

Competency Conditions, Certification and Work Motivation for Teacher Performance (Study of Junior High School at Koto Besar Subdistrict Dharmasraya District)

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ABSTRACT: This study aims to determine the effect of competence, certification and work motivation on the performance of teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District. This research is motivated by low competence, certification that is considered less supportive in the implementation of work, and low work motivation for teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District. This type of research uses a quantitative approach with multiple linear regression methods. The data collection techniques using questionnaires, observation and interviews. Respondents of this study were 43 teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District. The sampling method used was the total sampling method in which the entire population in this study was used as the research sample. Hypothesis testing is calculated using the IBM Statistical Package for Social Science (SPSS) program version 24.0. From the results of this study it was found that partially competence has a significant effect on teacher performance, certification has a significant effect on teacher performance, work motivation has a significant effect on teacher performance and competence, certification and work motivation has a significant effect on teacher performance at Junior High School at Koto Besar Subdistrict, Dharmasraya District.

Keywords: competence, certification, work motivation, teacher performance.

1. INTRODUCTION

Education is something that is very important for someone to have in this increasingly advanced era. Therefore someone who thinks and wants to change a more beautiful future needs a good education. Good education can occur from a strong desire from students to learn, as well as good performance from a teacher or other educator. A teacher must be able to take advantage of information technology to improve the quality of the teaching and learning process at every level of education. The importance of efforts to improve the quality of education both quantitatively and qualitatively so that education can be used as a vehicle for building the character of the nation. Changes in the world of education are also marked by competition for the quality of education which requires all parties in various fields and sectors of development to continuously improve their competence.

According to Mulyasa (2007, p.3), there are three main requirements that must be considered in education development so that it can contribute to the improvement of Human Resources (HR), namely: Building Facilities, Quality Books, Professional Teachers and Education Personnel.

Teachers are inspirational figures and motivators for students in carving out their future (Asmani, 2011: p.17). Improving the quality of education is the responsibility of all parties involved in education, especially teachers. It is impossible for schools without teachers, because teachers are seen as the determining factor. Teachers as

educators and teachers are a determining factor for the success of any educational endeavor. So that the government continues to develop the teaching profession and education personnel.

Based on these results it can be concluded that there are problems that occur in the performance of the teachers of the State Junior High School, Koto Besar District, and Dharmasraya Regency, either from the system or its implementation. So that the target and realization of the achievement of work programs from year to year experience instability and tend to be far from being achieved and decrease. Teacher performance is a work result achieved by a teacher in carrying out tasks assigned to him based on skills, experience, and seriousness and time (Hasibuan, 2013: p.94). The measure of teacher performance can be seen from their sense of responsibility to carry out their mandate, the profession they carry, their sense of moral responsibility. All of that will be seen in their obedience and loyalty in carrying out their teacher duties in the classroom and their educational tasks outside the classroom.

Based on the results of research conducted by Handoko, et al. (2017), it is stated that there is a positive and significant influence on the variables of certification and achievement motivation on teacher performance. Supported by the results of research conducted by Zaeni et al. (2015), whose research results found that there was a positive and significant influence on pedagogical competence (X_1) and teacher certification (X_2) on the performance of elementary school teachers (Y) in the UPP area, Petarukan District, Pemalang Regency. . And also the results of research conducted by Wahyudi and Sunaryo (2017), also stated that simultaneously there is a positive and significant influence of certification, motivation and competence variables on the performance of Elementary School Teachers in Pakisaji District, Malang District.

Judging from the results above, it can be concluded that teacher performance is influenced by teacher competence, work certification and work motivation. Teachers are expected to be professionals and have the competence to carry out their duties as educators. According to Armstrong and Baron in Abdullah (2014, p.50), competence is a dimension of behavior behind competent performance that shows how people behave when they carry out their roles well.

From the results of research conducted by Hafid (2017), it is stated that teacher competence (X_2) on teacher performance (Y) is a significant effect. In line with the results of research conducted by Jayanti (2018), that competence has a positive and significant effect on the performance of teachers at Vocational High School 11 Malang. As well as the results of research from Kasim, et al. (2018), which also states that there is an effect of teacher competence on the performance of biology teachers in public high schools in Palu.

From the theory above, it can be concluded that teacher competence affects teacher performance, therefore it is necessary to develop teacher abilities and have competency standards to support the learning process. However, the phenomenon that the researchers found in the State Junior High School, Koto Besar District, Dharmasraya Regency, there are still many teachers who do not want to try to develop themselves to increase their knowledge and competence in teaching and there are still many teachers in schools who teach subjects that are not the subject they are studying.

To create competent teachers, they also demand rights commensurate with the various improvements to the current teacher certification program so that the results can guarantee the performance and ability of teachers to do their jobs professionally. According to Mulyasa (2007, p.34), teacher certification is a process of competency testing designed to reveal one's competency mastery as the basis for providing teacher certification.

Teachers play a major role in education development, especially those held formally in the school environment, teachers also greatly determine the success of students, especially in relation to the teaching and learning process (Mulyasa, 2007: p.5). In addition, things that need to be considered in order to achieve high teacher performance, there is a need for factors that affect teacher performance so that the government organizes a teacher certification program as an effort to improve the quality and dignity of teachers and teacher professionalism to improve their overall performance.

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organizes a teacher certification program as an effort to improve the quality and dignity of teachers and teacher professionalism to improve their overall performance.

From the results of the research above, it can be seen that certification is able to have an influence on teacher performance, so that if the teacher has certification, the performance he gives will be good. Through this certification, it is hoped that teachers will become professional and competent educators as learning agents as evidenced by the possession of educator certification.

Apart from teacher competence and teacher certification, teachers must also have good work motivation. Because being a teacher without work motivation will quickly feel bored because there is no driving element. Motivation is the provision of the driving force that creates the excitement of a person's work, so that they are willing to work together, work effectively and are integrated with all their efforts to achieve satisfaction (Hasibuan, 2012: p.141). The mental attitude of employees who are pro and positive towards work situations is what strengthens their work motivation to achieve maximum performance (Mangkunegara, 2012: p.61).

Dinullah (2018), stated in the results of his research that there was a contribution of work motivation to the performance of elementary school teachers in UPTD Mayong District. In line with the results of research conducted by Jayanti and Sunaryo (2018), motivation has a positive and significant effect on the performance of teachers at SMKN 11 Malang. As well as the results of research conducted by Mimbar and Kartini (2018), which in their research also stated that work motivation has a partially significant effect on teacher performance at the Kuripan State MTs Model, West Lombok.

From the results of research related to teacher work motivation, it can be concluded that work motivation has an effect on improving teacher performance. Motivation is reflected in the basic attitude, work habits, and behavior of a person which is manifested by working hard, independently, living simply, thinking forward, being disciplined and being able to work well in completing work. To be motivated and productive, a teacher must have a great interest in doing his job. People who have strong motivation to carry out their duties tend to have high performance.

Based on the description above, given the importance of teacher competence, teacher certification and teacher work motivation to teacher performance, the problems to be examined in this study are about "The Effect of Competence, Certification and Work Motivation on Teacher Performance in Dharmasraya District (Junior High School at Koto Baru Subdistrict, Dharmasraya District) ".

The objectives to be achieved in this study are to identify and analyze: The effect of competence on the performance of teachers, The effect of certification on the performance of teachers, The effect of work motivation on the performance of teachers, The effect of competence, certification and work motivation on the performance of teachers at Junior High School at Koto Besar Subdistrict, Dharmasraya District.

2. LITERATURE REVIEW

Performance

According to Prawirosentono (2008: p.2), performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective authority and responsibility in an effort to achieve the goals of the organization concerned legally, does not violate moral and ethics. The indicators of performance are: a) How a teacher plans learning, b) How a teacher carries out learning activities and c) How a teacher assesses learning outcomes (Depdiknas, 2008).

Competence

According to Kunandar (2008: p.55), teacher competence is a set of abilities that must be present in teachers in order to realize their performance appropriately and effectively. The indicators of competence according to Kunandar (2008: p.75), are: a) Understanding students in depth; b) Designing learning, including understanding the educational foundation for the benefit of learning; c) Carry out learning; d) Designing and implementing learning evaluations; e) Developing students to actualize their various potentials; f) Steady and stable personality; g) Mature personality; h) A wise personality; i) An authoritative personality; j) Have a noble character and can be an example; k) Able to communicate and get along effectively with students; l) Able to communicate and mingle effectively with fellow educators and educational staff; m) Able to communicate and

get along effectively with parents or guardians of students and the surrounding community; n) Mastering scientific substances related to the field of study; and o) Mastering scientific structures and methods.

Certification

According to (Mulyasa, 2007), certification can be interpreted as a process of giving recognition that someone has the competence to carry out educational services in a particular education, after passing a competency test conducted by a certification body. The indicators of certification according to Mulyasa (2007, p.33) are: a) Understanding of educational insights and mastery of academic study materials; b) Understand the characteristics of students; c) Carry out educational learning; d) Preparation of lesson plans, assessment of student achievement and implementation of follow-up results of the assessment; e) The personality of an educator who is faithful and devoted; f) Having a Pancasila perspective; g) Independent full of responsibility; h) dignified, disciplined and dedicated; i) Socializing with the community and j) Love students and care about their education.

Work Motivation

According to Uno (2011: p.72), work motivation is a push from within and outside of a person to do something that can be seen from the internal and external dimensions. Or in other words, teacher work motivation has 2 (two) dimensions, namely (a) the dimension of internal drive; and (b) the external drive dimension. The indicators of work motivation according to Uno (2011: p.72) consist of: a) The responsibility of teachers in carrying out tasks; b) Carry out tasks with clear targets; c) Have clear and challenging goals; d) There is feedback on the results of the work; e) Having a happy feeling at work; f) Always trying to outperform others; g) Prioritizing the achievement of what he does; h) Always trying to meet the needs of life and work needs; i) Enjoy getting compliments of what he does; j) Working with the hope of getting incentives, attention from friends and superiors.

Research Conceptual Framework

Based on the research objectives, the conceptual framework of this study:

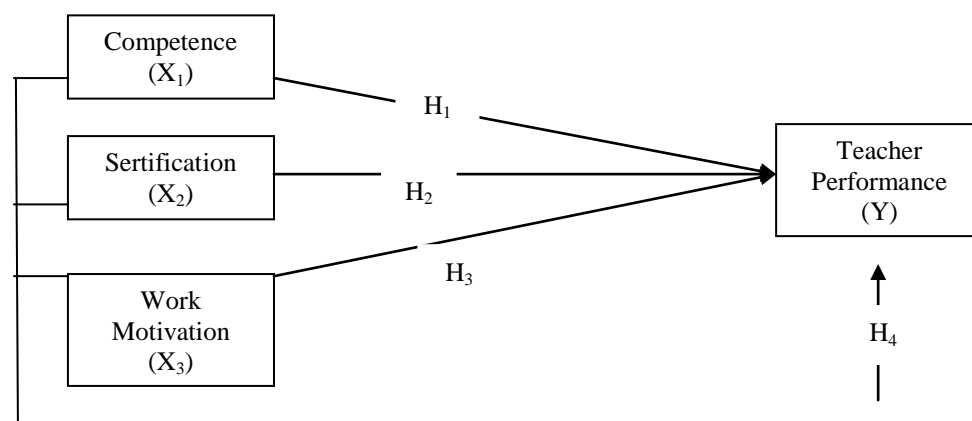


Figure 1. Research Conceptual Framework

Hypothesis

Based on the conceptual framework above, the hypothesis in this study can be formulated as follows:

H1 : Competence has a significant effect on the Teacher Performance

H2 : Certification has a significant effect on the Teacher Performance

H3 : Work Motivation has a significant effect on the Teacher Performance

H4 : Competence, Certification, and Work Motivation have a significant effect on the Teacher Performance of Junior High School at Koto Besar Subdistrict, Dharmasraya District.

3. RESEARCH METHODS

Types of research

Based on the objectives, this research is an explanatory research. Explanatory or explanatory or explanatory research aims to explain the relationship between two or more symptoms or variables. Usman and Akbar (2008) say that with explanatory types, research uses census types, census research is a study that takes a population group as a sample as a whole and uses a structured questionnaire as a basic data collection tool to obtain specific information. Based on this information, this research is a type of survey method research using a questionnaire tool, where the respondents are teachers of the Junior High School, Koto Besar Subdistrict, Dharmasraya District.

Population and Sample

Population and sample in a study have a central and decisive role (Muri, 2015: p.144). Population is the whole object of study that provides an accurate description of the research. According to Hamid (2014, p.55), population is the total number of objects or subjects that are used as data sources in a study that have the same characteristics or characteristics. Thus, the population in this study were 43 (forty three) teachers of the Junior High School, Koto Besar Subdistrict, Dharmasraya District.

The research sample is a limited number and part of the population, a part of the population that is selected and represents the population (Muri, 2015: p.150). Meanwhile, according to Sugiyono (2017, p.120), the sample is part of the number and characteristics possessed by the population and what is learned from the sample, the conclusions will be applicable to the population. However, because the sample used is the entire population, namely 43 (forty three) teachers of the Junior High School, Koto Besar Subdistrict, Dharmasraya District, the sample in this study is the same as the population, namely all teachers of the Junior High School, Koto Besar Subdistrict, Dharmasraya District.

4. DATA ANALYSIS

Descriptive Research Results

The results of this study are based on the results of the instruments given to the respondents, amounting to 43 (forty three) respondents. In general, the results of this study can be seen in the following table:

Table 1. Results of Variable Descriptive Analysis

	N	Min	Max	Sum	Mean	Std. Deviation	Item of Question	TCR (%)	Desc.
	Stat	Stat	Stat	Stat	Stat	Stat			
Competence	43	115	130	5262	122,37	3,457	30	81,58	Good
Certification	43	78	90	3563	82,86	2,541	20	82,86	Good
Work Motivation	43	76	91	3555	82,67	3,809	20	82,67	Good
Performance	43	68	82	3176	73,86	2,765	18	82,07	Good
Valid N (listwise)	43								

Source: Primary Data, Processed by IBM SPSS 24.0, 2020.

From the table above it can be seen that each variable has an average between 73.86 percent - 122.37 percent and the Respondents' Achievement Rate (TCR) between 81.58 percent - 82.86 percent with an average TCR of 82.29 percent. This means that each respondent variable has a good average response.

Multiple Linear Regression Analysis

This analysis is used to determine the magnitude of the effect of the independent variables on the dependent variable and the magnitude of the influence of the independent variables and the dependent variable can be calculated through a multiple linear regression equation (Ghozali, 2011). Based on computer calculations using the IBM SPSS for Windows Version 24.0 program.

Following is a recap table for the results of the regression coefficient, t_{count} , significance value, F_{count} value, and R Square (R^2) value. The results can be seen in the following table:

Table 2. Multiple Linear Regression Analysis Test

Variable	Coef. of Regression	t_{count}	Sig.
Constant	-12,302		
Competence	0,319	3,546	0.001
Certification	0,357	3,724	0.001
Work Motivation	0,212	2,850	0.007
$F_{count} = 90,146$	Sig. 0,000		
$R^2 = 0,874$			

Source: Primary Data, Processed by IBM SPSS 24.0, 2020.

From the table above, the form of the regression equation model for the effect of competence, certification, and work motivation on the performance of teachers at Junior High School at Koto Besar Subdistrict, Dharmasraya District is as follows:

$$Y = -12,302 + 0,319X_1 + 0,357X_2 + 0,212X_3 + e$$

Description of the equation above:

$\alpha = -12,302$; it means that without the effect of competence, certification, and work motivation, there is already a performance of -12,302 percent.

$b_1 = 0,319$; it means that there is a positive effect between the competency variable (X_1) on performance (Y). This shows that the increase or increase in competence, it will increase performance. The competency regression coefficient value is 0.319, which means that for each increase of one competency unit, the performance increases by 31.9 percent.

$b_2 = 0,357$; it means that there is a positive effect between the certification variable (X_2) on performance (Y). This shows that the more certification increases, the higher the performance. The value of the certification regression coefficient is 0.357, which means that for each increase in one certification unit, the performance increases by 35.7 percent.

$b_3 = 0,212$; it means that there is a positive effect between the work motivation variable (X_3) on performance (Y). This shows that the increase or increase in work motivation, it will increase performance. The regression coefficient value of work motivation is 0.212, which means that for each increase in one unit of work motivation, the performance increases by 21.2 percent.

Hypothesis Test

t Test (Partial)

The t test (partial) is intended to determine the effect of partially (individual) competence, certification and work motivation on performance, from this table it can also be done partially test (t test) of each causal variable (independent) on the consequent (dependent) variable.) as follows:

1. The Effect of Competence (X_1) on Performance (Y)

The results of the analysis of the effect of the competency variable (X_1) on the Performance variable (Y) obtained the value of $t_{count} = 3.546$ ($df = 43-4 = 39$; $t_{table} = 2.02269$); ($t_{count} > t_{table}$), with a significant level of $0.001 < 0.05$, as a result, hypothesis one (H1) is accepted. The results of the analysis show that partially there is a significant effect between the competency variables on the performance of the teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District.

2. The Effect of Certification (X_2) on Performance (Y)

The results of the analysis of the effect of the certification variable (X_2) on the performance variable (Y) obtained the value of $t_{count} = 3.724$ ($df = 43-4 = 39$; $t_{table} = 2.02269$); ($t_{count} > t_{table}$), with a significant level of $0.001 < 0.05$, as a result, the second hypothesis (H2) is accepted. The results of the analysis show that partially

there is a significant effect between the certification variable on the performance of the teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District.

3. The Effect of Work Motivation (X_3) on Performance (Y)

The results of the analysis of the effect of the work motivation variable (X_3) on the performance variable (Y) obtained the value of $t_{\text{count}} = 2.850$ ($df = 43 - 4 = 39$; $t_{\text{table}} = 2.02269$); ($t_{\text{count}} > t_{\text{table}}$), with a significant level of $0.007 < 0.05$, as a result, hypothesis three (H_3) is accepted. The results of the analysis show that partially there is a significant effect between work motivation variables on the performance of the teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District.

The summary results of testing the first, second and third hypotheses can be shown in the following table:

Table 3. Summary of Partial Hypothesis Testing Results

Hypothesis	Statements	Test Result
H_1	Competence has a significant effect on the performance of teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District	Accepted
H_2	Certification has a significant effect on the performance of teachers at Junior High School at Koto Besar Subdistrict, Dharmasraya District	Accepted
H_3	Work motivation has a significant effect on the performance of teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District	Accepted

Source: Primary Data, Processed by IBM SPSS 24.0, 2020.

F Test (Simultan)

F test (model feasibility) is intended to determine the effect of the independent variables simultaneously (together) on the dependent variable. From this table, simultaneous test (F test) of the independent variables can be carried out simultaneously on the dependent variable.

The results of the analysis of the effect of competence (X_1), certification (X_2), work motivation (X_3) simultaneously (together) on employee performance (Y), obtained the F_{count} value of 90.146 with a significance probability of $0.000 < 0.05$. With $df_1 = (4 - 1) = 3$, $df_2 = 43 - 4 = 39$, $F_{\text{table}} 2.85$ then $F_{\text{count}} > F_{\text{table}}$ or $90.146 > 2.85$ as a result, the hypothesis is accepted. The results of the analysis show that simultaneously (together) there is a significant effect between the competency, certification and work motivation variables on employee performance and a significant effect on the performance of teachers at The results of the analysis of the effect of competence (X_1), certification (X_2), work motivation (X_3) simultaneously (together) on employee performance (Y), obtained the F_{count} value of 90.146 with a significance probability of $0.000 < 0.05$. With $df_1 = (4 - 1) = 3$, $df_2 = 43 - 4 = 39$, $F_{\text{table}} 2.85$ then $F_{\text{count}} > F_{\text{table}}$ or $90.146 > 2.85$ as a result, the hypothesis is accepted. The results of the analysis show that simultaneously (together) there is a significant influence between the competency, certification and work motivation variables on employee performance and a significant effect on the performance of teachers at Junior High School at Koto Besar Subdistrict, Dharmasraya District.

The summary results of testing the fourth hypothesis can be shown in the following table:

Table 4. Summary of Simultaneous Hypothesis Testing Results

Hypothesis	Statement	Test Result
H_4	Competence, certification and work motivation have a significant effect on the performance of teachers in Junior High School at Koto Besar Subdistrict, Dharmasraya District.	Accepted

Source: Primary Data, Processed by the Writer, 2020.

Coefficient of Determination (R^2)

The analysis of the coefficient of determination for the competency, certification, work motivation variables on the performance of the teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District was carried out using the IBM SPSS for Windows Version 24.0 program with the form of SPSS output as stated below:

Table 5 Result of R Square**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.935 ^a	0.874	0.864	1,019

Source: Primary Data, Processed by IBM SPSS 24.0, 2020.

Based on the results of the regression estimation calculation, the adjusted coefficient of determination or R Square is 0.874 meaning that 87.4 percent of the variation of all independent variables can explain dependent variables, while the remaining 12.6 percent is explained by other variables not examined in this study.

Because the value of R^2 is close to 1 (one), the contribution (effect) of the independent variable simultaneously to the dependent very big effect.

5. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of research and data processing that have been done before, several conclusions can be drawn as follows:

1. Competence has a significant effect on the performance of teachers of Junior High school at Koto Besar Subdistrict, Dharmasraya District.
2. Certification has a significant effect on the performance of teachers at Junior High school at Koto Besar Subdistrict, Dharmasraya District.
3. Work motivation has a significant effect on the performance of teachers at Junior High school at Koto Besar Subdistrict, Dharmasraya District.
4. Competence, certification and work motivation have a significant effect on the performance of teachers in Junior High school at Koto Besar Subdistrict, Dharmasraya District.

Suggestions

Based on the findings and research conclusions, for this reason, the authors suggest the following suggestions:

1. To the Principal of Junior High School at Koto Besar Subdistrict, Dharmasraya District, to always contribute in improving performance, competence and certification as well as motivating every teacher. Likewise, the Education Office and the Regent of Dharmasraya District can support any program that can have a good impact on teacher performance.
2. To teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District, to be more thorough, orderly and neat in doing work according to targets, expectations and on time. Always be present on time because it must create a sense that work is a responsibility that must be carried out.
3. To teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District, to always try to understand students in depth, design and evaluate learning that is easy to understand, develop students to actualize their various potentials. Teachers must also be able to communicate and interact effectively with students.
4. To teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District, to always be a good example and invite students to always obey and obey school rules.
5. To teachers of Junior High School at Koto Besar Subdistrict, Dharmasraya District, so as not to waste the opportunity to complete assignments, to understand every job so that it will produce satisfactory performance. Teachers are also expected to perform well in work so that they can get awards. And through the optimal results deployed by the teacher, they feel they deserve to receive the salary generated from responsible work.

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