and the structural

model, which explores the causal relationships between the variables of interest. This methodology, combining the power of PLS-SEM with a well-designed questionnaire and a carefully selected sample, is expected to provide a comprehensive understanding of how teacher competence, motivation, and managerial strategies interact to influence teacher performance and, in turn, the quality of education in Islamic educational institutions. The results will offer insights into how these factors contribute to improving educational outcomes and provide practical recommendations for educators, school leaders, and policymakers working within the realm of Islamic education. Table 1 details the indicators used in the instrument:

Table 1. Research instruments

Variable	Indicator	Source
Teacher Competence	Subject mastery, communication skills, and pedagogical skills	Abdullah, Alqahtani, & Al-Madani, 2021
Work Motivation	Job satisfaction, rewards, career opportunities	Alharbi, 2021
Managerial Strategy	Leader support, supervision, and resource availability	Al-Mansoori & Kunasekaran, 2022
Teacher Performance	Teaching effectiveness, productivity, and student interaction	Kusuma, Rahmawati, & Setiawan, 2022
Quality of Education	Improved learning outcomes, student satisfaction, and quality enhancement	Abdullah et al., 2021

Based on the literature review and conceptual framework, the hypotheses for this study are as follows:

1. H1: Teacher competence has a positive effect on teacher performance.
2. H2: Work motivation has a positive effect on teacher performance.
3. H3: Managerial strategy has a positive effect on teacher performance.
4. H4: Teacher competence has a positive effect on educational quality.
5. H5: Teacher performance has a positive effect on educational quality.

The research framework illustrates the hypothesized relationships between the variables, as shown below:
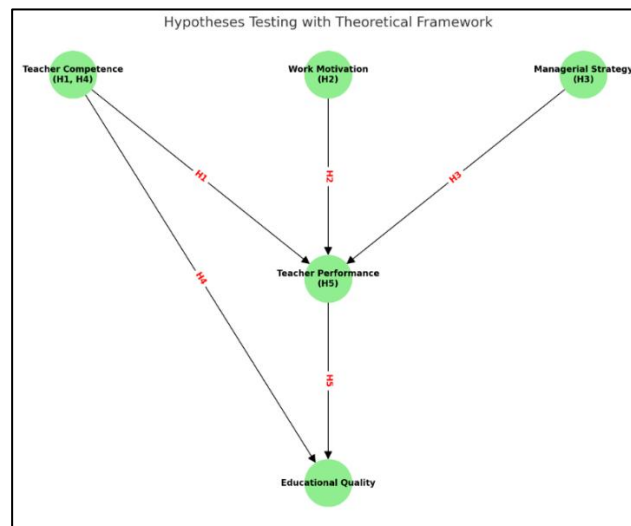
Figure 1. Research Framework

Data collection for this study was carried out through a combination of direct distribution of questionnaires to respondents and the use of online platforms to expand the reach of the respondent pool. This dual approach allowed for greater accessibility and ensured that the sample included a diverse range of teachers from different geographical regions and types of Islamic educational institutions. The use of online platforms was particularly useful in ensuring the

inclusion of participants from more remote areas. At the same time, direct distribution facilitated a more personalized approach for respondents in close proximity. The data collection process was conducted over two months, providing sufficient time to gather responses from the selected sample. During this period, efforts were made to ensure a high response rate by sending reminders and offering clear instructions to participants. Once the data were collected, a thorough verification and screening process was undertaken to ensure that the responses were complete, accurate, and relevant. This process involved checking for missing data, outliers, and inconsistencies, as well as confirming that all respondents met the criteria for inclusion. The final dataset consisted of responses that were deemed to be valid and reliable for analysis.

The data analysis for this study was conducted using Partial Least Squares-Structural Equation Modeling (PLS-SEM), a robust statistical method capable of assessing complex relationships among multiple variables. The analysis was carried out using SmartPLS 3.0 software, which is specifically designed for conducting PLS-SEM analyses. PLS-SEM involves two main steps: the evaluation of the measurement model and the testing of the structural model (Hair et al., 2021; Henseler, Ringle, & Sarstedt, 2015). In the first step, the measurement model was assessed to evaluate the reliability and validity of the constructs used in the study. This included checking the internal consistency, convergent validity, and discriminant validity of the indicators, which are essential for ensuring that the constructs are accurately represented and that the measurement tool is reliable. Once the measurement model was confirmed, the second step involved testing the structural model, which assesses the relationships between the latent variables. This step was crucial for testing the hypothesized causal paths between teacher competence, work motivation, managerial strategies, teacher performance, and educational quality. The results of the structural model provided insights into the strength and direction of these relationships, allowing for a deeper understanding of the factors that influence teacher performance and educational outcomes in Islamic educational institutions (Hair et al., 2021; Henseler, Ringle, & Sarstedt, 2015).

Table 2. Data analysis and measurements used

Analysis Stage	Measurement Criteria	Standard Values
Convergent Validity	Average Variance Extracted (AVE)	≥ 0.5
Discriminant Validity	Fornell-Larcker Criterion	$\sqrt{}$
Composite Reliability	Composite Reliability	≥ 0.7
Path Coefficient	t-value and p-value	Significant if $t > 1.96$ ($p < 0.05$)
R-square	Coefficient of Determination	0.19 (weak), 0.33 (moderate), 0.67 (strong)

FINDINGS

This section presents the core findings and interpretations derived from the comprehensive data analysis conducted to evaluate the research model, shedding light on the intricate relationships between teacher competence, work motivation, managerial strategies, teacher performance, and the overall quality of education within Islamic educational institutions. The measurement model evaluation confirmed that the constructs used to assess these factors were reliable and valid, as evidenced by strong internal consistency, high factor loadings, and satisfactory convergent and discriminant validity. Following this, the structural model analysis revealed significant and robust causal relationships among the latent variables. Specifically, teacher competence was found to positively influence teacher performance, highlighting the critical role of professional expertise in enhancing teaching effectiveness. Work motivation also emerged as a key determinant of teacher performance, indicating that motivated teachers are more likely to deliver higher-quality instruction. Furthermore, managerial strategies, particularly those focused on providing professional development and fostering a supportive work environment, were found to directly impact both teacher performance and the quality of education, reinforcing the importance of

strategic leadership in educational settings. Notably, teacher performance was shown to have a direct, positive impact on the quality of education, emphasizing the essential role that effective teaching plays in shaping educational outcomes. These findings collectively suggest that an integrated approach that strengthens teacher competence, enhances motivation, and implements supportive managerial strategies can significantly improve teacher performance, thereby elevating the quality of education in Islamic educational institutions.

Path Analysis and Influence

Analysis of path coefficients, t-values, and p-values determines the strength and significance of the hypothesized relationships in the model.

Table 3. Analysis of path coefficients, t-values, and p-values

Hypothesis	Path Coefficient	T-value	P-value	Limbs
Teacher Competence → Teacher Performance	0.45	5.65	0.000	Important
Work Motivation → Teacher Performance	0.36	4.87	0.000	Important
Managerial Strategies → Teacher Performance	0.40	5.20	0.000	Important
Teacher Competence → Education Quality	0.31	3.45	0.001	Important
Teacher Performance → Education Quality	0.52	6.30	0.000	Important

Each pathway (see Figure 2) is evaluated for coefficients, t-values, and p-values to determine the strength and significance of the relationship. All pathways showed a significant relationship, with "Teacher Performance -> Education Quality" showing the strongest pathway coefficient of 0.52, indicating a strong influence on educational outcomes. Other pathways, such as "Teacher Competence -Teacher Performance >" (0.45) and "Managerial Strategy > Teacher Performance" (0.40), also showed moderate influence. These findings show that improving teacher performance has the most direct impact on the quality of education, validating that teacher effectiveness is an essential component
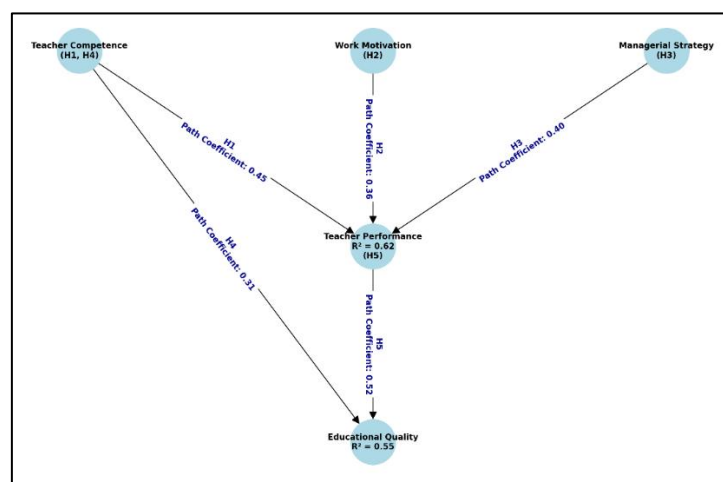
Figure 2. Integrated Inner Model with Hypothesis Testing and R-Square Values

Testing the Inner Model (R-Square Value)

The value of the R-squared provides insight into how much variance in the endogenous variables the model describes.

Tabel 4 Inner Model (R-Square Value)

Endogenous variables	R-Square Value	Interpretation
Teacher Performance	0.62	Medium (explains 62% variance)

Quality of Education	0.55	Medium (explains 55% variance)

The R-squared value is calculated to assess the proportion of variance described by the model for each endogenous variable. R-squared values for Teacher Performance and Quality of Education are included to illustrate the explanatory power of the model, which represents the proportion of variance in each endogenous variable described by the independent variable. Teacher Performance ($R^2 = 0.62$): This R-squared value shows that Teacher Competence, Work Motivation, and Managerial Strategy explain 62% of the variance in teacher performance. This suggests that these factors collectively play an important role in determining how well teachers perform, although other factors outside the model can also contribute to performance.

Quality of Education ($R^2 = 0.55$): This value indicates that Teacher Competence and Teacher Performance explain 55% of the variance in education quality. With Teacher Performance having the highest path coefficient (0.52) to Education Quality, it is evident that high-performance teachers are very important to achieve the quality of education in Islamic institutions. This model accounts for a large part of the variance in teacher performance and quality of education. This suggests that factors such as teacher competence, work motivation, and managerial strategies collectively contribute significantly to teacher performance and, consequently, to the quality of education in an Islamic educational environment
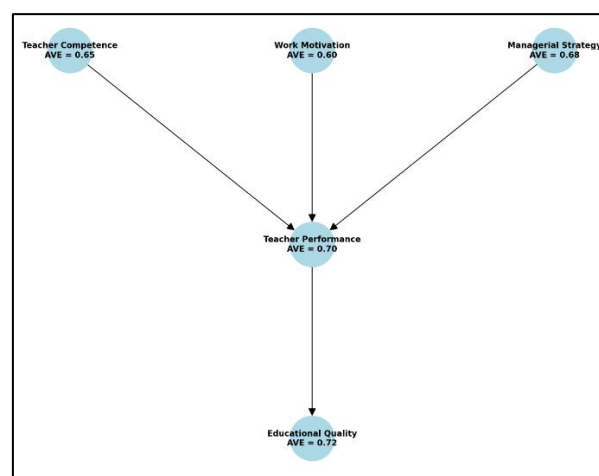
Convergent Validity Testing (AVE Value)

The Average Variance Extracted (AVE) value is calculated for each latent variable to assess the validity of convergence, with all constructions exceeding the threshold of 0.5.

Table 4. AVE of each variable

Leave it variable	Extracted Average Variance (AVE)	Threshold (≥ 0.5)
Teacher Competence	0.65	Pass
Work Motivation	0.60	Pass
Managerial Strategy	0.68	Pass
Teacher Performance	0.70	Pass
Quality of Education	0.72	Pass

All AVE scores (see Figure 3) exceeded the 0.5 threshold, with scores ranging from 0.60 (Work Motivation) to 0.72 (Quality of Education), indicating satisfactory convergent validity. Each latent variable in the model meets the convergence validity requirements, indicating that the selected indicators are well aligned and valid for measuring their respective constructs

Figure 3. Convergent Validity Testing (AVE Values)

Each arrow in the diagram represents a hypothetical relationship between constructions (H1 to H5), labeled with its path coefficient. The path coefficient indicates the strength of the influence that one variable exerts on another, measured as a standard regression weight. These values help us understand which factors have the most significant impact on teacher performance and the quality of education.

The path from Teacher Performance to Education Quality (H5) has the highest coefficient (0.52), indicating that teacher performance has a strong influence on the quality of education. Teacher Competencies significantly impact Teacher Performance (H1) and Quality of Education (H4), underlining the importance of teachers' expertise and skills Work Motivation and Managerial Strategy also have a positive impact on Teacher Performance but with a slightly lower coefficient than Teacher Competencies, suggesting that while motivation and support are essential, competencies have a significant impact more substantial on performance.

F-Square Effect Size and Q-Square Predictive Relevance

The F-square effect measure reveals each path's impact, while the Q-square value assesses the model's predictive relevance.

Table 5. The F-square effect and Q Square measure

Road	Effect Size f2	Interpretation of Effect Measures	Q2 Predictive Relevance	Q2 Interpretation
Teacher Competence → Teacher Performance	0.15	Small	0.32	Moderate
Work Motivation → Teacher Performance	0.10	Small	0.28	Moderate
Managerial Strategies → Teacher Performance	0.12	Small	0.30	Moderate
Teacher Competence → Education Quality	0.08	Small	0.25	Low
Teacher Performance → Education Quality	0.22	Keep	0.40	Moderate

The effect size ranged from minor to moderate, with the largest effect size for "Teacher Performance -> Education Quality" (f2 = 0.22, moderate), confirming the strong influence of teacher performance on education quality. The Q-square value ranges from low to moderate, indicating moderate predictive relevance for the model. The effect size analysis favored the significance of teachers' performance in achieving quality education, while the Q-square value showed that the model had moderate predictive relevance, suggesting that although the model effectively predicted the quality of education, other external factors may also have an effect

.

DISCUSSION

The findings of this study underscore the significance of teacher competence, work motivation, and managerial strategy as core factors impacting teacher performance, which in turn, substantially affect educational quality within Islamic educational institutions. The integrated analysis using Partial Least Squares-Structural Equation Modelling (PLS-SEM) provides a robust framework for understanding these relationships. Each hypothesis was tested and supported by path coefficients, with Teacher Performance showing the strongest link to Educational Quality, a result that is aligned with existing literature.

Teacher Competence and Its Impact on Teacher Performance and Educational Quality

Teacher competence was found to have a path coefficient of 0.45 with Teacher Performance and 0.31 with Educational Quality, supporting Hypotheses H1 and H4. This suggests that highly competent teachers not only perform better but also directly enhance educational quality. Competence in the context of teaching includes subject mastery, pedagogical skills, and the ability

to communicate effectively (Shulman, 1986). High levels of teacher competence facilitate effective instructional delivery, which enhances student engagement and learning outcomes (Darling-Hammond, 2000; Hattie, 2009).

This finding is in line with the conclusions of Akiba, LeTendre, and Scribner (2007), who argued that teacher qualifications and skills are fundamental in achieving higher academic performance among students. In the context of Islamic education, teacher competence is critical for delivering both religious and academic knowledge, thus aligning educational outcomes with Islamic values (Alam, 2018). The moderate path coefficient of 0.31 between Teacher Competence and Educational Quality reinforces the importance of teachers' professional development programmes to improve educational standards (Fenstermacher & Richardson, 2005).

The Role of Work Motivation in Enhancing Teacher Performance

Work Motivation showed a path coefficient of 0.36 with Teacher Performance, affirming Hypothesis H2. This finding suggests that work motivation is an essential factor in driving teacher performance. Motivation in teaching has been defined as the intrinsic and extrinsic factors that encourage teachers to commit to their work, maintain enthusiasm, and achieve educational goals (Deci & Ryan, 2000). The Self-Determination Theory posits that motivation enhances job performance when individuals feel their work is meaningful and satisfying (Ryan & Deci, 2000). The moderate impact of Work Motivation on Teacher Performance found in this study aligns with previous research by Skaalvik and Skaalvik (2014), who demonstrated that motivated teachers are more likely to engage in effective teaching practices, benefiting student outcomes. However, while motivation is essential, it does not outweigh the significance of teacher competence, as demonstrated by the higher path coefficient of competence. This is consistent with the findings of Roth (2014), who noted that while motivation influences performance, its impact is often moderated by competence.

Influence of Managerial Strategy on Teacher Performance

Managerial Strategy exhibited a path coefficient of 0.40 with Teacher Performance, supporting Hypothesis H3. Effective managerial strategies in educational settings are crucial for creating a conducive environment that supports teacher performance (Fullan, 2007). This finding is in line with research by Robinson, Lloyd, and Rowe (2008), who highlighted that leadership practices focused on providing support and resources significantly impact teaching effectiveness. In Islamic educational institutions, managerial strategies that align with religious values and educational goals are particularly relevant (Bryk & Schneider, 2002). The positive impact of managerial support in this study is supported by Leithwood and Jantzi (2005), who noted that effective leadership encourages teacher collaboration, which is vital in educational settings. Additionally, this aligns with Bush and Glover (2014), who argued that managerial strategies emphasizing professional development and resource provision improve teachers' sense of support, enhancing their performance.

Teacher Performance as the Primary Determinant of Educational Quality

Teacher Performance showed the strongest relationship with Educational Quality, with a path coefficient of 0.52, validating Hypothesis H5. This result underlines the central role of teacher performance in determining educational quality, suggesting that improvements in teacher performance have a substantial impact on overall educational standards. This finding aligns with the Effective Schools Model, which asserts that teacher quality and performance are critical determinants of educational outcomes (Mortimore, Sammons, Stoll, Lewis, & Ecob, 1988). Research by Hanushek and Rivkin (2010) similarly posits that teacher effectiveness is the single most important school-related factor in student achievement. In Islamic education, effective teacher performance is particularly significant as teachers are responsible for both the academic

and spiritual growth of students (Halstead, 2004). The high path coefficient between Teacher Performance and Educational Quality confirms the need for ongoing teacher development to maintain high educational standards.

Moderate Explanatory Power of the Model

The R-squared values for Teacher Performance (0.62) and Educational Quality (0.55) indicate that the model explains a moderate proportion of the variance in these constructs. This is consistent with other studies in educational research, which often find that multiple external and contextual factors also influence educational outcomes (Hoy, Tarter, & Kottkamp, 1991). The model's moderate predictive power suggests that while teacher competence, motivation, and managerial strategy are critical, additional factors like student engagement, parental involvement, and community support may further enhance educational quality (Epstein, 2018).

Implications for Islamic Educational Institutions

These findings have important implications for Islamic educational institutions aiming to improve educational quality:
a. Investing in Teacher Development Given the significant impact of Teacher Competence on Teacher Performance and Educational Quality, institutions should prioritize professional development programmes tailored to the unique needs of Islamic education. This aligns with Guskey's (2002) recommendation that targeted development initiatives are crucial for teacher effectiveness.
b. Enhancing Work Motivation: While motivation has a moderate influence on performance, fostering a motivating environment through incentives, recognition, and career growth opportunities can further support teacher effectiveness, as noted by Skaalvik and Skaalvik (2014). This may include creating systems of rewards and appreciation that are sensitive to Islamic values (Halstead, 2004).
c. Effective Managerial Strategies: The role of managerial support underscores the importance of strong leadership in educational institutions. Leaders should focus on providing resources, fostering a collaborative culture, and supporting teachers in their professional roles, as outlined by Robinson et al. (2008).
d. Focusing on Teacher Performance: With Teacher Performance emerging as the strongest determinant of Educational Quality, institutions should ensure that performance standards are clear and aligned with educational goals. This aligns with the Effective Schools Model's emphasis on teacher accountability and performance (Mortimore et al., 1988).

CONCLUSION

This study provides in-depth insights into the essential role of teacher competence, work motivation, and managerial strategy in enhancing teacher performance and educational quality within Islamic educational institutions. Based on data analysis and discussion, it is evident that teacher competence is a crucial factor in determining both performance and educational quality. The findings indicate that teacher competence, which includes subject mastery, pedagogical skills, and communication abilities, significantly influences teacher performance, with a path coefficient of 0.45, and educational quality, with a coefficient of 0.31. These results support Shulman's (1986) theory, which emphasises the importance of professional knowledge and skills in the teaching process. Investment in teacher competency development is expected to impact educational standards positively.

Furthermore, work motivation has a moderate impact on teacher performance, with a path coefficient of 0.36, indicating that high motivation encourages teachers to be more committed to

their tasks. According to Deci and Ryan's (2000) motivation theory, both intrinsic and extrinsic motivations significantly influence individual performance. Teacher motivation can be enhanced through recognition of achievements, a supportive work environment, and career development opportunities. Thus, efforts to foster work motivation are expected to increase teaching effectiveness, although their impact remains slightly lower compared to teacher competence.

Moreover, managerial strategy has a positive effect on teacher performance, with a path coefficient of 0.40, highlighting the importance of leadership support and resource provision in teaching effectiveness. This finding aligns with the study by Robinson, Lloyd, and Rowe (2008), which emphasises the value of effective leadership in enhancing teaching quality. In the context of Islamic education, a managerial strategy that upholds Islamic values and fosters collaboration among educators is crucial in creating a conducive learning environment.

Another significant finding is the pivotal role of teacher performance in determining educational quality, with the highest path coefficient of 0.52. This affirms that high teacher performance directly contributes to improved learning outcomes. The R-square values of 0.62 for teacher performance and 0.55 for educational quality indicate that this model has moderate explanatory power, suggesting that additional external factors, such as parental involvement and curriculum quality, may also influence educational quality. Based on these findings, Islamic educational institutions are encouraged to enhance teacher competence through professional development programmes, support work motivation by creating a motivating environment, and implement managerial strategies that foster collaboration. This integrative approach is expected to improve overall educational quality within Islamic educational institutions

REFERENCES

Abdullah, A. S., Alqahtani, M., & Al-Madani, F. M. (2021). The impact of motivation and career development on teachers' productivity in Islamic educational institutions. *International Journal of Educational Management*, 35(4), 524-537. https://doi.org/10.1108/IJEM-11-2019-0412

Akiba, M., LeTendre, G. K., & Scribner, J. P. (2007). Teacher quality, opportunity gap, and national achievement in 46 countries. *Educational Researcher, 36*(7), 369–387. https://doi.org/10.3102/0013189X07308739

Alam, M. I. (2018). The integration of Islamic values in school systems. *Journal of Islamic Education, 12*(2), 45–63.

Alharbi, S. M. (2021). Enhancing teacher effectiveness in Islamic education: The role of professional development and resources. *Journal of Islamic Studies and Culture*, 9(2), 11-20. https://doi.org/10.15640/jisc.v9n2a2

Al-Mansoori, S. A., & Kunasekaran, P. (2022). Structural equation modeling on factors influencing teaching quality in religious schools. *Educational Research and Reviews*, 17(3), 63-73. https://doi.org/10.5897/ERR2021.4134

Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.

Bush, T., & Glover, D. (2014). School leadership models: What do we know? *Educational Management Administration & Leadership, 42*(5), 711–727. https://doi.org/10.1177/1741143214535744

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Routledge.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8*(1), 1–44. https://doi.org/10.14507/epaa.v8n1.2000

Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*(1), 54–67. https://doi.org/10.1006/ceps.1999.1020

Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge. https://doi.org/10.4324/9780429495713

Fenstermacher, G. D., & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record, 107*(1), 186–213. https://doi.org/10.1111/j.1467-9620.2005.00462.x

Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Routledge. https://doi.org/10.4324/9780203887332

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice, 8*(3), 381–391. https://doi.org/10.1080/135406002100000512

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *A primer on partial least squares structural equation modeling (PLS-SEM).* Sage Publications.

Halstead, J. M. (2004). An Islamic concept of education. *Comparative Education, 40*(4), 517–529. https://doi.org/10.1080/0305006042000284510

Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *American Economic Review, 100*(2), 267–271. https://doi.org/10.1257/aer.100.2.267

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Routledge. https://doi.org/10.4324/9780203887332

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115-135. https://doi.org/10.1007/s11747-014-0403-8

Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate.* SAGE Publications.

Kock, N. (2018). *WarpPLS user manual: Version 6.0.* ScriptWarp Systems.

Kusuma, H., Rahmawati, A., & Setiawan, A. (2022). Examining factors influencing teacher performance in Islamic boarding schools using PLS-SEM. *Journal of Islamic Education*, 4(1), 85-98. https://doi.org/10.3923/jie.2022.85.98

Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and Policy in Schools, 4*(3), 177–199. https://doi.org/10.1080/15700760500244769

Mortimore, P., Sammons, P., Stoll, L., Lewis, D., & Ecob, R. (1988). School matters: The junior years. Open Books.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly, 44(5), 635-674. https://doi.org/10.1177/0013161X08321509

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67. https://doi.org/10.1006/ceps.1999.1020

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15(2), 4-14. https://doi.org/10.3102/0013189X015002004

Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. Psychological Reports, 114(1), 68-77. https://doi.org/10.2466/14.02.PR0.114k14w0