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The Effect of Self-Concept, Self-Efficiency and Work Motivation on the Performance of MI Teachers in Nias Islands

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ABSTRACT

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This study aims to determine the effect of self-concept, self-efficacy and work motivation on the performance of MI teachers throughout the Nias Islands. This study uses a quantitative approach with a population of 220 MI teachers throughout the Nias Islands, and a sample of 87 teachers through the Harry King Nomogram. The research instrument is a questionnaire using a Likert scale. Data analysis used path analysis, with stages of normality test, homogeneity test, linearity test. Then test the significance of the regression and the independence test between Exogenous variables. The results of the study found that (1) Self-concept has a direct positive effect on work motivation of Madrasah Ibtidaiyah teachers throughout the Nias Islands, by 8%, (2) Self-efficacy has a direct effect on work motivation of Madrasah Ibtidaiyah teachers throughout the Nias Islands by 11.2%; (3) Self-concept has a direct effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands by 11.9%; (4) Self-efficacy has a direct effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands by 12.6%; (5) Self-concept has an indirect effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands through work motivation of 1.5%; (6) Self-efficacy has an indirect effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands through work motivation of 0.8%; and (7) work motivation has a direct effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands by 11%.

Keywords: *Self Efficacy, Teacher Performance, Self Concept, Self Motivation.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh konsep diri, efikasi diri dan motivasi kerja terhadap kinerja guru MI se-Kepulauan Nias. Penelitian ini menggunakan pendekatan kuantitatif dengan populasi berjumlah 220 guru MI se-Kepulauan Nias, serta diambil sampel sebanyak 87 guru melalui Nomogram Harry King. Instrumen penelitian berupa angket menggunakan skala Likert. Analisis data menggunakan jalur path analysis, dengan tahapan uji normalitas, uji homogenitas, uji linearitas. Selanjutnya menguji keberartian regresi dan uji independensi antar variabel Exogenous. Hasil penelitian menemukan bahwa (1) Konsep diri berpengaruh langsung positif terhadap motivasi kerja guru Madrasah Ibtidaiyah se-Kepulauan Nias, sebesar 8 %, (2) Efikasi diri berpengaruh langsung terhadap motivasi kerja guru Madrasah Ibtidaiyah se-Kepulauan Nias sebesar 11,2%; (3) Konsep diri berpengaruh langsung terhadap kinerja guru Madrasah Ibtidaiyah se-Kepulauan Nias sebesar 11, 9%; (4)

Efikasi diri berpengaruh langsung terhadap kinerja guru Madrasah Ibtidaiyah se-Kepulauan Nias sebesar 12,6 %; (5) Konsep diri berpengaruh tidak langsung terhadap kinerja guru Madrasah Ibtidaiyah se-Kepulauan Nias melalui motivasi kerja sebesar 1,5 %; (6) Efikasi diri berpengaruh tidak langsung terhadap kinerja guru Madrasah Ibtidaiyah se-Kepulauan Nias melalui motivasi kerja sebesar 0,8 %; dan (7) Motivasi kerja berpengaruh langsung terhadap kinerja guru Madrasah Ibtidaiyah se-Kepulauan Nias sebesar 11 %.

Kata-kata Kunci: *Efikasi Diri, Kinerja Guru, Konsep Diri, Motivasi Diri.*

PENDAHULUAN

Education is an effort to develop human resources (HR) nationally to create novelty and progress of a nation (Suryana, 2020). The quality of a country is very much determined by human resources, not merely the wealth of natural resources (Setyaningsih, 2017: 76-94). In the context of Islamic education, the quality of human resources is referred to as people of faith and piety (IMTAQ) and people who are responsive to advances in science and technology (IPTEK) (Rianti, *et.al.*, 2022: 35-44). Specifically, it is characterized by a balance between spirituality, intellect and emotion (Hanifiyah, 2021: 1-15).

In the concept of nation building, education is seen as the best and strategic form of investment in managing a society. In fact, the Indonesian constitution states the importance of education as an effort to educate the nation's life (Fuad, *et.al.*, 2021). Furthermore, efforts to develop human resources through education also aim to increase human dignity and uphold equality between humans (Bai & Suprojo, 2019: 46-51).

Practice in education shows the reality that the curriculum and components of learning tools greatly help the success of an educational process (Martin & Simanjourang, 2022: 125-134). Likewise, the curriculum and other components of learning tools are not a determining factor in the success of the educational process, but a quality teacher is needed who creates and innovates the learning process when there is interaction between learning with students (Azis, 2018: 44-50).

The opinion above is in line with the research results of Yestiani & Zahwa (2020: 41-47) who concluded that teachers have an important and central role in the success of a learning process. On this basis, efforts are needed to develop the quality of teachers as professional educators (Darmadi, 2015: 161-174). This means that teachers are required to have a minimum basic competence of educator professionalism, and are given an appreciation in the form of teacher certification allowances (Magdalena, *et.al.*, 2020: 61-69).

The professionalism of teachers is an important concern of the government and the community, especially the community in determining the choice of sending their children to school. This is based on the community's need for the quality of education which is determined by the quality of teachers (Buchari, 2018: 106-124). In this context, teachers are viewed comprehensively, both from the exemplary figures displayed, scientific insight, teaching professionalism (skills), as well as skills in delivering material (pedagogical) in the learning process.

Teacher performance will appear successful through the quality of students as a form of structuring the quality of school or madrasa graduates (Sun'iyah, 2020: 1-16). In this context, students are guided by teachers to have self-concept, self-motivation and self-efficacy as a driving force for student achievement. Of course, before this is realized, the teacher must display an exemplary attitude for students for all aspects of strengthening self-potential and teacher performance (Napratilora, *et.al.*, 2021: 34-47).

Based on the results of Tambak & Sukenti (2020: 41-66), it was found that the results of a survey of 15 thousand certified teachers throughout Indonesia from 2006 to 2015 found a decrease in the performance of certified teachers by 34%. This indicates that the certification program as one of the programs carried out by the government to improve the professionalism and performance of teachers through training and by fulfilling certain requirements so as to obtain an educator certificate and certification allowance, actually the quality and behavior of teachers in carrying out their duties has increased, starting from their teaching methods, creativity, approach to students, to the evaluation and follow-up stages (Rahmawati & Yulianti, 2020: 27-39). However, the reality is still far from what was expected. Teachers who have been certified and received allowances, their attitudes and actions are far from the criteria for professional teachers. In fact, what appears is excessive consumptive attitude when the allowance is received because it receives a fairly large report allowance, weak motivation to teach when the allowance has not been received and too hopes for only the certification allowance by beating other activities that are more creative and innovative.

The empirical data and facts above are one of the indicators that the teacher's performance as a professional has not been maximized and there are still many problems that are indicated by the quality of teacher performance. A systematic management approach is needed to be able to overcome the problem of the low performance of the teacher. Because individual studies in organizations are fundamental studies in organizational behavior theory, analyzing teacher performance will be very effective by using the approach and application of individual performance development models in organizational behavior theory.

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Observing the previous description, it is understood that self-concept and self-efficacy which are part of the attitude aspect are the determining variables for efforts to improve teacher performance. In addition to this, one of the basic things that affect the performance of teachers in carrying out their duties is work motivation. Work motivation can provide energy that drives all existing potential, creates high and noble desires, and increases mutual enthusiasm. Each party works according to the rules and standards set by respecting each other, needing each other, understanding each other, and respecting each other's rights and obligations in the entire operational work process (Mukhtar, 2020: 9-23).

Factually, the performance of teachers, especially teachers of Madrasah Ibtidaiyah Se Nias Islands, can be seen based on field facts, including teachers who enter class without preparation and lesson planning, low utilization of learning media, not involving students in various learning experiences, leadership who are not active in class from the teacher, low work motivation which is characterized by late coming and going to class, low self-confidence, lack of ability to face challenges and complete work, lack of knowledge about themselves and low respect for themselves and their profession. This empirical fact shows the low quality of teachers.

The empirical data and facts above are one of the indicators that the teacher's performance as a professional has not been maximized and there are still many problems that are indicated by the quality of teacher performance. A systematic management approach is needed to be able to overcome the problem of the low performance of the teacher. Because individual studies in organizations are fundamental studies in organizational behavior theory, analyzing teacher performance will be very effective by using the approach and application of individual performance development models in organizational behavior theory.

Based on the description above, there is a gap in this study in the research setting in the Nias Islands, as well as the object of the madrasah ibtidaiyah teachers, so that researchers are interested in conducting research on teacher performance and the factors that influence it, namely self-concept, self-efficacy and work motivation. More fully, the researcher summarizes it in the title "*The Influence of Self-Concept, Self-Efficacy and Work Motivation on the Performance of MI Teachers throughout the Nias Islands*".

METHOD

This research was conducted in Islamic schools (MI) throughout the Nias Islands, starting from December 2021-March 2022. This study uses a quantitative approach with a path analysis model or path analysis in analyzing the direct or indirect effect of independent variables (exogenous) on the dependent variable. (endogenous) (Assingkily, 2021; Riduwan & Kuncoro, 2012: 2). The population of this study is all MI teachers throughout the Nias Islands totaling 202 teachers. Furthermore, using the Harry King Nomogram, the researcher took a research sample of 87 teachers.

The research variables include teacher performance (Y1), self-concept (X1), self-efficacy (X2) and work motivation (X3). In this study, the technique used was in the form of a closed questionnaire. The research instrument used as a variable measuring instrument was developed by the researcher himself by guiding the indicators of each variable. This research questionnaire instrument trial was conducted by researchers at Madrasah Aliyah teachers throughout the Nias Islands with a total of 30 respondents. The trial of the research instrument was carried out in January 2022. Furthermore, to see the validity of the questionnaire items, it was tested using the product moment correlation as stated by Arikunto (2005: 162) as follows:

$$r_{XY} = \frac{(N \cdot \sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{[(N \cdot \sum X^2) - (\sum X)^2] \cdot [(N \cdot \sum Y^2) - (\sum Y)^2]}}$$

Information:

r_{XY} = Correlation coefficient between variable X and variable Y

$\sum X$ = Total score distribution X

$\sum Y$ = Total score

$\sum XY$ = The sum of the multiplication scores of X and Y

N = Number of respondents

$\sum X^2$ = Sum of the squares of the distribution score X

$\sum Y^2$ = The sum of the squares of the Y . distribution scores

The amount of r_{count} is consulted on the rtable with a significant limit of 5%. If $r_{count} > r_{table}$, then the items are valid and vice versa. Meanwhile, to test the reliability of the questionnaire items, the Alpha formula is used as stated by Arikunto (2005: 186) as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \cdot \left(1 - \frac{\sum \sigma_i^2}{\sigma_r^2} \right)$$

Information:

r_{11} = Instrument reliability

k = Number of questions

$\sum \sigma_i^2$ = Total score variance for each item

σ_r^2 = Total variance.

The amount of r_{11} obtained is consulted with the Correlation Index proposed by Arikunto (2005: 65) as follows:

- a. Between 0.81 – 1.00 is very high
- b. Between 0.61 – 0.80 is considered high
- c. Between 0.41 – 0.60 is quite enough
- d. Between 0.21 – 0.40 is low
- e. Between 0.00 – 0.20 is classified as very low

The overall test can be calculated using the F formula, namely:

$$F = \frac{(n-k-1)R^2}{k(1-R^2)}$$

If $F_t \geq t_t$ then H_0 is rejected means it is significant, but if $F_t < t_t$, then H_0 is accepted means it is not significant. So to find the value of F_{table} , it is calculated using the F formula, namely: $F_{(1-\alpha) (dk=k) (dk=N-k-1)}$ or $F_{(1-\alpha) (V1=k) (V2=N-k-1)}$.

Information:

N = Number of subjects, and

k = number of exogenous variables.

FINDINGS AND DISCUSSION

Based on the results of the research as a whole, it can be interpreted and discussed so as to provide objective information as follows:

Self-concept (X1) has a direct effect on Work Motivation (X3)

The findings of this study indicate that the magnitude of the direct influence of self-concept on work motivation is 8%. This illustrates that self-concept affects teacher work motivation. When viewed from the level of tendency, the self-concept is still classified as moderate, namely as much as 58.621%.

Although the magnitude of the effect is relatively small, these findings empirically have shown and proven that the hypothesis is that the higher the teacher's self-concept, the higher his work motivation. Self-concept is the tendency of a teacher to respond to likes or dislikes his work, which is ultimately expressed in the form of actions or behavior related to his profession. The response and behavior of a teacher to his work can be expressed in the form of trust and satisfaction with his work as well as in the form of behavior displayed in carrying out his work duties.

In addition, self-concept also contains motivation, which means that self-concept has the impetus for individuals to behave in a certain way towards objects. The self-concept of work has meaning as a form of evaluation or reaction of a teacher's feelings towards the work he is carrying out. Teachers who have a positive self-concept towards work, of course, will display good perceptions and satisfaction with their work as well as high work motivation, which in turn will reflect a teacher who is able to work professionally. Conversely, teachers who do not have a positive self-concept towards work, of course, will not display a good perception and satisfaction with their work so that the work motivation displayed is also low.

The positive self-concept possessed by the teacher can play an important role in understanding oneself as an individual with a good personality so that the assessment on him will be even better to achieve life in the future. Individuals who have a positive self-concept are individuals who understand well about themselves so that they will

accept their strengths and weaknesses, an assessment of themselves will be more positive in their outlook on life and can design life goals in dealing with reality. This view is in line with what was stated by Ningsih, *et.al.* (2020: 100-105) that self-concept as a teacher's internal factor is in the form of a basic force that energizes and directs individual behavior which consists of individual belief in himself, seeing self-image and self-esteem as well as responses to others in carrying out his profession as a teacher.

Thus, teachers of Madrasah Ibtidaiyah throughout the Nias Islands who have a high self-concept have a strong influence on their work motivation. Teacher maturity is a person's readiness to perform a task assigned.

Self-efficacy (X2) Directly Affects Work Motivation (X3)

The results of this study indicate that the magnitude of the direct effect of self-efficacy on work motivation is 11.2%. This illustrates that self-efficacy affects teacher work motivation. When viewed from the level of tendency, self-efficacy is still classified as moderate, namely as much as 62.069%.

This finding has empirically demonstrated and proven that the hypothesis proposed that the higher the teacher's self-efficacy will affect his work motivation. Related to this finding, Siagian (2003: 145) asserts that if an individual has high self-efficacy, this will greatly affect his motivation at work. Work motivation in principle can be raised with material or non-material stimuli, because basically motivation is the fulfillment of the needs of an individual.

Self-efficacy is actually a belief about the probability that a person can carry out successfully some action or future and achieve some result. Self-efficacy reflects an individual's momentary belief in their ability to carry out a specific task at a specific level of performance (Bandura, 1991: 322-333).

Judge, *et.al.* (1998: 17-34) states that self-efficacy is one of the core evaluations or one of the bases for conducting self-evaluations that are useful for self-understanding. Self-efficacy is one of the most influential aspects of self-knowledge or self-knowledge in everyday human life because self-efficacy also influences individuals in determining what actions will be taken to achieve a goal, including estimates of the challenges that will be faced, and ultimately affect the motivation of the individual.

Robbins (2007: 135) further says that self-efficacy is a factor that influences one's work motivation in achieving a certain goal. Another opinion was expressed by Bandura (1991: 322-333) who explained that strong self-efficacy increases achievement and a good personality in various ways. A person who is certain of his capacity will perceive difficult tasks as challenges to overcome rather than threats to be avoided.

Such a view of efficacy will foster intrinsic interest and attract deeper activities. They set challenging goals and maintain a strong commitment to them, and motivate themselves to achieve them by increasing and sustaining their efforts in the face of failure. They will quickly recover their sense of efficacy after experiencing failure or setbacks. This finding is in line with the research conducted by Kusasi (2012: 102-117) which concluded that there was a positive effect of self-efficacy on employee work motivation.

Self-Concept (X1) Directly Affects Teacher Performance (X4)

The results of this study indicate that the magnitude of the direct influence of self-concept on teacher performance is 11.9%. When viewed from the level of tendency, the self-concept is still classified as moderate, namely as much as 58.621%.

This finding has empirically demonstrated and proven that the hypothesis that self-concept has a direct effect on teacher performance has been proven. The positive self-concept of the teacher will himself participate as an influencing factor in the formation of a positive perception of the teacher on the personality of the principal as a leader in addition to his performance.

Self-concept is an organized collection of beliefs and self-perceptions of oneself. The self-concept includes a descriptive self-image as well as an individual's assessment of him/herself. Self-concept is what people think and feel about themselves (Baron, 2003: 165). If a teacher has a positive self-concept, then a teacher will be able to see more about his abilities.

Teachers with a positive self-concept will have a vision and mission in life. Will have goals and views that are broader and long term. Teachers will be able to view life more positively. So he has great confidence to realize his big dreams and ideals. The teacher will have the power that is born from within him, so that he will maximize in bringing out all the potential/strengths that exist within him. Seeing his profession not only as a teacher who works to earn a salary, but the teacher will be able to understand the essence of the teaching profession he is engaged in. The task of teaching to educate and teach students will be carried out properly.

Not only that, teachers who have high performance will always work hard to overcome all kinds of problems faced in the hope of achieving satisfactory results. To achieve this, a teacher must also have a positive self-concept as well. Teachers who have a positive self-concept towards work, of course, will display good perceptions and satisfaction with their work and performance, which in turn will reflect a teacher who is able to work professionally. Conversely, teachers who do not have a positive self-concept towards work, of course, will not display a good perception and satisfaction with their work so that the work motivation displayed is also low.

Thus the magnitude of the task that must be carried out by the teacher in carrying out his duties. On the other hand, the expectations of parents are too perfect for teachers to produce. Children who have been handed over to a level of education must be virtuous children who are good in faith and pious, reliable in; knowledge, have many skills and expertise and so on. If the description above is simplified, it can be said that a teacher who has a high self-concept has a high performance, while a teacher who has a low self-concept will have low performance.

Even though the self-concept is classified as good, it does not necessarily guarantee the emergence of high performance from a teacher. To improve its performance, a teacher should have high work motivation as well. High work motivation from teachers will manifest a strong attitude and encouragement to always work hard to overcome all kinds of problems faced in the hope of achieving satisfactory results. The more positive the self-concept and the high work motivation of the teacher, the teacher will try to maximize the potential he has to carry out his duties seriously so that the results of his work are displayed as much as possible.

Self-Efficacy (X2) Directly Affects Teacher Performance (X4)

The results of this study indicate that self-efficacy has a direct effect of 12.6% on teacher performance. When viewed from the level of tendency, self-efficacy is still classified as moderate, namely as much as 62,069%. This finding has empirically demonstrated and proven that the hypothesis that self-efficacy has a direct effect on teacher performance has been proven.

This finding at least further confirms that each person's self-efficacy depends on context and specific tasks, so that a person can be sure to do one task, but not sure of another task. Low teacher self-efficacy can result in teachers having difficulty in teaching, at risk of experiencing work stress (Betoret, 2006: 519-539), and have low job satisfaction (Klassen & Chiu, 2010: 234-245).

Teachers who have low self-efficacy will hesitate to act, do not complete tasks, are not enthusiastic in carrying out tasks, feel unable to carry out tasks, despair when experiencing difficulties in carrying out tasks. The impact on education in general is the delay in the development of the world of education due to educators who are not ready for the challenges ahead that demand a lot of innovation and change to be more advanced. Creativity in the world of education, especially in terms of methods and media, will stop because the teacher who spearheads the implementation of the learning process in the classroom always hesitates and does not dare to develop it in the classroom.

In addition, teachers who act as motivators and role models for students are not capable enough to shape the characters for their students to become confident and tough children in the face of obstacles and difficulties. Weak human resources in education will only produce generations who are quick to despair, indecisive, weak in facing life's challenges, do not dare to compete and compete. The negative impact on school performance will also be felt, because the target of teacher professionalism will not be achieved. The implication is that teacher performance is not optimal because the condition of human resources who are powerless in dealing with obstacles will hinder results. This also has an impact that is not optimal for students in following lessons at school. Therefore, teacher self-efficacy in teaching is urgent and must be owned by teachers.

Teachers who have self-efficacy understand the targets or goals they set. Teachers with discipline, hard work, perseverance, and tenacity provide implementation support for achieving targets. This condition shows that teachers who have high self-efficacy regarding a job will generate great efforts to produce the best performance.

Supporting this finding, the results of research conducted by Attoriq (2020: 127-136) concluded that there was a direct positive effect of self-efficacy on performance with a correlation coefficient value of 0.377 and a path coefficient value of 0.280. This means that self-efficacy has a direct effect on performance.

The results of this test also prove empirically which is the seventh hypothesis proposed in this study that self-efficacy through work motivation affects teacher performance by 0.8%. *Teacher performance is an important thing that needs to be improved from time to time, because through this effort the work and achievement of school goals will be realized. The teacher is the bearer of the most important educational mission. Competence in educating and teaching and the integrity of the teacher's personality are what shape the tasks of educating and teaching students to be successful. The teacher is also the target if the educational output is not as expected. One of the relevant requirements for a teacher is to know one's own abilities and limits. Where the teacher's self-concept is a person's ability to teach or provide consultation to the environment.*

Thus the magnitude of the task that must be carried out by the teacher in carrying out his duties. On the other hand, the expectations of parents are too perfect for teachers to produce. Children who have been handed over to a level of education must be virtuous children who are good in faith and pious, reliable in; knowledge, have many skills and expertise and so on. To maximize the achievement of the task above, a teacher should have good self-efficacy.

Good self-efficacy shown in confidence through adherence to procedures established by the organization and always being able to cooperate with others in completing work is believed to encourage increased performance.

Even though self-efficacy is classified as good, it does not necessarily guarantee the emergence of high performance from a teacher. To improve its performance, a teacher should have high work motivation as well. High work motivation from teachers will manifest a strong attitude and drive to always work hard to overcome all kinds of problems faced in the hope of achieving satisfactory results. The more positive the self-concept and the high work motivation of the teacher, the teacher will try to maximize the potential he has to carry out his duties seriously so that the results of his work are displayed as much as possible. Based on the description above, it is suspected that there is an indirect effect of self-efficacy on teacher performance through work motivation.

1 *Work Motivation (X3) Directly Affects Teacher Performance (X4)*

The results of this study indicate that work motivation has a direct effect of 11% on teacher performance. When viewed from the level of motivation to work is still classified as moderate as much as 78.161%.

The findings of this study further confirm that there is a link and mutual support between motivation and performance, which Wijaya & Manurung (2021: 47) states as a mutually supportive cyclical relationship between motivation and performance. Motivation will increase if there is support from the leader, coupled with interpersonal relationships that exist in the organization.

Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving satisfactory results. The higher the work motivation of the teacher, the teacher will try to maximize the potential he has to carry out his duties seriously so that the results of his work are displayed as much as possible.

Work motivation can provide energy that drives all existing potential, creates high and noble desires, and increases mutual enthusiasm. Each party works according to the rules and standards established by respecting each other, needing each other, understanding each other, and respecting each other's rights and obligations in the entire operational work process. Work motivation looks like a basic human need, and work motivation as an intensive that is expected to meet the desired basic needs. Motivating the teacher means moving the teacher to do something or want to do something.

13 The empirical facts of research conducted by Purnama (2008: 58-72) conclude that there is an influence of work motivation variables on employee performance or work productivity of 0.502 (50%). It is clear that motivation has an influence on performance where if a teacher's motivation is good, his performance will also increase, and vice versa if a teacher's motivation is low, his performance will also decrease. Although motivation is not the only factor that affects performance, motivation has an important role and influence in improving teacher performance.

1 Meanwhile, the total effect given by self-concept, self-efficacy, work motivation together on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands is 35.5% while the remaining 64.5% comes from the influence of other variables outside the variables used in this study.

Based on the results of the tests that have been carried out, it can be concluded that the proposed theoretical model is accepted as a whole (simultaneously), so that the final model (existing) is as follows:

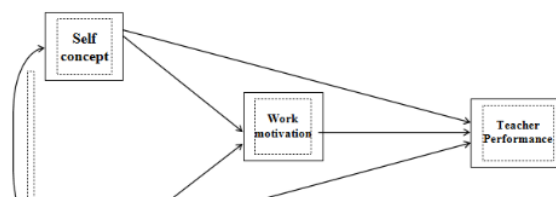


Figure 1. Exiting Model.

Referring to figure (1), it is understood that the results of the study through testing the seven research hypotheses proposed have found a theoretical model of teacher performance at Islamic Junior High Schools throughout the Nias Islands which describes the structure of the causal relationship between the variables of self-concept, self-efficacy and work motivation on teacher performance along with the accompanying dimensions and indicators.

CONCLUSION

Based on the results of the study, it was concluded that (1) Self-concept has a direct positive effect on work motivation of Madrasah Ibtidaiyah teachers throughout the Nias Islands, by 8%, (2) Self-efficacy has a direct effect on work motivation of Madrasah Ibtidaiyah teachers throughout the archipelago. Nias Islands by 11.2%; (3) Self-concept has a direct effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands by 11.9%; (4) Self-efficacy has a direct effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands by 12.6%; (5) Self-concept has an indirect effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands through work motivation of 1.5%; (6) Self-efficacy has an indirect effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands through work motivation of 0.8%; and (7) work motivation has a direct effect on the performance of Madrasah Ibtidaiyah teachers throughout the Nias Islands by 11%.

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