

Collaborative Confidence: Transforming Teacher Performance through Teamwork and Self-Efficacy

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Abstract

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This study aims to comprehensively analyze the influence of teamwork and self-efficacy on teacher performance at a public junior high school in Jonggat District, Central Lombok Regency. Data were collected through participant observation and questionnaires using a Likert scale of 1-5. The method used was a survey with a correlational approach, while data analysis was carried out using descriptive and inferential statistics, including path analysis. The results of the study showed that (1) teamwork has a direct positive effect on teacher performance, with a correlation coefficient of 0.582 and a path coefficient of 0.412; (2) self-efficacy has a direct positive effect on teacher performance, with a correlation coefficient of 0.571 and a path coefficient of 0.392; and (3) teamwork also has a direct positive effect on self-efficacy, with correlation and path coefficients of 0.433 each. These findings confirm that improving teamwork can support the achievement of higher teacher performance, as well as strengthening teacher self-efficacy. This study recommends that schools prioritize the development of teamwork and improving teacher self-efficacy through training, professional development programs, and a collaborative work environment. The limitations of this study include the population being limited to junior high schools in Jonggat, so generalization of the results needs to be done with caution.

Kata kunci:

Kerjasama Tim, Efikasi Diri, Kinerja Guru

Abstrak.

Penelitian ini bertujuan untuk menganalisis secara komprehensif pengaruh kerja sama tim dan efikasi diri terhadap kinerja guru pada SMP Negeri di Kecamatan Jonggat, Kabupaten Lombok Tengah. Data dikumpulkan melalui observasi partisipan dan kuesioner yang menggunakan skala Likert 1-5. Metode yang digunakan adalah survei dengan pendekatan korelasional, sedangkan analisis data dilakukan menggunakan statistik deskriptif dan inferensial, termasuk analisis jalur. Hasil penelitian menunjukkan bahwa (1) kerja sama tim berpengaruh positif langsung terhadap kinerja guru, dengan koefisien korelasi 0,582 dan koefisien jalur 0,412; (2) efikasi diri memiliki pengaruh positif langsung terhadap kinerja guru, dengan koefisien korelasi 0,571 dan koefisien jalur 0,392; dan (3) kerja sama tim juga berpengaruh positif langsung terhadap efikasi diri, dengan koefisien korelasi dan jalur masing-masing sebesar 0,433. Penemuan ini menegaskan bahwa peningkatan kerja sama tim dapat mendukung pencapaian kinerja guru yang lebih tinggi, demikian pula dengan penguatan efikasi diri guru. Penelitian ini merekomendasikan agar sekolah memprioritaskan pengembangan kerja sama tim dan peningkatan efikasi diri guru melalui pelatihan, program pengembangan profesional, dan lingkungan kerja yang kolaboratif. Keterbatasan penelitian ini meliputi populasi yang terbatas pada SMP Negeri di Jonggat, sehingga generalisasi hasil perlu dilakukan dengan hati-hati.

INTRODUCTION

The performance of teachers plays a pivotal role in enhancing the quality of education. In general, several factors contribute to the success of education, including teachers, students, facilities, infrastructure, the educational environment, and the curriculum. Among these, teachers hold a central position in the learning process within schools. While other supporting factors remain important, teachers, as key agents of education, significantly influence the overall success of educational outcomes (Heriyono et al., 2021; Karim et al., 2022; Kartiko et al., 2024; Purwoko, 2018). Teachers with strong performance can effectively enhance students' enthusiasm and motivation for learning, ultimately contributing to an improved quality of the learning process. (Alhusaini et al., 2020; Helek et al., 2016). Performance is an activity carried out by each individual in relation to achieving planned goals in an organization (Adha et al., 2019; Rahayu, 2017). Performance is a measure of a work result in the form of goods or services produced by a person. This means that a person's performance is related to his success in carrying out work in accordance with his field of duties in order to achieve organizational goals (Nursam, 2017).

Teachers are a vital human resource within schools, and their performance plays a key role in achieving the institution's objectives (Allui & Sahni, 2016; Arop et al., 2019; Özgenel & Mert, 2019). Performance is a key focus for many stakeholders. Government performance impacts communities, while teacher performance directly affects students and their parents. Various efforts are undertaken to achieve high-quality performance. The government's commitment to education has been demonstrated through awareness campaigns and the implementation of the 20% education budget mandate. As a result, teacher performance has become a shared concern. Teachers must demonstrate strong competence in their fields and provide optimal service to meet these expectations (Sukartini & Gaol, 2022). According to the Minister of Education and Culture Regulation (Permendikbud) Number 16 of 2007 on Academic Qualification Standards and Teacher Competencies, teacher competence comprises four key aspects. First, pedagogical competence, which refers to the ability to manage student learning effectively. Second, personality competence, reflecting personal qualities that serve as a role model for students. Third, social competence, which involves the ability to interact constructively with students, parents, and the broader community. Lastly, professional competence which denotes mastery of the subject matter being taught. These four competencies are interwoven and collectively reflected in a teacher's overall performance. (Jahidi, 2017; Susanti et al., 2020) To carry out the tasks and functions of the school in a professional manner, the performance of its teachers must be improved. The performance of junior secondary school teachers must be improved because they are part of the implementation of education and contribute directly to improving the quality of education. In other words, to improve the quality of education, in addition to providing adequate educational facilities and infrastructure, and sufficient education costs, it must also improve the performance of its (Acar, 2012; Handayani et al., 2021). Many factors are related to performance, including teamwork and self-. The role of teamwork or work programs that must be carried out by teachers play an important role in determining whether teacher performance is good or not and can improve the quality of education or not and whether or not teacher self-efficacy in schools can be achieved. Self-efficacy also affects the good or bad performance of teachers. Based on the explanation above, the researcher deems it important to examine the relationship between teamwork, self-efficacy, and the performance perceived by teachers at State Junior High Schools in Jonggat District, Central Lombok Regency. Performance refers to the actions undertaken by individuals to achieve predetermined goals. It reflects the outcomes and quality of work activities

that have been established. (Attsaury et al., 2024). Performance can be seen as a function of capacity to do, opportunity to do, and willingness to do (Agarwal et al., 2015; Destriana, 2018)

Performance can be measured by the quantity and quality of tasks fulfilled by individuals or groups (Hasyim, 2018). Performance is describe by a series of task statements obtained from job descriptions. The performance in question is formally defined as the value of a series of employee behaviors that contribute, either positively or negatively to the achievement of organizational goals (Cholisoh et al., 2019). Thus the performance of the willingness of a person or group of people to carry out an activity and perfect it according to their responsibilities with the results as expected. hence, a person's performance can be measured by his behavior in carrying out the tasks he carries out. Based on the concepts put forward about performance, it can be synthesized that performance is a person's behavior in carrying out tasks for the achievement of organizational goals with indicators (1) helpfulness, (2) dedication, (3) courtesy, (4) maintaining good relations, (5) tolerance, (6) responsibility. Teamwork is an effort to work with others cooperatively and be part of a group. Not working separately or competing with each other (Rosyid, 2019). Meanwhile, Anom, et al (2020) describe a work team as a group of people who interact with each other and coordinate their work in order to achieve specific work goals. In line with this concept (Djandjan & Yogatama, 2024; Hidayat et al., 2019), interpret teamwork as people working together for the common good.

A work team creates positive synergy through collaborative and coordinated efforts, achieving performance levels that exceed the sum of individual contributions. Increasing evidence suggests that teams and teamwork enhance productivity, improve quality, and foster greater satisfaction compared to individuals working independently (Hanaysha, 2016; Vu, 2020). A team is composed of two or more individuals collaborating over a period of time to achieve shared goals tied to task-oriented objectives. In organizations, teams of employees and managers are increasingly utilized as a key strategy for improving productivity. They are employed to accelerate processes, combine diverse skill sets to address complex challenges, align organizational resources with specific objectives, promote learning and knowledge sharing among members (boosting future productivity), and serve as a unified point of contact for external stakeholders.

Self-efficacy is a form of self-regulation in individuals, reflecting their perception of their ability to organize and execute actions required to demonstrate specific skills (Tanjung et al., 2022). It is also said that self-efficacy means that a person believes he has the ability needed to carry out a job successfully (Alfian & Iriani, 2024; Jumiaty & Kartiko, 2022). This opinion means that a person's belief can do the job adequately in certain situations. (Wu et al., 2024) Research indicates that employees with high self-efficacy are confident in their ability to achieve challenging goals. This belief fosters their acceptance, commitment, and motivation to pursue these goals, often granting them the flexibility to adapt their approach, thereby enhancing both confidence and performance. Individuals with high self-efficacy are more likely to excel in specific tasks, while those with low self-efficacy often doubt their abilities. Self-efficacy is influenced not only by self-assessment of abilities but also by personality traits, with some individuals naturally exhibiting greater self-confidence. This belief in their capability enables them to focus better and perform tasks more effectively. The relationship between self-efficacy and performance operates as a cycle: higher self-efficacy leads to greater success in task execution, whereas lower self-efficacy may result in failure. (Gumilar et al., 2020). Self-efficacy refers to the judgments people make about their ability to carry out the program of action required to handle prospective situations. Individuals who are high in self-efficacy believe that they can master (or have mastered) some specific tasks.

Self-efficacy determines how much effort people will expend and how long they will persist in the face of obstacles or stress. The process of self-efficacy affects human functioning not only directly but has an indirect impact on other determinants. Directly, the self-efficacy process begins before the individual makes choices and undertakes endeavors. Firstly, people tend to weigh, assess, and integrate information about their abilities. The initial stage of this process is not so much related to individual abilities or resources, but rather how to view or believe individuals can use their abilities and resources to achieve certain tasks. This study is intended to determine the effect of teamwork and self-efficacy on the performance of teachers at SMP Negeri Jonggat District, Central Lombok Regency in the 2020/2021 school year

METHOD

This study was conducted at SMP Negeri in Jonggat District, East Lombok Regency, during the 2024 academic year over a period of three months, specifically from March to May 2024. The research employed a survey method with a correlational approach. The population refers to the entire group of objects or subjects sharing specific characteristics as defined by the research, from which conclusions are drawn. Meanwhile, the sample represents a subset of the population, selected to reflect its size and characteristics. (Sugiyono, 2010). The accessible population for this study consisted of 302 teachers from SMP Negeri in Jonggat District. A sample of 172 individuals was selected for the study. Data collection was carried out using research instruments, and the data analysis employed several techniques, including descriptive statistics, simple statistical tests and correlations, as well as multiple regression and multiple correlation analyses (Kabukcu & Chabal, 2021). The data collection technique employed a questionnaire consisting of statement items measured using a 1–5 Likert scale. On this scale, 1 represents the lowest value, indicating "strongly disagree," while 5 represents the highest value, indicating "strongly agree." Before distributing the questionnaire to respondents, validity and reliability tests were conducted to ensure the instrument's appropriateness and consistency for use in the study. (Albaum, 1997).

The data analysis technique included classical assumption testing, which comprised the following, to ensure the data distribution is normal. Linearity Test to verify that the relationship between independent and dependent variables is linear. Heteroscedasticity Test to check for constant variance of errors across observations. Multicollinearity Test to detect any high correlations among independent variables that could affect the regression model. (Grbich, 2013). The normality test is conducted to determine whether the residual data (the difference between observed values and predicted values) follows a normal distribution. This test is crucial because many statistical methods, including regression analysis, assume normality of the data. A commonly used test for normality is the Kolmogorov-Smirnov test. The linearity test aims to assess whether the relationship between the independent and dependent variables is genuinely linear. This is often examined by observing the scatterplot pattern of the variables to identify a consistent linear trend. Multicollinearity occurs when independent variables are highly correlated with one another, making it challenging to distinguish the individual effects of each variable. Such correlations can lead to issues in parameter estimation and complicate the interpretation of the regression model.

The validation method employed in this study uses Pearson correlation. In this method, the score for each item is correlated with the total score of the instrument. This approach helps determine the degree to which each item aligns with the overall construct being measured, ensuring that the items are valid indicators of the concept under investigation (Taherdoost, 2016). The most

widely used method for reliability testing is Cronbach's alpha, which is particularly suitable for scaled scores or score ranges. This method evaluates the internal consistency of an instrument. Specific cutoff values are commonly used to interpret the results, A Cronbach's alpha of 0.6 indicates poor reliability. A value of 0.7 suggests acceptable reliability and values above 0.8 reflect good reliability. These thresholds help determine whether the instrument consistently measures the intended construct. (Cen et al., 2016). Next, for the data analysis technique used multiple linear regression to obtain the regression equation.

RESULTS AND DISCUSSION

Result

Validity testing is carried out to measure the extent to which the measuring instrument (questionnaire) can measure what is intended to be measured. This test is carried out by calculating the correlation coefficient between each question item and the total score on the variable. The results of the validity test show that all items have a correlation value greater than the minimum limit of r table at a significance level of 0.05. Thus, all items are declared valid.

Reliability test is conducted to ensure the consistency of the measuring instrument. Reliability is calculated using Cronbach's Alpha, and the results show that all variables have an Alpha value of more than 0.70, so they are declared reliable.

Table 1 Reliability Test Results

Variable	Cronbach's Alpha	Information
Teacher Performance	0,868	Reliable
Teamwork	0,879	Reliable
Self-Efficacy	0,913	Reliable

Source: processed data (SPSS24), (2024).

Normality test is conducted to check whether the residual data is normally distributed. Kolmogorov-Smirnov test is used in this analysis. The test results show that the significance value (p-value) is greater than 0.05, so the residual data is declared normally distributed.

Table 2 Normality Test Result

Variabel	Kolmogorov-Smirnov Z	Sig.	Information
Residual	0,789	0,565	Normal

Source: processed data (SPSS24), (2024)

The heteroscedasticity test is used to test whether in the regression model there is inequality of residual variance from one observation to another. This test is important to ensure that the regression model meets the classical assumptions. In the Glejser test, the independent variable is regressed against the absolute value of the residual. If the significance value (Sig.) is greater than 0.05, then the data does not experience heteroscedasticity.

Table 3 Glejser Test Result

Variabel Independent	Sig.	Information
Teamwork	0,315	Not Heteroscedastic
Self-Efficacy	0,276	Not Heteroscedastic

Source: processed data (SPSS24), (2024)

The linearity test checks the significance value in the Deviation from Linearity column. If this value is greater than 0.05, then the relationship between variables can be said to be linear.

Table 4 Linearity Test Results

Variable Relationship	F Count	Sig. Deviation from Linearity	Information
Teamwork → Teacher Performance	2,134	0,123	Linear
Self-Efficacy → Teacher Performance	1,987	0,078	Linear

Source: processed data (SPSS24), (2024)

Regression analysis is used to determine the effect of independent variables (Teamwork and Self-Efficacy) on the dependent variable (Teacher Performance). The results of the regression analysis show that both independent variables have a significant effect on teacher performance.

Table 5 Regression Table

Independent Variable	Regression Coefficient (β)	t Count	Sig.	Information
Teamwork	0,412	5,123	0,000	Significant
Self-Efficacy	0,392	4,987	0,000	Significant

Source: processed data (SPSS24), (2024)

These results show the importance of team collaboration and teacher self-confidence in achieving optimal performance. Development programs that focus on these two aspects are highly recommended to be implemented in educational institutions.

Discussion

Based on the results of hypothesis testing, it turns out that the three hypotheses proposed are significantly acceptable. The description of each acceptance of the three hypotheses in question can be explained as follows:

Teamwork and Performance

The results of testing the first hypothesis indicate a positive relationship between teamwork and performance. The calculation yielded a correlation coefficient of 0.582, suggesting a moderate positive correlation, and a path coefficient of 0.412, indicating a significant direct influence of teamwork on performance. These results support the hypothesis that effective teamwork

contributes to improved performance.. The higher the correlation coefficient value, the stronger the relationship between the two variables. However, it is important to remember that interpretation of correlation coefficients must be done taking into account the research context and underlying assumptions. Additionally, it is also important to check the statistical significance of the correlation coefficient to determine whether the relationship is real or just a coincidence.

Given the positive relationship between teamwork and performance, organizations can explore strategies to improve teamwork to improve overall performance. This can include improving communication, collaboration, coordination, and mutual support among team members. Additionally, understanding this relationship can help managers and organizational leaders make more effective decisions regarding the management and development of work teams. In this context, the interpretation of the correlation coefficient of 0.582 indicates that most of the variation in performance levels can be explained by the level of teamwork. In other words, as the level of teamwork increases, performance tends to increase proportionally. This can be interpreted that the better teamwork is organized and implemented, the greater the possibility of achieving high performance.

Although the correlation coefficient value of 0.582 indicates a fairly strong relationship, it is important to note that the link between teamwork and performance is not always causal. This means that improvements in teamwork do not always lead to direct improvements in performance, and vice versa. Other factors, such as individual competency, work environment, and external factors, can also significantly influence performance. Thus, although moderate to strong correlation coefficients indicate a significant relationship between teamwork and performance, it is important to pay attention to other factors that may also influence performance in order to draw more holistic and accurate conclusions.

Historically, performance is defined by a series of task statements obtained from job descriptions. Individuals are only judged based on the extent to which they perform tasks. Workplaces were considered relatively static, and job descriptions were periodic, as they usually stood the test of time. The workplace of the new millennium is characterized by constant change. Success requires communication, continuous learning, teamwork, effective relationships, and a wide range of knowledge.

From the description above, it can be concluded that there is an effect of teamwork on performance. In other words, good teamwork, it will affect the performance of each individual in carrying out their work. These results are in accordance with the findings of (Keltu, 2024) which revealed that there is a very strong simultaneous The effect of human resource development practice on employee performance with the mediating role of job satisfaction among Mizan Tepi University's academic staff in Southwestern Ethiopia.

Self-efficacy and performance

The results of testing the first hypothesis demonstrate a positive relationship between job design and performance. The correlation coefficient of 0.571 signifies a moderate to strong positive relationship between these variables, indicating that improvements in job design are associated with better performance outcomes. The path coefficient of 0.392 reveals the magnitude of the effect in the path analysis. Specifically, it shows that for every unit increase in job design, there is a corresponding 0.392-unit improvement in performance. This confirms a significant and meaningful impact of job design on performance.

These findings emphasize that well-structured job design positively influences employee performance. Key factors contributing to effective job design include task clarity, employee engagement, opportunities for personal and professional growth, and adequate support from supervisors. Together, these elements enhance individual and team productivity, reinforcing the importance of thoughtful job design in organizational success.

Task clarity ensures employees understand their job goals, responsibilities, and expectations. This clear guidance builds confidence and motivates employees to complete tasks effectively. With a well-defined framework, employees can focus on their duties, enhancing work efficiency and performance. Employee engagement reflects how involved, motivated, and committed employees are to their work and organization. Engaged employees are more likely to contribute actively, take initiative, and dedicate themselves to their roles. This not only boosts productivity and work quality but also strengthens the relationship between effective job design and performance outcomes. Opportunities for development play a vital role in driving employee motivation and performance. When employees perceive that their roles offer avenues for skill and competency growth, they become more enthusiastic and committed to their work. Job designs that incorporate development opportunities foster higher levels of motivation and improved performance. Support from superiors in the form of feedback, guidance, and emotional support significantly impacts employee performance. A supportive leader fosters a positive work environment, encourages high performance, and helps employees overcome challenges. Such support enhances the effectiveness of job design, ensuring it achieves the desired results by empowering employees to perform at their best.

Taken together, these factors form a work context that supports and strengthens the link between job design and individual and team performance. By paying attention to and managing these factors well, organizations can improve the effectiveness of job design and achieve higher performance. Self-efficacy is another personality attribute that is an important moderator variable. Individuals with high levels of self-efficacy feel confident in their abilities and their work. They are more likely to view potential stress as challenges and opportunities, rather than threats and problems. From the description above, it can be concluded that there is an influence of self-efficacy on performance. In other words, with good self-efficacy, it will affect one's performance. These findings are in line with the results of research by (Lestari et al., 2024) which reveal that Impact of Self-Efficacy and Work Discipline on Employee Performance in Sociopreneur Initiatives.

Self-efficacy and Teamwork

In testing the first hypothesis, it can be concluded that there is a positive relationship between teamwork and self-efficacy, based on the calculation of the correlation coefficient of 0.433 and the path coefficient of 0.433. In addition to choice and development training, self-efficacy also has implications for stress management, self-management teams, job design, goal setting, and leadership. One of the application approaches supported by research has increased self-confidence to better cope with stress and facilitate productive teamwork and collective self-regulation beliefs are included in it.

The statement concludes that in testing the first hypothesis, it can be inferred that there is a positive relationship between teamwork and self-efficacy, based on the calculation of the correlation coefficient of 0.433 and the path coefficient of 0.433. In addition to choice and development training, self-efficacy also has implications for stress management, self-management

teams, job design, goal setting, and leadership. One of the application approaches supported by research is enhancing confidence to better cope with stress and facilitate productive teamwork, including collective confidence in self-regulation.

This indicates that there is a positive relationship between teamwork and self-efficacy. Self-efficacy refers to an individual's belief in their ability to succeed in specific situations. In other words, the higher an individual's confidence level in their ability to achieve goals, the greater the likelihood that they will succeed in tasks they face. In the context of teamwork, individuals with high levels of self-efficacy tend to feel more capable of contributing effectively to the team. They have the belief that they can make a difference and perform well in collaboration with others. This can enhance the overall quality of teamwork, as team members with high levels of self-efficacy are more likely to actively participate, share ideas, overcome challenges, and achieve common goals.

Additionally, the implications of high levels of self-efficacy include better stress management, self-regulation, more effective job design, successful goal setting, and more effective leadership. Therefore, enhancing individual self-efficacy can have positive effects not only on individual performance but also on team performance as a whole. From the description above, it can be concluded that there is an influence of self-efficacy on teamwork. In other words, good teamwork affects job satisfaction. These results are in line with the results of research conducted by (Iryadana et al., 2024) which found that teamwork has a direct and significant the effect of communication and teamwork on job satisfaction which impact employee performance.

CONCLUSION

Based on data analysis, the conclusions of this study are, 1) Teamwork has a direct positive effect on performance. This means that an increase in teamwork felt by teachers can result in an increase in teacher performance in State Junior High Schools in Jonggat District, Central Lombok Regency. 2) Self-efficacy has a direct positive effect on performance. This means that an increase in self-efficacy can result in an increase in teacher performance in State Junior High Schools in Jonggat District, Central Lombok Regency. 3) Teamwork has a direct positive effect on teacher self-efficacy. This means that an increase in teamwork perceived by teachers can result in an increase in teacher self-efficacy in State Junior High Schools in Jonggat District, Central Lombok Regency.

Limitations to consider in this study, The findings are specific to State Junior High Schools in Jonggat District, Central Lombok Regency. Therefore, the generalizability of these conclusions to other educational settings or different regions may be limited. The results may not be applicable to schools in urban areas or those with different demographic characteristics. Causality: While the study identifies relationships between teamwork, self-efficacy, and teacher performance, it's essential to note that causality cannot be determined from this research alone. There may be other variables or factors influencing these relationships that were not considered or controlled for in the study. Self-reporting Bias: The data collected in this study may be subject to self-reporting bias. Participants may provide responses that they perceive as socially desirable or that align with their beliefs about teamwork, self-efficacy, and performance. This bias could impact the accuracy and reliability of the findings. Limited Variables: The study focuses on teamwork and self-efficacy as predictors of teacher performance. While these factors are undoubtedly essential, other variables such as leadership style, school culture, and resources may also influence teacher performance. The exclusion of these variables limits the comprehensiveness of the analysis.

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