JMSP (Jurnal Manajemen dan Supervisi Pendidikan)
Volume 8 Nomor 3 Bulan Juli Tahun 2024

ISSN : 2541-4429 (Online)
: 2580-3417 (Print)
Available Online in http://journal2.um.ac.id/index.php/jmsp/

The Influence of Teacher Self-Efficacy on Teacher Performance Through Organizational Learning

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Article received: April 2024, Revision: June 2024, Approval: July 2024

DOI: 10.17977/um025v8i32024p186

Abstract: This study aims to investigate the influence of teacher self-efficacy on teacher performance through organizational learning. The research employs a quantitative analysis approach using multiple linear regression analysis with SPSS 25 and SMART PLS 3. The population consists of 111 teachers from five schools in Sinjai Regency, from which a sample of 111 respondents was obtained through proportional sampling techniques. The findings indicate that teacher self-efficacy affects teacher performance, supporting the first hypothesis. However, the second hypothesis is rejected as organizational learning does not influence teacher performance. Lastly, the third hypothesis is rejected, indicating that teacher self-efficacy on teacher performance through organizational learning does not have an effect; teacher self-efficacy will not enhance teacher performance after reducing organizational learning.
Keywords: teacher self-efficacy, teacher performance, merdeka belajar curriculum, organizational learning

INTRODUCTION

Education as one of the responses to the onslaught in the era of disruption, while also serving as an effort to navigate the waves of the Fourth Industrial Revolution and Society 5.0, presents significant challenges. These changes not only affect students but also position teachers as key elements in determining the direction and quality of education. The continuously evolving science and technology serve as the primary drivers for teachers to provide relevant and age-appropriate learning (Maisyaroh et al., 2017).

The implementation strategies of learning in the era of independent learning encompass the development of competencies and reinforcement of student profile values that lead to the principles of Pancasila. Teachers are expected to conduct learning planning with diagnostic assessments of students, assess the initial abilities of learners, and develop teaching modules tailored to the individual learning needs of each student. Technology is also optimally utilized to support the learning process, while evaluations and reflections are conducted periodically to ensure the effectiveness of learning

(Efendi et al., 2023). Still relevant to the issues of teacher performance in the era of independent learning, high work morale is considered a key to a teacher's success. Teacher performance does not occur automatically but requires identification, facilitation, development, and maintenance by the school principal with the aim of achieving the school's vision (Kusumaningrum et al., 2020). School leadership becomes a crucial factor that can influence teacher performance, with two main factors encompassing environmental factors, including the organization, and factors originating from within the teachers themselves (Kamijan, 2021).

In this context, teacher self-efficacy becomes an important element, with individuals' belief in their abilities influencing their performance. Self-efficacy is an optimistic feeling formed by various elements, such as the influence of family, environment, and peer groups, all of which play a significant role (Gunawan et al., 2019). High teacher efficacy is crucial, especially where the ability of teachers to adapt is highly required in responding to challenges (Musadad et al., 2022). Self-efficacy is an individual's belief in their ability to succeed in performing specific tasks, overcoming challenges, and achieving set goals. High teacher self-efficacy is necessary to face challenges and to achieve learning objectives. Support and leadership that build teacher self-efficacy have been proven to have a positive impact on performance (Affuso et al., 2023). Additionally, organizational learning within schools is recognized as a determinant factor in achieving optimal performance. Organizational learning encourages teachers to continually update their information, adapt to changes, and support innovation. Organizational learning encompasses a commitment to learning, shared vision, openness, and intra-organizational knowledge sharing (Calantone et al., 2002). There is evidence that teacher leadership influences organizational learning, which in turn can affect teacher performance (Hui & Singh, 2020).

This research offers a novel perspective by exploring the influence of teacher self-efficacy on teacher performance in the era of independent learning through organizational learning in public high schools (SMAN) in Sinjai Regency. SMAN in Sinjai Regency was selected as the research object to delve into the impacts and interactions of these three elements in a specific educational context. It is hoped that the findings of this research will provide valuable insights into efforts to enhance the quality of education in Indonesia, particularly at the high school level.

LITERATURE REVIEW

Teacher Performance

Performance is the outcome achieved in fulfilling the responsibilities assigned by the leadership, both in terms of quality and quantity (Satria, 2021). Performance is the result of someone's work based on job requirements (inputs) (Syardiansah et al., 2021). Performance is the result of human activities within the organizational context and holds significant importance for the sustainability of the organization or business (Sapitri & Pancasasti, 2022). From several definitions, performance refers to the work results of individuals according to their roles within the organization. Generally, teacher performance encompasses overall classroom management, effective teaching involving proper

planning, lesson planning, delivery, and assessment, teaching motivation in school, punctuality in classroom management, and good teamwork (Robbins et al., 2017). The education systems worldwide have undergone rapid and significant changes, impacting the professional work of teachers (Mohamad & Jais, 2016). Despite these changes, the discussion on how to predict teacher performance remains highly complex and challenging to evaluate (Mohamad & Jais, 2016). According to several researchers, teacher performance is the result of the behaviors or traits exhibited by teachers during the teaching process.

Teacher performance is of crucial concern for various stakeholders, including policymakers, school principals, parents, and the wider community (Alrajhi et al., 2017). Essentially, teacher performance is demonstrated by how teachers manage their classrooms (Bailey & Michaels, 2019). Teacher performance can be observed in the learning process, such as lesson planning, implementation, and evaluation of learning (Octaviarnis et al., 2021). Teacher performance can be assessed by referring to the Minister of Administrative Reform and Bureaucratic Reform Regulation (Peraturan Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi) Number 16 of 2009. The stages of learning include planning, implementation, and evaluation (Permenpan No 16, 2009).

a. Learning planning by setting learning objectives, First, there are still issues with teacher readiness in assessment implementation, namely teachers still feel confused in the application and creation of diagnostic assessments. Diagnostic assessment is an assessment conducted with the aim of identifying the competencies, strengths, and weaknesses of students so that learning can be designed to suit the needs of the students (Rachman et al., 2021).

b. The implementation of learning by applying lesson plans and managing the classroom involves implementing strategies, utilizing learning resources, and engaging students. Teaching according to the curriculum and the development of learners, focusing on fundamental aspects, and using educational technology (Efendi et al., 2023). In the implementation aspect of instilling the Pancasila student profile in the implementation of the independent curriculum, students are provided with habituation and project-based learning that refers to the independent curriculum (Suryaningsih & Desstya, 2023).

c. Thirdly, evaluation is conducted to measure students' learning progress by evaluating strategies, methods, and providing feedback. Assessment and reflection, as well as teaching based on methods, develop skills and enhance the Pancasila values profile of students (Efendi et al., 2023). The implementation of the independent learning curriculum, as a continuation of the 2013 curriculum, involves using assessment techniques that encompass cognitive, affective, and psychomotor aspects (Achmad et al., 2022).

The research investigates the influence of teacher self-efficacy on their performance assessment in public secondary schools in Sub-County Sabatia, Vihiga County, Kenya. The findings indicate a significant impact of self-efficacy on performance assessment (Mungasia et al., 2022). Further

strengthened by subsequent research Moon & Pan, (2022) A self-administered questionnaire survey was conducted with 280 teachers working in the Seoul, Incheon, and Gyeonggi regions. The results of this research are summarized as follows: Firstly, there is a significant positive correlation between teaching efficacy, self-esteem, and job performance. Secondly, teaching efficacy and self-esteem have a highly significant positive effect on job performance (+), even when educational experience is controlled as a variable. Findings from such research suggest that to create job performance through improving the quality of educational services, policies need to be prepared and strategic orientations presented to enhance the qualitative level of internal factors such as teachers' belief in teaching efficacy.

The respondents are faculty members of a state university in the Cagayan Valley Region, Philippines Fabelico & Afalla, (2020) the study found that teachers have a high level of self-efficacy, moderate levels of burnout, and very satisfactory teaching outcomes, regardless of age, gender, marital status, number of dependents, level of education, length of service, teaching status, and academic rank. According to Saiful & Nugroho, (2019) the purpose is to determine the influence of self-efficacy and emotional intelligence on teacher performance. The research population consists of teachers in the province of South Sumatra, specifically vocational high school teachers in South Sumatra. The test results were analyzed using inferential statistics in covariance analysis. The results indicate that the combined direct influence of Self-Efficacy (x1) and emotional intelligence (x2) on teacher performance (y) is = 0.942 or 94.20%. The remaining 5.80% is not explained in this study.

Teacher Self-Efficacy

The term "self-efficacy" was coined by Albert Bandura, who is considered a pioneer in its introduction (Bandura & Baumeister, 1999). All anticipated outcomes and efficiencies impact the behavior of every individual (Chan et al., 2020). Self-efficacy refers to an individual's belief in their ability and capability to effectively combine their skills to succeed in specific activities (Capron& Audrin, 2021). This talent influences society's perception of their capacity to carry out specific activities through environment, actions, and personal factors (Chan et al., 2020) . Academic outcomes are significantly influenced by TSE or teachers' perceptions of their capacity to successfully manage responsibilities, obligations, and obstacles related to their professional activities (Barni et al., 2019). From several definitions, teacher self-efficacy is the belief of teachers in their ability to succeed in performing specific tasks, overcoming challenges, and achieving predetermined goals.

The General Self-Efficacy Scale (GSE) is an indicator of self-efficacy that refers to the dimensions of self-efficacy proposed Bandura, (2012) correct, by looking at these three dimensions, there are several indicators of self-efficacy: level, generality, and strength.

a. Level (difficulty level) refers to this self-belief related to the level of difficulty of the task. It refers to the level of task difficulty that individuals believe they can overcome. For example, Bandura explains the belief in the ability to jump in an athlete.

b. Generality (behavioral breadth) is a dimension that describes an individual's belief in completing specific tasks thoroughly and effectively. Individuals may express that they have high self-efficacy in both general and specific activities. This dimension relates to the broad range of behaviors that make individuals feel confident in their abilities. It is associated with areas of tasks or behaviors of teachers that are external or beyond their primary duties (Fujiaturrahman, 2016).

c. Strength (strength of belief) is a dimension related to the degree of stability of an individual's beliefs. This dimension is associated with the magnitude dimension; the higher the level of task difficulty faced, the weaker the perceived belief in completing it. Based on the explanation above, it can be concluded that the dimensions of self-efficacy involve belief in the ability to overcome uncertain and pressure-filled situations, belief in one's general abilities, and the strength or stability of beliefs in achieving set targets.

According to research Ahmad,dkk., (2023) A study found a moderate relationship between organizational learning culture and teacher self-efficacy at the middle level. Organizational learning culture is a process to measure how quality dimensions such as inquiry and dialogue, continuous learning, team learning, empowerment, system connections, leadership, and integrated systems are applied in schools. Teacher self-efficacy significantly influences professional teacher learning (Huang et al., 2020).

Organizational Learning

Organizational learning is a process in which organizations change or modify their mental models, rules, processes, or knowledge with the goal of maintaining or improving their performance (Chiva et al., 2014). Organizational Learning It is considered as a process of developing new perspectives, which serves as the primary source in generating new knowledge for the organization (Cheng et al., 2014). Organizational learning reflects the collective views formed within an organization, or it can be considered as the collective mental programming that evolves within a learning organization or learning community (Hendri, 2019). Organizational learning culture is the process of assessing how quality dimensions such as inquiry and dialogue, continuous learning, team learning, empowerment, system connections, leadership, and integrated systems are applied in schools (Ahmad et al., 2023). Organizational Learning is a continuous process. OL implies the achievement of specific steps (Argote et al., 2021). From several definitions, organizational learning is the natural learning process activities that take place within an organization.

Organizational Learning has four main dimensions, namely commitment to learning, shared vision, open-mindedness, and intra-organizational knowledge sharing (Calantone et al., 2002)2002). First is the commitment to learning, organizations that have a high commitment to learning view it as a crucial investment that supports their sustainability (Anderson & Laverie, 2022). In a context where organizations do not encourage knowledge development, employees may not feel motivated to pursue learning activiti (Anderson & Laverie, 2022). Second is shared vision, referring to the entire organization's focus on learning (Afqarina & Dihan, 2019). Cui et al., (2014) It states how important

it is to have a shared vision; without it, organizational learning tends to lose meaning. The third is open-mindedness, which is the willingness to critically evaluate organizational operational routines and be open to new ideas (Afqarina & Dihan, 2019). Fourth is intra-organizational knowledge sharing, referring to the shared beliefs or behavioral routines related to the dissemination of learning among different units within an organization (Afqarina & Dihan, 2019). From the description above, the dimensions of OL consist of commitment to learning, shared vision, open-mindedness, and intra-organizational knowledge sharing. Since learning is an inherent and important part of this development, it has become a central theme in the literature on organizational resilience.

A study in Iran with a statistical population including all managers and employees of Esfahan Steel Company totaling 300 people found that organizational learning has an impact on employee performance, as indicated by statistical analysis (Hassani et al., 2022). Organizational learning is crucial in the field of education as it is utilized to enhance performance (Thomas & Machado, 2022). Organizational learning was also found to have a positive and significant impact on teaching competence and teacher performance (Alifah & Sukmawati, 2021).

Organizational learning has a positive impact on organizational performance and the performance of human resources can also be proven (Schreder, 2020). According to Schreder, (2020) Organizational performance cannot be seen as a holistic concept that combines the end results of all organizational work processes and activities. Research results indicate a positive and significant influence of organizational learning on performance (Adlai et al., 2021). According to Tobin's research (2006) the research found that organizational learning is a significant predictor of teachers' self-efficacy towards performance. This finding highlights organizational learning as a potentially important variable in enhancing organizational performance and effectiveness. Sehgal et al., (2017) the findings indicate that schools need to focus on enhancing teacher self-efficacy through teacher collaboration to improve teacher performance with effectiveness in terms of teaching delivery, teacher-student interaction, and student learning management. Runhaar & Sanders, (2016) the research found that job self-efficacy strengthens knowledge sharing among teachers and enhances teacher performance.

METHOD

The research process involves steps including (a) research design, (b) sample and population selection, (c) development of research instruments, (d) data collection implementation, and (e) data analysis. This study employs a quantitative approach aimed at exploring the relationships between variables by testing constructed theories. The approach used in this research is non-experimental quantitative or ex-post facto. According to Cresswell, (2014) this approach falls under correlational and non-experimental research types. The main objective of this research is to determine the influence between variables and other variables. The population is the entire set of objects or subjects in a study that share certain characteristics to be studied and conclusions drawn from (Suriani et al., 2023). The

population characteristics in this study are all high school teachers in Kabupaten Sinjai with accreditation A. The sampling technique used in this research is proportional random sampling, in line with the opinion (Sugiyono, 2019) proportional random sampling is a sampling method in which samples are taken in proportion to their representation, where all members have an equal chance of being selected as samples..

The data sources used are primary data and secondary data. Primary data were obtained from questionnaire responses by teachers classified in schools accredited A in Kabupaten Sinjai. Secondary data were obtained from information from journals, books, and other supporting literature. The research utilized the Slovin formula. Based on the calculation results above, it can be concluded that the sample size is 111.1 respondents. The sampling technique is through proportional random sampling. The variables used in this study include independent variables, dependent variables, and moderator variables. The independent variable is teacher self-efficacy, with the General Self-Efficacy (GSE) scale indicating self-efficacy dimensions such as level, strength, and generality. The dependent variable in the study is organizational learning, which has dimensions including commitment to learning, shared vision, open-mindedness, and sharing of intra-organizational knowledge. Sub-variables under commitment to learning include teachers' enthusiasm for continuous learning and their ability to adapt to environmental developments for long-term strategic goals for the school. Shared vision sub-variable indicates the perception of common commitment and goals held by the entire organization to achieve shared objectives. Open-mindedness sub-variable comprises indicators of teachers demonstrating open-mindedness through critical evaluation of organizational daily operations and their willingness to accept new ideas. The sub-variable of sharing intra-organizational knowledge refers to teachers' ability to share knowledge based on collective beliefs.

The dependent variable is teacher performance, which includes lesson planning with sub-variables such as the ability to conduct diagnostic assessments/identify students' competencies, strengths, and weaknesses so that learning can be tailored to students' needs, and the ability to develop Pancasila student project modules. The teaching implementation variable includes sub-variables such as the ability to implement differentiated learning according to students' achievement levels and the ability to use the free teaching media platform. The learning assessment variable includes sub-variables such as assessment techniques covering cognitive, affective, and psychomotor aspects.

The instrument validation is expected to have validity and reliability so that the intended research goals can be achieved. Based on the validity test, variable X2 meets the criteria ≤ 0.3081, variable Y1 (teacher performance instrument) is within the value of ≥ 0.3338, and the organizational learning variable all items compared to R Count show ≤ 0.3081. In conclusion, these items are deemed suitable for implementation in the study with the total available sample in 5 schools in Kabupaten Sinjai. Based on the table, variables Z and Y are declared reliable as they have "very high" Cronbach's Alpha values. Variable X2 has "moderate" reliability with a Cronbach's Alpha value of

0.541, indicating that item 55 of the instrument was not used in the research field, and items 48 and 50 were still used in the field. Note that item numbers 48 and 50 need to be corrected.

The technique used to test hypotheses in the research is multiple regression model with the assistance of Statistical Package for the Social Sciences (SPSS) 25. The researcher allocated several procedures in the data analysis before conducting the study using Structural Equation Modeling (SEM) with the help of SPSS 25 program, namely by (1) conducting content validity through inter-rater agreement analysis, (2) testing practical judgment through Kappa analysis, and (3) validity and reliability testing of limited scale field instruments. The outcomes of the research hypothesis testing are the analysis of direct and indirect effects of exogenous variables on endogenous variables. Additionally, there are also answers to the research problem formulation in the form of descriptive analysis. The content of the research hypothesis testing includes (1) model feasibility test, (2) bootstrapping, and (3) blindfolding data.

The evaluation of the structural model in SEM PLS 3 is allocated to analyze the results of coefficients of determination, chi-square, (R2), Q2, SRMR, NFI, d_G, and d_Uls (Hair, et al., 2021). The criteria for the SmartPLS 3 Model Feasibility Criteria (Estimated Model) are SRMR d_ULS, d_G, Chi-square, and NFI. Bootstrapping is a technique used in structural equation modeling (SEM) to calculate the significance of model parameter estimates. Research with predictive relationships is a scientific investigation result that can be assumed in the long term. The analysis process uses calculations, and if Q2 > 0.05, then the model is relevant in determining the scientific research results, or the independent variables have been procedurally tested to induce events in the actualized dependent variables.

RESULT AND DISCUSSION

RESULT

The results of this research will describe various aspects including (1) descriptive analysis, (2) inferential statistical analysis, (3) SmartPLS 3 multicollinearity assumption test, (4) model feasibility test, and (5) hypothesis testing.

Descriptive Statistic

Descriptive analysis is only the initial step in the process of analyzing the research variables, namely teacher self-efficacy, organizational learning, and teacher performance, as explained in the following table 1:

Table 1 Score criteria table

Criteria	Score	Evaluation
Strongly agree	5	$4.2 < \text{skor} \leq 5$
Agree	4	$3.4 < \text{skor} \leq 4.2$
Neutral	3	$2.6 < \text{skor} \leq 3.4$

Don't agree	2	1.8 < skor ≤ 2.6
Strongly Disagree	1	1 < skor ≤ 1.8

Variable X, which represents teacher self-efficacy, comprises 10 research instruments. These instruments include aspects such as (1) Level (Dimension of level), (2) Strength (Dimension of teacher's strength), (3) Generality (Dimension of generalization). Variable Z, representing Organizational Learning, includes 18 research instruments. These instruments encompass aspects such as (1) The commitment to learn, (2) Shared Vision, (3) Open Mindedness, (4) Intra Organizational Knowledge Sharing. The responses from the participants to these instruments will be detailed and attached in Table 4 as documentation of the analysis. Variable Y, which represents teacher performance, includes 15 research instruments. These instruments cover aspects such as (1) Learning Planning, (2) Learning Implementation, (3) Learning Assessment. The responses from the participants to these instruments will be detailed and attached in Table 2 as documentation of the analysis.

Table 2 the result of the response to the variable X

Items	STS	TS	N	S	SS	Mean	
						Items	Indicator
X2.1	1	0	0	4	5	4.42	3.8
X2.2	0	0	0	10	0	4.15	
X2.3	2	2	14	72	21	3.97	
X2.4	20	33	32	20	6	2.63	
X2.5	1	4	12	69	25	4.02	
X2.6	3	6	25	62	15	3.72	
X2.7	1	1	15	49	45	4.23	4.1
X2.8	1	0	11	68	31	4.15	
X2.9	3	0	11	64	33	4.12	4.6
X2.10	0	2	15	76	18	3.99	
Total	32	48	135	494	199	3.94	
Average Teacher Self-Efficacy Variable							4.2

Based on Table 2, the subvariable "level" is related to teachers' belief in their ability to handle task difficulties and feeling confident in considering problems to be easy, with an average score of 3.82. This means that, on average, respondents agree with the attitude of confidence in their ability to face tasks. The "strength" indicator receives an average score of 4.19, indicating that most respondents strongly agree that they can persevere in difficult situations. The "generality" indicator, with a score of 4.6, can be interpreted as respondents strongly agreeing with believing in their ability to perform

tasks in various activities. Furthermore, based on Table 2, it can be explained that the average value of the teacher self-efficacy variable is 4.2. This indicates that teacher self-efficacy is good. In other words, teachers in SMAN Kabupaten Sinjai assess themselves as having good efficacy, as shown through the dimensions of level, strength, and generality.

Table 3 Z variable response results

Item	STS	TS	N	S	SS	Mean	
						Item	Indikator
Z.1	5	9	10	44	59	4.09	4.1
Z.2	1	0	6	73	47	4.28	
Z.3	1	0	11	83	32	4.11	
Z.4	1	0	15	80	31	4.06	
Z.5	1	0	7	51	68	4.44	
Z.6	1	0	9	85	32	4.14	
Z.7	1	0	11	74	41	4.21	4.2
Z1.8	1	0	10	84	32	4.14	
Z1.9	1	0	6	72	48	4.31	
Z1.10	2	0	36	69	20	3.83	4.1
Z1.11	1	3	17	85	21	3.96	
Z1.12	1	1	20	75	30	4.05	
Z1.13	1	1	11	68	46	4.23	
Z1.14	1	0	6	66	54	4.34	
Z1.15	1	0	10	61	55	4.31	
Z1.16	1	0	10	67	49	4.29	4.1
Z1.17	1	0	9	84	33	4.15	
Z1.18	1	0	11	80	35	4.14	
Total	23	14	215	1301	733		
Rata-rata variabel *organizational learning*							4.1

According to Table 3 the subvariable "the commitment to learn" in organizational learning shows a close relationship with good indicators for teachers, with a score of 4.1. This indicates that respondents agree with statements about having the spirit to learn and being able to adapt to environmental developments. On the other hand, the subvariable "shared vision" dimension of organizational learning, as shown through the indicator of having a sense of common commitment and goals held by the organization to achieve common goals, receives a score of 4.2. This indicates that respondents agree. Furthermore, the subvariable "open-mindedness" dimension, as shown

through the indicator of teachers showing open-mindedness through critical evaluation, with a score of 4.1, indicates that respondents agree that they tend to be able to accept new ideas. The subvariable "intra-organizational knowledge sharing" receives an average score of 4.1, indicating that respondents agree with the statement that they are able to share knowledge that refers to collective belief.

Table 4 Y variable response results

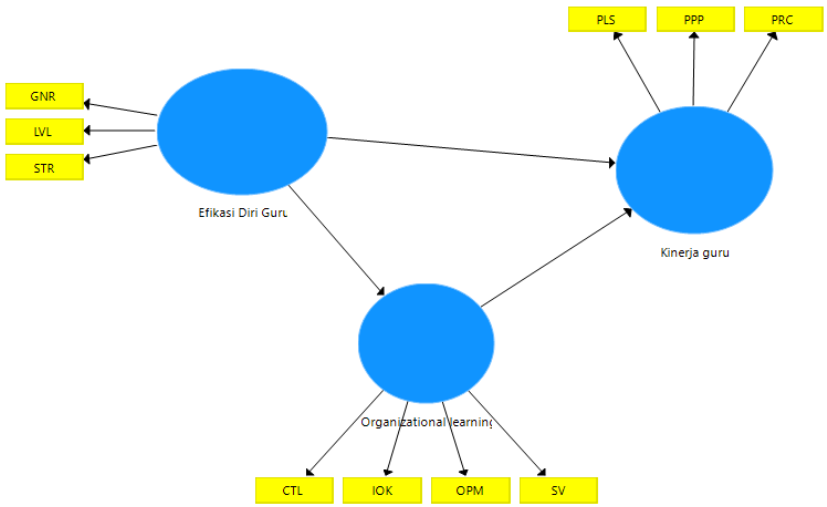
Items	STS	TS	N	S	SS	Mean	
						Items	Indicator
Y1.1	1	1	20	80	25	3.99	4.1
Y1.2	1	0	14	87	25	4.05	
Y1.3	1	0	13	90	23	4.05	
Y1.4	1	0	16	74	36	4.11	
Y1.5	1	0	8	50	68	4.44	
Y1.6	1	0	7	45	74	4.50	4.2
Y1.7	1	0	6	55	65	4.42	
Y1.8	1	0	7	76	43	4.24	
Y1.9	1	0	8	80	38	4.21	
Y1.10	1	0	8	78	40	4.22	
Y1.11	1	0	8	84	33	4.15	
Y1.12	1	0	14	90	22	4.04	4.1
Y1.13	1	0	14	55	57	4.29	
Y1.14	1	0	10	73	43	4.20	
Y1.15	1	0	16	68	42	4.14	
Total	15	1	169	1085	634		
Average Teacher Performance Score							4.07

Based on Table 4 the subvariable "lesson planning" shows indicators such as being able to conduct diagnostic assessments and being able to develop Pancasila project modules with a score of 4.1. Respondents agree that they are able to plan lessons. The subvariable "lesson implementation" is indicated by the indicator of being able to implement differentiated learning according to students' achievement levels, with a total score of 4.2. Respondents agree that they can use the independent learning media platform. The subvariable "assessment of learning outcomes" is shown through assessing cognitive, affective, and psychomotor aspects, with an average score of 4.1, indicating that respondents agree. From the presentation of Table 4 it can also be explained that the average value of the teacher performance variable is 4.07. This indicates that teacher performance in SMAN in Kabupaten Sinjai is perceived to be high. In other words, these teachers generally have a high level

of performance in carrying out their profession.

Analisis Statistik Inferensial Penelitian

The desired validity value is ≥ 0.5. Therefore, data from respondents and instruments with low scores should be excluded.



Picture 1 research design

Testing assumptions in multicollinearity is an essential prerequisite before conducting the bootstrapping process in analyzing the structural equation model. The data interpretation obtained from SmartPLS 3 can be evaluated through two aspects: (1) the value of Variance Inflation Factor (VIF) in the inner model and (2) the Model List Accumulative VIF. Many researchers choose to use Model List Accumulative VIF because the comprehensive interpretation of the data can be directly analyzed to ensure that the VIF condition is met. The criterion for passing the VIF is a VIF coefficient value ≤ 5.00. Therefore, if the VIF value is less than this limit, multicollinearity symptoms occur, which can result in the inability to bootstrap the data.

Table 5 VIF value

	Teacher Self-Efficacy	Teacher performance	Organizational learning
Teacher Self-Efficacy		**2.259**	**1.000**
Teacher performance			
Organizational learning		**2.259**	

Hypotheses Result

Table 6 Bookstraping Analysis Results

	Sampel Asli (O)	Rata-rata Sampel (M)	Standar Deviasi (STDEV)	T Statistik (| O/STDEV |)	P Values
x-> y	0.364	0.374	0.095	3.823	**0.000**
x> z	0.747	0.739	0.069	10.795	**0.000**

z-> y	0.213	0.229	0.136	1.570	**0.117**

Teacher Self-Efficacy on Teacher Performance

Based on the information provided, the statement: "P Values are 0.000, which means 0.00 ≤ 0.05. Interpretation: With a P Value of 0.00, smaller than the conventional significance level of 0.05, it can be concluded that there is statistical significance. The t-value of 3.823 means ≥ 1.96. Interpretation: With a t-value of 3.823, which is greater than ≥1.96, corresponding to a significance level of 0.05 (two-tailed), it can be concluded that the result is statistically significant. Thus, the conclusion that can be drawn is that the first hypothesis (H1) is accepted. This indicates a significant direct influence of teacher self-efficacy on teacher performance.

Organizational Learning on Teacher Performance

The influence of OL on teacher performance. The decision is based on the result of the P Values of 0.117, which means ≤ 0.05, indicating significance. Additionally, the aspect of the t-value of 1.570, which means it is ≥ 1.96. The conclusion from these results is that the second hypothesis (H1) is rejected because there is no significant direct influence of OL on teacher performance.

Teacher Self-Efficacy towards Organizational Learning

Based on the information provided, the statement reads: "The P-value is 0.000, which means 0.00 ≤ 0.05. Interpretation: With a P-value of 0.00, smaller than the conventional significance level of 0.05, it can be concluded that there is statistical significance. The t-value of 10.795 means it is ≥ 1.96. Interpretation: With a t-value of 10.795, which is greater than ≥1.96, consistent with the significance level of 0.05 (two-tailed), it can be concluded that the result is statistically significant. Thus, the conclusion that can be drawn is that the third hypothesis (H1) is accepted. This indicates a significant direct influence of teacher self-efficacy on OL.

Teacher Self-Efficacy on Teacher Performance through Organizational Learning

Table 7 Results Of Indirect Influence Analysis

	Sampel Asli (O)	**Rata-rata Sampel (M)**	**Standar Deviasi (STDEV)**	**T Statistik (| O/STDEV |)**	**P Values**
X-> Z -> Y	0.159	0.164	0.095	1.671	**0.095**

The influence of self-efficacy on teacher performance through OL (X on Y through Z) is 1.671, with a P-value of 0.095. The conclusion from these calculations is that there is no significant effect. This is because the P-value is ≤ 0.05 and the t-value is ≥ 1.96. Therefore, the null hypothesis (H0) is rejected because there is no direct influence of self-efficacy on teacher performance through

OL.

DISCUSSION

Teacher self-efficacy is defined as their belief in their ability to successfully handle tasks related to their professional work. As a concept applied to the teaching profession, self-efficacy is conceptualized as teachers' belief that they can bring about desired changes in student achievement (Guo et al., 2012). In this study, it was found that the average value of teacher self-efficacy is 4.20. This figure indicates that teachers have good self-efficacy in SMAN Kabupaten Sinjai. This finding is consistent with the results of studies indicating that teacher self-efficacy significantly influences teacher professional learning (Huang et al., 2020). This finding indicates that organizational factors play a role in shaping teachers' self-efficacy towards organizational learning. Organizations need to prioritize their main goals to enhance individual capacity and enrich organizational knowledge. (Antunes & Pinheiro, 2020).

The average value of the organizational learning variable is 4.1. This indicates that organizational learning in SMAN Kabupaten Sinjai is perceived positively. It means that teachers in this school generally have an open attitude and are capable of knowledge sharing. This is consistent with the findings Tadesse & Kenea, (2022) Supportive factors of organizational learning for teachers include observing that socializing with fellow teachers means a context of school team learning. Despite deeply rooted staff socialization and staff placement in schools by teachers helping to create a supportive context, teacher reluctance and lack of subject matter and pedagogical competence, as well as the absence of learning leadership, hinder organizational learning. The average value of the teacher performance variable is 4.07. This indicates that teacher performance in SMAN Kabupaten Sinjai is perceived as high. It means that teachers in this school generally have a high level of performance in carrying out their profession. In line with the research Efendi et al., (2023) it is suggested that the performance of teachers currently aligns with the curriculum of independent learning and the organization of their teaching. In the program, teachers conduct research before teaching, then group students according to their abilities, and organize teaching modules based on the needs of the learners.

Based on the first hypothesis testing, the P value is 0.000, which means $0.00 \leq 0.05$. Interpreted as the P value being 0.00, smaller than the conventional significance level of 0.05, it can be concluded that there is statistical significance. The t-value, with a value of 3.823, indicates ≥ 1.96. Interpreted with a t-value of 3.823, which is greater than ≥ 1.96, according to the significance level of 0.05 (two-tailed), it can be concluded that the result is statistically significant. Therefore, the conclusion that can be drawn is that the first hypothesis is accepted. This indicates a significant direct influence of teacher self-efficacy on teacher performance. The research examines the influence of teacher self-efficacy on their performance assessment in public secondary schools in Sub-County Sabatia, Vihiga County, Kenya. The findings indicate a significant influence of self-efficacy on

performance assessment (Mungasia et al., 2022). Then further supported by the study conducted by Moon & Pan, (2022), a self-administered questionnaire survey was conducted with 280 teachers working in the Seoul, Incheon, and Gyeonggi regions. The findings of this study are summarized as follows: Firstly, there is a significant positive correlation between teaching efficacy, self-esteem, and job performance.

The second hypothesis regarding the influence of OL on teacher performance. The decision-making is based on the result of the P Values of 0.117, which means ≤ 0.05, indicating significance. Additionally, the aspect of the T-value is which means its value of 1.570 is ≥ 1.96. The conclusion drawn from these results is that H1 the second is rejected because there is no significant direct influence of OL on teacher performance. This is not consistent with previous research conducted in Iran with a statistical population comprising all managers and employees of Esfahan Steel Company totaling 300 people. The statistical analysis results showed that organizational learning affects employee performance (Hassani et al., 2022). Organizational learning is widely recognized as crucial in the field of education for enhancing performance (Thomas & Machado, 2022). Organizational learning has also been found to have a positive and significant impact on teaching competence and teacher performance (Alifah & Sukmawati, 2021).

The third hypothesis, with a P-value of 0.000 indicating 0.00 ≤ 0.05, suggests statistical significance. With a T-value of 10.795, which is ≥ 1.96, indicating statistical significance at the 0.05 level (two-tailed), the conclusion is that H1 is accepted. This indicates a significant direct influence of teacher self-efficacy on organizational learning. Several studies collectively suggest a relationship between teacher self-efficacy and organizational learning. According to research Ahmad et al., (2023) A moderate relationship was found between organizational learning culture and teacher self-efficacy at the middle level. Organizational learning culture is the process of measuring how quality dimensions such as inquiry and dialogue, continuous learning, teamwork, empowerment, system connection, leadership, and integrated systems are applied in schools. Teacher self-efficacy is defined as how quality factors such as student engagement, teaching strategies, and classroom management are implemented by teachers (Ahmad et al., 2023).

The fourth hypothesis, the influence of self-efficacy on teacher performance through organizational learning (X on Y through Z) is 1.671 and the P-values are 0.095. The conclusion from these calculations is that there is no significant influence. This is because the P-values are ≤ 0.05 and the T-value is ≥ 1.96. Therefore, H4 is rejected because there is no direct influence of self-efficacy on teacher performance through organizational learning. This finding contradicts previous research results Sehgal et al., (2017) The findings indicate that schools need to focus on enhancing teacher self-efficacy through teacher collaboration to improve teacher performance effectively in terms of instructional delivery, teacher-student interaction, and student learning management.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the results of the research and discussion presented, the following conclusions can be drawn: 1) Teacher self-efficacy at SMAN Kabupaten Sinjai is perceived positively. This indicates that the teachers generally have high confidence in performing their profession; 2) Organizational learning at SMAN Kabupaten Sinjai is perceived positively. This suggests that the teachers generally have a high enthusiasm for learning; 3) Teacher performance at SMAN Kabupaten Sinjai is very high. This means that the teachers at this school generally have a high level of performance in carrying out their profession; 4) Teacher self-efficacy has a positive and significant relationship with organizational learning at SMAN Kabupaten Sinjai. Teacher self-efficacy enhances organizational learning; 5) Teacher self-efficacy has a positive and significant relationship with teacher performance at SMAN Kabupaten Sinjai. Teacher self-efficacy enhances teacher performance; 6) Organizational learning has a negative and non-significant relationship with teacher performance at SMAN Kabupaten Sinjai. Any increase in organizational learning does not directly affect teacher performance; 7) An indirect relationship was not found between teacher self-efficacy and teacher performance moderated by organizational learning at SMAN Kabupaten Sinjai. Teacher self-efficacy does not enhance teacher performance after reducing organizational learning.

SUGGESTION

Researchers are advised to identify the factors that contribute to organizational performance, which are often overlooked in primary and secondary educational institutions. This includes internal and external factors that influence performance, such as organizational culture, educational policies, and challenges faced by education stakeholders.

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