

FACTOR AFFECTING TEACHER PERFORMANCE IN JABODETABEK

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Abstract

This study seeks to comprehend and assess the factors that affect the performance of early childhood education (PAUD) teachers in the Greater Jakarta area (Jabodetabek). The research sample comprises 180 participants, who are PAUD teachers in Jabodetabek. A snowball sampling technique was utilized for participant selection. The data analysis was carried out using Structural Equation Model (SEM) with the SmartPLS (Partial Least Square) 3.2.8 software, encompassing both outer and inner model assessments to evaluate the research hypotheses. The study's outcomes reveal that self-efficacy, training, and achievement motivation have a substantial impact on the performance of PAUD teachers in Jabodetabek. Furthermore, self-efficacy and training affect the achievement motivation of PAUD teachers in Jabodetabek. Additionally, achievement motivation plays a mediating role in the relationship between self-efficacy, training, and the performance of PAUD teachers in Jabodetabek.

Keywords : *Teacher performance; Achievement motivation; Training; Self-efficacy*

INTRODUCTION

Education is one of the vital aspects of human life, serving as a measure of a nation's success in improving the living standards of its people. The landscape of education in Indonesia has been evolving over the years to meet the challenges of preparing a qualified workforce capable of competing in today's era. However, according to UNESCO data, Indonesia ranks 10th out of 14 developing countries in terms of education quality, and the quality of teachers in Indonesia is ranked 14th out of 14 developing countries globally (Susiani & Abadiah, 2021; Utami, 2019).

To address this issue, the Indonesian government is making efforts to enhance the quality of education by increasing the education budget. In the 2024 State Budget (RAPBN), the government has allocated IDR 660.8 trillion for education, reflecting a 19.68% increase from the 2023 outlook of IDR 552.1 trillion (Annur, 2023). Despite the annual increase in the education budget, the quality of education in Indonesia has not significantly improved.

One of the ongoing challenges contributing to the low quality of education in Indonesia is the unequal academic qualifications at various levels of education (Prasetyo & Riyanto, 2019). The Ministry of Education and Culture notes that the highest proportion of teachers whose academic qualifications do not meet the requirements of the law is at the elementary school level, accounting for 21%, followed by special education teachers at 18%, and junior high school teachers at 14% (Jayani, 2019). This is despite the fact that Law Number 14 of 2005, Article 9 mandates that every teacher must possess a minimum academic qualification of a bachelor's degree (S1/D4) (Jayani, 2019).

In addition to academic qualifications, the law also requires that teachers must have competency, teaching certificates, physical and mental health, as well as the ability to realize the national educational goals (Jayani, 2019). This requirement applies to all levels of education. Referring to Regional Education Balance Data, early childhood education (PAUD) teachers in the Greater Jakarta area (Jabodetabek) have not achieved the expected qualifications, with only 31.56% meeting the requirements (Kemendikbud, 2023). Furthermore, when looking at the total number of teachers with teaching certificates, certified PAUD teachers in the Jabodetabek region only reach 4.6% (Jakarta), 2.2% (Bogor), 2.9% (Depok), 3.47% (Tangerang), and 3.3% (Bekasi) (Kemendikbud, 2023). This situation clearly requires improvement, particularly as both of these components significantly impact the performance of PAUD teachers in contributing to the education of the nation's children.

Teacher performance refers to the ability demonstrated by teachers in carrying out their duties (Lailatussaadah, 2015). The quality of a teacher's performance is evident in the academic achievements of the students they teach. A good teacher performance results in high student achievements. Based on a preliminary survey conducted by the author among 30 early childhood education (PAUD) teachers in the Greater Jakarta area (Jabodetabek), three main factors are suspected to be the causes of the low performance of PAUD teachers: self-efficacy (50%), achievement motivation (90%), and training (93%).

Self-efficacy is characterized as an individual's self-assessment or confidence in their capacity to execute a sequence of tasks necessary to confront potential situations (Schultz & Schultz, 2015). When an individual possesses higher self-efficacy, their self-assurance in achieving success increases (Robbins, 2015). Elevated self-efficacy results in heightened involvement in their responsibilities, consequently enhancing their performance (Choiron et al., 2015; Liana & Rijanti, 2016; Robbins, 2015).

In addition to self-efficacy, achievement motivation also plays a role in enhancing the performance of teachers in an educational institution (Khairunnisa, 2016). According to McClelland, achievement motivation is the need for achievement, reflecting a drive to take responsibility for problem-solving (Mangkunegara, 2017). Employees with a high need for achievement tend to be willing to take risks (Mangkunegara, 2017). If the need is to do a better job than before, they always strive to achieve higher levels of performance (Khairunnisa, 2016).

The last factor suspected to influence the performance of PAUD teachers in the Jabodetabek area is training. Training is the process of teaching new or existing employees the basic skills they need to perform their jobs (Dessler, 2018). Training can also be defined as a process that provides employees with specific and identifiable knowledge and skills to use in their current job (Karunia et al., 2023; Kusnadi et al., 2022). Structured training can enhance an individual's performance (Bao & Nizam, 2015; Margono, 2017).

Based on field observations and previous research, as well as a preliminary survey conducted by the author, this study focuses on the factors influencing the performance of PAUD teachers in the Jabodetabek area, particularly self-efficacy, achievement motivation, and training. The novelty of this research lies in considering achievement motivation as a mediating variable, which has been rarely explored in previous studies. This research aims to encourage PAUD schools in the Jabodetabek area to pay more attention to self-efficacy, achievement motivation, and training to improve teacher performance. This, in turn, can help achieve the national educational goals, which include developing the potential of students to become individuals who are faithful, virtuous, healthy, knowledgeable, skilled, creative, independent, and responsible citizens, as mandated by the law.

METHODS

This research employs a quantitative descriptive method with a causal approach to investigate the mediating role of achievement motivation in the relationship between self-efficacy and training on the performance of early childhood education (PAUD) teachers in the Jabodetabek area. The study's population consists of all PAUD teachers in the Jabodetabek region. The research sample comprises 180 respondents, selected based on a ratio of 5 times the number of indicators (36 indicators) used in the study (Hair, Black, Babin, & Anderson, 2018; Hair, Howard, & Nitzl, 2020). The sampling method involves snowball sampling among PAUD teachers in the Jabodetabek area. Structural Equation Model (SEM) analysis is employed to examine the research hypotheses, using the SmartPLS (Partial Least Square) 3.2.8 software through the testing of both the outer and inner models.

H1: Self-efficacy has a significant influence on teacher performance.

H2: Training has a significant influence on teacher performance.

H3: Self-efficacy has a significant influence on achievement motivation.

H4: Training has a significant influence on achievement motivation.

H5: Achievement motivation has a significant influence on teacher performance.

H6a: Achievement motivation plays a mediating role in the relationship between self-efficacy and teacher performance.

H6b: Achievement motivation plays a mediating role in the influence of training on teacher performance.

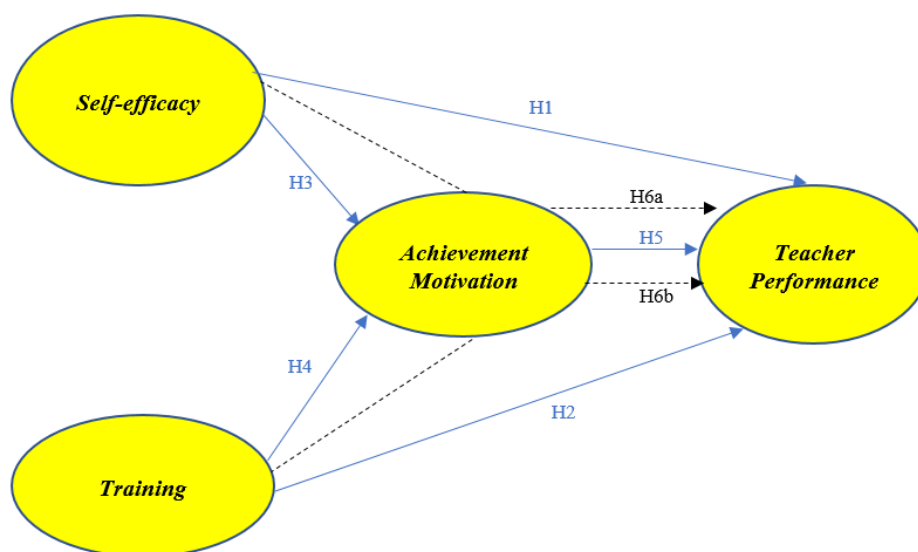


Figure 1. Conceptual Framework

RESULTS

Based on the analysis of convergent validity, the loading factors for the research indicators have values ranging from 0.787 to 0.937, which categorizes them as valid (> 0.7) for both sets of variables in the study (> 0.7) (Ghozali, 2014; Hair et al., 2018). In the reliability testing, it is affirmed that the research variables are reliable. This is substantiated by results indicating AVE (> 0.5), Composite Reliability, and Cronbach's Alpha (> 0.7) (Ghozali, 2014; Hair et al., 2018).

Table 1. Convergent validity and reliability test results

Variable	Loading Factor	AVE	Composite Reliability	Cronbach's Alpha
Self-efficacy	0.787-0.896	0.736	0.943	0.928
Training	0.881-0.934	0.820	0.976	0.972
Achievement Motivation	0.846-0.918	0.775	0.972	0.968
Teacher Performance	0.880-0.937	0.827	0.980	0.977

The results of the path coefficients reveal that self-efficacy significantly and positively influences both teacher performance and achievement motivation. Similarly, training significantly and positively affects teacher performance and achievement motivation. Nevertheless, the path analysis results indicate that the indirect impact of self-efficacy and training on teacher performance, mediated by achievement motivation, is relatively smaller when compared to their direct effects.

Table 2. Path coefficient

Relationship Variable	Original Sample	T Statistics	P Values	Information
Direct Effect				
Self-efficacy -> Teacher Performance	0.223	2.642	0.009	Significant & Positive
Training -> Teacher Performance	0.440	3.618	0.000	Significant & Positive
Self-efficacy -> Achievement Motivation	0.329	2.942	0.003	Significant & Positive
Training -> Achievement Motivation	0.638	5.816	0.000	Significant & Positive

Achievement Motivation -> Teacher Performance	0.345	2.919	0.004	Significant & Positive
Indirect Effect				
Self-efficacy -> Achievement Motivation -> Teacher Performance	0.114	2.052	0.041	Significant & Positive
Training -> Achievement Motivation -> Teacher Performance	0.220	2.558	0.011	Significant & Positive

Moreover, in the determination coefficient test, the outcomes reveal an R^2 value of 0.887 for the achievement motivation variable and 0.955 for the teacher performance variable. The simultaneous significance test results indicate an F-value of 340.19 in this study. These findings indicate that self-efficacy, training, and achievement motivation have a positive and significant simultaneous impact on teacher performance (Hair, Black, Babin, & Anderson, 2018; Hair, Howard, & Nitzl, 2020). The comprehensive assessment of both the inner and outer models' performance, known as the Goodness of Fit Index (GoF), attains a value of 0.85. These results are considered favorable since the Goodness of Fit Index (GoF) surpasses 0.36 (indicating a high GoF score) (Hair, Black, Babin, & Anderson, 2018; Hair, Howard, & Nitzl, 2020).

The results of the loading factor analysis from the inner model are shown in Figure 2.

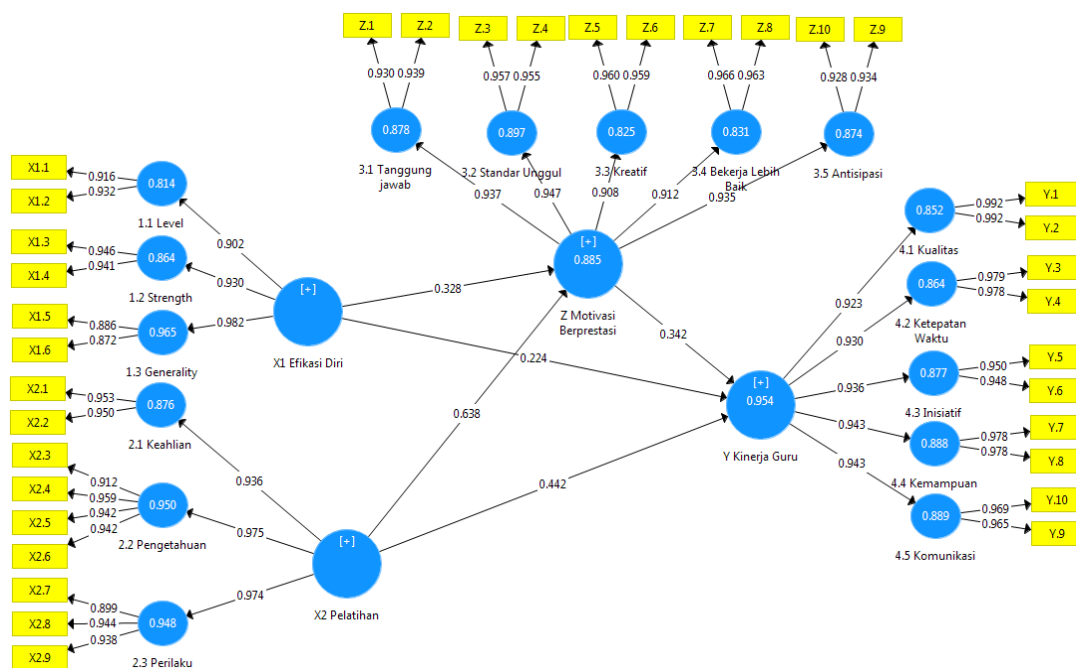


Figure 2. Bootstrapping the inner model

Based on the test results, the highest inner loading factor for the self-efficacy variable is indicated by indicator X1.3, which relates to a teacher's ability to achieve targets. The highest inner loading factor for the training variable is shown by indicator X2.4, which relates to a teacher's curiosity about knowledge. The highest inner loading factor for the achievement motivation variable is indicated by indicator Z.3, which relates to the determination of the desired goals. Meanwhile, the highest inner loading factor for the teacher's performance variable is shown by indicator Y.10, which relates to the communication of new information in the learning process.

DISCUSSION

The research results show that self-efficacy significantly influences the performance of early childhood education (PAUD) teachers in the Jabodetabek region. This corresponds with the results of earlier research conducted by Choiron et al. (2015), and Liana & Rijanti (2016), which found that a teacher's self-efficacy significantly and positively affects their performance. Increased self-efficacy in teachers leads to higher self-assurance in their capacity to achieve success. This self-belief motivates teachers to employ various strategies or actions to excel in their tasks within specific contexts. With high self-efficacy, teachers will maximize their abilities to complete their tasks effectively in various situations, strive to achieve established goals or targets, and demonstrate confidence in handling various job tasks. In the context of this research, the managerial implication for PAUD teachers in the Jabodetabek region is that self-belief in achieving leadership-defined targets will make teachers more capable, resulting in improved work quality, timely task completion, initiatives in resolving various learning-related issues, and the development of skills for classroom management.

Another outcome of this research indicates that training significantly affects the performance of PAUD teachers in the Jabodetabek region. This finding is consistent with previous studies conducted by Bao & Nizam (2015), Karunia et al. (2023), Kusnadi et al. (2022), Margono (2017), which found that training has a positive impact on the performance of teachers/employees. Training is a process that imparts teachers with specific, identifiable knowledge and skills for use in their classroom management. Effective training not only enhances understanding, knowledge, and skills but also allows teachers to put these into practice, resulting in observable changes, such as improved work outcomes

in the workplace. In the context of the path analysis, the managerial implication for PAUD teachers in the Jabodetabek region indicates that teachers who have undergone intensive training in play-based learning are more capable of fulfilling their teaching duties at school and building positive relationships with students, thus enhancing their academic achievements. Additionally, training makes it easier for teachers to understand their job responsibilities, leading to improved work outcomes when facilitating the optimal growth and development of early childhood students. This illustrates the importance of educational leaders providing training that helps teachers better understand their professional duties, resulting in improved lesson planning, implementation, and assessment.

The research results indicate that self-efficacy significantly influences the achievement motivation of PAUD teachers in the Jabodetabek region. These results align with Latifah's (2018) study, which also revealed a positive correlation between self-efficacy and achievement motivation. Elevated self-efficacy among teachers can influence their motivation to achieve as it instills a belief that they can attain the set objectives. This, in turn, motivates teachers to set more challenging goals, establish superior standards, and achieve higher performance than others. In the context of path analysis, the managerial implication for PAUD teachers in the Jabodetabek region suggests that teachers' self-belief in achieving set targets will boost their drive to achieve success and avoid the risk of failure. With high self-efficacy and clearly defined targets, teachers will take more personal responsibility for their work. They will evaluate their work, make improvements, and become more active in their roles. Additionally, the stability of an individual teacher's self-belief needs to be enhanced because having strong self-belief positively impacts their work. The greater a teacher's self-belief in their abilities, the stronger their drive for achievement, as they tend to seek challenging tasks.

Another outcome of this research indicates that training significantly influences the achievement motivation of PAUD teachers in the Jabodetabek region. This result is consistent with earlier research, such as Bao & Nizam (2015), which indicated that training has a positive effect on achievement motivation. Training plays a crucial role in advancing PAUD institutions and improving teachers' competencies, understanding, and attitudes after they have undergone training. Through training, teachers are motivated to reach higher standards each day, take responsibility for problem-solving, and ensure they complete their tasks thoroughly. The managerial implication of this research suggests that play-based learning training increases teachers' curiosity about various subjects, making

them more responsible for their work and enabling them to complete tasks thoroughly. It also encourages teachers to work creatively and diligently in seeking solutions. Furthermore, an improved understanding of their job responsibilities after training increases teachers' commitment to their work. Teachers set specific targets, complete tasks thoroughly, and strive to perform better than before. These results underscore the need for PAUD teacher training that provides deeper knowledge and understanding of their work, enabling teachers to set superior standards, work creatively, perform better, and take pride in their own efforts.

The research findings indicate that achievement motivation significantly influences the performance of PAUD teachers in the Jabodetabek region. These results align with previous research, such as Khairunnisa (2016), which found that achievement motivation has a positive and significant impact on teacher performance. Teachers with high achievement motivation are enthusiastic about planning their teaching activities. Furthermore, teachers with high achievement motivation set clear targets and make efforts to complete their tasks thoroughly, ensuring tasks are completed on time and with high quality. Teachers also continuously enhance their abilities and make continuous improvements, which results in higher-quality work. Regarding the path analysis results, the managerial implication for institutions in the Jabodetabek region is to encourage teachers to set challenging targets, allowing them to maintain high work standards. Teachers should be given clear targets and deadlines to ensure timely and high-quality task completion. Moreover, achievement motivation indicates that efforts to work creatively, especially in terms of persistence in seeking solutions, can motivate teachers to achieve optimal performance. This research suggests that organizational leaders can foster creativity in teachers to enhance motivation, thereby improving performance. Organizational leaders can achieve this by implementing evaluation processes and providing feedback to help teachers improve their performance.

The research also reveals that self-efficacy significantly influences teacher performance, both directly and indirectly. However, the direct influence of self-efficacy has a greater impact than when using mediation. When considering the total influence, both direct and indirect effects yield significant results. This research suggests that organizational leaders should encourage teachers to have self-belief in their ability to complete their tasks through the drive for achievement, which ultimately enhances teacher performance. Furthermore, these findings suggest that improving the performance of PAUD teachers in the

Jabodetabek region does not necessarily require achievement motivation. However, achievement motivation is needed to improve teacher performance directly.

The research hypothesis tests indicate that training significantly influences teacher performance, both directly and indirectly. However, the direct influence of training on performance has a much greater impact than when using mediation. This suggests that achievement motivation partially mediates the indirect influence of training on teacher performance. This result demonstrates that to improve PAUD teacher performance, achievement motivation may not be necessary. When looking at the total impact, both direct and indirect effects yield significant results. Consequently, training for teachers will have a positive and significant impact on both achievement motivation and teacher performance simultaneously. Therefore, training will affect teachers' achievement motivation, ultimately enhancing their performance. This research suggests that organizational leaders should provide teacher training that encourages motivation for achievement, ultimately leading to improved teacher performance. Moreover, these findings indicate that improving the performance of PAUD teachers in the Jabodetabek region does not necessarily require achievement motivation. However, achievement motivation is needed to enhance teacher performance directly. Achievement motivation that encourages teachers to optimize their performance and productivity is driven by the desire to work creatively, introduce variations in teaching, and strive to perform better than before.

CONCLUSION

Based on the research results, the following conclusions can be made: self-efficacy, training, and achievement motivation have an impact on the performance of early childhood education (PAUD) teachers in the Jabodetabek area. Self-efficacy and training also affect the achievement motivation of PAUD teachers in the Jabodetabek area. Additionally, achievement motivation plays a mediating role in the influence of self-efficacy and training on the performance of PAUD teachers in the Jabodetabek area.

From the results of the study, the authors recommend that: 1) Organizational leaders were advised to boost teacher's confidence regarding their ability to perform tasks, achieve certain goals or targets and ability to carry out the tasks in various activities so teacher performance will increase through setting up clear and measurable targets and also

convincing teachers to achieve these targets through evaluation of targets which occurs regularly till the teacher performance increases. 2) Organizational leaders were advised to encourage self-confidence in achieving the targets set and also the confidence to be more responsible on work also active in work, including by providing challenge or competition programs. 3) It is important for teachers to get Play Based Learning programs in improving teacher performance, especially in improving terms of their skills, curiosity about various knowledge that will support the quality of their work and open up spaces to share ideas among colleagues to optimize the learning process at PAUD. Some of ways by adding peer tutors and giving teachers the opportunity to share in larger forums after receiving training, such as at the PAUD Activity Center (PKG). 4) The leaders from this institution was expected to keep provide Play Based Learning training programs so it would helps teachers getting better in understanding their work tasks in professional manner therefore the quality of teacher in creating learn patterns, implementing those learning methods and learning assessments could be more optimal. 5) Organizational leaders were advised to capable in motivate teachers to do work responsibly and encourage by setting up those excellent standards or targets that need to achieved clearly to motivate them to achieve it. In this case, the leadership of organization would create challenges or competitions so the teachers are motivated to excel the results.

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