

**THE EFFECT OF SELF-EFFICACY, ACHIEVEMENT MOTIVATION,
AND ADAPTABILITY ON THE PERFORMANCE OF PUBLIC JUNIOR
HIGH SCHOOL TEACHERS IN CIREBON REGENCY**



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Abstract

This study aims to explore in depth how self-efficacy, achievement motivation, and adaptability affect teacher performance, especially junior high school teachers who teach in Cirebon Regency. This study uses a quantitative method, while the total number of junior high school teacher participants in Cirebon Regency who participated in this study was 125. The technique used in this study is the saturated sampling technique, namely, when the size of the research population is small. This study succeeded in finding that there is a significant relationship between self-efficacy, achievement motivation, and adaptability to teacher performance. This study succeeded in showing that teacher performance is significantly influenced by three main variables, self-efficacy, achievement motivation, and adaptability, directly or indirectly. This study found that in the end, the performance of junior high school teachers in Cirebon Regency was also influenced by self-efficacy, achievement motivation, and adaptability simultaneously, which is in accordance with the results of the study of these factors.

Keywords: Self-Efficacy, Achievement Motivation, Adaptability, Teacher Performance

INTRODUCTION

In today's modern times, education is one of the key factors in achieving the progress of a country. Qualified human resources must be able to carry out their duties properly in providing public services (Solahudin et al., 2024). Education has an important role in improving the quality of human resources. Human resources themselves are the most valuable asset for an organization, and their role determines the success in achieving goals (Gusti & Dewi, 2024). In the context of education, teachers play a major role as the most important resource in schools. They not only impart knowledge and skills to students, but also contribute to shaping individuals who are beneficial to themselves, society and the environment (Supriyanto & Sasongko, 2025). Thus, teachers have a significant role in the progress of the nation.

Priyono (2016) states that to achieve quality human resources, it is necessary to implement a quality strategy in the field of education. Among the various elements of education, teachers have great potential and a crucial role in improving the quality of education. They are not just teachers, but also educators who are dedicated to developing quality education. To achieve this goal, teachers are required to provide effective and inspiring teaching and learning to their students.

The influence of teachers is very large in shaping both aspects, both the process and the results of quality education (Sari, 2018). Teachers play a key role in determining the success of education in a country. Various studies and research findings underline how strategic and important the role of teachers is in achieving educational goals. The success of school reform, for example, depends heavily on the contribution of teachers, who function as leaders in advancing the learning process and are at the center of initiatives in education (Supardi, 2013). According to Mangkunegara (Jumiati & Kartiko, 2022), performance can be understood as a measure of the effectiveness of a worker in carrying out predetermined tasks. Therefore, knowing the right method to measure performance is very important in the assessment process. Performance reflects the work of an employee in carrying out their obligations.

Self-efficacy can affect teacher performance. For a teacher, self-efficacy is a belief in his ability to achieve the desired results in carrying out his duties. According to Bandura cited by (Santrock, 2007). Self-efficacy plays an important role in influencing individual behavior. This concept relates to an individual's belief in their ability to complete tasks or carry out activities needed to achieve certain goals.

According to Arfah et al. (2023), behavior reflects the way a person adjusts to the surrounding environment. However, each individual has a different personality. This personality is formed from various factors that influence each other, and can have a positive or negative impact on individual performance, either directly or indirectly. Therefore, it is very important for a teacher to believe in his or her ability to carry out tasks well, and this is where self-efficacy plays an important role. In addition, achievement motivation is also an important factor that must be considered in efforts to improve performance. Effective achievement motivation is motivation that enables individuals to achieve their desired goals. The better the motivation to achieve, the better the performance. Conversely, low achievement motivation can reduce performance (Uzer, 2005).

Achievement motivation has a major influence on performance, especially for teachers, who without this motivation will have difficulty in achieving optimal results. Sardiman, cited in (Marliana et al., 2023), emphasizes that motivation has various

functions, such as encouraging a person to act, determining direction, and fostering effort for achievement. Handoko et al. (2017) also stated that achievement motivation has a significant influence on teacher performance. In addition to achievement motivation, Adaptability is also an important factor that needs to be considered to improve performance. Adaptability is considered a highly valued characteristic in the work environment (Pinder et al., 2017). Adaptability relates to the extent to which a person can adjust to the work environment and the changes that occur in it. With good Adaptability skills, teachers can more effectively deal with curriculum changes, the application of educational technology, and the dynamics of learners.

The important elements in education that influences the quality of education itself is the teacher's performance. Teachers have the great responsibility as an educator, they must carrying obligation as a teacher to teach the student. Remembered that teachers are the person who interact most frequently with the student at school, during the student's process to study, teacher's performance to teach made the great impact on the quality of education.

Mangkunegara (2011) states that teacher performance can be interpreted as the quality and quantity of work done by an employee in carrying out the tasks that are his responsibility. Teacher performance is a key factor that determines the quality of education, both high and low. Education is considered quality if teachers carry out their duties in accordance with the vision, mission and objectives of education. In addition, they must also be able to adapt to existing changes and maximize the potential available in educational institutions.

While the role of teachers is crucial in improving the quality of education, there are still gaps in teacher performance due to low self-efficacy, lack of achievement motivation, and limited adaptability to changes in curriculum and technology. Many teachers do not fully believe in their ability to teach effectively, lack motivation to achieve more, and have difficulty adjusting to the evolving demands of education. This has led to the quality of education not reaching the optimal level expected.

Based on the background that was explained above, so researcher raised this article by the title "The effect of self- efficacy, achievement motivation, and adaptability on the performance of public junior high school teachers in Cirebon Regency", to dive deep about the phenomena in this topic. The main goal of this study is to explore how the performance of teacher that teach the Public junior high school in Cirebon Regency is influenced by self-efficacy, achievement motivation, and adaptability. By the wide understanding of these factors, this research expected to give the positive impact on the education field, especially on the teaching's quality as well as increase self-efficacy, achievement motivation, and adaptability to improve Junior High School's teacher performance.

REVIEW OF LITERATURE

Self-Efficacy

The process of developing self-efficacy is gradual and continuous, in line with the increase in skills and experience that individuals have. In addition, self-efficacy also includes the ability to recognize, accept, and appropriately take responsibility for the potential skills or expertise possessed. Bandura (Istiono, 2020) defines self-efficacy as referring to a person's belief in their ability to complete a task or perform an action to achieve the desired results.

According to Lunenburg (Ary & Sriathi, 2019), self-efficacy is an important element in a person, referring to knowledge and beliefs that can affect daily activities. Self-efficacy reflects how much confidence a person has in facing various tasks and challenges in their work. According to Khan (2011), self-efficacy is an individual's perception of their ability to complete a task. The dimensions of Self Efficacy are Level / Magnitude, Strength, and Generality.

Achievement Motivation

Motivation, derived from the Latin word "movere" meaning "to move," can be understood as an internal condition that drives, guides, and supports individual behavior (Ilmi et al., 2023). In this context, achievement motivation becomes an important key to achieving success and satisfactory performance, and is closely related to the standards of excellence set (Rani & Reddy, 2019). Motivation arises as an individual's drive or desire to act. Teachers who have sufficient motivation can be motivated to perform their duties as well as possible. They will also believe that the organization's success in achieving its goals will protect their interests.

Achievement motivation is an internal drive that directs a person to strive to achieve a certain standard or level of excellence. The role of motivation is vital in improving performance. Achievement motivation is a person's drive to face various challenges to achieve success and excellence. (Deshpandé et al., 2013). It is a crucial skill that influences what people can and will be done by individuals (Hasan & Sarkar, 2018). Factors that influence Achievement Motivation: Family and Cultural Influence, Self-Concept Role, Gender Role Influence, Recognition and Achievement (Tiorena, 2011).

A person with high achievement motivation is not only driven to do things better, but also tends to choose jobs that require personal responsibility, individuals with high achievement motivation prefer to set realistic and achievable goals. In this way, they can feel greater satisfaction with the results of their efforts.

According to David C. McClelland (Aribowo et al., 2023) suggests that the dimensions of achievement motivation, namely:

The dimension of achievement motivation, with indicators, as follows:

1. Need for Achievement (n'Ach) with ability & creativity indicators
2. Need for Power (n'Pow) with indicators of self-actualization & power
3. Need for Affiliation (n'Aff) with indicators of work passion & interaction with others..

Adaptability

Adaptability is the ability to provide appropriate responses to situations that have or are changing; the ability to change or adjust behavior when facing different conditions or individuals. According to Muraven & Baumeister (2000), Adaptability can be viewed as a source of self-regulation that serves as a strength, allowing individuals to have self-control and helping them adjust to new environments. Boylan & Turner (2017) assert that Adaptability is a change in behavior characterized by innovative or creative approaches in response to changes that occur in the environment. There are 3 (three) dimensions of Adaptability according to Van Dam (Wahyuningsih et al., 2024), namely:

1. Cognitive Adaptability
2. Affective Adaptability
3. Behavioral Adaptability

There are several indicators of Adaptability, namely (Van Dam, 2013):

1. Situation Awareness

2. Mental Abilities
3. Adaptive Orientation
4. Resilience
5. Positive Emotions
6. Emotion Regulation
7. Adaptive Skills
8. Behavioral Tendencies

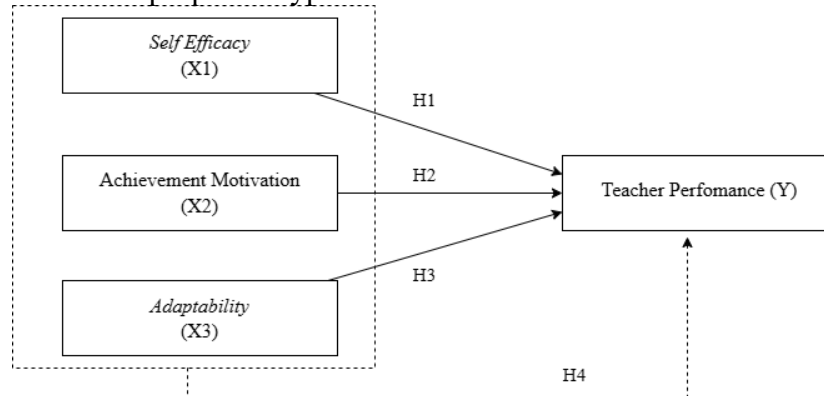
Teacher Performance

Performance reflects the ability and desire of individuals to regulate their behavior to be in line with the needs, priorities, and goals of the organization. Edison (Mauludiyah & Marsudi Lestariningsih, 2022), states that performance is the result of a process that takes place within a certain period of time, which is measured based on predetermined provisions or agreements. A person's performance level is also determined by how well they complete the tasks in their job (Hartono, 2022).

Eliza et al. (2022) explained that teaching is a profession that requires special expertise in the field of education that cannot be carried out by just anyone. addition, a teacher's performance is assessed based on the quality and quantity of work they do in carrying out their assigned tasks. Concept of teacher's performance is depicted on the teacher's effort, it is reflected at the skills that they have when they teach. It is in accordance with the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers.

RESEARCH METHOD

The method used in this research is quantitative, because it determines the relationship between variables by focusing on their numerical values. According to Sugiyono (2017), quantitative research methods are based on the philosophy of positivism and are applied to research specific populations or samples. This method involves collecting data using various research instruments, which are then analyzed quantitatively or statistically. The aim is to describe and test the hypothesis that has been formulated. In this approach, the researcher collects data using appropriate tools and then analyzes it to evaluate the truth of the proposed hypothesis.



Population and Sample

The characteristics of population are not just limited to the sample of this research. This study's population consists of 125 teachers who teach in public junior high schools in Cirebon Regency. The saturated sampling of this research consists of all population. The

requirement of sample in this research are all teachers who already had teaching allowances and certificates.

Data Collection Instruments

The instrument of research that used in this research is questionnaire that is specially prepared to assess each variable under study. The questionnaire consists of a wide questions related to the topic of this research, it is arranged from a conceptual framework that was also developed from the relevant literature review.

Data Analysis

The proper statistical method, namely multiple linear regression, is applied in this study. Where this method is used in this study to determine the relationship between self-efficacy, achievement motivation and adaptability on how teacher performance is the main driving force in this study. Where this aims to find out how direct and indirect interactions between variables are the framework of this study.

RESULTS AND DISCUSSION

Validity Test

Table 1
Validity Test Result

Variable	Statement	r value	rtable	Conclusion
Self-Efficacy (X1)	X1.1	0,913	0,1757	Valid
	X1.2	0,892	0,1757	Valid
	X1.3	0,895	0,1757	Valid
	X1.4	0,914	0,1757	Valid
	X1.5	0,880	0,1757	Valid
	X1.6	0,874	0,1757	Valid
Achievement Motivation (X2)	X2.1	0,767	0,1757	Valid
	X2.2	0,757	0,1757	Valid
	X2.3	0,766	0,1757	Valid
	X2.4	0,782	0,1757	Valid
	X2.5	0,834	0,1757	Valid
	X2.6	0,791	0,1757	Valid
Adaptability (X3)	X3.1	0,945	0,1757	Valid
	X3.2	0,897	0,1757	Valid
	X3.3	0,909	0,1757	Valid
	X3.4	0,945	0,1757	Valid
	X3.5	0,958	0,1757	Valid
	X3.6	0,915	0,1757	Valid
	X3.7	0,904	0,1757	Valid
	X3.8	0,940	0,1757	Valid
Teacher Performance	Y1.1	0,750	0,1757	Valid
	Y1.2	0,721	0,1757	Valid

(Y)

Y1.3	0,734	0,1757	Valid
Y1.4	0,662	0,1757	Valid
Y1.5	0,685	0,1757	Valid
Y1.6	0,717	0,1757	Valid
Y1.7	0,743	0,1757	Valid

Source: SPSS Processed Data, 2025

Based on the result contained in Table 1, the results show that for any condition, the value of $r_{count} > r_{table}$. This indicates that the statements of all items show valid values. Therefore, additional testing can be optimally utilized by utilizing these statements.

Reliability Test

Table 2
Reliability Test Result

Variable	Cronbach's Alpha (α)	Min Cronbach Alpha	Conclusion
Self-Efficacy (X1)	0,950	0,70	Reliable
Achievement Motivation (X2)	0,873	0,70	Reliable
Adaptability (X3)	0,974	0,70	Reliable
Teacher Performance (Y)	0,836	0,70	Reliable

Source: SPSS Processed Data, 2025

From Table 2, the Cronbach alpha value of all variables exceeds 0.70, indicating that the variables of self-efficacy, achievement motivation, adaptability, and teacher performance are reliable.

Classical Assumption Test

Normality Test

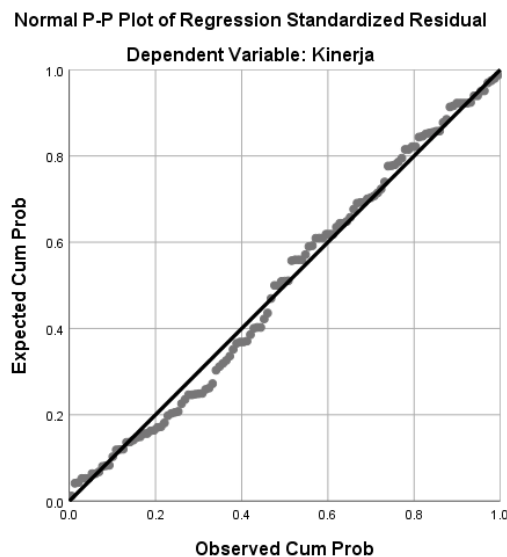


Figure 1
Normality Test Results

From the distribution of points scattered around the diagonal, it can be clearly seen that the regression model applied shows a normal distribution, as seen in the figure above.

Table 3
Kolmogorov-Smirnov Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual	.069	125	.200	.984	125	.150

a. Lilliefors Significance Correction

Table 3 above shows that the Kolmogorov-Smirnov normality test on the variables of self-efficacy, achievement motivation, adaptability, and teacher performance results show a significance value of $0.200 > 0.05$. It is concluded that all the variables in this research are distributed normally.

Table 4
Multicollinearity Test
 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	15.359	.967		15.889	.000		
Self-Efficacy	.162	.025	.357	6.396	.000	.723	1.384
Achievement Motivation	.284	.044	.357	6.381	.000	.718	1.392
Adaptability	.112	.018	.355	6.269	.000	.700	1.429

a. Dependent Variable: Teacher Performance

The VIF values of the three variables - Self Efficacy, Achievement Motivation, Adaptability- are $1.384 < 10$, $1.392 < 10$, and $1.429 < 10$, respectively, according to the Coefficient table. The collinearity statistics table of the Self Efficacy variable shows that the Tolerance value is $0.723 > 0.10$, both the Achievement Motivation variable and the

adaptability variable have values greater than 0.10. It is clear that the regression model calculated based on these two metrics, VIF and tolerance, does not indicate any multicollinearity problem.

Multiple Linear Regression Analysis

In this study, through proven multiple regression analysis, we can identify the right variables without long time constraints. Y represents teacher performance, X3 represents Adaptability, X2 represents Achievement Motivation, and X1 represents Self-Efficacy.

Table 5
Multiple Linear Regression Analysis

Descriptive Statistics			
	Mean	Std. Deviation	N
Self-Efficacy	23.96	5.251	125
Achievement Motivation	25.30	3.003	125
Adaptability	31.43	7.601	125
Teacher Performance	29.94	2.389	125

Table 6
Correlation

		Teacher Performance	Self-Efficacy	Achievement Motivation	Adaptability
Pearson Correlation	Teacher Performance	1.000	.678	.680	.687
	Self-Efficacy	.678	1.000	.439	.462
	Achievement Motivation	.680	.439	1.000	.467
	Adaptability	.687	.462	.467	1.000
Sig. (t-tailed)	Teacher Performance	.	.000	.000	.000
	Self-Efficacy	.000	.	.000	.000
	Achievement Motivation	.000	.000	.	.000
	Adaptability	.000	.000	.000	.

N	Teacher Performance	125	125	125	125
	Self-Efficacy	125	125	125	125
	Achievement Motivation	125	125	125	125
	Adaptability	125	125	125	125

Table 7
Output Table Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 ^a	.728	.721	1.26078

a. Predictors: (Constant), Adaptability, Self-Efficacy, Achievement Motivation

b. Dependent Variable: Teacher Performance

1. The correlation (R) shows that the level of self-efficacy, achievement motivation, and adaptability has a relationship of 0.853 with teacher performance.
2. R square= 0.728
3. The coefficient of determination of 0.728 indicates that Self Efficacy, Achievement Motivation, and Adaptability explain 72.8% of the performance variance. Other variables not involved in the model explain 27.2%.

Table 8
Anova Output Table

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	515.151	3	171.717	108.028	.000 ^b
	Residual	192.337	121	1.590		
	Total	707.488	124			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Adaptability, Self-Efficacy, Achievement Motivation

Sig = 0,000

Because the Sig value is 0.000 < 0.05, H1 is rejected (H2 is accepted), in other words, the equation model obtained is correct, meaning that the equation model can be used to predict performance variables.

Table 9
Coefficient Output Table

	Unstandardized Coefficients	Standardized Coefficients
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	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	15.359	.967		15.889	.000
	Self-Efficacy	.162	.025	.357	6.396	.000
	Achievement Motivation	.284	.044	.357	6.381	.000
	Adaptability	.112	.018	.355	6.269	.000

a. Dependent Variable: Teacher Performance

The regression equation was obtained based on the Coefficients Table:

$$Y = 15.359 + 0.162 X_1 + 0.284 X_2 + 0.112 X_3$$

Coefficient of Determination

Table 10
Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 ^a	.728	.721	1.26078

a. Predictors: (Constant), Adaptability, Self-Efficacy, Achievement Motivation

b. Dependent Variable: Teacher Performance

Table 10 shows that the Adjusted R Square value is 0.721 (72.1%) which means that the effect of Self Efficacy, Achievement Motivation and Adaptability simultaneously on teacher performance is 72.1%. While 27.9%, influenced by other factors not examined.

Hypothesis Test

T-Test

From the calculation of the number of t counts with $\alpha = 0.05$ and degree of freedom (df) = n-2 or 125-2 = 123 from these provisions, the t table number is 1.657.

Table 11
T-Test Results
Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	15.359	.967		15.889	.000
	Self-Efficacy	.162	.025	.357	6.396	.000

Achievement	.284	.044	.357	6.381	.000
Motivation					
Adaptability	.112	.018	.355	6.269	.000

a. Dependent Variable: Teacher Performance

- The results of the study, based on table 11, show that the amount of $t_{count} > t_{table}$, with a value of $6.396 > 1.657$ which has a significance value of $0.00 < 0.05$. In this case, it can be concluded that H_0 is rejected so that H_a is accepted, meaning that the self-efficacy variable partially has a positive and significant effect on teacher performance.
- The results of the study successfully showed that $t_{count} > t_{table}$, namely $6.381 > 1.657$, where the significance value is $0.00 < 0.05$. In this case, H_0 is rejected and H_a can be accepted, meaning that the significance of teacher performance is a variable of achievement motivation that can have a positive effect.
- The calculation results show $t_{count} > t_{table}$, namely $6.269 > 1.657$, where the significance value is $0.00 < 0.05$. In this case, H_0 is rejected and H_a can be accepted, this also shows that the adaptability variable partially has a positive and significant effect on teacher performance.

F-Test

From the calculation of the magnitude of the "f-table number with a significant level= 0.05 and degree. The degree of freedom is df_1 is (number of variables - 1) or $4 - 1 = 3$. Then the degree of freedom $df_2 = (n-k)$ or $125 - 2 = 123$. Thus, the result of the f-table obtained is 3.07."

Table 12
F-Test Results

Anova

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	515.151	3	171.717	108.028	.000 ^b
	Residual	192.337	121	1.590		
	Total	707.488	124			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Adaptability, Self-Efficacy, Achievement Motivation

Self-efficacy, achievement motivation, and adaptability variables have a significant influence on teacher performance. This is evidenced by the results of statistical testing, which shows the calculated F value of 108.028, which is greater than the F table value of 3.07, and a significance value of 0.000.

The Impact of Self-Efficacy on Teacher Performance

According to the analysis mentioned above, self-efficacy has an important impact on teacher performance. This indicates that when teachers have high self-efficacy, the better teacher performance.

The Impact of Achievement Motivation on Teacher Performance

Referring to the previous analysis, the achievement motivation has a very influential impact on teacher performance. This result implies that the greater of teacher's achievement motivation, will increase the teacher's performance in teaching.

The Impact of Adaptability on Teacher Performance

Based on the previously mentioned analysis, adaptability has a good impact on teacher performance. This indicates that teachers in the junior high school can adapt well.

The Impact of Self-Efficacy, Achievement Motivation, and Adaptability on Teacher Performance

By the analysis above, it can be concluded that the self-efficacy, achievement motivation, and adaptability simultaneously have a significant effect on teacher performance, giving a significant effect to teachers' performance.

CONCLUSION

The results of this study reveal that self-efficacy, achievement motivation, and adaptability have a significant effect on teacher performance in public junior high schools in Cirebon Regency. Teachers who have a high level of confidence in their abilities tend to be more effective in facing challenges in the learning process, thus having a positive impact on their performance in the classroom. In, strong achievement motivation encourages teachers to continue to innovate, find more effective learning methods, and improve the quality of teaching in order to achieve optimal results for students.

Not only that, the ability to adapt to the work environment and various changes in the world of education is also an important factor that supports teacher performance. A teacher who is able to adapt to technological advances, curriculum changes, and the dynamics of students will find it easier to create a conducive and interactive learning environment. Thus, this study confirms that the three factors self-efficacy, achievement motivation, and adaptability play a role simultaneously in improving the quality of teaching, and can be the basis for efforts to improve teacher performance in order to realize a better education system.

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