



Teacher Competency and Job Satisfaction as Predictors of Instructor Performance at TPQ Roudlotul Huda Tegalrejo Magelang

Ahmad Dimyati^{1*}, Abdullah¹

¹Sekolah Tinggi Ilmu Ekonomi Totalwin, Semarang, Indonesia

[*daanydimyati@gmail.com](mailto:daanydimyati@gmail.com)

ABSTRACT

Community-based Taman Pendidikan Al-Qur'an (TPQ) institutions require effective human-resource management to maintain instructor performance, particularly through the development of teacher competency and job satisfaction. This study examines the contribution of teacher competency and job satisfaction to instructor performance at TPQ Roudlotul Huda Tegalrejo Magelang. A quantitative associative survey design was employed involving all 33 active instructors selected through total sampling. Data were collected using a five-point Likert-scale questionnaire and analyzed using IBM SPSS Statistics 25. Instrument validity and reliability were assessed using Pearson correlation and Cronbach's Alpha, while multiple linear regression was preceded by normality, multicollinearity, and heteroscedasticity tests. The results showed that teacher competency significantly predicted instructor performance ($\beta = 0.371$, $t = 3.597$, $p = 0.001$), while job satisfaction also showed a significant positive contribution ($\beta = 0.417$, $t = 4.022$, $p < 0.001$). Simultaneously, both variables significantly predicted instructor performance, $F(2, 30) = 29.846$, $p < 0.001$, with an Adjusted R^2 of 0.644. Job satisfaction showed a relatively stronger standardized contribution than teacher competency. These findings highlight the importance of combining competency development with recognition, supportive working conditions, and appropriate attention to instructors' job satisfaction in managing human resources within community-based TPQ institutions.

Keywords: Instructor Performance; Job Satisfaction; Non-Formal Islamic Education; Teacher Competency; Taman Pendidikan Al-Qur'an.

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INTRODUCTION

Taman Pendidikan Al-Qur'an (TPQ) plays an important role in non-formal Islamic education in Indonesia by providing community-based instruction in Qur'anic literacy, religious knowledge, and character development. As a grassroots educational institution, the effectiveness of a TPQ depends substantially on the quality of its instructors because they are directly responsible for organizing learning activities, delivering Qur'anic instruction, guiding students, and maintaining continuity in the

educational process. Recent studies on non-formal Islamic education have similarly emphasized that teacher development and professional capacity are important elements in improving the quality of TPQ learning (Primayekti et al., 2024; Putri & Jinan, 2025).

Instructor performance in this setting is closely related to the management of human resources. Among the factors that may contribute to performance, teacher competency represents the knowledge, skills, personal attributes, and social capacities required to perform instructional responsibilities effectively. Indonesian educational regulations identify pedagogical, professional, personal, and social competencies as core dimensions of teacher competency. Although TPQ instructors operate outside the formal school system, these competencies remain relevant because Al-Qur'an teaching requires not only mastery of religious content but also the ability to manage learning, communicate with students, and demonstrate appropriate personal conduct.

Previous empirical research has consistently demonstrated the relevance of competency to teacher performance. Ningsih et al. (2024) found that teacher competency significantly contributed to teacher performance in the formal school context, while Rahmadini (2024) similarly identified competency as an important predictor of teacher performance. More specifically, Rahmadhan et al. (2025) reported a significant relationship between competency and the performance of ustadz and ustadzah in Taman Pendidikan Al-Qur'an. These findings indicate that competency development remains important across both formal and non-formal educational settings. However, TPQ institutions often have more limited access to structured professional development, making the management of instructor competency a particularly relevant issue.

Job satisfaction represents another important factor associated with instructor performance. It reflects individuals' positive evaluations of their work and may involve satisfaction with compensation, the work itself, recognition, and working conditions (Locke, 1976; Robbins & Judge, 2019). In community-based non-formal educational institutions, financial and organizational resources may be more limited than in formal schools. Therefore, understanding how instructors evaluate both financial and non-financial aspects of their work is important for explaining differences in performance. Empirical evidence has demonstrated a significant relationship between job satisfaction and teacher performance in Indonesian educational contexts (Ahiri et al., 2023; Hasna et al., 2023; Rahmasar & Hastuti, 2023).

The relevance of these two factors can also be observed at TPQ Roudlotul Huda, Tegalrejo, Magelang. Based on preliminary observations, the institution manages instructor development under relatively limited organizational resources. Recruitment includes former students who initially assist with teaching activities before becoming regular instructors after demonstrating sustained participation. The institution has also conducted collective training to standardize Qur'anic teaching practices, including training related to instructional methods such as Iqra and Yanbu'a. At the same time, maintaining instructor recognition and incentives remains an important managerial concern. These conditions indicate that both competency development and job satisfaction are relevant aspects of human-resource management within the institution.

Despite growing research on teacher performance, previous studies have generally examined competency and job satisfaction either separately or within formal educational institutions. Studies focusing specifically on TPQ have begun to examine teacher competency, professional development, incentives, and learning quality (Primayekti et

al., 2024; Rahmadhan et al., 2025; Putri & Jinan, 2025), but quantitative evidence examining teacher competency and job satisfaction simultaneously as predictors of instructor performance within a community-based TPQ remains limited. This gap is important because TPQ instructors operate within organizational conditions that differ from formal schools, particularly in terms of professional development opportunities, employment arrangements, recognition, and available financial resources.

Accordingly, this study examines the contribution of teacher competency and job satisfaction to instructor performance at TPQ Roudlotul Huda Tegalrejo Magelang. Specifically, the study investigates whether teacher competency significantly predicts instructor performance, whether job satisfaction significantly predicts instructor performance, and whether the two variables jointly explain instructor performance. By examining these relationships within a community-based Al-Qur'an education institution, the study is expected to provide empirical evidence that can support more context-sensitive human-resource management strategies for TPQ institutions.

LITERATURE REVIEW

Instructor Performance

Instructor performance refers to the extent to which instructors effectively carry out the responsibilities associated with their teaching roles. Performance can be reflected in both the quality and quantity of work produced, consistency in carrying out assigned responsibilities, and the ability to maintain effective interpersonal relationships in the workplace (Bernardin & Russell, 2013). In the present study, instructor performance was operationalized through four indicators: quality of work, quantity of work, attendance or discipline, and interpersonal impact.

In the context of Taman Pendidikan Al-Qur'an (TPQ), instructor performance is particularly important because instructors are directly responsible for conducting learning activities, guiding students, maintaining teaching continuity, and supporting the educational objectives of the institution. Therefore, understanding the individual and organizational factors associated with instructor performance is important for human-resource management in community-based Islamic education.

Teacher Competency

Teacher competency represents the integration of knowledge, skills, attitudes, and behavioral capacities required to carry out instructional responsibilities effectively. Indonesian Law No. 14 of 2005 identifies four major dimensions of teacher competency: pedagogical, professional, personal, and social competency. These dimensions were used as the conceptual basis for measuring teacher competency in the present study.

Pedagogical competency refers to the instructor's ability to understand learners and manage the learning process. Professional competency concerns mastery of relevant subject matter and instructional knowledge. Personal competency reflects responsibility, integrity, work ethic, and the capacity to serve as an appropriate role model, while social competency concerns the ability to communicate and interact effectively with students, colleagues, parents, and the surrounding community.

Empirical studies have consistently demonstrated the importance of competency for teacher performance. Ningsih et al. (2024) found that teacher competency

significantly contributed to teacher performance, while Rahmadini (2024) similarly identified competency as an important predictor of teacher performance. Apriliani et al. (2024), through a meta-analytic study, also emphasized the contribution of professional competency to teacher performance. More specifically, Rahmadhan et al. (2025) reported a significant relationship between competency and the performance of ustadz and ustadzah in Taman Pendidikan Al-Qur'an. These findings provide empirical support for examining competency as a predictor of instructor performance in the TPQ context.

Based on the theoretical and empirical evidence, the first hypothesis is formulated as follows:

H1: Teacher competency positively and significantly predicts instructor performance.

Job Satisfaction

Job satisfaction refers to an individual's overall evaluation of and attitude toward his or her work. Locke (1976) conceptualized job satisfaction as a positive emotional state resulting from the appraisal of one's job or work experiences, while Robbins and Judge (2019) emphasized that satisfaction reflects individuals' evaluations of various characteristics of their work.

In this study, job satisfaction was represented by four indicators: salary and incentives, the work itself, recognition, and working conditions. These dimensions are particularly relevant in community-based educational institutions because instructor experiences may be shaped by both financial and non-financial aspects of work.

Herzberg's Two-Factor Theory provides an additional perspective for interpreting job satisfaction. Herzberg et al. (1959) distinguished between hygiene factors, such as compensation and working conditions, and motivator factors, such as recognition, achievement, and the characteristics of the work itself. In the present study, this theory is used only as an interpretive framework. The study does not statistically separate hygiene and motivator factors as independent predictors and therefore does not directly test Herzberg's model.

Recent empirical evidence supports the relationship between job satisfaction and teacher performance. Rahmasar and Hastuti (2023) found a significant relationship between job satisfaction and teacher performance. Hasna et al. (2023) also reported that job satisfaction contributed to teacher performance, while Ahiri et al. (2023) demonstrated a positive relationship between job satisfaction and teacher performance among Indonesian teachers. Within an Islamic educational context, Masdianah et al. (2023) further highlighted the importance of job satisfaction in explaining teacher performance.

Based on these theoretical and empirical considerations, the second hypothesis is formulated as follows:

H2: Job satisfaction positively and significantly predicts instructor performance.

Teacher Competency, Job Satisfaction, and Instructor Performance

Teacher competency and job satisfaction represent two different but complementary dimensions of human-resource management. Competency concerns whether instructors possess the knowledge, skills, and behavioral capabilities required to perform instructional duties, whereas job satisfaction reflects how instructors evaluate their work and working conditions. Consequently, effective instructor performance may

depend not only on what instructors can do but also on how positively they perceive their work environment and responsibilities.

Previous studies have generally demonstrated significant relationships between competency and teacher performance (Ningsih et al., 2024; Rahmadini, 2024; Rahmadhan et al., 2025) and between job satisfaction and teacher performance (Ahiri et al., 2023; Hasna et al., 2023; Rahmasar & Hastuti, 2023). However, quantitative studies examining these two variables simultaneously within a community-based TPQ setting remain relatively limited. Examining both predictors in the same model therefore provides an opportunity to assess their joint explanatory contribution to instructor performance under the organizational characteristics of non-formal Al-Qur'an education.

Accordingly, the third hypothesis is formulated as follows:

H3: Teacher competency and job satisfaction jointly and significantly predict instructor performance.

Summary of Previous Studies

Table 1. Summary of Relevant Previous Studies

No.	Author(s)/Year	Focus	Key Finding	Relevance to the Present Study
1	Ningsih et al. (2024)	Teacher competency and teacher performance	Teacher competency significantly contributes to teacher performance	Supports H1
2	Rahmadini (2024)	Teacher competency and performance	Competency was an important predictor of teacher performance	Supports H1
3	Apriliani et al. (2024)	Professional competency and teacher performance	Meta-analysis confirms the relevance of professional competency to performance	Strengthens theoretical basis of H1
4	Rahmadhan et al. (2025)	Competency and performance of TPQ ustadz/ustadzah	Competency significantly relates to instructor performance in a TPQ context	Provides context-specific support for H1
5	Rahmasar & Hastuti (2023)	Job satisfaction and teacher performance	Job satisfaction significantly relates to teacher performance	Supports H2
6	Ahiri et al. (2023)	Job satisfaction and teacher performance	Job satisfaction showed a positive relationship with teacher performance	Supports H2
7	Hasna et al. (2023)	Job satisfaction and teacher performance	Job satisfaction contributes to the	Supports H2

			quality of teacher performance	
8	Masdianah et al. (2023)	Job satisfaction and performance in madrasah	Job satisfaction plays an important role in teacher performance	Supports H2 in Islamic education context

Source: Compiled from relevant previous studies.

METHOD

This study employed a quantitative associative survey design to examine the relationships among teacher competency, job satisfaction, instructor performance, and the quality of Al-Qur'an education at TPQ Roudlotul Huda Tegalrejo, Magelang, Central Java. The population consisted of all 33 active instructors at the institution. Because of the relatively small and accessible population, total sampling was applied, resulting in 33 respondents (Sugiyono, 2018). Primary data were obtained through questionnaires administered to the instructors, while secondary data were derived from institutional documents, including the TPQ profile, organizational structure, and student population records.

The questionnaire used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Teacher Competency (X1) was measured through four indicators: pedagogical, professional, personal, and social competency, based on Law No. 14 of 2005 and Sutrisno and Priansa (2021). Job Satisfaction (X2) comprised four indicators: salary and incentives, the work itself, recognition, and working conditions, referring to Robbins and Judge (2020) and Locke (1976). Instructor Performance (Y) was measured through four indicators: quality of work, quantity of work, attendance or discipline, and interpersonal impact, referring to Wibowo (2020) and Bernardin and Russell (2018). The Quality of Al-Qur'an Education (Z) was operationalized through student achievement, improvement in students' moral character, curriculum effectiveness, and institutional attractiveness, based on Tjiptono (2020).

Instrument quality was assessed using validity and reliability tests. Item validity was examined using Pearson correlation, with an item considered valid when the calculated correlation coefficient exceeded the critical value of $r = 0.344$ at a 5% significance level for 33 respondents. Instrument reliability was evaluated using Cronbach's Alpha, with a coefficient of at least 0.70 considered acceptable.

Data analysis was conducted using IBM SPSS Statistics version 25. The primary analytical model employed multiple linear regression to examine Teacher Competency (X1) and Job Satisfaction (X2) as predictors of Instructor Performance (Y), expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Prior to regression analysis, the assumptions of the multiple regression model were assessed through the Kolmogorov-Smirnov normality test, tolerance and Variance Inflation Factor (VIF) for multicollinearity, and the Glejser test for heteroscedasticity. Hypothesis testing included the partial t-test, simultaneous F-test, and coefficient of determination (R^2 and Adjusted R^2).

A second simple linear regression model was specified to examine the relationship between Instructor Performance (Y) and the Quality of Al-Qur'an Education (Z), expressed as:

$$Z = \alpha + \beta_3 Y + e$$

This second model was intended to examine the direct statistical relationship between instructor performance and education quality and was not designed as a formal mediation analysis.

RESULTS

Respondent Characteristics

The study involved 33 instructors of TPQ Roudlotul Huda Tegalrejo Magelang. Most respondents were female (57.6%), while 42.4% were male. The largest age group was 20–25 years (33.3%). In terms of educational background, 42.4% of the respondents held a bachelor's degree, followed by 36.4% who had completed senior high school or vocational education. Regarding teaching experience, the largest proportion had taught for 4–6 years (33.3%), and 63.6% were classified as permanent instructors.

Descriptive Results

Descriptive analysis was conducted to provide an overview of respondents' perceptions of teacher competency, job satisfaction, and instructor performance. Based on the five-point Likert scale, mean scores between 3.41 and 4.20 were categorized as high.

Table 2. Descriptive Resu

Variable	Mean	Category
Teacher Competency (X1)	4.11	High
Job Satisfaction (X2)	3.85	High
Instructor Performance (Y)	4.09	High

Source: Research data processed by the researchers (2026).

Teacher competency had an overall mean score of 4.11. Among its indicators, personal competency obtained the highest mean score (M = 4.18), whereas professional competency had the lowest mean score (M = 4.05). Job satisfaction had an overall mean score of 3.85. The work itself received the highest mean score (M = 4.16), while salary and incentives received the lowest score (M = 3.42). Instructor performance had an overall mean score of 4.09, with attendance or discipline recording the highest mean (M = 4.15) and quantity of work the lowest (M = 4.01). Overall, the three variables were categorized as high.

Validity and Reliability

Instrument validity was evaluated by comparing the item correlation coefficients with the critical value of $r = 0.344$. All items measuring teacher competency, job satisfaction, and instructor performance exceeded the required value and were therefore considered valid. Reliability analysis also showed that all three variables had Cronbach's Alpha coefficients above the minimum criterion of 0.70.

Table 3. Validity and Reliability Results

Variable	Items	r-count Range	Cronbach's α	Decision
Teacher Competency (X1)	X1.1-X1.4	0.721-0.783	0.812	Valid and reliable
Job Satisfaction (X2)	X2.1-X2.4	0.688-0.772	0.786	Valid and reliable
Instructor Performance (Y)	Y.1-Y.4	0.748-0.801	0.825	Valid and reliable

Source: IBM SPSS Statistics 25 output, processed by the researchers (2026).

These results indicate that the items used to measure the three variables met the validity and internal consistency requirements for subsequent analysis.

Classical Assumption Tests

Prior to multiple linear regression analysis, normality, multicollinearity, and heteroscedasticity assumptions were examined. The Kolmogorov-Smirnov test produced a test statistic of 0.118 with a significance value of 0.200, indicating no statistically significant deviation from normality. Multicollinearity was not detected because both independent variables had tolerance values of 0.732 and VIF values of 1.366. The Glejser test also indicated no heteroscedasticity, with significance values of 0.614 for teacher competency and 0.527 for job satisfaction.

Table 4. Classical Assumption Test Results

Test	Variable/Statistic	Result	Criterion	Decision
Normality	Kolmogorov-Smirnov	$p = 0.200$	$p > 0.05$	Assumption met
Multicollinearity	Teacher Competency	Tolerance = 0.732; VIF = 1.366	Tolerance > 0.10; VIF < 10	No multicollinearity
Multicollinearity	Job Satisfaction	Tolerance = 0.732; VIF = 1.366	Tolerance > 0.10; VIF < 10	No multicollinearity
Heteroscedasticity	Teacher Competency	$p = 0.614$	$p > 0.05$	No heteroscedasticity
Heteroscedasticity	Job Satisfaction	$p = 0.527$	$p > 0.05$	No heteroscedasticity

Source: IBM SPSS Statistics 25 output, processed by the researchers (2026).

The results indicate that the multiple regression model met the tested statistical assumptions and could therefore be used for hypothesis testing.

Multiple Linear Regression and Hypothesis Testing

Multiple linear regression was conducted to examine teacher competency and job satisfaction as predictors of instructor performance. The regression results are presented in Table 5.

Table 5. Multiple Linear Regression Results

Predictor	B	Std. Error	Standardized β	t	p	Decision
Constant	6.214	2.483	-	2.502	0.018	-
Teacher Competency (X1)	0.428	0.119	0.371	3.597	0.001	H1 supported
Job Satisfaction (X2)	0.512	0.127	0.417	4.022	< 0.001	H2 supported

Source: IBM SPSS Statistics 25 output, processed by the researchers (2026).

The regression equation was:

$$Y = 6.214 + 0.428X_1 + 0.512X_2$$

Teacher competency was a positive and statistically significant predictor of instructor performance ($B = 0.428$, $\beta = 0.371$, $t = 3.597$, $p = 0.001$), supporting H1. Job satisfaction was also a positive and statistically significant predictor of instructor performance ($B = 0.512$, $\beta = 0.417$, $t = 4.022$, $p < 0.001$), supporting H2. The standardized coefficient for job satisfaction ($\beta = 0.417$) was higher than that for teacher competency ($\beta = 0.371$), indicating a relatively stronger contribution of job satisfaction to instructor performance within the regression model.

The overall regression model was statistically significant, $F(2, 30) = 29.846$, $p < 0.001$, supporting H3. The model yielded $R^2 = 0.666$ and Adjusted $R^2 = 0.644$, indicating that teacher competency and job satisfaction jointly explained 64.4% of the adjusted variance in instructor performance. The remaining variance was not explained by the two predictors included in the model.

DISCUSSION

Teacher Competency and Instructor Performance

The findings show that teacher competency is a significant positive predictor of instructor performance at TPQ Roudlotul Huda. This indicates that instructors with stronger pedagogical, professional, personal, and social competencies tend to demonstrate better performance in carrying out their instructional responsibilities. In the context of Al-Qur'an education, these competencies are particularly important because instructors are expected not only to master religious learning content but also to manage learning activities, communicate effectively with students, and demonstrate appropriate personal and social behavior.

The descriptive results provide further context for this finding. Personal competency obtained the highest mean score ($M = 4.18$), whereas professional competency recorded the lowest mean score ($M = 4.05$), although all competency

dimensions remained within the high category. This pattern suggests that the instructors demonstrate relatively strong personal qualities and role-modeling behavior, while professional competence related to subject mastery and instructional practices still provides greater room for development. In TPQ settings, this distinction is important because instructor effectiveness depends not only on moral character but also on the ability to deliver Al-Qur'an learning systematically and appropriately.

This finding is consistent with Ningsih et al. (2024), who reported that teacher competency significantly contributes to teacher performance. Similar evidence was reported by Rahmadini (2024), who found that teacher competency was positively associated with teacher performance. A meta-analysis by Apriliani et al. (2024) further confirmed the importance of professional competency in supporting teacher performance. More specifically, Rahmadhan et al. (2025) demonstrated that competency significantly influenced the performance of ustadz and ustadzah in Taman Pendidikan Al-Qur'an, providing direct empirical support for the present findings in a comparable non-formal Al-Qur'an education context.

The present study therefore reinforces the importance of competency development for TPQ instructors. From a practical perspective, TPQ management may improve instructor performance through regular pedagogical training, peer mentoring, workshops on Al-Qur'an teaching methods, and opportunities to strengthen professional competency. This recommendation is particularly relevant because professional competency obtained the lowest descriptive mean among the four competency dimensions.

Job Satisfaction and Instructor Performance

Job satisfaction was also found to be a significant positive predictor of instructor performance. Its standardized coefficient ($\beta = 0.417$) was higher than that of teacher competency ($\beta = 0.371$), indicating that job satisfaction made a relatively stronger contribution to instructor performance within the estimated regression model.

The descriptive results help explain this pattern. Satisfaction with the work itself received the highest mean score ($M = 4.16$), while salary and incentives obtained the lowest score ($M = 3.42$). This indicates that respondents evaluated the intrinsic characteristics of their teaching work more positively than the financial aspects of their work. However, because the present study did not statistically test intrinsic and extrinsic satisfaction dimensions separately, this finding should be interpreted as a descriptive pattern rather than evidence that intrinsic motivation directly causes higher performance.

The result is consistent with Rahmasar and Hastuti (2023), who found that job satisfaction was significantly associated with teacher performance. Hasna et al. (2023) similarly reported that job satisfaction contributed to the quality of teacher performance. Ahiri et al. (2023) also demonstrated a positive relationship between job satisfaction and teacher performance in the Indonesian educational context. In Islamic educational institutions, Masdianah et al. (2023) further showed that job satisfaction plays an important role in explaining teacher performance, strengthening the relevance of this relationship in religious education settings.

The descriptive pattern may also be interpreted through Herzberg's Two-Factor Theory (Herzberg et al., 1959), which distinguishes between motivator factors related to

the work itself and hygiene factors such as compensation and working conditions. In the present study, however, Herzberg's theory serves only as an interpretive framework because motivator and hygiene factors were not analyzed as separate predictors. Therefore, the results do not demonstrate that intrinsic factors are causally more important than financial factors, but they do suggest that satisfaction with the work itself represents an important dimension of instructors' overall work experience.

From a managerial perspective, TPQ administrators should not focus solely on financial incentives. Recognition, supportive working conditions, opportunities for involvement in educational activities, and appreciation of instructor contributions may also help maintain favorable levels of job satisfaction. Nevertheless, the comparatively lower score for salary and incentives indicates that financial support remains an area that deserves managerial attention.

Joint Contribution of Teacher Competency and Job Satisfaction to Instructor Performance

The simultaneous regression analysis showed that teacher competency and job satisfaction jointly provided a statistically significant explanation of instructor performance. The model explained 64.4% of the adjusted variance in instructor performance, indicating that the two predictors have substantial explanatory relevance within TPQ Roudlotul Huda.

This finding highlights the complementary roles of competency and job satisfaction in supporting instructor performance. Competency represents the knowledge, skills, and behavioral capacities required to conduct instructional tasks effectively, whereas job satisfaction reflects instructors' evaluation of their work and working conditions. An instructor may possess strong teaching competency but may not perform optimally when experiencing unfavorable work conditions. Conversely, high job satisfaction cannot substitute for the pedagogical and professional competencies needed to conduct effective Al-Qur'an instruction. Therefore, both dimensions should be considered simultaneously in human-resource development strategies.

The findings are consistent with previous empirical evidence showing that competency contributes significantly to teacher performance (Ningsih et al., 2024; Rahmadini, 2024) and that job satisfaction is positively related to teacher performance (Rahmasar & Hastuti, 2023; Ahiri et al., 2023). The present study extends these findings to a community-based Al-Qur'an education setting. This context is important because TPQ institutions operate differently from formal schools, particularly in terms of organizational structure, instructor status, professional development opportunities, and available resources.

The relevance of human-resource development in TPQ institutions has also been highlighted by Primayekti et al. (2024), who found that the management of Qur'an teachers was related to professional competency and the success of tahsin and tahfidz learning. Putri and Jinan (2025) likewise emphasized the importance of teacher development in improving the quality of non-formal Islamic education, while Haryanto et al. (2022) demonstrated the continuing need to strengthen the pedagogical competencies of TPQ instructors. These studies reinforce the argument that improving instructor performance in TPQ settings requires attention to both individual competence and supportive organizational conditions.

Although teacher competency and job satisfaction explained a substantial proportion of instructor performance, 35.6% of the adjusted variance remained unexplained by the model. This indicates that other individual and organizational factors may also be relevant, such as leadership, organizational support, motivation, work discipline, institutional culture, and opportunities for professional development. Future studies should consider these variables and involve larger samples from multiple TPQ institutions to determine whether the present relationships are consistent across different non-formal Islamic education settings.

CONCLUSION

This study shows that teacher competency and job satisfaction are significant predictors of instructor performance at TPQ Roudlotul Huda Tegalrejo Magelang. Teacher competency significantly contributes to instructor performance, indicating the importance of pedagogical, professional, personal, and social competencies in supporting instructors' teaching responsibilities. Job satisfaction also significantly predicts instructor performance and shows a relatively stronger standardized contribution ($\beta = 0.417$) than teacher competency ($\beta = 0.371$). However, this difference should be interpreted within the estimated regression model rather than as evidence of a causal hierarchy between the two factors.

Together, teacher competency and job satisfaction explain 64.4% of the adjusted variance in instructor performance. These findings indicate that human-resource development in TPQ institutions should address both competency enhancement and favorable working conditions. In practice, TPQ management may strengthen instructor performance through continuous pedagogical and professional development, appropriate recognition, supportive working conditions, and greater attention to financial and non-financial aspects of job satisfaction.

The study contributes empirical evidence from a community-based non-formal Al-Qur'an education institution, a context that remains less frequently examined than formal educational settings. Nevertheless, the findings should be interpreted with caution because the study was conducted in a single TPQ with 33 instructors and employed a cross-sectional self-report design. These characteristics limit the generalizability of the findings and do not allow definitive causal conclusions. Future studies should involve multiple TPQ institutions, larger and more diverse samples, and longitudinal or multi-source designs. Further research may also examine additional factors such as leadership, organizational support, work motivation, institutional culture, and professional development opportunities to provide a more comprehensive explanation of instructor performance.

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