

Received: October 2023 Accepted: December 2023

DOI: <https://doi.org/10.58262/ks.v12i1.203>

The Effect of Students' Personality Development Towards the Performance of Educators in Schools in Indonesia

H. Asep Idrus Alawi¹, Obsatar Sinaga²

Abstract

Teachers are the pillars of the development of society's building blocks i.e., the students, so for the effective and constructive nourishment of the students, the performance of the teachers should be excellent with the assistance of external factors. So, to empirically evaluate the teachers' performance, this study used a quantitative research methodology and elucidated the influence of school environment, character development and school management on teachers' performance level with the mediation of individual personality factor of efficacy. The study targeted the teachers of high schools serving in Indonesia and collected data purposively using the survey tool and used a total of 227 valid and effective responses for results compilation. The analysis revealed significant results for all direct relationships and mediation was supported for the school environment and teachers' performance. The study contributed a novel piece of evidence to the literature by enlightening the influence of external environmental factors at the school level on teachers' performance.

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

Introduction

A high-quality education is an essential requirement for achieving a sophisticated, contemporary, and prosperous national lifestyle. This can arise from the provision of high-quality education, which in turn leads to the development of skilled and competent individuals. For education to be of high quality, it is crucial to have instructors and school principals that are professional, successful, competent, and respected (Ratnasari et al., 2022). Education at all levels must be systematically organized to attain educational goals, in line with the functions and objectives of national education (Kaso et al., 2019). Teachers that possess a greater level of efficacy in utilizing instructional strategies are more likely to have a favorable impact on their practicum performance (Chen, 2019).

The study Hartinah et al. (2020) indicated that the performance of certified teachers was enhanced by the work environment. Therefore, the performance of teachers can be enhanced through the guidance of principals and a favorable work environment. There exists a notable correlation between the variables of teacher performance and student character. Additionally, there is a connection between the leadership variable of the principal and student character, which is mediated by teacher performance (Kaso et al., 2019).

¹ Sekolah Tinggi Agama Islam Shalahuddin Al-Ayyubi, Email: asephabib@staisa.ac.id

² Padjadjaran University, Email: Obsatar.sinaga@unpad.ac.id

The education system aims to cultivate positive character traits in pupils, particularly those that are rooted in local culture. This is achieved through the establishment of a school culture (Johannes et al., 2021). The cultivation of students' character in schools, based on the local culture, aims to create a favorable environment for fostering optimism, enhancing 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 well-being of others.

The school setting serves as a platform for kids to engage in socialization, alongside their home and community environments. This socialization process involves the transmission of values, information, attitudes, and skills. Implementing local cultural values in schools has the potential to foster students' character development. This approach can lead to the production of graduates who possess strong moral values, thereby enhancing the educational environment and facilitating an effective learning process. Consequently, students will not only demonstrate cognitive intelligence but also exhibit positive character traits (Bastian et al., 2022). The aim of the study is to understand and analyze the effect of students' personality development towards the performance of educators in schools in Indonesia. The study will contribute to the existing knowledge by analyzing the students' personality development may influence the performance of educators in schools.

Literature Review

Theory of Performance

Richard Schechner gave this theory and developed a department of performance studies for the first time in history (Madeira et al., 2022). According to this theory of performance there are six fundamental and core components that helps to build understanding about how the performance of individuals and groups can be improved. Identity, knowledge, context, learning skills, fixed factors and personal factors are those six core components (Walker & Caprar, 2020). Theory of performance can also help in building a deeper insight of how the factors like character development, school management and school environment can lead to the improvement in the performance of teachers (Leiber, 2022).

Character Development and Teachers' Performance

Character development is the development of traits like skills, ethics etc. that help an individual to become more influential as a human (Warlim et al., 2021). Teacher performance refers to the performance of the teacher through which one guides his or her students and make the learning process easy and much more interesting for them to pay heed (Magaly, 2020). According to the study of Baety (2021) Character development impact positively the teacher performance. Teachers not only teach students the knowledge from their books but also play a crucial role in the character building of their students this can only happen if the teachers exhibit a developed character that represents the practical importance of character building (Baety, 2021). When a teacher's character is developed and his skills of decision making and moral values like ethics and discipline are also noteworthy that help him in performing effectively (Yusuf et al., 2020).

H1: *The impact of character development on the teachers' performance is significant.*

School Management and Teachers' Performance

Management involves the authorities that keep a check and balance on the employees and tend to make a balanced relation for the smooth working of management system by supervision of

managers. School management is therefore very essential for the management of all the tasks effectively in the education system of schools as well as other systems like administrative systems (Pekkolay, 2021). According to the study of Rohma et al. (2020) school management has a significant impact on teachers' performance. Every great management is responsible for the success of a system. The management should be well organized and planned that might be effective for the system and employees. Teachers will ultimately perform great and teach their students from their best knowledge if they have a close cooperation and healthy relations with the management (Aquino et al., 2021). The managers in this regard should emphasize on focusing to be polite with the teachers and giving them confidence that the system trusts them and that they are an integral part of the system will help enormously to increase their teacher's performance (Rostini et al., 2022).

H2: *The impact of school management on the teachers' performance is significant.*

School Environment and Teacher Performance

School environment refers to the relationship between the various factors of the school; these may include the relation between teachers and the management, students and the teachers and the learning methods and their impact on the students. If all these factors are positive and smoothly operating one can deduce that the environment of school is healthy and conducive to learning (McGiboney, 2023). According to the study of Fei and Han (2020) healthy and productive school environment influences positively the teachers' performance. It is natural for any human being to perform with utmost effectiveness and with full heart if the environment of his workplace is conducive for him to work without stress and pressure. A teacher will perform with great efficiency and effectiveness when the school environment is pleasant and fit for working for such an environment to exist school management and teacher need to work closely and cooperate with each other in this regard (Manla, 2021). School environment also proves to be an integral factor for providing the students a place worth studying. School environment will increase effectiveness of performance of a teacher that is very fundamental for healthy learning of students (Kraft & Falken, 2020).

H3: *The impact of school environment on the teachers' performance is significant.*

The Mediating Role of Teacher Efficacy

Efficacy is ability to produce a result that is predetermined or predicted. Efficacy is the key to effective performance of teacher (Singerin, 2021). When a teacher is efficient and has a high level of efficacy skills then character development, school management and school environment act with great impact on his performance (Cansoy et al., 2022). When he is efficient he will tend to improve his character by developing it more and also he will maintain good relations with the management and help in making the environment of school good and conducive to learning that will ultimately lead to his better and effective performance. Thus, the mediating role of teacher efficacy is fundamental and cannot be ignored when performance of teachers is under discussion (Akman, 2021).

H4: *The mediating role of teacher efficacy between character development and teachers' performance is significant.*

H5: *The mediating role of teacher efficacy between school management and teachers' performance is significant.*

H6: *The mediating role of teacher efficacy between school environment and teachers' performance is significant.*

Theoretical framework for above literature review is given below:

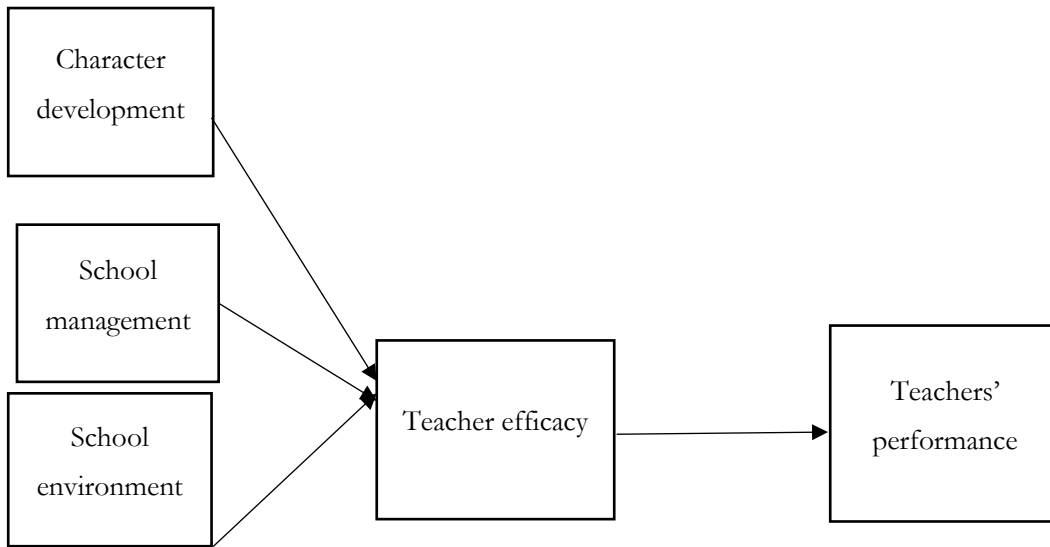


Figure 1: The Empirical Model.

Methods for Research

Research Strategy

A quantitative research strategy was practiced to understand and depict a generalized illustration of the role of students' development performance on the lecturers' performance and quantitative data was collected. For data collection, the lecturers and teachers serving and teaching in high schools in Indonesia were assessed. The teachers were selected specifically after understanding the nature and main targeted concept of the study and their opinion was gathered using data collection methods.

Data

This study was conducted based on the quantitative research methodology, so aligned with the basic underpinning method, survey method-based quantitative data was collected. Data was collected using both mediums of data collection including physical and online through Google Docs. In the questionnaire, total items were used in which school management was measured with 6 items (Khurniawan et al., 2021), school environment with 4 items (Belay et al., 2021), teachers' efficacy with 10 items (Denzine et al., 2005), teachers performance with 5-items (AM et al., 2022), and character development with 6 items adopted from a recent study (Pike et al., 2021). The collected data was analyzed using CFA and Sem techniques in the quantitative data analysis software SPSS and Amos 24.

Ethical Guidelines

This research was conducted by incorporating and practicing all the research rules and regulations during data collection and results compilation. The researcher asked for prior approval from the management of the schools and then assessed the teachers for survey practice.

Analysis and Results

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

Table I: The Descriptive Test.

	N	MinimumMaximum		Mean		Std.	Skewness	
		Statistic	Statistic	Statistic	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
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	6812.869
	465
	.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 last step of data analysis, the hypotheses testing was performed and with the help of SEM, the significance values for the assumed relationships were calculated. The output of the SEM supported all the direct relationships and the significance values for all the relationships was below 0.05 which led to the acceptance of all direct hypotheses from H1 to H3. The estimated regression values with their significance level have been reported in the table VI.

In the same test, the significance level of indirect effects was also calculated with specific indirect effects, however, the mediation of teachers' efficacy was significant only between

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 school environment and the teachers performance. The output of the results has been presented in the table VII.

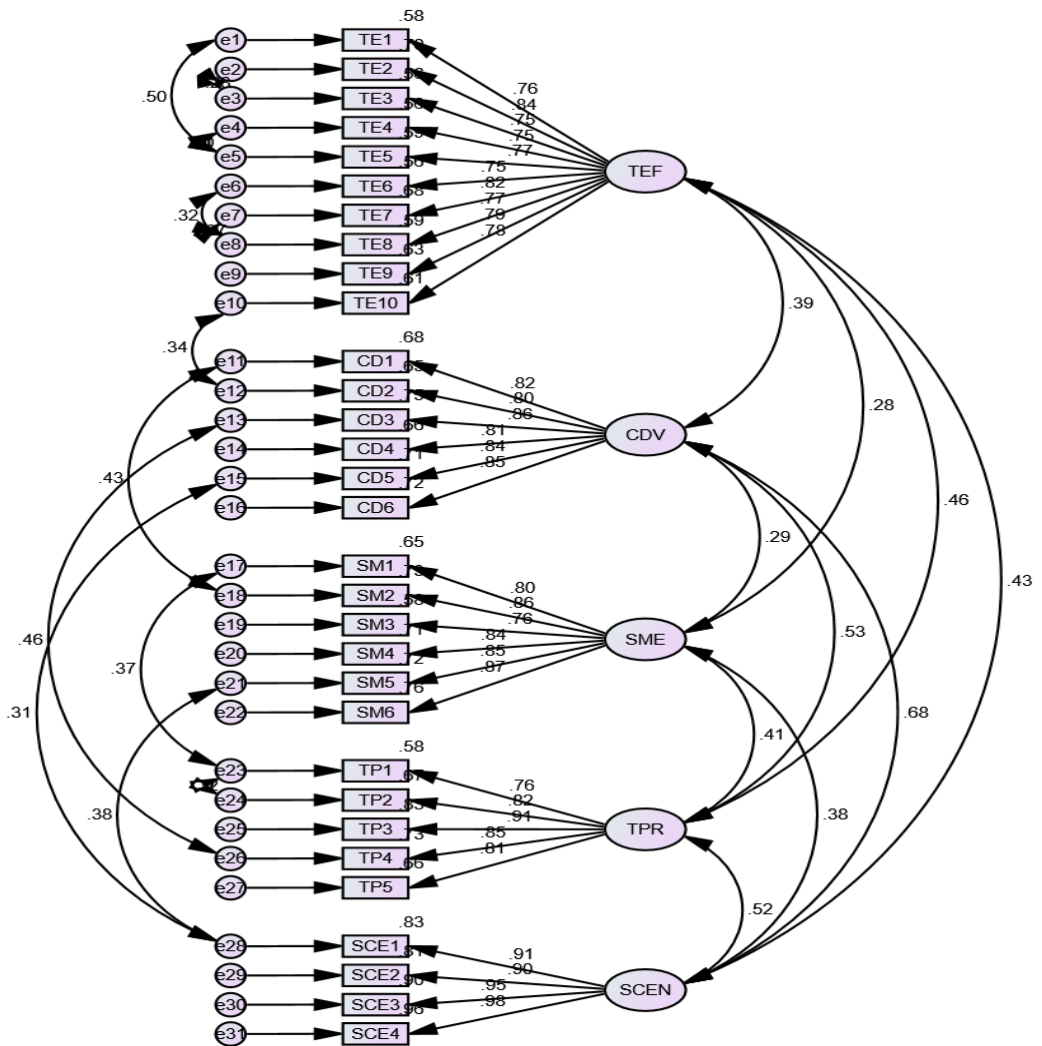


Figure II: CFA Analysis Output.

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

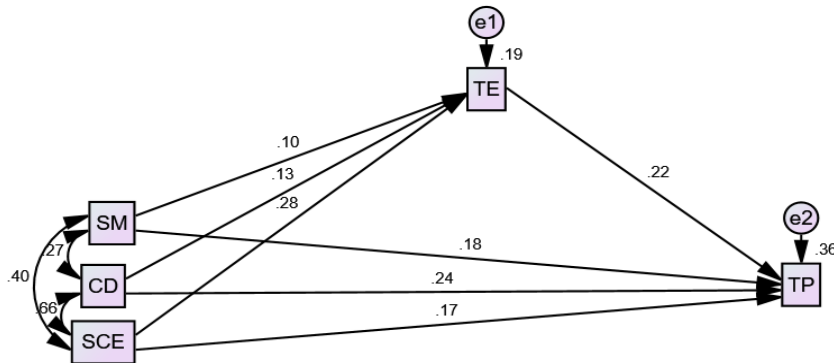


Figure III: The SEM Analysis.

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**

Discussion and Conclusion

The present study aimed to assess the teacher's performance through character development, school management and school environment. The mediation of teacher's efficacy has also been studied in this regard. Results declared that the linear associations among variables were significant. Character development significantly influenced the performance of teachers. Research by Baety (2021) explained the significance of character development as an essential contributor in driving teacher's performance. Character development of teachers directly influences their effectiveness in the classroom. As the character of teacher involves various qualities such as patience, empathy, resilience, or integrity. Therefore, it significantly influences their ability to connect with the students. So, a positive learning environment is created for students which also impacts the performance of teachers. The association between school environment and teacher performance has also turned out to be significant. Research by Kuncoro and Dardiri (2017) also explains the association between the work environment and teacher's performance. However, a positive or supportive school culture is likely to motivate teachers to perform better. It can be considered that the teachers thrive in an environment where they feel valued, respected and have a sufficient access to resources through which the teaching practices can be enhanced. The creativity of a teacher is fostered to a great extent while working in an innovative educational environment. Results also demonstrated the significant association between school management and the performance of teachers. Parinduri et al. (2023) also studied the influence of education administration on the performance of teachers. Although the present study has also identified a positive relationship between school administration and teacher's performance. This is because the administrators who provides

support and guidance, resources and opportunities for professional development are more likely to attain a positive and optimal teacher's performance. Rostini et al. (2022) also studied the significance of principal management on teacher's performance. Mediation of teacher's efficacy between character development, school management and teacher's performance have been resulted to be insignificant. Mediation of teacher's efficacy between school environment and teacher's performance have also been resulted to be significant. Teacher's efficacy holds great significance in gaining effective educational outcomes. Therefore, it can be considered that the teacher's self-efficacy not only influences the individual performance of teachers but also fosters and refine the overall educational quality for students. The conducive and positive school environment significantly enhances the performance of teachers having self-efficacy.

Research Implications

The present research holds various implications. The research extends the growing body of literature regarding teacher's performance by studying various essential factors which contribute in enhancing the teacher's performance. The study has underscored the significance of school environment in boasting teacher's performance. The study is also effective in assessing how the educators can be prepared better so that they can understand and respond towards the diverse personalities of students. As a result, a conducive and positive learning environment can be fostered. The present study also entails various practical implications. Based on the results of this study, the educators in Indonesia can adopt effective teaching strategies through which the diverse personality traits of students can be accommodated. The findings of this study also highlight the significance of professional development programs. For this purpose, the educational administration of Indonesia can also design training programs or workshops to improve the awareness of educators. The educational administration of Indonesia can also alter their school management policies and encourage the provision of support to gain maximized teacher's performance.

Limitations and Future Indications

The present study also holds various shortcomings. This study has implemented quantitative research design to assess the cause-and-effect relationship among variables. Therefore, this study has compromised the inculcation of expert insights to draw effective results. Future researchers can implement qualitative research design and conduct interviews with educational professionals of Indonesia. In this way, insights based on their experience can be incorporated regarding the school environment, character development, school environment and teacher performance. Based on the time horizon constraints, this study has targeted a small sample size. Future researchers can increase the sample size to draw more adequate results. The current research model includes limited variables. The instructor's qualities have been neglected that also effectively contributes in gaining optimal student's performance. The future researchers can also study the qualities of instructors to draw novel results.

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