

# Determination of Teacher Performance in Improving Education Quality in the Pandemic Era

Determinant of  
Teacher  
Performance

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## ABSTRACT

Determining Teacher Performance to Improve the Quality of Education in the Pandemic Era. The problem that is used as the object of research is teacher performance which is seen to have decreased due to the change in the learning system from offline to online. This can cause the quality of education to decline. This research aims to analyze: 1). The Influence of Internal Factors on Teacher Performance. 2). The influence of internal factors on the quality of education. 3). The influence of external factors on teacher performance. 4). The influence of external factors on the quality of education. 5). The influence of teacher performance on the quality of education. 6). The influence of internal factors on the quality of education is mediated by teacher performance. 7). The influence of external factors on the quality of education is mediated by teacher performance. The data collection technique was using a questionnaire given to 85 respondents (teachers) from 3 schools, namely SMA Al Adzkar, SM AI Sinar Cendikia and Sekolah Alam Bintaro. The hypothesis used is Smart PLS ( *Partial Least Square* ). The research results show that: 1). The statistical value of internal factors on performance is 3.116 with a *p value* of 0.002 and a *p value* of less than 0.05, so it has a positive effect on teacher performance. 2). The statistical t value of internal factors on the quality of education is 3.277, the *p value* is 0.001 and the *p value* is more than 0.05, then positive influence on the quality of education. 3). The statistical t value of external factors on teacher performance is 2.561 with a *p value* of 0.011 or less than 0.05, so it has a positive effect on teacher performance. 4). The statistical value of external factors on the quality of education is 3.920 with a *p value* of 0.000 or a *p value* of more than 0.05, so it has a positive effect on the quality of education. 5). The statistical t value of teacher performance on the quality of education is equal to a *p value* of 0.022, so teacher performance has a positive effect on the quality of education. 6). The VAF value is 0.598, this shows that teacher performance is a partial mediator in the relationship between internal factors and the quality of education. 7). The VAF value is 0.631, this shows that teacher performance is a partial mediator in the relationship between external factors and the quality of education. The research conclusion is that, 1). There is a positive and significant influence of internal factors on teacher performance. 2). There is a positive and significant influence of internal factors on the quality of education. 3). There is positive and significant influence external factors on teacher performance. 4) There is a positive and significant influence external factors on the quality of education. 5). There is a positive and significant influence on teacher performance to quality of education. 6) There is a positive and significant influence between internal factors on the quality of education with teacher performance as mediation. 7). There is a positive and significant influence between external factors on the quality of education and teacher performance as mediation.

**Keywords:** Internal factors, external factors, teacher performance and education quality

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## INTRODUCTION

Education has a very important role in building human resources as an effort to respond to competition and changing conditions in all areas of life today. Education is a means to mature students in improving their abilities in various aspects of life such as *life skills*, ideology, economics, politics, social and culture.

In Indonesia, the Government is making various efforts to break the chain of spread of the Covid-19 virus. Among them is by issuing PP number 21 of 2020 concerning Large-Scale Social Restrictions. As a result, various economic, social and educational activities have changed. So the Ministry of Education and Culture issued a circular regarding online learning (on the network) from home from PAUD to tertiary level. This policy certainly has an impact on teachers, students and even the role of parents at home in helping children's learning process at home, especially at the PAUD to Elementary School (SD) levels.

Schools can be one part of the education sector which is currently facing three fundamental demands, namely the demands of the global world, demands from society and the ability of schools to provide effective educational services in the midst of the Covid-19 outbreak.

Since March 16 2020, the Indonesian Ministry of Education and Culture has stipulated distance learning (PJJ) or online. According to (Kunadi, 2020) Distance education can also be called e-learning. Where learning does not always have to involve the classroom as a space for delivering learning. But learning can be done in any media, such as the school garden, field, or at home. In research by Suryani et al., (2021) it was revealed that the impact of changes in the online teaching and learning process resulted in reduced teacher performance. because not everyone has the facilities to use it online learning. The impact on parents is, because learning has to be done at home, as parents you have to accompany them children learn, parents must learn technology so they can help accompany them children at home and can communicate to report children's learning at home, must supervise children's activities at home more, and know the schedule children do online learning. The impact on teachers, teachers must follow today's technology, so teachers need guidance to run it online learning, because previously they were used to direct learning or face to face, this makes it difficult for teachers to transfer good morals to their students. There is a lack of adequate facilities such as laptops and cellphones that support online learning. Lack of teacher creativity in using supporting applications in delivering material online.

SMA Al Adzkar, SMAI Sinar Cendikia and Sekolah Alam Bintaro need to pay attention to how teacher performance is affected by pandemic conditions. Teacher performance cannot just happen, but there are factors that can influence it. These factors consist of internal factors and external factors that can have an impact on a teacher's performance. In research, Barnawi & Arifin (2014) stated that internal factors in teacher performance are factors that already exist within the teacher that can influence their performance, for example personality, perception, abilities, and skills. Meanwhile, external factors are factors present from outside the teacher that can influence their performance, for example salary, facilities and infrastructure, physical work environment, and leadership.

### Formulation of the problem

#### Internal factors

- a. The decline in teacher performance at work is due to reduced hours of teaching and learning activities and teachers often holding cellphones, which are ultimately misused to view social media.
- b. Pedagogical abilities are not optimal because they are not used to delivering material online, resulting in students experiencing boredom in learning.
- c. The lack of interaction between teachers and students is not optimal because they do not meet each other directly, this causes the closeness between teachers and students to be very lacking.

#### External factors

- a. School facilities such as wifi are inadequate, this causes frequent signal dropouts and results in the online teaching and learning process being less than optimal.
- b. Organizational culture has shifted due to the pandemic, there are school agendas that are not being implemented, thus affecting teacher performance.
- c. The leadership of school principals must adapt to pandemic conditions, so crisis management is needed to be able to manage extraordinary situations, unexpected emergency situations, which greatly affect teachers, students, parents and stakeholders.

Based on the identification of the problem, the problem is formulated as follows:

1. How do internal factors influence teacher performance?
2. How do internal factors influence the quality of education?
3. How do external factors influence teacher performance?
4. How do external factors influence the quality of education?
5. How does teacher performance influence the quality of education?
6. How is the influence of internal school factors on educational quality mediated by teacher performance?

## **LITERATURE REVIEW**

### **Factors that influence teacher performance**

#### Internal factors

- a. Personality is a person's characteristics that are formed from a person's background, surrounding environment and education since childhood. However, according to Ali Hasyimi (2019), personality is formed by the efforts we make to form the personality we hope for. As a Muslim, we hope to have a Muslim personality that is in line with the goals of Islam.
- b. Motivation according to Suparno (2007), that providing motivation is not separate from the concept of human needs. One theory related to these needs is Maslow's needs theory. Uno (2013) stated that motivation is the basic impulse that moves someone to take action. This impulse resides in a person who moves to do something according to the impulse that is within him.
- c. Pedagogical competence is the teacher's ability or skill to be able to manage a learning process or teaching and learning interaction with students. Pedagogical competencies can be trained through the learning process of each teacher continuously and systematically, so that the competencies learned can continue to increase

#### External Factors

- a. education policy during the emergency period of spread (covid-19), the head of the education unit took steps to implement online by ensuring the availability of facilities and infrastructure owned by teachers to facilitate distance learning both online and offline during the emergency period.
- b. Organizational Culture according to Sobirin (2009: 90) explains that "Organizational culture also contributes to the success of school performance" and according to Bulgansyah (2021), as a tool for internal integration. If this role can function well and is accompanied by the preparation of appropriate strategies, it can be expected that organizational performance will increase.
- c. Leadership according to Hasibuan (2014) is the way of a leader influence the behavior of subordinates, to be willing to cooperate and work productively to achieve organization goals. In this research, the author took the principal's leadership indicators in 4 ways: 1. The principal as an educator, 2. The principal as a manager, 3. The principal as a leader, 4. The principal as a motivator.

Teacher performance. Abbas (2017) stated that teacher performance is basically more focused on the behavior of an educator in his work and the effectiveness of education in carrying out duties and responsibilities which can have an influence on students according to the expected achievements.

Quality of Education. According to Hari Sudradjad, quality education is education that is capable of producing graduates who have abilities or competencies, both academic competencies and vocational competencies, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. education that is capable of producing complete humans (complete humans) or humans with integral personalities (integrated personalities), those who are able to integrate faith, knowledge and charity.

### Conceptual framework model

The conceptual framework model in this research is as follows:

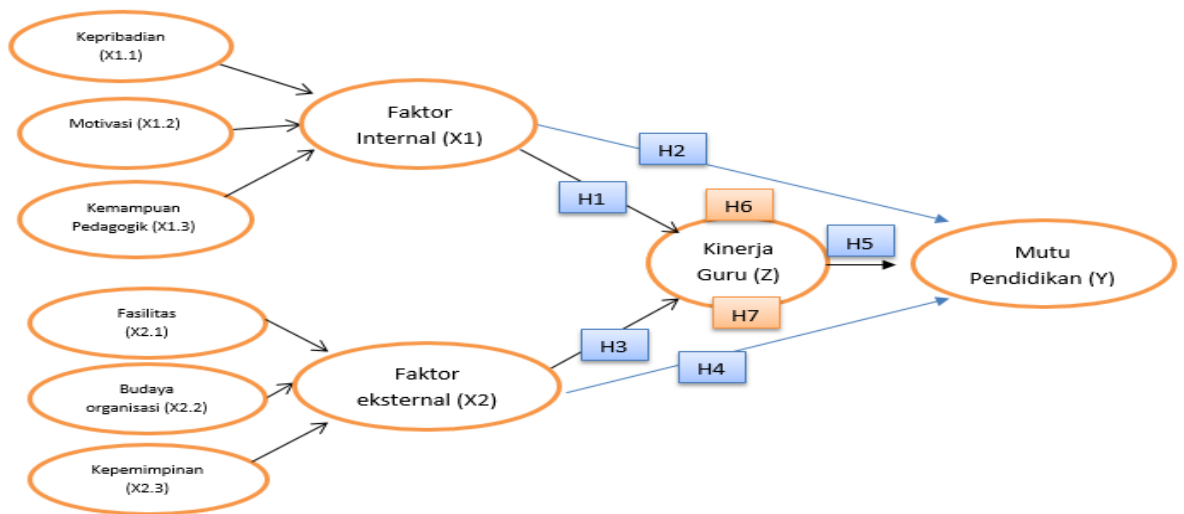


Figure 1: Conceptual framework

### Research Hypothesis

- H1: There is an influence of internal factors on teacher performance.
- H2: There is an influence of internal factors on the quality of education
- H3: There is an influence of external factors on teacher performance.
- H4: There is an influence of external factors on the quality of education.
- H5: There is an influence of teacher performance on the quality of education.
- H6: There is an influence of internal school factors on education quality which is mediated by teacher performance.
- H7: There is an influence of external factors on Education Quality which is mediated by Teacher Performance

### METHODS

The population at SMAI Sinar Scholar is 19 teachers who teach in class, not including management level and at SMA Al Adzkar there are 12 teachers who teach in class and Alam Bintaro School 54. So the population taken is 85 people from 3 Islamic high schools in the city of South Tangerang.. The data collection technique used in this research was by distributing questionnaires via *Google Form*. a data collection method to determine respondents' responses or answers to questions asked regarding the influence of internal and external factors on teacher performance and the quality of education. In measuring the results of the questionnaire using a Likert Scale

The research location is located at SMAI Sinar Scholar South Tangerang and the research time is March 2 2022, at Al Adzkar High School South Tangerang at the research time April 18 2022 and at Alam Bintaro School October 26 2022

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**Table 3.1. Variables Operational**

Variable	Dimensions	Size	No. Questionnaire	Measurement Scale
Internal factors	Personality	Stable level and maturity	1	Ordinal
		Wise, wise and authoritative level,	2	Ordinal
		The level of noble character, being a role model for students and society,	3	Ordinal
		Level Always evaluate your own performance and develop yourself sustainably.	4	Ordinal
	Motivation	The level of employee responsibility in carrying out tasks.	5	Ordinal
		The level of carrying out tasks with clear targets.	6	Ordinal
		There is feedback on the results of his work.	7	Ordinal
		The level of effort to meet living and work needs.	8	Ordinal
		The level of work expectations is wanting to get attention from friends and superiors.	9	Ordinal
	Pedagogical Ability	insight understanding or educational foundation	10	Ordinal
		understanding of learners	11	Ordinal
		Development curriculum/syllabus	12	Ordinal
		Planning learning	13	Ordinal
		Student development for actualize various potentials he has	14	Ordinal
External Factors	Facility	There are clean and adequate toilets	15	Ordinal
		There is a clean prayer place	16	Ordinal
		Availability of school wifi	17	Ordinal
		Each employee gets a comfortable table and chair	18	Ordinal
	Organizational culture	State the vision, mission of the school, goals and strategies of the moral values program to all school staff.	19	Ordinal
		Providing an example of school values through interaction with the school community.	20	Ordinal
		Ensure that school rules and values are enforced throughout the school environment and act swiftly to stop acts of violence wherever they occur.	21	Ordinal

		Enforcing an attitude of sportsmanship using the school's name to encourage a community with good values.	22	Ordinal
		Arranging student management to maximize student and student council participation	23	Ordinal
	Principal Leadership	Growing teacher confidence to use time to improve students' morals a	24	Ordinal
		Able to increase teacher professionalism.	26	Ordinal
		Ability to manage the work environment (non-physical).	27	Ordinal
		Planning and implementing learning	28	Ordinal
Teacher Performance	The teacher's ability to demonstrate the various skills and competencies they possess.	Planning and implementing learning	29	Ordinal
		Learning Assessment	30	Ordinal
		Ability to use online learning applications.	31	Ordinal
		Teacher skills in dealing with various student characters	32	Ordinal
		The teacher's example is shown to the students	33	Ordinal
Quality of education	Continuous Improvement (continuous Improvement)	Carry out various continuous improvements to ensure that all components of education providers have reached the specified quality standards.	34	Ordinal
	Quality standards (Quality Assurance),	a. Includes curriculum quality standards b. Learning process and evaluation standards. c. Graduate quality standards.	35	Ordinal
	Cultural Change (Change of Culture),	a. Forming an organizational culture that values quality. b. Making quality the orientation of all components of the organization	36	Ordinal
	Relationship with customers (Keeping Close to The Customer)	Educational organizations want customer satisfaction.	37	Ordinal
		institutions can always make changes and improvise based on patterns of customer demands and needs.	38	Ordinal
		Customers are also allowed to visit, observe and assess as well as provide input to educational institutions in order to improve the quality of learning processes and outcomes	39	Ordinal

Analysis Methods and Data Analysis Techniques for this research is SEM-PLS. PLS is a variant-based structural equation analysis (SEM) that can test measurement models as well as test structural models as predictions for previous theoretical developments. One of the tools with which a prediction model works is to avoid the problem of *interminacy* (the presence of factor scores that differ from the results of a single factor). PLS assumes all measures of variance can be explained by a latent variable estimation approach which is considered a linear combination of indicators. PLS also provides general statistical tools such as canonical correlation, *redundancy analysis*, linear regression, MANOVA, and *principal component analysis*.

- *Partial Least Square Works*

PLS is designed to solve problems involving many variables and when the sample size is small. PLS can define a latent variable as a linear aggregate of its indicators. The estimation method with latent variable weights can be done by building *an inner model* (which connects variables) and *an outer model* (measurements to produce specifications). And the residual from the dependent variable will produce an optimum prediction score ( $R^2$ ) (Sholihin and Ratmono, 2021).

- Model Measurement (Outer Model)

Measurement *Outer model* used to test the construct validity and reliability of the instrument. Validity test to measure the research instrument that should be measured. Reliability testing is used to measure the consistency of measuring instruments in a concept or is also used to measure respondents' consistency in answering parts of the questions in a research questionnaire. In validity testing there are three validity points, namely:

- a) Construct Validity

Good results in construct validity are obtained from measuring theories that explain a construct. And to test construct validity consisting of convergent validity and discriminant validity.

- b) Convergent validity

The convergent test in PLS has a reflective indicator which is based on *loading factor* (correlation between *item scores* or component scores and construct scores) with indicators that measure the construct. The *rule of thumb* size used to initially check the factor matrix is  $\pm 0.30$  to consider the minimum level, for *loading*  $\pm 0.40$  is considered better and *loading*  $> 0.50$  is considered practically significant, which means the higher the resulting *loading value*, the more important it is. the role of *loadings* in interpreting factor matrices.

- c) Discriminant Validity

Discriminatory validity occurs if measures of different constructs are not highly correlated and produce scores that have no correlation. Test the discriminant validity based on measuring the cross loading of the construct. Another method for assessing discriminant validity is by comparing the root of the AVE for each construct with the correlation between other constructs. The resulting value of AVE must be more than 0.7 and the formula used to find the results of discriminant validity is as follows:

$$AVE = \frac{(\sum \lambda_i)^2}{\sum \lambda_i + \sum_i \sigma^2(e_i)}$$

Table 3.2. validity test in the PLS model according to Chin (1995):

Validity test	Parameter	Rule of Thumbs
Convergent	<i>Loading Factor</i>	More than 0.5
Discrimination	AVE Roots and Correlation of latent variables	AVE root $>$ latent variable correlation
	<i>Cross Loading</i>	More than 0.7 in one variable

Apart from validity tests, there are also reliability tests which are used to measure the internal consistency of measuring instruments. The purpose of the reliability test is to show the accuracy, consistency and precision of the measuring instruments used. In reliability testing, there are two methods, namely *Cronbach's alpha* (used to measure the lower limit value of reliability) and *composite reliability* (to find the true value of reliability and this value is much better in estimating the internal consistency of a construct). *The rule of thumb* of the reliability test is more than 0.7. The use of the formula in the reliability test is as follows:

$$\rho_c = \frac{(\sum \lambda_i)^2}{(\sum \lambda_i)^2 + \sum_i \sigma^2(e_i)}$$

d) Structural Model (*Inner Model*)

Calculation in the R-Square ( $R^2$ ) structural model for dependent constructs. The purpose of the  $R^2$  value is to measure the level of variation in changes in the independent variable towards the dependent variable. The higher the  $R^2$  value, the better the prediction value of the proposed research model. However, the value of  $R^2$  is not an absolute assessment in measuring the accuracy of the prediction model, but the theoretical relationship that is most important to explain the causal relationship.

*the path* coefficient or *inner model* aims to show the level of significance in hypothesis testing. The *path* or *inner model* coefficient value must show that the T- *statistic value* must be above 1.96 for a two -*tailed hypothesis* and if one ( *one-tailed* ) the hypothesis must be above 1.64 at an *alpha* of 5 percent with 80 percent power (Sholihin and Ratmono, 2021)

e) Hypothesis Testing 1 – 5

Based on the research objectives, the hypothesis test design is created based on the research objectives. Hypothesis testing is carried out by paying attention to the level of significance and path coefficients between latent variables (Ghozali, 2018). Testing the hypothesis is carried out using statistical analysis by entering the variables to be tested simultaneously. Determining whether or not a hypothesis is accepted is carried out using the t test, where the t statistic is used to see the significance of the relationship between variables. The relationship is considered significant or the hypothesis is accepted if the t statistic is greater than the t table (Ghozali, 2018) .

f) Mediation Effect Test with the Variance Accounted For (VAF) Method

The mediation effect shows the relationship between independent and dependent variables through a connecting or mediating variable. The influence of variables on the dependent variable does not occur directly but through a transformation process represented by mediating variables (Baron and Kenney, 1986 in Sholihin and Ratmono, 2021) . The Variance Accounted For (VAF) method developed by Preacher and Hayes (2008) and *bootstrapping* in the distribution of indirect effects are considered more appropriate because they do not require any assumptions about the distribution of variables so they can be applied to small sample sizes. This approach is most appropriate for PLS which uses the resampling method and has higher statistical power than the Sobel method (Hair et al, 2013 in Sholihin and Ratmono, 2021).

The first step in the mediation testing procedure is that the direct effect of the independent variable on the dependent variable must be significant. Second, the indirect effect must be significant, each path, namely the independent variable on the mediating variable and the mediating variable on the dependent variable must be significant to fulfill this condition. This indirect effect is obtained using the formula for the influence of the independent variable on the mediating variable multiplied by the influence of the mediating variable on the dependent variable (Hair et al, 2013 in Sholihin and Ratmono, 2021) . If the indirect effect is significant, then this indicates that the mediating variable is able to absorb or reduce

the direct effect in the first test. Third, calculate VAF using the formula (Hair et al, 2013 in Sholihin and Ratmono, 2021) as follows:

$$VAF = \frac{\text{Indirect Impact}}{\text{direct impact} + \text{indirect impact}}$$

If the VAF value is above 80%, it shows the variable's role as full mediation. A variable is categorized as a partial mediator if the VAF value ranges from 20% to 80%, however if the VAF value is less than 20% it can be concluded that there is almost no mediation effect.

The operational definition of a variable aims to explain the meaning of the variable being studied. Singarimbun and Effendi (2003:46-47) state that the operational definition is a research element that tells how to measure a variable, or a kind of guide to how a variable can be measured. With operational variables, how to find and measure these variables in the field by formulating them briefly and clearly, and not giving rise to various interpretations.

The questions in the questionnaire for each variable in this study were measured using a *Likert scale*. The measurement scale in SEM research uses a Likert scale, where the Likert scale is ordinal data, namely data that has sequential categories (Joreskog and Sorbom, 1993; 1996, in Ghozali, 2005: 39). In this research, ordinal data has been converted into interval data with different successions. Answers from qualitative respondents were quantified, where answers were scored using a 5 (five) point Likert scale, namely: value 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Operational definitions must be measurable and specifically understandable by other people/users. The data obtained in this research was measured using a Likert scale (the variables to be measured are broken down into dimensions, then into sub-variables until they become measurable indicators). So in this research, a number of variables were fully disclosed, through concepts, sub-variables, indicators with an ordinal scale that can be measured.

## RESULTS AND DISCUSSION

### Descriptive Statistics

Descriptive results of internal factor variables, external factors, quality of education, and teacher performance are as follows :

Table 5.1. Description of answers to internal factor variables

Indicator	Items	Mean	Category
Personality	Have a mature attitude in dealing with students.	4.19	Tall
	The ability to educate students wisely, wisely and with dignity.	4.18	Tall
	Have noble morals and be a role model for students.	3.99	Tall
	Always evaluate your own performance and develop yourself continuously.	4.13	Tall
Motivation	Be responsible as a teacher and control the class	4.39	Very high
	Can carry out tasks according to SOP well	4.22	Very high
	Appreciate time and work results	4.21	Very high
	Grateful to be able to fulfill life's needs	4.49	Very high
	Collaborate with colleagues	4.09	Tall
Pedagogical Ability	Understand various learning theories and educational learning principles	4.16	Tall

Understand the characteristics of students with moral, social-emotional, spiritual and socio-cultural background aspects.	3.92	Tall
Understand the principles of curriculum development	4.19	Tall
Develop a complete learning plan, both for activities in the classroom, laboratory and outside the classroom.	4.22	Very high
Determine assessment and evaluation procedures for learning processes and outcomes	4.26	Very high
<b>Average</b>	<b>4.19</b>	<b>Tall</b>

Source: Results of data processing

Based on Table 5. 1. It can be seen that the majority of responses gave a high category assessment to the statement on the *internal factor variable* with an average score of 4.19. The motivation of teachers as educators is that teachers are always grateful to be able to meet life's needs, are always responsible as teachers and control the class, can carry out tasks according to SOPs well, and are able to respect time and work results.

Judging from pedagogical abilities, teachers are able to determine procedures for assessing and evaluating learning processes and outcomes. In addition, teachers also have the ability to prepare complete learning plans, both for activities in the classroom, laboratory and outside the classroom. And based on the personality aspect, teachers have a mature attitude in handling students, and the disposition to educate students wisely, tactfully and dignified.

Table 5. 2. Answer Description Variables *External factors*

Indicator	Items	Mean	Category
Facility school	The facilities at the school are adequate in accordance with Islamic school principles	4.31	Very high
	Availability of a clean prayer place	4.20	Very high
	Stable internet wifi is available	4.25	Very high
	Each employee gets a comfortable table and chair	4.25	Very high
Organizational culture	Obtain an appropriate job description as a teacher	4.38	Very high
	Overcoming discipline problems by encouraging students' moral growth and development.	4.42	Very high
	Can ensure that school rules and values are strictly implemented throughout the school environment.	4.19	Very high
	Accept well any changes that occur in the organization such as restructuring	4.39	Very high
	Arrange student management to maximize student participation and interaction between students in each class and student council	4.35	Very high
	Moderating academic pressure so that it does not neglect students' social and moral development	4.46	Very high
	Growing self-confidence to use time to improve students' morals	4.22	Very high

Leadership	The principal has a good relationship with teachers	4.40	Very high
	Leaders give teachers the freedom to give opinions	4.56	Very high
	Leaders always provide guidance, direction, encouragement to teachers	4.27	Very high
Average		4.33	Very high

Source: Results of data processing

Based on Table 5. 2. It can be seen that the majority of responses have given very high category assessments to statements on external factor variables with an average score of 4.33. External factors in school facilities are very adequate in accordance with Islamic school principles, the school provides stable internet wifi and each employee has comfortable tables and chairs and a clean prayer area is available.

Cultural factors are also in the very good category where teachers are able to moderate academic pressure so that they do not neglect students' social and moral development. Apart from that, teachers overcome discipline problems by encouraging students' moral growth and development, being able to accept well any changes that occur in the organization such as restructuring, and being able to organize student management to maximize student participation, always obtaining appropriate job descriptions as teachers. and, interactions among classmates and the student council. The organizational culture that has existed in schools is also considered capable of fostering self-confidence to spend a lot of time taking care of students' morals. From the leadership factor so far, the leader, in this case the Principal, always gives teachers the freedom to give opinions, is able to establish good relationships with teachers and provide guidance, direction and encouragement to teachers.

Table 5. 3. Description of Answer Variable Quality of education

Indicator	Mean	Category
The school has made various improvements continuously to ensure the quality standards set.	4.45	Very high
The school has achieved curriculum quality standards, learning process and evaluation standards and graduation quality standards.	4.46	Very high
Schools can form an organizational culture that values quality and makes quality the orientation of the school community.	4.41	Very high
Schools can make changes and improvisations based on the needs of student parents.	4.34	Very high
Schools share information with parents	4.44	Very high
Parents are allowed to make observations and assessments as well as provide input to schools in order to improve the quality of education	4.54	Very high
Average quality of education	4.44	Very high

Source: Results of data processing

Based on Table 5.3. the majority of responses have given a very high category assessment to the statement items on the education quality variable with an average score of 4.44. This answer is supported by the statement that so far the school has provided opportunities for parents to make observations, assessments and provide input to the school in order to improve the quality of education. The high quality of education is also supported by the statement that the school has achieved curriculum quality standards, learning process and evaluation standards and graduate quality standards, the school has made various continuous improvements to ensure the quality standards set, the school is able to share information with parents, can form a culture an organization that values quality and makes quality the

orientation of the school community, and can make changes and improvisations based on the needs of student parents.

Table 5.4. Description of Answer Variables Teacher performance

Indicator	Mean	Category
I can make up to date learning plans	4.26	Very high
I can carry out learning activities in a fun way,	4.22	Very high
I can use <i>meeting applications</i> for online learning	4.40	Very high
I have a high willingness to do the tasks given	4.28	Very high
I can provide a good example to my students.	4.31	Very high
Average teacher performance	4.29	Very high

Source: Results of data processing

Based on Table 5.4. It can be seen that the majority of responses have given a very high category assessment to the statement items on the teacher performance variable with an average score of 4.29. This is supported by the statement that teachers can use *meeting applications* for online learning, can provide good examples to their students, teachers have a high willingness to carry out the tasks given, can make up to date learning plans, and can carry out learning activities in a fun way.

### Results of Partial Least Square Analysis

#### 1. Outer Model Evaluation

- *Convergent Validity*

*Convergent validity* is used to see whether the indicators used to measure research variables are in the valid category or not. An indicator is declared valid if the *Loading value* is greater than 0.7, but according to Ghozali (2018) Loading values of 0.5 to 0.6 are still acceptable. This research refers to the opinion of Ghozali (2018), so *the cut of value* used is 0.5 to 0.6. The results of the analysis for *convergent validity* are presented in table 4.6. Based on table 4.6, all indicators have a *loading value* of more than 0.5 and can be continued in the next analysis process.

Table 5.5 Hasil analisis *convergen validity*

No	Indikator	Loading	Cut of Value	Keterangan
1	I_1	0,723	> 0.50	Valid
2	I_2	0,756	> 0.50	Valid
3	I_3	0,717	> 0.50	Valid
4	I_4	0,720	> 0.50	Valid
5	I_5	0,731	> 0.50	Valid
6	I_6	0,743	> 0.50	Valid
7	I_7	0,721	> 0.50	Valid
8	I_8	0,775	> 0.50	Valid
9	I_9	0,723	> 0.50	Valid
10	I_10	0,719	> 0.50	Valid
11	I_11	0,711	> 0.50	Valid
12	I_12	0,727	> 0.50	Valid
13	I_13	0,762	> 0.50	Valid
14	I_14	0,738	> 0.50	Valid
15	E_1	0,745	> 0.50	Valid
16	E_2	0,723	> 0.50	Valid
17	E_3	0,714	> 0.50	Valid
18	E_4	0,705	> 0.50	Valid
19	E_5	0,723	> 0.50	Valid
20	E_6	0,725	> 0.50	Valid

21	E_7	0,702	> 0.50	Valid	<i>Determinant of Teacher Performance</i>
22	E_8	0,705	> 0.50	Valid	
23	E_9	0,724	> 0.50	Valid	
24	E_10	0,730	> 0.50	Valid	
25	E_11	0,728	> 0.50	Valid	
26	E_12	0,733	> 0.50	Valid	
27	E_13	0,739	> 0.50	Valid	
28	E_14	0,712	> 0.50	Valid	
29	Y_1	0,797	> 0.50	Valid	
30	Y_2	0,778	> 0.50	Valid	
31	Y_3	0,805	> 0.50	Valid	
32	Y_4	0,723	> 0.50	Valid	
33	Y_5	0,771	> 0.50	Valid	
34	Z_1	0,808	> 0.50	Valid	
35	Z_2	0,774	> 0.50	Valid	
36	Z_3	0,790	> 0.50	Valid	
37	Z_4	0,717	> 0.50	Valid	
38	Z_5	0.747	> 0.50	Valid	
39	Z_6	0.810	> 0.50	Valid	

Source: Results of data processing

- *Discriminant Validity*

*Discriminant validity* is still part of model measurement to see the validity of a model. In this research, the method used to assess discriminant validity is by comparing the square root value of the *Average Variance Extracted* for each construct with the correlation between the construct and other constructs. According to Ghozali (2018), the model has sufficient *discriminant validity*, *the AVE of each construct is greater than the correlation between constructs*. The results of the analysis for *discriminant validity* are presented in table 5.6

Table 5.6. Results of *discriminant validity* analysis

	Factor External	Factor Internal	Performance Teacher	Quality Education
Factor External	0.722			
Factor Internal	0.497	0.734		
Performance Teacher	0.674	0.699	0.775	
Quality Education	0.677	0.665	0.761	0.775

Source: Results of data processing

As is the case with *convergent validity*, the results of the analysis in table 5.6 are the results of analysis using indicators that are still complete for each variable. From the calculations it can be said that the AVE root value for the variables internal factors, external factors, quality of education, and teacher performance, the AVE root value is greater than the construct root correlation value and meets the required criteria.

*Composite Reliability and Cronbach alpha*

*Composite reliability* and *Cronbach alpha* are used to see the reliability of a construct. A construct is declared reliable if it has a *composite reliability* and *Cronbach alpha value* greater than 0.70. The results of the *composite reliability* and *Cronbach alpha* analysis are presented in table 5.7.

Table 5.7. Results of composite reliability and Cronbach alpha analysis

Variable	Cronbach's Alpha	Cut of Value	Information
Factor Internal	0.934	> 0.70	Reliable
Factor External	0.929	> 0.70	Reliable
Performance Teacher	0.834	> 0.70	Reliable
Quality Education	0.866	> 0.70	Reliable

Source: Results of data processing

The results of the analysis can be said that the *Cronbach alpha value* for the variables internal factors, external factors, quality of education and teacher performance is greater than 0.7 so that the research variables are in the reliable category.

## 2. Evaluation of the Inner Model

### a. Colinearity Statistics

Table 5.8. Results of statistical collinearity analysis

Variable	VIF	Cut of Value	Information
Internal factors	1,329	≤ 5	There is no multicollinearity
External factors	1,329	≤ 5	There is no multicollinearity
Quality of education	2,510	≤ 5	There is no multicollinearity

Source: Results of data processing

Table 5.8. shows that the VIF value for the variables internal factors, external factors and quality of education is less than 5, which means that the research variables are independent and free from multicollinearity.

### b. R-Square

Table 5.9. R-Square analysis results

Variable	R Square
Performance	0.630
Quality_education	0.659

Source: Results of data processing

Based on table 5.9, it can be seen that the *R Square value* for the teacher performance variable is 0.630. In the research model, teacher performance is influenced by internal and external factors. It can be said that the variable quality of education is influenced by *internal* and *external factors* by 63.0 percent

Based on table 5.9, it can be seen that *the R Square value* for the education quality variable is 0.659. In the research model, the quality of education is influenced by internal factors, external factors and teacher performance. This shows that the variable quality of education is influenced by *internal factors, external factors* and teacher performance by 65.9 percent.

## Test the Direct Effect Hypothesis

Hypothesis testing is used to see the significance of the independent variable on the dependent variable. An independent variable is declared influential if the t statistic value has a value greater than 1.96 and the p value is below alpha 0.05. The results of the t test analysis and significance can be seen in table 5.10.

Table 5.10. Test the direct influence hypothesis

Variable	Coeff	T Stat	P Value	Hypothetical Conclusion
Factor Internal -> Performance Teacher	0.483	4,095	0,000	H 1 Accepted
Factor Internal -> Quality Education	0.245	2,221	0.027	H 2 Accepted
Factor External -> Performance Teacher	0.434	4,046	0,000	H 3 Accepted

Factor External -> Quality Education	0.290	2,425	0.016	H 4 Accepted
Performance Teacher -> Quality Education	0.394	3,135	0.002	H5 Accepted

Source: Data processing results

Based on table 5.10, it is known that the statistical t value of *the internal factor variable* on performance is 4.095 with a *p value* value is 0.000 and *the p value* is less than 0.05 in a positive direction, it can be concluded that *internal factors* have a positive effect on teacher performance. This shows that the higher *the internal factors*, the higher the teacher's performance, so the first hypothesis is accepted.

Based on table 5.10, it is known that the statistical t value of *the internal factor variable* on performance is 2.221 with a *p value* value is 0.027 and *the p value* is less than 0.05 in a positive direction, so it can be concluded that *internal factors* have a positive effect on the quality of education. This shows that the higher *the internal factors*, the higher the quality of education, so the second hypothesis is accepted.

Based on table 5.10, it is known that the statistical t value of *external factor variables* on teacher performance is 4.046 with a *p value* The value is 0.000 and *the p value* is less than 0.05 in a positive direction, meaning that *external factors* have a positive effect on teacher performance. This shows that the higher *the external factors*, the higher the teacher's performance, so the third hypothesis is accepted.

Based on table 5.10, it is known that the statistical t value of *external factor variables* on the quality of education is 2.425 with a *p value* The value is 0.016 and *the p value* is less than 0.05 in a positive direction, meaning that *external factors* have a positive effect on the quality of education. This shows that the higher *the external factors* in the school, the higher the quality of education, so the fourth hypothesis is accepted

Based on table 5.10, it is known that the statistical t value of the teacher performance variable on the quality of education is 3.135 with a *p value* The value is 0.002 and *the p value* is less than 0.05 in a positive direction, meaning that *external factors* have a positive effect on the quality of education. This shows that the higher the teacher's performance, the higher the quality of education achieved by the school, so the fifth hypothesis is accepted

#### **Test the Mediation Hypothesis using *the Variance Accounted For ( VAF) Method***

The mediation effect shows the relationship between independent and dependent variables through a connecting or mediating variable. The influence of variables on the dependent variable does not occur directly but through a transformation process represented by mediating variables (Baron and Kenney, 1986 in Hartono and Abdillah, 2009). *The Variance Accounted For (VAF)* method developed by Preacher and Hayes (2008) and bootstrapping in the distribution of indirect effects are considered more appropriate because they do not require any assumptions about the distribution of variables so they can be applied to small sample sizes. This approach is most appropriate for PLS which uses the *resampling method* and has higher *statistical power than the Sobel method* (Hair et al, 2013 in Sholihin, 2014).

step that must be taken in the mediation testing procedure is that the direct influence of the independent variable on the dependent variable must be significant. Second, the indirect effect must be significant, each path, namely the independent variable on the mediating variable and the mediating variable on the dependent variable must be significant to meet this condition. This indirect influence is obtained using the formula for the influence of the independent variable on the mediating variable multiplied by the influence of the mediating variable on the dependent variable (Hair et al, 2013 in Sholihin, 2014). If the indirect effect is significant, then this indicates that the mediating variable is able to absorb or reduce the direct effect in the first test. Third, calculate VAF using the formula (Hair et al, 2013 in Sholihin, 2014) If the VAF value is above 80%, it shows the variable's role as a full mediator (*full mediation*). A variable is categorized as a partial mediator if the VAF value

ranges from 20% to 80%, however if the VAF value is less than 20% it can be concluded that there is almost no mediation effect. The following are the results of testing the mediation effect using the VAF method:

Table 5.1 1. Test the mediating effect of teacher performance in the relationship between *internal factors* and educational quality using the VAF method

Indirect influence (Internal factors → teacher performance → quality of education)	0, 190
Direct influence (Internal factors → quality of education )	0.245
Total Influence	0.435
<b>VAF=Indirect influence/Total influence = 0. 190 /0. 435</b>	<b>0.437</b>

Source: Results of data processing

Based on the results of the analysis in table 5.12, it is known that the VAF value is 0.437, this shows that teacher performance is categorized as a partial mediator in the relationship between *internal factors* and educational quality, so the sixth hypothesis is accepted.

Table 5.12. Test the mediating effect of teacher performance in the relationship between *external factors* and education quality using the VAF method

Indirect influence ( <i>External factors</i> → teacher performance → quality of education)	0, 171
Direct influence ( <i>External factors</i> → quality of education)	0,434
Total Influence	0.605
<b>VAF=Indirect influence/Total influence = 0. 171 /0. 605</b>	<b>0.283</b>

Source: Results of data processing

Based on the results of the analysis in table 5.13, it is known that the VAF value is 0.283, this shows that teacher performance is categorized as a partial mediator in the relationship between *external factors* and the quality of education, so the seventh hypothesis is accepted.

#### **Influence of internal factors on teacher performance**

Based on the research results, the statistical t value of *internal factors* on performance is 4.095 with a p value of 0.000 and a p value of less than 0.05 in a positive direction, so it can be concluded that *internal factors* have a positive and significant effect on teacher performance.

It contains indicators of personality, motivation and pedagogical ability. The results of this research are linked to the theory put forward by Ali Hasyim (2019) which states that we can build personality with what we try. As Muslim individuals, we hope to have a personality that is in line with what is in Islamic teachings, namely practicing all Islamic teachings. In this case, if a teacher's personality is good, then they will work according to the agreed rules. The results of this research are supported by previous research, Siregar and Dedi (2019) in their research stated that personality has a positive influence on teacher performance by 46.5 %.

In relation to the motivation theory put forward by Danim (2012), every driving force that arises in a person consciously dedicates himself to achieving an organizational goal. In this case, if a teacher has strong motivation, he will work as hard as possible to achieve the school's vision and mission. The results of this research are also supported by previous research, Rizal (2019) in his research stated that there was a significant positive influence between work motivation and teacher performance of 46.4 %.

In relation to pedagogic abilities, according to (Sadulloh, 2011), Pedagogy is defined as the science of educating, which more emphasis on thinking, contemplation about education or something thoughts on how to guide children, and educating children, while the term pedagogy k means education, which is more emphasized to practice, regarding educational activities, activities to guide children. In this case, if a teacher has pedagogic abilities those who are high will find it easy to create learning plans, easily convey them and be able to understand the character of students. The results of this study are supported In Amin

Supriyoni's (2017) research, there was a positive and significant influence of pedagogical competence of 0.661 on teacher performance.

#### **The influence of internal factors on the quality of education**

Based on the research results, the statistical t value of *the internal factor variable* on the quality of education is 2.221, the *p value* is 0.027 and the *p value* less than 0.05 in a positive direction, it can be concluded that *internal factors* has a positive effect on the quality of education. The indicators of personality, motivation and pedagogical ability in the results of this research have a direct positive effect on the quality of education, this proves that good personality, motivation and pedagogical ability will improve the quality of education in the school.

#### **Influence of external factors on teacher performance**

Based on the research results, *the statistical t value* of external factor variables on teacher performance is 4.046 with a *p value* of 0.000 or less than 0.05 in a positive direction, meaning that *external factors* have a positive effect on teacher performance. Within external factors there are indicators of school facilities, organizational culture and leadership.

This result is supported by the work facilities theory put forward by Asri et al., (2019) that the facilities provided by an organization to support the organization's progress in achieving a goal, the available work facilities will have a positive impact on employees in increasing employee work productivity. In this case, with the means school WiFi, availability of devices/computers/laptops, and access to online and offline learning media. ( paid zoom ), making employee performance even higher in the midst of the pandemic. The results of this research are also supported by previous research in research Maklassa and Nurbaya (2021), stated that the relationship between facilities and infrastructure has a significant positive influence on teacher performance with  $P = 0.000 < 0.05$  with a coefficient value of 0.513 on teacher performance.

These results are also supported by the theory of Indupurnarahayu (2018), in the results of his research, increasing the culture of educational organizations will directly improve the performance of lecturers. Organizational culture that is implemented well can improve lecturer performance very positively, lecturers are responsible for providing services and improving the educational process and continuous improvement process. In this case, schools have a culture that creates discipline, creates sensitivity towards the school community, increases the importance of caring for students' morals, so that by implementing a culture like this in schools, it will also encourage increased teacher performance. The research results are in line with research by Nurlaili, Apridar, Aiyub (2020) Organizational culture has a positive and significant effect of 0.277 or 27.7% with a probability value of 0.038 which is much smaller than 0.05 on teacher performance.

#### **Influence of external factors on the quality of education**

Based on the research results, the statistical t value of *external factor variables* on the quality of education is 2.425 with a *p value* of 0.016 or *the p value* is less than 0.005 in a positive direction, it can be concluded that *external factors* has a positive effect on the quality of education. This shows that it is getting higher External factors in schools will have a positive influence on improving the quality of education. Because external factors can directly influence improving the quality of education, if external factors can be utilized properly by teachers, the quality of education will increase.

#### **The Influence of Teacher Performance on Education Quality**

Based on the research results, the statistical t value of the education quality variable on teacher performance of 3.135 with a *p value* of 0.002 or *the p value* is less than 0.005 in a positive direction, it can be concluded that teacher performance has a positive effect on the quality of education. This shows that the higher the teacher's performance, the higher the quality of education achieved. This is supported by the performance theory put forward by Abbas (2017)

that teacher performance is more focused on the behavior of an educator in carrying out his role and duties as a teacher, guide and observer of students achieving planned goals. In this case, it is hoped that with higher teacher performance, the quality of education will also increase and teachers will be able to maximize their abilities in producing student graduates who match the school's vision and mission.

The results of this research are in line with research by Indupurnarahayu (2018) The influence of lecturer performance has a significant direct effect on the quality of education. This is also in line with research by Choirunnisa, S. (2022 ), concluding that there is a positive and significant contribution of educational quality to teacher performance

**The influence of internal factors on the quality of education and teacher performance as mediation.**

Based on research results, the VAF value is 0.437, this shows that teacher performance is categorized as a partial mediator in the relationship between *Internal factors* with quality of education. So internal factors indirectly through teacher performance have a positive effect on the quality of education. In this case, the higher the internal factors, the higher the quality of education, especially when supported by teacher performance.

The results of this research are in line with research by Maklassa and Nurbaya (2021) which states that there is an indirect influence on the variables of competence, motivation and facilities through teacher performance which has a significant positive effect on the quality of education.

**Influence between external factors on the quality of education with teacher performance as mediation.**

Based on research results The VAF value is 0.283, this shows that teacher performance is categorized as a partial mediator in the relationship *external factors* with the quality of education. So external factors indirectly through teacher performance have a positive effect on the quality of education. In this case, the higher the external factors influencing teacher performance, the better the quality of education.

The results of this research are in line with research by Maklassa and Nurbaya (2021) which states that there is an indirect influence on the variables of competence, motivation and facilities through teacher performance which has a significant positive effect on the quality of education.

**CONCLUSIONS AND RECOMMENDATIONS**

Based on the data analysis and results of the discussion that has been described, it can be concluded that:

1. There is a positive and significant influence of internal factors on teacher performance.
2. There is a positive and significant influence of internal factors on the quality of education.
3. positive and significant influence of external factors on teacher performance.
4. There is a positive and significant influence of external factors on the quality of education.
5. positive and significant influence on the quality of education teacher performance
6. There is a positive and significant influence between internal factors on the quality of education and teacher performance as mediation.
7. There is a positive and significant influence between external factors on the quality of education and teacher performance as mediation.

Based on the research results, researchers provide suggestions for better improvements in the future as follows:

1. Improving the quality and performance of teachers can be improved by increasing the ability of teachers so that they are able to evaluate their own performance and develop themselves continuously, provide feedback on each work to teachers, improve teachers'

- abilities in evaluating learning outcomes, increase abilities in developing curriculum/syllabus, and also improve teachers' abilities in designing learning so they can face the era of information technology which is so dynamic that opportunities are open for teachers to utilize learning resources in an *up to date* and extensive manner.
2. Improving the quality and performance of teachers can also be improved by arranging student management to maximize student participation and interaction between classmates and the student council, making the student council take responsibility for problems and issues that have a real impact on the quality of school life, and improving the ability of leaders so they can manage work environment (non-physical), for example by involving leaders in leadership training.
  3. Improving the quality of learning can be improved by increasing curriculum quality standards, and providing opportunities for parents to make observations and assessments and provide input to schools in order to improve the quality of education.

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