



Model of Performance Improvement of Certified Teachers in Private Vocational Schools

Ade RUSMAN¹, SUIYONO², SUYANTO³

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ABSTRACT

Purpose: This study aimed to investigate a performance development model of the certified teachers at private vocational schools through school principal leadership, working environment, and teachers' alleviating motivation.

Research Method: This research was conducted using a descriptive correlation approach with a multiple regression analysis. The data were collected using a purposive random sampling technique with total respondents of 118 certified teachers from various private vocational schools in Tegal, Central Java, Indonesia. The data were gathered through questionnaires and then analyzed using SPSS 12.

Findings: The regression analysis testing results indicated that (1) school principal leadership with the correlation coefficient of 0.83 positively and significantly influenced the performance of certified teachers by 82.8%, (2) working environment with the correlation coefficient of 0.877 positively and significantly influenced the performance of certified teachers by 87.7%, and (3) affiliating motivation with the correlation coefficient of 0.035 did not positively and significantly influence the performance of certified teachers by 3.50%. The results of multiple regression analysis showed that performance of certified teachers was influenced by school principal leadership, working environment, and teachers' affiliating motivation.

Implications for Research and Practice: Based on the research results, it is suggested that the private vocational principals should continuously improve their leadership and create positive working environments as these variables positively influence teachers' performance, while teachers' affiliating motivation should also be considered.

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¹ Universitas Negeri Yogyakarta, INDONESIA, e-mail: aderusman@yahoo.co.id
ORCID: <https://0000-0001-9688-1137>

² Universitas Negeri Yogyakarta, INDONESIA, e-mail: sugiyono@uny.ac.id
ORCID: <https://0000-0001-9348-1859>

³ Universitas Negeri Yogyakarta, INDONESIA, e-mail: suyanto@uny.ac.id
ORCID: <https://0000-0001-5596-8025>

Introduction

The fundamental issues of National Education System in Indonesia have lasted for about a half century, especially from the perspective of teacher's profession. According to Sidi (2001), a professional teacher is required to have qualified professional education and scientific competence, good communication skills with learners, creativity and productivity, working ethics and commitments to his/her profession, and always continuously develop himself/herself. Of 2.6 million teachers in Indonesia, a proximally half of those do not have adequate competences to teach. In 2006, it is recorded that 15 percent of teachers do not teach based on their field of expertise (Wagiran *et al.*, 2013). Isjoni (2009) states that teachers should have good competences to encourage learners have good competences as well. Thus, teachers should pursue their educator certification.

Most people expect that teachers should have competences. Teachers should be able to effectively and appropriately develop their performances (Moran *et al.*, 1998). Teachers' participation in decision making affects their profession as they successfully obtain some achievements. Among teachers in an urban, Midwestern school district, the greater freedom teachers felt to make decisions affecting their own classrooms, the greater was their general teaching efficacy. Teachers who felt they had a greater influence in school-based decision-making and perceived fewer impediments to teaching had a stronger sense of problems on teaching efficacy (Moore & Esselman, 1992). Teachers with capabilities on teaching and learning aspects, including program planning, learning process implementation, classroom management maintenance, optimal learning control, and learning outcome assessment are highly required due to the commitments to their profession. However, it is actually limited completely by the institutions (Zimmerman, 1989). Karabay (2016) suggests that in teaching-learning process, a teacher is not only a guide but also a leader while the students should be active. It is viewed that a teacher is regarded as a knowledge facilitator rather than the only source of information.

Those problems are still growing with teachers who teach beyond their field of expertise. Lack of professional knowledge, incompatible educational background, and lack of working motivation lead to teachers' low performance. Nurlaela (2008) in her descriptive study on the certified teachers' performance concludes that (1) on qualification elements and main duties, the compulsory teaching credit is 24; (2) most teachers still participate in trainings to improve their competences as their paper and research writing competences are still low; and (3) teachers rarely participate in scientific forums.

Baedlowi (2009) states that basically teacher's performance either before or after certification is still low, and it requires serious attention. Teachers who have obtained certification do not significantly improve their performance. The teachers' motivation for certification is not actually to improve their competence, but on financial matters in the form of profession allowance. The other survey finding conducted by the Indonesian Teachers Association concerning the impact of teachers' professional certification on teachers' performance shows that the performance of teachers who

have obtained certification is still not satisfying (Wagiran, 2013).

The teachers' complicated problems are due to the poor teaching management, including their performance management. Teacher supervisory activities do not comprehensively consider factors which influence their performance. It is consistent with an analysis conducted by Djohar (2006: 5-6) stating that challenges related to the teachers' quality are in the form of personal, social, competence, profession, and skills in performing their duties.

Those various problems show that it is necessary to improve teachers' performance. Teachers with low performances are not only failed to meet the criteria/standards, but may also cause bad influences to others (Jones, Jenkin & Lord, 2006: 2). Teachers with low performance may cause negative impacts in terms of (1) school reputation and image to the society, (2) school performance achievement, (3) other teachers' performance, (4) support staffs' performance, and (5) school leadership and management. Theoretically, performance is interpreted as an individual's overall results or success rate in certain periods in performing the duties compared with working result possibilities, targets or criteria which were previously determined and agreed. A study on performance resulted is in accordance with a theory formulated by Cascio (1998: 267); Hersey and Blanchard (1996: 406), the desired theory related to the working result and goal achievement used as employees' decision-making. Banks and May (1999: 118) reveal that performance is related to the completion of duties accomplished by individuals who have met the requirements that performance can be measured from the result aspects.

The provisional findings of a survey conducted by the Indonesian Teachers Association concerning the impacts of teachers' profession certification on their performance conducted in 16 of 28 provinces show that the certified teachers' performance has not significantly increased (Wagiran *et al.*, 2013). The certified teachers generally do not show any progress in terms of pedagogical, personal, professional, and social aspects. Teachers are only active when approaching to the certification completion time. Once the teachers complete certification, their quality decreases, even the research results (Baedlowi 2008) show that teachers are still only delivering the teaching material content (subject matter oriented) and lack encouraging students to be active (teacher-oriented), meaning that the teachers' performance is still very low. The teachers' low performance mainly in teaching is characterized with their lack of understanding on learning strategies, poor classroom management proficiency, low ability in performing and utilizing classroom action research, low achievement motivation, lack of discipline, lack of commitment to their profession, and poor time management skills (Mulyasa & Edward, 2002).

Many factors influence the teachers' poor performance, such as affiliating motivation. It is in accordance with Davis's statement (in Mangkunagara, 2008) mentioning that factors influencing performance achievement is motivation ability which means leaders' and employees' attitudes to the working environment or situation within organization. In the world of employment, motivation is the most important element that employees should have. Motivation is someone's ability to

make some efforts to achieve the goals and fulfill his/her needs.

The teachers' performance is influenced by many factors. Due to the purposes of this research, the authors limit the influencing performance factors by only three variables covering school leadership, working environment, and affiliating motivation. Accordingly, research problems are formulated as follows:

1. Is the certified teachers' performance influenced by school leadership?
2. Is the certified teachers' performance influenced by working environment factor?
3. Is the certified teachers' performance influenced by the affiliating motivation?
4. Is the certified teachers' performance simultaneously influenced by all of those three factors of principal leadership, working environment, and affiliating motivation?

Based on the vocational school changes and the existing theoretical bases, the researchers think that if the teachers' understanding on the working environmental norms increases, the roles of school principals may also change and with the increasing teachers' affiliating motivation, understanding on teachers' working performance norms may also increase.

Method

Research Design

This research uses *ex post facto* approach with a correlation design to examine the direct influence of exogenous variables on endogenous variable. The exogenous variables consist of school leadership (X1), working environment (X2), and affiliating motivation (X3) while the endogenous variable is the certified teachers' performance (Y).

Research Sample

The population target unit of this study was private vocational teachers in Tegal. There were 118 legally certified teachers spread in 17 schools. Teachers who passed the certification at this time were 118. Samples were collected using a random sampling technique. The samples were determined through Yamane's formula (1967), $n = N / (1 + Ne^2)$ and then resulted in 34 samples, but we used 40 respondents.

Research Instruments and Procedures

This research used an instrument in the form of questionnaires, including school principals' leaderships measured with a particular model (Burhanuddin, 1994) as a modification study previously conducted by Siagian (1992). Teachers' working environment and working environment quality questionnaires are modified by Robbin (2006, pp.240-246), and Sudarwan (2005). Affiliating motivation with four components of motivation measurement model is developed by Celland (in Sarwono, 1998), and Chaplin (1999: 14). Teacher performance measurement performance model

consists of (mental and physical) abilities and skills, background (family, social level, experience, demography [age, origin, gender]) (Ravianto, 1985, p. 18).

Data Analysis

All those variables were measured in a five-point Likert Scale. Path analytical technique was used to examine the hypotheses (Al Rashid, 1994) with the assistance of SPSS application program for Windows version 19 at the significance error level of 5% as well as to determine the proportional influence by using a formula used by Siburian (2012). The SPSS analytical results in the column of item total statistics were bigger than the r values in the product moment correlation table (Sukestiyarno, 2010: 5). If the number of Cronbach alpha is greater than the value f 0.6, the items are then considered reliable (Ghozali & Fuad, 2005, p. 136). According to the analytical results, coefficient working environment variables were represented by 0.836, school principal leadership by 0.848, affiliating motivation by 0.790, and teachers' performance variable by 0.899. Those values were greater than 0.6; that is, the items related to the variables were reliable. The numbers on the corrected item total correlation column in the table of Item Total Statistic of working environment, school principal leadership, teachers' affiliating motivation, and performance variable were greater than r table of 0.316. Thus, all variable statement items were considered valid. This study used a Path statistical technique or cross Analytical Method (Solimun, 2002, p. 23). Ferdinand (2002, p. 135) states that path analysis is an analysis used to explain the causal relationship between one or more variables. The influence testing is conducted using path analysis with SPSS 12 program.

Results

The results showed that school principal leadership, working environment, and affiliating motivation had significant influence on those certified teachers' performance. With the coefficient value of 0.828, it meant that school principal leadership, together with working environment and affiliating motivation, had positive and significant and positive influence either directly or indirectly on the certified teachers' performance.

In the form of equation model, it is standardized as follows; the first equation is Teacher Performance $Y = 0.828$ with School Principal Leadership = ξ_1 ; the second equation is Teacher Performance $Y = 0.877$ with Working Environment = ξ_2 , and the third equation Teacher Performance $Y = 0.035$ with Affiliating Motivation = ξ_3 .

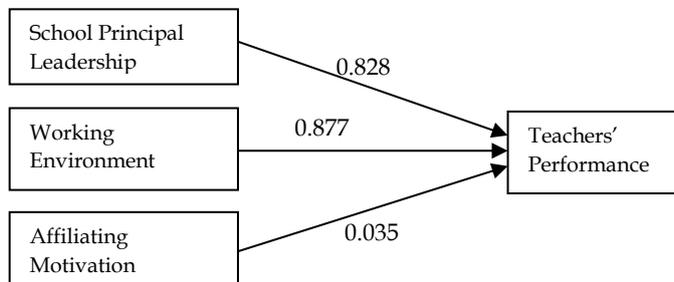


Figure 1. Multivariate Analytical Results of school principal leadership, working environment, and affiliating motivation variable on the certified teachers' performance

The results showed that when the school principal leadership was properly implemented, it influenced the teachers' performance working in favorable school environment and stimulated them to grow and develop leadership to achieve the goals, and may then significantly influence their working performance maximally. A person's leadership type influences the working process since leadership is related to how the decision is made, and the relationship is maintained between superiors and subordinates. School principal leadership in Private Vocational Schools in Tegal is at good perception by 55% and at unfavorable perception by 45%.

School principal leadership, working environment, and teachers' affiliating motivation significantly and positively influenced the performance either partially or holistically. The correlation coefficient of school principal leadership on teachers' performance (r_{xy}) was 0.828, and the influence value was 0.172 (45%). It showed that if the school principal leadership performance improved, then the teachers' performance might also develop, and vice versa.

Discussion, Conclusion and Recommendations

Due to those findings, it is necessary for school principals to understand leadership model oriented on subordinates, principles and changes, future, emotional expression aspects (Robbin, 2006, p. 146), duties and behaviors during the works, learning autonomy, capacity building (Syafirudin, 2002, p. 67), functional approach to improve teachers' performance, (how to become a leader), behaviors (how to behave as a leader), and successfulness (what makes the leader effective) (Wahyusumidjo 2007, p. 19). The teachers' performance improvement levels are influenced by school principal leadership. It indicates that the teachers' performance is naturally established, yet within the active role of school principal as the leader through the functional approach to improve the teachers' performance in performing their duties, the principal should have the ability to perform his/her duties as a professional leader, providing good paragon to the teachers, to highly motivate the teachers' performance to work better at school. The teachers who are already satisfied with their work will have positive attitudes to accomplish the jobs as good as possible which results in a good performance. Milton in Burhanuddin (1994, p.162) states that when a person is satisfied with his/her work, then he/she will have a positive attitude regarding to his/her work. The intended positive attitude is a good performance. Demir (2008) has demonstrated that transformational leadership contributes to teachers' self-efficacy, collective efficacy, and collaborative culture. This study strengthens these results by finding similar relationships of transformational leadership with teachers' self-efficacy, collective efficacy, and collaborative culture. In addition, this study has provided evidence that teachers' self-efficacy and collaborative school culture moderated the relationship between transformational leaders and collective teacher efficacy. Ozmen *et al.* (2016) recommend that school managers and teachers adopt an open-door policy for parents; and the schools should take the initiative of realizing

collaborative efforts among the school staff, parents, and other relevant institutions in order to eliminate communication barriers. It is seen that teacher candidates offered some strategies reinforcing a positive classroom atmosphere such as knowing students and the effective use of non-verbal messages and communication methods to struggle with unwanted classroom behaviors. In addition, it emphasizes that the teacher is an important factor in creating the classroom atmosphere. It is important that classroom has to be considered as a democratic and social system and the teacher's positive personal characteristics are highlighted (Ozsezer & Saban, 2016). The results are encouraging and suggest that teachers should involve more in design and development of web based materials to help students to learn (Akpinar & Bayramoğlu, 2008).

Characteristics are highly essential aspects to face the global competitions (Su-Yung Fu, 2000) that willingness are made through various efforts to achieve the organizational goals (Koont, 2000, p. 659), subordinates, in this case, teachers feel the trust, pride, loyalty and respect that they are eventually motivated (Bass, 1985 in Natsir & Syahir, 2004, pp. 2-3).

The formula of teachers' performance in this research is the results achieved by the teachers in performing the duties given regarding the ability, experience, persistence, and time with the resulted output reflected from the quality and quantity. The level of teachers' performance may be seen from the implementation results upon their main duties and functions in a certain period. Individual or group performance on duties and functions is not an independent dimension, yet it is related to the influencing factors. Performance is a function of ability (A), motivation (M), and particularly affiliating motivation and opportunity (O) may be considered as working environment (situation). In other words, performance is determined by factors of school principal's leadership, teachers' affiliating motivation, and situational factors, that is the working environment. It shows that performance is not only influenced by internal but also external factors (Byars & Rue, 1991, p. 250; Kierstead, 1998, pp. 1-2; Robbin, 2006, pp. 240-242).

Teachers' performance may be formulated that optimal teachers' performance is driven by the strength of the internal/individual factors (such as commitment, motivation, and ability), as well as of the supporting external (situational) factors (such as, adequate incentive, supporting leadership and preferable school condition). Similarly, the school principal leadership or the preferable environment and the other work-related motivation are essential factors for teachers. Higher motivation may shape someone's attitude in building his/her professional commitment. Greenberg and Baron (1997, p. 177) state that someone's attitude upon his/her job is the commitment of someone to his/her employer.

Clelland (in Sarwono, 1998, p.70) states that everyone has the need for power, that is a need to dominate or control others; need for achievement, that is a need to achieve success; and need for affiliation, that is a need to direct someone's attitude to get in touch with others. Someone who has a strong motivation to success tends to pursue his/her own achievement than the incentives or rewards upon his/her success. They are highly motivated to do something better and more efficient than the previous

results which is called the need of *achievement* “*nAch*”, that is the motivation to do the jobs as good as possible to gain achievement with a predicate of excellence/with compliment (Mangkunegara, 2008).

Higher working motivation may have positive influence on the working environment and vice versa. Higher motivation may improve teachers’ working result or performance and school management controlled by the school principle to provide the best way or method and to pay more attention to the teachers to work more effectively.

The other influencing factor on teachers’ performance is the working environment. In facts, teachers are not only working but also expecting reasonable salary and convenient working environment including openness, attention, support, and reward. Achievement-based working environment and attention on staffs/teachers may improve the desired achievement results. Boredom and resentment felt both in the workplace and environment, such as lack of supporting friends and lack of support from higher superiors’ policies may inhibit the working patterns and working atmosphere. On the other hand, laziness, boredom, and lack of supporting environment may lead to poor teachers’ performance.

Hughes (1993) reports that an organizational performance is influenced by the school environmental situation or atmosphere. A teacher’s performance is presumably influenced by the environment where he/she is performing the duties. Sophisticated condition has positive relationship with the working achievement.

In developed countries, researches on school working environment or climate have been growing which establish and contribute significantly to the development of effective schools (Cohen, *et al.*, 2009; Thapa & Cohen, 2013). Mangkunegara (2008) concludes that achievement motivation positively influence performance achievement. It means that leaders, managers and staffs with higher motivation may also reach higher achievement, and vice versa.

The success of school management is highly determined by human resource empowerment which depends on efficiency and effectiveness of school principal performance (Wahyosumidjo, 2007, p.349). Similarly, Snyder *et al.*, (1991) conclude that there are no good schools without good principals. School principal should have the ability to empower all school human resources to reach the school’s objectives and particularly should have the ability to improve teachers’ performance through human resource (teachers) empowerment

The subsequent results find that working environment has a direct influence on teachers’ performance. It is characterized by the hypothesis which generate working environment with a significant influence on teachers’ performance. It is obvious that respondents positively respond (excellently and very well by 0.877%). The correlation of working environment variables on teacher performance is equal to 0.877. It means that the working environment created with the favorable/fun atmosphere may provide positive supports to the teachers’ jobs with a contribution of 87.7%.

The respondents' perceptions are revealed through those who answer the questions based on reality. The better the school principal's ability to perform his leadership, the better the teachers' performance may improve in performing their duties as school educators. Performance is the output driven from processes, humans, or otherwise. Thus, performance may be considered as the process output result (August, W.S. in Sedarmayanti, 2007, p. 50). Performance is highly influenced by the working ability, environment, incentives, competencies, knowledge, leadership, motivation and working experience (Simanjuntak, 2005). The other factor is the favorable environment which may encourage teachers gain more optimal achievement based on their interest and abilities. Organizational atmosphere may become the major driving force for employees to deliver their best performance. The most essential factor to improve the teachers' performance is the physical working environment in which teachers perform their daily activities related to the illumination or light, air, and working equipment conditions. The implementation of teachers' duties and jobs may be well performed if supported by the adequate lighting and air conditioning as well as healthy working spaces and low level of noises. Adequate working environment is expected to influence and lead the teachers to achieve the predetermined goals.

The teachers feel the pleasing atmosphere when they do something beneficial and worthwhile, such as when they are assigned for responsibilities, involved in organization, committed the duties, and related to open organizational policies structures and the supported management practices.

According to the factual field information, uncertified teachers have good performance while the certified teachers' performance is considered not satisfying. Higher working performance is in fact shown by those who have not obtained certification as they expect to obtain it.

The other results show that the performance of certified teachers due to the affiliating motivation is not significant and has no influence characterized by hypothesis testing. That is, teachers' affiliating motivation on their performance are not proven having significant influence. Teachers' affiliating motivation influences their performance (r_{xy}) by 0.035 (the influence value is 3.5%). It means that when teachers' affiliating motivation is increasing and they feel satisfied with the work, their performance will also increase better, and vice versa.

The unproven testing is basically due to various factors related to the teachers' affiliating motivation as someone's motivation comes from inner and outer components. The teachers' performance may improve when the school principal gives them autonomy in teaching, developing their abilities, and improving their working appreciation. It is expected that by having good school principal leadership, new ideas and opportunities may grow and develop better including to their functional status fulfillment. A research on teacher performance is conducted using these indicators: ability to plan a teaching-learning program, ability to implement or manage learning processes, ability to assess learning processes, and ability/mastery on technology to support the teaching-learning activities.

The teachers' lack of competence may lead them to be less advantageous for learners, especially for the certified teachers or educators. This finding is in contradiction with the reality that most teachers are still oriented on the delivery of subject matters and teaching-learning process which poorly encourage learners to become active (teacher centered), (Baedlowi, 2008). The existing problems in vocational schools are lack of teachers' skills in teaching productive subjects. Data taken from P4TK Malang in 2007 on teachers' competence test training show that there are only 6 of 12 teachers who pass the test, which means that vocational teachers' competence is still poor, and even there are some teachers who do not know the development of technologies for teaching-learning processes. Vocational school teachers have experienced stagnation for years. Thus, it is necessary to investigate whether the certified teachers have good performances or not.

From the results above, it shows that the average performance of private vocational school teachers in Tegal City is considered good as there is no private vocational school teacher in Tegal with low performance. Most respondents' answers in the questioners given related to the certified teachers performance is good by 51%, including in curriculum implementation, teaching material mastery, multi teaching method application, high professional standards, better working results from time to time, no decreasing working quality as it is always above the average, on time working completion, high working competition frequency, and good spare time utilization to complete the delayed tasks and jobs. According to the findings, it is expected that the teaching-learning quality may be developed in the future that the schools' education quality may also improve as the schools' education quality depends on the teachers' performance. From the research results and the hypothetical testing above, it shows that school principal leadership, working environment, and teachers' affiliating motivation positively and significantly influence the teachers' performance either partially or holistically. The correlation coefficient of school principal leadership on teachers' performance (r_{xy}) is 0.668, and influence value is 0.446 (44.6%). It shows that when the school principals are good at performing their leadership duties, the teacher's performance may also be better, and vice versa.

The correlation coefficient of school principal leadership variable on teachers' performance (r_{xy}) is 0.394 which shows that the influence level is 39.4% while the correlation working environment variable on teachers' performance is equal to 0.877. It means that if the working environment is favorable /fun, it may provide positive supports for teachers to work, with a support contribution of 87.7%. Meanwhile, the correlation coefficient of the teachers' affiliating motivation on teachers' performance (r_{xy}) is 0.035 and the influence levels 3.5%. It shows that when teachers have better affiliating motivation and feel satisfied with their work, their performance may get better, and vice versa. According to the results of simple regression analysis (the influence of school principal leadership on teachers' performance, of working environmental on teacher performance, the influence of teachers' affiliating motivation on teachers' performance), the influence determination coefficient of school principal leadership, working environment and teachers' affiliating motivation is 0.044, which means that the certified teachers' performance may be explained by the

independent variable of 4.4%, while the remaining 95.6% is explained by the other variables.

Gibson (2005, p. 133) states that someone's performance such as the teachers' is acceptable as influenced by the following three variables, p. individual variable consisting of abilities and skills (mental and physical competences) and background (family, social level, experience, demographic (age, origin, gender), organization variable consisting of resources, leadership, rewards, and psychology variable consisting of perception, attitude, personality, motivation of learning. Meanwhile, Ravianto (1985, p. 18) suggests that performance is influenced by education, skills, discipline, motivation, income, working climate, working experience, health and so forth. It means that the teachers' performance is not only influenced by school principal leadership, working environment, and teachers' affiliating motivation as there are other factors beyond the study which are not yet examined and may also determine the results. Teachers who have good performance are generally the ones with good school leadership. Similarly, when the working environment is good, the teachers' affiliating motivation is also good. It can be concluded that teachers' good performance is influenced by a good school leadership, good working environment, and teachers' high affiliating motivation. However, these issues must be examined and proven using good relationship linearity testing with simple or/and multiple regression analysis.

In short, as the teachers' performances are influenced by attitudes and behaviors such as organizational commitment (Greenberg & Baron, 2003, p. 207), the teachers in this case, are eventually obscure in their commitment and inhibit their extra behavioral roles. Meyer and Powell (2004) believe that organizational commitment is an attitude resulted from the expected sustainable behaviors based on identification of certain conditions. Thus, with good teaching and learning conditions, the teachers may also produce excellence jobs. Due to such questioned conditions, Skinner (in Gibson, 2005, p. 133) argues that behavior seems to cause repeated positive consequences and unrepeated negative ones. Therefore, by having good educational settings, those may influence the sustainable behaviors as the individual behavioral consequences, in this case, the teachers. Based on above explanation, data analysis and discussion, it can be concluded that school principal leadership and working environment significantly and positively influence the certified teachers' performance either directly or indirectly. Meanwhile, teachers' affiliating motivation, even through organizational commitment, does not positively influence their performance.

The conclusion of this research were; First, school principal leadership positively influences teachers' performance by 55% in a good category while the other 45% is in less favorable category. Second, working environment influences teachers' performance by 50% in a good category while the other 50% is in less favorable category. Third, teachers' affiliating motivation influences their performance by 48% in less favorable category while 52% is in good category. Fourth, school principal leadership, teachers' working environment and affiliating motivation may improve teachers' performance by 0.044, meaning that teachers' performance may be explained by the independent variables including school principal leadership, working

environment, and affiliating motivation by 4.4%, while the remaining 95.6% is explained by the other unexamined variables as indicated by the residual variables by 95.6%. Thus, the equation may explain teachers' performance = $1.409 + 0.035$ of their affiliating motivation

Teacher certification is one method to improve the ability of performance and the quality of learning to students. The suggestions given based on the results of this study are: firstly, there is a need to increase teacher awareness of the importance of their performance on the quality of learning in vocational schools; secondly, principals need to provide support for the teachers by supporting them follow education and training on an ongoing basis and tiered through formal (post-graduate) and non-formal channels. This is useful for improving pedagogic and professional competence.

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