

IMPROVING PERFORMANCE THROUGH STRENGTHENING WORK INVOLVEMENT, SELF-EFFICACY, TEAMWORK, AND ACHIEVEMENT MOTIVATION (EMPIRICAL STUDY USING PATH ANALYSIS AND ITEM ANALYSIS ON PERMANENT TEACHERS OF PRIVATE VOCATIONAL SCHOOL FOUNDATIONS ACCREDITED "A" IN DEPOK CITY)

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ABSTRACT

This study analyses the effect of work involvement, self-efficacy, teamwork, and achievement motivation on teacher performance at the A-Accredited Private Vocational High School Foundation in Depok City. The research method used is a quantitative method with a survey approach. The sample of this study was 100 permanent teachers from 5 A-accredited vocational schools in Depok City. Data were collected through a questionnaire tested for validity and reliability. The study's results indicate that work involvement, self-efficacy, teamwork, and achievement motivation positively and significantly affect teacher performance directly and indirectly through achievement motivation. Based on the results of the SITOREM analysis, the indicator that needs to be improved is the effective use of working time, while its main strength lies in teamwork skills and high achievement motivation. This study implies the need to enhance training programs that support teacher work involvement and self-efficacy to strengthen their performance.

Keywords: Work engagement, Self-efficacy, Teamwork, Motivation achievement, Teacher Performance.

Introduction

Schools are organizations that operate in the field of education, which is a determining factor in the quality of Human Resources (HR). Through education, students are mentally, physically, and intellectually trained to achieve quality by the targets set by the school as an educational institution that implements individual empowerment to change for the better and become more mature. As educators and teachers, teachers are very much needed to form humans with intelligent characters to build self-quality and quality school education so that schools can innovate and have high competitiveness on a local and global scale. To achieve this, organizations must

be able to do better, more effective, and more efficient work in producing high-quality output at competitive prices. To deliver competitive production in the future, it will no longer only rely on comparative advantages but must also increase superiority competitive (Umiarso, 2009: 192-193).

Constitution Number 20 of 2003 concerning the Education System states that the position of teacher as an educator is a professional position with a central and strategic role. In realize objective education national. Teachers are essential components in the world of education. Therefore, paying more attention to creating quality teachers to support teacher performance is necessary. Teachers also play a vital role in education, especially in the formal field of schools; teachers greatly determine students' success, especially in the teaching and learning process, usually carried out in schools. The surrounding environment influences the success of the performance shown by teachers. Therefore, the surrounding environment, especially in this case, schools, can motivate and empower teachers to create good performance, act as professional teachers, and increase the quality of their jobs.

According to the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009, the Teacher Performance Assessment assesses each item of the teacher's primary task activities to develop their career rank and position. The implementation of the teacher's main tasks cannot be separated from the ability of a teacher to master knowledge and apply knowledge and skills as the required competencies by the mandate of the Regulation of the Minister of National Education Number 16 of 2007 concerning the Standards of Academic Qualifications and Teacher Competencies.

Mastery of competencies and application of teacher knowledge and skills greatly determine the achievement of the quality of the learning process or student guidance and the implementation of additional tasks relevant to the school/madrasah, especially for teachers with these extra tasks. Effective and efficient teacher performance will produce solid human resources, namely graduates who are valuable and practical by the goals set. Therefore, teacher performance in the learning process needs to be improved to develop existing activities, which, based on ability, also upholds quality, initiative, creativity, hard work and Productivity.

Teacher performance is an essential element in education; it also determines the quality of education, whether high or low. A teacher carries out performance in carrying out his duties as an educator. The quality of teacher performance is essential in determining the quality of educational outcomes because teachers are the figures who most often interact directly with students during the learning process. Teacher performance is one of the factors that is the benchmark for measuring the success of a school. Performance is achievement, work results or work performance. The Teacher

Performance in question is the result of Teacher Work, which is reflected in the learning process's planning, implementation, and evaluation. The intensity is based on the Work ethic and the discipline of professional teachers in the learning process. The Work Results shown must even be high.

Management plays a vital role in a dynamic and flexible organization that is changing, like the education sector; teachers understand what is expected of them (setting performance goals), helping them meet these expectations successfully, evaluating performance and providing feedback, and Showing recognition and rewards. Weakness in one of these factors can lead to less than optimal organizational performance. Teacher performance is a learning process as an effort to develop existing activities and better activities so that the educational goals that have been set are adequately achieved through learning activities carried out by teachers by targets and objectives.

Teacher performance is a significant factor in determining a country's education quality. Teachers have a strategic role in shaping the young generation, which can face global challenges, increase the nation's competitiveness, and build superior human resources (Umiarso, 2009). Teacher performance is closely related to student achievement and the effectiveness of the teaching and learning process in schools. According to (Robbins, 2012), good performance is achieved through individual efforts to efficiently and effectively attain organizational goals, including quality, quantity, timeliness, and satisfaction with work results. Improving teacher performance is also a priority in education management because this will directly impact the quality of graduates and the competitiveness of education at the global level.

The importance of improving teacher performance is also reflected in various national regulations. Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that the teaching profession plays a central role in achieving national education goals, namely to educate the nation's life. In addition, Regulation of the Minister of National Education Number 16 of 2007 stipulates standards for academic qualifications and teacher competencies, which include pedagogical, personality, social, and professional competencies.

These competency standards ensure every teacher has sufficient skills and knowledge to meet the profession's demands and improve classroom learning quality. However, based on data from the Ministry of Education and Culture (Kemendikbud), the teacher competency test (UKG) results 2022 showed a national average score of 54.05, below the minimum standard of 55. This figure indicates that improving teacher performance in Indonesia is still a significant challenge (Kemendikbud, 2022).

Various factors, both internal and external, influence teacher performance. Critical internal factors are self-efficacy, work involvement, teamwork, and achievement motivation. As explained by (Bandura, 2014), self-efficacy refers to an individual's belief in their ability to achieve desired outcomes. Teachers with high self-efficacy tend to be more confident and better able to face learning challenges. Work involvement is also significant, where teachers who feel engaged in their work will be more motivated to give their best. According to (Shaheen, 2014), work involvement affects the extent to which an individual identifies with the work, actively participates in it, and feels that it is essential to their self-esteem.

Teamwork or teamwork between teachers also plays a role in improving collective performance in schools. (Gibson, 2012) emphasizes that teamwork allows for synergy that strengthens the achievement of educational organizational goals. In an academic environment, this cooperation can be reflected in sharing information, moral support, and collaboration in developing learning materials and methods. With solid teamwork, teachers can improve the quality of teaching collectively. As Robbins and Judge (2013) explained, achievement motivation is an internal drive that drives individuals to achieve maximum achievement. Achievement motivation in teachers will encourage them to continue to develop themselves, improve teaching methods, and ensure optimal achievement of learning goals.

External factors that affect teacher performance include organizational culture, leadership, compensation, and organizational climate. A conducive organizational culture will support teachers in carrying out their duties with full responsibility and commitment. In addition, a good leadership style can create a supportive work environment where teachers feel appreciated and motivated to work better. In this context, transformational leadership is one of the relevant leadership models because it can motivate individuals to exceed expectations and contribute maximally to achieving organizational goals (Robbins & Judge, 2013). Adequate compensation is also an important factor, where teacher welfare must be a primary concern so that they can concentrate on teaching without financial problems. This is related to research results showing that job satisfaction is directly proportional to welfare, which ultimately positively impacts teacher performance (Schermerhorn, 2010).

Teacher performance in institutions' education is a crucial issue. It requires each institution to make arrangements and improvements per the dimensions of space and time, mainly for educational institutions appointed to carry out their main tasks and functions in a disciplined and timely manner. This claim is a global trend that wants to or not, like not liking, must be filled by aligning teacher performance in educational institutions and accelerating external change using various approaches. Efforts to improve teacher performance in educational institutions continue to be carried out with methods, including improving the quality of teachers, improving the ability of human

resources to solve various problems and fostering the responsibility of educational institutions towards issues and demands from within academic institutions themselves and outside.

Research conducted by Achmad S & Nani M (2019), entitled "The Influence of Self-Efficacy on Teacher Performance at SMA PGRI 3 Jakarta," based on the hypothesis test results, showed that self-efficacy affects teacher performance. The test results obtained a figure of 0.985, which is more significant than the hypothesis table of 0.344. This proved significant after comparing the t value table $>$ t calculated. This shows a considerable influence of the self-efficacy variable on the performance variable.

Teachers who have taken the UKG will be seen in terms of quality. This impacts their students' quality, seeing the teachers' prospects in Indonesia and the extent of teacher professionalism. This is also part of the teacher performance assessment, and from that portrait, it can be used as material for policy making for data from the Depok City Education Office. The problems of teachers in Indonesia are indeed complex. The results of the Program for International Student Assessment (PISA) or International Student Assessment Program test were created to test the average academic achievement of children in each country in Mathematics, Science, and Reading Ability. PISA is organized by the OECD (Organization for Economic Co-Operation and Development), where the PISA results from 2009, 2012, 2015, 2018 and 2022 have not shown good development where the results of PISA 2022, Indonesia is ranked 63rd compared to 81 participating countries (Ministry of Education and Culture Strategic Plan 2020-2024).

Research conducted by Titik Haryati (2018) entitled "The Influence of Teacher Work Motivation on the Performance of Accounting Vocational High School Teachers in Madiun City" where the results of the hypothesis test showed that the regression coefficient of the achievement motivation variable was 0.677 or positive, so it can be said that the achievement motivation variable has a positive effect on teacher performance. Based on the t -test for the achievement motivation variable, the calculated t -table was obtained, namely $5.871 > 2.048$, with a degree of freedom of 5%. The determinant coefficient produced a value of 55.2%, meaning that achievement motivation explains teacher performance by 55.2% and the other 44.8% from other variables. Based on this conclusion, it can be said that the better the achievement motivation, the higher the teacher's performance, and vice versa, the lower motivation achievement, increasingly low teacher performance.

You might be one of the types of education in Indonesia at the secondary education level, which is Vocational High School (SMK), which aims to prepare graduates to enter the workforce. This is stated in Law Number 20 of 2003 concerning the National Education System Chapter 15, which states that vocational education aims

to prepare education participants, especially those who work in specific fields. To achieve this goal, an educational process is needed to equip students with competencies based on developments in the world of work. Therefore, the leading indicator of the success of SMK is how many graduates are absorbed into the world of work according to their expertise.

Implementation Instructions President Number 9 of 2016 concerning the Revitalization of Vocational High Schools (SMK) aims to leap forward and catch up with other countries. This is based on the idea that a competitive and skilled workforce is born from quality vocational education and training relevant to the business world's demands and the ever-growing industry. Therefore, several ministries and related institutions are asked to synergize and coordinate with each other to revitalize SMK.

Based on data from the Central Statistics Agency (BPS) issued in 2021 - 2023 regarding the average Open Unemployment Rate (TPT) based on educational background, vocational high school graduates occupy the highest position, namely 9.95%, high school graduates as much as 8.6%, while junior high school graduates 5.73% and elementary school graduates 3.25% (Source; <https://www.bps.go.id/id/statistics/table/2/MTE3OSMy/tingkatgangguan+Terbukadasar+tingkat+pendidikan.html>) This naturally become the challenge for vocational secondary education to prepare prospective workers according to the needs of graduate users (Link and Match) as well as a challenge for teachers to increase its performance.

Based on data and facts obtained through a preliminary survey conducted on September 20-24, 2021, using a questionnaire, the Performance of Permanent Teachers of Accredited Private High School Foundations "A" in Depok City needs to be improved. The preliminary survey was in the form of statements to 30 respondents from 5 (five) schools. The statements submitted on the performance variable consisted of 10 statements, with answers Never, Ever, Sometimes, Often, and Always, based on the indicators: 1) Quantity, 2) Quality, 3) Efficiency, 4) Productivity, and 5) Effectiveness.

The facts produced are based on the results of an introductory survey using a questionnaire, then can be concluded as follows: 35% of teachers are not yet optimal in completing main tasks according to the specified time and completing additional functions according to the specified targets. In schools, 32% of teachers are not yet optimal in preparing learning plans according to the school curriculum, and teachers map learning achievements and advance students according to objective learning.

37% of teachers are not yet optimal in teaching with effective use of time to deliver material, and teachers must complete tasks given by the school, 38% of teachers who are not yet optimal in establishing communication with colleagues. Work and other employees, and teachers care about their colleagues. Work and employees others, 33% of teachers have not utilized school funds optimally to develop teaching materials by learning objectives, and teachers have utilized funds to procure vocational

practice materials by competencies eye lesson base.

Based on the data above, the researcher concludes that performance is still interesting research because many factors provide opportunities to improve teacher performance, as well as problems faced by work involvement factors, self-efficacy, motivation and others, so it is hoped that this research will provide new findings for teacher performance and can provide contributions or new models for management science, significantly increase teacher performance.

The study aims to find strategies and ways to improve teacher performance by examining the influence of other variables on teacher performance. Work involvement, self efficacy, teamwork, and achievement motivation are different variables. The strategies and methods found are used as input and recommendations to related parties, namely, the Education Office, Principals, and Teachers.

Research method

This study was conducted in 64 (sixty-four) Private Accredited Vocational Schools "A" in Depok City. The population of this study was Yayasan Guru Masih (GTY) at Private Vocational High Schools with "A" accreditation in Depok City, totalling 981 teachers. In comparison, the research sample consisted of 285 teachers determined using a *proportional random sampling technique* based on the Taro Yamane formula with a *margin of error of 5%*. This quantitative study used a survey method using path analysis and SITOREM analysis. Survey result information was collected from respondents using a questionnaire for all variables, both teacher performance variables (Y), work engagement (X1), self-efficacy (X2), teamwork (X3) and achievement motivation (X4) the relationship between each independent variable and the variable dependent.

Research Procedure, Conceptual Stage (formulating and identifying problems, reviewing relevant literature, defining theoretical frameworks, formulating hypotheses), Design and Planning Stage (choosing a research design, placing the population studied, determining the method of measuring research variables, designing a sampling plan, ending and reviewing the research plan, conducting research and making revisions), Instrument Making Stage and collecting research data, Empirical Stage (data collection, preparing data for analysis) collecting research data that has been conducted in the field, Analytical Stage (analyzing data and calculating research data results), processing and analyzing research data. Data collected from the field is processed and analyzed to obtain conclusions, including conclusions from the results of the testing research hypotheses, the dissemination stage, and the design of the research results. In the final stage, so that the research results can be read, understood, and known by readers, the research results are arranged in the form of conclusions

from the research results.

Data collection techniques use the method of distributing instruments in questionnaires or statements that support each indicator. Instruments created as data collectors are tools developed by researchers themselves with the following stages: Building a theory to obtain clarity on the definition of each variable being reviewed, Developing a grid based on the selected indicators, Compiling instrument items in the form of statements when determining the measurement scale, Conducting instrument trials for variables of work engagement, self efficacy, teamwork, achievement motivation and teacher performance, Selecting and rearranging instrument items that are declared valid and meet the level of reliability. The instruments are instruments of work engagement, self-efficacy, teamwork, achievement motivation and teacher performance.

The research instrument was calibrated on 30 private vocational high school teachers and accredited "A" in Depok City, which was not included in the selected sample group. The validity of the teacher performance instrument was tested using the correlation coefficient between the score items and the total score through *the Pearson Product Moment correlation technique*. The instrument is valid if the calculated r value \geq r table (0.361). The formula used is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Information:

r_{xy} : Correlation coefficient

n: Number of test samples

$\sum X$: Total score items

$\sum Y$: Total score of all items

$\sum XY$: Sum of the products of X and Y

Reliability can be expressed as the ability to measure the level of results of two measurements on the same thing. To determine whether the instrument is reliable, it is done by comparing the reliability coefficient (r_{11}) with 0.7. According to Sudijono (2010:209), if $r_{11} \geq 0.70$ means that the instrument has... has high reliability (reliable). If the calculation results show that $R_{\text{Count}} > 0.7$, then the instrument is reliable (stable, constant); conversely, if $R_{\text{Count}} < 0.7$, then the instrument is not trustworthy.

Results and Discussion

Based on identifying the strength of influence between research variables and the weight of each indicator of the independent variable that has the most significant contribution, the priority order of indicators that need to be fixed immediately and those that need to be maintained can be arranged. The use of SITOREM Analysis is carried out through stages as follows:

Analysis of Research Variable Indicator Weights.

The analysis of the weight of the research variable indicators is as follows:

Teacher Performance Variable (Y)

Table 1. Weight Assessment Variable Performance Teacher (Y) indicators

No	INDICATOR	WEIGHT EVALUATION			AVERAGE RESULT SCORES STUDY
		EXPERT		EVALUATION OF AVERAGE WEIGHT	
		1	2		
1	Amount	22.08 %	20.78 %	21.43%	4.17
2	Quality	22.08 %	20.78 %	21.43%	3.97
3	Efficiency	18.18 %	19.48 %	18.83%	3.94
4	Productivity	19.48 %	19.48 %	19.48%	3.96
5	Effectiveness	18.18 %	19.48 %	18.83%	4.03
ALL OVER		100%	100%	100%	4.02

Job involvement variable (X1)

Table 2. Assessment of the Weight of the Job Involvement Variable Indicators (X1)

No	INDICATOR	WEIGHT EVALUATION			AVERAGE RESULT SCORES STUDY
		EXPERT		AVERAGE WEIGHT,	
		1	2		
1	<i>The importance of work</i>	26.47%	25.37 %	25.92%	3.97
2	<i>Purpose of Engagement towards</i>	26.47%	25.37 %	25.92%	4.07

<i>organizational goals</i>					
3	<i>Clarity of job guidelines</i>	25.00%	25.37 %	25.19%	4.04
4	<i>Personal relevance of work to identity and training</i>	22.06%	23.88 %	22.97%	3.85
ALL OVER		100%	100%	100%	3.98

Self-efficacy variable (X2)

Table 3. Self-efficacy variable weight assessment indicators (X2)

No	INDICATOR	WEIGHT EVALUATION		AVERAGE WEIGHT EVALUATION	AVERAGE RESULT SCORES STUDY
		EXPERT 1	EXPERT 2		
1	<i>Magnitude (level)</i>	14.41 %	13.64 %	14.03 %	4.21
2	<i>Generality</i>	15.32 %	15.45 %	15.38 %	3.93
3	<i>Strength</i>	13.51 %	14.55 %	14.03 %	4.13
4	<i>Previous Performance</i>	16.22 %	15.45 %	15.84 %	4.03
5	<i>Representative Experience</i>	12.61 %	13.64 %	13.12 %	3.94
6	<i>Verbal Persuasion</i>	13.51 %	13.64 %	13.57 %	3.97
7	<i>Emotional Cues</i>	14.41 %	13.64 %	14.03 %	4.06
ALL OVER		100%	100%	100%	4.04

Teamwork variable (X3)

Table 4. Teamwork variable assessment of indicator weight (X3)

No	INDICATOR	WEIGHT EVALUATION		AVERAGE
		EXPERT	AVERAG	

		1	2	E WEIGHT EVALUA TION	RESULT SCORES STUDY
1	Same own goals (<i>group goals</i>),	18.09 %	17.02 %	17.55%	4.03
2	Active participation of members,	19.15 %	18.09 %	18.62%	3.99
3	Prioritize togetherness (<i>cohesive</i>),	19.15 %	18.09 %	18.62%	4.02
4	Between members of complete skills And Expertise	14.89 %	15.96 %	15.43%	3.93
5	Sharing Knowledge	14.89 %	15.96 %	15.43%	3.83
6	Interconnected (interacting), communicating dynamically	13.83 %	14.89 %	14.36%	3.97
ALL OVER		100%	100%	100%	3.96

Motivation variable to achieve (X4)

Table 5. Assessment of the Weight of the Indicators of the Achievement Motivation Variable (X4)

No	INDICATOR	WEIGHT EVALUATION		AVERA GE WEIGH T EVALU ATION	AVERAGE RESULT SCORES STUDY
		1	2		
1.	Same own goals (<i>group goals</i>),	19.57 %	17.71 %	18.64%	3.81
2.	Active participation of members,	15.22 %	15.63 %	15.42%	4.03
3.	Prioritize togetherness (15.22	15.63	15.42%	4.13

	<i>cohesive</i> ,	%	%		
4.	Between members of complete skills And Expertise	17.39 %	17.71 %	17.55%	4.04
5.	Sharing Knowledge	15.22 %	15.63 %	15.42%	3.72
6.	Interconnected (interacting), communicating dynamically	17.39 %	17.71 %	17.55%	3.82
ALL OVER		100%	100%	100%	3.93

INFORMATION		
No	WEIGHT SCORE	CLASSIFICATION INDICATORS
1	4.00 - 5.00	Maintained or Developed
2	0.00 - 3.99	Still

Discussion

Direct positive influence between the variable Job involvement (X1) and the variable teacher performance (Y)

Based on SITOREM analysis, improving teacher performance is carried out with improvement indicators that are still weak, namely Quality (21.43%) (3.97), Productivity (19.48%) (3.96), and Efficiency (18.83%) (3.94), Maintenance or development indicators: Quantity (21.43%) (4.17) and Effectiveness (18.83%) (4.05), Meanwhile, strengthening work involvement is carried out with weak improvement indicators, namely: *Importance of work* (25.92%) (3.97) and *Personal relevance of work to identity and training* (22.97%) (3.85), Maintaining or developing indicators: *Involvement of goals towards organizational goals* (25.92%) (4.07) and *Clarity of work guidelines* (25.19%) (4.04).

The study of Mustaking and Arifuddin (2023: 104-115) found a positive influence between work engagement and teacher performance of $\beta = 0.220$. The results of previous studies support the findings of this study. This aligns with the "Integrative Behavioral Organizational Model" developed by Colquitt et al. (2019: 4), which states that work engagement influences teacher performance. Based on the description above, it can be concluded that the findings in this study have been proven to be based on the research hypothesis, which states that work engagement has a significant

positive direct influence on teacher performance.

Direct positive influence between self-efficacy variable (X2) on teacher performance variable (Y)

Based on SITOREM analysis, improving teacher performance is done by enhancing indicators that are still weak, namely: Quality (21.43%) (3.97), Productivity (19.48%) (3.96), and Efficiency (18.83%) (3.94), Maintaining or developing indicators: Quantity (21.43%) (4.17) and Effectiveness (18.83%) (4.05), while strengthening self-efficacy is done by improving indicators that are still weak, namely: Generality (15.38%) (3.93), Verbal Persuasion (13.57%) (3.97), and Representative Experience (13.12%) (3.94), Maintaining or developing indicators: Past Performance (15.84%) (4.03), Magnitude (level) (14.03%) (4.21), Strength (14.03%) (4.13), and Emotional Cues (14.03%) (4.06). Based on the description above, it can be concluded that the findings in this study have been proven to be based on the research hypothesis, which states that self-efficacy has a significant positive direct influence on teacher performance.

Direct positive influence between teamwork variable (X3) on teacher performance variable (Y)

Based on SITOREM analysis, improving teacher performance is done by enhancing indicators that are still weak, namely: Quality (21.43%) (3.97), Productivity (19.48%) (3.96), and Efficiency (18.83%) (3.94), Maintaining or developing indicators: Quantity (21.43%) (4.17) and Effectiveness (18.83%) (4.05). Meanwhile, strengthening teamwork is done by improving indicators that are still weak, namely: Active participation of members (18.62%) (3.99), Members complement each other's skills and expertise (15.43%) (3.93), and Sharing knowledge (15.43%) (3.83), Maintaining or developing indicators: Prioritizing togetherness (cohesive) (18.62%) (4.02), Having the same goals (group goals) (17.55%) (4.03), and Interacting, communicating effectively. Dynamic (14.36%) (3.97).

Research by P. Damayanti. (2023: 1-19) teamwork has a direct positive effect on teacher performance of $\beta = 0.487$. The results of previous studies support the findings of this study. This aligns with the "Integrative Model of Organizational Behavior" developed by Colquitt et al. (2019: 4), which states that teamwork affects teacher performance. Based on the description above, it can be concluded that the findings in this study have been proven to be by the hypothesis of this study, which states that teamwork has a significant direct positive effect on teacher performance.

Direct positive influence between work involvement variable (X1) and achievement motivation variable (X4)

Based on SITOREM analysis, strengthening achievement motivation is done by

improving indicators that are still weak, namely: Desire to achieve achievement (Achievement) (18.64%) (3.81), Desire to obtain organizational procedures (Organizational Procedure) (17.55%) (3.82), and Desire to get working conditions (Working Conditions) (15.42%) (3.72), Maintaining or developing indicators: Desire to obtain progress (Progress) (17.55%) (4.04), Desire to be responsible (Responsibility) (15.42%) (4.13), and Desire to obtain recognition (Recognition) (15.42%) (4.03). Meanwhile, strengthening work involvement is done by improving indicators that are still weak, namely: Importance of work (25.92%) (3.97) and Personal relevance of work to identity and training (22.97%) (3.85), Maintaining or developing indicators: Involvement of goals towards organizational goals (25.92%) (4.07) and Clarity of work guidelines (25.19%) (4.04).

Research by Aditya Ebyatiswara Putra et al. (2023: 136-148) found that work engagement positively affects achievement motivation by $\beta = 0.487$. The results of previous studies support the findings of this study. This aligns with the "Integrative Model of Organizational Behavior" developed by Colquitt et al. (2019: 4), which states that work engagement affects achievement motivation. Based on the description above, it can be concluded that the findings in this study have been proven by the hypothesis of this study, which states that work engagement has a significant positive direct effect on achievement motivation.

Direct positive influence between self-efficacy variable (X2) and achievement motivation variable (X4)

Based on SITOREM analysis, strengthening achievement motivation is done by improving indicators that are still weak, namely: Desire to achieve achievement (Achievement) (18.64%) (3.81), Desire to obtain organizational procedures (Organizational Procedure) (17.55%) (3.82), and Desire to get working conditions (Working Conditions) (15.42%) (3.72), Maintaining or developing indicators: Desire to obtain progress (Progress) (17.55%) (4.04), Desire to be responsible (Responsibility) (15.42%) (4.13), and Desire to obtain recognition (Recognition) (15.42%) (4.03). Meanwhile, strengthening self-efficacy is done by improving indicators that are still weak, namely: Generality (15.38%) (3.93), Verbal Persuasion (13.57%) (3.97), and Vicarious Experience (13.12%) (3.94), Maintaining or developing indicators: Past Performance (15.84%) (4.03), Magnitude (level) (14.03%) (4.21), Strength (14.03%) (4.13), and Emotional Cues (14.03%) (4.06).

Research from Dewi Lutfiana Sari and Ahmad Faisal (2024: 56-67) From the calculation results obtained the path coefficient value (β_{x3x1}) = 0.309 with a calculation of $t = 3.086$ and at the fundamental level $\beta = 0.05$ obtained tablet (0.05) = 1.990, because the calculated value $t >$ tablet, then reject H_0 , so the path coefficient is very significant. From these findings, it turns out that self-efficacy has a direct positive effect on achievement motivation. This aligns with the "Integrative Model of

Organizational Behavior" developed by Colquitt et al. (2019: 4), which states that self-efficacy influences achievement motivation. Based on the description above, it can be concluded that the findings in this study have been proven by the hypothesis of this study, which states that self-efficacy has a significant, direct, positive effect on achievement motivation.

Direct positive influence between teamwork variable (X3) and achievement motivation variable (X4)

Based on SITOREM analysis, strengthening achievement motivation is carried out with improvement indicators that are still weak, namely: Desire to achieve achievement (Achievement) (18.64%) (3.81), Desire to obtain organizational procedures (Organizational Procedures) (17.55%) (3.82), and Desire to get working conditions (Working Conditions) (15.42%) (3.72), Maintaining or developing indicators: Desire to obtain progress (Progress) (17.55%) (4.04), Desire to be responsible (Responsibility) (15.42%) (4.13), and Desire to obtain recognition (Recognition) (15.42%) (4.03). Meanwhile, strengthening teamwork is done by improving indicators that are still weak, namely: Active participation of members (18.62%) (3.99), Members complement each other's skills and expertise (15.43%) (3.93), and Sharing knowledge (15.43%) (3.83), Maintaining or developing indicators: Prioritizing togetherness (cohesive) (18.62%) (4.02), Having the same goal (group goal) (17.55%) (4.03), and Interacting, communicating dynamically (14.36%) (3.97).

Research from Siti Rohana N. Sihombing et al. (2023: 34-51) found that teamwork has a positive effect on achievement motivation with the results of a linear regression analysis of a t value of 1.975 from a t table of 1.697, then the t count table > t, so the results of the study are declared significant. Teamwork positively affects achievement motivation with the results of a linear regression analysis of a t value of 6.236 from a t table of 1.697. The t count table > t, the analysis results are declared significant. The results of previous studies support the findings of this study. This aligns with the "Integrative Model of Organizational Behavior" developed by Colquitt et al. (2019: 4), which states that teamwork influences achievement motivation. Based on the description above, it can be concluded that the findings in this study have been proven by the hypothesis of this study, which states that teamwork has a significant positive direct effect on achievement motivation.

Indirect positive influence between work involvement variable (X1) on teacher performance variable (Y) through achievement motivation (X4)

Based on SITOREM analysis, improving teacher performance is done by enhancing indicators that are still weak, namely: Quality (21.43%) (3.97), Productivity (19.48%) (3.96), and Efficiency (18.83%) (3.94), Maintaining or developing indicators: Quantity (21.43%) (4.17) and Effectiveness (18.83%) (4.05), Strengthening

work involvement is done by improving indicators that are still weak, namely: Importance of work (25.92%) (3.97) and Personal relevance of work to identity and training (22.97%) (3.85), Maintaining or developing indicators: Involvement of goals towards organizational goals (25.92%) (4.07) and Clarity of work guidelines (25.19%) (4.04).

Meanwhile, strengthening achievement motivation is done by improving indicators that are still weak, namely: Desire to achieve achievement (Achievement) (18.64%) (3.81), Desire to obtain organizational procedures (Organizational Procedures) (17.55%) (3.82), and Desire to get working conditions (Working Conditions) (15.42%) (3.72), Maintaining or developing indicators: Desire to obtain progress (Progress) (17.55%) (4.04), Desire to be responsible (Responsibility) (15.42%) (4.13), and Desire to obtain recognition (Recognition) (15.42%) (4.03).

The findings of this study show that work engagement can contribute to improving teacher performance through achievement motivation. This is in line with the "Integrative Model of Organizational Behavior" developed by Colquitt et al. (2019: 4), which states that achievement motivation is one of the individual mechanisms that can be used as an intervention variable.

Indirect positive influence between self-efficacy variable (X2) on teacher performance variable (Y) through achievement motivation (X4)

Based on SITOREM analysis, improving teacher performance is done by enhancing indicators that are still weak, namely: Quality (21.43%) (3.97), Productivity (19.48%) (3.96), and Efficiency (18.83%) (3.94), Maintaining or developing indicators: Quantity (21.43%) (4.17) and Effectiveness (18.83%) (4.05). Strengthening self-efficacy is done by improving indicators that are still weak, namely: Generality (15.38%) (3.93), Verbal Persuasion (13.57%) (3.97), and Vicarious Experience (13.12%) (3.94), Maintaining or developing indicators: Past Performance (15.84%) (4.03%), Magnitude (level) (14.03%) (4.21), Strength (14.03%) (4.13), and Emotional Cues (14.03%) (4.06).

Meanwhile, strengthening achievement motivation is carried out by improving indicators that are still weak, namely: Desire to achieve (Achievement) (18.64%) (3.81), Desire to get organizational procedures (Organizational Procedures) (17.55%) (3.82), and Desire to get working conditions (Working Conditions) (15.42%) (3.72), Maintaining or developing indicators: Desire to get progress (Progress) (17.55%) (4.04), Desire to be responsible (Responsibility) (15.42%) (4.13), and Desire to get recognition (Recognition) (15.42%) (4.03). From the findings obtained in this study, it can be seen that self-efficacy can contribute to improving teacher performance through achievement motivation. This aligns with the "Integrative Model of Organizational Behavior" developed by Colquitt et al. (2019: 4), that achievement

motivation is one of the individual mechanisms that can be used as an intervention variable.

Indirect positive influence between teamwork variable (X3) on teacher performance variable (Y) through achievement motivation (X4)

Based on SITOREM analysis, improving teacher performance is carried out with improvement indicators that are still weak, namely: Quality (21.43%) (3.97), Productivity (19.48%) (3.96), and Efficiency (18.83%) (3.94), Maintaining or developing indicators: Quantity (21.43%) (4.17) and Effectiveness (18.83%) (4.05). Strengthening *teamwork* is carried out with improvement indicators that are still weak, namely: Active participation for members (18.62%) (3.99), Between members, complete skills and expertise (15.43%) (3.93), And Sharing knowledge (15.43%) (3.83), Maintaining or developing indicators: Prioritizing togetherness (cohesive) (18.62%) (4.02), Having the same goal (group goal) (17.55%) (4.03), and Interacting, communicating dynamically (14.36%) (3.97).

Meanwhile, strengthening achievement motivation is carried out by improving indicators that are still weak, namely: Desire to achieve achievement (Achievement) (18.64%) (3.81), Desire to obtain organizational procedures (Organizational Procedures) (17.55%) (3.82), and Desire to get working conditions (Working Conditions) (15.42%) (3.72), Maintaining or developing indicators: Desire to get progress (Progress) (17.55%) (4.04), Desire to be responsible (Responsibility) (15.42%) (4.13), and Desire to obtain recognition (Recognition) (15.42%) (4.03). From the findings obtained in this study, it can be seen that teamwork can contribute to improving teacher performance through achievement motivation. This aligns with the "Integrative Model of Organizational Behavior" developed by Colquitt et al. (2019: 4), that achievement motivation is one of the individual mechanisms that can be used as an intervention variable.

Conclusion

Involvement Work encourages teachers to be more active, increasing their sense of importance in reaching objective schools. Efficacy self-building strengthens trust in teacher self-overcoming challenges. At the same time, work teams facilitate effective collaboration between teachers. Motivational performance is an internal drive that drives teachers to reach optimal performance.

Study This also identifies that motivation performance's role mediation strengthens the connection between involvement work, efficacy self and work team to teacher performance. Findings Emphasize the importance of development strategy motivation as key To improved performance. Implications are practical from the study. This covers the need to develop programs that support involvement work and efficacy of teacher self and push culture Work, solid team. This is expected to increase

the quality of education in a way that contributes to objective education national level schools and policies national.

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