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The Impact of Educator Effectiveness on Student Competitiveness: A Case Study in Cilegon City Junior High Schools

Arif Budiman[1]✉, Furtasan Ali Yusuf[2], B. Herawan Hayadi[3]
[1 2 3] *Universitas Bina Bangsa,Serang, Indonesia*
✉ email: arifbudiman221@guru.smp.belajar.id

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ABSTRACT

Students' competitiveness can be increased through various ways such as studying effectively, developing social and emotional skills, and participating in extracurricular activities. The emphasis on increasing students' competitiveness is expected to help them to become successful and competent individuals in their future lives. This research aims to examine the influence of teacher performance on student competitiveness in State Junior High Schools (SMPN) in Cilegon City, with achievement motivation, student achievement and student absorption as intervening variables. The approach used is quantitative with a survey type, collecting data through questionnaires from 546 teachers at State Middle Schools in Cilegon City. The sampling technique was proportional stratified random sampling, with a sample size of 85 based on the Slovin formula with an error rate of 10%. Data analysis was carried out using inferential statistics using the Statistical Package for the Social Sciences (SPSS) version 26 approach. The results of the research show that teacher performance (X) from the results of the multiple linear regression test can be seen that the t-count (t-stat) value for the teacher performance variable is 5.165, where this value is greater than the t table, namely 1.66412 with a significance level of 0.05 (α = 5%) and degree of freedom (df) = 80. These results indicate that directly the teacher performance variable has a significant influence on competitiveness (Z) of 0.442. Meanwhile, the statistical test value on the Sobel test is 2,428 and the p-value or Sig value. is 0.015, where the p-value is smaller than the significance level of 0.05 (α= 5%), so it can be concluded that the variable absorption capacity (Y3) is significantly able to mediate the teacher performance variable (X) on competitiveness (Z). The conclusion of this research is that teacher performance directly has a significant influence on student competitiveness, and teacher performance has an influence on competitiveness with absorptive capacity as an intervening variable.

Keywords: *Teacher performance; student competitiveness; achievement; motivation; absorption capacity*

INTRODUCTION

The ability of an individual or group to compete effectively and achieve satisfactory results in situations that require performance and competition is referred to as competitiveness. The competitiveness of students is related to their capacity to compete with their peers in academic, social, and emotional domains. This competence encompasses specific knowledge and skills, as noted by Nurjanah in the work of Latifah and Hari Susanti (2023). Various methods can enhance student competitiveness, such as effective learning strategies, the development of social and

emotional skills, and participation in extracurricular activities. Emphasizing the improvement of student competitiveness is expected to assist them in becoming successful and competent individuals in their future endeavors. To ensure that students possess strong competitiveness, the roles of teachers and schools are crucial. Despite the increasing prevalence of Artificial Intelligence (AI), it cannot replace the educator's role (Boentolo et al., 2024). Teachers can support students by providing effective instruction and motivating them to engage in learning. Schools can also offer facilities and opportunities for students to grow and develop their skills. In this context, schools should provide access to the latest technology and information, as well as opportunities for participation in extracurricular activities that can enhance student competitiveness. It is essential to recognize that competitiveness is not solely linked to academic achievement but also to students' social and emotional capabilities. Therefore, schools and teachers must ensure that students also develop strong social and emotional skills, such as teamwork, effective communication, and problem-solving abilities. This is particularly important as students psychologically require emotional intelligence to achieve effective outcomes (Nasir et al., 2023). Overall, student competitiveness is of significant importance.

The competitive ability of students from the State Junior High Schools (SMPN) in Cilegon has not yet been demonstrated when compared to those in Tangerang or South Tangerang. Several factors contribute to this situation, including the lack of equitable access to education, insufficient quality of human resources, inadequate attention to enhancing students' social and emotional skills, and limitations in participating in extracurricular activities. These elements significantly influence the low competitiveness of learners. Enhancing competitiveness through achievement motivation forms a robust combination for attaining success. By setting clear goals, continuously developing oneself, innovating, taking measured risks, collaborating with others, and maintaining a balanced life, individuals can strengthen their position in a competitive environment. Therefore, integrating these two concepts not only leads to high performance levels but also broadens opportunities and aids individuals in achieving success across various life domains.

A preliminary survey conducted on achievement motivation among three randomly selected students from each State Junior High School in Cilegon's eighth grade indicates that the students' motivation for achievement falls into the adequate category. This data serves to provide an initial overview of the achievement motivation of students in Cilegon. For further clarity, the results of the preliminary survey on achievement motivation can be found in the accompanying table.

Table 1. Pre-Survey on Student Achievement Motivation

No	Statement	Grading Scale				
		SS	S	KS	TS	STS
1	I find myself lacking motivation to study and achieve the best grades.		35	1	6	3
2	I often feel bored and disinterested in the subjects		25	6	14	

No	Statement	Grading Scale				
		SS	S	KS	TS	STS
	taught at school					
3	I frequently miss classes for trivial reasons		27	1	16	1
4	I seldom read books or study materials outside of school hours		28		16	1
5	I often experience pressure and stress due to school assignments		25	4	16	
6	I rarely participate in class discussions or extracurricular activities.		24	3	18	

Source: The data was collected from a preliminary survey conducted via Google Forms, targeting randomly selected eighth-grade students from public junior high schools in the city of Cilegon.

From Table 1 regarding the pre-survey of student achievement motivation, it can be observed that 35 students, representing 77.78%, feel they lack motivation to study and achieve their best grades. Additionally, the table indicates that 28 students, or 62.22%, rarely engage in reading books or study materials outside of school hours. This information suggests that the motivation for achievement among students is categorized as low. A higher level of student achievement motivation is directly correlated with improved academic performance; conversely, low motivation results in diminished student performance. Student achievement is assessed using the Student Achievement Index (IPS), which is a grading system designed to evaluate students' academic performance and effectiveness. The Student Achievement Index is typically interpreted as the average score derived from tests, assignments, and examinations over a specified period, which is then converted into a numerical or letter scale. One of the indicators that can serve as a proxy for measuring student competitiveness is the Student Achievement Index (IPS). The Student Achievement Index can be utilized by schools and government entities to gauge the extent of students' abilities to compete with their peers. The relatively low competitiveness of junior high school students in Cilegon, when compared to those in Tangerang or South Tangerang, can also be illustrated through the IPS, as shown in the following table.

Table 2. Student Education Index by District/City in Banten Province

No	District/City	2020	District/City	2021	District/City	2022
1	South Tangerang City	0,96	South Tangerang City	1,00	South Tangerang City	1,00
2	Tangerang City	0,75	Tangerang City	0,77	Tangerang City	0,77
3	Cilegon City	0,55	Cilegon City	0,57	Cilegon City	0,60
4	Serang City	0,38	Serang City	0,40	Serang City	0,41
5	Pandeglang	0,36	Pandeglang	0,38	Pandeglang	0,41

	District Tangerang		District Tangerang		District Tangerang	
6	District	0,36	District	0,37	District	0,40
7	Serang District	0,23	Serang District	0,24	Serang District	0,30
8	Lebak District	0,03	Lebak District	0,03	Lebak District	0,07

The source of the information is derived from processed data, which initially involves obtaining the School Life Expectancy Index and the Average School Duration Index from https://banten.bps.go.id. Subsequently, the Student Education Index is calculated manually

The table above indicates that the City of Cilegon has a lower Student Education Index compared to the cities of South Tangerang and Tangerang over the past three consecutive years, consistently ranking third. This suggests that the competitiveness of students in Cilegon is inferior to that of their counterparts in South Tangerang and Tangerang. Nevertheless, despite Cilegon's position below Tangerang and South Tangerang, the competitiveness of students in Cilegon remains sufficient to compete with those in Serang City, Pandeglang Regency, Tangerang Regency, Serang Regency, and Lebak Regency.

The low competitiveness of students in State Junior High Schools (SMPN) in Cilegon is identified not solely due to uneven access to education, low quality of human resources, or significant differences in social and economic environments between South Tangerang, Tangerang, and Cilegon. Rather, it is attributed to the inherently low motivation for achievement among the students. Achievement motivation is challenging to measure objectively as it is subjective and varies from individual to individual. This motivation plays a crucial role in a person's life, as it helps determine priorities and life goals. Individuals with high achievement motivation tend to be more focused and enthusiastic about reaching their objectives. They are also better equipped to overcome obstacles and maintain focus on their goals, even in the face of difficulties. (Wigati, 2016) The Organisation for Economic Co-operation and Development (OECD) has launched a competency assessment program known as PISA (Programme for International Student Assessment) aimed at students aged 15, typically in the 8th to 9th grade. The PISA test evaluates students' abilities and competencies in reading, mathematics, and science. The most recent results from 2018, which included participation from 78 countries, revealed that Indonesian students scored 371 in reading, which is lower than their counterparts in Thailand (393), Malaysia (415), and Singapore (549). In mathematics, Indonesian students achieved a score of 379, again trailing behind Thailand (419), Malaysia (440), and Singapore (569). For science, Indonesian students scored 396, while Thailand, Malaysia, and Singapore scored 426, 438, and 551, respectively. Notably, the 2018 PISA results for Indonesian students were also lower than those from the 2015 assessments. This situation underscores the relatively low competitiveness of Indonesian students compared to their peers from several other ASEAN countries, highlighting the need for significant efforts to reach a comparable level of performance.

In 2022, as the restrictions on learning during the pandemic began to ease, one particular student did not show any improvement in their grasp of the Indonesian

language subject. In contrast, other students experienced progress as the learning process gradually returned to normal. This situation can be attributed to the extended period they spent learning at home, which resulted in some of them requiring additional time to readjust to social interactions within their environment. (Wahyuni et al., 2021). The performance of teachers significantly impacts student competitiveness. Sadirman, as cited in Deke (2020), emphasizes that teachers play a crucial role in motivating, guiding, and providing quality education to students, enabling them to enhance their skills and knowledge. Teachers are professional educators whose primary responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, as well as in formal, primary, and secondary education (Law No. 14, 2005). When teachers perform well, students are more likely to absorb information effectively and improve their capabilities. Experienced teachers who employ effective teaching methods can assist students in understanding the subject matter and achieving their goals. Conversely, poor teacher performance can adversely affect student competitiveness and diminish their ability to attain high achievements. Therefore, it is essential to ensure that teachers maintain high performance and fulfill their responsibilities effectively to enhance student competitiveness.

The suboptimal performance of teachers can significantly impact student learning outcomes and the overall quality of education. This situation may arise from various factors, including a lack of motivation, insufficient competencies, and an unfavorable learning environment. Teachers who lack motivation may exhibit diminished enthusiasm in delivering lessons and preparing for instruction, which can adversely affect the quality of education and lead to decreased student interest and engagement in learning activities. Additionally, a deficiency in competencies can hinder a teacher's effectiveness. Educators who lack pedagogical, professional, social, and personal competencies may struggle to enhance student comprehension, ultimately resulting in lower academic performance and competitiveness among students. The following is an observation report on teacher performance submitted to the School Administration Staff (SAS) within the human resources department across all State Junior High Schools (SJHS) in the city of Cilegon.

Observed data shown that the average performance of teachers falls within the "good" category. For instance, Teacher received a rating of "good" in both personality and social competencies, while the remaining competencies, namely pedagogical and professional, were rated as "sufficient." Furthermore, the table above indicates that none of the teachers involved in the study achieved a rating of "very good." Consequently, it can be concluded that the performance of Civil Servant Teachers (ASN) in Cilegon City is not yet optimal. In addition to the phenomena described, there exists a research gap compared to previous studies.

The research gap identified stems from the limitations present in the previous study conducted by Dame Afrina Sihombing. The findings indicate that this research has certain shortcomings, notably the absence of performance testing based on gender, which raises the question of whether gender influences a teacher's performance, as

suggested by Shahzadi (2014). Furthermore, there are still several instances of rejection from the school authorities without clear justification or explanation. Additionally, numerous other factors remain that could potentially be examined in relation to performance. There exists a discrepancy in the findings of previous research, where the study conducted by Erni R. Dewia, Patta Bundua, and Suradi Tahmira concluded that, based on their analysis and discussion, the following conclusions were drawn to address the research questions: 1) the antecedent variables, which include emotional intelligence and competence, have a positive and significant direct effect on teacher performance, and 2) these antecedent variables also positively and significantly influence teacher performance indirectly through achievement motivation. In contrast, the research by Sevil Orhan Özen indicated that the importance of motivation in student learning outcomes varies according to the sample group. Consequently, there is a gap between the two previous studies, which serves as a research gap in this investigation. Based on the findings of this study, it is asserted that the significance of motivation in student achievement differs among sample groups. This inconsistency forms the basis for selecting Achievement Motivation as a variable that will influence the relationship between the independent variable (Teacher Performance) and the dependent variable (Student Competitiveness).

The performance of students and their absorption capacity are anticipated to influence the relationship between teacher performance and student competitiveness. This assertion is supported by initial observational findings and a State of the Art (SoTA) review, which provided new insights following a comprehensive literature review. In various studies, career development has typically been treated as a dependent variable; however, this research positions career development as an independent variable. In addition to addressing a research gap that justifies the selection of variables for this study, the researcher is also motivated by curiosity regarding whether achievement motivation, student performance, and absorption capacity can exert an influence when considered as intervening variables. Consequently, the novelty of this research lies in treating achievement motivation, student performance, and absorption capacity as intervening variables that determine the relationship between teacher performance and student competitiveness. Therefore, the title of this thesis will be "The Impact of Teacher Performance on Student Competitiveness through Achievement Motivation, Student Performance, and Absorption Capacity as Intervening Variables: A Case Study of Public Junior High Schools in Cilegon City."

Competitiveness

Student competitiveness refers to the ability of students to effectively compete within educational settings and beyond. According to Samina et al. (2020), competitiveness encompasses the capacity to work efficiently and effectively by setting appropriate goals, both in terms of defining objectives and achieving desired outcomes, which includes both the ultimate goals and the processes involved in facing competition. Brehn and Kassin, as cited in Sakti and Ariati (2014), define

competitiveness as the effort or action to compete with others in order to attain greater advantages, often at the expense of others.

Teacher Performance

Teacher performance possesses specific characteristics. It can be observed and measured based on the competencies and criteria that every teacher is required to possess. In relation to teacher performance, the behaviors in question refer to the activities of teachers during the learning process. Regarding the standards of teacher performance, Sahertian, as cited by Kusmianto (1997: 49) in the guidebook for teacher performance assessment by supervisors, explains that the standards are associated with the quality of teachers in executing their duties, which include: (1) working with students on an individual basis, (2) preparation and planning of lessons, (3) utilization of teaching media, (4) engaging students in various learning experiences, and (5) active leadership from the teacher (Hidayat, 2012). Yamin and Maisah, as referenced in Zaini Miftach (2018a), assert that teacher performance encompasses all activities or behaviors they engage in, as well as the decisions they make to achieve outcomes or objectives. Good teacher performance within an institution can be observed through their attendance in class, commitment to teaching with dedication and enthusiasm, and a sense of enjoyment. The assessment of good performance can be evaluated through several factors that indicate the quality of that performance.

Rusman (2011:50), describes performance as the output derived from processes, whether human or otherwise, indicating that performance is the result of processes carried out by individuals. Performance is closely linked to the strategic objectives of an organization, customer satisfaction, and contributes to the economy, as noted by Armstrong and Baron in Wibowo (2011:7). Therefore, performance encompasses both the act of performing work and the outcomes achieved from that work. Sedarmayanti (2011:260) states that performance is a translation of "performance," which signifies the results produced by an employee, a management process, or an entire organization, where these results must be demonstrable with concrete evidence and measurable against predetermined standards. Furthermore, Byars and Rue (Stocks, 2016b) define performance as the level of competence an individual exhibits in tasks related to their job. According to Supardi (2014) in Sardiman (2013), performance is understood as the activities undertaken to execute and complete tasks and responsibilities in alignment with established expectations and objectives.

Kasmir (2016b) asserts that performance is the outcome of work and behavior achieved in fulfilling assigned tasks and responsibilities over a specific period. In a different perspective, Supardi (Ahmad, 2018) defines teacher performance as the capability of an educator to execute teaching duties within a school setting while being accountable for the students under their guidance, with the aim of enhancing their academic achievements. Consequently, teacher performance can be interpreted as a condition that reflects a teacher's ability to fulfill their responsibilities at school, as well as an indication of effective learning activities that enable students to attain optimal learning outcomes. Furthermore, Supardi (Ahmad, 2018) elaborates that teacher

performance is not solely demonstrated by work results but also by the behavior exhibited during work. The effectiveness of a teacher's performance is clearly observable in the learning process, which is mirrored in the students' academic results. A high-quality teacher performance will lead to improved student learning achievements.

Motivation for Achievement

The concept of achievement motivation was first articulated by Henry Alexander Murray. In the work of Savira and Suharsono (2013), Murray describes the term "need for achievement" as the desire or inclination to complete challenging tasks as efficiently and effectively as possible (Purwanto, 2004). According to Murray, as cited in Savira and Suharsono (2013), achievement motivation is the drive or impetus that encourages an individual to reach the highest level of academic performance in accordance with the goals or expectations they have set for themselves. Atkinson (1964) posits that achievement motivation is a combination of two personality variables: the tendency to seek success and the tendency to avoid failure. Heckhausen (1967), as referenced in Kurniawan (2019), suggests that achievement motivation can be understood through three standards of excellence: 1. Task-Based Standards of Excellence: Individuals with high achievement motivation are inclined to complete the tasks they face to the best of their ability; 2. Self-Based Standards of Excellence: Individuals compare their current achievements with their past performances, aiming for continuous improvement or surpassing their previous results; 3. Other-Based Standards of Excellence: Achievements are consistently compared with those of others, with the desire to exceed those accomplishments.

Academic Achievement

Educational assessment regarding the development and progress of students in relation to their mastery of the subject matter presented to them, as well as the values embedded within the curriculum. According to Poerwodarminto in the Indonesian Dictionary, academic achievement refers to the knowledge or skills that have been mastered and developed through subjects, as evidenced by the grades or scores given by a teacher (Depdiknas, 1991). It is also noted that academic achievement is the outcome attained from efforts made and tasks completed (Poerwodarminto, 1993). Therefore, academic achievement signifies the mastery of knowledge and skills developed through subjects, typically indicated by test scores or grades assigned by educators (Department of Education and Culture, 1997). Dick and Reiser, as cited in Stocks (2016c), define academic achievement as the abilities possessed by students as a result of their learning activities. Success or academic achievement can be categorized into four types: knowledge, intellectual skills, motor skills, and attitudes.

Another definition provided by Koster in Stocks (2016c) states that student achievement is the result attained after undergoing the learning process, manifested in the form of knowledge (cognitive), self-concept (affective), and specific skills (psychomotor), such as perception, student responses, and adaptation. Sutratinah

Tirtonegoro (2001: 43) asserts that "Academic Achievement is the assessment of the results of learning activities expressed in symbols, numbers, letters, or statements that reflect the outcomes achieved by each child (in this case, students) over a specific period." According to Sutratinah Tirtonegoro, by understanding a child's academic achievement, one can ascertain the level of mastery the child has attained during their studies; in other words, it allows for an understanding of the child's learning outcomes. Thus, academic achievement can be interpreted similarly.

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The conceptual framework to be developed in this research is illustrated in the diagram below:

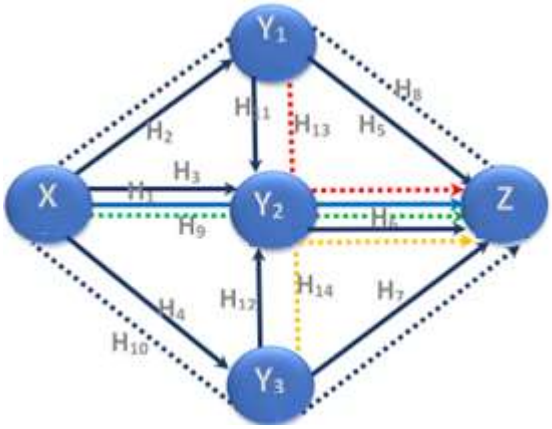

Figure 1. Research Model

Based on the identified issues and theoretical framework, the following research hypotheses are proposed:

H1: Teacher Performance impacts Student Achievement Motivation in Cilegon's public junior high schools.

H2: Teacher Performance influences Student Achievement in Cilegon's public junior high schools.

H3: Teacher Performance affects Student Comprehension in Cilegon's public junior high schools.

H4: Achievement Motivation impacts Student Achievement in Cilegon's public junior high schools.

H5: Comprehension influences Student Achievement in Cilegon's public junior high schools.

H6: Teacher Performance impacts Student Competitiveness in Cilegon's public junior high schools.

H7: Student Achievement Motivation affects Student Competitiveness in Cilegon's public junior high schools.

H8: Student Achievement influences Student Competitiveness in Cilegon's public junior high schools.

H9: Student Comprehension impacts Student Competitiveness in Cilegon's public junior high schools.

H10: Teacher Performance affects Student Competitiveness in Cilegon's public junior high schools, with Achievement Motivation as an intervening variable.

H11: Teacher Performance influences Student Competitiveness in Cilegon's public junior high schools, with Student Achievement as an intervening variable.

H12: Teacher Performance impacts Student Competitiveness in Cilegon's public junior high schools, with Student Comprehension as an intervening variable.

H13: Achievement Motivation affects Student Competitiveness.

METHOD

This research is of a quantitative nature, wherein the researcher analyzes both primary and secondary data regarding the impact of teacher performance on the competitiveness of high school students across the city of Cilegon. The population in this study consists of active teachers who are currently teaching at the State Junior High Schools (SMPN) throughout the city of Cilegon. The performance of these teachers will be evaluated using a self-assessment approach. In this context, the active

teachers at the State Junior High Schools (SMPN) in Cilegon will be categorized or classified into strata. The number of samples to be utilized in proportional stratified random sampling is calculated as follows:

n = 546 / (1 + 546 × (0.1^2))

n = 546 / 6.46

n = 84.52, which can be approximated to 85.

The assessment of validity can be conducted by correlating the scores of individual items with the total score of the construct or variable. In this study, the validity test employs item analysis, which involves correlating the score of each item with the total score derived from the sum of all item scores. If any item fails to meet the criteria, it will not be subjected to further investigation. Reliability testing is employed to assess questionnaires that serve as indicators of variables or constructs. A questionnaire is considered reliable if each question is answered consistently or stably by respondents over time. SPSS offers a feature to measure reliability using the Cronbach Alpha (α) statistical test. Multiple linear regression analysis is employed to determine the direction and magnitude of the influence of independent variables on the dependent variable. In this study, regression analysis is conducted using Ordinary Least Squares on six equation models. The coefficient of determination is utilized to assess the extent to which independent variables can explain the dependent variable. This coefficient indicates the proportion of total variation in the dependent variable that can be accounted for by the independent variables within the regression model. The value of the coefficient of determination ranges from 0 to 1.

FINDINGS AND DISCUSSION

In this study, a multiple linear regression analysis will be conducted on model equation six (6). Below are the results of the multiple linear regression test.

Table 3. Results of the Multiple Linear Regression Test

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-17.709	10.765		-1.645	.104
	Teacher Performance	.509	.099	.442	5.165	.000
	Achievement Motivation	.343	.159	.178	2.161	.034
	Student Accomplishments	.341	.210	.137	1.624	.108
	Learning Capacity	.873	.232	.331	3.761	.000

a. Dependent Variable: Daya Saing

Source: Output results from SPSS version 26.

From the table above, the regression equation model can be expressed as follows:

$Z = -17.709 + 0.509 X + 0.343 Y1 + 0.341 Y2 + 0.873 Y3 + \varepsilon$

Where:

Z = Competitiveness
X = Teacher Performance
Y1 = Achievement Motivation
Y2 = Student Achievement
Y3 = Absorption Capacity
ε = Error term (standard error)

From Table 3 above, the results of the simple linear regression test indicate that the t-statistic value for the teacher performance variable is 0.662. This value is lower than the t-table value of 1.99006 at a significance level of 0.05 (α = 5%) with a degree of freedom (df) of 80. This result suggests that, directly, the teacher performance variable (X) does not have an effect on achievement motivation (Y1). From Table 4.10, the results of the simple linear regression test reveal that the t-statistic value for the teacher performance variable is -1.258. This value is greater than the t-table value of -1.99006 at a significance level of 0.05 (α = 5%) with a degree of freedom (df) of 80. This finding indicates that, directly, the teacher performance variable (X) does not influence student achievement (Y2), the t-statistic value for the teacher performance variable is 3.171. This value exceeds the t-table value of 1.99006 at a significance level of 0.05 (α = 5%) with a degree of freedom (df) of 80. This result indicates that, directly, the teacher performance variable (X) has a significant effect on the absorption capacity (Y3) of students, with a value of 0.329, the t-statistic value for the achievement motivation variable is 2.237. This value is greater than the t-table value of 1.99006 at a significance level of 0.05 (α = 5%) and the degree of freedom. Indirect Influence

Analysis of the impact of teacher performance (X) on competitiveness (Z) with achievement motivation (Y1) as an intervening variable From the path diagram in Figure 4 of structural model 6, it can be observed that the indirect effect of teacher performance (X) on competitiveness (Z) through achievement motivation (Y1) is 0.013. Therefore, the total effect of teacher performance (X) on competitiveness (Z) is the sum of both direct and indirect effects. However, since there is no direct effect of teacher performance (X) on achievement motivation (Y1), the total effect of teacher performance (X) on competitiveness (Z) is solely its direct effect, which amounts to 0.442 (without adding the indirect effect due to its insignificance). The lack of influence of teacher performance (X) on achievement motivation (Y1) also indicates that a Sobel test (used to assess the significance of mediation effects) is unnecessary. This test is applicable only when teacher performance (X) has a significant direct effect on achievement motivation (Y1), and achievement motivation (Y1) also has a significant direct effect on competitiveness (Z).

The results obtained from the SPSS output and the calculations above yield the structural model path diagram 6 as follows.

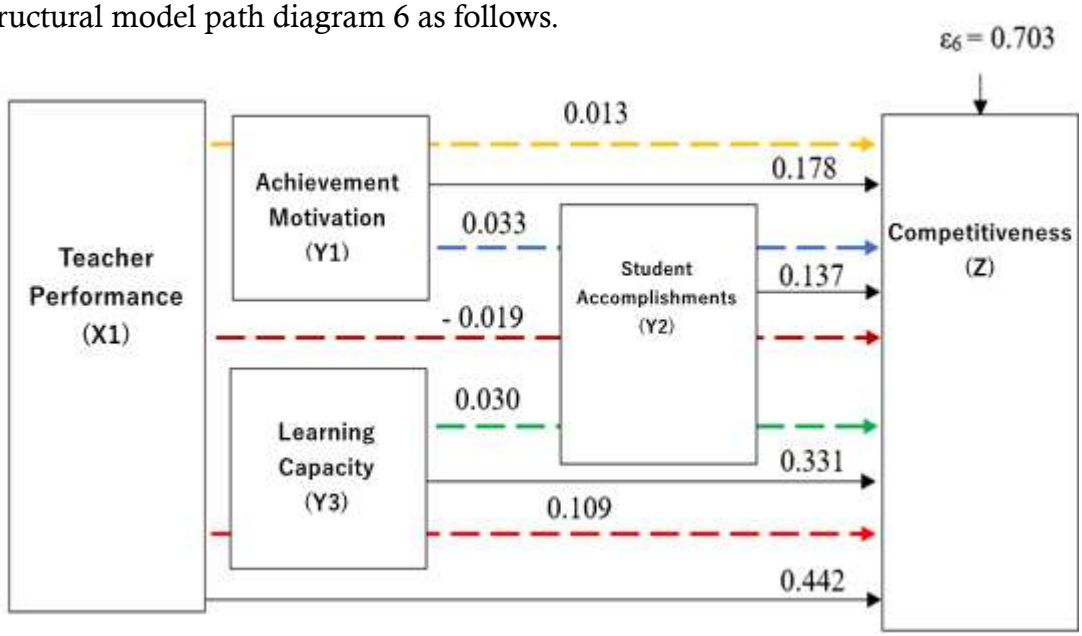

Figure 2. Structural Model Pathway Diagram 6.

From the explanation above, it is evident that the variable of achievement motivation (Y1) does not mediate the effect of teacher performance (X) on competitiveness (Z). This is attributed to the insignificant direct effect of teacher performance (X) on achievement motivation (Y1). Analysis of the impact of teacher performance (X) on competitiveness (Z) with student achievement (Y2) as an intervening variable From the path diagram in Figure 4 of structural model 6, it can be noted that the indirect effect of teacher performance (X) on competitiveness (Z) through student achievement (Y2) is -0.019. Thus, the total effect of teacher performance (X) on competitiveness (Z) is the sum of both direct and indirect effects. However, since there is no direct effect of teacher performance (X) on student achievement (Y2), the total effect of teacher performance (X) on competitiveness (Z) remains to be determined.

Strong Intrinsic Motivation: Some students may possess a robust intrinsic motivation that diminishes the impact of teacher performance. Self-concept refers to an individual's perception of themselves. When a person believes in their ability to accomplish a task, they are more likely to be motivated to engage in that activity, which subsequently influences their behavior. Rahmawati in (Hermawan, 2006). Family Environment: The support and pressure from family can significantly affect student motivation, often more so than the influence of teachers. An individual's achievement motivation can be shaped by their social environment, including parents and peers (Eastwood, 1983).Interests and Talents: Students with specific interests or talents may find themselves more motivated by their personal inclinations than by their teachers. When an individual or student has the freedom to choose, the tasks they opt to undertake reflect their interests or motivations. Students express their interests through

the assignments they engage in (or claim to engage in) both in school and during leisure time when they can select from various activities. Schunk et al. (2012).

The lack of influence of teacher performance on student achievement may be attributed to various factors inherent to the students, both internal and external. These factors include intelligence, physical condition, interest, talent, and motivation. This aligns with the observations made by Suryabrata, as cited by Noor Komari Pratiwi in (Henri, 2018), which categorize the factors affecting learning achievement into two groups: (1) Internal factors; a) Intelligence refers to the capacity for learning, accompanied by the ability to adapt to the circumstances one faces. b) Physical condition, or physiological aspects, significantly impacts an individual's learning capabilities. c) Attitude is a tendency to respond to certain stimuli, individuals, or objects with either approval, disapproval, or indifference. A person's attitude can be influenced by knowledge, habits, and beliefs. d) Interest denotes a stable inclination within an individual to feel attracted to a specific subject or area and to enjoy engaging in that field. e) Talent represents the potential abilities that an individual possesses to achieve success in the future. f) Learning motivation is a crucial factor, as it represents the state that encourages students to engage in the learning process.

This finding is corroborated by the research conducted by Hadi Mousavi, titled "Analysis of the Effect of the Educational System and Student Motivation in Creating Workforce Competitiveness (A Case Study Facing the Industrial Revolution 4.0)," which also indicates that achievement motivation (Y1) has an impact on student competitiveness (Y2). (Hadi Mousavi, 2020).

CONCLUSION

Based on the conclusions drawn from the research findings, the following implications can be applied to the educational sector, particularly in public junior high schools located in Cilegon, teacher Performance and Achievement Motivation: Since teacher performance does not have a direct impact on students' achievement motivation, schools should explore alternative factors to enhance student motivation. This may include creating a conducive learning environment, implementing reward programs, or involving parents in the educational process.

Teacher Performance and Student Achievement: Although teacher performance does not directly influence student achievement, it remains essential for schools to enhance teaching quality through training and professional development for educators. This is crucial as teacher performance can affect other variables that ultimately influence student achievement. Teacher Performance and Student Comprehension: Teacher performance significantly impacts students' comprehension. Therefore, schools must ensure that teachers are capable of effectively delivering lesson content, enabling students to understand and absorb knowledge efficiently.

Achievement Motivation and Student Achievement: Achievement motivation has a significant effect on student performance. Schools should design programs and activities aimed at boosting students' motivation to excel, such as academic competitions, awards, and recognition of student achievements. Comprehension and Student Achievement: Students' comprehension significantly affects their academic performance. Schools should concentrate on effective teaching methods, engaging

learning media, and regular assessments to ensure that students genuinely grasp the material being taught. Teacher Performance and Student Competitiveness: Teacher performance significantly influences students' competitiveness. Schools need to ensure that educators not only teach for basic understanding but also encourage students to think critically and creatively, enabling them to compete at higher levels.

The author is acutely aware that, despite efforts to compile this work to the best of their ability, this thesis still contains several shortcomings that are inherent to the limitations of the research. The limitations of this study are as follows: (1) The scope of this research is confined to public junior high schools in the city of Cilegon, necessitating further examination to determine whether the findings can be generalized to junior high schools more broadly or to similar educational levels. (2) The selection of indicators for measuring each research variable is based on a single theory, which may result in measurements that are not entirely comprehensive.

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