

INCREASING TEACHER PERFORMANCE THROUGH STRENGTHENING TRANSFORMATIONAL LEADERSHIP, EMPOWERMENT, INNOVATION AND SELF-EFFICACY

(Empirical Study Using Path Analysis and SITOREM Approaches on Permanent Teachers at Private SMK Foundations in Bogor Regency)

A.Samsul Anwar¹, Bibin Rubini², Sri Setyaningsih³.

¹School Postgraduate, Universitas Pakuan Bogor, Indonesia.

^{2,3} Universitas Pakuan Bogor, Indonesia.

ABSTRACT

The purpose of this research is to produce strategies and efforts to improve teacher performance (Y) through research variables; transformational leadership (X1), empowerment (X2), innovation (X3), and self-efficacy (X4). This research was conducted on permanent teachers of foundations in private vocational schools in Bogor Regency. The method used is a survey method with a quantitative approach through path analysis and SITOREM (Scientific Identification Theory to conduct Operation Research in Education Management). Total population 975 with a sample of 218 respondents. The results showed that there was a direct and indirect positive and significant effect: (1) X₁ on Y of $\beta_{y1} = 0,843$; (2) X₂ to Y is $\beta_{y2} = 0,758$; (3) X₁ against Y mediated by X₄ of $\rho_{y4.1} = 0.837$; (4) X₂ to Y mediated by X₄ is $\rho_{y4.2} = 0.720$; (5) X₁ against Y mediated by X₃ of $\rho_{y3.1} = 0.552$; and (6) X₂ to Y mediated by X₃ is $\rho_{y3.2} = 0.604$. Thus, it can be concluded that teacher performance can be improved through strengthening transformational leadership, empowerment, innovation, and self-efficacy through improving indicators that are still weak by carrying out an action plan in the form of educational webinars.

Keywords: teacher performance, transformational leadership, empowerment, innovation, and self-efficacy.

INTRODUCTION

Teachers as a key factor in the learning process, still have unresolved problems at this time, for example the problem of lack of teachers, teacher qualifications that are generally uneven, teacher professionalism and others.

Associated with the teacher factor, so far what has been in the public's spotlight is about their performance which is considered unsatisfactory if it is not said to be very concerning, it is clear that the teacher's performance is problematic. Fasli Jalal and Dedi Supriadi in Eko Putro (2008) said that the problem of teachers/teacher performance in carrying out their duties in schools still needs to be improved considering the quality is still low. There are several sources and ways to see a teacher's performance, including firstly student achievement, secondly the results of teacher performance assessments conducted by school principals, thirdly the absorption of graduates by the world of work.

To further strengthen the data on teacher performance problems, the results of this preliminary survey are the first step in conducting

research. This data was obtained by distributing questionnaires to 40 private Vocational High School (SMK) teachers in Bogor Regency. The distribution of this questionnaire was carried out on January 11-16, 2020. The following is the data from the results of the preliminary research survey:

1. There are 43% of private vocational school teachers in Bogor Regency who still need to be improved in the preparation of lesson plans based on the existing syllabus at the beginning of the school year
2. There are 37.5% of private vocational high school teachers in Bogor Regency who still need to be improved in reading the RPP first 1 hour before carrying out learning activities
3. There are 55% of private vocational school teachers in Bogor Regency who still need to be improved in sharing teaching experiences with teacher friends at school through best practice
4. There are 50% of private vocational school teachers in Bogor Regency who still need to be improved in the manufacture and use of learning media.

5. There are 37.5% of private vocational school teachers in Bogor Regency who still need to be improved in reporting the results of counseling guidance for students who have learning difficulties
6. There are 40% of private vocational school teachers in Bogor Regency who still need to be improved in reporting the achievement of student learning outcomes to the principal at the end of each semester
7. There are 37.5% of private vocational school teachers in Bogor Regency who still need to be improved in making CAR at the end of each semester to improve learning in the following semester
8. There are 35% of private vocational school teachers in Bogor Regency who are not involved in making assessment procedures (grid questions, item analysis, and exam questions) at every moment of the exam.
9. There are 35% of private vocational school teachers in Bogor Regency who still need to be improved in participating in MGMP activities in developing the teaching profession

Based on the results of the preliminary survey, the researchers' reference in analyzing teacher performance problems were the respondents who answered the statement of never (P) by 28.13% and never (TP) by 14.38%, with a total positive answer of 42.54%. Meanwhile, if it is averaged by the number of statements in the preliminary survey, there are 42.54% with less ratings, while good and moderate research is an average of 69%-75%. Thus, it can be said that private vocational high school teachers in Bogor Regency experience problems related to teacher performance in carrying out learning activities.

The data above based on the results of the confirmation of the researcher with the supervisor of the vocational school supervisor can still be used to measure the factors that can improve the performance of private vocational school teachers in Bogor Regency. Of the nine problems faced by private Vocational High School (SMK) teachers in Bogor Regency above, if left unchecked and solutions are not immediately sought, it will have an impact on the decline in teacher quality which will lead to not achieving educational goals optimally both at the regional and national scale.

LITERATURE REVIEW

A. Teacher Performance

Performance is a measure of employee contribution to the organization, there are many

views from experts related to performance as stated by Colquitt et al (2018: 30) that performance is

“Is performance a set of behaviors that a person does (or does not) engage in, or is performance the end result of those behaviors? You might be tempted to believe it's more appropriate to define performance in terms of results rather than behaviors”

Performance is a package with behavior that is done (or not) done by someone, performance is the end result of that behavior. Performance in more precise terms is a result than behavior.

In line with the opinion of Colquitt et al above, Robbins and Coulter (2012: 492) add that performance is simply the end result of an activity, with the criteria of whether the results are said to be efficient and effective. There are several factors that are used to measure performance, namely Work Productivity, (b) Work Effectiveness, and (c) Efficiency of the work performed.

In line with the two opinions above, John and Russell (2010: 241), define that performance is the result of work obtained from certain job functions or activities over a certain period of time. Meanwhile, several factors that are used to measure performance are (a) Quality, which is the level at which the process or result of completing an activity is near perfect, (b) Quantity, which is the production produced and can be shown in currency units. , the number of units, or the number of cycles of completed activities, (c) Timeliness, which is where these activities can be completed, or a production result can be achieved,

Complementing some of the opinions above, Mathis and Jackson (2011: 275) reveal that performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission, and vision of the organization contained in the strategic planning of an organization. According to him, several factors that can be performance indicators include (a) Work Quantity, namely the volume of work produced under normal conditions, (b) Quality of Work, which can be in the form of neatness, accuracy, and linkage of results without ignoring the volume of work, (c) Utilization of Time, namely the use of working periods adjusted to the policies of the organization or government agency, (d) Cooperation, namely the ability to

handle work by involving other members in one organization.

Reinforcing the previous opinion, Dessler (2012: 11) means that performance is the actual performance of the employee is compared with the expected performance of the employee. Expected work performance is standard performance that is compiled as a reference so that employees can see the performance of employees according to their position compared to the standards made. Several factors that become indicators of an employee's performance are (a) Quality of work, measured by employee perceptions of the quality of the work produced and the perfection of tasks on the skills and abilities of employees, (b) Quantity, is the amount produced expressed in terms such as number of units, number of completed activity cycles, (c) Timeliness, is the level of activity completed at the beginning of the stated time, from the point of view of coordinating with output results and maximizing the time available for other activities, (d) Effectiveness, is the level of use of organizational resources (manpower, money, technology, raw materials) to be maximized with the aim of increasing the results of each unit in the use of resources, (e) Independence, is the level of an employee who will be able to carry out his work function Commitment work. Is a level where employees have a commitment to work with agencies and responsibilities.

Kemudian, Christen, et.al. (2006:137-150) menyatakan bahwa kinerja adalah produktivitas karyawan terhadap beban kerja yang diberikan organisasi/perusahaan. Faktor penting dalam kinerja adalah produktivitas. Kinerja yang baik ditunjukkan dengan hasil kerja yang telah ditetapkan sesuai dengan kualitas yang ditargetkan. Kinerja yang baik berkaitan dengan tingkat produktifitasnya. Semakin tinggi produktifitasnya menunjukkan kinerja yang baik. Adapun faktor yang mempengaruhi kinerja karyawan adalah: kemampuan (keterampilan dan pengetahuan), kompensasi, dan karakteristik pekerjaan.

Based on the theories that have been stated above, it can be synthesized that teacher performance is the achievement of the teacher's work in carrying out the tasks assigned to him based on ability, experience, sincerity, and speed of time in accordance with organizational goals. The performance indicators are: (1) the volume of work produced under normal conditions; (2) Ability to carry out tasks; (3) Working time

arrangement; (4) Independence in carrying out work; and (5) work commitment.

B. Transformational leadership

Leadership is the ability to influence the behavior of a person or group of people to achieve certain goals in certain situations. The development of studies on leadership has produced theories related to various leadership characteristics such as Colquitt et al (2018: 456) defining that transformational leadership is leadership that involves inspiring all its members to commit to a shared vision that gives meaning to strengthening their own potential and several problems. from a new perspective. The indicators of transformational leadership are a. Charisma (Idealized influence /charisma); b. Intellectual Stimulation (Intellectual Stimulation); c. Attention that is individual (Individualized Consideration), and d. Inspiration that motivates (Inspirational Motivation).

In line with the opinion of Colquitt et al above, Kinicki and Williams (2008:44) state that transformational leadership is leadership that changes members to pursue organizational goals beyond personal interests. Transformational leaders will try to influence, mobilize, and develop their leadership to others. Transformational leadership indicators are: a. Influence on the mindset of subordinates (Idealized Influence); b. Inspirational motivation (Inspirational Motivation); c. Intellectual stimulation (Intellectual Stimulation), and d. Attention to subordinates individually (Individual Consideration), and Charisma (Charisma).

Reinforcing the previous opinion, Bass and Riggio (2006:6-7) state that transformational leadership is a leader who has the power to influence members in certain ways. The application of transformational leadership makes subordinates feel trusted, valued, loyal and respectful to their leaders, so that in the end subordinates will be motivated to do more than expected. The factors that influence transformational leadership are: a. Idealized Influence, namely leaders who can influence the thoughts or ideals of members; b. Inspirational motivation, a leader who can motivate and inspire members; c. Intellectual stimulation, a leader who can encourage the development of innovative and creative thoughts, and d. individualized consideration,

Furthermore, O'Leary (2007:102) as the leadership style that the boss uses when he wants his group to expand and perform beyond the

status quo, or to achieve an entirely new set of organizational goals. Transformational leadership in principle motivates members to do better than what can be done, in other words, it can increase the confidence or self-confidence of members which will affect their performance improvement. The factors that influence transformational leadership are: a. Charisma; b. Inspirational; c. intellectual stimulation, and d. Individual attention.

Add, Bass (2014: 173-186) defines transformational leadership as a leader who inspires, develops and authorizes followers in two ways, namely achieving extraordinary results and being able to develop the leadership capacity of subordinates. Transformational leadership helps followers to grow and develop into leaders by responding to individual/follower needs by empowering and aligning the needs of followers, leaders, and organizations. The function of the leader in transformational leadership is to align, create, and empower.

Furthermore, Gibson (2011: 356) reveals that transformational leadership is "Ability to inspire and motivate followers to achieve greater results than originally planned for internal rewards". Ability to inspire and motivate followers to achieve greater results than originally planned for internal rewards.

In line with the opinions above, San Lam and O'Higgins (2012:149-154) state that transformational leadership is a process of motivating subordinates in an attractive way to increase moral goals and values. Transformational leadership is defined as a view for the organization that inspires members to take part in generating that view. The factors that influence transformational leadership are: a. Karisma (Idealized Influence), namely the leader displays confidence, emphasizes trust, takes on difficult issues, presents the most important values, and emphasizes the importance of purpose, commitment, and the ethical consequences of decisions. Leaders are admired as generators, role models of pride, increase loyalty, trust, and alignment of common goals; b. Inspirational motivation, the leader articulates a compelling vision of the future, challenges members to high standards, speaks optimistically with enthusiasm, and provides encouragement and meaning for what needs to be done; c. Intellectual stimulation. Leaders question old ways, beliefs and traditions, stimulate new perspectives and ways of doing things, and encourage members to express their ideas, and d. Individual Considerations.

In line with the previous opinion, Griffin and Moorhead (2014: 353) define transformational leadership as "transformational leadership refers to the set of abilities that allows the leader to recognize the need for change, to create a vision to guide that change, and to execute the change effectively". Transformational leadership refers to a set of abilities that enable leaders to recognize the need for change in creating a vision to guide that change, and to implement change effectively.

Then, Bosch and Mansell (2015: 179) state that it takes a special type of leader to influence the values of followers. The things that transformational leaders do is to transform the values of their followers and transformational leadership has the greatest potential to influence the values held by followers. In addition, values are the result of cultural and social systems. Thus, transformational leadership helps individuals determine which behaviors are appropriate in certain situations.

Meanwhile, Yulk (2010: 261) defines transformational leadership as "Transforming leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues and to mobilize their energy and resources to reform institutions". Transformational leadership refers to the moral values of followers in an effort to increase their awareness of ethical issues and to mobilize energy

Based on the theories that have been stated above, it can be synthesized that transformational leadership is the behavior or actions of leaders in moving, directing, and influencing the mindset, the way each subordinate works to be independent, in making decisions for the sake of accelerating the achievement of predetermined goals. The indicators are: 1) Charismatic leader behavior; 2) Trigger creative and innovative thinking; 3) Responding to individual needs; 4) Increase the confidence or self-confidence of its members.

C. Empowerment

Bennis and Mische (2015:180-183) stated that *Empowerment is removing bureaucratic boundaries that pack people and making them use as effectively as possible their skills, experience, energy and ambition.* (Empowerment is removing the bureaucratic boundaries that compartmentalize people, and making them use their skills, experience, energy and ambition as effectively as possible). Empowerment indicators are a. Meaning (Meaning) is the value of a work goal

associated with the standards, values and personal goals of the individual concerned. Meaning means that there is a match between job role requirements with beliefs, values, and behavior; b. Competence has a relatively the same meaning as self-efficacy, namely a person's belief in his ability to organize and carry out actions to achieve the goals set. Competence focuses more on the ability to carry out certain work roles, not work roles in general or often referred to as self-esteem; c. Self-determination, namely a person's belief that he has freedom or autonomy and control about how to do his work independently; and D. Impact (Influence),

Furthermore, Terry (2012:214) states that empowerment means giving ability or strength. Empowerment is also interpreted as a joint decision-making process. The indicators are: a. Improve and improve employee morale; b. Improve your career; c. Improve the way of thinking conceptually; d. Improve leadership, and e. Improving performance which in turn has an impact on increasing remuneration (salary).

In line with the opinion above, Irwin (2011: 61-63) states that *empowering other people means giving them a chance to make their special contribution ... your contribution may be a particular talent, a particular energy, a particular loving way be with people*" (Empowerment means providing opportunities to make a special contribution, it can be in the form of talent, energy, affection for others. Indicators are a. Member's competence includes knowledge and skills; b. Placement of members in accordance with the needs of positions in the organization, placement is associated with the ability of members (the Right men in the Right place); c. Clear authority, placement is accompanied by clarity of authority, so as not to cause doubts in carrying out activities. Unclear authority makes members less powerless or ineffective in carrying out their duties; d. Clear employee responsibilities, meaning that members carry out their duties and authority are always followed by responsibilities so that they are required to act to show their best in an effective and efficient sense; e. Trust in the member concerned, means that members are given tasks and authority based on careful consideration of various aspects, in essence the member concerned is fully trusted or empowered; f. Support for members, meaning that they are trusted to carry out the organization's mission, facilitated support for the success of the mission and improving

organizational performance. The support in question is from the leadership and other parties who become a force to achieve the success of an organization's vision or mission. The most useful and minimal support is to carry out the commitments that have been built or mutually agreed upon; g. Leadership (leadership) is the activity of influencing people so that they will work together to achieve the desired goals, and; h. Motivation is all the forces that exist within a person that gives power, provide direction and maintain behavior. In everyday life, motivation is defined as the whole process of giving encouragement or stimulation to employees.

Still in empowerment discussions, Bryant and White (2012:132-135) states that empowerment should be understood as a process of enhancing people's capabilities so that they can solve their own problems by giving them the confidence to manage certain programs on their own decisions. (Empowerment should be understood as a process of increasing a person's ability so that they can solve their own problems by giving them trust to manage certain programs on their own decisions). The indicators are: a. Desire is the desire of management to delegate and involve members, given the opportunity to identify problems that are developing; b. Trust is to build trust between management and members, which will support the creation of conditions conducive to the exchange of information and advice without fear; c. Confident, is to create self-confidence by respecting the abilities of members; d. Credibility, developing a work environment that encourages healthy competition so as to create a high-performing organization; e. Accountability, namely the accountability of members for the authority given by establishing consistently and clearly the roles, standards and objectives of the assessment of the performance of members as a means of performance evaluation, and f. communication, is open communication to create mutual understanding between employees and management. This openness can be realized by the existence of criticism and suggestions on the results and achievements of workers.

The existence of mutual trust between members of the organization will create good conditions for the exchange of information and advice without fear; c. Confident. The next step after mutual trust is to create employee confidence by respecting the abilities possessed by employees; d. Credibility. The fourth step is to maintain credibility with awards and develop a work environment that encourages healthy

competition so as to create an organization that has high performance; e. Accountability The next stage in the empowerment process is the accountability of employees to the given authority. By setting consistently and clearly the roles, standards and objectives of evaluating employee performance, this stage as a means of evaluating employee performance in completion and responsibility for the given authority, and f. Communication, open communication to create understanding between management and members which can be realized in the form of criticism and suggestions on the results and achievements of members.

Meanwhile, Tindowen et al. (2019: 617) states that teacher empowerment in education cannot be underestimated. Empowerment is defined as the competence of teachers to take responsibility for their personal and professional reinforcement and growth and to solve their own problems while the school system creates opportunities for competencies to be developed and displayed, increased capacity to distribute roles in decision making as well as to increase opportunities for meaningful collective participation. from teachers. Teacher empowerment consists of six dimensions, namely status, professional growth, self-efficacy, decision making, impact, and scheduling.

Then, Krietner (2009: 401) defines empowerment as "making employees full partners in the decision-making process and giving them the necessary tools and rewards". Make employees become full partners in the decision-making process and provide them with the necessary tools and rewards.

Based on the theory that has been stated above, it can be synthesized that empowerment is an action taken by leaders to provide flexibility to members of the organization to be more effective in carrying out their roles in the organization. The indicators are: 1) Delegation of tasks to subordinates; 2) Openness; 3) Appreciate ability; 4) Build healthy competition; 5) Responsibilities for tasks; 6) Superior support.

D. Innovation

Greenberg and Baron (2008: 568-572) define innovation as an act (process) of making changes from something that has been formed into something new. The dimensions of innovation are as follows: (a) product innovation, including innovation on products or commodities produced/operated, (b) service innovation, including innovation on customer relationships,

(c) process innovation, including methods, procedures or techniques for procuring products/services, (d) marketing innovations, including innovations in promotion and sales activities, (e) business innovations, including business development or expansion activities, and (f) organizational innovations, including innovations in governance and management.

Agreeing on the above opinion, Schermerhorn (2005: 466-467) says that innovation is the act of processing a new idea to be realized into something that has practical uses, with the following dimensions: (a) product innovation, namely new goods, products or services; (b) process innovation, namely new procedures or ways of working.

Furthermore, Robbins (2003: 571-572) states that "Innovation is a new idea applied to initiating or improving product, process, and service. innovations as follows: (a) Product innovation, from small improvement to change the product (product innovation, from slight improvement to product change; (b) Process innovation, such as introduce new ideas of doing the jobs. new in doing work, (c) Services innovation, concerning all activities to improve the customer relationship shop and satisfaction.

In line with the previous opinion, Griffin and Gregory (2014) explained that "*Innovation is the process of creating and doing new things that are introduced into the marketplace as products, processes, or services* (Innovation is the process of creating and doing new things that are introduced to the market as products, processes, or services). With the dimensions of innovation as follows:

- a. *radical innovations (sometimes called disruptive innovation is a major breakthrough that changes of creates whole industries* (Radical innovation (sometimes called disruptive innovation is a major breakthrough that changes an entire industry;
- b. *System innovation create a new functionality by assembling parts in new ways* (System innovation creates new functionality by assembling components in new ways;
- c. *Incremental innovation continues the technical improvement and extends the applications of radical and system innovations* (Incremental innovation continues technical improvement and broadens the application of system and radical innovation).

Then, Krietner (2009) suggested that "*Innovation is time it takes from new idea to be translated into satisfied demand* (Innovation is the time it takes for a new idea to be translated into a satisfying demand. With the dimensions of innovation:

- a. *Innovation process: the systematic development and practical application of a new idea*(Innovation process: systematic development and practical application of new ideas;
- b. *Product technology: second stage of the innovation process, involving the creation of a working prototype*(Product technology: the second stage of the innovation process, which involves the creation of a working prototype;
- c. *Production technology: third stage of the innovation process, involving the development of a profitable production process*(Production technology: the third stage of the innovation process, which involves the development of profitable production processes”

Meanwhile, Tidd and Bessant (2014: 19-24) define that "*Innovation is a process of turning opportunity into new ideas and of putting these into widely used practice.* (Innovation is the process of turning opportunities into new ideas and making them a widely used practice). With the four dimensions of innovation as follows:

- a. *product innovation: changes in the things (product/services)* (product innovation: change in things (product/service)
- b. *product innovation: changes in the ways in which they are created and delivered* (product innovation: changing the way it is made and delivered)
- c. *position innovation: changes in the context in which the products/services are introduced* (positional innovation: change in the context in which the product/service is introduced)
- d. *paradigm innovation: changes in the underlying mental models which frame what the organization does* (paradigm innovation: a change in the underlying mental models that frame what organizations do)

Meanwhile, Carnegie & Butlin (1993) added an explanation of innovation is: something that is new or has been updated by a company to provide significant added value either directly or indirectly for the company and its customers.

Based on the theories stated above, it can be synthesized that innovation is a person's activity in implementing ideas, new ideas or modifying ideas to be realized into something that provides significant value. With the following indicators: 1) Produce new products or services; 2) Application of new products or services; 3) Develop a new, systematic way of working; 4) Develop an up to date information system; 5) Provide new services and facilities.

E. Self Efficacy

Gibson et al (2011: 161-162) define self-efficacy (Self-Effective): Self-Efficacy is

defined as the belief that one can perform adequately in a particular situation (self-efficacy is defined as the belief that a person can perform adequately in certain situations) . By mechanism: "*Mechanism: An employee's sense of capability (efficacy) influences his perception, motivation and performance. How hard and long a student pursues a course or an area of study depends more on his self-efficacy than on his actual ability* (Mechanism: Sense of ability (efficacy) affects perception, motivation, and performance. How hard and long an employee attends a course or field of work depends more on his efficacy than on his actual ability.

According to him, the dimensions of self-efficacy are: (a) Magnitude, the level of task difficulty a person belief she can attain (Amount, the level of difficulty of a person's task that he can achieve; (b) Strength, referring to the conviction regarding magnitude as strong or weak. (Strength, refers to beliefs about the magnitude of being strong or weak); (c) Generality, the degree to which the expectation is generalized across situations.

Furthermore, Passer and Smith (2007: 469) suggest that self-efficacy is a person's belief about his or her ability to perform appropriate performance in a given situation. Self-efficacy refers to a person's state of mind or mentality, with dimensions: The dimensions and indicators of self-efficacy are as follows: (a) Competence: an employee must have adequate competence, (b) Persuasion: positive persuasion from people around, (c)) Emotional: emotional employees determine self-efficacy, (d) Modeling: there are examples from people around

In line with the two opinions above, Ivancevich (2010: 217) explains that self-efficacy is the belief that one can perform well in a given situation. :

"Individuals with high level of self-efficacy tend to display higher level of motivation and performance, (a) Motivated to engage in the behavior that will help them perform well, (b) To learn more and transferring that learning to enhance their job performance, and, (c) Lead (his/her-self) to a higher level of goal setting and performance. (Individuals with high levels of self-efficacy tend to show higher levels of motivation and performance, (a) are motivated to engage in behaviors that will help them perform well, (b) to learn more and transfer learning to improve their performance and, (c) lead (himself) to higher levels of goals and performance.

Then, Luthans (2011: 203) suggests that self-efficacy is a person's beliefs about his ability to mobilize the motivation, cognitive resources and concrete actions needed to successfully carry out a particular task in a given situation. The scale or level of self-efficacy can be seen from: magnitude, strength, and generality. The dimensions of self-efficacy are as follows: The dimensions and indicators of self-efficacy are as follows: (a) Magnitude, is the difficulty of the task that is believed to be overcome by him, such as task challenges, task complexity, and reward for completing the task, (b) Strength, is the belief about the magnitude of whether the difficulty of the task is considered strong or weak, previous experience, persuasion, and physical or emotional state, (c) Generality, is the degree of success expectation against various situations; model of successful behavior, prestige of success/to succeed.

Reinforcing the previous opinion, Robbins and Timothy (2013: 215-217) define self-efficacy (*Self-Efficacy*) also known as *social cognitive theory* or *social learning theory*) refers to an individual's belief that he or she is capable of performing a task (Self-efficacy (also known as social cognitive theory or social learning theory) refers to an individual's belief that he or she is capable of carrying out a task.

Hellriegel and Slocum (2011: 151) define "Self-efficacy is one's assessment of one's own ability to perform certain tasks in certain situations. Factors that influence self-efficacy are beliefs related to the nature that lead a person to achieve success. The nature of trust includes: integrity, humility, loyalty, self-control, courage, fairness, patience, craft, creativity, and simplicity" Self-efficacy is a person's assessment of his own ability to perform certain tasks in certain situations. The factors that influence self-efficacy are beliefs related to the traits that lead a person to achieve success. Traits of trust include: integrity, humility, loyalty, self-control, courage, justice, patience, diligence, creativity, and simplicity. The dimensions of self-efficacy according to him are (a) Integrity (integrity), (b) humility (humility), (c) loyalty (loyalty), (d) self control (self-control), (e) courage (courage), (f) justice, (g) patience (patience), (h) craft (craft), (i) creativity (creativity), (j) simplicity (simplicity).

Meanwhile, Bandura (2012: 245) defines "Self-efficacy is a belief in one's ability to cultivate academic knowledge and behavior and run a program of activities needed to get the desired results in certain contexts and specific

tasks" Self-efficacy is belief in one's ability to process knowledge and academic behavior and carry out a program of activities needed to get the desired results in certain contexts and tasks., with the following dimensions: (a) *Source of knowledge* (source of knowledge), (b) Focus on the task, (c) Self-resistance in facing problems, (d) Perseverance in every assignment given, (e) Self understanding (self-understanding).

Based on the theories that have been stated above, it can be synthesized that self-efficacy is a person's belief in completing tasks according to their responsibilities. With the following indicators: 1) Self-restraint in the face of problems; 2) Perseverance in performing tasks; 3) Confidence to be able to work well; 4) Willingness to do self-development; 5) Optimistic at work; 6) Encouragement and enthusiasm at work.

METHODS

This research was conducted in a Private Vocational High School (SMKS) in Bogor Regency. The method used in this research is a survey method with a quantitative approach. This type of survey research focuses on revealing causal relationships between variables.

The design and constellation of this study used path analysis and then analyzed using SITOREM analysis. As stated by Hardhienata (2017: 1-6), For the purpose of operations research in education management, we need to add the scientific identification theory mentioned above with statistical model and step to obtain an optimal solution (for the purposes of operational research in the field of education management). , it is necessary to add the above-mentioned scientific identification theory with statistical models and steps to obtain the optimal solution). The population of this study were all private vocational school teachers in two parts of the Bogor Regency area, especially those with "A" accreditation with status as permanent teachers of the foundation (1413 teachers). The sampling technique in this study used multistage random sampling and a sample of 218 respondents (Chochran Formula).

RESULT

Based on the quantitative research stage, namely analysis of the results of data processing, statistical calculations, hypothesis testing, path analysis, and discussion of research results regarding Improving Teacher Performance Through Strengthening Transformational Leadership, Empowerment, Innovation, and Self-

Efficacy (Empirical Studies Using Path Analysis and Analysis Approaches) SITOREM on Permanent Teachers at the Private Vocational High School Foundation (SMK) in Bogor Regency) it can be seen that this study has found efforts to improve teacher performance through identifying the strength of influence between the variables in the study, namely:

1. There are Direct and Indirect Effects of Transformational Leadership on Teacher Performance

Based on the calculation results, the total direct and indirect positive and significant influence of transformational leadership (X1) on teacher performance (Y) is 0.843 or 84.30%. The results of this study answer the problem that there are 42.54% of private vocational school teachers in Bogor Regency who have low performance. This can be improved if the principal implements his function as a manager in the school by developing a transformational leadership type, especially on indicators of charismatic leader behavior, responding to individual needs, and increasing the confidence or self-confidence of its members.

2. There are Direct and Indirect Effects of Empowerment on Teacher Performance

Based on the calculation results, the total direct and indirect positive and significant influence of empowerment (X2) on teacher performance (Y) is 0.758 or 75.80%. The results of this study answer the problem that there are 42.54% of private vocational school teachers in Bogor Regency who have low performance. This can be improved if the principal implements his function as a manager in schools by empowering him to share some of his duties with teachers, especially on indicators of respecting teacher abilities, developing an open attitude, responsibility for assignments, and building healthy competition among teachers.

3. There are Direct and Indirect Effects of Transformational Leadership on Teacher Performance Mediated by Self-Efficacy Variables

Based on the calculation results, the total direct and indirect positive and significant influence of transformational leadership (X1) on teacher performance (Y) mediated by the self-efficacy variable (X4) was 0.837 or 83.70%. The results of this study answer the problem that there are 42.54% of private vocational school teachers in Bogor Regency who have low performance. This can be improved if the principal develops a transformational leadership type supported by the development of a teacher's self-efficacy attitude in

viewing his profession as an educator, especially on indicators of encouragement and enthusiasm at work, willingness to do self-development, perseverance in carrying out tasks, and belief in being able to work well.

4. There are Direct and Indirect Effects of Empowerment on Teacher Performance Mediated by Self-Efficacy Variables

Based on the calculation results, the total direct and indirect positive and significant influence of empowerment (X2) on teacher performance (Y) mediated by the self-efficacy variable (X4) is 0.720 or 72.00%. The results of this study answer the problem that there are 42.54% of private vocational school teachers in Bogor Regency who have low performance. This can be improved if the principal empowers in dividing some of his duties to the teacher and is supported by the development of the teacher's self-efficacy attitude in viewing his profession as an educator, especially on indicators of encouragement and enthusiasm at work, willingness to do self-development, perseverance in carrying out tasks, and confidence in being able to work well.

5. There are Direct and Indirect Effects of Transformational Leadership on Teacher Performance Mediated by Innovation Variables

Based on the calculation results, the total direct and indirect positive and significant influence of transformational leadership (X1) on teacher performance (Y) mediated by the innovation variable (X3) is 0.552 or 55.20%. The results of this study answer the problem that there are 42.54% of private vocational school teachers in Bogor Regency who have low performance. This can be improved if the principal develops the type of transformational leadership supported by the development of innovation in every teaching and learning activity by teachers, especially on indicators of providing new facilities and services, application of new products or services, developing up to date information systems, and developing new ways of working systematically.

6. There are Direct and Indirect Effects of Empowerment on Teacher Performance Mediated by Innovation Variables

Based on the calculation results, the total direct and indirect positive and significant influence of empowerment (X2) on teacher performance (Y) mediated by the innovation variable (X3) is 0.604 or 60.40%. The results of this study answer the problem that there are 42.54% of private vocational school teachers in Bogor Regency who have low performance. This

can be improved if the principal empowers in dividing some of his duties to teachers and is supported by the development of innovation in every teaching and learning activity carried out by teachers, especially on indicators of providing new facilities and services, application of new products or services, developing up-to-date information systems. date, and develop new, systematic ways of working.

CONCLUSION

High teacher performance will have implications for the success of teachers in achieving learning goals in schools effectively by prioritizing quality, based on the results of this study, teacher performance can be continuously improved through strengthening transformational leadership, empowerment, innovation, and self-efficacy both directly and indirectly. live. Thus, efforts are needed to improve teacher performance through transformational leadership, empowerment, innovation, and self-efficacy. The findings from the research results, discussion, conclusions, and implications that have been described can be seen that transformational leadership, empowerment, innovation, and self-efficacy can be improved. Teacher performance improvement is done by increasing transformational leadership, empowerment, innovation,

Strengthening transformational leadership, empowerment, innovation, and self-efficacy by way of socialization related to the substance of these variables, for that as a follow-up step from research results during the pandemic Covid-19 This is in the form of a webinar to thoroughly discuss the application of indicators of transformational leadership, empowerment, innovation, and self-efficacy online so that the implementation is optimal, clear, and straightforward which can ultimately become the attributes of each principal and teacher in improving teacher performance.

REFERENCES

- Aunga, David A. O. and Masare, Obadia. 2017. "Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania". *International Journal of Educational Policy Research and Review* Vol.4 (4), pp. 42-52 April, 2017.
- Bandura, Albert. 2012. *Handbook of Principles of Organizational Behavior Indispensable Knowledge for Eviden Based Managemen Sccond Edition*. United Kingdom: John Wiley & Sons Ltd. United Kingdom: John Wiley & Sons Ltd
- Bass, Benard M. 2014. *Transpormational Leadership* Mahwah, New Jersey:Lawrence Erlbaun Associates.
- Bass, Benard M. dan Ronald E. Riggio. 2006. *Transpormational Leadership* Mahwah, New Jersey:Lawrence Erlbaun Associates.
- Bennis, W., Mische, M. 2015. *The 21st Century Organization*. San Francisco: Jossey-Bass, San Francisco pp.180-183.
- Brealey, Stewart. 2010. *Fundamental Of Corporate Finance*, 5th Edition. New York: Mc. Graw Hill.
- Bryant, Coralie, Louise G. White, 2012. *Managing Development In The Third World*. Edition, illustrated. Publisher, Westview Press, Business & Economics ISBN. 0891589279, 9780891589273, pp. 132-135.
- Budihardjo, Andreas. 2017. *Knowledge Management A Guide Book*. Jakarta: Prasetiya Mulya Publising.
- Canergie. R. & Butlin, M. 1993. *Managing the Innovative Enterprise: Australian Companies Competing against the World's Best Business Council of Australia, Melbourne*.
- Chamundeswari, S. (2016). Job Satisfaction and Performance of School Teachers. *International Journal of Academic Research in Business and Social Sciences* 420-428.
- Christen, Markus, Iyer, Ganesh dan Soberman, David. 2006. Job Satisfaction, Job Performance and Effort: A Reexamination Using Agency Theory, *Journal of Marketing*, Vol. 70.
- Cochran, W.G. 1991. *Teknik Penarikan Sampel*. Jakarta: UI-Press.
- Gibson, J.L. J.M. Ivancevich, J.H. Donnelly, Jr. And R. Konopaske. 2011. *Organizations: Behavior, Structure and Process*. New York:Mc Graw- ill.
- Greenberg, Jerald dan Robert A. Baron. 2008. *Behavior ini Organizations (Ninth Edition)*, Amerika: Pearson Prentis-Hill.
- Griffin, Ricky W and Gregory Moorhead. 2014. *Organizational Behavior: Managing People and Organizations, Eleventh Edition*. (Nelson Education Ltd: Canada-USA).
- Hardhienata, S. 2017. The Development of Scientific Identification Theory to

- Conduct Operation Research in Education Managemen. *IOP Conf. Series: Material Science and Engineering*. Vol. 166 (doi: 10.1088/1757-899X/166/1/2017).
- Hellriegel, Don and Jr. Jhon W. Slocum. (2011). *Organizational Behavior Chapter 3. Understanding Individual Difference*. South Western:Cengage Learning.
- Hollenbeck, G., McCall, M., & Silzer, R. Leadership Competency Models. *Journal of Leadership Quarterly*, (17), 2006.
- Luthans, Fred. 2011. *Organizational behavior An Evidence-Based Approach, 12th Ed*. New York: McGraw-Hill.
- Mathis Robert L dan Jackson Jhon H. 2011. *Human Resource Management*. (Alih Bahasa). Jakarta: Salemba Empat.
- Nelfuad, N., Hardhienata, S., & Setyaningsih, S. (2021). Modeling and Optimization Teacher Work Innovation: An Empirical Study Using POP-SDM Approach on Vocational Teachers of Private Vocational Schools in Depok. *Journal of Industrial Engineering & Management Research*, 2(4), 92-106.
- Rahmawati, F. M., Hardhienata, S., Retnowati, R., Abidin, Z., & Riyad, M. (2020). Sequential Exploratory Analysis Commitment To The Organization Of Private Kindergarten Teachers In Sukabumi District. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 7825-7844.
- Riyad, M. Prilianti, R., Taulany, H., & Rahmayani, S. T. (2020). The Phenomenon of Apprenticeship and Its Role in Developing Systems of Education.
- Robbins, Stephen P. 2003. *Organization Behavior*. New York: Prentice Hall.
- Robbins, Stephen P. and Timothy A Judge. 2013. *Organizational Behavior*, 15th Edition. USA: Prentice Hall.
- Setyaningsih, S., Rusijono, R., & Wahyudi, A. (2020). Pengaruh penggunaan media pembelajaran interaktif berbasis Articulate Storyline terhadap motivasi belajar dan hasil belajar siswa pada materi Kerajaan Hindu Budha di Indonesia. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 20(2).
- Setyaningsih, S., Ishlah, M. S. N., & Hardhienata, S. (2019). Optimization of Enhancement of Lecturer Professional Commitment using Path Analysis and Sitorem Method. *International Journal of Recent Technology and Engineering*, 8, 121-28.
- Setyaningsih, S. R., Fotedar, R., Melville-Smith, R., Saputra, I., Fernandez, N., & Adhikari, S. (2020). The effects of transportation on immune modulation of wild and ocean-ranched greenlip abalone (*Haliotis laevigata*). *Indonesian Aquaculture Journal*, 15(1), 33-41.
- Setyaningsih, S., Sukanti, D., & Hardhienata, S. (2019). Teacher's Innovation Improvement through the Development of Organizational Climate and Emotional Intelligence Using Correlation Statistical Analysis and Sitorem Method. *Advances in Social Science, Education and Humanities Research*, 253, 45-49.
- Schermerhorn, Jr Jhon R. 2005. *Management*. New York: Jhon Wiley & Sons, Inc.
- Tidd, Joe and Bessant, Jhon. 2014. *Managing Innovation: Integrating Technological, Market and Organizational Change*. United Kingdom: John Wiley & Sons Ltd.
- Tindowen, D.J.C., Bassig, J.M., & Cagurangan, J.A. 2019. TwentyFirst-Century Skills of Alternative Learning System Learners. *SAGE Open*, 7(3).