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ENHANCING TEACHER PERFORMANCE THROUGH PROACTIVE PERSONALITY AND WORK MOTIVATION: A PATH ANALYSIS APPROACH

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Keywords: Teacher Performance; Proactive Personality; Work Motivation; Path Analysis

Abstract: This study aims to examine the effects of proactive personality and work motivation on teacher performance using a path analysis approach. Teacher performance is considered an important factor in improving the quality of education, as it directly influences the effectiveness of learning processes and educational outcomes. This research employed a quantitative method with path analysis to analyze the direct effects among variables. The study was conducted in 27 accredited private junior high schools in East Jakarta Region 1, involving 214 permanent teachers selected through multistage random sampling and proportional random sampling techniques. Data were collected using questionnaires and analyzed through prerequisite tests, including normality, homogeneity, and linearity tests, followed by path analysis. The findings indicate that proactive personality has a positive and significant direct effect on teacher performance, with a path coefficient of 0.614 ($p < 0.001$)" for clarity and consistency with academic reporting norms. Work motivation also demonstrates a positive and significant direct effect on teacher performance, with a path coefficient value of 0.215 and a significance value of 0.000 < 0.05. These results suggest that teachers with proactive characteristics and high work motivation tend to demonstrate better professional performance. The study concludes that proactive personality and work motivation are important determinants of teacher performance. Therefore, educational institutions are encouraged to create supportive environments that strengthen teachers' proactive behavior and work motivation through professional autonomy, recognition, career development opportunities, and supportive managerial practices.

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INTRODUCTION

Improving teacher performance is a crucial issue in efforts to enhance the quality of education. Teachers play a central role in the learning process, as their performance directly influences instructional effectiveness, student engagement, and learning outcomes. In the context of educational reform and increasing global competition, improving teacher performance has become a strategic priority in achieving sustainable educational development.

Despite continuous efforts by the government to improve educational quality, various indicators still reveal challenges in teacher performance. International assessments, such as the Programme for International Student Assessment (PISA), indicate that Indonesia's educational

outcomes remain below the average of OECD countries. These findings suggest that improving educational quality cannot be separated from strengthening the performance of teachers as the primary agents of learning.

Teacher performance is reflected in the ability to plan and implement effective learning activities, manage classrooms, evaluate learning outcomes, and provide guidance to students. However, empirical evidence and preliminary observations indicate that teacher performance is often not optimal, even when professional allowances and training programs have been implemented. This condition implies that factors beyond formal training and incentives need to be examined to better understand variations in teacher performance.

One important individual factor influencing teacher performance is proactive personality. Teachers with a proactive personality tend to take initiative, anticipate challenges, and actively seek opportunities to improve teaching practices. Such teachers are more likely to adopt innovative instructional strategies, respond positively to changes in educational demands, and contribute constructively to school improvement efforts. Proactive personality therefore plays a significant role in shaping teachers' attitudes and behaviors in their professional roles.

In addition to personality factors, work motivation is a key determinant of teacher performance. Teachers with high work motivation demonstrate greater commitment, persistence, and enthusiasm in carrying out instructional tasks. Motivation drives teachers to continuously improve their teaching skills, manage classroom challenges effectively, and engage more actively in the learning process. Moreover, work motivation may function as an important mechanism through which proactive personality influences teacher performance.

Previous studies have examined the relationships among personality, motivation, and teacher performance; however, findings remain inconsistent and often focus on partial relationships among variables. Limited research has explored the direct and indirect relationships between proactive personality, work motivation, and teacher performance within a single analytical framework. To address this gap, the present study was conducted among junior high school teachers in East Jakarta Region 1 (one of the educational administrative subregions in East Jakarta, Indonesia).Therefore, this study aims to examine how proactive personality and work motivation contribute to enhancing teacher performance using a path analysis approach, allowing for a more comprehensive understanding of both direct and indirect effects among the variables.

METHOD

This study uses a quantitative approach with path analysis calculations, which are an extension of multiple regression analysis. The difference lies in the ability of path analysis to be independent of statistical procedures in identifying cause-and-effect relationships, while linear regression is used to analyze causality between the variables studied. The quantitative phase was conducted in 27 accredited private junior high schools in five subdistricts in East Jakarta 1, with a population of 460 permanent teachers. The sample was selected using a multistage random sampling method followed by proportional random sampling, resulting in 214 respondents. The Taro Yamane formula was used for calculations with a margin of error of 5%. The overall research procedure is illustrated in Figure 1.

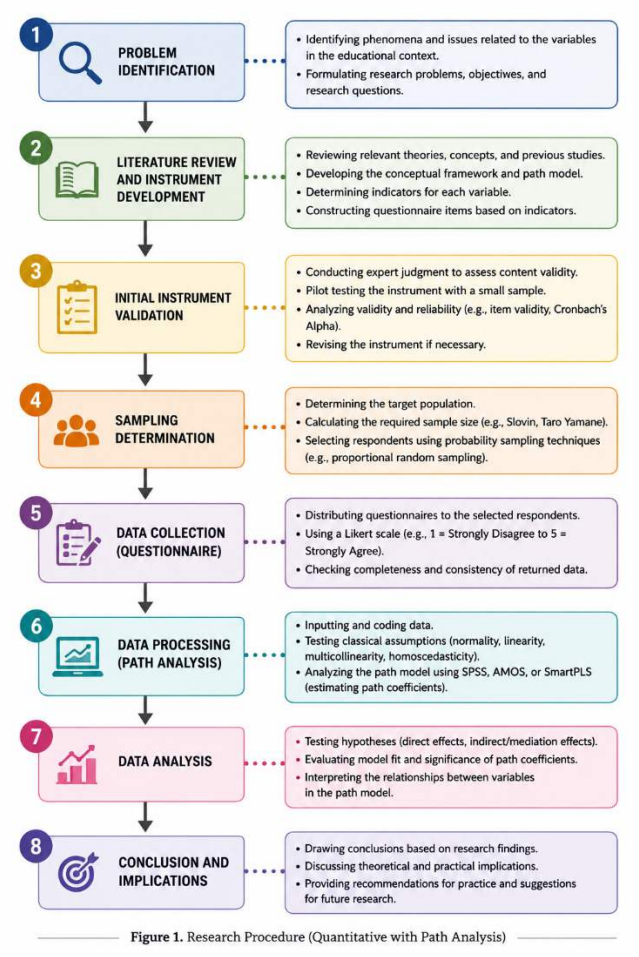

Figure 1 Research Procedure Flowchart

RESULT AND DISCUSSION

Result

The results of this study are presented based on the structural model analysis using Path Analysis to examine the direct and indirect effects among variables. *One-Sampel Kolmogorov-Smirnov Test (Asymp Sig. (2-tailed)* A significance value of Sig = 0.200 was obtained at the significance level of α = 0.05. Since the Sig value is greater than α = 0.05, H_0 is accepted and H_1 is rejected, indicating that the estimated error (Y-Ŷ) is normally distributed.

Table 1 Normality Test

	Estimated Standard Error	N	Asymp.Sig. (2-tailed)	α	Hypothesis	Conclusion
1	Variabel Y atas X_1	214	0,200	0,05	H_0 accepted H_1 rejected	Normally Distributed
4	Variabel Y atas X_2	214	0,200	0,05	H_0 accepted H_1 rejected	Normally Distributed

The results of the test, as presented in the Test of Homogeneity of Variances table, showed that the Sig values in the Based on Mean row were 0.326 and 0.057. These results indicate that the Sig values are greater than 0.05. Therefore, H_1 is rejected and H_0 is accepted. Based on these findings, it can be concluded that the group variance homogeneity test on teacher performance data in relation to proactive personality and work motivation indicates that the data population is homogeneous. Thus, the homogeneity of variance assumption has been fulfilled

Table 2 Test of Homogeneity of Variances

No.	Varians	*Sig test of homogenitiy varians*	α	Test of Homogeneity Sig > 0,05	Conclusion
1	Y atas X_1	0,326	0,05	H_0 accepted H_1 rejected	Homogen
4	Y atas X_2	0,057	0,05	H_0 accepted H_1 rejected	Homogen

The Deviation from Linearity test showed Sig values of 0.931 > 0.05 and 0.305 > 0.05, indicating that H_0 is accepted. It can therefore be concluded that the regression relationships between proactive personality (X1) and work motivation (X2) on teacher performance (Y) are linear.

Table 3 Linearity test

Variable Relationship	Regression Equation Linearity		Conclusion
	Sig	Requirement	
$\hat{Y}$ atas X_1	0,931	0.05	Linear. It can be used to predict the level of teacher performance influenced by the proactive personality variable.
$\hat{Y}$ atas X2	0.305	0.05	Linear. It can be used to predict the level of teacher performance influenced by the work motivation variable.

The next stage after obtaining data from junior high school teachers in the East Jakarta Region 1 was data processing and analysis using several prerequisite tests. After all assumptions had been fulfilled, the subsequent step in testing the causal model was conducting Path Analysis. Based on the theoretically developed causal model, a path analysis diagram and calculations of each path coefficient were obtained. The results showed that all variables had significance values below 0.05. In other words, proactive personality (X1) and work motivation (X2) demonstrated a positive and significant direct effect on teacher performance (Y). Therefore, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted

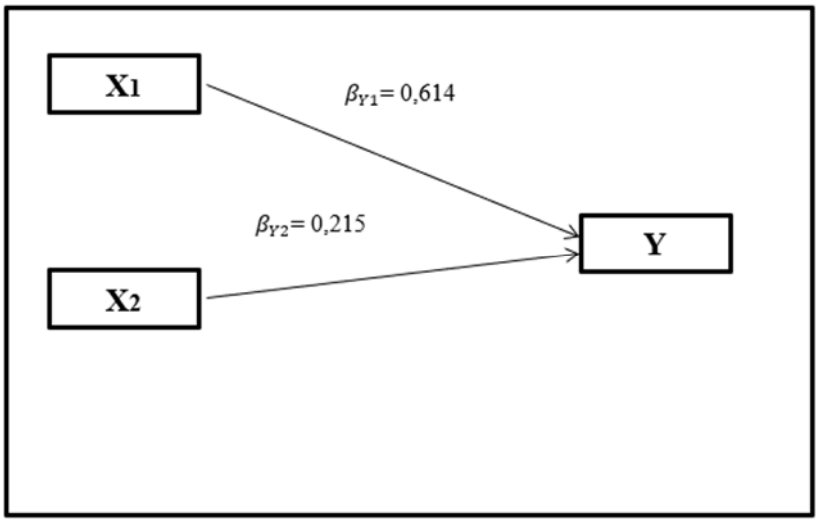

Figure 2 Empirical Causal Model of the Relationships among Variables

Discussion

The calculation results obtained a path coefficient value (βy1) of 0.614, indicating a positive path coefficient, while the significance value of 0.000 < 0.05 indicates that the path coefficient is statistically significant. Therefore, the hypothesis testing results rejected H_0 and accepted H_1. Thus, this study confirms that proactive personality (X1) has a positive and significant direct effect on teacher performance (Y).

This relationship is consistent with the findings of Thomas S. Bateman and J. Michael Crant in their work entitled *The Proactive Component of Organizational Behavior: A Measure and Correlates*, which states that individuals with high proactive personality tend to behave actively in influencing their work environment and demonstrate better performance compared to passive individuals. Furthermore, J. Michael Crant in *Proactive Behavior in Organizations* emphasized that proactive personality significantly contributes to work effectiveness because proactive individuals not only respond to environmental conditions but also create constructive changes.

A strong and positive proactive personality has been proven to significantly improve teacher performance. Teachers with a high proactive personality tend not only to wait for instructions, but also to actively take initiatives to improve the quality of learning and the implementation of their professional duties. This attitude encourages teachers to contribute optimally both in classroom activities and other school-related activities.

The calculation results also obtained a path coefficient value (βy4) of 0.215, indicating a positive path coefficient, while the significance value of 0.000 < 0.05 shows that the coefficient is statistically significant. Therefore, the hypothesis testing results rejected H_0 and accepted H_1. Thus, this study confirms that work motivation (X2) has a positive and significant direct effect on teacher performance (Y).

The findings of this study are consistent with the motivation theory proposed by **Maslow (1943)** in *A Theory of Human Motivation*, which suggests that the fulfillment of human needs promotes optimal work behavior. In the educational context, teachers whose psychological and professional needs are fulfilled are more likely to demonstrate higher work motivation and achieve better teaching performance.

Therefore, the higher the level of teachers' work motivation, the higher the level of teacher performance demonstrated. Consequently, efforts to improve teacher performance should be directed toward strengthening work motivation through the provision of rewards, career development opportunities, a conducive work environment, and continuous managerial support in order to support the achievement of educational goals in schools

CONCLUSION

This study concludes that proactive personality and work motivation are significant determinants of teacher performance. The findings reveal that both variables have positive and significant effects on teacher performance, with **proactive personality exhibiting a stronger influence than work motivation**. This indicates that teachers who actively take initiative, anticipate challenges, and seek opportunities for improvement are more likely to demonstrate higher levels of professional performance.

The study also confirms that work motivation positively contributes to teacher performance. Teachers with higher levels of motivation tend to demonstrate greater commitment, persistence, and enthusiasm in carrying out their professional responsibilities. These findings suggest that enhancing teacher performance requires attention to both personality traits and motivational factors.

From a theoretical perspective, this study contributes to the literature by integrating proactive personality and work motivation into a single explanatory framework of teacher performance using a path analysis approach. The findings reinforce the importance of individual psychological characteristics in shaping effective work behavior among teachers and provide empirical evidence regarding the relative contribution of each predictor.

From a practical perspective, the findings imply that efforts to improve teacher performance should not rely solely on technical training and professional development programs. Educational institutions should also foster environments that encourage proactive behavior and strengthen teachers' work motivation through greater professional autonomy, recognition of achievements, career development opportunities, and supportive leadership practices.

This study is limited to private junior high school teachers in **East Jakarta Region 1 (one of the educational administrative subregions in East Jakarta, Indonesia)**, which may limit the generalizability of the findings. Future research is recommended to involve broader and more diverse samples, employ longitudinal research designs, and examine additional variables, such as organizational culture, leadership style, or job satisfaction, to provide a more comprehensive understanding of the factors influencing teacher performance.

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