The Influence of Family Welfare on Work Motivation and Its Impact on the Performance of Private High School Teachers in Jambi

Kuswanto Kuswanto*, Refnida Refnida
Department of Economic Education, Jambi University, Indonesia
Corresponding email: kuswanto.fkip@unja.ac.id

Abstract: Teacher performance greatly determines school performance in providing educational services to stakeholders. Improving teacher performance must be seen as a shared interest between educational institutions and the government. This research examines the influence of family welfare on work motivation and its impact on teacher performance. The research was conducted using a survey method among teachers at private high schools in Jambi of Indonesia. Respondents were selected randomly after sampling the entire population using area sampling techniques, namely 120 out of 239 teachers. Data were analyzed using the PLS-SEM model. The results of the analysis show that the family welfare of private high school teachers in Jambi has an indirect influence through work motivation on teacher performance. Work motivation has a prominent role in improving teacher performance. The higher the level of family welfare, the greater the teacher's work motivation and the higher the teacher's work motivation, the greater the performance. The results of this research also provide practical implications for educational management institutions or foundations in improving teacher performance through increasing family welfare and work motivation.

Keywords: Family welfare, Work motivation, Teacher performance

INTRODUCTION

Education is one of the determinants of a nation's progress. The role of education is not only to improve the quality of human resources but also to give birth to new systems in human life (Serdyukov, 2017). Quality education results from educational management at the educational unit level that is systematic, programmed and oriented towards current developments (Biesta et al., 2015). A systematic approach provides a framework for realizing quality teaching for education providers or schools (Darling-Hammond, 2017). School quality will improve a country's development performance (Hanushek, 2013). Development will be more effective and efficient because it uses quality input is managed with sophisticated technology and is supported by a positive attitude from the community (Kruk et al., 2018).

The success of education is not determined by government policies but how these policies function is the dominant factor determining the educational process. Policies will function if quality educational resources support them. Teachers are educational personnel who have a strategic role in realizing educational goals (Syukkur & Fauzan, 2021). Thus, educational success is largely determined by the teacher's level of professionalism in carrying out their duties, both from a pedagogical, social, personality and professional perspective (Demirkasimoğlu,

Article info: Received: 22 January 2024 Revised: 19 February 2024 Accepted: 18 March 2024
Permalink/DOI: http://dx.doi.org/10.17977/um003v10i12024p028

2010). Thus, teacher professional development becomes indispensable evidence in formulating policies, practices and teacher development through various research (Kraft et al., 2018). Teacher performance development is not only based on mastery of skills and competencies or reflection on the learning process but requires encouragement to achieve professional needs at work (Muijs et al., 2014).

Professionalism is a form of actualization of knowledge and responsibility of a teacher as an educational staff. According to the needs theory from Maslow (1954), a person is motivated to do a job because it is reflected by the level of needs that will be fulfilled. A person is motivated to actualize if their physiological, safety, social and esteem needs have been or are sufficiently met. This means that family welfare is the main foundation for realizing professional performance. Welfare is every teacher's hope for the work they do. Teachers will be professional in their work if their family conditions are prosperous. Learning productivity is largely determined by the level of teacher welfare (Jackson, 2013). To increase productivity, teachers must be respected by providing appropriate welfare benefits (Wekesa & Nyaroo, 2013).

Teachers are educators who carry out learning functions in schools, starting from preparing learning programs, implementing learning, evaluating learning and analyzing it to make further learning improvements. The output of the learning process reflects the level of teacher performance both in quantity and quality (Hakim, 2015). Therefore, whether or not the quality of a teacher's performance is determined by the level of ability and responsibility in providing guidance, education, teaching and direction to students so that their learning achievements experience continuous improvement (Bahr & Mellor, 2016). More broadly, the teacher's performance responsibility is to direct students to reach a level of maturity both physically and psychologically as well as mentally and spiritually (Albrecht, 2023; Nurhadi & Harahap, 2021).

One of the quantitative learning outputs is the student's passing score on the national exam as the final culmination of the learning process undertaken at a particular educational unit level. Based on data from the 2019 National Examination results, the graduation rate for private high school students in Jambi was 58.81% or as many as 988 students were below a score of 55 and only 15.59% were above a score of 70. Reflecting on this graduation rate indicates that teacher performance is not yet optimal. Private High School in Jambi. The learning outcomes achieved by students are evidence of teacher performance based on their level of professionalism (Cochran-Smith et al., 2013).

The majority of high school level education in Jambi (71.74%) is managed by the private sector (Kemendikbudristek, 2022). Private schools are schools whose financing is borne by private institutions in the form of foundations (Heyneman & Stern, 2014). Funding for private schools generally comes from student fees so the amount depends on the number of students and the ability of parents (Boeskens, 2016). Other sources of financing for private schools are school operational assistance and teacher certification allowances from local governments. Thus, indirectly the financial level of the school will greatly determine the amount of salary that teachers will receive (Baker, 2016). The large number of teachers working in private schools and the limited education budget owned by the government means that not all teachers receive educator certification allowances

(Darling-Hammond et al., 2005). This condition has an impact on the unequal distribution of income received by teachers as a support for family welfare (Owens, 2018). The lack of attention to family welfare will have an impact on weakening their motivation to work (Abramovitz, 2017).

Teacher performance describes the implementation of pedagogical, personality, social and professional levels in carrying out their function as a teacher (Rahman, 2014; Hakim, 2015; Rahmatullah, 2016). Therefore, the level of success is not only determined by internal factors of the teacher, but is also determined by factors originating from outside the teacher (Gu & Day, 2013). Internally, motivation has a very big role in work. Teachers who have high work motivation will work responsibly, try to give the best of their abilities, dare to take risks, are optimistic, and always think positively about the results they will achieve (Andriani et al., 2018). Work motivation is a stimulus or encouragement that causes someone to want to carry out their work (Olusadum & Anulika, 2018). The problem is how motivation drives teacher performance. This is a question that requires in-depth study based on the dimension of the social status of the teacher's family as the basis of life that will determine all work activities.

Improving teacher welfare is part of efforts to improve the quality of teacher resources as a workforce in the education sector. By improving the welfare of teachers' families, opportunities will be opened to improve the quality and competence needed to achieve professional performance. Therefore, an in-depth study is needed to become a reference for policy-making to improve teacher performance that is comprehensive from the very basic root of the problem. Even though there has been research that examines this issue, most of these studies are still carried out partially. Hence, the resulting justification is still weak in explaining the relationship between variables that determine teacher performance, such as Tanang and Abu (2014), which noted that the support of needed in developing professional teacher performance is only normative based on qualitative findings. (Taryana et al., 2023) examined the level of teacher well-being as a separate variable from the work motivation variable which is considered a determinant of teacher performance.

In addition, Kamaruddin et al. (2023) also investigated the variables of teacher compensation and work motivation separately as determinants of teacher work productivity. Therefore, this research examines the level of welfare of teachers' families and work motivation as variables that will determine teacher performance which will be analyzed both directly and indirectly. Placing the work motivation variable in the model will explain its role as an intervening variable. Analysis using the partial least square-structural equation modelling (PLS-SEM) model will produce a model of the relationship between indicators and variables and between variables and other variables which is useful in explaining problems and solutions. In this way, this study will complement and add to previous studies regarding teacher performance.

This paper is structured as follows. The first section informs the background of the study. In addition, the next section provides the detailed methodology used in this study. The next section deals with results from statistical analysis, followed by a comprehensive discussion. The last section presents conclusions, implications, and limitations.

METHODS

Population and Sampling Techniques

To examine the level of welfare and its impact on the performance of private high school teachers in Jambi City, research was conducted using a survey method to collect the required data. The object studied is the socio-economic condition of the teacher's family based on indicators determined by the National Population and Family Planning Agency (BKKBN) as a measure of the level of welfare, determined as an endogenous variable that has an impact on teacher performance (exogenous variable). Work motivation is studied for its role in the model as an intervening variable which will determine the indirect influence of endogenous variables on exogenous variables. The research subjects were private high school teachers in Jambi spread across 11 sub-districts and 31 schools, namely 391 teachers. Because the population area is very large, sampling was carried out using the Area Sampling technique (Acharya et al., 2013). The selection of object areas was carried out randomly based on similarities in regional characteristics, namely from 11 sub-districts, 6 sub-districts were selected as the object areas to be studied. Next, object areas are selected at the school level. The number of samples from each selected school was calculated using the formula developed by Isaac and Michael (1981).

$$s = \frac{\lambda^2 .N.P.Q}{d^2(N-1) + \lambda^2 .P.Q}$$

Where s is the number of samples; λ2 with dk = 1, error level 6.3% = 3.841; N is the number of population; P = Q = 0.5; d = 5%. In addition, the proportion of samples from each research area is detailed in Table 1.

$$s = \frac{3.841 \times 239 \times 0.5 \times 0.5}{5\%^2(239-1) + 3.841 \times 0.5 \times 0.5} = 120$$

Table 1. Region, Population and Research Sample

No	Subdistrict	Private High School	Total Teachers	Sample
1	Alam Barajo	IT Nurul Ilmi	15	8
2	Danau Sipin	Adhyaksa I	31	16
		Ferdy Ferry Putra	23	12
		Islam Al Falah	25	13
		Pertiwi I Kota Jambi	18	9
3	Jambi Timur	Attaufiq	13	7
		Unggul Sakti	21	11
4	Jelutung	Bina Kasih	24	12
		Dharma Bhakti 4	12	6
		PGRI 2	17	9
5	Paal Merah	Megatama	11	6
		Pelita Raya	12	6
6	Telanai Pura	IT Al- Azhar	10	5
		Muhammadiyah	7	4
	Total		239	120

Source: Dapodik Jambi (2023)

Measurement

Data was obtained using a questionnaire designed based on the forming indicators as described in Table 2. The analysis carried out in this research not only determines the influence of endogenous variables on exogenous variables but the role of indicators on the construct variables is also analyzed so that they can easily be used to formulate a policy.

Table 2. Research Instrument Grid

Variable	Indicator	Code
Teacher performance (Hakim, 2015; Zulkipli et al., 2022)	Pedagogy	KG1
	Personality	KG2
	Social	KG3
	Professional	KG4
Family welfare (BKKBN, 2022)	Fulfillment of basic family needs	KS1
	Fulfillment of psychological needs	KS2
	Fulfillment of development needs	KS3
	Fulfillment of self-actualization needs	KS4
Work motivation (Anwar et al., 2021; Uno, 2007)	Teacher responsibilities in carrying out tasks	MK1
	Carry out tasks with clear targets	MK2
	There is feedback on the results of the work	MK3
	Have a feeling of joy at work	MK4
	Always try to outperform others	MK5
	Prioritize the achievements of what he does	MK6
	Always try to fulfill his/her life and work needs	MK7
	Happy to get praise for what he does	MK8
	Work with the hope of getting incentives	MK9
	Work in the hope of getting attention from friends and superiors	MK10

To achieve this goal, a PLS (Partial Least Square) based SEM (Structural Equation Model) model is used. By using this model, the relationship between variables will be analyzed both directly and indirectly (Kuswanto & Anderson, 2021). Analysis is also carried out on the relationship between indicators and their variables. This model was chosen because it is more effective in analyzing data that has formative constructs. Apart from other advantages, such as not requiring prerequisites for analyzing data normality and goodness of fit models (Chin, 1998). To process data based on the PLS-SEM model, the Smart-PLS software program version 3.2.8 was used.

H1: Family welfare has a direct effect on teacher performance
H2: Family welfare influences work motivation
H3: Work motivation influences teacher performance
H4: Family welfare has an indirect effect on teacher performance through work motivation

Data Analysis

The first thing that is done in the PLS-SEM model is to determine the relationship between the fest order construct and the indicators for each variable and the

second-order construct. The basis used to assess the resulting model uses criteria developed by Chin (1998) and various opinions of previous researchers (Richter et al., 2016; Henseler et al., 2012). The criteria used to measure the model are explained in Table 3.

Table 3. Reflective Model Measurement Criteria

Criteria	Information
Composite reliability	The composite reliability value is at least 0.6
Indicator reliability	The minimum absolute standard external load (component) is 0.7
Average variance extracted (AVE)	The average variance extracted should be higher than 0.5
Loading factor	The loading factor value is above 0.70.
Discriminant validity	The correlation value between latent variables must be smaller than the square root value of AVE
Cross-loading	The loading value of each indicator block for each latent variable is higher than the latent indicators for other variables

RESULTS AND DISCUSSION

Evaluation of the Measurement Model (Outer Model)

All tables should be numbered with Arabic numerals. Every table should have a caption. Headings should be placed above tables. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table, and immediately above and below the table. Tables must be embedded into the text and not supplied separately. Below is an example which the authors may find useful. To produce a good model, each indicator must have a high level of validity and reliability as a variable (outer model). Latan and Ghazali, (2012) evaluated the PLS-SEM model using convergent validity and discriminant validity values.

Convergent Validity

Determining the level of construct validity is based on the opinion of (Ghazali, 2014), which determines the convergent validity value above 0.70. After estimating using the PLS program, the convergent validity values were obtained as shown in Table 4. Based on the statistical results in the table, all indicators for each variable meet convergent validity

Table 4. Outer Loading

Variable	Indicator	Code	Loading Factor	Decision
Family welfare	Basic family needs (basic needs)	KS1	0.757	V
	Psychological needs (psychological needs)	KS2	0.864	V
	Development needs" (development needs)	KS3	0.845	V
	Self-actualization" (self-esteem)	KS4	0.769	V
Work motivation	Striving to ensure learning meets curriculum demands	MK1	0.821	V

Variable	Indicator	Code	Loading Factor	Decision
	Oriented to learning goals	MK2	0.835	V
	Work according to rewards	MK3	0.772	V
	Complain when facing problems in carrying out tasks	MK4	0.706	V
	Try to be better at work	MK5	0.809	V
	Prioritize work performance	MK6	0.752	V
	Working to meet family and professional needs	MK7	0.762	V
	Expect praise from superiors	MK8	0.766	V
	Expect incentives from work	MK9	0.721	V
	Expect attention from superiors and colleagues	MK10	0.787	V
Teacher performance	Pedagogy	KG1	0.818	V
	Personality	KG2	0.817	V
	Social	KG3	0.806	V
	Professional	KG4	0.767	V

Note. TV = Invalid; V = Valid

Discriminant Validity

The discriminant validity value shows the difference in the level of correlation between the latent variable and other variables. It is said to be valid if the correlation level of the latent variable is greater than the correlation level of other variables (Latan & Ghazali, 2012). PLS estimation produces a level of discriminant validity as shown by the cross-loading value as shown in Table 5.

Table 5. Discriminant Validity Values (Cross-Loading)

Code	Family welfare	Teacher performance	Work motivation
KG1	0.162	**0.818**	0.568
KG2	0.148	**0.817**	0.578
KG3	0.356	**0.806**	0.626
KG4	0.171	**0.767**	0.478
KS1	**0.757**	0.195	0.357
KS2	**0.864**	0.163	0.373
KS3	**0.845**	0.191	0.408
KS4	**0.769**	0.295	0.393
MK1	0.343	0.586	**0.821**
MK2	0.455	0.612	**0.835**
MK3	0.474	0.565	**0.772**
MK4	0.282	0.473	**0.706**
MK5	0.441	0.539	**0.809**
MK6	0.339	0.519	**0.752**
MK7	0.314	0.600	**0.762**
MK8	0.336	0.573	**0.766**
MK9	0.300	0.431	**0.721**
MK10	0.349	0.534	**0.787**

Based on the cross-loading values in Table 5, it shows that all latent variables have good discriminant validity. This is shown by the level of correlation between indicators and latent variables in one block being greater than in other blocks.

Reliability Test

The level of reliability of indicators as forming variables is based on the composite reliability value and Cronbach alpha value determined by (Latan & Ghazali, 2012), namely above 0.70. By using the PLS program, composite reliability, and Cronbach alpha values are produced in the following table. Table 6 shows that all models formed from each indicator have a high level of reliability because the composite reliability value is greater than 0.70.

Table 6. Composite Reliability and Cronbach Alpha Value

	Cronbach's Alpha	Composite Reliability
Family Welfare	0.825	0.826
Teacher Performance	0.816	0.821
Teacher Work Motivation	0.925	0.929

Structural Model Evaluation (Inner Model)

To evaluate the structural model, the Predictive Relevance (Q^2) value is used. The Q^2 value explains the relevance of the resulting model predictions. (Ghazali, 2014) sets a Q^2 value of less than 0, indicating the model is less relevant as a predictive tool, a Q^2 value greater than 0 indicates the model is relevant as a predictive tool. The Q^2 value is obtained by calculating the difference between the ideal correlation coefficient and the R^2 value produced by each model (Kuswanto & Anderson, 2023), as in the following equation:

$$Q^2 = 1 - \left(\left(1 - R_1^2\right)\left(1 - R_2^2\right)\right)$$
$$Q^2 = 1 - \left((1 - 0.05)(1 - 0.226)\right)$$
$$Q^2 = 0.617$$

Based on the estimation results, a Q^2 value of 0.6170 is obtained so that the model has relevance in predicting the influence between variables.

Table 7. Hypothesis Testing (Bootstrapping)

	Direct effect	Original Sample (O)	T Statistics	P Values
1	Family welfare → Teacher performance	-0.091	1.204	0.229
2	Family welfare → Teacher work motivation	0.475	5.553	0.000
3	Work motivation → Teacher performance	0.749	12.341	0.000
	Indirect effect			
4	Family welfare → Work motivation → Teacher performance	0.356	5.090	0.000

Table 7 and Figure 1 explain the output of statistical result using PLS-SEM. In detail, the results are provided as follow:

1. Family welfare has no direct effect on teacher performance, as shown by the t-statistic value (1.204) < t-table (1.98) at α 5 percent. The path coefficient value has a negative sign of -0.091, meaning that if teacher welfare increases by one unit, then teacher performance will decrease by 0.091 units.
2. Family welfare has a direct effect on teacher work motivation, as shown by the t-statistic value (5.553) > t-table (1.98) at α 5 percent. The path coefficient value has a positive sign of 0.475, meaning that if teacher welfare increases by one unit, then teacher performance will increase by 0.475 units.
3. Teacher work motivation has a direct effect on teacher performance, as shown by the t-statistic value (12.341) > t-table (1.98) at α 5 percent. The path coefficient value has a positive sign of 0.749, meaning that if teacher welfare increases by one unit, then teacher performance will increase by 0.518 units.
4. Family welfare has an indirect effect through work motivation on teacher performance, as shown by the t-statistic value (5.090) > t-table (1.98) at α 5 percent. The marked path coefficient value is 0.356, meaning that if teacher welfare increases by one unit, teacher performance will increase through work motivation by 0.356 units.

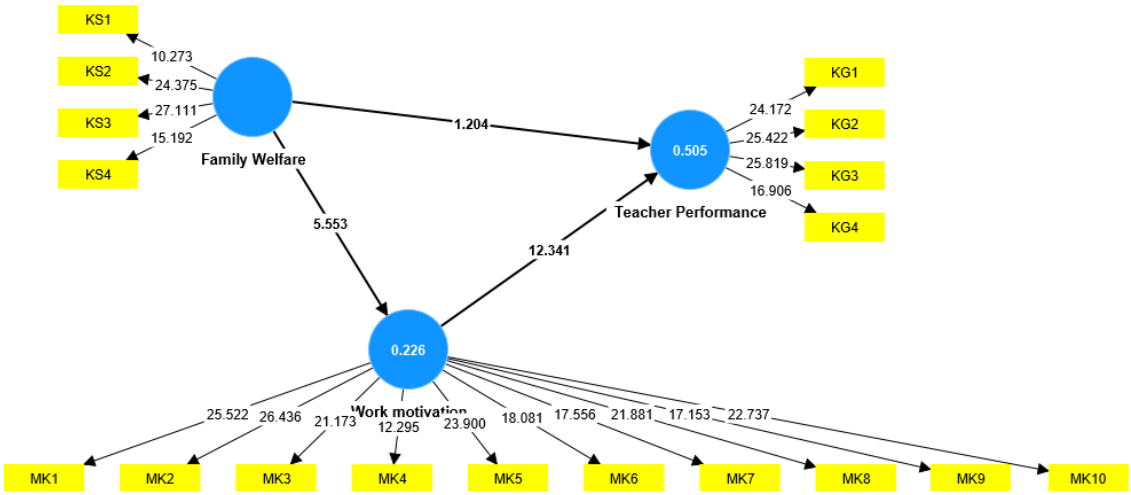

Figure 1. Structural Model

Discussion

Welfare is a form of satisfaction a person obtains from the number of goods/services he consumes for the income he has. Family welfare is the main goal for everyone in carrying out a job. By being oriented towards family welfare, a person will be more enthusiastic about working and try to achieve optimal work results (Sirota et al., 2006). The results of this research show that the family welfare of private high school teachers in Jambi does not directly influence teacher performance. The level of family welfare is a process in a person's psyche which produces enthusiasm or encouragement to do a job. This finding is relevant to the results of research (Kalikulla, 2017) on vocational school teachers in Sumbawa, that teacher welfare is not only based on income level, so this level of welfare does not necessarily influence their performance. Someone with a high income is not necessarily more prosperous than someone with a low income because a person's level of satisfaction is relative depending on their assessment of a product/service in providing satisfaction

(Awoke & Wollo, 2015). Teachers' dissatisfaction with the salary they receive does not affect their responsibility to continue teaching (Canrinus et al., 2012).

The results of this research reveal that the family welfare of private high school teachers in Jambi has an indirect effect on teacher performance through work motivation. This fact explains that the higher the teacher's work motivation, which is reflected by the level of family welfare, the more his performance at work will improve. Teachers will be more motivated to improve their performance if their family conditions are prosperous (Sahito & Vaisanen, 2017). Fulfilling needs both materially and non-materially will have an impact on work motivation so that it will form enthusiasm and energy in completing various work tasks (Sampurno & Wibowo, 2017). Thus, the level of welfare of the teacher's family has a very important role in improving teacher performance because it is a determining factor in motivation at work.

These results are supported by research Tanang and Abu (2014); Sulisworo et al. (2016), that fulfilling family welfare encourages teachers to be more enthusiastic in teaching to further improve the quality of the learning process. Teachers who have strong encouragement both from within and outside will work optimally (Fernet et al., 2016). The results of research conducted by Fadeyi et al. (2015) revealed that the level of teacher welfare, which is characterized by an increase in income, makes teachers strengthen their commitment to work. Research results (e.g., Andriani et al., 2018; Han & Yin, 2016) also confirmed this finding that schools that can provide good work motivation will be accompanied by good teacher performance. Good resource management can improve teacher welfare and improve their performance (Arifin & Choiriyah, 2021). The level of income generated from work is a strong incentive to carry out that work (Kuswanto et al., 2019).

Welfare is a source of work motivation that must be understood by every company so that it becomes a stimulus in improving employee performance. Teachers who have high work motivation will provide the best performance for school progress (Andriani et al., 2018). Research results from studies (Kuranchie-Mensah & Amponsah-Tawiah, 2016; Paais & Pattiruhu, 2020) strengthen the assumption that a higher level of work motivation will directly increase employee performance. Employees who have high work motivation will further increase their work productivity (Elnaga & Imran, 2013; Osborne & Hammoud, 2017). Specifically, Andriani et al. (2018) explain that if teacher work motivation increases, their performance will increase. Work motivation is a factor that is significantly related to most variables in education, such as student learning motivation, teacher performance, improving the quality of education, and meeting teachers' psychological needs (Han & Yin, 2016). Thus, building and increasing teacher work motivation through fulfilling the welfare of teachers' families is a priority for education managers in improving quality school performance.

CONCLUSION

Based on the results of the analysis, it can be concluded that the family welfare of private high school teachers in Jambi has an indirect effect through work motivation

on teacher performance. Work motivation has a very big role in improving teacher performance. The higher the level of family welfare, the greater the teacher's work motivation and the higher the teacher's motivation at work, the greater the performance. Fulfilling family needs, both material and non-material will form enthusiasm and energy at work, thereby making teacher performance more professional. Theoretically, the results of this research have implications for strengthening the assumption of the indirect impact of family welfare on teacher performance through work motivation. Family welfare describes the mental condition of workers which will be a process in work behavior, and become a strong motivation to work and work with full professional responsibility.

The results of this research also provide practical implications for educational management institutions or foundations in improving teacher performance through increasing family welfare and work motivation. Increasing teacher welfare can be done through (1) increasing teacher income by increasing the school's financial capacity from external sources, such as government and private assistance, and providing a larger portion of expenditure to pay teacher salaries/honors; (2) creating a harmonious and enjoyable social environment to build teamwork; (3) provide opportunities for teachers to develop productive creativity. Increasing family welfare has a positive impact on increasing work motivation if supported by awareness and responsibility for every incentive they receive and upholding a professional attitude as a teacher.

REFERENCES

Abramovitz, M. (2017). *Regulating the lives of women*. Taylor & Francis. https://doi.org/https://doi.org/10.4324/9781315228150

Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it? *Indian Journal of Medical Specialities*, *4*(2), 330–333. https://doi.org/10.7713/ijms.2013.0032

Albrecht, N. J. (2023). Editorial: Teaching wellbeing in higher education. *Frontiers in Education*, *8*(November). https://doi.org/10.3389/feduc.2023.1304700

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific and Technology Research*, *7*(7), 19–29.

Anwar, K., Widyanti, R., Adawiah, R., & Triyuliadi, U. (2021). The Effect of work motivation and commitment on teacher performance. *International Journal of Science and Society*, *3*(4), 106–118. https://doi.org/10.54783/ijsoc.v3i4.397

Arifin, M. F. N., & Choiriyah, S. (2021). Human resources welfare management program in improving teacher performance at Smpit Al-Anis Kartasura. *International Journal of Multicultural and …*, *8*(10), 526–533.

Awoke, H. M., & Wollo, S. (2015). *Service quality and customer satisfaction : empirical Evidence from saving account customers of banking industry*. *7*(1), 144–165.

Bahr, N., & Mellor, S. (2016). Building quality in teaching and teacher education. In *Quality in Teaching and Teacher Education*. ACER Press. https://doi.org/10.1163/9789004536609_017

Baker, B. D. (2016). Does money matter in education? Second edition. *Albert Shanker Institute*.

Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching: Theory and Practice*, *21*(6), 624–640. https://doi.org/10.1080/13540602.2015.1044325

BKKBN. (2022). *Indikator kesejahteraan keluarga [Indikator kesejahteraan keluarga] (in Indonesian)*. http://aplikasi.bkkbn.go.id/mdk/BatasanMDK.aspx

Boeskens, L. (2016). Regulating publicly funded private schools: A literature review on equity and effectiveness. *OECD Education Working Papers*, *147*.

Canrinus, E. T., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2012). Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity. *European Journal of Psychology of Education*, *27*(1), 115–132. https://doi.org/10.1007/s10212-011-0069-2

Chin, W. W. (1998). Commentary issues and opinion on structural equation modeling. *MIS Quarterly*, *22*(1), 7–16. http://www.jstor.org/stable/249674

Cochran-Smith, M., Piazza, P., & Power, C. (2013). The politics of accountability: Assessing teacher education in the United States. *Educational Forum*, *77*(1), 6–27. https://doi.org/10.1080/00131725.2013.739015

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, *40*(3), 291–309. https://doi.org/10.1080/02619768.2017.1315399

Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, teach for america, and teacher effectiveness. *Education Policy Analysis Archives*, *13*(42), 1–48.

Demirkasimoğlu, N. (2010). Defining "teacher professionalism" from different perspectives. *Procedia - Social and Behavioral Sciences*, *9*, 2047–2051. https://doi.org/10.1016/j.sbspro.2010.12.444

Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *International Journal of Recent Technology and Engineering*, *5*(4), 137–147. https://core.ac.uk/download/pdf/234624593.pdf

Fadeyi, T. V., Sofoluwe, O. A., & Gbadeyan, A. R. (2015). Influence of teachers' welfare scheme on job performance in selected Kwara State secondary schools. *Asia Pacific Journal of Education, Arts and Sciences*, *2*(4), 89–93.

Fernet, C., Trépanier, S. G., Austin, S., & Levesque-Côté, J. (2016). Committed, inspiring, and healthy teachers: How do school environment and motivational factors facilitate optimal functioning at career start? *Teaching and Teacher Education*, *59*, 481–491. https://doi.org/10.1016/j.tate.2016.07.019

Ghazali, I. (2014). *Struktural equation modelling metode alternative dengan partial least squares (PLS)*. Badan Penerbit Universitas Diponegoro,.

Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, *39*(1), 22–44. https://doi.org/10.1080/01411926.2011.623152

Hakim, A. (2015). Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. *The International Journal Of Engineering And Science*, *4*(2), 1–12. www.theijes.com

Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and

implications for teachers. *Cogent Education*, *3*(1), 1–18. https://doi.org/10.1080/2331186X.2016.1217819

Hanushek, E. A. (2013). Economic growth in developing countries: The role of human capital. *Economics of Education Review*, *37*, 204–212. https://doi.org/10.1016/j.econedurev.2013.04.005

Henseler, J., Ringle, C. M., & Sarstedt, M. (2012). Using partial least squares path modeling in advertising research: Basic concepts and recent issues. *Handbook of Research on International Advertising*, 252–276. https://doi.org/10.4337/9781781001042.00023

Heyneman, S. P., & Stern, J. M. B. (2014). Low cost private schools for the poor: What public policy is appropriate? *International Journal of Educational Development*, *35*, 3–15. https://doi.org/10.1016/j.ijedudev.2013.01.002

Isaac, S., & Michael, W. B. (1981). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences*. EDITS Publishers.

Jackson, C. K. (2013). Match quality, worker productivity and worker mobility. *Nber Working Paper Series*, *53*(9), 1689–1699. https://www.nber.org/system/files/working_papers/w15990/w15990.pdf

Kalikulla, S. (2017). Pengaruh kesejahteraan guru, motivasi kerja dan kompetensi guru terhadap kinerja guru SMK di Kabupaten Sumba Barat [The influence of teacher welfare, work motivation and teacher competence on the performance of vocational school teachers in West Sumba Reg. *Jurnal Dinamika Manajemen Pendidikan*, *1*(2), 79. https://doi.org/10.26740/jdmp.v1n2.p79-90

Kamaruddin, I., Tannady, H., Al Haddar, G., Sembiring, D., & Qurtubi, A. (2023). The effect of direct compensation and work motivation on teacher productivity at private senior high school in Jakarta. *Edunesia: Jurnal Ilmiah Pendidikan*, *4*(2), 472–482. https://doi.org/10.51276/edu.v4i2.380

Kemendikbudristek. (2022). *Data sekolah menengah atas Kota Jambi [Jambi city high school data] (in Indonesian)*. https://dapo.kemdikbud.go.id/sp/2/106000

Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, *88*(4), 547–588. https://doi.org/10.3102/0034654318759268

Kruk, M. E., Gage, A. D., Arsenault, C., Jordan, K., Leslie, H. H., Roder-DeWan, S., Adeyi, O., Barker, P., Daelmans, B., Doubova, S. V., English, M., Elorrio, E. G., Guanais, F., Gureje, O., Hirschhorn, L. R., Jiang, L., Kelley, E., Lemango, E. T., Liljestrand, J., … Pate, M. (2018). High-quality health systems in the sustainable development goals era: Time for a revolution. *The Lancet Global Health*, *6*(11), e1196–e1252. https://doi.org/10.1016/S2214-109X(18)30386-3

Kuranchie-Mensah, E. B., & Amponsah-Tawiah, K. (2016). Employee motivation and work performance: A comparative study of mining companies in Ghana. *Journal of Industrial Engineering and Management*, *9*(2), 255–309. https://doi.org/10.3926/jiem.1530

Kuswanto, & Anderson, I. (2021). Effect of service quality and motivation on the consumption behavior of students in the academic services. *International Journal of Evaluation and Research in Education*, *10*(1), 86–96. https://doi.org/10.11591/ijere.v10i1.20794

Kuswanto, K., & Anderson, I. (2023). Structural model of community participation in rural development in Jambi Province, Indonesia. *Population and Economics*, *7*(2), 115–141. https://doi.org/10.3897/popecon.7.e97189

Kuswanto, K., Zulkifli, A., Armandelis, A., & Zulfanetty, Z. (2019). The impact of the efficiency of rubber production on the welfare of rubber farmers in Jambi Province. *International Journal of Economics and Financial Issues*, *9*(2), 80–86. https://doi.org/10.32479/ijefi.7503

Latan, H., & Ghazali, I. (2012). *Partial least squares konsep, teknik dan aplikasi SmartPLS 2.0 M3: untuk Penelitian Empiris*. Badan Penerbit Universitas Diponegoro,.

Maslow, A. H. (1954). Motivation and personality. *Naming the mind: How psychology found its language*, 110–133. https://doi.org/10.4135/9781446221815.n7

Muijs, D., Kyriakides, L., van der Werf, G., Creemers, B., Timperley, H., & Earl, L. (2014). State of the art - teacher effectiveness and professional learning. *School Effectiveness and School Improvement*, *25*(2), 231–256. https://doi.org/10.1080/09243453.2014.885451

Nurhadi, N., & Harahap, M. I. (2021). Teacher's responsibility in Islamic Education (Relevance of Hamka and Hasan Langgulung Thought). *Palapa*, *9*(1), 137–181. https://doi.org/10.36088/palapa.v9i1.1065

Olusadum, N. J., & Anulika, N. J. (2018). Impact of motivation on employee performance: A study of Alvan Ikoku Federal College of Eduaction. *Journal of Management and Strategy*, *9*(1), 53. https://doi.org/10.5430/jms.v9n1p53

Osborne, S., & Hammoud, M. S. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, *16*(1), 50–67. https://doi.org/10.5590/ijamt.2017.16.1.04

Owens, A. (2018). Income segregation between school districts and inequality in students' achievement. *Sociology of Education*, *91*(1), 1–27. https://doi.org/10.1177/0038040717741180

Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *Journal of Asian Finance, Economics and Business*, *7*(8), 577–588. https://doi.org/10.13106/JAFEB.2020.VOL7.NO8.577

Rahman, M. H. (2014). Professional competence, pedagogical competence, and the performance of junior high school of science teachers. *Journal of Education and Practice*, *5*(9), 75–80.

Rahmatullah, M. (2016). The relationship between learning effectiveness, teacher competence and teachers performance Madrasah Tsanawiyah at Serang, Banten, Indonesia. *Higher Education Studies*, *6*(1), 169. https://doi.org/10.5539/hes.v6n1p169

Richter, N. F., Cepeda, G., Roldán, J. L., & Ringle, C. M. (2016). European management research using partial least squares structural equation modeling (PLS-SEM). *European Management Journal*, *34*(6), 589–597. https://doi.org/10.1016/j.emj.2016.08.001

Sahito, Z., & Vaisanen, P. (2017). The diagonal model of job satisfaction and motivation: extracted from the logical comparison of content and process theories. *International Journal of Higher Education*, *6*(3), 209. https://doi.org/10.5430/ijhe.v6n3p209

Sampurno, D., & Wibowo, A. (2017). Kepemimpinan Kepala sekolah, lingkungan kerja, motivasi kerja, dan kinerja guru di SMK Negeri 4 Pandeglang [Principal leadership, work environment, work motivation, and teacher performance at SMK Negeri 4 Pandeglang] (in Indonesian). *Jurnal Pendidikan Ekonomi dan Bisnis (JPEB)*, *3*(2), 63. https://doi.org/10.21009/jpeb.003.2.5

Serdyukov, P. (2017). Innovation in education: What works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning*, *10*(1), 4–33. https://doi.org/10.1108/jrit-10-2016-0007

Sirota, D., A, L., Mischkind, & Meltzer, M. I. (2006). The enthusiastic employee. In *Business Book Review* (Vol. 23, Issue 31). Ebsco.

Sulisworo, D., Nasir, R., & Maryani, I. (2016). Identification of teachers' problems in Indonesia on facing global community. *International Journal of Research Studies in Education*, *6*(2). https://doi.org/10.5861/ijrse.2016.1519

Syukkur, A., & Fauzan, F. (2021). Improving the quality of education through the principal's strategy to develop teacher competence. *Nazhruna: Jurnal Pendidikan Islam*, *4*(3), 563–574. https://doi.org/10.31538/nzh.v3i1.402

Tanang, H., & Abu, B. (2014). Teacher professionalism and professional development practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, *3*(2), 25–42. https://doi.org/10.5430/jct.v3n2p25

Taryana, T., Riniati, W. O., Haddar, G. Al, Sembiring, D., & Mutmainnah, M. (2023). The influence of teacher certification and teaching motivation on teacher performance. *Journal on Education*, *5*(3), 6726–6735. https://doi.org/10.31004/joe.v5i3.1455

Uno, H. B. (2007). *Teori motivasi & pengukurannya: Analisis di bidang pendidikan*. Bumi Aksara.

Wekesa, J. N., & Nyaroo, S. (2013). Secondary school teachers in Eldoret municipality. *International Journal of Scientific and Research Publications*, *3*(6), 1–4. www.ijsrp.org

Zulkipli, D., Herlina, E., & Kurniawati, W. (2022). The impact of pedagogic, personality, professional, and social competence on teacher performance: A quantitative study. *International Journal of Management, Economic, Business and Accounting*, *1*(3), 41–58. https://doi.org/10.58468/ijmeba.v1i3.34