The Role of Efficiency in Mediating Between Motivation and Teacher Performance at the Islamic Education Foundation in Sei Mencirim Village, Sunggal

Aldi Zibran[1], Muhammad Alfahmi[2]

muhammadalfahmi@yahoo.co.id

Universitas Pembangunan Panca Budi, Indonesia

ABSTRACT

This study aims to analyze the effect of motivation on teacher performance through efficiency at the Islamic Education Foundation in Sei Mencirim Sunggal Village. Teacher performance is very important in improving the quality of education, which is influenced by various aspects, namely motivation and efficiency. This study uses a quantitative approach with a survey method. Data were collected by distributing questionnaires to 127 teachers at the Islamic Education Foundation in Sei Mencirim Sunggal Village and data processing using the Smart PLS application. The results of the study indicate that motivation has a positive and significant effect on both teacher performance and efficiency. However, it is different from the indirect effect of efficiency acting as a mediating variable between motivation and teacher performance at the Islamic Education Foundation in Sei Mencirim Sunggal Village.

Keywords: Motivation, Efficiency, Teacher Performance.

INTRODUCTION

Education is the main foundation in building the quality of human resources of a nation. In the education process, teachers play a central role in transferring knowledge, forming character, and developing student competence. Therefore, teacher performance is a factor that greatly determines the success of educational institutions. According to Hasibuan (2017), performance is the work results achieved by a person in carrying out the tasks assigned to him based on his skills, experience, and sincerity of time.

Work motivation is one of the important factors that influence teacher performance. Teachers who have high motivation tend to show better dedication and performance. Robbins and Judge (2017) stated that motivation is a process that explains the intensity, direction, and persistence of a person in achieving goals. However, high motivation alone is not enough without being supported by work efficiency in carrying out their duties. Efficiency, which refers to the optimal use of resources to produce the best output, can strengthen the influence of motivation on performance.

Efficiency is a crucial mediating factor. Teachers who are motivated but inefficient in using their time, methods, and resources may still not be able to achieve optimal performance. On the other hand, teachers who are not only highly motivated but also work efficiently will be more able to produce superior performance. According to Siagian (2016), work efficiency is reflected in the ability of an individual or organization to produce maximum output with minimal input.

In the context of the Islamic Education Foundation in Sei Mencirim Sunggal Village, the role of teachers is not only to teach general knowledge, but also religious and moral values. This condition demands high spiritual and professional motivation from teachers. However, various challenges such as limited facilities, heavy workloads, and low welfare

can affect the level of teacher motivation and efficiency, which ultimately impacts their performance.

Given the importance of the role of efficiency in strengthening the relationship between motivation and performance, this study is relevant to be conducted. This study aims to analyze how efficiency can mediate the influence of motivation on teacher performance at the Islamic Education Foundation in Sei Mencirim Sunggal Village, so that it can be a basis for designing strategies to improve teacher performance more effectively and sustainably.

LITERATURE REVIEW

A. TEACHER PERFORMANCE

1. Understanding Teacher Performance

According to Saifullah (2020), teacher performance is the extent to which teachers succeed in carrying out educational tasks according to their responsibilities and authorities, based on performance standards that have been set within a certain period of time to achieve educational goals.

2. Teacher Performance Indicators (2020)

According to Saifullah (2020), performance is measured through several main indicators, namely:

a. Quantity of work

The amount of work that can be completed in a certain period.

b. Quality of work

The level of accuracy, neatness, and precision of work results according to established standards.

c. Punctuality

Speed in completing work according to the planned schedule or time target.

d. Effectiveness

The ability to use resources optimally to achieve maximum work results.

e. Independence

Ability to complete tasks without relying too much on the help of others.

f. Responsibility

Sincerity in accepting and completing tasks according to the role held.

B. EFFICIENCY

1. Definition of Efficiency

Efficiency according to Atmaja et al., (2018) is the implementation of a certain method without reducing the objectives to be achieved, which is carried out in the easiest way, lowest cost, fastest time, lightest load, and shortest distance.

2. Efficiency Indicators

According to Atmaja et al. (2018), efficiency is measured through the following indicators:

a. Optimal use of resources

How well resources (time, effort, money) are used to achieve desired results without waste.

b. Comparison of input and output

Efficiency is seen from the comparison between the amount of resources used (input) and the results achieved (output).

c. Work completion time

How quickly a task or job can be completed compared to the planned time.

d. Reduction of operational costs

Efforts to reduce costs without reducing the quality of work results.

e. Productivity

The level of work results produced within a certain period of time by utilizing resources as efficiently as possible.

C. WORK MOTIVATION

1. Understanding Motivation

According to Herzberg (in Anggrainy et al., 2018), motivation is a drive that comes from within an individual to do a job or activity because of the need for appreciation, achievement, responsibility, and self-development.

2. Work Motivation Indicators

Herzberg (in Anggrainy et al., 2018), motivation indicators are divided into several things which are called motivator factors, namely:

a. Achievement

The satisfaction a person obtains after successfully completing a task or achieving a certain goal.

b. Recognition

Awards or appreciation received by individuals for their performance or contribution.

c. The Work Itself

The extent to which a person finds his or her work interesting, challenging, and meaningful.

d. Responsibility

The individual's willingness to accept additional tasks and make decisions in his work.

e. Opportunity to grow

The opportunity an individual has to obtain a promotion or advancement.

f. Personal growth

Opportunity to improve personal abilities and skills through work.

CONCEPTUAL FRAMEWORK

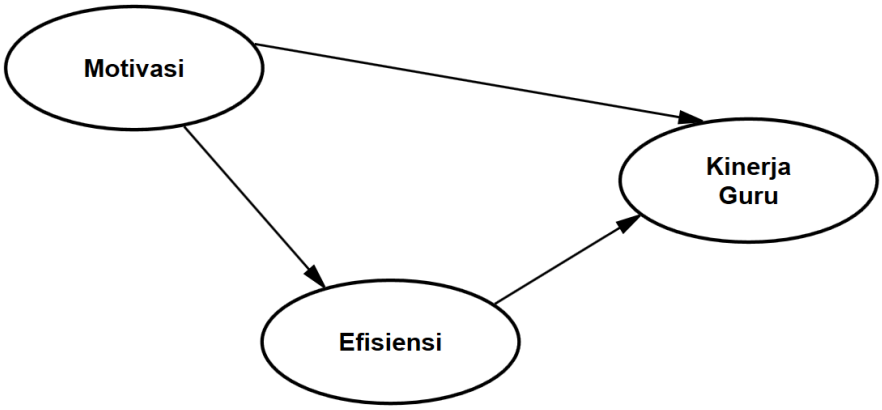

Figure 1. Conceptual Framework

D. HYPOTHESIS

Based on the conceptual framework, the hypothesis in this study is as follows:

H1 Motivation has a positive and significant influence on teacher performance at the Islamic Education Foundation in Sei Mencirim Sunggal Village.

H2 Motivation has a positive and significant influence on efficiency at the Islamic Education Foundation in Sei Mencirim Village, Sunggal

H3 Efficiency has a positive and significant effect on teacher performance at the Islamic Education Foundation in Sei Mencirim Village, Sunggal.

H4 Motivation has a positive and significant effect on teacher performance through efficiency at the Islamic Education Foundation in Sei Mencirim Sunggal Village.

RESEARCH METHODS

A. Partial Least Square (PLS) Method

According to Ghozali (2014) the Partial Least Square (PLS) method is a variance-based structural equation model (PLS) that uses indicators (manifest variables) to represent measurable variables and latent variables (which cannot be immediately measured). Furthermore, regarding the application of the Structural Equation Model (SEM) together with PLS (Partial Least Square) estimation for data analysis, researchers use guidelines regarding the minimum sample size in SEM-PLS, as stated by Hair et al. (2019). There are two (2) methods available to determine the minimum sample size in SEM-PLS, namely the Rule of Thumb and Power Analysis. According to Sugiyono (2020) verification analysis is to check whether or not it is true when explained to test a method with or without improvements that have been implemented elsewhere by overcoming problems similar to life. Verification analysis in this study uses a statistical test tool, namely the variance-based structural equation test or better known as Partial Least Square (PLS).

B. Measurement Model Analysis (Outer Model)

As stated by Jogiyanto (2025), the correction model is carried out to improve the validity and reliability of the instrument. Validity testing is used to determine the level of understanding of each intrusive person. Conversely, test reliability is used to determine the consistency of the measuring instrument used. Convergent and discriminant validity can be used to assess the validity of an assessment. Convergent validity can be assessed by looking at the loading factor or its outer loading. Validity is indicated by an indicator if its value is more than 0.5% or 50%. The closer to one (one), the more accurate the indicator is said to be. One way to evaluate discriminant validity is to look at the AVE (Average Variance Extracted) value. If AVE is greater than 0.5%, the data is considered valid cross-valid. The reliability test aims to assess whether the latent variable measurement indicator is reliable or not. The method is by evaluating the outer loading results of each indicator. A loading value above 0.7 indicates that the construct can explain more than 50% of the indicator's variance.

C. Structural Model Analysis (Inner Model)

Assessing the predictive power of a structural model begins by determining whether its constructs are correlated or not. Then proceed to measure the predictive capacity of the model using three criteria consisting of path coefficient, effect size (f^2), and coefficient of determination (R^2).

D. Variance Inflation Factor (VIF)

SmartPLS v.3 uses Variance Inflation Factor (VIF) to evaluate collinearity. Multicollinearity is quite common in statistics. Multicollinearity is a phenomenon where two or more independent variables or exogenous constructs are highly correlated, causing poor model predictive ability. The VIF value must be less than 5, because if it is more than 5 it indicates collinearity between constructs.

E. Coefficient of Determination (R^2)

The coefficient of determination ($R2^{)}$ is a way to assess how much the endogenous construct can be explained by the exogenous construct. The endogenous construct in this study is teacher performance, while the exogenous construct in this study is job training, work motivation and job satisfaction. The value of the coefficient of determination ($R2^{)}$ is expected to be between 0 and 1.

F. Path Coefficients or Path Coefficients

Next, the measurement of path coefficients between constructs is carried out to see the significance and strength of the relationship and also to test the hypothesis. The value of the path coefficients ranges between -1 and +1, the relationship between the two constructs is getting stronger.

G. Hypothesis Testing

The bootstrapping procedure produces a t-statistic value for each relationship path used to test the hypothesis. The t-statistic value will be compared with the t-table value. The study used a 95% confidence level so that the precision level or inaccuracy limit (α) = 5% = 0.05.

RESULTS AND DISCUSSION

A. *Outer Model* Analysis

There are three steps in utilizing the information checking method with SmartPLS to survey external models, namely Focused Legitimacy, Discriminant Legitimacy, and Composite Dependence.

B. Convergent Validity

The convergent validity of the estimation model with reflective markers is evaluated by looking at the relationship between the object scores/part scores assessed by PLS Programming. A single reflective measure should be high assuming a relationship of more than 0.70 with the estimated building.

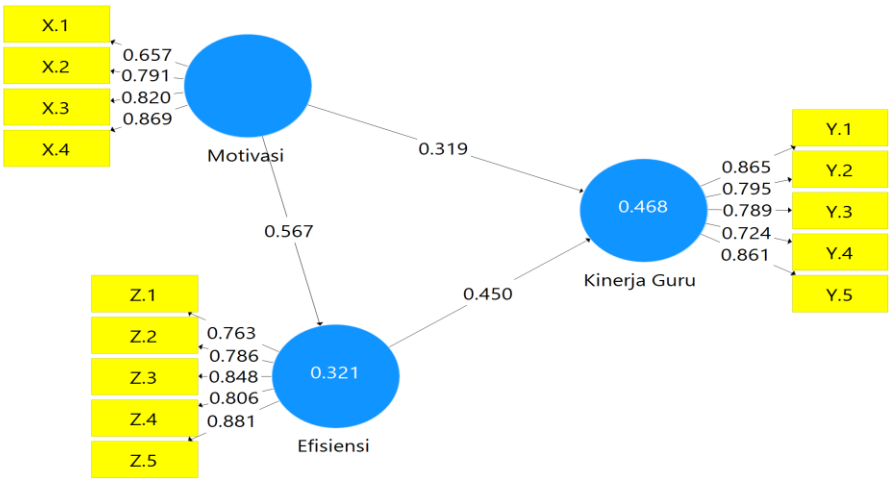

Figure 2. Outer Model

In this study there is an equation and the equation consists of two substructures for substructure 1:

$Z = \beta X + e_1$

$Z = 0.567X + e_1$

For substructure 2:

$Y = \beta X + \beta Z + e_2$

$Y = 0.567X + 0.450Z + e_2$

Table 1. Outer Loadings

	Efficiency	Teacher Performance	Motivation
X.1			0.657
X.2			0.791
X.3			0.820
X.4			0.869
Y.1		0.865	
Y.2		0.795	
Y.3		0.789	
Y.4		0.724	
Y.5		0.861	
Z.1	0.763		
Z.2	0.786		
Z.3	0.848		
Z.4	0.806		
Z.5	0.881		

Source: Smart PLS, 2025

The validity value of the outer loadings shows above 0.6 indicating that the variable indicator has a strong correlation with the measured latent variable. This shows that the indicator is valid and can be used to measure the latent variable accurately.

C. Composite reliability

In composite reliability research to see each variable with its reliability value and if the variable value is greater than 0.60 then the research is considered reliable and if below 0.60 and 0.7 then it is not reliable there are several blocks to determine whether the research is reliable or not and valid or not including the Coranbach alpha value, composite reliability and AVE value can be seen in the table below.

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Efficiency	0.875	0.910	0.669
Teacher Performance	0.868	0.904	0.654
Motivation	0.795	0.867	0.621

Source: Smart PLS, 2025

In table 2 above, it can be seen in the Cronbach alpha column that the value of each variable is greater than 0.7, which means the reliability data for each variable. Composite reliability column there is a value greater than 0.6 so that it can be explained that each variable is considered reliable because the data is greater than 0.6. In the AVE column, each variable gets a value greater than 0.5, which means that the data is valid according to AVE. All variables from the cronbach alpha column, the composite reliability column and the AVE column contains values greater than 0.5 and 0.6 so it is considered reliable and valid.

D. Structural Model Testing (Inner Model)

Inner model or structural model testing is conducted to see the relationship between constructs, significance values and R-square of the research model. The structural model is evaluated using R-square for the dependent construct.

E. Coefficient of Determination (R^2)

In assessing the model with PLS, it starts by looking at the R-square for each dependent latent variable. The table below is the result of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	**R Square Adjusted**
Efficiency	0.321	0.316
Teacher Performance	0.468	0.459

Source: Smart PLS, 2025

In table 3 there is an R square value on both dependent variables for the efficiency variable there is an R square value of 0.321 meaning that the influence of motivation is 0.321 or 32.1% the rest is on other variables outside the model. The R square value of teacher performance is 0.468 meaning that the influence of motivation and efficiency is 0.468 or 46.8% the rest is on other variables outside the model.

F. Hypothesis Testing

After assessing the inner model, the next step is to evaluate the relationship between latent constructs as hypothesized in this study. Hypothesis testing in this study was conducted by looking at the t-statistics and P-values. The hypothesis is accepted if the *T-Statistics value* is > 1.96 and P-Values < 0.05. The following are the results of *the Path Coefficients* of direct influence.

Table 4. *Path Coefficients* (Direct Effect)

	Original Sample (O)	**T Statistics (|O/STDEV|)**	**P Values**	**Conclusion**
Motivation -> Teacher Performance	0.319	4,134	0,000	Accepted
Motivation -> Efficiency	0.567	8,173	0,000	Accepted
Efficiency -> Teacher Performance	0.450	7,337	0,000	Accepted

Source: Smart PLS, 2025

In the results in table 4 there are direct influence values which will be explained as follows:

1. Motivation has a positive and significant effect on teacher performance with a t-statistic value of 4.134 above 1.96 and a significance of 0.000 below 0.05, meaning that motivation

has a positive and significant effect on teacher performance because the significance value is below 0.05. This means that if teacher motivation increases, teacher performance will also increase and vice versa .

2. Motivation has a positive and significant effect on efficiency with a t-statistic value of 8.173 above 1.96 and a significance of 0.000 below 0.05, meaning that motivation has a positive and significant effect on efficiency because the significance value is below 0.05. This means that if teacher motivation increases, efficiency will also increase and vice versa.
3. Efficiency has a positive and significant effect on teacher performance with a t-statistic value of 7.337 above 1.96 and a significance of 0.000 below 0.05, meaning that efficiency has a positive and significant effect on teacher performance because the significance value is below 0.05. This means that if efficiency is increased, teacher performance will also increase and vice versa.

Table 5. *Path Coefficients* (Indirect Effects)

	Original Sample (O)	**T Statistics (|O/STDEV|)**	**P Values**	**Conclusion**
Motivation -> Efficiency -> Teacher Performance	0.255	4,768	0,000	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence, namely: motivation has a positive and significant influence on teacher performance through efficiency with a t-statistic value of 1.824 and a significance value of 0.069, meaning that efficiency does not act as a mediating variable between motivation and teacher performance.

CONCLUSION

1. Motivation has a positive and significant influence on teacher performance at the Islamic Education Foundation in Sei Mencirim Sunggal Village.
2. Motivation has a negative and significant effect on efficiency at the Islamic Education Foundation in Sei Mencirim Sunggal Village.
3. Efficiency has a positive and significant effect on teacher performance at the Islamic Education Foundation in Sei Mencirim Village, Sunggal.
4. Motivation has a positive and significant effect on teacher performance through efficiency at the Islamic Education Foundation in Sei Mencirim Sunggal Village.

SUGGESTION

1. A teacher's motivation needs to be continuously encouraged to perform in his/her school and be rewarded. Schools must be able to motivate their teachers to continue to excel.
2. Efficiency in schools needs to be considered again because not all efficiency has a positive impact on schools, especially on teacher performance, where sometimes efficiency will also reduce a teacher's performance.
3. A teacher's performance needs to be considered, such as school policies that will improve teacher performance need to be maintained and vice versa.

REFERENCE

[1] Ahyar, J., Nurdin, M., & Saharuddin. (2020). Metodologi Penelitian Sosial. Jakarta: Rajawali Pers.

[2] Anggrainy, L., Susilowati, D., & Widodo, A. (2018). Manajemen Sumber Daya Manusia: Teori dan Aplikasi. Yogyakarta: Deepublish.

[3] Atmaja, H. T., Wijaya, Y. P., & Pratama, R. A. (2018). Manajemen Operasional: Teori dan Praktik. Jakarta: Bumi Aksara.

[4] Fitriani, F., Alfahmi, M., & Ferine, K. F. (2024). The Influence of Leadership and Supervision on Teacher Professionalism with Motivation as an Intervening Variable in MTs. Muhammadiyah 3 Kisaran. International Journal of Social Science, Education, Communication and Economics (SINOMICS JOURNAL), 3(2), 403-412.

[5] Ghozali, I. (2014). Structural Equation Modeling: Metode Alternatif dengan Partial Least Square (PLS). Semarang: Badan Penerbit Universitas Diponegoro.

[6] Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2019). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). 2nd Edition. Thousand Oaks: SAGE Publications.

[7] Hasibuan, N. A., & Robain, W. (2024). Pengaruh Kerjasama Karyawan dan Lingkungan Kerja terhadap Kinerja Karyawan di PT PLN Nusantara Power Medan. *Innovative: Journal Of Social Science Research*, *4*(4), 4909-4924.

[8] Jayadi Usman, Kiki Farida Ferine, and Muhammad Alfahmi. "The Influence of Principal Leadership Role And Teacher Professionalism In Improving Teacher Performance In Mataram City With Educational Quality Management As A Mediation Variable." Berajah Journal 4.10 (2025): 1749-1760.

[9] Jogiyanto, H. M. (2025). Metodologi Penelitian Bisnis: Pendekatan Kuantitatif, Kualitatif, dan R&D. Yogyakarta: BPFE Yogyakarta.

[10] Kuncoro, M. (2021). Metode Kuantitatif: Teori dan Aplikasi untuk Bisnis dan Ekonomi. Jakarta: Erlangga.

[11] Lubis, T. O. P., & Alfahmi, M. (2024). Analisis Kepemimpinan, Motivasi, dan Kedisiplinan Terhadap Kinerja Pegawai di Kantor Lurah Medan Perjuangan. Jurnal Ekonomi Bisnis Dan Manajemen, 2(4), 41-55.

[12] Malini, C. P., Firmansyah, F., & Robain, W. (2024, March). Pengaruh Disiplin Dan Motivasi Kerja Terhadap Kinerja Karyawan Pada Pt Wahana Graha Makmur. In *International Conference on Humanity Education and Society (ICHES)* (Vol. 3, No. 1).

[13] Saifullah, M. (2020). Kinerja Guru: Konsep, Indikator, dan Strategi Peningkatan. Bandung: Alfabeta.

[14] Sugiyono. (2020). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

[15] Tiara, W., Ferine, K. F., & Alfahmi, M. (2025). Analisis Pengaruh Pengembangan Sumber Daya Manusia dan Komitmen Organisasi terhadap Turnover Intention melalui Kepuasan Kerja. Commodities, Journal of Economic and Business, 5(3), 137-150.