

Tracing Teacher Performance: Commitment and Work Motivation of Jambi Province Teachers

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ABSTRACT

This study set out to examine the impact of work motivation and teacher commitment on the effectiveness of educators. This study used a survey model in conjunction with a quantitative search design technique. This survey included teachers from vocational high schools that were both public and private. Furthermore, using structural equation modeling validation of theoretical factor analysis, and exploratory factor analysis were used to investigate the data. The study's findings suggest that there is potential for increasing teachers' efficacy. These include unfavorable climate conditions, poor infrastructure and facilities, the principal's leadership style, and inconsistent teacher training.

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1. INTRODUCTION

The teacher is a human figure with an essential role in education (Utomo, 2019). When everyone questions the world of education, the teacher's figure must be included in the conversation, especially regarding questions about formal education in schools (Faridah et al., 2017). Teachers are professionals who plan and carry out the educational process, evaluate learning goals, provide assistance and direction, conduct research, and participate in volunteer work (Meha & Bullu, 2021).

In many nations, there are still issues with teachers' effectiveness in terms of organizing, carrying out, and assessing instruction; in the Indonesian province of Jambi, these issues include: 1) There are still instructors that do not prepare their courses in advance of the class; 2) Problems related to teaching activities in carrying out learning; 3) Teachers cannot provide regular learning assessments to students; 4) The teacher does not use different learning strategies, so learning becomes boring, and the activities provided by the teacher are not optimal. This issue was identified based on researchers' field observations on September 2, 2022 (Susanto, 2021) and (Yakob, 2019).

Improving the quality of teacher performance can influence the commitment to always being a competent educator so that competency development will continue to develop (Trestiza Comighud &

Arevalo, 2020). Because they have a major influence on how lessons are taught and learned in the classroom, teachers are important pedagogical elements (Nainggolan et al., 2020). So the first step to improving teacher quality is to increase engagement (Marlina et al., 2001). Teacher commitment is one of the forms of carrying out their responsibilities, teachers who have a high commitment can absorb and interpret teacher performance (Sukanto & Pardjono, 2013). In general, Jambi Province's teachers are still not very committed to making decisions that will improve their performance; however, with strong commitment, the quality of teacher performance in carrying out their primary responsibilities and functions as qualified professionals will be achieved to the best of (Sutisna et al., 2021).

Teachers, in their professional activities, have a passion for producing something that is considered to have a precious value through motivation to improve the quality of performance. High teacher motivation raises enthusiasm for work to become professional and competent teachers (Ma, 2022). Low teacher motivation is one of the factors in this study that impacts how successfully teachers impart knowledge to students; on the other hand, high teacher motivation increases the effectiveness of exceptional teachers (Aji et al., 2019). In this study, teacher motivation is still low; this fact is very worrying about the consistency of teachers in carrying out their profession; the reality in practice must be thoroughly examined in terms of learning, where there are still teachers who have not prepared lessons before lessons, resulting in low teacher motivation (Dita Alfitami, 2017). In addition, regarding problems related to teacher motivation in the implementation of learning and evaluation of teacher learning, the authors see that teachers assess only at the end of the semester exam so that student scores do not reach the specified completeness criteria (Yuzulia, 2021).

By using the research's variables, the following applied research process was used: Examining Teacher Performance: Teachers' Commitment and Motivation in the Province of Jambi, Indonesia 1) Attending seminars and endorsing training programs that enhance the calibre of teaching performance, 2) Systematic adjustments are made in the way that instructional strategies, models, and media are applied to enhance the performance of dedicated and highly motivated teachers. 3) Teachers can further explore skills they do not currently possess, allowing new skills to emerge and grow through a supportive environment, sufficient facilities and infrastructure, the principal's leadership style, and equitable training for all teachers.

2. METHODS

This study used a survey design as part of a quantitative methodology. The main advantage of this approach is that it can be used to look into teacher performance, namely the dedication and motivation of instructors in the Indonesian province of Jambi. To this end, we formulated the study model as follows:

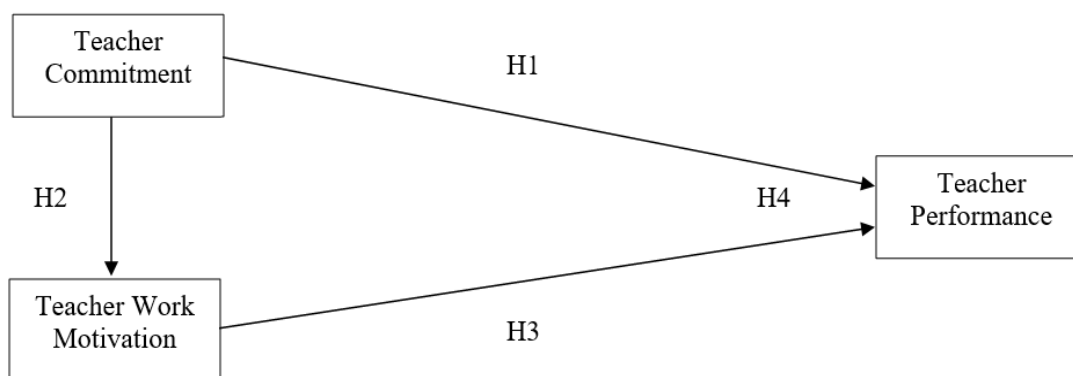


Figure 1. Research Framework

Source: Researcher Elaboration

2.1 Sample and Data Collection

This investigation utilises four hypotheses and explanatory quantitative methodologies. Quantitative research is a method used to analyse a specific population or sample, and it is grounded on the positivist philosophy (Straits, 2006). The study's participants provide data by responding to questions in a survey (Check, J. W., & Schutt, 2011). Participants in this survey must answer both multiple choice questions and various indications. The goal is to acquire verifiable data that can be employed to analyse this study material.

In addition to data collection, researchers employed population panel sampling techniques. A population refers to a collection of persons who have similar traits (Creswell, 2011). By choosing and establishing specific parameters, the sample becomes part of the entire population (Neuman, n.d.). The study's population consisted of students who successfully finished the teaching practice programme and engaged in various activities. A total of 220 students from five schools in Jambi province, namely State Vocational High School 1 (SMKN 1), School State Vocational High School 2 (SMKN 2), State Vocational High School 5 (SMKN 5), Pelita Raya Private Vocational High School (PR SMK), and Unggul Sakti Vocational High School (US SMK), took part in the programme. The sample for this study was selected using the Slovin formula, which aims to represent the entire population, together with a standard research margin of error ranging from 1% to 5% (Kriyantono, 2010). The study utilised a sample of 142 respondents. To explore the efficacy of instructors, researchers analysed the dedication and drive of teachers in the Jambi Province. Using a properly defined Likert scale that is organised according to the parameters set by the researcher (Kriyantono, 2010). Each rating scale was evaluated using a five-point Likert scale, where 1 denoted "strongly disagree" and 5 denoted "strongly agree." A total of 261 teachers were surveyed in both public and private SMKs.

The purpose of this questionnaire was to look into the following areas of teacher performance: variable teacher commitment, measured by three indicators; teachers' motivation and commitment in the Indonesian province of Jambi Three types of commitment: 1) emotional; 2) ongoing; and 3) normative. (Chairy, 2019) and (Onukwu et al., 2020) By including up to twelve statement pieces. 1) Physiological Needs; 2) Security Needs; 3) Social Needs; 4) Need for Appreciation; and 5) Need for Self-Actualization are the indicators used to measure the teacher's work motivation variable (Eritha Sulasti, Saladin Ghalib, 2017), (Sari & Dwiarti, 2018), and (Emvula, 2020). By including up to twelve statement pieces. Additionally, the following indicators can be used to understand instructor performance: 1) Learning Activity Program Planning; 2) Learning Activity Implementation; and 3) Evaluation (Direktur Jendral Guru dan Tenaga Kependidikan, 2022) and (Direktur Jendral Guru dan Tenaga Kependidikan, 2022). By including up to fifteen statement items. A 5-point Likert scale was used to indicate agreement or disagreement with both exogenous and endogenous factors, with 1 representing "strongly disagree" and 5 representing "strongly agree." In the Indonesian province of Jambi, 142 teachers from public and private vocational high schools received questionnaires.

2.2 Data analysis

Descriptive statistical analysis was employed to complete data analysis tasks following the collection of the necessary research data for this investigation. The recognition of numerical data processing (generalisation) is not widely acknowledged (Sugiyono, 2017). The tool is accessible online via a Google form, which can be utilised on both desktop and mobile devices. Consequently, a questionnaire was employed to gather data. The PLS-SEM data analysis test we conducted involved two distinct steps: assessing the internal model through a measurement model evaluation, and evaluating the exterior model through another measurement model evaluation. An estimated measurement model, sometimes referred to as an external model, is a model that illustrates how a measured latent variable is represented by an observed or manifest variable. The goal is to determine the robustness of the estimation of the correlation between the latent and produced variables through the measurement model (internal model) (Latan, 2015).

3. FINDINGS AND DISCUSSION

This study aims to examine teacher performance, specifically focusing on the motivation and commitment levels of teachers in the Indonesian province of Jambi. The hypothesis was assessed using structural equation modelling (SEM) with SmartPLS 3.29 software in this study. The test results of the research scheme model that we completed are presented in Figure 2 below:

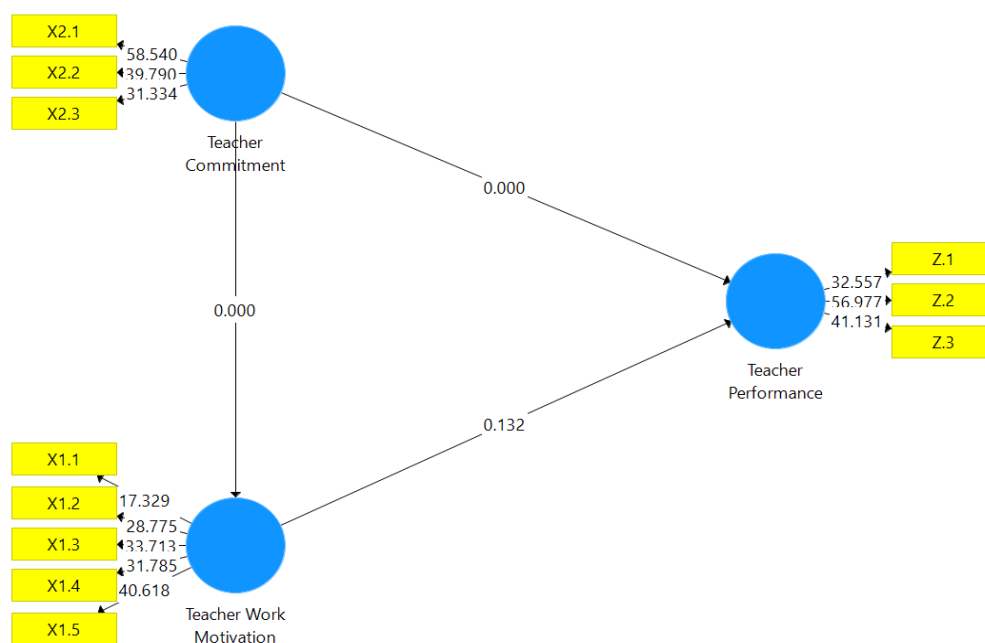


Figure 2: The structural equation model's outcomes
 Source: SmartPLS 3.29 (researchers' 2022 processing of data)

A structural model depicting the impact of the four assumptions examined up until Figure 2 above is Figure 2. demonstrates how the incentive for performance and dedication to teaching has an impact on teaching effectiveness. It was also demonstrated that in order to measure each external and endogenous variable with accuracy, all indicators needed to be valid. The following table displays the findings of the total factor loading test for our research variable indicators:

Table 1. Loading Factor Test Results for Indicators of Research Variables

Code	Indicator	Loadings
Teacher Commitment		
X2.1	Affective Commitment	0.925
X2.2	Continuous Commitment	0.905
X2.3	Normative Commitment	0.895
Teacher's Work Motivation		
X1.1	Physiological Needs	0.868
X1.2	Safety and Security Needs	0.884
X1.3	Affiliation or Acceptance Needs	0.888
X1.4	Esteem or Status Needs	0.881
X1.5	Self Actualization	0.912
Teacher Performance		
Z.1	Learning Activity Program Planning	0.923
Z.2	Implementation of Learning Activities	0.930
Z.3	Carry out the Evaluation	0.899

Source: SmartPLS 3.29 (data processed by researchers in 2022)

Using SEM-PLS to fulfill convergent validity, we were able to create a model Exploring Teacher Performance: Commitment and Motivation of Teachers in Jambi, Indonesia Province. If the loading factor value is greater than 0.700, all indicators can be considered valid (Chin, 2010). In the meantime, the consistency of the responses to several assertions provided to the respondents can be measured in order to evaluate the reliability. Construct reliability reveals consistency; Cronbach's alpha reveals construct dependability. If the Cronbach alpha value of a built variable is less than 0.50, it is considered dependable (Hair, 2011). The findings of the validity and reliability tests performed on 261 respondents who were judged to fit the following criteria are as follows:

Table 2. Reliability And Validity Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Teacher Commitment	0.894	0.896	0.934	0.825
Teacher Work Motivation	0.906	0.910	0.941	0.842
Teacher Performance	0.932	0.934	0.948	0.786

Source: SmartPLS 3.29 (data processed by researchers in 2022)

Based on the findings of the reliability test conducted on the 142 teachers interviewed, Table 2 above shows that the variable was deemed reliable and satisfied the standards. The composite reliability > 0.70 and Cronbach alpha value for each variable are clearly visible. The average extracted variance, or AVE, shows how much variety in the different manifest variables the latent constructs might support. In this study, the average variance extract value (AVE) was more than 0.50, which is a good sign of convergent validity. (Henseler, Ringle, 2009).

In this study, all validated external and endogenous variable indicators with high scores can be measured. The size of the resulting R-squared value was also analyzed in order to assess the validity of the model. R Square is a statistic used to assess the validity of the regression line equation in the model (Chin, 2010). Determining the R-squared value enables one to ascertain the degree of effect and significance of latent variables, especially endogenous latent variables. The findings of the R-squared value computation in Table 3 are shown as follows:

Table 3. R2 Calculation Outputs

	R Square	R Square Adjust
Teacher Work Motivation	0.792	0.791
Teacher Performance	0.665	0.660

Source: SmartPLS 3.29 (researchers' 2022 processing of data)

Based on the information shown in Table 3, the model in this research study is categorised as "strong" due to the R-square value of 0.792 for teacher work motivation. Additionally, the model is classed as "moderate" because the R-squared value for teacher performance is 0.665, showing a certain level of predictive capability. Partial Least Squares Structural Equation Modelling (PLS-SEM) allows for the examination of additional variables in the analysis. The study calculates the route coefficient to establish the correlation between variables.

Before analyzing the impact of each endogenous and exogenous variable, resampling was done using the bootstrap method. To evaluate the relevance of the variables based on the full bootstrap findings, important data are obtained for each of the seven hypothetical variables as follows:

Table 4. Accumulation of Hypothesis Test Results

				Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (IOS / STDEVI)	P Values
Teacher Commitment	-	>	Teacher Performance	0.612	0.614	0.137	4.450	0.000
Teacher Commitment	-	>	Teacher Work Motivation	0.890	0.888	0.026	34.820	0.000
Teacher Work Motivation	-	>	Teacher Performance	0.222	0.223	0.147	1.508	0.132
Teacher Commitment	-	>	Teacher Work Motivation -> Teacher Performance	0.197	0.197	0.130	1.521	0.129

Source: SmartPLS 3.29 (researchers' 2022 processing of data)

The aforementioned table illustrates how the outcomes of the four hypothesis tests are used to determine the direct and indirect effects between variables. Therefore, it may be said that the path coefficient value is valid with a significance $< 0 > 0.05$ if it is more than 1.96. (Latan, 2015). Table 4's data acquisition findings demonstrate the following relevance of the relationship between the constructs:

The results of the initial hypothesis (H1) show that teacher commitment has a positive and significant effect on teacher performance. Due to the teacher's commitment to providing concrete action at work, not just giving promises to improve performance (Norawati & Anantatur, 2022), (Altun, 2017), and (Liao et al., 2018). For example, the researchers' findings are severe in directing all the teachers' professional abilities in carrying out their duties in teaching at school.

Moreover, teacher commitment has a favorable and significant impact on teacher job motivation, according to the second hypothesis (H2). In this study, teachers' commitment and work motivation showed deep concern for the school environment and society, as the findings included: a lot of time and energy spent on carrying out their duties, much work for the benefit of others, responsibility, and loyalty in teaching (Sutisna et al., 2021), (Tentama & Pranungsari, 2016), and (Sapuan, 2016). Given that several of the markers of teacher commitment are subtle in terms of teacher work motivation, it stands to reason that teacher commitment directly has a positive and considerable impact on teacher work motivation.

According to the results of the third hypothesis (H3), there is no appreciable or beneficial correlation between the work motivation and performance of teachers. The study's activities and individual teacher behavior demonstrated the relationship between work motivation and performance; some teachers were unable to work together to boost work motivation so that it could be directed toward improving performance in fulfilling the school's mission and vision in Jambi Province. (Othman, 2010), (Nur et al., 2019), and (Anwar et al., 2021). Teacher work motivation is an essential factor but does not show the ability of teachers to improve their performance.

Furthermore, the fourth hypothesis (H4) is supported by the lack of a clear positive or significant impact of job motivation and teacher commitment on teacher performance. This suggests that there is no correlation between commitment and teacher work motivation and performance in this study; rather, performance is inversely correlated with the instructor's level of commitment and work motivation. The study's conclusions indicate that the following are significant influencing factors: an unfavorable environment, insufficient infrastructure and facilities, the principal's management style, and inconsistent teacher preparation. (Madjid et al., 2020), (Trestiza Comighud & Arevalo, 2020), (Di et al., 2019), and (Erweiterung & Affolter-huber, 2016). By understanding the findings in hypothesis 4 in improving teacher performance, an educational format can be developed to build awareness and encourage teachers to be more enthusiastic about increasing teacher commitment and motivation.

4. CONCLUSION

The study's findings verified that two of the hypotheses were accepted and two were rejected. All things considered, of the four theories in this research, teacher commitment, teacher work motivation, and teacher performance were improved over time. The teacher's commitment is more about giving concrete actions at work, not just making promises to improve performance. His attention to the school environment and the community to motivate each other in improving their performance has improved. Efforts should be made to enhance the elements that impact teacher performance, including the unfavourable climate, insufficient facilities, and infrastructure, the leadership style of the school principal, and inconsistent teacher training.

Based on the research's suggestions, it is anticipated that instructors would display increased enthusiasm in providing students with educational materials in the future. Additionally, it is expected that teachers will engage in more extensive reading of reference books pertaining to the subject matter. This will enhance their understanding and facilitate the process of delivering educational materials to students. Increasing one's understanding. In order to ascertain the variables that can impact teacher effectiveness, it is necessary to reexamine the limits of this study. Both intrinsic and extrinsic factors can potentially influence pupils' academic performance. External influences, such as the family and community settings, come from outside of an individual, whereas internal factors, such as interests, attention, attitudes, study habits, perseverance, and physical and psychological features, originate from within oneself.

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