

Exploring the Impact of Various Factors on the Performance of DKI Jakarta State Senior High School Teachers

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Abstract:

Introduction: Teachers are the main element as a transformer of knowledge and values to students. Without teachers, there is no educated society, there are no various professions that will fill world civilization. Teacher performance is very much needed in the education process. Therefore, teacher performance in schools needs to receive very serious, systemic attention from the environment where teachers carry out their duties including physical and social aspects.

Objectives: This study aims to test and analyze the factors that influence and can improve teacher performance in Jakarta State Senior High Schools. This study uses a quantitative design. Data were obtained from a survey of 370 teachers in DKI Jakarta State Senior High Schools

Methods: Descriptive analysis was used to evaluate the degree of each variable after data collection, while to see the influence between variables, the SmartPLS application was used to apply the PLS-SEM method, and several elements were found that influenced teacher performance, such as servant leadership, perception of organizational support, and collective efficacy

Results: The results of data processing showed that all influences were positive and all had a significant effect, indicating that all factors could be generalized. After the data was processed, the researcher finally found the Strategic Model of the Concept of Improving the Performance of Jakarta State Senior High School Teachers Based on the Theory of Servant Leadership, Perception of Organizational Support (POS) and Collective Efficacy

Conclusions: The results of the study indicate that all variables are in the very high category. The implications of this study are practical implications in terms of improving teacher performance, developing leadership styles, especially servant leadership, organizational support and the need to improve teacher collective efficacy. Further research will be more optimal if it examines more specific variables in terms of character, nature, demographics or locus.

Keywords: Servant Leadership, Perception of Organizational Support (POS) and Collective Efficacy and PLS SEM

1. Introduction

The quality of education is considered important because it greatly determines the pace of development in any country. Therefore, almost all countries in the world are always trying to improve the quality of education as an effort to improve the quality of life of the community.

One of the parties who has a very important influence in the world of education is a teacher. Teachers are the main element as transformers. Without teachers there is no educated society, there are no various professions that fill world civilization. Improving the quality of education is intertwined directly or indirectly with teacher performance. No matter how great the curriculum design is, it ultimately depends on the capacity of execution and delivery. Teachers are the curriculum in motion (living curriculum).

Teacher performance, which has been a discourse in improving the quality of Human Resources (HR), has become a central issue in developing the quality of national education. The problem of teachers is an education problem, and the problem of education is a national problem. This is the statement of education practitioners in an effort to improve teacher professionalism.

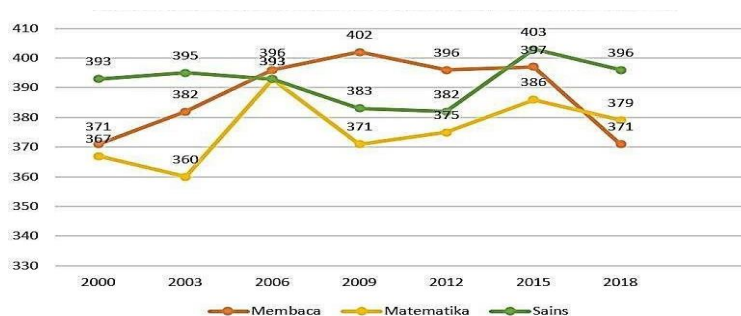
Teachers are the main element in the entire education process, especially at the institutional level. Without teachers, education is just a grandiose slogan because all forms of policies and programs will ultimately be determined by the performance of the party at the forefront, namely teachers (Surya, 2003:2).

Teacher competencies in carrying out their professional duties consist of four competencies. In accordance with Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph 1 states that teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education.

The demands and main tasks of teacher functions that have been outlined in the Teachers and Lecturers Law above have not been able to be fulfilled by teachers due to various obstacles, challenges and barriers that exist. The reality in the field is that the competence of Indonesian teachers has not met the expectations of schools, students, parents and even the government. This is evidenced by the results of the 2018 Programme for International Student Assessment (PISA) report released by the Organization for Economic Cooperation and Development (OECD) from 76 countries participating in Indonesia's literacy skills are in position 71, mathematics in position 70, and science in position 69.4 Based on the PISA score, Indonesia is still very far below the average PISA score, this shows that the quality of education is very concerning.

PISA itself is an international assessment method that is an indicator for measuring the competence of Indonesian students at the global level. The development of PISA test results from 2000 to 2018 is as shown in the image below.

Figure 1.1. Indonesia's PISA Score from 2000-2018



Sources: Organisation for Economic Co-operation and Development (OECD) 2021

The image above shows that the students' scores from several aspects tested are still low. This indicates that one of the possible causal variables is the teacher. Teachers who do not yet have reliable performance. For the 2022 report, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) released the results of the PISA 2022 study on Tuesday (5/12). The results of PISA 2022 show that Indonesia's literacy learning outcomes ranking has increased by 5 to 6 positions compared to PISA 2018. This increase is the highest achievement in terms of ranking (percentile) throughout Indonesia's history of participating in PISA.

The Minister of Education, Culture, Research, and Technology (Mendikbudristek), Nadiem Anwar Makarim, said that this increase in ranking shows the resilience of the Indonesian education system in overcoming learning loss due to the pandemic. For reading literacy, Indonesia's ranking in PISA 2022 rose five positions compared to before. For mathematics literacy, Indonesia's ranking in PISA 2022 also rose five position.

Table 1. Teacher Competency Test Results in 2019

No.	Region	Score
1.	Yogyakarta	62,58
2.	Central Java	59,10
3.	DKI Jakarta	58,44
4.	East Java	56,73
5.	Bali	56,13
6.	Bangka Belitung	55,13
7.	West Java	55,06

Source: Regional Education Balance (2019)

From the results of the Teacher Competency Test (TCT) above. The average TCT for high school level per region in DKI Jakarta and the TCT results in 2019 for the DKI Jakarta region are still low, namely an average of 62 percent overall and 65 percent for professional competence (Ministry of Education and Culture, 2019). Meanwhile, the TCT results for Senior High Schools only reached an average of 54.62 (Fitrianto, 2019).

The distribution of TCT score results in several city areas in DKI Jakarta can be seen in table 1.3. It turns out to be still low. A value of 49.71 for the average pedagogical competency score and 56.90 for the average professional competency score. If we examine the data in the table, it turns out that the average results for pedagogical and professional competency scores have not reached 6.0. This means it is still quite low.

Table 2. UKG Score Results in the DKI Jakarta Province

No.	Region	Average Pedagogical Competency Score	Average Professional Competency Score
1	Central Jakarta City	50,60	57.08

2	North Jakarta City	49,22	56,35
3	West Jakarta City	49,00	55,81
4	South Jakarta City	49,91	56,77
5	East Jakarta City	49,82	56,98

Source: *Regional Education Balance (2019)*.

In its sustainability, an organization really needs a leadership style figure. The leadership style will more or less affect the process and achievement of the organization's goals that have been outlined. Servant leadership or a leader who serves is a leadership style that serves before being served. Organizational support is the level of management's appreciation for employee contributions and how much attention they pay to employee welfare. Because the school is an organization, there needs to be both visible and invisible activities in terms of supporting the performance activities of school residents including teachers. Quoting the theory of reciprocity norms (Cullen & Edwards, 2014) states that employees will try to repay the organization where they work by showing an attitude of caring for the organization and carrying out their work as well as possible.

The perception of organizational support will increase if the organization implements an adequate reward system, provides opportunities for self-development, and implements positive policies in the work environment. Good employee perceptions arise from organizational support that creates a sense of indebtedness in employees to the organization so that they feel they have an obligation to repay it (Kambu et al., 2011). The perception of organizational support can be measured through indicators of appreciation, superior support, working conditions, and employee welfare (Eisenberger et al., 1986).

The perception of organizational support that occurs in the DKI Jakarta education area is difficult to realize such as the statements or examples of organizational support above. The local government through the provincial education office feels that providing the same allowance is sufficient. The only difference is the length of service and what position they have in the school organization. For other things in the form of organizational support is still very minimal. In fact, what is called achievement cannot be with money but must go through struggle, sweat and tears. Achievement can only be achieved with persistence, tenacity, hard work and sincerity without time, energy and cost limitations and tenacity. These problems and conditions are also the focus of attention in research that will be conducted directly on teachers at SMA Negeri 117 DKI Jakarta.

In an organizational system, a leader figure is needed. In its implementation, a leader figure has characteristics and styles that are distinctive when distinguished from a leader. The style of the leader will more or less influence the process and achievement of the organizational goals that have been outlined. Servant leadership or a leader who serves is a leadership style that serves before being served.

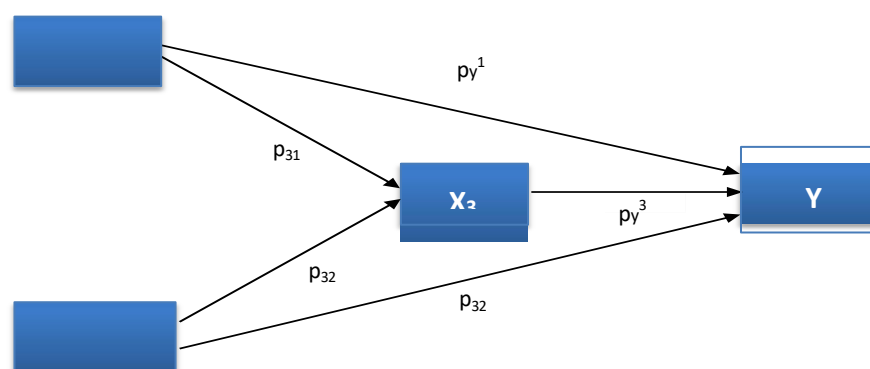
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Every teacher, wherever they are assigned and teach, will form a teacher group, across subjects or across fields of work within an organization. Each teacher has self-efficacy that characterizes and differentiates them from other teachers in the school organization. Self-efficacy, if it becomes a group strength, will transform into efficacy in carrying out their duties and that is called collective efficacy. So that with high collective efficacy, employee performance will also be high, and vice versa, the lower the collective efficacy, the employee performance will also decrease. Based on the description of the problems that have been put forward, the researcher is interested in studying and highlighting the need to improve servant leadership from school principals, perceptions of organizational support and collective teacher efficacy to encourage improved performance of high school teachers in DKI Jakarta. From the background and research questions, the researcher offers a conceptual model as presented in Figure 1



Conceptual Model

Source: Researcher's concept

Description:

X1 : Servant Leadership

X2 : Perception of Organizational Support (SOP)

X3 : Collective Efficacy

Y : Performance

Literature review

Performance

Performance is a representation of employee behavior that is formally evaluated by the organization as part of the employee's responsibilities and obligations in achieving organizational goals. According to Colquitt et al (2011). "Work performance is formally defined as the value of a series of employee behaviors that contribute, both positively and negatively, to the achievement of organizational goals". Meanwhile, Miner in Sudarmanto (2009) conveyed four indicators that can be used as benchmarks in assessing performance, namely: a. Quality: related to the results of the production of goods and services produced in fulfilling the intent or purpose, a. Quantity: related to the ability to produce goods and services, b. Timeliness: related to the time needed to complete activities or produce products, c. Cooperation with others in working. In this study, the performance aspect is associated with the competence, productivity and work results of high school teachers in Jakarta. Teacher performance is the work results that can be achieved by teachers in an organization (school), in accordance with the authority and responsibility given by the school in an effort to achieve the vision, mission, and goals of the school concerned legally, without violating the law, and in accordance with ethics. Based on the concepts above, performance can be synthesized as real work behavior displayed according to one's role in the organization, with indicators including: (1) work quality, (2) cooperation, (3) initiative and (4) communication.

Servant Leadership

There are several leadership styles in an organization. One leadership style is servant leadership. The concept of servant leadership is rooted in the work of Robert K. Greenleaf, a prominent businessman who described a people-centered leadership philosophy that supports leaders who serve as leaders. Laub (1999), stated that there is a consensus on shared leadership because of power will increase insecurity because they will find that their potential to influence subordinates decreases in proportion, so they try to control subordinates with intimidation, lying and manipulation. The description of Servant Leadership above can be summarized that servant leadership is leadership that cares about the growth and dynamics of the lives of followers, themselves and their communities so that they prioritize the value of empowering others compared to achieving their own ambitions or patterns and preferences (Page and Wong, 2000).

Servant Leadership in this study is measured based on measurements of (1) Character-oriented leaders, namely the leader's sincere attitude in fostering employees, the leader's humble attitude in accepting employee criticism, and the attitude of serving and making employees happy to complete

their tasks, (2) Community-oriented leaders, namely paying attention to customers, carrying out activities that have an impact on empowering the surrounding community, and being committed to developing the surrounding community, (3) Task-oriented leaders, namely visionary in advancing the organization, preparing work plans, and being able to focus on their tasks to achieve success, (4) Process-oriented leaders, namely leaders can be role models for subordinates, building work teams to complete work, and providing employees with opportunities to participate in decision making.

Perception of Organizational Support (POS)

Eisenberger, et.al. (1986), the treatment carried out by the organization is used as a stimulus that is captured by employees who are interpreted into perceptions of the organization's support. So Perceived organizational support (POS) is a form of attitude, contribution or treatment given by the organization that is used as a stimulus by its employees about how far the organization where they work values their contributions and cares about their welfare. This stimulus is interpreted into perceptions of support organization. Robbin & Judge (2013: 110) stated that employees who have strong Perceived organizational support (POS) tend to have higher levels of organizational citizenship, lower tardiness, and better customer service.

Eisenberger et al., (1986), Perceived organizational support (POS) can be measured through indicators of appreciation, superior support, working conditions, and employee welfare. According to Rhoades and Eisenberger (in Liu et al, 2014) perceived organizational support (POS) is an employee's perception of what he or she has currently received from the organization, or how the quality of employees is with their organization. Meanwhile, according to Eder & Eisenberger (in Liu et al, 2014), Perceived organizational support (POS) is an employee's general belief about the extent to which the organization cares about their welfare and values their contributions within the organization.

Based on the theory of organizational support, high perceived organizational support (POS) PDO can improve work attitudes and produce effective employee work behavior. Effective employee work attitudes and work behavior are the result of social exchanges that occur between employees and the organization. When employees feel that their organization provides support to them, then they will also try to pay back for the benefit of the organization (Miao in Jin and Zhang, 2014). So Perceived organizational support (POS) is an employee's perception that the organization that houses them cares about and appreciates the employee's contribution or role. The treatments received by employees influence individuals to transfer organized and interpreted stimuli into perceptions of organizational support for organizational contributions (Susanti and Wimbari, 2012). According to Rhodes & Eisenberg (in Nur'aini 2012) the general forms that can be felt by employees regarding organizational support include: (1) Fairness, (2) Supervisor Support, (3) Organizational Reward and Job Condition. This is in accordance with what was conveyed by Eisenberger et al., (1986), POS can be measured through indicators: 1) appreciation, 2) superior support, 3) working conditions, and 4) employee welfare.

Based on the concepts above, perceived organizational support (POS) is a form of attitude, contribution or treatment given by the organization and becomes a stimulus for employees about how far the organization where they work can appreciate contribution and care about their well-being,

with indicators including: (1) fairness, (2) superior support, (3) appreciation, (4) working conditions and (4) employee well-being.

Collective Efficacy

Collective efficacy refers to shared beliefs within a group structure about their standard capabilities related to organizing and executing actions (Gurcay et al., 2009), thus extending efficacy theory from the individual level to the group organization level (Bandura, 1986). The development of personal efficacy depends not only on individual assets but also on social and institutional resources associated with the individual (Reyes-Rodríguez et al., 2021). Belief in the group's ability to organize and execute the actions necessary to achieve a goal is an important organizational property because it facilitates goal achievement (Salloum, 2021). Thus, collective efficacy is the shared beliefs of group members about whether they can work together to achieve a particular task goal (Sun and Lin, 2022).

Bandura (2000) defines collective efficacy as the belief that humans have about their collective to achieve the desired results or in other words collective efficacy is the belief of people that their efforts together will bring about an achievement in the group. Because in collective efficacy itself there is a relationship with how much effort will be made by the group in achieving the goal. Bandura (2000) said that collective efficacy is an extension and root of self-efficacy and suggested that the success of collective efficacy will provide a level of individual success in the group. Collective efficacy has major implications for group efforts and performance, especially for tasks that require interaction between group members to succeed. In addition, self-efficacy itself refers to a person's belief in one's ability to perform a particular task.

Bandura (1997:8-9) describes that collective efficacy does not reflect the strength of a large group in terms of its size. In organizations, collective efficacy reflects members' beliefs regarding the ability to implement a social system as a whole. In a group, members with different backgrounds and efficiency levels are different with different challenges to achieve common goals.

Collective efficacy has been correlated with a variety of organizational outcomes, such as job satisfaction and burnout (Yurt, 2022), organizational ownership, organizational commitment, and work well-being (Awuor et al., 2022; Gómez-Leal et al., 2022; Sánchez-Rosas et al., 2022). A recent systematic review identified a variety of personal, structural, group, process, and organizational factors (Butel and Braun, 2019). Individual factors include willingness or commitment to collaborate, understanding the benefits of teamwork, and the combination of specific skills, knowledge, and experience in teamwork. The most important structural factors relate to issues of time, personnel continuity, physical proximity, and formalization/regulation of professional interactions. Given the above, it is important to have a measure of collective efficacy for teachers that allows teachers to address the construct in a specific way because of the various variables associated with it to maximize the benefits of school functioning. In schools, when educators believe in their combined ability to influence student outcomes, there is a much higher level of academic achievement (Bandura, 1993). Bandura labeled this interesting pattern of human behavior collective efficacy, which he defined as “a group’s shared belief in its unitary ability to organize and carry out the courses of action necessary to produce the level of achievement tertentu” (Bandura, 1997:477).

Collective efficacy sets expectations for faculty action as a whole that influence how individual faculty members subsequently behave (Goddard, LoGerfo & Hoy 2004). Rachel Eells' (2011) meta-analysis of studies related to collective efficacy and achievement in education showed that "teachers' persistent beliefs about the capabilities of their school as a whole are strongly and positively related to student achievement across subject areas and across locations. From an educational perspective, Gurcay et al. (2009) reported that students, teachers, and school administrators develop common, learnable beliefs about self-efficacy and act on those beliefs. Collective teacher self-efficacy refers to the perceptions a group of teachers in a school have about their ability to work together to produce positive effects on their students (Goddard et al., 2000).

In educational settings, teachers' perceptions of collective efficacy refer to personal assessments of their colleagues' abilities to carry out instructional practices that support academic and psychosocial adjustment in school (Goddard et al., 2004) and to the collective ability of faculty members to positively influence student learning outcomes (Goddard et al., 2015).

Based on the opinions of experts, it can finally be synthesized that teacher collective efficacy is a shared belief of teachers from various backgrounds and competencies in their ability to achieve the same goals with its dimensions, namely: (1) self-efficacy for teaching, (2) self-efficacy for motivating students, (3) self-efficacy in disciplining students, (4) self-efficacy for creating a positive school climate, (5) self-efficacy in collaborating with colleagues, and (6) self-efficacy in collaborating with parents. Based on the background of the problem and the theoretical structure discussed above, the following hypotheses can be designed:

1. There is a direct and significant influence of servant leadership on performance.
2. There is a direct and significant influence of perceived organizational support on teacher performance
3. There is a direct and significant influence of collective efficacy on performance.
4. There is a direct and significant influence of servant leadership on collective efficacy.
5. There is a direct and significant influence of perceived organizational support (PDO) on collective efficacy.
6. There is an indirect and significant influence of servant leadership on performance through collective efficacy.
7. There is an indirect and significant influence of perceived organizational support (PDO) on performance through efficacy.

2. Objectives

This study aims to test and analyze the factors that influence and can improve teacher performance in Jakarta State Senior High Schools. This study uses a quantitative design. Data were obtained from a survey of 370 teachers in DKI Jakarta State Senior High Schools

3. Methods

This study uses a quantitative approach with a survey method to analyze the causal relationship between the variables of Servant Leadership Principal, Perceived Organizational Support and Collective Efficacy and the performance of public high school teachers. The population of this study is high school teachers in DKI Jakarta Province, with a sample size of 376 school teachers selected using purposive sampling technique. This is based on consideration of the diversity of achievement status and community choice, then the number of teachers from all public high schools studied is determined to be used as a sample using random sampling techniques. The research instrument was a questionnaire with a Likert scale that measured each research variable. The validity and reliability of the instrument were tested before being used in data collection. Data analysis was carried out using the Structural Equation Modeling method or called SEM and the sobel test to measure indirect effects. The collected data were analyzed using statistical software, which included normality test, multicollinearity test, and structural model test. The results of the analysis will be used to test the hypotheses and draw conclusions about the factors that influence school teachers' performance. Thus, this study contributes to understanding the mechanism of improving the effectiveness of educator performance in educational organizations.

4. Results

Hypothesis testing using the Structural Equation Model (SEM) technique aims to determine the direct and indirect effects between research variables. Direct effect is the effect of exogenous variables on endogenous variables. While indirect effect is the effect of exogenous variables on endogenous variables through intervening variables.

Hypothesis testing in this study uses path analysis testing, namely connecting exogenous variables (Servant Leadership and Perception of Organizational Support) with endogenous (Performance) mediated by intervening variables (Collective Efficacy). A relationship has a significant effect if the P-Value/Sig. variable > 0.05. To facilitate the explanation of the results of the Structural Equation Model (SEM) analysis test, it can be seen in Table 3. the following summary of the analysis results or hypothesis tests:

Table 3. Summary of Research Analysis Test Results

No.	Hypothesis	Path Coefficient t	Sig.	Sig. t-	Decision Statistic (p <0.05)
1	There is a Direct Influence of Servant Leadership on Performance	0,196	0,021	2,304	Ho is rejected X ₁ has a direct influence on Y
2	There is a Direct Influence of Perceived Organizational Support on Performance	0,226	0,022	2,291	Ho is rejected X ₂ has a direct influence on Y
3	There is a Direct Influence of Collective Efficacy on Performance	0,625	0,000	5,554	Ho is rejected X ₃ has a direct influence on Y

No.	Hypothesis	Path Coefficient	Sig.	Sig. t-	Decision Statistic (p <0.05)
4	There is a Direct Influence of Servant Leadership on Collective Efficacy	0,111	0,001	3,287	Ho is rejected X ₁ has a direct influence on X ₃
5	There is a Direct Influence of Perceived Organizational Support (PDO) on Collective Efficacy	0,681	0,000	8,162	Ho is rejected X ₂ has a direct effect on X ₃
6	There is an Indirect Influence of Servant Leadership on Performance through Collective Efficacy	0,122	0,000	4,540	Ho is rejected X ₁ has an indirect effect on Y through X ₃
7	There is a indirect Influence of Perceived Organizational Support on Performance through Collective Efficacy	0,425	0,010	2,575	Ho is rejected X ₂ has an indirect effect on Y through X ₃

5. Discussion

The Influence of Servant Leadership on Performance: Servant leadership has a positive and significant impact on employee performance by enhancing leaders' concern for their employees, comfort, and happiness. Research by Yanti and Putu Ira Tresna (2024) and Affandi (2023) shows that servant leadership can improve performance in various organizations, including Hamaka Bali Adventure and among teachers (Kholidah et al., 2023; Muji Rahayu, 2019).

The Influence of Perceived Organizational Support on Performance: There is a significant influence of perceived organizational support (POS) on performance. Research by Nabila and Ratnawati (2020) and Mustikawati (2019) indicates that support from the organization, such as fairness and managerial attention, can enhance employee commitment and performance (Ketut & I Gede, 2023).

The Influence of Collective Efficacy on Performance: Collective efficacy has a positive and significant impact on performance. Research by Novitasari et al. (2021) and Novenita Marpaung (2012) shows that confidence in the group's ability can enhance team performance (Febri Aulia Uswah Azizah, 2017).

The Influence of Servant Leadership on Collective Efficacy: Servant leadership does not have a significant impact on collective efficacy, although there is evidence that servant leadership can support collective efficacy in the educational context (Tony Santoso & Budi Wibawanta, 2023).

The Influence of Perceived Organizational Support on Collective Efficacy: There is a significant influence of POS on collective efficacy. Organizational support helps enhance individual self-confidence, contributing to collective efficacy (Oubibi et al., 2022; Nikhil & Arthi, 2018).

The Indirect Influence of Servant Leadership on Performance through Collective Efficacy: Servant leadership has an indirect influence on performance through collective efficacy, although this influence is not significant. Collective efficacy serves as a mediator in this relationship (Christensen-Salem et al., 2021; Si et al., 2023).

The Indirect Influence of Perceived Organizational Support on Performance through Collective Efficacy: There is a significant influence of POS on performance through collective efficacy. Organizational support enhances employee motivation and engagement, positively impacting performance (Muhammad Dimas, 2022; Noerchoidah et al., 2022).

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