

# The Effect of Personal Competence, Emotional Stability, and Intrinsic Motivation on Teacher Work Commitment

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## Keywords:

Personal competence,  
Emotional stability,  
Intrinsic motivation,  
Work commitment.

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## Abstract

The issue of work commitment is the basis of this study, examined through the lens of emotional stability, intrinsic motivation, and self-competence. The main purpose of this study is to explain the interaction between a person's emotional stability and their intrinsic motivation, as well as the teacher's competence towards the teacher's work commitment. This study uses a quantitative approach using ex post facto methodology. The research population was one hundred and ninety-one teachers from three different Madrasah Aliyah in Medan City. A questionnaire with a Likert scale was used to collect data. Using route analysis tools, research hypotheses are evaluated. The research results show: "(1) personal competence has a direct effect on intrinsic motivation by 36.20%, (2) emotional stability has a direct effect on intrinsic motivation by 34.70%, (3) personal competence has a direct effect on work commitment by 33, 90%, (4) emotional stability has a direct effect on work commitment of 37.20%, (5) intrinsic motivation has a direct effect on work commitment of 53.00%, (6) personal competence has an indirect effect on work commitment through intrinsic motivation of "81.40%, (7) emotional stability has an indirect effect on work commitment through intrinsic motivation of 79.70%, and (8) personal competence, emotional stability and intrinsic motivation simultaneously have an effect on work commitment of 78.00%."

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## Kata kunci:

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## Abstrak

Permasalahan komitmen kerja menjadi dasar penelitian ini, dikaji melalui lensa stabilitas emosional, dorongan intrinsik, dan kompetensi diri. Tujuan utama penelitian ini adalah untuk menjelaskan interaksi antara stabilitas emosional seseorang dan motivasi intrinsik mereka, serta kompetensi pribadi guru terhadap komitmen kerja guru itu sendiri. Penelitian ini memakai pedekatan kuantitatif menggunakan metodologi ex post facto. Populasi penelitian adalah seratus sembilan puluh satu pengajar dari tiga Madrasah Aliyah berbeda di Kota Medan. Kuesioner dengan skala Likert digunakan untuk mengumpulkan data. Dengan menggunakan alat analisis rute, hipotesis penelitian dievaluasi. Hasil penelitian menunjukkan: "(1) kompetensi pribadi berpengaruh langsung terhadap motivasi intrinsik sebesar 36,20%, (2) kestabilan emosi berpengaruh langsung terhadap motivasi intrinsik sebesar 34,70%, (3) kompetensi pribadi berpengaruh langsung terhadap komitmen kerja sebesar 33,90%, (4) kestabilan emosi berpengaruh langsung terhadap komitmen kerja sebesar 37,20%, (5) motivasi intrinsik berpengaruh langsung terhadap komitmen kerja sebesar 53,00%, (6) kompetensi personal berpengaruh tidak langsung terhadap komitmen kerja melalui motivasi intrinsik sebesar 81,40%, (7) kestabilan emosi berpengaruh tidak langsung terhadap komitmen kerja melalui motivasi intrinsik sebesar 79,70%, dan (8) kompetensi personal, kestabilan emosi, dan motivasi intrinsik secara simultan berpengaruh terhadap komitmen kerja sebesar 78,00% "

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## INTRODUCTION

One of the factors that determine the progress or decline of a nation is the quality of its human resources. Of course, education-both at home and in the madrasah improves the quality of human resources. According to (Akmalia, Nst, & Siahaan, 2023), there are several aspects that contribute to the quality of madrasah education, including the qualifications of teachers, resources available to students, leadership of madrasah leaders, techniques used in education, classrooms, and physical learning spaces (Huda, Arif, Rahim, & Anshari, 2024; Ismiatun, Neliwati, & Khairuddin, 2024; Murharyana, Ayyubi, Rohmatulloh, & Ikromi, 2024). Since madrasahs are institutions that directly educate students, attention to the education sector is important. Members of the madrasah community, including administration, lecturers, staff, students, mentor teachers, and committees, all play an important role in the success of the madrasah (Lubis, Rambe, Siregar, & Damanik, 2022). As the agent responsible for carrying out daily learning activities, teachers are the implementers. To achieve organizational (institutional) goals, teachers are the most crucial component, although the significance of other components should not be underestimated (Susanto, Sasongko, & Kristiawan, 2021). Ability, perseverance, participation, enthusiasm, and passion in one's profession are needed so that teachers can carry out their duties well (A, Widyawati, & Dwiayama, 2024; Rouf, Syukur, & Maarif, 2024).

In addition, educators must be very dedicated to their work. Having dedicated teachers is important because, compared to non-dedicated teachers, dedicated teachers are more likely to take responsibility for their work (Idrus, Abidin, Saputra, Rahman, & Shobri, 2022; Ismail, Junaedi, Hassan, & Nasikhin, 2024; Rachman et al., 2024). In most cases, dedicated educators will put in their best efforts at work so that they can focus on the success of the organization. The ability of an organization to achieve its goals depends on the level of dedication of its teachers; when teachers are highly committed, they will tend to give their best efforts, which in turn will increase productivity and help the madrasah achieve its goals (Batubara, 2016). If you think about it, the field is experiencing the opposite of the above assumptions. Teachers' work is not organized according to a predetermined plan; on the contrary, instructors are seen as passive recipients of instructions, lack initiative, and tend to accumulate work (Suyatno, 2019). Lacking initiative and drive, they simply carry out the tasks assigned to them without trying any harder to meet the needs of individuals in their communities (Amirudin, Supiana, Zaqiah, & Rohimah, 2024; Rohmadiyah, Zamroni, & Ismawati, 2024). If you look at the teacher's behavior, you will see that he likes to pile up work when the employer or others want him to.

Teachers with a high level of dedication take their duties more seriously, work harder to complete them, and invest more in their students' learning. Teachers may be more interested in their work if they know there is a government program that supports them through certification (Ali & Syarnubi, 2020). Teachers' dedication to the madrasah fosters a strong sense of intrinsic motivation. Teachers who lack intrinsic motivation tend to take less initiative in the classroom, which ultimately lowers student achievement

(Apologia, Mas'od, Masykuri, Hidayati, & Putra, 2024; Nadif, Nusucha, & Rofiq, 2023). Factors both inside and outside the classroom have an influence on the level of teacher dedication. When a teacher comes to work every day, it is not for profit; it is because of a sense of duty and responsibility towards students. According to (Colquitt, Lepine, & Wesson, 2015), one type of commitment is when workers remain in the company out of a sense of duty.

According to the first research on commitment issues in Madrasah Aliyah Negeri Kota Medan, factors such as status inequality between superiors and subordinates, lack of incentives for teachers to raise their standards, and teachers who prefer to remain silent and gossip were identified. Until the bell rings, the teacher leaves the classroom. With this teacher commitment, there will be no more late teachers and instructors who do not work hard. The findings of the money (monitoring and evaluation) conducted by the Section Head and the Education and Madrasah (Penmad) Team of the Ministry of Religious Affairs in North Sumatra revealed that there are still many madrasah teachers who still work less than the required hours per day. This provides further evidence of the lack of dedication of educators. Although the law states that all teachers must work during certain hours, in practice, teachers often go home after class hours because they feel they have completed their duties.

This is in line with several studies related to the level of dedication of an educator to their work, which is significantly influenced by organizational culture and work motivation. The level of dedication of educators is directly correlated with the quality of these two aspects (Ajwan, 2020; Azizah, Solikhin, & Lailiyah, 2024; Zulfa & Zuhriyah, 2024). (Yuniarti, 2019) found that both work motivation and competence positively influence a person's performance in their work. (Waluyo, Syarifuddin, & Anriani, 2023) found that a person's performance is also influenced by achievement, motivation, and competence in their work. According to studies that support the theory (Siregar, 2020; Yulaizah, 2017) Competence, motivation, discipline, and dedication all have a significant effect on employee performance.

To design a theoretical model and find solutions to the problem of work commitment of Madrasah Aliyah teachers, it is necessary first to understand the phenomena that occur in the field and the results of relevant research. These sources provide a theoretical overview of the factors believed to influence teachers' work commitment and empirical facts. An in-depth study of Medan City is needed. In principle, the findings of this study should contribute to scientific advancement by improving existing hypotheses and expanding the toolkit for future similar research.

## RESEARCH METHOD

This research is an example of *ex post facto* research, which is research that seeks to examine something after the fact to find out what causes it to happen (Sugiyono, 2017). Data is reported and statistical tests are carried out to obtain conclusions in this study.  $X_1$ , Personal Competence,  $X_2$ , and  $X_3$  which are dependent or dependent variables are influenced or changed or caused by independent factors which are often referred to as

exogenous variables. The existence of endogenous variables, namely work commitment ( $X_4$ ), affects or is the result of the dependent variable, which is a variable that is not directly controlled by exogenous variables.

The 360 participants were all MAN instructors based in Medan City. A group of educators were selected to participate in this study by following the procedure outlined in the Krejcie-Morgan Table. The reason for using the questionnaire as an instrument was that the responses obtained by the respondents were directly related to the variables under study. Out of the sample, 30 educators completed the competence, emotional stability, intrinsic motivation and work commitment questionnaires. The next step was to pilot test the questionnaire in order to obtain a quality research questionnaire. Validity and reliability are essential for an effective questionnaire. We used descriptive and inferential statistics to test the data. The purpose of descriptive statistics is to provide a broad overview of all observable variables.

## RESEARCH RESULTS AND DISCUSSION

### Results

#### Testing the 1<sup>st</sup> Hypothesis

The effect of personal competence ( $X_1$ ) on intrinsic motivation ( $X_3$ ) is a hypothesis that will be proposed, namely  $\rho_{31}$ . The criteria in a test reads “reject  $H_0$  if  $t_{\text{count}} \leq t_{\text{table}}$  and  $H_a$  is accepted if  $t_{\text{count}} > t_{\text{table}}$  with  $\alpha = 0.05$  and for  $dk = 191$  obtains a value of 1.96. The calculation results reveal that if  $t_{\text{count}} > t_{\text{table}}$ , namely  $5.331 > 1.96$ , it automatically rejects  $H_0$  and accepts  $H_a$ .

Table 1. Testing the Effect of  $X_1$  on  $X_3$

		Coefficients(a)				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72,259	8,289		8,717	,000
	Personal competence	,399	,075	,362	5,331	,000

a Dependent Variable: intrinsic motivation

Judging from the hypothesis testing generated in the study,  $\rho_{31} > 0$  means that the path coefficient of personal competence ( $X_1$ ) on intrinsic motivation ( $X_3$ ) is 0.362 with a significant level of  $\alpha = 0.05$ . Simply put, teachers of Madrasah Negeri Aliyah Medan City are directly influenced by the level of personal competence ( $X_1$ ) and intrinsic motivation ( $X_3$ ).

#### Testing the 2nd Hypothesis

The effect of emotional stability ( $X_2$ ) on intrinsic motivation ( $X_3$ ) is a hypothesis that will be proposed next, namely  $\rho_{32}$ . The criteria in a test reads “reject  $H_0$  if  $t_{\text{count}} \leq t_{\text{table}}$

and  $H_a$  is accepted if  $t_{\text{count}} > t_{\text{table}}$  with  $\alpha = 0.05$  and  $dk = 191$  obtaining a value of 1.96." The calculation results reveal that if  $t_{\text{count}} > t_{\text{table}}$  with a value of  $5.087 > 1.96$ , it automatically rejects  $H_0$  and accepts  $H_a$ .

Table 2. Testing the Influence  $X_2$  on  $X_3$

Model		Coefficients(a)				
		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	70,867	8,954		7,914	,000
	Emotional stability	,306	,060	,347	5,087	,000

a Dependent Variable: intrinsic motivation

Judging from the hypothesis testing generated in the study, namely  $\rho_{32} > 0$ , it means that the path coefficient of emotional stability ( $X_2$ ) on intrinsic motivation ( $X_3$ ) is 0.347 with a significant level of  $\alpha = 0.05$ ". Simply put, the results of this analysis show that the level of emotional stability ( $X_2$ ) affects the intrinsic motivation ( $X_3$ ) of teachers of Madrasah Negeri Aliyah Kota Medan.

### Testing the 3rd Hypothesis

The proposed hypothesis  $\rho_{41}$  discusses the effect of personal competence ( $X_1$ ) on work commitment ( $X_4$ ).

Table 3. Testing the Influence  $X_1$  on  $X_4$

Model		Coefficients(a)				
		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	86,010	8,446		10,183	,000
	Personal competence	,378	,076	,339	4,958	,000

a Dependent Variable: work commitment

The criteria in a test reads "reject  $H_0$  if  $t_{\text{count}} \leq t_{\text{table}}$  and  $H_a$  is accepted if  $t_{\text{count}} > t_{\text{table}}$  with  $\alpha = 0.05$  and  $dk = 191$  obtaining a value of 1.96. The calculation results reveal that if  $t_{\text{count}} > t_{\text{table}}$  with a value of  $4.958 > 1.96$ , it automatically rejects  $H_0$  and accepts  $H_a$ . Judging from the hypothesis testing generated in the study, namely  $\rho_{41} > 0$ , it means that the path coefficient of personal competence ( $X_1$ ) on work commitment ( $X_4$ ) is 0.339 with a significant level of  $\alpha = 0.05$ ". If explained again, the data shows that the level of dedication ( $X_4$ ) shown by teachers of Madrasah Negeri Aliyah Kota Medan is directly related to the level of personal competence ( $X_1$ ).

**Testing the 4th Hypothesis**

The proposed hypothesis  $\rho_{42}$  discusses the effect of emotional stability ( $X_2$ ) on work commitment ( $X_4$ ). The criteria in a test reads “reject  $H_0$  if  $t_{count} \leq t_{table}$  and  $H_a$  is accepted if  $t_{count} > t_{table}$  with  $\alpha = 0.05$  and  $dk = 191$  obtaining a value of 1.96.

Table 4. Testing the Influence  $X_2$  on  $X_4$

		Coefficients(a)				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,623	8,951		8,783	,000
	Emotional stability	,331	,060	,372	5,504	,000

a Dependent Variable: work commitment

The calculation results reveal that if  $t_{count} > t_{table}$  with a value of  $5.504 > 1.96$ , it automatically rejects  $H_0$  and accepts  $H_a$ . Judging from the hypothesis testing generated in the study, namely  $\rho_{42} > 0$ , it means that the path coefficient of emotional stability ( $X_2$ ) on work commitment ( $X_4$ ) is 0.372 with a significant level of  $\alpha = 0.05$ . In simple terms, the results of the analysis show that the level of emotional stability ( $X_2$ ) affects the level of work commitment ( $X_4$ ) in teachers of Madrasah Negeri Aliyah Kota Medan.

**Testing the 5th Hypothesis**

The hypothesis  $\rho_{43}$  states that intrinsic motivation ( $X_3$ ) affects work commitment ( $X_4$ ). The criteria in a test reads “reject  $H_0$  if  $t_{count} \leq t_{table}$  and  $H_a$  is accepted if  $t_{count} > t_{table}$  with  $\alpha = 0.05$  and  $dk = 191$  obtaining a value of 1.96. The calculation results reveal that if  $t_{count} > t_{table}$  with a value of  $20.467 > 1.96$ , it automatically rejects  $H_0$  and accepts  $H_a$ .

Table 5. Testing the Influence  $X_3$  on  $X_4$

		Coefficients(a)				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30,227	4,793		6,307	,000
	Intrinsic motivation	,838	,041	,530	20,467	,000

a Dependent Variable: work commitment

Judging from the hypothesis testing generated in the study, namely  $\rho_{43} > 0$ , it means that the path coefficient of intrinsic motivation ( $X_3$ ) on work commitment ( $X_4$ ) is 0.530 with a significant level of  $\alpha = 0.05$ . This means that this study reveals a unidirectional relationship between intrinsic motivation factors ( $X_3$ ) and work commitment ( $X_4$ ) in Madrasah Negeri Aliyah teachers in Medan City.

### Sixth Hypothesis Testing

The effect of personal competence ( $X_1$ ) on work commitment ( $X_4$ ) through intrinsic motivation ( $X_3$ ) is a hypothesis that will be proposed next, namely  $\rho_{41}$ . The criteria in a test reads “reject  $H_0$  if  $t_{count} \leq t_{table}$  and  $H_a$  is accepted if  $t_{count} > t_{table}$  with  $\alpha = 0.05$  and  $dk = 191$  obtaining a value of 1.96.” The calculation results reveal that if  $t_{count} > t_{table}$  with a value of  $18.712 > 1.96$ , it automatically rejects  $H_0$  and accepts  $H_a$ .

Table 6. Testing the Effect of  $X_1$  On  $X_4$  Through  $X_3$

		Coefficients(a)				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	26,618	5,927		4,491	,000
	Personal competence	,050	,048	,045	1,034	,302
	Intrinsic motivation	,822	,044	,814	18,712	,000

a Dependent Variable: work commitment

Judging from the hypothesis testing generated in the study,  $\rho_{32} > 0$ , means that the path coefficient of personal competence ( $X_1$ ) on work commitment ( $X_4$ ) through intrinsic motivation ( $X_3$ ) is 0.814 with a significant level of  $\alpha = 0.05$ . Explained further, the research findings indicate that teachers in Madrasah Negeri Aliyah Kota Medan have intrinsic motivation ( $X_3$ ), which in turn affects their work commitment ( $X_4$ ).

### Testing the 7th Hypothesis

The effect of emotional stability ( $X_2$ ) on work commitment ( $X_4$ ) through intrinsic motivation ( $X_3$ ) is the hypothesis that will be proposed next, namely  $\rho_{42}$ . The criteria in a test reads “reject  $H_0$  if  $t_{count} \leq t_{table}$  and  $H_a$  is accepted if  $t_{count} > t_{table}$  with  $\alpha = 0.05$  and  $dk = 191$  obtaining a value of 1.96.” The calculation results reveal that if  $t_{count} > t_{table}$  with a value of  $18.623 > 1.96$ , it automatically rejects  $H_0$  and accepts  $H_a$ .

Table 7. Testing the Effect of  $X_2$  On  $X_4$  Through  $X_3$

		Coefficients(a)				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	21,572	6,140		3,513	,001
	Emotional stability	,085	,038	,095	2,220	,028
	Intrinsic motivation	,805	,043	,797	18,623	,000

a Dependent Variable: work commitment

Judging from the hypothesis testing generated in the study, namely  $\rho_{42.3} > 0$ , it means that the path coefficient of emotional stability ( $X_2$ ) on work commitment ( $X_4$ ) through intrinsic motivation ( $X_3$ ) is 0.797 with a significant level  $\alpha = 0.05$ . That is, the research shows that teachers of Madrasah Negeri Aliyah in Medan City are more committed to their profession ( $X_4$ ) when their emotions are stable ( $X_2$ ), through the medium of intrinsic motivation ( $X_3$ ).

**Testing the 8th Hypothesis**

The proposed hypothesis  $\rho_{42}$  seeks the simultaneous influence of personal competence ( $X_1$ ), emotional stability ( $X_2$ ) and intrinsic motivation ( $X_3$ ) on work commitment ( $X_4$ ). The criteria in a test reads “reject  $H_0$  if  $F_{hitung} \leq F_{tabel}$  and  $H_a$  is accepted if  $F_{hitung} > F_{tabel}$  with  $\alpha = 0.05$  while  $N = 191$ .

Table 8.  
ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27148,457	3	9049,486	144,350	,000(a)
	Residual	11723,302	187	62,691		
	Total	38871,759	190			

a Predictors: (Constant), intrinsic motivation, emotional stability, personal competence

b Dependent Variable: work commitment

Table 9. Testing the Effect of  $X_1, X_2$  and  $X_3$  on  $X_4$  Simultaneously

**Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	18,583	6,945		2,676	,008
	Personal competence	,044	,048	,040	,922	,358
	Emotional stability	,083	,038	,093	2,164	,032
	Intrinsic motivation	,791	,046	,784	17,298	,000

a Dependent Variable: work commitment

In this case, the simultaneous effect of personal competence variables ( $X_1$ ), emotional stability ( $X_2$ ) and intrinsic motivation ( $X_3$ ) on work commitment ( $X_4$ ) can be described as follows: the  $F_{count}$  price is 144.35 with the  $F_{table}$  price with  $N = 191$  at the  $\alpha = 0.05$  level is 3.893”. Work commitment ( $X_4$ ) is influenced by personal competence ( $X_1$ ), emotional stability ( $X_2$ ), and intrinsic motivation ( $X_3$ ) at the same time because the  $F_{count}$  price is higher than the  $F_{table}$  price.



Based on the overall calculation results, it can be interpreted that the findings of this study provide objective information, where all exogenous variables  $X_1$  and  $X_2$  are accepted, because statistically structure 1 path coefficients are all significant, after trimming. The variable of personal competence ( $X_1$ ) provides a direct influence on intrinsic motivation ( $X_3$ ) of teachers of Madrasah Aliyah Negeri Kota Medan by  $(0.362) \times 100\% = 36.20\%$ , and the remaining ( $e_{13}$ ) =  $(0.638) \times 100\% = 63.80\%$  is an influence outside the variable of personal competence ( $X_1$ ). The emotional stability variable ( $X_2$ ) has a direct influence on intrinsic motivation ( $X_3$ ) of Medan City State Aliyah Madrasah teachers by  $(0.347) \times 100\% = 34.70\%$ , and the remaining ( $e_{23}$ ) =  $(0.653) \times 100\% = 65.30\%$  is an influence outside the emotional stability variable ( $X_2$ ).

Based on statistical testing, all exogenous variables  $X_1$ ,  $X_2$ , and  $X_3$  are accepted, because the structure 2 coefficients are all statistically significant. On the personal competence variable ( $X_1$ ) provides a direct influence on work commitment ( $X_4$ ) in carrying out tasks  $(0.339) \times 100\% = 33.90\%$  and a direct influence of ( $e_{14}$ ) =  $(0.661) \times 100\% = 66.10\%$  is an influence outside the personal competence variable ( $X_1$ ). Meanwhile, the emotional stability variable ( $X_2$ ) has a direct effect on work commitment ( $X_4$ ) in carrying out tasks  $(0.372) \times 100\% = 37.20\%$  and a direct effect of ( $e_{24}$ ) =  $(0.628) \times 100\% = 62.80\%$  is an influence outside the emotional stability variable ( $X_2$ ). The intrinsic motivation variable ( $X_3$ ) has a direct influence on work commitment ( $X_4$ ) in carrying out tasks of  $(0.530) \times 100\% = 53.00\%$  and a direct influence of ( $e_{34}$ ) =  $(0.470) \times 100\% = 47.00\%$  is an influence outside the intrinsic motivation variable ( $X_3$ ).

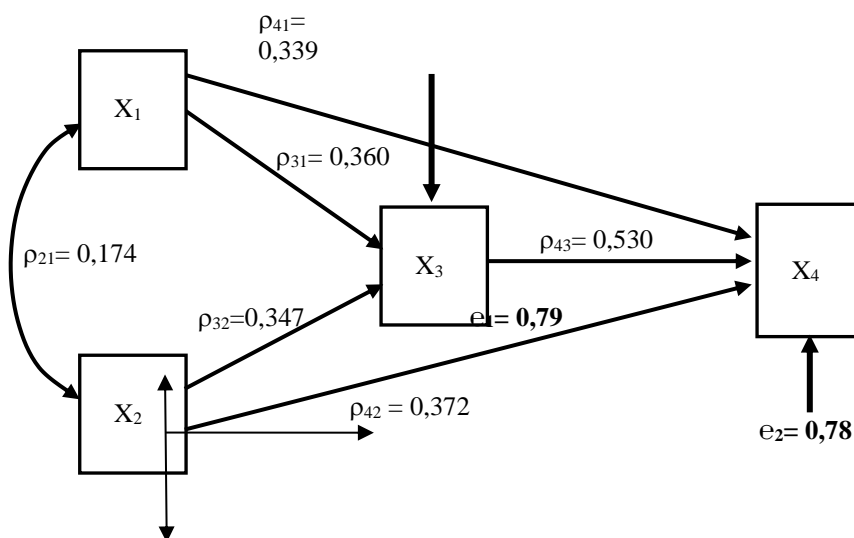


Figure 1: Empirical Causal Relationship between Variables  $X_1$ ,  $X_2$ , and  $X_3$  on  $X_4$

Based on these results, it can be interpreted that the research findings show that the four variables used to build a specific theoretical model of work commitment in carrying out tasks are not fully influenced by personal competence, emotional stability and intrinsic motivation. It also examines that the results of this study can be used for the transformation of personal competence, emotional stability and intrinsic motivation,

which directly or indirectly affect work commitment when carrying out tasks at Madrasah Aliyah Negeri Kota Medan.

### Discussion

According to the study, 36.20 percent of the difference in intrinsic motivation is caused by the level of one's personal competence. This indicates that the intrinsic motivation of Madrasah Aliyah teachers in Medan City State is influenced by their competence. When viewed from the level of tendency of personal competence, the moderate category is as much as 48.69%. The amount of influence given by the personal competence variable on work commitment is quite high, the correlation between the level of personal competence of teachers and the intrinsic motivation of their students has been shown experimentally. In this case, a teacher's personal competence has a significant impact on their intrinsic motivation. When a teacher demonstrates a high level of personal competence, including strong qualifications, deep competence, and consistent professional attitudes and ethics, this tends to increase their intrinsic motivation in carrying out educational tasks (Pianda, 2018).

Furthermore, factors such as ongoing education and training, diverse teaching experiences, and commitment to the profession can be key drivers in increasing teachers' intrinsic motivation (Anggraeni, Lubis, & Yulia, 2022). Teachers who feel supported to continuously develop themselves, achieve, and be recognized for their achievements (Illahi, 2020) tend to have high levels of motivation. In addition, a work environment that promotes collaboration, self-development, and recognition of achievements also plays an important role in strengthening the relationship between teachers' personal competencies and their intrinsic motivation. Thus, paying attention to and strengthening teachers' personal competencies can be an effective strategy in improving the quality of learning and increasing job satisfaction (Ahmadiansah, 2016), which will ultimately have a positive impact on learner achievement and the sustainability of the teaching profession itself (Siahaan & Bayoangin, 2014).

According to the study, emotional stability has a direct impact of 34.70 percent on intrinsic motivation. This means that the level of emotional stability of teachers of Madrasah Aliyah Negeri Kota Medan affects their intrinsic motivation. When viewed from the level of emotional stability tendency, which is 54.97%, it is categorized as high. This finding has empirically shown and proven that higher emotional stability will affect the intrinsic motivation of teachers of Madrasah Aliyah Negeri Kota Medan. Emotional stability is defined as the ability to maintain one's emotional state when faced with difficulties (Fadhillah, 2016). Emotional stability as described by (Hurlock, 2007) is characterized by the absence of fluctuations from one mood or feeling to another within a certain period of time. In the context of personal and professional development, understanding the relationship between emotional stability and intrinsic motivation is important. Individuals who are able to manage their emotions and feel intrinsically motivated are more likely to achieve success in various aspects of life (Judge & Bono, 2001). Teachers' capacity to be emotionally stable has a direct impact on their

engagement and contribution to the collective mission of the school. According to (Ajwan, 2020; Batubara, 2016), there is a negative correlation between emotional stability and work engagement and dedication, while a positive correlation indicates that emotional stability has the opposite impact.

The magnitude of the effect of personal competence directly on work commitment is 33.90%. Personal competence is still classified as moderate, which is 48.69% when viewed from the degree of tendency. There is empirical evidence that a person's level of personal skills affects his level of dedication to his work. High teacher personal competence will have a positive impact on their work commitment (Lafendry, 2020). In addition, educators with strong personal competence will never give up no matter what obstacles they face, all for the sake of achieving excellence. Teachers with low self-confidence will not give their best effort in the classroom, resulting in substandard outcomes for their students (Adriana, Santoso, Adijaya, & Srinio, 2023; Akmalia, 2019; Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023). And there is a clear correlation between intrinsic motivation and teacher performance of 53.000%, according to the research findings. This means that intrinsic motivation and work dedication are not only related, but also mutually supportive. Although there are many other factors that influence employee dedication to their work, the intrinsic motivation of the teachers of Madrasah Aliyah Negeri Kota Medan is one of the main factors (Masturin, 2022).

The extent to which a teacher is able to direct his or her innate drive into the profession is greatly influenced by his or her own level of competence, which can be channeled through intrinsic motivation. When a teacher demonstrates a high level of personal competence, such as having adequate qualifications, strong competence and dedication to the profession, this tends to increase their intrinsic motivation. High intrinsic motivation encourages teachers to try harder, pursue better quality in learning, and continue to develop themselves to increase their work commitment (Octavia, 2021). Individuals who can control their emotions tend to be better able to maintain strong intrinsic motivation and high work commitment, even in stressful situations. Strong intrinsic motivation drives high work commitment (Abidin, 2024; Masturin, 2024).

High levels of personal competence, emotional stability, intrinsic motivation, and work commitment especially in Madrasah Aliyah Negeri Kota Medan have a positive impact on the organization. Teachers who possess this combination tend to be more productive, have better retention, and contribute positively to madrasah goals. Madrasahs that understand the importance of these factors can develop strategies to improve teachers' own competencies, even support their emotional well-being, and motivate them through relevant and satisfying tasks. Madrasahs can also play an important role in developing teachers' personal competencies through training and development (Kameo, 2013). This can include technical training, interpersonal skills training, and leadership development programs. In addition, madrasahs can provide resources and support for stress management for teachers who teach at Madrasah Aliyah Negeri Kota Medan, even emotional well-being, and support teachers in managing pressures that may arise in the student learning environment.

Personal competence is an aspect of a person's personality and cultural values, which in turn affects a person's level of motivation, according to the organizational behavior integration model (Colquitt et al., 2015) which is corroborated by the results of this study. The results of this study corroborate the previously cited assumption that instructors' intrinsic motivation is greatly enhanced by their competencies. Competence, motivation, discipline, and organizational commitment all have a good and large influence on employee performance; the results of this study corroborate the results of (Siregar, 2020). In addition, research shows that factors including emotional stability, achievement drive, social cohesion, and openness to change affect self-esteem (Arifin, Rofiq, & Aliani, 2022; Dirgantara, 2020; Okwuduba, Nwosu, Okigbo, Samuel, & Achugbu, 2021). In addition, research shows that intrinsic motivation significantly increases organizational commitment (Triadi, Hidayah, & Fasochah, 2019), suggesting that the correlation between the two is causal. Emotional stability has a significant effect on performance, according to (Alamsyah, 2020) found that employee performance is influenced by the level of intrinsic motivation, competence, and communication (Samseptiany, Baedowi, & Arisyanto, 2022).

## **CONCLUSIONS**

Personal competence has an influence of 36.20 percent on intrinsic motivation, according to the results of this study. The results of this study show that improving teachers' personal competence is one way to increase their intrinsic motivation. A teacher can continuously strive to improve his or her competence by doing activities such as reading educational books and attending training sessions and workshops. A teacher will find it difficult to reach his or her full potential if he or she experiences stress while teaching. It is important for educators to have a positive outlook on work once they start their career. Intrinsic motivation can develop in such an environment. The development of intrinsic motivation will be hindered as long as educators maintain their biased outlook and perceive the job as a burden.

Pendidik harus memperhatikan produk akhir dan langkah-langkah yang digunakan untuk mencapainya. Dalam pendekatan ini, dorongan intrinsik pendidik untuk melakukan pekerjaan dengan baik dapat tumbuh dan mengakar ketika mereka melaksanakan tugasnya. Guru didorong untuk secara konsisten menilai bagaimana melaksanakan tugas dan kewajibannya untuk meningkatkan dedikasi mereka terhadap karir mereka. Sumbangan keilmuan dalam penelitian ini bahwa disarankan agar para pendidik meningkatkan keterampilan mereka terkait dengan peran dan tanggung jawab mereka untuk meningkatkan hasil di masa mendatang. Tujuannya agar membantu siswa menjadi lebih kompeten dalam mata pelajaran khususnya dalam meningkatkan keterampilannya, membangun rasa percaya diri, bekerja sama dengan teman setingkatnya, dan berperan aktif dalam diskusi kelas. Ketersediaan instruktur untuk berpartisipasi aktif dalam memperbaiki kondisi kerja di madrasah disarankan sebagai sarana untuk meningkatkan motivasi kerja. Selain itu, para pendidik yang bekerja di madrasah harus terbuka untuk memaksimalkan sumber daya yang mereka miliki.

Karena penelitian ini hanya melibatkan pendidik Madrasah Aliyah Negeri Kota Medan, maka temuan ini memiliki keterbatasan dimana hanya dapat diterapkan pada kelompok yang memiliki kesamaan sifat dengan sampel penelitian lainnya.

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