



The Effect of Student Personality Development on Educator Performance in Indonesian Schools

H. Asep Idrus Alaw

Sekolah Tinggi Agama Islam Shalahuddin Al – Ayyubi, Indonesia

Author's correspondence: asephabib@staisa.ac.id

Abstract Teachers are the pillars of the development of society's building blocks, i.e., the students; therefore, for the effective and constructive nourishment of the students, the performance of the teachers must be excellent with the support of external elements. To empirically analyse teachers' performance, this study employed a quantitative research technique, elucidating the influence of school environment, character development, and school administration on teachers' performance levels through the mediation of the efficacy component of individual personality. The study targeted high school teachers in Indonesia, collected data purposefully using a survey instrument, and used a total of 227 legitimate and effective responses to compile the results. The research found substantial results for all direct interactions, and mediation was recommended for the school climate and teacher performance. The study added a fresh piece of evidence to the literature by shedding light on the impact of external environmental elements at the school level on teachers' performance.

Keywords: Teacher performance, School environment, Character development, School management, Self-efficacy.

1. INTRODUCTION

A high-quality education is necessary for developing a sophisticated, modern, and prosperous national lifestyle. This may result from the provision of high-quality education, which leads to the development of talented and competent persons. To ensure high-quality education, instructors and school principals must be professional, successful, capable, and respected (Ratnasari et al., 2022). Education at all levels must be organised systematically to achieve educational goals that are consistent with the purposes and objectives of national education (Kaso et al., 2019). Teachers with a higher level of efficacy in using instructional techniques are more likely to improve their practicum performance (Chen, 2019). According to the findings of Hartinah et al. (2020), the work environment improves the performance of qualified teachers. As a result, principals' assistance and a positive work atmosphere can help teachers perform better. There is a significant association between the characteristics of teacher performance and student character. Additionally, there is a relationship between the principal's leadership variable and student character, which is mediated by teacher performance (Kaso et al., 2019). The educational system seeks to instill desirable character traits in students, particularly those rooted in local culture. This is accomplished by fostering a school culture (Johannes et al., 2021). The cultivation of students' character in schools, which is based on local culture, aims to create a favourable environment for fostering optimism, improving reasoning abilities, promoting critical thinking, and

instilling the necessary skills and attitudes for students to become honest, polite, creative, productive, independent individuals who contribute to the welfare of others. In addition to their family and community contexts, schools provide a platform for children to engage in socialisation. This socialisation process entails the transmission of values, knowledge, attitudes, and skills. Implementing local cultural values in schools has the ability to improve students' character development. This strategy can produce graduates with strong moral values, so improving the school atmosphere and supporting successful learning. As a result, pupils will demonstrate both cognitive intelligence and favourable character attributes (Bastian et al., 2022). The study's goal is to better understand and analyse the impact of student personality development on educator performance in Indonesian schools. The study will add to the existing information by analysing how students' personality development may influence the performance of educators in schools.

2. LITERATURE REVIEW

Theory of Performance

For the first time in history, Richard Schechner introduced this idea and established a department of performance studies. This performance theory identifies six fundamental and core components that contribute to a better understanding of how individuals and groups can improve their performance. Identity, knowledge, context, learning skills, fixed elements, and personal aspects are the six key components (Walker & Caprar, 2020). Theory of performance can also help to have a better understanding of how elements such as character development, school administration, and school environment can contribute to improved teacher performance (Leiber, 2022).

Character Development and Teachers' Performance

Character development is the development of attributes such as abilities, ethics, and others that assist an individual in becoming more influential as a human being (Warlim et al., 2021). Teacher performance refers to the teacher's ability to direct his or her students and make the learning process easy and exciting enough for them to pay attention (Magaly, 2020). According to Baety (2021), character development has a good impact on teacher performance. Instructors not only teach students from their books, but they also play an important part in their students' character development. This can only happen if the instructors have a developed character that embodies the practical value of character building (Baety, 2021). When a teacher's character develops, as do his decision-making skills and moral values such as ethics and discipline, he performs more successfully (Yusuf et al., 2020).

H1: *Character development has a substantial impact on teachers' performance.*

School Management and Teachers' Performance

Management entails authorities that keep a check and balance on employees and strive to maintain a balanced relationship for the smooth operation of the management system through manager supervision. School management is thus critical for properly managing all duties in the education system, as well as other systems such as administrative systems (Pekkolay, 2021). Rohma et al. (2020) found that school management has a significant impact on teacher performance. Every great manager is accountable for the success of a system. Management should be well-organised and planned to be effective for both the system and the people. Teachers will finally perform well and teach their pupils based on their greatest expertise if they work closely with management (Aquino et al., 2021). Managers should focus on being nice with teachers and giving them confidence that the system trusts them and that they are a vital component of the system, as this would greatly help to improve their teacher's performance (Rostini et al., 2022).

H2: *School administration has a substantial impact on teachers' performance. School Environment and Teacher Performance.*

School Environment and Teacher Performance

The term "school environment" refers to the link between many aspects in the school, such as the relationship between teachers and administration, students and teachers, and learning methods and their impact on students. If all of these variables are good and functioning properly, we may conclude that the school environment is healthy and favourable to learning (McGiboney, 2023). According to Fei and Han (2020), a healthy and productive school atmosphere improves instructors' performance. It is natural for every human being to perform to the best of his ability and with full heart if his employment environment is free of stress and pressure. A teacher will perform with high efficiency and effectiveness when the school atmosphere is pleasant and conducive to working. In order for such an environment to exist, school management and teachers must collaborate closely (Manla, 2021). The school atmosphere also plays an important role in providing kids with a desirable place to study. The school atmosphere will improve a teacher's efficacy, which is critical for students' healthy learning (Kraft & Falken, 2020).

H3: *The school environment has a substantial impact on teacher performance. The mediating role of teacher efficacy.*

The Mediating Role of Teacher Efficacy

Efficacy is defined as the ability to achieve a predefined or projected outcome. Efficacy is the cornerstone to effective teacher performance (Singerin, 2021). When a teacher is efficient and has high efficacy skills, character development, school administration, and the school environment all have a significant impact on his performance (Cansoy et al., 2022). When he is efficient, he will tend to strengthen his character by developing it further, as well as maintain good ties with the management and contribute to make the school atmosphere excellent and favourable to learning, which will eventually lead to his better and more effective performance. Thus, the mediating role of teacher efficacy is critical and should not be overlooked when discussing teacher performance (Akman, 2021).

H4: *Teacher efficacy has a major moderating role in the relationship between character development and teacher performance*

H5: *Teacher efficacy plays a substantial moderating effect in the relationship between school management and teacher performance*

H6: *Teacher efficacy has a key role in moderating the relationship between the school environment and teacher performance.*

Theoretical background for the aforementioned literature review is provided below :

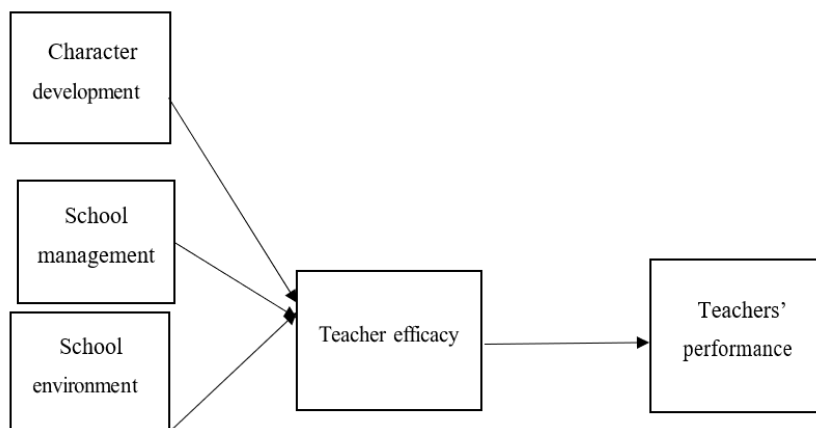


Figure 1: The Empirical Model.

3. METHODS FOR RESEARCH

Research Strategy

A quantitative study technique was used to comprehend and present a generalised illustration of the role of student development performance on lecturer performance, and quantitative data was gathered. For data gathering, lecturers and teachers who serve and teach in Indonesian high schools were evaluated. The teachers were chosen specifically after comprehending the nature and major concept of the study, and their feedback was acquired

using data gathering methods.

Data

This study used a quantitative research methodology, therefore survey-based quantitative data were obtained in accordance with the basic foundation approach. Data was collected in both physical and online formats, utilising Google Docs. The questionnaire contained total items, including six items for school management (Khurniawan et al., 2021), four for school environment (Belay et al., 2021), ten for teacher efficacy (Denzine et al., 2005), five for teacher performance (AM et al., 2022), and six for character development (Pike et al., 2021). The collected data was analysed with CFA and Sem procedures in the quantitative data analysis tools SPSS and Amos 24.

Ethical Guidelines

This study followed all of the research norms and procedures when collecting data and compiling results. The researcher obtained prior approval from the school administration before evaluating the teachers' survey practice.

Analysis and Results

The phase in any data analysis is the normality testing, which has been performed with the descriptive test. The skewness values have been calculated and verified that the data is normally distributed.

Table I: The Descriptive Test.

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness	
				Statistic	Std. Error		Statistic	Std. Error
TP	227	1.80	5.00	3.7683	.05613	.84563	-.256	.162
SM	227	1.00	5.00	3.7394	.06711	1.01111	-.415	.162
CD	227	1.00	5.00	4.1535	.05352	.80639	-1.113	.162
SCE	227	1.00	5.00	3.7665	.06670	1.00497	-.472	.162
TE	227	1.00	5.00	3.9568	.05123	.77184	-.636	.162
Valid N (listwise)	227							

TP: Teacher Performance; SM: School management; CD: Character Development; SCE: School environment; TE: Teachers' efficacy.

Next, the sampling adequacy has been justified with the KMO and Bartlett's tests whose values above than 0.6 and significance level 0.00 have shown that the collected sample was adequate and have no multi-collinearity issues.

Table II: The Sample Adequacy Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
	Approx. Chi-Square	6812.869
Bartlett's Test of Sphericity	df	465
	Sig.	.000

Next, the factor loading test was performed in which the factor loadings were evaluated, and all the loadings were within their respective columns, above 0.6 and there was no cross loading, missed loadings and double loading issues.

Table III: The Rotated Component Matrix.

	1	2	3	4	5
SM1			.795		
SM2			.845		
SM3			.782		
SM4			.845		
SM5			.852		
SM6			.881		
CD1		.767			
CD2		.794			
CD3		.852			
CD4		.822			
CD5		.795			
CD6		.798			
TE1	.809				

	1	2	3	4	5
TE2	.802				
TE3	.697				
TE4	.776				
TE5	.837				
TE6	.781				
TE7	.819				
TE8	.766				
TE9	.780				
TE10	.745				
TP1				.793	
TP2				.789	
TP3				.787	
TP4				.785	
TP5				.825	
SCE1					.793
SCE2					.776
SCE3					.791
SCE4					.831

After factor analysis, the validity and reliability tests were performed and the values were computed with the indicators: composite reliability, AVE, and discriminant validity as the correlation between the variables. All the computed indicators values were above their respective threshold ranges which verified that the data is suitable for hypotheses testing.

Table IV: Reliability and validity Measures.

	CR	AVE	MSV	MaxR(H)	TEF	CDV	SME	TPR	SCEN
TEF	0.939	0.605	0.213	0.940	0.778				
CDV	0.931	0.694	0.466	0.933	0.387** *	0.833			
SME	0.930	0.690	0.169	0.934	0.275** *	0.286** *	0.831		
TPR	0.918	0.693	0.279	0.928	0.462** *	0.528** *	0.411** *	0.832	
SCEN	0.966	0.875	0.466	0.976	0.426** *	0.683** *	0.377** *	0.521** *	0.936

The model fitness was calculated with the CFA test and the model fit measured revealed the significance of the designed model and confirmed that the empirical is a good fit.

Table V: The Model Fit Measures.

Measure	Estimate	Interpretation
CMIN/DF	2.303	Excellent
CFI	0.920	Acceptable
SRMR	0.053	Excellent
RMSEA	0.076	Acceptable

In the final step of data analysis, hypotheses were tested, and significant values for the supposed correlations were obtained using SEM. The SEM output supported all of the direct links, and the significance values were all less than 0.05, resulting in the acceptance of all direct hypotheses from H1 to H3. Table VI shows the computed regression values and their significance levels. In the same test, the significance level of indirect effects was computed using specific indirect effects; nevertheless, the mediation of teachers' efficacy was only significant between school environment and teacher performance. Table VII presents the output of the results.

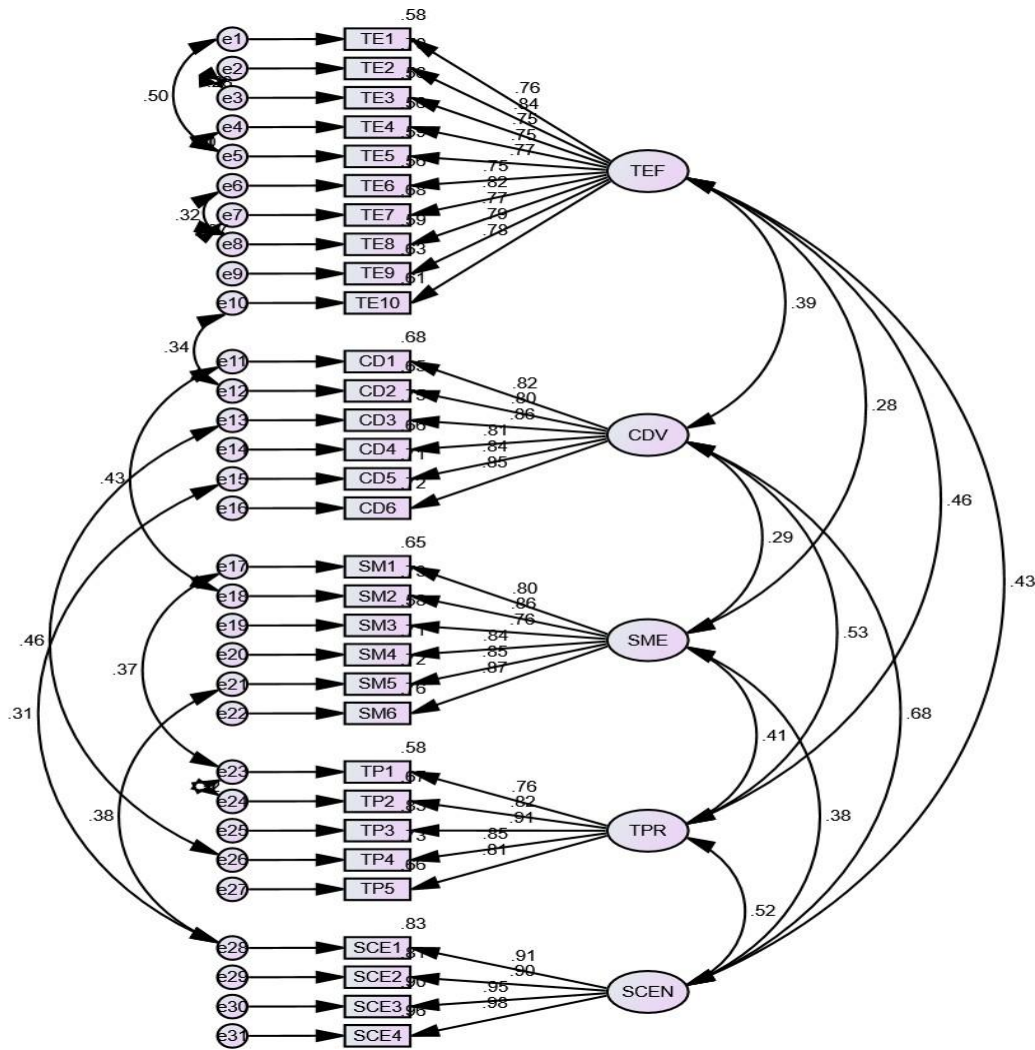


Figure II: CFA Analysis Output.

Table VI: The Direct Effects Result.

	Parameter		Estimate	Lower	Upper	P
TE<---	SM		.103	.000	.191	.100
TE<---	CD		.134	-.014	.303	.117
TE<---	SCE		.284	.105	.479	.020
TP<---	SM		.178	.063	.289	.013
TP<---	CD		.244	.161	.355	.009
TP<---	SCE		.170	.034	.273	.046
TP<---	TE		.225	.132	.351	.005

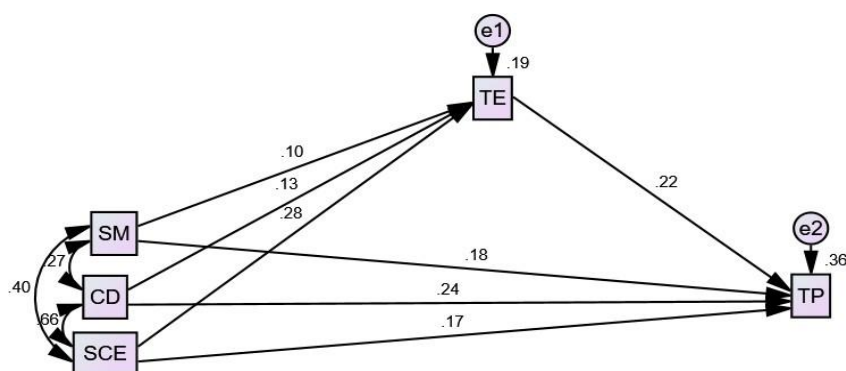


Figure III: The SEM Analysis.

Table VII: The indirect Effects.

Indirect Path	Unstandardized Estimate	Lower	Upper	P-Value	Standardized Estimate
SM --> TE --> TP	0.019	0.002	0.050	0.060	0.023†
CD --> TE --> TP	0.032	-0.004	0.090	0.143	0.030
SCE --> TE --> TP	0.054	0.023	0.109	0.002	0.064**

4. DISCUSSION AND CONCLUSION

The current study sought to evaluate teacher effectiveness through character development, school administration, and school environment. The mediation of teacher efficacy has also been investigated in this area. The results indicated that the linear connections between variables were substantial. Character development had a substantial impact on instructors' performance. Baety's (2021) research emphasised the importance of character development in motivating teacher effectiveness. Character development of teachers has a direct impact on their effectiveness in the classroom. Patience, empathy, resilience, and integrity are among the attributes required of a teacher. As a result, it has a huge impact on how well they interact with kids. As a result, kids benefit from a positive learning environment, which also improves teacher performance. The relationship between school atmosphere and teacher performance has also proven to be substantial. Kuncoro and Dardiri (2017) explain the relationship between the work environment and teacher performance. However, a positive or supportive school culture is more likely to encourage instructors to perform better. Teachers thrive in an environment where they feel valued, respected, and have adequate access to tools that can help them improve their teaching skills. Working in an innovative educational atmosphere greatly enhances a teacher's

creativity. The results also showed a substantial relationship between school management and teacher performance. Parinduri et al. (2023) also investigated the effect of education administration on teacher performance. Although the current study also found a beneficial association between school administration and teacher performance. This is because administrators who provide support and advice, as well as resources and opportunity for professional development, are more likely to achieve positive and optimal teaching performance. Rostini et al. (2022) also investigated the effect of principal management on teacher performance. The mediation of teacher efficacy by character development, school management, and teacher performance has been found to be insignificant. The relationship between teacher efficacy, school atmosphere, and teacher performance has also been found to be substantial. Teachers' efficacy is critical in achieving effective educational outcomes. As a result, it is possible to conclude that instructors' self-efficacy not only effects their individual performance but also develops and refines overall educational quality for their students. A suitable and happy school atmosphere considerably improves the performance of instructors with self-efficacy.

5. RESEARCH IMPLICATIONS

The current study has different consequences. The study adds to the expanding body of knowledge on teacher performance by investigating a variety of important characteristics that contribute to improved performance. The study highlighted the importance of the school environment in promoting teacher performance. The study also effectively assesses how instructors might be better equipped to understand and respond to students' various personalities. As a result, a supportive and happy learning environment can be created. The current study also has some practical ramifications. Based on the findings of this study, Indonesian educators can implement successful teaching strategies that account for students' different personality qualities. The outcomes of this study also emphasise the need of professional development programs. To achieve this, Indonesia's educational administration can create training programs or workshops to raise instructor awareness. Indonesia's educational administration can also change its school management rules and encourage the supply of support in order to maximise teacher effectiveness.

LIMITATIONS AND FUTURE INDICATIONS

The current study also has certain flaws. This study used a quantitative research design to investigate the cause-and-effect connection between factors. As a result, this study sacrificed the incorporation of expert ideas in order to get effective outcomes. Future scholars can use qualitative research methods to conduct interviews with Indonesian educational professionals. This allows them to incorporate information from their experience about the school environment, character development, school climate, and teacher performance. This study's sample size was deliberately kept limited due to scheduling restrictions. Future studies can increase the sample size to get more accurate results. The existing study model has a limited number of variables. The instructor's qualities have been overlooked, which successfully contributes to achieving ideal student performance. Future researchers can also investigate the characteristics of instructors to obtain unique results.

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