

Unlocking Excellence: How Teamwork and Self-Efficacy Drive Teacher Performance

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Abstract

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This study aims to explore the influence of teamwork and self-efficacy on teacher performance. In the ever-evolving field of education, the role of teachers is crucial for achieving effective learning outcomes. However, many factors can affect their performance, including teamwork and self-confidence. This research employs a quantitative survey method using questionnaires distributed to several teachers in various schools. The collected data were analyzed using descriptive statistics and regression analysis techniques to evaluate the relationship between teamwork, self-efficacy, and teacher performance. The results of the analysis indicate that both independent variables, teamwork and self-efficacy, have a significant impact on teacher performance. However, partially, self-efficacy does not have a positive effect on teacher performance. These findings suggest that teachers who are confident in their abilities and can work effectively in teams tend to achieve better performance in meeting learning objectives and interacting with students. This study provides important insights into the factors influencing teacher performance and its practical implications in the educational context. The results can serve as a guide for developing strategies to enhance teamwork and self-efficacy among teachers, thereby improving the quality of education in schools.

Kata kunci:

Kerja Sama Tim,
Efikasi Diri,
Kinerja Guru

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pengaruh kerjasama tim dan efikasi diri terhadap kinerja guru. Dalam dunia pendidikan yang terus berkembang, peran guru sangat penting untuk mencapai tujuan pembelajaran yang efektif. Namun, banyak faktor yang dapat mempengaruhi kinerja mereka, termasuk kerjasama tim dan kepercayaan diri. Penelitian ini menggunakan metode survei kuantitatif dengan kuesioner yang disebarkan kepada sejumlah guru di berbagai sekolah. Data yang dikumpulkan dianalisis dengan teknik statistik deskriptif dan analisis regresi untuk mengevaluasi hubungan antara kerjasama tim, efikasi diri, dan kinerja guru. Hasil analisis menunjukkan bahwa kedua variabel independen, kerjasama tim dan efikasi diri, memiliki pengaruh signifikan terhadap kinerja guru. Namun, secara parsial, efikasi diri tidak memiliki pengaruh positif terhadap kinerja guru. Temuan ini mengindikasikan bahwa guru yang merasa percaya diri dalam kemampuan mereka dan mampu bekerja secara efektif dalam tim cenderung mencapai kinerja yang lebih baik dalam mencapai tujuan pembelajaran dan berinteraksi dengan siswa. Penelitian ini memberikan wawasan penting mengenai faktor-faktor yang mempengaruhi kinerja guru dan implikasi praktisnya dalam konteks pendidikan. Hasilnya dapat menjadi panduan bagi pengembangan strategi yang dapat meningkatkan kerjasama tim dan efikasi diri guru, sehingga meningkatkan kualitas pembelajaran di sekolah-sekolah.

INTRODUCTION

Teachers are an important component of human resources in educational institutions, and their performance has a significant impact on achieving school goals (Herdiana, Idhofi, & Ali, 2024; Kusumaningrum, Chaerany, Kholisah, & Cahyani, 2024). The influence of teachers on the quality of education cannot be reduced. Teachers, facilities, curriculum, and many other factors that influence educational success are very important (Kurniawan, 2016). They are the key to educational progress (Ayanwale, Sanusi, Adelana, Aruleba, & Oyelere, 2022; Vieira, Goldstein, Purzer, & Magana, 2016). When teachers excel, the teacher will fuel students' enthusiasm and motivation for learning (Reformana, Wahyudiantari, & Wang, 2024; Uy, Kilag, & Jr, 2024) Teacher performance is a necessity that must continue to be improved, this is because teachers are the shapers and determinants of the life of a nation or state in the future (Kartiko, Rokhman, Priyono, & Susanto, 2024). The performance of teachers in Indonesia is still experiencing several obstacles that must be corrected and improved in the future, quoted from Detiknews, currently quite a few teachers are confused about performance management systems that are based on aplikasi (Santoso, 2024), The system has been announced since January 2024 (Suryani, 2024). Limited reference sources in transferring knowledge is one of the impacts of a low understanding of technology which greatly influences teacher performance (Sharan, 2024). There are many more problems regarding teacher performance from year to year that continue to be challenges that have not been resolved until now, even though there have been many studies that focus on teacher performance problems, so this research offers new things that will be revealed at the end of the research. This. In particular, improving the performance of madrasah teachers is very important because they play an important role in implementing educational goals and contribute directly to improving educational standards.

Performance, as stated (Lee, Tan, & Javalgi, 2010; Rahayu, 2017), is the collective effort of individuals towards organizational goals. Teamwork has a positive impact on teacher performance, as stated by several previous researchers (Fatmawati, 2020; Meliantari, Sujana, & Novarini, 2022). Both studies have not yet explored every indicator that is an important point of teamwork. Team collaboration is an effort to combine several individuals to carry out activities together (Ananda & Rahmadhani, 2022; Fernández-Vázquez et al., 2024; Lasmi, Bayhaqi, & Suhairi, 2022). Collaboration in a team has important points including having the same goals, enthusiasm, clear roles and responsibilities, effective communication, conflict resolution, and sharing of power and expertise within the group. (Keith & Frederick, 2011). Research in other sectors reveals that performance is influenced by teamwork, both in private companies but also in health institutions. also done by (Murad, Yantu, & Selvi, 2024; Yulichah, Sumantri, Sundari, & Setyawan, 2024). Apart from teamwork, another cause that can influence teacher performance lies in their level of self-efficacy. (Hasana & Pratama, 2024; Rombina, 2024).

Self-efficacy can be defined as an individual's belief in his or her reliability to be able to complete a task (Jumiati & Kartiko, 2022; Puspitasari & Fadhli, 2024). This view emphasizes the importance of individuals' confidence in their ability to carry out tasks well in certain situations. Employees with high self-efficacy demonstrate strong confidence in their abilities to achieve something challenging (Darmawan, 2021; Purwanto, 2014). This self-confidence not only increases their commitment and motivation to achieve those goals, but also provides the flexibility and wisdom necessary to complete complex tasks, thereby improving their self-confidence and performance. (Andriani et al., 2022). Individuals with high self-efficacy believe in their competence in carrying out certain tasks, while individuals with low self-efficacy tend to doubt their abilities

(Doto, Timuneno, Nursiani, & Fanggidae, 2023). Although self-assessment of abilities contributes to self-efficacy, a person's personality also plays an important role. Some individuals naturally have higher levels of self-confidence than others. A strong belief in their ability to carry out tasks effectively empowers individuals to demonstrate greater self-confidence and focus on achieving optimal performance. The relationship between self-efficacy and performance forms a cyclical pattern; A high level of self-efficacy results in success in task implementation, while a low level of self-efficacy is associated with task failure, as shown by (Darsim & Dianrivany, 2022). This cyclical relationship emphasizes the important role of self-efficacy in driving individual performance outcomes.

Based on the description in the previous section, this research looks for gaps that have not been done by previous researchers by focusing on three main things in this research, the first is analyzing the influence of teamwork on teacher performance, the second is analyzing the influence of self-efficacy on performance. teacher partially and simultaneously analyzing the influence of teamwork and self-efficacy on teacher performance. Based on this, a temporary answer or hypothesis can be drawn from this research, the first of which is that teamwork has a positive and significant effect on teacher performance. The second hypothesis is that self-efficacy has a positive and significant effect on teacher performance and the third hypothesis is that teamwork and self-efficacy simultaneously have a positive and significant effect on teacher performance. Based on this hypothesis, a framework of thinking can be developed as follows in Figure 1.

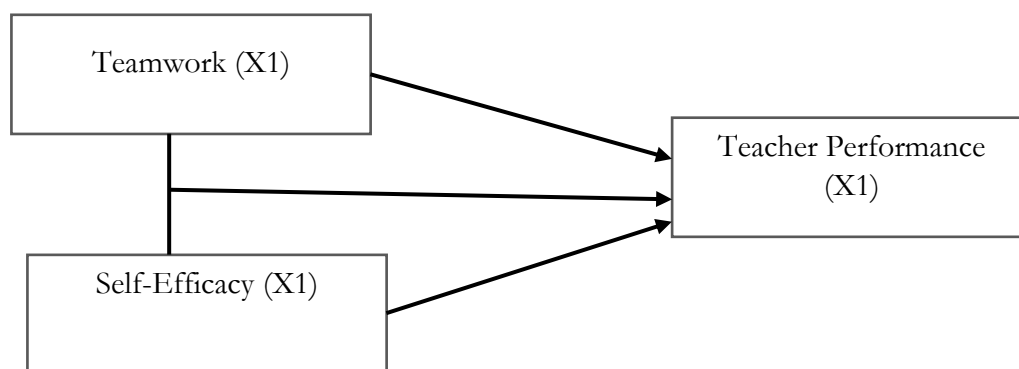


Figure 1 Framework of Thinking

RESEARCH METHODS

This study was carried out at the Maarif NU Sunan Giri Talan Watu Agung Foundation, Prigen District over four months in the 2020-2021 academic year. This study was conducted from September to December 2020. This research was conducted through a survey using a correlational approach. Population is a general area consisting of subjects or objects with certain characteristics determined by the research conducted and its results. (Kabukcu & Chabal, 2021). Some of the characteristics and population size consist of the sample. (Pace, 2021). This research covers all teachers at the Maarif NU Sunan Giri Talan Watu Agung Foundation, Prigen District at an affordable cost. The research sample consisted of 71 individuals. Instruments are used to obtain research data. This study uses descriptive statistics, simple statistical tests and simple correlation, and multiple regression and multiple correlation statistical tests to analyze the data. (Lerche, 2012).

The data collection method uses a questionnaire containing various statements, and the instrument is measured on a 1-5 Likert scale. (Albaum, 1997; Boone & Boone, 2012). The Likert scale 1 is the lowest answer value with a strongly disagree answer and the highest answer value is 5 for a strongly agree answer. As for the question items in the questionnaire, before being given to respondents, validity and reliability tests are first carried out so that their validity and reliability are tested. The data analysis technique consists of testing classical assumptions using normality, linearity, heteroscedasticity, and multicollinearity tests (Groeneveld, Tummers, Bronkhorst, Ashikali, & Van Thiel, 2015). The purpose of the normality test is to check whether the distribution of residual data (the difference between actual data and model prediction results) follows a normal distribution. This test is important because most statistical methods and regression analysis assume that the data is normally distributed. The commonly used test is the Kolmogorov-Smirnov test. The linearity test aims to check whether the relationship is truly linear. This can be done by observing the scatterplot pattern between the independent and dependent variables. Multicollinearity occurs when several independent variables have a high correlation with each other so it is difficult to separate the influence of each variable. Highly correlated variables can cause problems in parameter estimation and mode interpretation

This validation method uses Pearson correlation, where each score for each item is correlated with the score for each item (Boon, 2015). The most commonly used reliability testing method is Cronbach's alpha. This method is very suitable for use with scores in the form of a scale or score range. Certain cutoff values, such as 0.6, can be used to determine whether an instrument is reliable. 0.6 means poor reliability, 0.7 means acceptable, and above 0.8 means good. Next, the data analysis technique uses multiple linear regression to obtain the regression equation. The so-called multiple linear regression equation has a general form:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

RESULTS AND DISCUSSION

Result

The results of the descriptive analysis of this research can be seen in table 1 below.

Table 1 Descriptive Analysis

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviasi
Teamwork	71	16	59	75	70.13	4.884
Self-Efficacy	71	30	74	104	94.82	7.198
Teacher Performance	71	46	94	140	126.94	10.016
Valid N (Listwise)	71					

The results of the descriptive statistical test above show that the teamwork variable has a minimum value of 59, a maximum value of 75, an average value of 70.13, and a standard deviation of 4.884. A value of more than 70.13 indicates that teamwork is categorized as high. For the self-efficacy variable, there is a minimum value of 74, a maximum value of 104, an average value of 94.82, and a standard deviation of 10.016. For the teacher performance variable, there is a minimum value of 94, a maximum value of 140, an average value of 126.94, and a standard

deviation of 10.016, which indicates that teacher performance is considered high if the value is more than 126.94:

Table 2 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		71
Normal Parameters ^{a,B}	Mean	.0000000
	Std. Deviation	8.27075441
Most Extreme Differences	Absolute	.081
	Positive	.063
	Negative	-.081
Test Statistic		.081
Asymp. Sig. (2-Tailed)		.200 ^{c,d}

The results of the normality test with Klmogrof Smirnov above show that the result is 0.200, which is greater than the significance level of 0.05 (the result of 0.200 is greater than 0.05), so it can be concluded that the normality test shows a normal distribution. The results of the heteroscedasticity test with the Glejser test are presented in Table 3 below.

Table 3 Heteroscedasticity test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-8.313	8.253		-1.007	.317
	X1	.111	.098	.140	1.129	.273
	X2	.070	.074	.117	.944	.309

In Table 4.13, the Glejser test shows the significance results of the two variables. The teamwork variable (X1) has a value of 0.273, which exceeds the standard significance value of 0.05 (0.273 > 0.05). The self-efficacy variable (X2) has a value of 0.309, which also exceeds the standard significance value of 0.05 (0.309 > 0.05). Thus, it can be concluded that there is no heteroscedasticity in the data. Table 4 below shows the results of the multicollinearity test.

Table 4 Multicollinearity Test Results

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.808	1.231
	X2	.808	1.231

Based on the calculation results shown in the table above, the independent variable shows a VIF value of 1.231, which is lower than 10 (1.231 is lower than 10), and a tolerability value of 0.808, which is higher than 0.1 (0.808 is higher than 0,1). This shows that the regression model of this study does not show multicollinearity.

The results of the first hypothesis test for teamwork (X1) can be seen in Table 5. The calculated t_{value} is 4.102, greater than r_{table} of 1.994, and the significance value is 0.000, which is lower than α 0.05. The magnitude of the influence of teamwork on teacher performance is 0.457, or 45.7%. These results indicate that the teamwork variable has a positive and significant effect on teacher performance. Test the second hypothesis of self-efficacy.

Table 5 Partial Hypothesis Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.746	16.338		2.249	.028
	X1	.938	.229	.457	4.102	.000
	X2	.257	.155	.185	1.659	.102

The results of the third hypothesis test are through simultaneous testing which can be seen in table 6 below:

Table 6 Simultaneous Test Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2233.398	2	1116.699	15.858	.000 ^b
	Residual	4788.376	68	70.417		
	Total	7021.775	70			

With an error rate of 5%, the calculated F_{value} is 15.858 and the F_{table} value is 3.132, which shows that the F significance result of 0.000 is lower than α 0.05. In other words, each of the independent variables has a positive and significant impact on the dependent variable. The influence of teamwork and self-efficacy on teacher performance is 31.8%, and the influence of other variables outside the model can be calculated using the formula $1-R^2$ or $1-0.318 = 0.682$,

or 68.2%. Therefore, the third hypothesis can be accepted that teamwork and self-efficacy simultaneously have a positive effect on teacher performance.

DISCUSSION

Teamwork on teacher performance

Based on the research results, the first hypothesis shows that teamwork has a significant effect on teacher performance. These results mean that a strong relationship exists between teamwork and teacher performance at the Islamic Education Foundation in this research. A team is a group in which some individuals make efforts to achieve better work results than their opinion (Robbins & Judge, 2008). Duin, Jorn, DeBower, and Johnson state that "collaboration" is a way in which two or more individuals carry out and measure activities simultaneously. (Dishon & O'Leary, 1984).

The results of this research show that collaboration within this team has the same goal, meaning that almost all team members in this educational foundation can create synergy and cohesion within the team which can increase efficiency and productivity. This can be proven in the quality of learning where fellow teachers often gather to develop the curriculum and together in preparing learning plans. This does not stop there. Other evidence is that teachers share effective teaching methods and techniques. High enthusiasm in the team provides positive energy and good work morale encourages team members to expend more energy voluntarily. Clarity in roles and responsibilities helps reduce confusion and overlapping tasks. This ensures each member knows what is expected of them and how their contribution will impact the team's overall work output.

Good communication is very important in a team. This includes conveying ideas, feedback, and constructive discussions. Effective communication helps avoid misunderstandings, speed up problem resolution, and strengthen collaboration (Afandi, Mardiyah, & Sugiarti, 2023; Barirohmah & Subiyantoro, 2021; Imaduddin, 2023). Conflict is inevitable in teamwork. The ability to resolve conflict constructively is very important to maintain team harmony and ensure that problems do not drag on and disrupt team performance. Fair and proportional distribution of power helps prevent domination by one or a few team members, which can lead to dissatisfaction and decreased morale of other members and lastly. Each team member brings different skills and knowledge. The combination of these skills enriches teams helping them to overcome challenges more effectively.

Teacher performance is the success and ability of teachers in carrying out their duties. (Rosmika, Prastika, & Kartiko, 2022). Good teacher performance starts from input which refers to the resources available to teachers, including knowledge, skills, and learning materials. Good teamwork can increase this input through sharing knowledge and resources. After input, there is a process, the process includes the methods and strategies used in teaching. With effective teamwork, teachers can share successful teaching methods and innovative strategies, which can improve the learning process and the last is output, referring to the results of the teaching process, namely student achievement and development. Good teamwork can have a positive impact on these outputs by improving the quality of teaching and providing better support to students (Arifin & Kartiko, 2022; Jumadiyah & Zumrotun, 2024).

The results of this hypothesis are in line with previous research which revealed that teamwork has a positive impact on teacher performance. (Bravo, Catalán, & Pina, 2019) revealed that teamwork can foster job satisfaction which has an impact on teacher performance. Besides that (Oude Groote Beverborg, Slegers, & van Veen, 2015), improving the quality of teacher

learning is mediated by teamwork carried out in higher education by conducting a survey of 447 teachers in a survey study.

Self-efficacy on Teacher Performance

The second hypothesis of this research is that self-efficacy does not have a positive or significant influence on teacher performance. The effect on teacher performance is 0.185, or 18.5%, which shows that although there is a contribution, this figure is not large enough or statistically significant to say that self-efficacy has a significant or positive influence on teacher performance.

Task clarity provides clear guidance about what is expected from the job. By having a clear understanding of work goals, responsibilities and expectations, employees tend to feel more confident and motivated to complete tasks well. This clarity can increase their work effectiveness because they have clear guidance on what needs to be done. Employee engagement refers to the level of participation, commitment, and motivation that employees have towards their work and organization (Inco & Rofiq, 2022; Rosyadi, Aprilianto, & Rofiq, 2023). Employees who feel involved are more likely to contribute actively, take initiative and be dedicated in carrying out their duties. This can improve productivity and work quality, as well as strengthen the relationship between job design and performance. Development opportunities are an important factor in motivating employees to improve their performance. When employees feel they have the opportunity to develop their skills and competencies through their work, they tend to be more enthusiastic and committed to doing their jobs better. Job designs that provide development opportunities can increase employee motivation and performance and support from superiors in the form of feedback, guidance and psychological support can have a big impact on employee performance. A supportive boss will create a positive work environment and motivate employees to perform high. This support can also help employees overcome the obstacles and challenges they face in their work, thereby increasing the effectiveness of job design in achieving desired results.

Although self-efficacy does not show a significant positive influence on teacher performance, factors such as task clarity, employee involvement, development opportunities, and support from superiors have an important role in improving individual and team performance. By optimizing these factors, teacher performance can be improved even though self-efficacy is not the main influencing factor. These results reject previous research which revealed that self-efficacy has a positive and significant effect on teacher performance (Jumiati & Kartiko, 2022; Shahzad & Naureen, 2017; Wu et al., 2019).

Teamwork and Self-Efficacy on Teacher Performance

In testing the third hypothesis, it can be concluded that there is a positive relationship between teamwork and self-efficacy. Because the calculated F_{value} (15.858) is greater than F_{table} (3.132), this indicates that all independent variables together have a significant influence on the dependent variable. In other words, teamwork and self-efficacy simultaneously have a significant effect on teacher performance. The R^2 value is 0.318 or 31.8%. This means that 31.8% of the variation in teacher performance can be explained by variations in teamwork and self-efficacy.

The biggest factors that influence the influence of teamwork and jealousy efficacy on teacher performance:

Table 7 Factors influencing teamwork and self-efficacy on performance

Variable	Factor	Explanation
Teamwork	Effective Communication	Good teamwork is usually characterized by clear and open communication between team members. Teachers who can communicate well with colleagues tend to perform better because they can exchange ideas and teaching strategies effectively.
	Clear Division of Tasks	Clarity in the roles and responsibilities of each team member helps in avoiding conflict and ensures everyone knows what to do.
Self-Efficacy	Confidence in One's Abilities	Teachers who have a high level of self-efficacy tend to be more confident in teaching, which can improve their performance. They are more likely to try new teaching methods and are more resistant to stress
	Motivation and Perseverance	High self-efficacy is also associated with greater levels of motivation and persistence in facing challenges

Based on the table above, teamwork and self-efficacy are important factors that contribute significantly to teacher performance, but they are only part of the total factors that influence performance. Many other factors, including available resources, professional development, support from management, and working conditions, also play an important role in determining how effective a teacher will be at their job. Therefore, although teamwork and self-efficacy have a significant influence, improving teacher performance also requires attention to various other aspects.

CONCLUSION

Based on the results and discussion in the previous section, the most interesting finding in this research is the second hypothesis in this research which shows that self-efficacy does not have a dominant positive influence on teacher performance. This result is a new finding or novelty in this article because it is different from research -previous research. Simultaneously, teamwork and self-efficacy have a positive and significant effect. The results of this research provide a real contribution that can be implemented in educational institutions to improve teacher performance by increasing teamwork through several indicators in the research. Meanwhile, theoretically, it makes a real contribution to adding to the body of knowledge in the scope of human resource management in the field of education.

This study has research limitations in that sample characteristics or research context may influence these results. For example, if the majority of teachers in the sample already have high levels of self-efficacy, the variation will be too small to show a significant effect. The method of measuring self-efficacy may not be precise or sensitive enough to capture significant variations so in the future researchers need to test the consistency of the results of this study..

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