

Factors Affecting Teacher Performance

Sarah Wulan*

Department of Primary Teacher Education, STKIP Kusumanegara, Indonesia

*sarahwulan86@stkipkusumanegara.ac.id

Abstract

The literature study research methodology was used in this research. Experts including Gibson, Campbell, Mathis, and Jackson explain the theory of performance factors. Next, a search was carried out using relevant published research findings to evaluate and convey research findings to strengthen previously existing theories. It can be concluded that there are two categories that can be used to group factors that influence teacher performance: internal factors, namely elements that come from the teacher. Apart from that, there are external factors—namely elements that cannot be controlled. Family history, talents, social experiences, demographics, knowledge, self-confidence, drive, personality, role perception, attitude, job happiness, and each person's level of commitment and responsibility are examples of internal factors. The following are examples of external factors: organizational factors (job design, reward structure, organizational structure, and leadership); team factors (quality of support and enthusiasm provided); and leadership factors (the quality of encouragement, enthusiasm, direction, and support provided by managers and Team Leaders). offered by teammates in one team, mutual trust between teammates, cohesiveness and closeness of teammates), contextual factors (pressure and changes in the external environment), system factors (work systems, work facilities, or infrastructure provided by the organization, organizational processes, and performance culture in organizations).

Keywords: Performance, Teacher, Teacher performance.

Received: February 21, 2024.

Revised: July 01, 2024

Accepted: July 23, 2024

Article Identity:

Wulan, S., (2024). Factors Affecting Teacher Performance. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 16(1), 112-118.

INTRODUCTION

Based on results from the 2022 Program for International Student Assessment (PISA), which was released on December 5, 2023, Indonesia is ranked 68th out of 81 countries with reading (371), science (398), and math (379) scores. In contrast, this score decreased from the 2018 PISA test results by 12–13 points. This illustrates the instructors' persistently subpar work.

Among the many reasons contributing to Indonesia's low teacher competency rate is the absence of academic credentials for teachers. Many still fall short of the S1 or D4 minimum standard, particularly in underprivileged areas. Absence of professional development and training for teachers, which is still uncommon, inconsistent, and out of step with needs of teachers. Additionally, there is insufficient oversight and assessment of educators' performance, which remains feeble, opaque, and lacking in objectivity. One of the reasons for poor teacher performance is this.

Teacher Performance

According to Law of the Republic of Indonesia Number 14 of 2005 Chapter I Article 1 Paragraph (1), teachers are qualified educators whose primary responsibility in early childhood education is to instruct, guide, direct, train, assess, and evaluate students. by means of formal schooling.

Teachers play two roles: they are not only knowledge providers; they are also mentors who help students reach their full potential, create new opportunities, and get excited about learning. This means that teachers have a variety of complex tasks to complete in order to meet educational objectives. In addition to possessing the subject matter they are expected to teach and a technical set of teaching skills, teachers must also have a positive attitude and serve as role models for their students.

Performance is the outcome of work that can be completed by an individual or group of individuals within an organization in accordance with their respective authority and responsibilities in an effort to achieve the organization's goals in a way that is morally and ethically acceptable, legal, and compliant (Rindiantika, 2020).

Teacher performance is the outcome of actual work, both in terms of quantity and quality, that a teacher completes in order to fulfill the responsibilities assigned to him. These responsibilities include creating lesson plans, carrying out instruction, conducting assessments, and analyzing assessments (Roemintoyo, 2021; Octavia, 2019).

High-achieving teachers will have a direct impact on how students learn in the classroom. They can increase the quality of instruction and, naturally, the learning outcomes of their students by encouraging their passion and drive to learn more. One of the primary determinants of the effectiveness of the educational process in schools is teacher performance.

To improve teacher performance, it is imperative to comprehend the factors influencing it. Therefore, it is crucial to continue researching the factors influencing teachers' effectiveness in the classroom.

This study aims to identify various theories concerning the factors affecting the effectiveness of teachers. It is hoped that this study will assist educational institutions in raising the caliber of their faculty. Furthermore advantageous for the progress of research.

RESEARCH METHOD

This research is classified as library research because it is a collection of studies on data collection techniques used in libraries or because the study objects are examined using a variety of library resources (books, encyclopedias, scientific journals, newspapers, magazines, and documents). A literature review is a type of research that formulates theoretical and methodological contributions to a particular topic while also examining or critically reviewing knowledge, ideas, or findings found in a body of academic-oriented literature (Limakrisna, Nandan; Hapzi, Ali, 2013).

Finding various theories, postulates, principles, or ideas that are used to analyze and resolve formulated research questions is the main goal of library research. This research employs descriptive analysis, which entails systematically analyzing the

collected data before providing an in-depth understanding and explanation to ensure comprehension.

RESULTS AND DISCUSSION

According to Gibson, the following elements affect how well teachers perform: 1) Personal characteristics, such as family history, aptitudes, experience in social situations, and demographics. 2) psychological elements consist of motivation, work satisfaction, personality, and attitude perception. Organizational structure, job design, leadership, and reward system are examples of organizational factors (Riyadi, 2015).

According to Campbell (2014), the following personal/individual factors affect teacher performance: each person's knowledge, skills, abilities, self-confidence, motivation, and commitment. b. Leadership elements, specifically: managers' and team leaders' ability to inspire, motivate, guide, and support. c. Team elements, which include the level of comradery and zeal shown by teammates, mutual trust, and closeness among teammates. d. System factors include organizational procedures, performance culture, work systems, and infrastructure (i.e., work facilities) provided by the organization. e. Pressure and alterations in the internal and external environments are examples of contextual (situational) factors.

Ability is one of the factors that affects teacher performance, according to Mathis, et al., (2017) b. Inspiration. c. Assistance obtained. d. The fact that work has been done. This has to do with taking accountability for the work completed. e. Connection to the establishment. The capacity to fulfill one's responsibilities and duties, obey, execute, and practice obedience with responsibility and full awareness.

According to Gibson, Campbell, Mathis, and Jakson's perspectives, there are two categories of factors that affect a teacher's performance: internal factors, or those that come from within the teacher. In addition, there are external factors—that is, elements that one cannot control. Family history, aptitudes, social experience, knowledge, self-assurance, drive, personality, perceived role attitudes, work happiness, and each person's level of commitment and responsibility are examples of internal factors. The following are examples of external factors: system factors (work systems, work facilities or infrastructure provided by the organization, organizational processes, and performance culture in the organization); contextual factors (situational: pressure and changes in the external environment); leadership factors (quality in providing encouragement, enthusiasm, direction, and support provided by managers and Team Leaders); organizational factors (organizational structure, job design, leadership, reward system); team factors (quality of support and enthusiasm provided by colleagues in a team, trust in fellow team members, cohesiveness and closeness of team members).

Numerous studies have been done in support of the theory regarding the factors that influence performance above. Retrieved from a number of pertinent Google Scholar articles using the keyword "performance." The following are some pertinent studies and their findings:

First, Pramesti and Muhyadi (2018) list the following as factors that affect teacher performance: socioeconomic status, work climate, teacher motivation, and the principal's supervision of the school. The following data were obtained through a quantitative ex-post facto research approach. (1) Teacher performance is influenced by principal supervision, with a significance value of $0.032 < 0.05$. (2) Teacher performance is influenced by work motivation, with a significance level of $0.000 < 0.05$. (3) The work climate of educators has an impact on their performance, with a significance value of $0.031 < 0.05$. (4) A significance value of $0.130 > 0.05$ indicates that socioeconomic status has no bearing on a teacher's effectiveness. (5) With a significance value of $0.000 < 0.05$, the combination of principal supervision, work motivation, the work climate for teachers, and socioeconomic status affects teacher performance. Each variable's effective contribution is as follows. (1) 8.1% for principal supervision; (2) 42.0% for work motivation among teachers; (3) 17.3% for teacher work climate; (4) 1.8% for socioeconomic status; and (5) 62.3% for the combined effect of principal supervision, work motivation, teacher work climate, and socioeconomic status on teacher performance.

The study's findings suggest that a combination of factors, including socioeconomic status, work motivation, the work environment for teachers, and principal supervision, affects teachers' effectiveness.

Second, according to the quantitative research results of Pratiwi, W. A., Prasetyo, I., & Shabrina, M. N. (2021), 1. psychological factors—specifically, teacher motivation—have an impact on teacher performance, as demonstrated by the 1.462 Eigenvalues. 2. The Eigenvalues of 1.005 demonstrate that organizational variables, specifically teacher discipline, have an impact on teacher performance. 3. The Eigenvalues of 2.506 demonstrate that individual factors (teacher competence), such as pedagogical competence, personality competence, professional competence, and social competence, have an impact on teacher performance. The purpose of this study is to identify the variables that affect kindergarten teachers' performance in Sukoharjo Regency, Central Java.

This study suggests that individual, organizational, and psychological factors all affect how well teachers perform.

Third, findings from a quantitative descriptive study conducted in Bengkalis Regency by Miranda, Almasdi Syahza, and Sumarno (2021) with a population sample of 56 civil servant teachers employed at State Middle Schools in the region—which include Middle Schools State in Bandar Laksamana District and State Middle Schools in Bukit Batu District—indicate that: 1) work climate influences teacher job satisfaction by 43.1%; 2) work motivation influences teacher job satisfaction by 42.5%; 3) the work climate has a 35.3% influence on teacher performance; 4) work motivation has a 32.7% influence on teacher performance; and 5) job satisfaction has a 26.0% influence on teacher performance. 6) workplace atmosphere affects teacher performance by 11.2% through job satisfaction; 7) work motivation affects teacher performance by 11.0% through job satisfaction.

We can conclude that teacher performance is influenced by the work environment, employee motivation, and job satisfaction. Teachers will feel satisfied and more enthusiastic about their work if they work in a pleasant, comfortable, and stimulating environment. This will improve their performance as teachers.

Fourth, according to the research findings of Farmawaty, Anwar Ramli, and Rahmatullah (2018), the performance of economics teachers at State High Schools

in Makassar City is significantly influenced by factors such as teacher competence, principal leadership, teacher work motivation, work environment, and teacher welfare.

Fifth, according to Magistra, S. N., Santosa (2021) Indriayu's research findings from 2021, high school teachers' performance is significantly impacted by their level of self-efficacy. The organizational commitment of high school teachers is significantly impacted by their sense of self-efficacy. The performance of high school teachers is significantly impacted by technostress. The organizational commitment of high school teachers is significantly impacted by technostress.

Through organizational commitment, it can be concluded that self-efficacy and technostress have a major impact on the performance of high school teachers in Purwokerto.

Sixth, based on statistical tests, Ratnani, A. D., Istiatin, I., & Sarsono, S. (2021) descriptive quantitative research produced an adjusted R square (R^2) of 73.7%, indicating that changes in teacher performance variables are primarily explained by the variables of professional competence, infrastructure, motivation, and work discipline, accounting for 73.7% of the variance. The remaining 26.3% is attributed to other variables that were not examined, including employee satisfaction, leadership, and school culture. There are 46 instructors at Surakarta Batik Middle School in total. In this study, a census technique or saturated sample consisting of 46 individuals was used as the sampling method. A questionnaire was used for data collection, and SPSS 22.00 was used for data analysis to compute coefficient of determination, F test, t test, and multiple linear regression analysis.

The study concludes that work discipline, infrastructure, motivation, and professional competence all affect teachers' effectiveness.

Seventh, a work environment that fosters the development of an academic atmosphere has a significant impact on teacher performance, as demonstrated by the quantitative research findings by Purnami, Sunarto, Welius Purbonuswanto, Riel Widiastuti, and Aris Dewi Ekarisma (2020). This effect is evident for elementary school teachers in Bantul Regency as well as vocational school teachers in Semin District. Based on the data analysis test results, (1) emotional exhaustion, school culture, and principal conflict management all have an impact on how well elementary school teachers perform, as shown by the value $R^2 = 0.232$ with a F value = 9.944 and a significance level of 0.00. and (2) The vocational school teacher performance is influenced by the work climate, principal leadership, and teacher competence, as indicated by the $R^2 = 0.768$ value, F value = 34.289, and significance level of 0.00. The school culture had the largest impact on the performance of elementary school teachers (19.1%), while the principal's leadership (30.4%) and the work climate (29.4%) had the largest corresponding effects on the performance of vocational school teachers.

The management of conflicts by the principal, the school's culture, teacher competency, emotional exhaustion, principal leadership, and the work environment all have an impact on how well teachers perform.

CONCLUSION

It is possible to classify the factors that affect teacher performance into two categories based on the findings and discussions covered in this article: internal

factors, or factors that come from the teacher. In addition, there are external factors—that is, elements that one cannot control. Family history, aptitudes, social experience, demographics, knowledge, self-assurance, drive, personality, role perception, attitude, work happiness, and each person's level of commitment and responsibility are examples of internal factors. The following are examples of external factors: organizational factors (job design, reward structure, organizational structure, and leadership); team factors (quality of support and enthusiasm provided); and leadership factors (quality of encouragement, enthusiasm, direction, and support provided by managers and Team Leaders). offered by teammates in a team, mutual trust among teammates, cohesiveness and closeness of teammates), contextual factors (pressure and changes in the external environment), system factors (work systems, work facilities, or infrastructure provided by the organization, organizational processes, and performance culture in the organization).

REFERENCES

- Ali, Hapzi., Nandan, L. (2013). *Metodologi Penelitian: Petunjuk Praktis untuk Pemecahan Masalah Bisnis, Penyusunan Skripsi, Tesis, dan Disertasi*, EDISI, ed.1, cet.1; Penerbitan, Yogyakarta: Deepublish.
- Campbell, A. B. (2014). *Understanding the teacher performance evaluation process from the perspective of Jamaican public school teachers*. University of Toronto (Canada).
- Farmawaty, E., Ramli, A., & Rahmatullah, R. (2018). Faktor-faktor yang mempengaruhi kinerja guru ekonomi pada SMA Negeri di kota Makassar. *Jurnal Ekonomi dan Pendidikan" Jekpend"*, 1(2), 23-29.
- Hendrawijaya, A. T., Hilmi, M. I., Hasan, F., Imsiyah, N., & Indrianti, D. T. (2020). Determinants of Teacher Performance with Job Satisfactions Mediation. *International Journal of Instruction*, 13(3), 845-860. <https://doi.org/10.29333/iji.2020.13356a>
- Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors Affecting Teacher Performance. *International Journal of Evaluation and Research in Education*, 10(4), 1462-1468. DOI: 10.11591/ijere.v10i4.21693
- Miranda, M., Syahza, A., & Sumarno, S. (2021). Analysis of Factors Affecting Teacher Performance in State Junior High School Learning in Bengkalis Regency. *Journal of Educational Sciences*, 5(3), 464-478. DOI: <http://dx.doi.org/10.31258/jes.5.3.p.464-478>
- Magistra, S. N., Santosa, S., & Indriayu, M. (2021). Effect of self-efficacy and technostress on teacher performance through organizational commitments. *Dinamika Pendidikan*, 16(1), 75-82.
- Octavia, Shylphi A. (2019). *Sikap dan Kinerja Guru Profesional*. Yogyakarta: Deepublish.
- Purnami, A. S., Sunarto, S., Purbonuswanto, W., Widiastuti, R., & Ekarisma, A. D. (2020). Teacher Performance. In *Proceedings: the International Conference on Technology, Education, and Science* (Vol. 2, No. 1, pp. 102-108).
- Pusparani, M. (2021). Faktor yang mempengaruhi kinerja pegawai (suatu kajian studi literatur manajemen sumber daya manusia). *Jurnal Ilmu Manajemen Terapan*, 2(4), 534-543. DOI: <https://doi.org/10.31933/jimt.v2i4.466>

- Pramesti, D., & Muhyadi, M. (2018). Faktor-faktor yang mempengaruhi kinerja guru SMA. *Harmoni Sosial: Jurnal Pendidikan IPS*, 5(1), 43-56. DOI: <https://doi.org/10.21831/hsjpi.v5i1.11854>
- Pratiwi, W. A., Prasetyo, I., & Shabrina, M. N. (2021). Faktor-faktor yang berpengaruh terhadap kinerja guru taman kanak-kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1741-1753. DOI: 10.31004/obsesi.v5i2.970
- Ratnani, A. D., Istiatin, I., & Sarsono, S. (2021). Teacher performance reviewed from professional competencies, infrastructure facilities, motivation, and work discipline (Study on education staff at SMP Batik Surakarta). *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 5(3), 1940-1947.
- Rindiantika, Y. (2020). Guru Dalam Perspektif Kinerja: Kajian Teori. *INTELEGENSIA: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 60-70.
- Mathis, R. L., Jackson, J. H., Valentine, S. R., & Meglich, P. A. (2017). *Human resource management*. Cengage learning.
- Noor, A., Radiansyah, A., Ishak, R. P., Hakim, C., Rijal, S., Harto, B., ... & Hendriana, T. I. (2023). *Human Resource Management (Manajemen Sumber Daya Manusia)*. PT. Sonpedia Publishing Indonesia.
- Riyadi, S. (2015). Effect of work motivation, work stress and job satisfaction on teacher performance at senior high school (SMA) throughout The State Central Tapanuli, Sumatera. *IOSR Journal of humanities and social science*, 20(2), 52-57. DOI: 10.9790/0837-20215257
- Roemintoyo, R., Tauhid, H., Miyono, N., & Budiarto, M. K. (2021). Contribution Factors in Affecting Teacher Performance: Principal Managerial Skills and Work Motivation. *Journal of education technology*, 5(2), 220-227. DOI: <https://doi.org/10.23887/jet.v5i2.34687>