

# Maximizing Teacher Competence and Performance: The Influential Factors Across Individuals, Organizations, Leadership, and Environment – A Comprehensive Systematic Review and Model

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## ABSTRACT

This research is constructed in a systematic literature review that identifies and maps the factors influencing teacher competence and performance. The competence and performance of teachers relate to the success of the teaching strategy applied to develop the knowledge and personality of students. Therefore, educational institutions or interested parties must determine the factors influencing teacher competence and performance for evaluation material in establishing sustainable development, education, and teacher training programs. This research aims to (1) identify individual factors that affect teacher competence, (2) identify organizational factors that affect teacher competence, (3) identify leadership factors that affect teacher competence, (4) identify environmental factors that affect teacher competence, (5) identify individual factors that affect teacher performance, (6) identify organizational factors that affect teacher performance, (7) identify factors leadership that affects teacher performance, and (8) identify environmental factors that affect teacher performance. The sample in this study included 45 identified articles from 463 articles taken by purposive sampling through journal indexing portals in the form of Google Scholar, IEEE, and Scopus. Data collection techniques used PICOS and a Systematic Review Diagram based on PRISMA with data analysis in the form of mapping using the Systematic Review model. The results show a significant influence of individual, organizational, leadership, and environmental factors on teacher competency and performance. Therefore, it is necessary to make efforts for educational institutions to maximize teacher competence and performance after knowing the dominant driving factors that arise so that educational institutions can provide competency and performance improvement facilities for teachers.

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## 1. INTRODUCTION

Teachers have an important role in organizing education, especially in creating a structured learning process (Harapan & Himawan, 2016). In carrying out their role, teachers must have competencies that follow the qualifications where this has been regulated in Law Number 14 of 2005 concerning Teachers and Lecturers. Teachers with qualified competencies will perform well, especially in formulating learning

innovations (Maya & Kacar, 2018). Teacher competence includes knowledge, skills, and fundamental values reflected in the habit of thinking and acting consistently (Hidayatullah, Eliyana, Sariwulan, & Dharmawan Buchdadi, 2020). In essence, competency describes a person's skills in carrying out an activity or task and can be measured with certainty (Tyas, Phytanza, & Burhaein, 2020). Teacher competencies need to be owned by teachers in carrying out professional tasks, and these competencies affect teacher performance in managing, carrying out learning, and evaluating learning (Wu et al., 2019).

Teachers who do not have competence and good performance can negatively influence the quality of education administration (Aeni, Hanifah, & Sunaengsih, 2019). It might affect the student learning achievement that gains unoptimally, it causes students not to have expertise in lessons, and it leads to a lack of motivation to learn they have which will affect learning outcomes (Ruscahyono, Prodi Magister, Stie, Unggul, & Surakarta, 2014). Bad teacher competence and performance will also affect the quality of ongoing learning (Nurmalina & Suhartono, 2021a). Putri (2017) revealed that about 300 Civil Servants (PNS) teachers in Indonesia do not have undergraduate qualifications (S1). As for the comparative percentage of around 3,100,000, both civil servants and non-PNS, 50% of whom are not yet certified to have professionalism in teacher competence and performance. Facts in the field show that teachers who hold the title of professional have not been able to say that the results are satisfactory. Based on the latest Teacher Competency Test (UKG) results, data on teachers who pass with a minimum score of 80 is no more than 30% (Yusnita et al., 2018). It means that around 70% of teachers who get UKG scores below 80 or fall into the incompetent category are identified. Then, based on data from the PISA (Program for International Student Assessment) study which is held every three years for students aged 15 years, Indonesia's ranking in 2018 is still in 74th place, placing 6th rank from the bottom. This is because the teacher does not have adequate competence, and this affects teachers' performance in providing education to students (Zarkasi, Rusgianto, & Cahyono, 2021). Based on data from CNN Indonesia, a World Bank survey explained that there was learning loss during the Covid-19 pandemic, where the quality of teachers in Indonesia in terms of competence and teaching ability remains very low. This is evidenced in the research of Fuad et al. (2020), which states that the competence of teachers is still low because they do not have literacy readiness in dealing with learning reforms during the Covid-19 pandemic, so it affects teacher performance and greatly influences the learning process.

Problems with teacher competence and performance are also caused by several factors, namely internal factors in the form of individual and leadership, as well as external factors, namely organizational and environmental factors (Fitria, Mukhtar, & Akbar, 2017). For example, teachers who already have good individual and leadership but organizational attitudes do not support teachers to improve their competence and performance or do not have a work environment that supports them to improve their teaching competence and performance (Rizal & Nurjaya, 2020). This also applies vice versa; when the teacher's organization and work environment are good, but the teacher does not have good self-management and leadership, then his competence and performance will not be good either. Therefore, it is necessary to have internal and external support to improve teacher competence so that the teacher's performance in managing learning will be even better (K. Indajang, Jufrizen, & Juliandi, 2020).

Increasing teacher competence is mostly carried out through education and training, which produces professional certificates for teachers (Ediyanto, Mulyadi, Supriatna, & Kawai, 2018). The education office often organizes training to improve teacher competency and performance. But this isn't enough, because the training has yet to reach its full potential in meeting the need for competency skills. It is necessary to identify why the increase in teacher competence has not had a significant impact on the progress of teacher performance in terms of innovation in learning (Sulistyo et al., 2016). So, this literature review is needed to find problems with teacher competence and performance by mapping individual, leadership, organizational, and environmental factors. This will help find the factors that most impact teacher competence and performance. Stakeholders, including schools, the education office, and the education ministry, can use this literature review as a guide when developing appropriate policies to enhance teacher competence and performance.

## 2. METHOD

PRISMA guides this study's systematic literature review (Liberati et al., 2009). This study review helps academics find and map related subjects. This project will identify and map teacher competency and performance characteristics. Researchers studied teacher performance and competence. The researchers used the Participants, Intervention, Comparison, Outcomes, and Time/Study Design Optional (PICOS) structure to create study questions (Figure 1). This thorough literature evaluation yielded the following research questions.

- RQ1: What are the individual factors that influence teacher competency?
- RQ2: What are the organizational factors that influence teacher competency?
- RQ3: What are the leadership factors that influence teacher competency?
- RQ4: What are the environmental factors that influence teacher competency?
- RQ5: What are the individual factors that influence teacher performance?
- RQ6: What are the organizational factors that influence teacher performance?
- RQ7: What are the leadership factors that influence teacher performance?
- RQ8: What are the environmental factors that influence teacher performance?

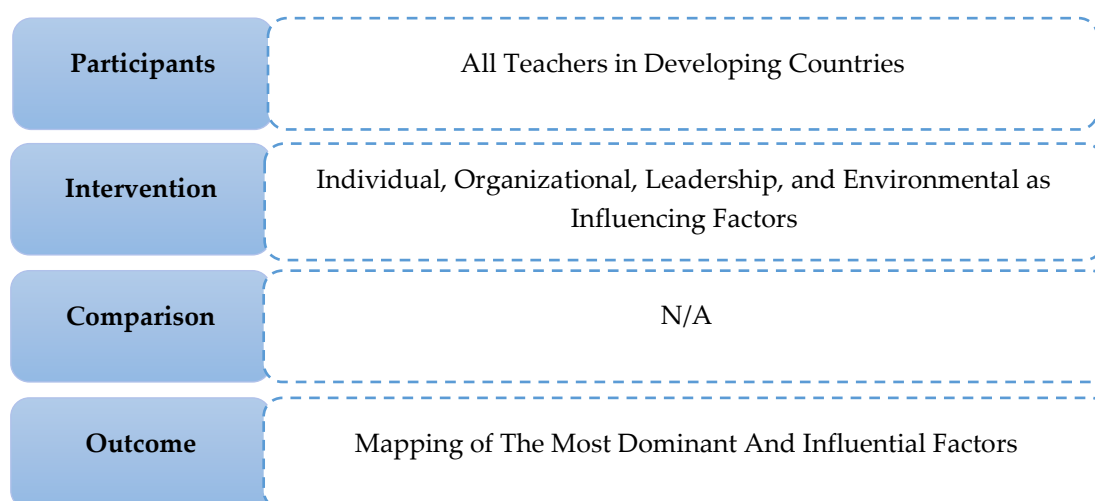


Figure 1. RQ as structured by PICOS criteria

### 2.1. Overview of Systematic Literature Review Process

Researchers use Google Scholar, IEEE, and Scopus to index journals for systematic literature reviews. The research topic—teacher competency and performance—guides article searches. This investigation begins by identifying the strings or coding used to search for related articles. The researcher utilized "influence factors on teacher performance" and "influence factors on teacher competence" in Indonesian and English. The researcher then searches search engines for publications and gathers them before data reduction and extraction. The researcher found 314 Indonesian and 97 English papers on Google Scholar. IEEE had 19 English-string articles, while Scopus had 33. Next, the researcher reduced and extracted data by assessing topic suitability, inclusion and exclusion criteria, and topic duplication. Figure 2 details the systematic review procedure. The researchers discovered 45 papers on the three journal indexing portals, 22 with English strings and 23 with Indonesian strings.

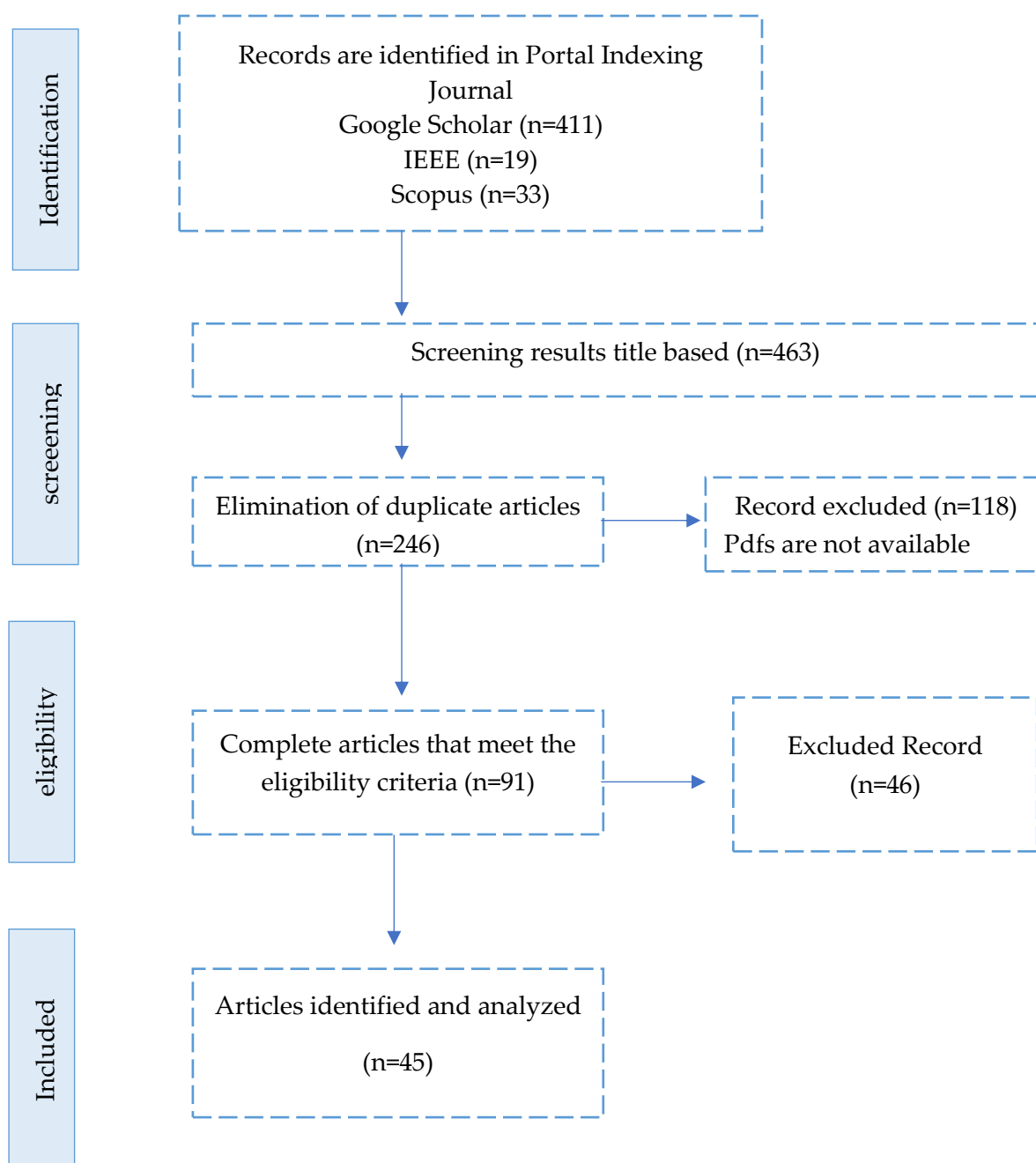


Figure 2. Systematic Review Diagram based on PRISMA

## 2.2. Data Extraction

This study extracts data on teacher competency and performance. Forty-five criteria-matched articles were extracted. Researchers can map the most important components of article search results by extracting data. This systematic literature review divides data extraction into two categories: Indonesian and English. This technique identifies elements that boost teacher competency and performance.

### 2.2.1 Search String

This investigation starts with a string search to find relevant publications. The article's title keywords—teacher performance and competence—inspired the strings. The researcher found the English keyword strings "teacher performance" and "teacher competence" difficult to find. Thus, researchers append "effect" to indicate other variables. IEEE and Scopus portals index this search. Google Scholar indexing allows Indonesian and English keyword searches.

### 2.2.2 Inclusion and Exclusion Criteria

In this study, the inclusion and exclusion criteria are established to limit the space for identifying articles so that in mapping the results, the researcher could map factors that were relevant to the research topic. The following criteria are defined in this study.

**Table 1.** Inclusion and Exclusion Criteria

Inclusion	Exclusion
<ul style="list-style-type: none"> <li>Articles use English and Indonesian</li> <li>Articles are included in the category of journals and proceedings</li> <li>The article is focused on research topics, namely factors that influence teacher performance and competence</li> <li>Articles published between 2010-2022</li> <li>Articles can be downloaded to simplify the analysis process</li> </ul>	<ul style="list-style-type: none"> <li>Articles in languages other than English and Indonesian</li> <li>Articles are not included in the category of journals or proceedings</li> <li>The article is relevant to the research topic but does not discuss the influence it has</li> <li>Duplicate articles</li> <li>Articles are relevant to the research topic but cannot be downloaded so they cannot be analyzed</li> </ul>

## 3. FINDINGS

### 3.1. Distribution Paper

**Table 2.** Distribution Paper Based on Year

Year	Paper Identity (PID)	No. of Paper	Percentage
2010	237	1	2,22 %
2012	105, 427	2	4,44 %
2014	460	1	2,22 %
2015	441	1	2,22 %
2016	53, 59, 419, 425, 457, 462	6	13,33 %
2017	85, 421, 435, 444	5	11,11 %
2018	62, 65, 80, 245, 267, 311	6	13,33 %
2019	61,67,71,118, 391, 459	6	13,33 %
2020	97,279,291, 411, 415, 417, 422	7	15,56 %
2021	213, 277, 351, 377, 416, 462	6	13,33 %
2022	19, 401, 423, 451	4	8,89 %

This study was published in 2010–2022. That year, 45 papers were published at 99.98%. 2020 had the most articles, with 7 (15.56%). Only 1 article was published in 2010, 2014, and 2015, a 2.22% percentage. 2022 followed with 4 items at 8.89%, 2017 with 5 at 11.11%, 2016, 2018, 2019, and 2021 with 6 at 13.33%.

**Table 3.** Distribution Paper Based on Developing Countries

Countries	Paper Identity (PID)	No. of Paper	Percentage
Indonesia	377-463	23	51,11 %
Malaysia	53, 59, 67,71, 80, 105, 118, 213, 280, 351	10	22,22 %
Pakistan	61-85	2	4,44 %
India	245, 279, 291, 311	4	8,89 %
Serbia	237	1	2,22 %
Turki	267, 277	2	4,44 %
Georgia	65, 97	2	4,44 %
Timor Leste	62	1	2,22 %

The following developing nations published this research: Indonesia, Malaysia, Pakistan, India, Serbia, Turkey, Georgia, and Timor Leste. These countries publish 45 articles at 99.98%. Indonesia leads with 23 articles (51.11%). Serbia and Timor Leste have the fewest articles, each with 2.22%. Pakistan, Turkey, and Georgia followed with 2 articles apiece at 4.44%, India with 4 at 8.89%, and Malaysia with 10 at 22.22%.

### 3.2. Target of Research

**Table 4.** Target Paper

Type of Paper	No. of Paper	Percentage
Proceeding	8	17,78%
Journal	37	82,2%

Journal type divides this study into proceedings and journals. 45 articles are published with a 99.98% rate. The journal with 37 articles (82.2%) has the most. Proceeding journals have the fewest articles, with 8 and 17.78%. Based on this data, journal type affects publication numbers inversely proportional to proceedings.

**Table 5.** Target Population

Target Population	Paper Identity (PID)	No. of Paper	Percentage
TK	213, 451	2	4,44 %
SD	59, 65, 97, 377, 391, 421, 427,	7	15,56 %
SMP	53, 80, 85, 267, 280, 311, 422, 462, 463	9	20,00 %
SMA	61, 105, 118, 351, 415, 416, 417, 419, 441, 444, 457, 459, 460, 461	14	31,11 %
University	67, 411	2	4,44 %
Not Identified	62, 71, 237, 245, 279, 291, 401, 423, 425, 435,	10	22,22 %

This study targets kindergarten, elementary school, middle school, high school, higher education, and unidentified based on the target demographic. The target demographic publishes 45 articles at 99.98%. High school students have the most articles, 14 with 31.11%. Kindergarten and higher education have the fewest published articles, 2 and 4.44%, respectively. 7 elementary school articles (15.56%), 9 junior high school articles (20.00%), and 10 unidentifiable articles (22.22%) followed.

Variable Y	Group X	Variable X	Total & % Σ %	Sign- ificant	Not signific ant
<b>Competence</b>	Individual Factors	Professional Knowledge	1 2,22 %	√	
		Personal Characteristics	1 2,22 %		√
		Professional Skill	1 2,22 %	√	
		Information Access Skill	2 4,44 %	√	
		Teacher's view	1 2,22 %	√	
		Work Motivation	2 4,44 %	√	
		Professional self development	3 6,67 %	√	
		Media and Digital Literacy Skill	1 2,22 %	√	
	Organizational Factors	Organizational structure	2 4,44 %	√	
		Teacher Welfare	1 2,22 %	√	
		Education and Training	3 6,67 %	√	
		Organizational Principals	1 2,22 %	√	
		Certification allowance	1 2,22 %	√	
		Teacher certification	1 2,22 %	√	
		Organizational culture	1 2,22 %		√
	Leadership Factors	Suitability of The Field Education	1 2,22 %	√	
		Leadership style	1 2,22 %	√	
		Principal Leadership	1 2,22 %	√	
	Environmental Factors	Job Satisfaction	1 2,22%	√	
		Ethical Standards and Values	1 2,22 %	√	
<b>Performance</b>	Individual Factors	Knowledge sharing	1 2,22 %	√	
		Teacher Commitment	1 2,22 %	√	
		trust	1 2,22 %	√	
		Learning	2 4,44 %	√	
		Self Efficacy	2 4,44 %	√	
		Work Motivation	6 13,33 %	√	
		Professional self development	3 6,67 %	√	
		Information Access Skill	1 2,22 %	√	
		Teacher's Emotinal	2 4,44 %	√	
		Digital and Media Literacy Skill	1 2,22 %	√	
		Self Esteem	1 2,22 %	√	
		Communication Skill	1 2,22 %		√
		Organizational Factors	Locus of control	1 2,22 %	√
	Discipline		1 2,22 %	√	
	Teacher certifikasi		4 8,89 %	√	
	Education and Training		5 11,11 %	√	
	Organizational structure		2 4,44 %	√	
	Organizational Principle		2 4,44 %	√	
	Work culture		2 4,44 %		√
	Teacher Tenure		2 4,44 %	√	
Job Satisfaction	2 4,44 %		√		
Suitability of The Field Education	1 2,22 %		√		
Leadership Factors	Principal Leadership	1 2,22 %	√		
	Academic Supervision	1 2,22 %	√		
	Job Satisfaction	1 2,22 %	√		
	Leader Member Exchange	1 2,22 %	√		
	Learning Facilities	1 2,22 %	√		

Variable Y	Group X	Variable X	Total & %		Sign- ificant	Not signific ant
			Σ	%		
Environmenta l Factors		Workload	1	2,22 %	√	
		Family Environment	1	2,22 %	√	
		Work Environment	2	4,44 %	√	

This study examines teacher performance, variable Y. The variables are leadership, organizational, environmental, and individual. Professional self-development is most significant at 6.67%, whereas professional traits are insignificant at 2.22%. Organizational aspects with the most importance are education and training (6.67%) and communication skills (2.22%). Leadership matters 2.22% everywhere. Finally, each environmental factor is 2.22% significant.

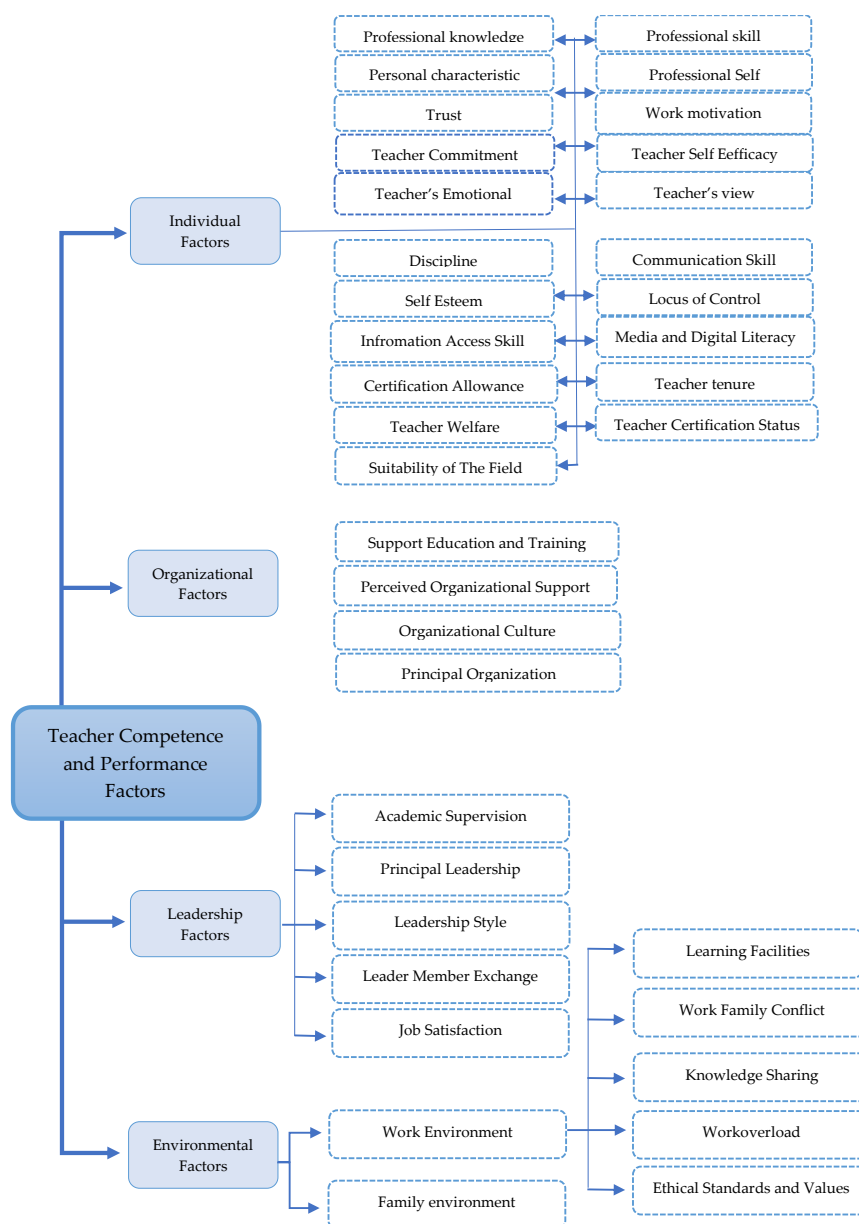


Figure 3. Classification of Teacher Competence and Performance Factors Based on Criteria



## Discussion

### ***RQ1: What are the individual factors that influence teacher competence?***

The study found that professional knowledge, personal characteristics, professional skills, information access skills, teachers' views, work motivation, professional self-development, and media and digital literacy skills are all influenced by individual factors. Teacher self-development was the most important subfactor. Self-professional development impacts teacher competence. Nuralina & Suhartono (2021) also found that self-development helps teachers produce relevant and pleasurable learning for pupils. Functional training helps teachers develop. Self-development allows teachers to master new skills and create novel learning environments for students, according to Prasertcharoensuk, Somprach, & Ngang (2015). Self-development for teachers also boosts teacher competence by encouraging creativity, using appropriate technology, adapting learning media to environmental resources, and following standard preparation, learning guidelines, and so on.

In this research, individual traits do not significantly affect instructor competency. Personality does not affect competency, according to Aalberse et al., (2015). Yafie et al. (2020) found that everyone has potential and personality. Self-development programs are what distinguish competence from traits. Thus, people's development depends on their desire to learn. In this age of electronic diffusion, teachers must be able to upgrade their expertise (Fraile, Peñalva-Vélez, & Lacambra, 2018). Media and digital literacy must be taught. To be motivated to learn and practice teaching, educators must modify their mindset. Thus, good teacher competency involves planning, implementing, evaluating, and reflecting on developing the teacher's traits, knowledge, understanding, and skills.

### ***RQ2: What are the organizational factors that influence teacher competence?***

(Ashar & Murgiyanto, 2019; Fitria, 2018; Kevin Indajang & Juliandi, 2020) found a considerable impact on teacher competency organization. Organizational structure, teacher welfare, education and training, organizational principals, certification allowance, teacher certification, organizational culture, and field education suitability affect teacher competency. The mapping shows that education and training components have the greatest impact on teacher competency. Zeke, Katuuk, Rotty, & Lengkong (2021) found that teacher education and training improve their competencies. Ediyanto et al., (2018) created a teacher education and training manual. The teacher must be eager and able to perform assignments. Thus, teachers are advised to participate in various training and education to gain new experiences and develop the proper attitudes and skills to analyze learning situations. Organizational structure also influences teacher competency (Fitria et al., 2017). An organization with shared goals. Teachers' competencies won't grow if the organizational structure doesn't have a policy that emphasizes information upgrades (Ashar & Murgiyanto, 2019). However. Organizational culture does not affect teacher competency (Kevin Indajang & Juliandi, 2020). This is because teachers have varied teaching methods. If only teachers with an open mind and a willingness to change receive improvements, this cannot be a test of teacher ability. Senior teachers like to teach conventionally, therefore this has no impact on their ability.

### ***RQ3: What are the leadership factors that influence teacher competence?***

Leadership impacts teacher competence, according to the study. Leadership style, principal leadership, and job happiness all have the same percentage and a big impact. According to Fitria et al., (2017), school leadership style affects teacher competence. It's still about how the principle leads. If the leadership style requires teachers to adjust to a new system, this obviously impacts teacher competence. Teachers must adapt. Leadership also improves teacher competence. A democratic school administrator who listens to other instructors will lead differently than a dictatorial one (Ehido, Awang, Abdul Halim, & Ibeabuchi, 2017). To attain institutional goals, school leaders' principles must be considered. However, employment satisfaction contributes to teacher competency. Teachers who plan,

manage, and evaluate learning well are satisfied with their performance. They can optimize competency to foster innovative student learning (Zarkasi et al., 2021).

***RQ4: What is the environmental factor that influences teacher competence?***

The environment is one of the factors that influence teacher competence. This study's most influential sub-factors on teacher competence are obtained, namely ethical standards and values and knowledge sharing. Values and ethical standards applied in the work environment certainly affect teacher competence, where teachers are required to adjust their character in their work environment (Anditya, Panggabean, & Dirgantoro, 2017). A work environment with positive standards and values can motivate teachers so that they tend to have a high willingness to develop themselves to improve their competencies (Imroatun & Sukirman, 2016b). Research by Astuti, Aziz, Sumarti, Anggani, & Bharati (2019) explains that competency is a mandatory ability possessed by teachers. Teachers are required to upgrade their abilities to be able to adapt to the times. In addition, sharing knowledge among others in the work environment is certainly a major influence on the development of teacher competence. The attitude of sharing knowledge will provide updated information related to what abilities need to be improved if one of the teachers does not understand the flow of information acquisition. Therefore, creating a work environment that has positive values can be seen from the value and also the factor of helping each member to share the knowledge they have.

***RQ5: What are the individual factors that influence teacher performance?***

A teacher's performance is also influenced by several factors. In this study, several factors were included in individual factors, including teacher commitment, trust, learning, self-efficacy, work motivation, professional self-development, information access skills, teacher's emotional, digital and media literacy skills, self-esteem, communication skills, locus of control, and discipline. Among these factors, work motivation is one of the most dominant factors and has a significant effect on teacher performance (Imroatun & Sukirman, 2016a; Komariyah, Eliyanto, & Setiani, 2021; Nawawi, 2022; Ruth, 2017; Suzan, Parawansa, & Umar, 2021; Tyas et al., 2020; Zarkasi et al., 2021). Work motivation basically comes from a person. If teachers have high motivation to achieve their personal goals, they will have awareness to improve their performance. Furthermore, self-professional development also has a significant effect on teacher performance (Anditya et al., 2017; Nurmalinga & Suhartono, 2021b). A teacher has development in order to improve the performance he has. Teachers who have the will to develop skills and competencies within themselves will certainly affect the quality of their performance. Teachers who have good performance certainly also have work motivation and are able to innovate by creating a fun learning environment for students.

***RQ6: What are the organizational factors that influence teacher performance?***

The research reveals that the organization impacts teacher performance. Teacher certification, education and training, organizational structure, organizational principles, work culture, tenure, job satisfaction, and field education suitability affect it. Education and training affect teacher performance most training (Ediyanto et al., 2018; Zeke et al., 2021). Teacher performance reflects motivation and ability (Mulyana et al., 2021). A skilled teacher can complete the assignment. Without understanding what and how to perform something, abilities alone are ineffective (Astuti et al., 2022). Thus, teacher education and training must be increased. Teacher certification also affects organizational teacher performance (Mueller, 2012; Nawawi, 2022; Sudarmono, Maisah, Fikri, & Hasanah, 2021; Tyas et al., 2020). Taylor, Yates, Meyer, & Kinsella (2011) found that teacher licensure indicates professional training. Thus, instructors have been educated and instructed to improve. Functional teachers need certification. The organization supports teacher professional development to improve their teaching skills.

Teacher performance, especially within institutions or organizations within schools, improves performance and competency. Local education office training improves teacher performance (Quezada, Talbot, & Quezada-Parker, 2020). The organizational principles, culture, and structure recognize teachers as professional educators and require support and infrastructure to improve teacher competency and performance. Good teachers are certified and self-motivated (Yarmakeev, Kaplan, Valiakhmetova, Akhmadullina, & Sharafieva, 2019). Thus, optimum institutional support increases teacher education.

***RQ7: What are the leadership factors that influence teacher performance?***

Principals impact teacher performance. Principal leadership, academic supervision, job happiness, and leader-member exchange affect this. These elements improve teacher performance. Academic supervision is continual coaching to improve teaching and learning, achieve educational goals, and improve education quality. Thus, the principal's leadership affects academic oversight. Leader-Member Exchanges also improve teacher performance by exposing teachers to diverse school principals' leadership styles (Patoni, 2020). School leadership affects teacher performance (Fitria et al., 2017). Thus, the principal must positively affect institution members (Kristen, Wacana, Simanjuntak, Tinggi, & Kharisma, 2021). Principals who support teacher education and training can improve teacher performance (Attar & Abdul-Kareem, 2020). Teacher performance is measured by the teacher's sense of moral obligation, mandate, and profession. According to Yafie et al., (2021), school principals' leadership, managerial, curriculum, and instructional roles greatly influenced teacher performance. The teacher variable affects learning quality because teachers control the classroom learning process. In schools, teachers teach.

***RQ8: What are the environmental factors that influence teacher performance?***

Environmental factors affect teacher performance fourth. Based on this component, the work environment influences teacher performance the most at 4.44%. Mardiani & Widiyanto (2021) studied 57 Manado employees. According to this research, a positive work culture boosts employee performance. Nurabadi et al. (2021) also found that work culture and surroundings promote job motivation, which boosts employee performance. Shanty & Mayangsari (2019) found that work environment has a greater impact on employee performance than motivation and compensation. Learning facilities, workload, and family environment each have a 2.22% impact. In the first part, adequate learning facilities improve teacher performance. Sawianti, Musdalifah, & Susdiyanto (2019) found that good learning facilities boost teacher performance. Nurhadian (2019) also showed that physical and non-physical workplace facilities improve employee performance. Anam & Rahardja (2017) found that work facilities boost employee performance.

The workload increases teacher performance third. Rolos, Sambul, & Rumawas (2018) found that high workloads negatively impact employee performance. According to Irawati & Arimbi (2017), excessive workload reduces employee performance and stress. Fourth, the home environment affects teacher performance. Lonto (2017) found that a working individual needs family support to be motivated and focused because work pressure impairs performance. According to Triaryati (2003), family issues often spill over into work, affecting performance. According to the four categories above, environmental factors greatly impact work performance, including instructor performance. Teachers perform better when they have a supportive work environment, a manageable workload, a good learning facility, and a supportive family.

#### **4. CONCLUSION**

Based on the literature review carried out, the results obtained are 1) the individual factor has a significant effect on teacher competence through professional knowledge, professional skills,

information access skills, teacher's view, and work motivation, but has no significant effect on personal characteristics; (2) Organizational factor has an effect on teacher competence through organizational structure, teacher welfare, education and training, organizational principals, certification allowance, teacher certification, and suitability of the field education, but has no significant effect on organizational culture; (3) Principal leadership has a significant effect on teacher competence through leadership style, principal leadership, and job satisfaction; (4) Work environment has a significant effect on teacher competence through ethical standards and values and knowledge sharing; (5) Individual factors have a significant influence on teacher performance through teacher commitment, trust, learning, self-efficacy, work motivation, professional self-development, information access skills, teacher's emotional, digital and media literacy skills, self-esteem, locus of control, and discipline, however no significant effect on communication skills; (6) Organizational factor has a significant effect on teacher performance through teacher certification, education and training, organizational structure, organizational principles, teacher tenure, job satisfaction, and suitability of the field education but has no significant effect on work culture, learning facilities, workload, family environment, and work environment. To maximize teacher competence and performance, a balance between the four dominant components is needed. However, this research is restricted. Researchers collected data based on keywords and criteria. More research is needed on additional characteristics that affect teacher performance. To enhance instructors' potential and effectiveness, future researchers should find the most prominent characteristics in all areas.

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