



# Teacher's competence and performance: A systematic theoretical study

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## ABSTRACT

One of the goals of vocational revitalization is the improvement of educators/teachers' competence. This is considered important as the competence is the main capital for managing learning process, besides knowing the functions and duties as a teacher in the classroom, which can be in the form of the teachers' performance. However, these two things are not obtained instantly, but a process and several factors have influenced them as well. This study aims to find some factors that can affect competence and performance based on the previous research as well as potential factors that likely influence. By using the Systematic Literature Review (SLR) method, seven factors and three potential factors along with their measurement indicators have been proven to influence the competence and the performance. Thus, it can be concluded that to find out the relationship between potential factors such as social media, a religion and a healthy lifestyle on the teachers' competence and performance, it is necessary to prove the findings in this article.



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## 1. Introduction

The revitalization of vocational high schools has four points, namely revitalization of the curriculum, educators and education staff, cooperation with the business world or industrial world, and the quality of vocational schools' graduates. In terms of educators and education staff especially teachers, revitalization is to provide teacher's certification and improve teacher competence with internship programs, especially for productive teachers who teach expertise in certain fields. Seeing that the revitalization program also focuses on increasing teacher competence, it can be said that teacher competence is considered important in improving the quality of vocational education in accordance with the objectives of revitalization. Before discussing further about teacher competence, the first to know is the role of a teacher including to manage classrooms, provide learning, and supervise students. To do these things, the teachers must have good performance and competence. The teacher performance is to know clearly the function of the teachers. Teachers have a responsibility to look at everything that happens in the classroom to aid students' development. Therefore, to get into and process the class well in order to make sure subject can be delivered well, a good performance is also needed. Based on research conducted [1], [2], it was found that when the competence of a teacher is high, the teacher performance is also higher, so it can be concluded that the two have a relationship. Four teacher competencies have contributed to their performance in teaching, as well as the learning process [3]. Considering that teacher performance can be influenced by their competence, it is necessary to review what factors can affect teacher competence. The improvement of teacher competence continues to be carried out through programs and also needs to be developed through the teachers themselves, this is because teacher competence is considered important in improving the competence of vocational high school's graduates [4]–[7]. Thus, along with an increasing improvement of teacher competence, it can improve the competence of graduates and the roles of teachers. The roles are not only as a teacher, but it also involves as a role model, supervisor, and educator who can make vocational graduates become complete human beings who can master their

competencies as well as being individuals who are in accordance with religious norms and good attitudes. Teacher competence can be influenced by several things, and there have been many studies that discuss it such as competence influenced by previous education [8], environment [9], self-improvement [10], commitment, and job satisfaction [11]. In addition to several factors that have been studied previously, there are several factors that need to be studied because they are important components in solving emerged or popular problems in the last few months and are related to the covid-19 pandemic. This is namely being a teacher is not only to have required competencies, but teacher is also advised to keep following with the development of knowledge and media, especially in vocational high schools because the knowledge taught must be in accordance with the needs of today's society and the use of the latest technology. The new orientation in the implementation of vocational high school revitalization is to anticipate the Industrial Revolution (RI) 4.0. RI 4.0 provides an important role in the use of technology in every organization [12]. The influence of RI 4.0 also has an influence on the education sector, where learning that adopts changes in RI 4.0 makes learning more effective, and the application of several technologies also makes teachers more creative in designing a lesson [13]. This creates a new challenge for teachers in providing learning that makes maximum use of technology. One of the technologies that are familiar and widely used by many students today is a social media.

Social media has been widely used by teenagers, so the focus of using social media in learning can be an alternative because students have often used it. Several studies reveal that the use of social media in learning has an influence on learning outcomes and some skills including writing skill, through the use of social media, students are also actively involved in learning [14], [15]. The use of social media in this learning does not only have an influence on students, but it also affection teachers. This use affects the creativity of teachers in using media and resources simultaneously, where through social media they can understand how to find learning resources and present them in a more attractive form digitally [16]. The use of social media in learning enables teachers to create collaborative and communicative classroom conditions, therefore increasing their creativity and understanding of their important tasks [17]. Referring to the 2013 curriculum prioritizing the character education as a result of high number of violence cases or juvenile delinquency that are not in accordance with religious norms, the character education is presented through religious moral values integrated into subjects, so teachers need to understand more about religious moral values in advance to integrate it with subjects [18]. With the religious integration into the subjects and its application when learning, this is not only attitudes or characters that can be formed, but it will also improve the quality of education as supported by research [19]. Understanding religion and its implementation in daily activities will also affect decision making in solving a problem and this will have an influence on one's social capital [20]. Social capital itself can be interpreted as a relationship among humans in a social life that focuses on mutual benefit between the two.

Being a teacher who has a job to carry out daily learning and always be ready to face various problems of students with various different characters requires high focus and energy, so the stamina and teacher's health must be maintained. According to Law No. 39 of 2009, maintaining one's health will also affect one's productivity. Employees who have more health risks will experience high absence compared to employees with less risk, so this can affect their productivity or job performance [21]. To improve or maintain a person's health, it is necessary to change habits into a healthy lifestyle. The healthy lifestyle is referred to not only a habit to avoid disease, but it is also related to physical and mental health. A person's healthy lifestyle can affect their behavior in the social environment, because by applying the right healthy lifestyle, it will affect the person's decision making or actions [22]. From some of these studies, it is very important for teachers to have a good health by implementing the right healthy lifestyle to maintain their stamina which can affect their performance as a teacher as well as increasing their competence. Based on the explanation of previous studies, it is needed to conduct a study that aims to determine the amount of contribution to the religious components, social media, and healthy lifestyles of teachers who are expected to be able to affect their competence to support teacher performance as required and regulated in legislation, However, before conducting the research, there is a must to know how to measure each of these variables for each research subject and being adjusted to the relevant indicators so the results obtained are in accordance with the objectives.

## 2. Method

The method used in writing this article is Systematic Literature Review (SLR). This aims to answer research questions through the process of identifying, assessing, and interpreting all available of research evidences. The steps in the SLR are (1) Formulating Research Questions, (2) Selecting and Evaluating Relevant Studies, (3) Locating Studies, (4) Analyzing the Findings, and (5) Reporting the Results.

### 2.1. Formulating Research Question

The keywords and questions which will be covered should be defined before starting an article search. This is useful so the articles will always be relevant to the answers that need to find. [Table 1](#) is the structure of keywords and questions.

**Table 1.** Keywords Structure for Research

Population	Intervention	Comparison	Outcomes	Context
Performance, teacher performance, teacher competence, social media, social network, the use of social media, religiosity, healthy lifestyle	Religious orientation, spiritual intelligence, clean lifestyle	The comparison of the use of each indicator for instrument	The definition of each variable and indicator to measure it	The related research which aims at teachers in vocational high schools

In addition to the keywords listed in [Table 1](#), article searches can also be done using the research questions contained in [Table 2](#).

**Table 2.** Research Questions

ID	Research Question	Motivation
RQ1	What is teacher performance and are indicators to measure it?	Identifying the definition of teacher performance and its indicators
RQ2	What is teacher competence and are indicators to measure it?	Identifying the definition of teacher competence and its indicators
RQ3	What are the possible variables to influence teacher performance and competence?	Identifying variables which can influence teacher performance and competence
RQ4	What is social media in relation to teachers and are indicators to measure it?	Identifying social media, research related to teachers and its indicators
RQ5	What is religiosity in relation to teachers and are indicators to measure it?	Identifying religiosity, research related to teachers and its indicators
RQ6	What is healthy lifestyle in relation to teachers and are indicators to measure it?	Identifying healthy lifestyle, research related to teachers and its indicators

### 2.2. Selecting and Evaluating Relevant Studies

At this stage, the selection and evaluation of studies will be conducted based on several criteria. These selection criteria were adjusted to the questions in [Table 1](#), with the parameters presented in [Table 3](#).

**Table 3.** Criteria of Choosing Journals

ID	Criteria
K1	Research that discusses about teacher performance, teacher competence, social media, religiosity, and healthy lifestyle
K2	Research that discusses about the relationship of each variable
K3	Research about the development or the comparison of instrument and indicator used to measure variables
K4	Regulations, conference, and journals published on 2010 - 2021

### 2.3. Locating Studies

Data were obtained from various online journal sites such as ScienceDirect, ResearchGate, etc. The journals searching focuses on definitions, measurement indicators, and instruments which are developed or in accordance with those formulated in [Table 2](#). Several things that need to be limited are the searching for teacher competency indicators which must refer to the four competencies as stipulated in the law.

## 2.4. Analyzing Studies

After searching data, the data or journals that have been found related to the search will be analyzed according to the objectives of research.

## 2.5. Reporting the Results

At this stage, the researcher reports the results of the data analysis that have been done. The results of this study are in the form of recommendations for instruments and indicators that can be used to measure each variable. Based on the stages of the SLR method that have been discussed earlier, the following flow diagrams for each stage that have been done, can be seen in [Figure 1](#).

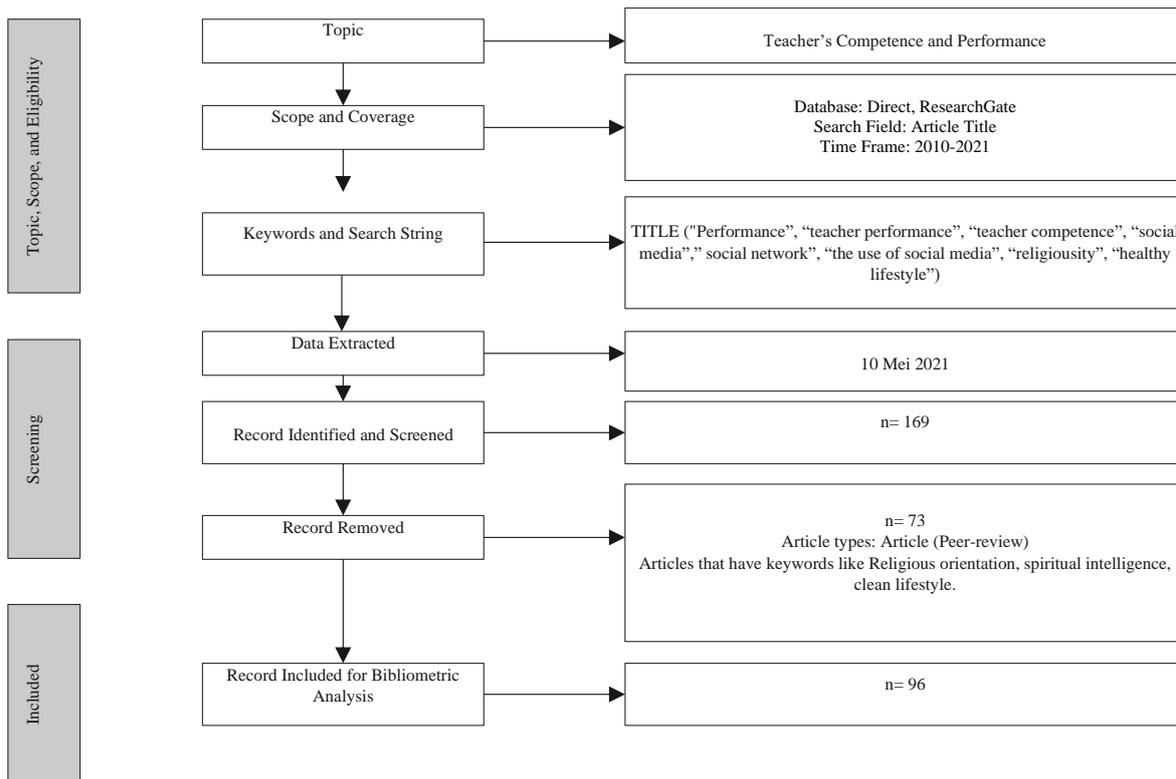


Fig. 1. Preferred Reporting Items (PRISMA) Flow Diagram

## 3. Results and Discussions

Doing a job requires a competence. These two things are interconnected because to complete work in certain fields, competencies that meet the requirements are also needed so the objectives of the work will be achieved. When someone already has the appropriate competence for the job, the performance will also be seen. However, every job has meaning and indicators for each performance and competence. The following are the results of a search for journals related to performance and competence for teachers.

### 3.1. Teacher's Performance

Performance of a job can be interpreted when the goals of the job or organization are achieved as well as how the quality of work of a worker [23]. The job performance as a teacher will affect the learning process because the main purpose of a teacher is to manage learning and the classroom [24], so it will also affect learning outcomes [25], students' character [26], and student competence [27]. Looking at the teacher performance that greatly affects all these aspects, it is very essential to measure the performance of a teacher and the things that affect it. Several studies have measured the performance of a teacher with various indicators. The comparison of instruments to measure teacher performance based on indicators that have been carried out can be seen in [Table 4](#).

**Table 4.** Instrument Indicators of Teacher's Performance

Researches	Indicators
Work Performance Questionnaire [28]	Work quality Speed/ accuracy of work Work initiative Work ability Communication
Teacher Job Performance [29]	Teaching Planning Classroom Organization Monitoring and Evaluation Classroom Atmosphere and Discipline Teacher Leadership
Teacher Job Performance [30]	Teaching Learning Process Pupil's Outcomes Community Involvement Professional Growth and Development

If looking at the meaning of teacher performance, to measure this, it must be returned to how and what qualifications or competencies as teachers are. Thus, of the two instruments that have been used to measure work performance, looking at the relationship between indicators and teacher competencies regulated in the Act, researcher will apply the instruments developed by [31] because the use of instruments by Koswara and Rasto does not specifically refer to the duties and functions of teachers in learning [28], [29].

### 3.2. Teacher's Competence

The teaching profession is a professional position that plays an important role in the learning process. Therefore, teachers must have competencies according to their qualifications. Teacher competencies regulated in Law Number 14 of 2005 concerning on Teachers and Lecturers include four competencies, namely (1) pedagogic competence, the ability to manage learning, (2) personality competence, the ability to have a strong personality, noble character, be wise and authoritative, and become role models for students, (3) social competence, the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community, and (4) professional competence, the ability to master subject extensively and deeply. When the teacher has the required competence, the main task will be carried out optimally and learning will take place effectively [1]. By having competent teachers, student achievement will also be higher [32]. Each teacher competence has an effect on learning achievement [33] as it is very crucial to measure teacher competence so schools and the government can make the results of measuring teacher competence as an evaluation. In the practice, there are currently three kinds of competency measurement according to Law Number 14 of 2005, namely (1) Teacher Education Program which requires an academic potential test as well as a pedagogic test, an academic test, and an aptitude test; (2) Teacher Competency Test (UKG) which measures pedagogic and professional competence for teachers who have been certified or not; and (3) Teacher Performance Assessment (PKG) which is conducted twice a year to measure pedagogic, professional, personality, and social competencies. Of the three measurements or tests, PKG is done better because PKG can produce a diagnosis of teacher strengths and weaknesses, can assess cognitive and non-cognitive aspects developed procedurally with various kinds of analysis [34]. An assessment instrument to test teacher competency has been developed and is based on four competencies as well as obtaining valid and reliable results [35].

### 3.3. Potential Factors which Affect Teacher Performance and Competence

The competence of a teacher is not obtained briefly as well as teacher performance. Based on previous research, there are several potential factors that can affect teacher competence and performance. Some of these factors can be seen in Figure 2.

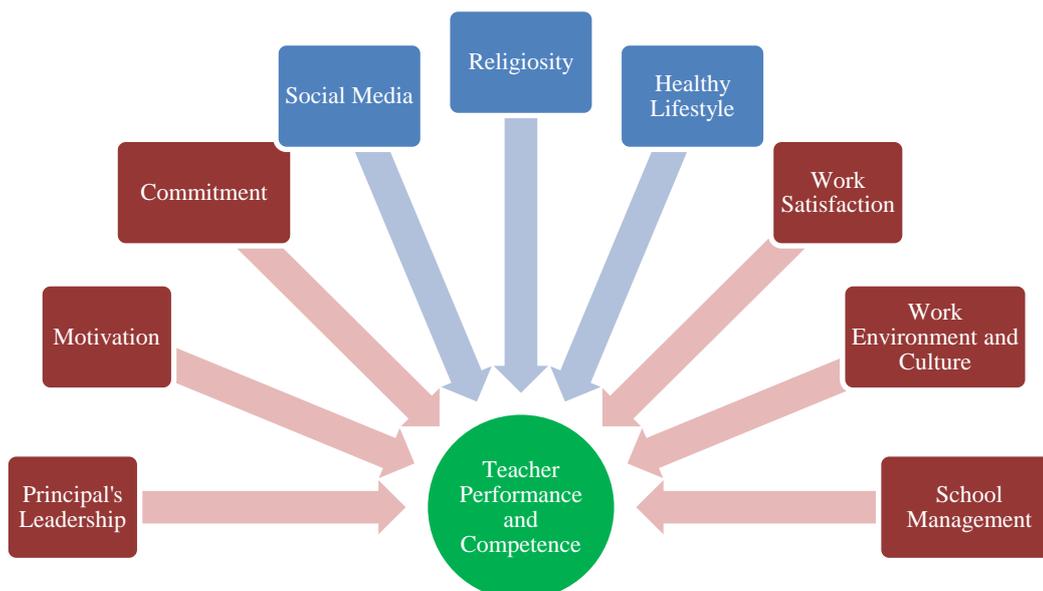


Fig. 2. Factors affecting teacher performance and competence

### 3.4. Factors which are proven to affect teacher competence and performance

In Figure 1, the factors in are factors that have been studied before and have been shown to affect teacher performance and competence. The following is an explanation of these factors:

- Leadership;** Leadership is a pivotal part that must be owned by principals because it is main point to improve the quality of schools [36], and school effectiveness which shows the ability of schools to carry out their functions optimally in order to achieve the goals set and improve the quality of education [37]. According to Permendikbud Number 6 of 2018, the principal's workload is entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff. If it is linked between leadership and teachers, it can be said that the principal's pedagogic leadership can affect teacher performance [38]. This is because to supervise teachers, principals must understand well about pedagogy so they can also provide input that can improve teacher competence apart from supervising teachers. The principal who is school policy determiner is required to always improve the effectiveness of his leadership. The leadership here is the extent to which the principal really helps the group or organization achieve school goals, one of which is the teaching performance of teachers [39]. Apart from the pedagogical leadership of principals that have been discussed previously, several studies related to leadership styles are often carried out. Various leadership styles have been defined according to the researcher's point of view. The leadership style itself is divided into four, namely democratic, autocratic, laissez-faire and transformational. Based on the results of research on leadership style factors, individual and management considerations factors on the principal's transformational leadership style are the most influential factor on teacher performance [40], meanwhile according to democratic and autocratic leadership styles have more influential than other leadership styles [41]. In addition to the four leadership styles, the delegative leadership style has a positive effect on improving teacher teaching performance [42]. Simply put generally, regardless of which leadership style the principal has, any leadership style has an influence on teacher performance [43], [44].
- Motivation;** Motivation is a force that can encourage someone to do or achieve something. Many studies have discussed the influence of motivation on other things including motivation can affect the performance and competence of teachers [45]. Some researchers even divide motivation into more specific things, starting with choosing a job, becoming a teacher is a personal choice of each. In choosing a job as a teacher, a person has the drive or motivation, when the motivation to choose a job as a teacher comes from oneself, then the teaching performance will be better when compared to someone who is forced to become a teacher [29]. Another motivation is work motivation, which is something that excites a person to work. The work motivation obtained by a teacher from the principal has an influence on his work performance [43]. In addition to work motivation obtained from the principal, work motivation

obtained from job satisfaction also has a positive influence [46]. Education is evolving according to the needs, therefore teachers who provide learning must be able to follow these developments. However, not all schools are able to provide an opportunity for a teacher to develop, even though this opportunity is one of the motivations that can affect teacher performance [47]. When the opportunity to develop is given, both knowledge and achievement will increase, getting an achievement is also one of the motivations so that the teacher's performance will be better than before [38], [48].

- **Commitment;** Commitment in an organization can be understood as trust, willingness, and strong desire to work for the organization in accordance with the values and goals of the organization [49]. One aspect that can determine the success of education reform and school effectiveness is teacher organizational commitment because highly committed teachers are willing to give their extra effort to achieve the school's vision and goals [50]. When an employee's commitment is high, their work performance will also increase [51]. In educational organizations or agencies, a teacher's commitment will affect their performance and competence as a teacher [2], [48]. Apart from individual commitment, there is organizational commitment, where a person's commitment to an organization consists of three components; affective commitment, rational commitment, and normative commitment. Of the three components of organizational commitment, all of them have a positive influence on teacher performance [52]. A strong relationship between teachers and schools will produce behavioral tendencies to support the goals of the school, while one of the goals of the school is to produce graduates who have competence through learning, so when the relationship is well established, the teacher will support these goals by having a good performance [53].
- **Work Satisfaction;** Job satisfaction is an attitude that a person shows and comes from an emotional response to the work that one does. This is considered important because employee's job satisfaction can affect their work performance [23]. Job satisfaction as an emotional response to a teacher's work can be from various aspects, such as getting awards, recognition from schools, and opportunities to develop knowledge and careers, all aspects of a teacher's job satisfaction can affect their competence and performance [38], [45]. When job satisfaction increases, motivation will increase, and together affect teacher performance [46]. Job satisfaction is one of the attitudes that is resulted from the school's treatment of teachers, so it forms the relationship between teachers and schools. When the relationship is good, the teacher's self-development will be easy to complete, especially with regard to teacher performance [54]. Assessing teacher's job satisfaction is very important, so learning is carried out effectively [55]. Teachers who have a high level of job satisfaction will assume that being a teacher is an ideal job for themselves, so productivity will increase, along with increased productivity, they will also develop and maintain their performance [56].
- **Work Environment and Culture;** Some of the competencies that must be owned by a teacher are personality and social competencies. The family and school environment have an influence on the child's personality, where the personality will support the way they socialize in the community [57], so it can be said that the school environment where teachers work can affect their competence. The ideal school environment has many definitions, because it is not only related to the work environment of fellow teachers, but it is also about learning, in general a comfortable and safe work environment will improve the performance of a teacher [58]. The work environment can also create organizational culture, such as improving communication in work teams, maintaining team togetherness, and collaborating in completing tasks as well as improving performance [59]. Another school culture is the spiritual culture of the school organization, a culture that believes that every individual can develop and interpret the goals of their work. This will motivate individual to contribute to school activities which this kind of culture can have an influence on teacher competence and performance [38]. In addition to the work culture environment, the school environment is often called the school climate meaning a situation that is formed by the relationship between school members and makes the characteristics of the school. This school climate is one of the variables that can affect various things, such as learning achievement, teacher behavior and job satisfaction, teacher work motivation, teacher moral and creativity, as well as teacher performance and discipline [60]. School climate also affects teacher stress or depression levels, which in turn will affect teacher performance in the classroom [61]. Because the school climate is shaped by the relationship

between school members, it will affect teacher job satisfaction [62], and teacher commitment to school [63]. As discussed earlier, both are variables that can affect work performance.

- **School Management;** Management is needed in every organization. Management means as a way to organize something, while school management is the arrangements made in schools. For a smaller scope, the teacher must be able to become a manager in the learning process to achieve learning objectives or goals. In the class, the teacher becomes the main manager which the way how the teacher manages a class will affect their performance [64]. In addition to be a manager in the class, teacher participation in managing the school is also needed as a school citizen. When teachers are capable and always follow every management in school, the management in learning will also increase, which means that their performance as teachers will also be affected [58]. Not only teacher participation in school management, teachers must have good time management because the learning process carried out by teachers has a certain time limit for each meeting, so their teaching performance will be better as well [65]. Management in schools can affect student academic achievement [66], so teachers will be required to be a good manager in the class. One of the variables or indicators to measure school management is to measure the professional development of teachers so it can be said that the two factors influence each other [67]. To carry out school management, the principal has a major role in it, the leadership style or decision making of the principal will greatly affect school management [68]. Thus, according to the discussion on the leadership variable, school management plays an important role in teacher performance.

### 3.5. The possible factors which affect on teacher competence and performance

In Figure 1, the factors in blue are potential factors that may affect teacher competence and performance. The following is a systematic explanation of the following potential factors:

- **Social Media;** Social media plays a vital role in making us feel more familiar with the world with an easy access to information and expanding friendship networks. Social media is often associated with social networks. Actually, these two are interconnected where social media can be defined as digital media for exchanging information between users, while social networks are activities or actions that are done when people have the same interest to establish relationships [69]. From this definition, social media is broader in scope, so it can be said that social media is a social network that is added with features to exchange information and becomes the most important feature [70]. Due to the wide scope of social media, it is used in all fields, from business to learning. It is proven that the use of social media can have an effect on collaboration and involvement of students in learning [71], as well as improving student learning outcomes [72]. When the use of social media has an influence on learning outcomes and student competency, teachers must also be able to use and utilize social media because social media can improve teacher performance in teaching [73], as well as having an influence on social life [74]. To see the extent to which its use affects daily life or the competence of a person, a tool is needed to measure it. Some of the instruments that have been developed to measure the use of social media can be seen in Table 5.

Each instrument has a different purpose and scope. In BFAS, this instrument is only used to measure the dependence of the use on social media Facebook, while in SNSUN it is used to measure the pattern of use and needs of a person. When viewed from the indicators of needs measured in the SNSUN, this relates to four teacher competencies. Therefore, researchers will use the SNSUN instrument.

**Table 5.** Instrument Indicators of the Use of Social Media

Researches	Indicators
Bergen Facebook Addiction Scale (BFAS) [75]	Saliency
	Mood Modification
	Tolerance
	Withdrawal
	Conflict
Social networking sites usage & needs scale (SNSUN) [76]	Relapse
	Diversions
	Cognitive Needs
	Affective Needs
	Personal Interactive Needs

Researches	Indicators
	Social Interactive Needs
Teachers' perspectives on social media in schools [77]	Importance of Social Media Favorite Social Media Tools in Teaching and Learning Barriers to Using Social Media in Classroom The Use of Technology Devices
The Use of Social Media Networks [78]	The Frequency of Use The Duration of Use Social Media Used The Purpose of Use The Benefits of Teacher's Pedagogy

- Religiosity;** One of the focuses of the 2013 curriculum is the character education. Assessment of attitude or character development is carried out by the teacher through observation during learning [79]. This attitude is considered essential because it can affect student achievement [80]. Teachers, according to Government Regulation No. 19 of 2017, are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. From these two statements, it can be said that the task of a teacher is not only to transfer knowledge, but it is also to guide and direct students to have good attitudes and character. However, one thing to ask is what kind of teacher can guide, direct and teach good attitude or character. Teachers who can increase the value or achievement of students may not necessarily be able to shape the attitudes or character of their students [81]. Thus, another way that can be done is through the integration of religious moral values into subjects, so character education can be given as well, but teachers must also understand and have applied these religious moral values [18]. Various kinds of research related to religion began to be conducted, but the point of view of which religion was discussed became a separate choice according to the purpose of the research. A person's belief in a religion is the beginning of a person choosing a religion, on how a teacher's belief in a religion affects decision making in the classroom results that both teachers who believe in and do not believe in a religion have some of the same actions but for different reasons [82]. This study also shows that a teacher who believes in religion can be more open to start discussions, while a teacher who does not believe in religion can only tolerate the existence of other religions. The tolerance in religion is also discussed in the study because it is considered important so harmony in society is maintained. Religious tolerance has an influence on religious orientation and personality [83] especially the friendly personality and openness of the five personalities which are considered to predict work behavior [84]. The topic of religious orientation refers to intrinsic and extrinsic motives, wherein intrinsic religious orientation is an orientation that makes religion the goal of an action because of the religion itself, meanwhile an extrinsic religious orientation put religion a tool to obtain subjective goals [85]. In this study, it was found that when a person's religious orientation is more intrinsic, that person is more peace-loving and can apply their religious teachings in everyday life. In addition, religious orientation also affects language competence [86]. From some of these religious points of view, it can be seen that every religious discussion has an influence in a person's daily life, so how the application of their religious teachings in daily life should also have its own influence. Here, the religious point of view that will be discussed by the researcher is how one's religiosity will affect the competence and performance of teachers, so an instrument is needed to measure it. The instruments to measure one's religiosity are also a challenge because apart from having many different religions, there are limited references that discuss the assessment of a Muslim's daily actions and behavior in accordance with Islamic teachings and practices [87]. Several comparisons of instruments or scales that measure all religious points of view have been conducted, so a new scale is obtained to measure a person's religiosity [88].
- Healthy Lifestyle;** A healthy body has a major role in starting all activities, this can also be ascertained when at the beginning of 2020 particularly when the covid-19 virus spread widely in various countries. This brought effects on the health sector as well as the education sector. All activities outside the house are strictly limited so the transmission of covid-19 virus does not spread, especially for people who have comorbidities or several previous comorbidities.

The impact of this covid-19 does not only affect the physical, but also mentally, both the sufferers and the people around them [89]. With the Covid-19, we have learned to pay more attention to our health by starting to change our lifestyle. A person's lifestyle is said to greatly affect a person's health and life expectancy [90]–[92]. To carry out learning process, a teacher needs good performance in conveying material and implementing practice. This performance can be influenced by a person's healthy lifestyle [93]. When a teacher has a healthy lifestyle, in addition to improving their teaching performance, they can also teach students a healthy lifestyle [94]. To measure a person's lifestyle, several instruments have been developed and can be seen in Table 6.

**Table 6.** Instrument Indicators of Healthy Lifestyle

Researches	Indicators
Healthy Lifestyle Questionnaire 1 (HLQ1) [93]	Diet
	Exercise
	Sleeping
Healthy Lifestyle Questionnaire 2 (HLQ2) [95]	Life Appreciation
	Health Responsibility
	Nutrition
	Social Support
	Physical Activity
	Stress Management

The teacher's activities are directly related to living things, so the teacher's physical and mental health must be maintained. Therefore, to measure the teacher's lifestyle, a more complex measuring instrument is needed for healthy lifestyle that maintains physical and mental health as well so HLQ2 is more suitable to be used to measure a teacher's healthy lifestyle.

### 3.6. Thinking Framework and Research Indicators

Based on the explanation of the three factors that might affect teacher competence and performance, the researcher recommends indicators that can be used to measure these variables in future research in Table 7.

**Table 7.** Indicators for Variables X, Y and Z

Variables	Indicators	Resources
Religiosity (X1)	Sinful Acts Recommended Acts Engaging in bodily worship of God	Muslim Daily Religiosity Assessment Scale (MUDRAS) [87]
Social Media (X2)	Diversion Cognitive needs Affective needs Personal Integrative needs Social integrative needs	Social networking sites usage & needs scale (SNSUN) [76]
Healthy Lifestyle (X3)	Life Appreciation Health Responsibility Nutrition Social Support Physical Activity Stress Management	Healthy lifestyle questionnaire [95]
Teacher Competence (Y)	Professional Knowledge Professional Skill a. Pedagogy b. Classroom management c. Learner assessment Personal Characteristics Ethical Standards and Values Professional Development and Lifelong Learning	Teacher Competence Questionnaire (TCQ) [35]
Teacher Performance (Z)	Teaching Planning Classroom Organization Monitoring and Evaluation Classroom Atmosphere and Discipline Teacher Leadership	Teacher Job Performance [31]

#### 4. Conclusion

Based on the theoretical study that has been described, it can be seen that teacher performance and competence are important because they can improve student competence. To become a teacher who has the appropriate performance and competence, several factors need to be considered because they can affect both of them. Factors that have been studied by previous researchers and proven to have an influence on teacher performance and competence include the principal's leadership, motivation, commitment, job satisfaction, environment and organizational culture, school management and wage. Meanwhile, there are several factors that need to be studied further because they have the potential to influence teacher performance and competence, namely religion, social media and a healthy lifestyle. In addition to having potential, consideration of RI 4.0, the curriculum applied, and current needs have also been made to propose these three factors. Furthermore, it is necessary to conduct research to see the relationship between these potential factors on teacher performance and competence by using the recommended indicators.

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