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## Teacher Performance: Factors Influencing Teacher Performance

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### ABSTRACT

Teacher performance is a key to the success of learning that takes place at schools. The better the teacher's performance, the more educational goals will be achieved. Certain factors influence teacher performance in schools. This article investigates factors that can affect a teacher's performance in schools. This research used the literature review method, where data was collected through articles from 2018 to 2023. There are 26 international articles as references from Google Scholar. This article identified such factors as transformational leadership, work environment, organizational culture, motivation, and work discipline that influence teacher performance. This article can be helpful from a theoretical aspect, namely, to increase knowledge about factors affecting teacher performance. Then, it can be used as a reference for the following research.

## 1. INTRODUCTION

Education is a process that never ends, capable of producing future human qualities rooted in the nation's cultural values and Pancasila. The nation's philosophical and cultural values can grow as a whole and throughout through education (Sujana, 2019). Education is done to eliminate all sources of people's suffering from stupidity and backwardness. National education's function is to grow skills and build the personality and value of a courtly nation in the context of improving a country. The progress of a country is influenced by education in the country. The level of education needs to be considered because good-quality education can create excellent human resources that will advance a country (Rahawarin & Arikunto, 2015).

A country is responsible for providing the best education service to the public. The teacher is one of many instruments that play an essential role in education. The teacher is one of the instruments determining whether the educational process goes well and is of good quality (Sancoko & Sugiarti, 2022). Teachers are the most critical resources of any educational organization. In order to compete successfully in the global market and achieve its goals, school leaders and educational administrators at the government level should ensure that all the teachers are ready to work hard to move schools toward goals.

Performance is one of many things that make an organization run well. The relationship between teachers and school performance makes an organization run, well. Schools can do well if teachers perform well (Andriani et al., 2018). The result of teachers' work to achieve the organization's goals is a definition of teacher performance. Pedagogic, personality, professional, and social competence are the performance criteria of an educator. Educators are considered inadequate when they have these four skills to fulfill the teaching tasks demanded by the schools. Teacher performance must be developed to create qualified educators. Through excellent and optimal performance, teachers can create quality human resources to improve the quality of the school. High-low-quality city student learning outcomes are determined by their teacher (Kim et al., 2019)

The problem in the world of education is the low performance of teachers. The problem of teacher performance is important for teachers and principals in educational institutions. The education level will develop depending on the teacher's performance (Sauri & Hanafiah, 2022). According to data released by UNISCO, the quality of Indonesian teachers is the last key in education. This is a concern because the teacher is the key to successful school education (Kamijan, 2021).

The national UKG (Teacher Competency Test) score is below the average value of 55, targeted by the Government at 53.05. Then, the average professional score at the national level is 54.77, and the average pedagogic competency score is 48.94 (Rahman et al., 2015). This shows how low the performance is, which will affect the achievement of educational goals (May et al., 2020). Therefore, the performance of teachers should be improved.

Some factors influence it, such as external and internal factors. Internal factors, for example, are in the form of teaching experience, while external factors include the managerial ability of the principal and learning facilities (Bandi & Supriyoko, 2019). External factors include the work environment, the organization's culture, the type of leadership, evaluation of performance, support from the organization, compensation, communication, and others. Internal factors include job satisfaction, motivation, organizational commitment, loyalty, work discipline, and others (Kamijan, 2021). Teacher performance is crucial because it reflects teacher quality. Teacher quality leads to student achievement (Ambussaidi & Yang, 2019). Qualified teachers affect student achievement (J et al.osen, Osen8). Student achievement is essential; formal essential trials attain quality education (de Cadiz, 2023). However, based on the current literature, no literature review on factors that influence teacher performance has been conducted from 2018 to 2023.

Based on the description, knowing the factors that can affect teacher performance is essential; however, there is still limited research on the factors that affect teacher performance. Based on the literature review, any factors that affect teacher performance, but not all factors, will be discussed in this study. The authors will focus on transformational leadership, work environment, organizational culture, motivation, and discipline.

## 2. METHOD

This study uses the literature study method. The method aims to identify, search, evaluate, and interpret all existing research. The authors collected articles from Google Scholar to complete this research, published from 2018 to 2023. From various articles, the research sorted 26 articles that were relevant to the keywords "Transformational Leadership," "Work Environment," "Organizational Culture," "Motivation," "Work Discipline," and "Teacher Performance." Furthermore, the article is analyzed and compiled into a discussion written in this article.

## 3. RESULTS AND DISCUSSION

### RESULTS

Research related to the factors that affect the performance of teachers, namely transformational leadership, work environment, culture of organization, motivation, and discipline, are the subject of this research, which will be presented in the table below:

**Table 1.** Factors that influence the performance of a teacher.

Author	Title	Result of the research
Albuni and Aslamiah (2022)	The Effect of Transformational Leadership of The Principal, Work Motivation, and Work Discipline on Teacher Performance	This paper shows that work discipline significantly affects teacher performance; the higher the work discipline, the better the teacher's performance.
Andriani et al. (2018)	The Influence of Transformational Leadership and Work Motivation on Teachers' Performance	This study shows that leadership with transformational style and work motivation influence the performance of educators; it has a positive and significant effect.
Andrianto, Komardi, and Priyono (2023)	Leadership, Work Motivation, and Work Discipline on Job Satisfaction and Teacher Performance of Dharma Loka Elementary School Pekanbaru.	This paper shows that work discipline also significantly affects teacher performance.
Firmansyah, Prasojo, Jaedun, and Retnawati (2022)	Transformational Leadership Effect on Teacher Performance in Asia: A Meta-Analysis.	This paper shows that transformational leadership can improve and affect teacher performance.
Hartinah et al. (2020)	Retracted: Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia.	This study shows that the work environment significantly influences teachers' performance.
Kabul, Mulyana, and Limakrisna (2021)	The study of organization culture and leadership: Improving performance.	This study shows that organizational culture has a significant effect on teacher performance.
Lian (2021)	The Effect of Principal Supervision and Organization Culture on Teacher	This study shows that organizational culture has a significant effect on teacher performance.

Author	Title	Result of the research
	Performance at SD Sirah Pulau Padang, Ogan Komering Ilir Regency.	
Normianti, Aslamiah, and Suhaimi (2019)	Relationship of transformational leaders of principal, teacher motivation, teacher organization commitments with the performance of primary school teachers in Labuan Amas Selatan, Indonesia.	This study shows that transformational leadership can improve and affect teacher performance.
Novitasari (2021)	Teacher performance determinants: Competence, motivation, compensation, and work environment.	This study revealed that the work environment significantly influences teachers' performance.
Oktavia, Yusuf, and Suwardana (2022)	The Effect of Leadership Style and Work Environment on Teacher Performance.	This study found that the work environment significantly influences teacher performance.
Purwanto (2022)	Elementary school teachers' performance: What is the role of transformational leadership, competency, and self-efficacy?	This study revealed that transformational leadership can improve and affect teacher performance.
Riwukore and Habaora (2021)	Competence and work motivation influence teacher performance in SMP Negeri at Kota Kupang.	This study revealed that work motivation positively and significantly influences teacher performance.
Rofifah, Sirojuddin, Maarif, and Zuana (2021)	The Influence of organizational culture and work motivation on teacher performance at the International Standard School, Amanatul Ummah Mojokerto.	This study revealed that work motivation positively and significantly influences teacher performance.
Setiyaningsih (2020)	Influence of school leadership, discipline, and work motivation toward high school teacher performance.	This study revealed that work discipline also significantly affects teacher performance.
Sirait (2021)	The Influence of Principal Transformational Leadership, Work Culture, and Work Environment on Teacher Performance in State Senior High Schools throughout Banjarbaru City	This research shows that leadership with a transformational style, the environment at work, and the culture at work have affected teachers' performance directly and significantly.
Sunarto, Tanjung, and Ellesia (2021)	The effect of leadership and motivation on teacher performance at SMK Negeri 1 Bangkinang.	
Sunarto et al. (2021)	The influence of visionary leadership style, competency, and working discipline on teacher performance: A study at Muhammadiyah Setiabudi Pamulang College	This study revealed that work discipline also significantly affects teacher performance.
Susilawati, Suhaimi, and	Relationship of Transformational Leadership,	The article shows that leadership with a transformational style directly

Author	Title	Result of the research
Noorhapizah (2021)	Interpersonal Communication with Teacher Performance through Teacher Discipline	affects kindergarten teachers' performance. Then, the results also found that a teacher's discipline directly influenced their performance.
Sudirman, Lie, Sherly, and Dharma (2019)	The impact of work discipline and work ethic on the teacher performance of Sultan Agung Pematangsiantar Private Middle School Teacher T.A. 2018/2019	The results in this research show that discipline on teachers has a significant and positive effect on the performance of teachers.
Fahmi, Saluy, Safitri, Rivaldo, and Endri (2022)	Work Stress Mediates Motivation and Discipline on Teacher Performance: Evidence Work from Home Policy	The result is that motivation and discipline have a positive effect on the performance of a teacher.
Firmansyah et al. (2022)	Transformational leadership effect on teacher performance in Asia: A meta-analysis	The results concluded that the leadership with the transformational style of school principals, starting from elementary, junior high, and high school principals' influences and affects a teacher's performance.
Madjid and Samsudin (2021)	Impact of Achievement Motivation and Transformational Leadership on Teacher Performance Mediated by Organizational Commitment	The results found that motivation and leadership with a transformational style on principals affected a teacher's performance positively and significantly.
Wahyudi (2018)	The Influence of Emotional Intelligence, Competence, and Work Environment on Teacher Performance of SMP Kemala Bhayangkara Jakarta	The study results show that the work environment positively and significantly influences teacher performance at SMP Kemala Bhayangkara Jakarta.
Sukmawaty, Sudarno, and Putra (2021)	Work Motivation, Discipline, and Work Culture on Work Satisfaction and Teacher Performance at State Junior High School Sukajadi District	This research shows us that work motivation affects a teacher's performance significantly and positively.
(Lutfah, Hariyati, & Handyaningrum, 2019)	Improved Teacher Performance Through Culture Organization and Work Environment	The results concluded that the organization's culture and work environment affect teacher performance.
Ulfathmi, Arafat, and Setiawan (2021)	The Influence of Principal Leadership and Work Motivation on Teacher Performance.	Work motivation has a positive and significant influence on teacher performance.

Table 1 shows that five factors have a significant influence on teacher performance. First, teacher performance can be improved and affected by transformational leadership (Firmansyah et al., 2022; Normianti et al., 2019; Purwanto, 2022; Susilawati et al., 2021; Warto, 2020). The second one is that the work environment significantly influences teacher

performance (Hartinah et al., 2020; Novitasari, 2021; Oktavia et al., 2022; Sirait, 2021; Wahyudi, 2018). Then, organizational culture significantly affects teacher performance (Kabul et al., 2021; Lian, 2021; Lutfah et al., 2019; Tahnia et al., 2021; Wasito et al., 2021). The next factor is work motivation. Work motivation has a positive and significant influence on teacher performance (Riwukore & Habaora, 2021; Rofifah et al., 2021; Suhardi et al., 2022; Sukmawaty et al., 2021; Ulfathmi et al., 2021). Then, work discipline also has a significant effect on teacher performance; the higher the work discipline, the better the teacher's performance (Albuni & Aslamiah, 2022; Andrianto et al., 2023; Setiyaningsih, 2020; Sudirman et al., 2019; Sunarto et al., 2021). It was also found that motivation and leadership with transformational style on principals affected a teacher's performance positively and significantly (Madjid & Samsudin, 2021).

## DISCUSSION

Based on the review of the articles, we can see the role and impact of leadership of the principals on an educator's performance. Leadership can be defined as a process in which a person influences a group of other people to achieve a common goal (Northouse, 2021). The low performance of educators can be overcome by using a type of transformational leadership. Leadership with a transformational style is a type of leadership in which the leader motivates the staff and takes a personal approach, resulting in his subordinates showing respect, admiration, and trust in their leader (Lestari, 2018). Leadership with a transformational style is a type of leadership in which leaders have to make progressive changes with their followers, such as increasing motivation and self-confidence or forming a positive culture to support the achievement of the organization's goals (Bumay et al., 2022). Transformational leadership creates, maintains, and enhances relationships between leaders and followers. Leaders who apply this leadership style, leaders and followers work together in pursuing a common vision that is by shared values and the name of the community or organization (McCloskey, 2015).

The principal must fulfill his duties as the most crucial role in management. Because of that, the principal must carry out his obligations as a leader with the transformational leadership style. This type of leadership has a significant impact on the performance of educators. If the principal can convey good ideas, visions, and assignments for the school's future and encourage his subordinates, it can positively impact the performance. School principals need to foster and guide the teachers to encourage the work performance of educators. The school principal is one of the keys to good and poor teacher performance (Siregar et al., 2021).

The environment at work is a factor that can influence a teacher's performance, too. The environment at work is anything that indirectly affects performance. The facts in real life

show that the environment at work is a factor that can influence employee loyalty (Wahyudi, 2018). Performance is affected by the work environment because a comfortable and pleasing environment can boost a teacher's performance. Teacher performance is affected by the work environment. A safe and comfortable work environment will make the teachers happy (Sirait, 2021).

An organization's culture is another factor that can impact a teacher's performance. Organizational culture can influence members' attitudes and behavior (Siahaan et al., 2020). Organizational culture is a belief in values that differentiates it from other organizations. The organization's members agree and follow a guideline for behavior and solve organizational problems (Pakpahan et al., 2019).

Organizations have many cultures, not just one. This is due to the human resources (HR) diversity in one organization. Organizational culture is dynamic and can change according to the conditions and situation of the institution. All cultures an institution implements, including schools, have positive and negative aspects (Kreitner & Kinicki, 2014). Five dimensions need to be measured and have an essential function in school culture: *Managing Change*, *Achieving Goals*, *Coordinated Teamwork*, *Customer Orientation*, and *Cultural Strength* (Sashkin & Rosenbach, 1990). The school's organizational culture is a key that can encourage teachers to improve their performance and significantly affects teacher performance (Sunarsi, 2019).

The next one is the work motivation factor. Motivation is the creation of stimuli, incentives, and a work environment that allows people to perform to the best of their ability. The essence of motivation is to give people what they most want from work (Mullins & McLean, 2019). Teacher motivation is one factor that also determines effectiveness in the learning process; an educator will carry out his duties properly if there is a supporting factor, namely work motivation. Teachers will teach seriously if highly motivated (Sukmawaty et al., 2021).

High work motivation will make teachers give their best for the school's progress. Self-motivated teachers are responsible, willing to take risks, have sustainable goals, continually learn, and have a creative, innovative, confident, and positive mind. Teachers who have a good relationship with student parents and can provide meaningful learning that students like will impact optimal performance. (Andriani et al., 2018). The work motivation will be evident in the form of work involvement. Teachers with high work motivation will be more involved than those with low work motivation (Normianti et al., 2019). So, we can say that work motivation will affect performance.

The last factor is work discipline. An attitude or behavior that is by the rules of an organization both in writing and can be interpreted as a work discipline. Teacher discipline can be seen from their presence and vigilance, compliance with work standards, rules, and

work ethics (Sudirman et al., 2019). Work discipline can be interpreted as an attitude of willingness to follow valid written and unwritten regulations. Work discipline can affect teacher performance by forcing and boosting someone to work (Fauzi & Herminingsih, 2021). The better and higher work motivation, the better teacher performance (Mulang, 2021).

#### 4. CONCLUSION

The conclusion from the previous explanation is (1) transformational leadership influences teacher performance. With exemplary leadership, a principal can improve teachers' performance. (2) The environment of work affects the teacher's performance; the more supportive an environment, the better the teacher's performance will be. (3) Culture in an organization affects the performance of teachers; the better the culture created in an organization, the better the teachers' performance will be. (4) Work motivation can affect teachers' performance; high motivation to work can improve performance. (5) Discipline affects a teacher's performance; high discipline teachers will contribute to good teacher performance.

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