

Multiple Mediation Constructs on Teacher Performance

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ABSTRACT: This paper aims to explore the construct of teacher performance using multiple mediation with training as an independent construct. This research uses SEM to estimate a 3-path analysis model. This research found that the Training Construct positively and significantly influences the first 3 mediation constructs, namely Reward, Relationship Among Employees, and Leadership. Reward and Leadership positively and significantly influence Work Motivation, and Work Motivation positively and significantly influences teacher performance. Generally, direct effects are greater than indirect effects, but indirect effects were found through the intermediate construct of reward and through three paths through the construct of leadership. None of the free constructs had an indirect effect on the non-free construct of teacher performance (multiple mediation) or on work motivation (two-path analysis).

KEYWORDS: Teacher Performance, Work Motivation, Reward, Relationship Among Teachers, Leadership, Training

INTRODUCTION

Schools are a clear example of formal educational organizations. In a broader sense, an organization can be defined as a social entity consisting of two or more people. This entity is coordinated in a planned manner with clear boundaries, operating continuously to achieve common goals. Internal members of a school organization include the principal, teachers, students, and educational staff. Their main activity is the teaching and learning process. However, in practice, not all students can achieve satisfactory results. Some students have difficulty understanding material in the field of Information Technology (IT). Limited understanding or access to IT material is an obstacle that must be overcome in order for them to be ready to face the digital age.

The government implements various policies to improve the quality of a nation's human resources, and one of the main ways is by improving the quality of education. The quality of education can be improved through various activities, one of which is the development of the teaching and learning process. In particular, this activity is important in order to face the challenges of mastering information technology. To that end, the government is striving to improve teachers' competencies by providing special training in IT. This effort is carried out with a focus on the application of technology in the learning process.

In addition, authorities are also focusing on efforts to improve students' understanding and skills in the field of information technology. Various learning programs in line with technological developments are being enhanced so that students can acquire sufficient knowledge and skills. These measures are being taken so that all students have the same opportunity to master information technology and thrive in today's digital age. These government policies and actions aim to improve the quality of the younger generation or human resources, so that individuals emerge who are intelligent, talented, democratic, and able to use and develop information technology to face the increasingly complex challenges and problems of the globalization era.

To face increasingly complex challenges and problems in the era of globalization, teachers need to have good skills, be able to adapt, and be able to adjust to constant change. Teachers must not only master the material they teach, but also be able to use teaching methods that are in line with the times, including technology and innovation in education. In this case, teachers' skills and performance are important factors that determine the quality of the learning process and outcomes.

Teacher performance is the successful outcome achieved by a teacher in carrying out their duties and responsibilities, especially in the teaching and learning process. In the context of the Bekasi City Government, the assessment and development of teacher performance, especially for non-civil servant teachers and educational personnel (GTK), has been specifically regulated through Bekasi Mayor Regulation No. 35 of 2018. This regulation emphasizes that teacher performance is assessed based on three main aspects, namely work discipline, work productivity, and work attitude, each of which has its own behavioral indicators and assessment weights. This assessment is conducted objectively, transparently, and periodically every quarter, and serves as the basis for guidance, evaluation, and personnel decision-making. With this formal and structured system in place, school principals are expected to enhance teachers' professionalism and accountability through guidance, supervision, motivation, and evaluation based on predetermined performance indicators.

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Teacher performance is a key factor in the success of education and students (Sunarsi, 2020). This performance reflects the results of a teacher's work in teaching, which includes planning, implementation, classroom management, and assessment of learning outcomes (Asterina & Sukoco, 2019). Without quality teacher performance, education programs will not be successful. Therefore, educational institutions must continue to strive to improve teacher performance.

Improving teacher performance requires support and collaboration from various parties in the school, including the principal, fellow teachers, staff, and students (Rorimpandey, 2020). To ensure that teacher performance remains optimal, periodic evaluations are needed to serve as a basis for their professional development. Various efforts such as training and incentive programs are also important to create an effective and high-quality educational environment (Kusumaningrum, Hafni, et al., 2024).

To ensure systematic improvement and monitoring of teacher performance, the Bekasi City Government issued Bekasi Mayor Regulation No. 35 of 2018. This regulation serves as a guideline for assessing the performance of non-civil servant teaching staff based on discipline, productivity, and work attitude. The quarterly assessments conducted by the Education and Culture Office serve as an important basis for decision-making regarding contract renewals, training, and termination. The existence of this regulation emphasizes the crucial role of educators in achieving the desired quality of education.

Teacher performance is highly dependent on competency development, motivation, support, and an effective work environment (Kusumaningrum, Azahra, et al., 2024). Of all these factors, motivation is one of the most crucial. Motivation is an internal and external drive that influences individuals to act and achieve goals, although its interpretation may vary from person to person (Mahmudah Enny W, 2017).

In general, work motivation is the enthusiasm or energy that drives a person to work effectively (Sitorus & Silviani, 2020). It is a combination of forces that influence an individual's effort, intensity, and perseverance at work, with the aim of fulfilling needs and achieving satisfaction (Ain et al., 2023). Good motivation directs employees to achieve organizational goals in a focused and targeted manner (Chen et al., 2024; Smith et al., 2003). Therefore, motivation is one of the key elements that directly affects a person's performance, whether it comes from within or from outside (Ain et al., 2023).

One external factor that can increase motivation is rewards, which are forms of recognition or compensation given for achievements or contributions (Muspawi, 2021). These rewards can take the form of monetary rewards, plaques, or promotions. Organizations use rewards both financial and non-financial as recognition for achievements to attract, retain, and motivate employees (Duan et al., 2021). In addition, *rewards* can also be a means of providing opportunities for self-development, one of which is through training programs. Training itself is a planned process to improve knowledge, skills, and attitudes relevant to work, thereby increasing individual productivity and performance quality (Dessler, 2015).

Furthermore, positive interactions and relationships among coworkers are important elements for creating a harmonious and conducive work environment. Good interactions can enhance a sense of belonging, collaboration, and synergy, which ultimately increase engagement, productivity, and work enthusiasm (Novi & Subiyantoro, 2022). Thus, the combination of *rewards*, training, and positive work relationships as a whole creates a supportive work environment that strengthens organizational performance, including in the world of education.

Teacher leadership is a leadership approach that focuses on collaboration, not just authority (Shao & Webber, 2006). This concept emphasizes that teachers have a role beyond teaching; they also play a part in democratizing schools, influencing learning among teachers, and shaping a culture of cooperation throughout the educational community (Shao & Webber, 2006). In other words, teachers serve as role models who inspire educational staff and students to move toward common goals.

As leaders, teachers play an important role in shaping students' character and personality, which significantly affects their achievements (Aslam et al., 2022). Therefore, teachers must be able to deliver interesting and relevant learning by utilizing digital technology and 21st-century learning models (Jannah, 2020). This ability, coupled with a positive attitude, personality, and behavior, will make teachers role models for students and the community (Indah et al., 2022; Mulyanti et al., 2024). Thus, teacher leadership is a determining factor in the success of education because teachers can guide, evaluate, and change the character and competence of students in order to create a supportive learning environment (Kirsten, 2020; Prihatin & Andari, 2023).

This study was conducted at a public elementary school in Bantargebang Subdistrict, DKI Jakarta. Teacher performance assessments were collected from several school groups. This phenomenon is interesting to explore further. Based on the previous description, this study aims to examine teacher performance using multiple mediation and must test three analysis paths.

THEORETICAL REVIEW

Teacher Performance

Teacher performance is the achievement of the tasks assigned to them. A task is considered well-performed if the results meet the expectations of the supervisor, while poor performance is when the results and implementation do not meet the expectations of the supervisor. Teachers whose results and implementation fall between these two categories are said to have moderate performance. Poor performance is when the results and implementation of their performance are below the expectations of their superiors. Good performance is usually measured by attendance and work attendance as well as the results of student exams every day and at the end of the semester. In general, performance is the achievement of the company's targets or plans for the year that

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can be completed by each teacher to support the achievement of organizational targets. Performance theories include: Teachers' knowledge and understanding of their work, accompanied by agreed ethics and laws and responsibilities, will support the formation of more productive performance.

Performance places greater emphasis on ability and motivation. Even if someone has excellent ability but low motivation, this will affect their performance (Almohammadi, 2024; Hartawan et al., 2024). Performance in other theories is divided into three things, namely 1) Knowledge about the work that is his responsibility, 2) Experience related to working hours and the substance of the work, 3) Personality in his field of work (interest, talent, perseverance, cooperation, honesty, open motivation, and attitude towards work). In a company, to determine the success of an individual or organizational performance, it is generally seen from the process and results. Performance can also be defined as process and result orientation, including: 1) Process orientation, related to the effectiveness of work processes and cost efficiency; 2) Result orientation, in the sense that good processes will lead to productive results in terms of both quantity and quality (Fortunately et al., 2019).

Teacher performance can be influenced by several factors, including: 1) Ability and expertise, in this case, the higher the employee's ability and expertise, the higher and better their potential performance will be, 3) Knowledge, an employee who has knowledge related to their work will find it easier to complete their work, 3) Work motivation, employee motivation can come from within the employee or from outside themselves. The more motivated they are to work, the more productive and high-performing they will be. 4) Leadership style: superiors who are supportive in all situations and skilled at managing and commanding, who set a good example and are able to provide guidance, will improve employee performance. 5) School environment: the school environment is a place that can have direct and indirect implications for teachers' activities. Another theory states that factors that have a direct influence are employee ability, knowledge, and work design, while those that have an indirect influence are personality, work motivation, leadership style, organizational culture, work environment, environment, loyalty, and discipline (Azki et al., 2025).

Overall performance is the maximum achievement in completing work. Performance is viewed from the form of activity and there are three different factors, namely: 1) Task performance, which is the effectiveness of workers in completing work, 2) Adaptive performance, which is the ability of individuals to adapt and provide support in dynamic work situations, and 3) Professional performance. Task performance can be identified by high work standards, responsibility, enthusiasm, thoroughness, punctuality, and trustworthiness. Factors of adaptive performance include solid teamwork, change management, mutual understanding, and problem solving. Indicators of contextual performance include cooperation, sympathy and empathy, active participation, working extra hard, appreciating colleagues, helping colleagues, and coordinating (Thurlings et al., 2015).

The weakening of the global economy during and after the Covid-19 pandemic has implications for the performance of all organizations. This must be given attention, analysis, and evaluation by leaders (school principals) so that these implications do not have a strong impact on teachers. Teachers must have strong motivation so that students remain committed to their role as the young generation who will replace the older generation in the future. In addition to motivation, teachers must also improve their abilities and skills in implementing entrepreneurial and innovative learning plans.

In carrying out any task, obstacles and challenges are inevitable. An obstacle or challenge for a teacher is when dealing with lazy students who have bad habits. This phenomenon needs to be addressed so that these students become diligent and not lazy. In order to improve their performance in the current situation, teachers must encourage parents to continue to play a role, even if their children are diligent, let alone if they are lazy and have bad habits.

The efforts of teachers and the role of parents must be in line with Article 6 paragraph (2) of Law Number 20 of 2003 concerning the National Education System. In the national education law, the government invites parents to work together and assist teachers in their children's educational development, especially at home. The law stipulates that there must be inseparable synergy between teachers and parents. A teacher's success in carrying out their duties is a reflection of their achievements, and this is reflected in the performance of teachers in carrying out their professional duties. Based on Article 2 of Law No. 14 of 2005, the duties of teachers include:

- 1) Having quality teaching methods that are easy for students to understand.
- 2) Analyze the results of the implementation of the lesson plan and independently develop teaching methods.
- 3) Comply with laws and ethical principles of law and teachers, as well as religious and ethical values, and be able to support and promote national unity and integrity.

Many factors influence employee performance, such as motivation, work environment, and leadership in educational institutions. Unfortunately, the work environment for this noble cause is not free of obstacles. The problem is not a lack of institutions and companies, but rather a poor delivery environment and owner management (Oh & Park, 2020). The following are general performance theories from several national and international formulations, including: 1) Every organization is a combination of people. As a consequence, it is organizational in nature. Performance is a multi-component concept, and at a basic level, aspects of process efficiency can be distinguished, ranging from behavior to commitment to the expected final results. 2) Employee performance is one of the most important factors in organizational success (Sugito, 2025)

Focused learning organizations play an important role in improving employee performance through training and development (Saing & Eprianto, 2025). 3) Employee performance is the result achieved by an employee in carrying out their duties in accordance

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with the responsibilities assigned to them by the company. The supporting factors for creating good employee performance require organizational commitment (Sürücü et al., 2022). 4) Teacher performance is a major and primary issue in education reform and school development. Therefore, teacher performance is a key element in the success of school effectiveness and is very important. Performance is a numerical or non-numerical result generated from predetermined objectives (Notodisuryo & Adji, 2025). 5) Companies are required to find agile and effective mindsets and work patterns to deal with uncertainty. Research has shown that the more developed the mindset and work pattern, the higher the employee performance. Building mindsets and work patterns requires commitment, discipline, motivation, patience, and leadership (Dongoran & Batubara, 2021). 6) Obstacles or constraints that will arise and disrupt employee performance plantations related to the Covid-19 pandemic include workplace isolation, reduced communication, reduced learning, and family problems (Gandrita, 2023). Performance can also be measured by indicators such as timely work planning, work targets, work priorities, work efficiency, work challenges, work initiative, innovation, and work skills (Latorre et al., 2020). The development of information technology. Mastery of information technology will greatly support the smooth implementation of the learning process. In this era of the Industrial Revolution 4.0, information technology plays a very important role in supporting the smooth running of the learning process. Another theory states that technological developments play a very important role in education, namely (a) The emergence of mass media, especially electronic media, is the origin of facts and the center of education. The consequences of the industrial revolution have not made teachers the sole source of knowledge. Even without teachers, students can understand abstract material because technology can make it concrete. (b) The learning system does not need to be faced. With the development of technology, the learning process no longer requires students and teachers to meet face-to-face, but can also use online messaging and other services. From the above definitions, it can be concluded that teacher effectiveness is the achievement of a teacher's work in carrying out their duties and roles in the educational organization (school) through technology-supported means so that the direction and goals of the organization are achieved. Meanwhile, the performance of teachers at SMP Negeri 4 Kecamatan Sawah Besar needs to be improved (Sardiman, 2020).

Work Motivation

Motivation is a complex internal drive that influences how individuals initiate, guide, and maintain goal-oriented behavior (Roshandel et al., 2018). Derived from the Latin word *motive*, meaning reason for action, motivation also determines how a person allocates their time and energy, and can be classified into political, social, or academic drives (Uysal et al., 2022).

There are two contrasting views on work motivation, namely McGregor's (2019) Theory X and Theory Y. Theory X assumes that employees tend to be lazy and need close supervision, while Theory Y views work as something natural, so employees do not need close supervision. Based on this theory, there is no universal leadership style. A leader must be adaptive in applying the appropriate leadership style in order to create a supportive environment and motivate employees as important assets for achieving organizational goals.

Several other theories also explain motivation, including Maslow's Hierarchy of Needs Theory (2019), which divides motivation into five levels, from basic needs such as physiological and safety, to higher needs such as social, esteem, and self-actualization. Meanwhile, McClelland's Theory (Notoatmodjo) identifies three main social motives learned from experience: the need for achievement, power, and affiliation. There is also goal-setting theory, which states that the achievement of goals is the main source of work motivation, so goals tell employees what to do and how much effort to put in.

The diagnosis of this theory identifies at least 11 factors in the workplace that influence individual work motivation, including:

- 1) The job or position is secure;
- 2) Hierarchically, there are opportunities to occupy higher positions or roles;
- 3) The talent resources possessed are adequate so that there are not many difficulties in the job;
- 4) The school has a good reputation in the public eye (many students enroll in public schools);
- 5) School achievements in regional and even national sporting events;
- 6) Awards for teacher and student achievements are presented at ceremonies;
- 7) Good communication and mutual understanding based on the second principle of just and civilized humanity;
- 8) Certainty of working hours (school attendance and departure with automatic attendance records in each class);
- 9) School environment, such as the availability of parking facilities, a ceremony field decorated with writings/mottos, cleanliness maintained in all places,
- 10) Adequate facilities and infrastructure that facilitate the activities of teachers and school staff, such as projectors in classrooms and 12th generation computers in the school administration office.
- 11) Family gathering activities with interesting games and prizes for winners and consolation prizes for losers. In general, motivational theory research aims to determine the extent of a person's work motivation after undergoing a diagnosis of based on the results of direct and indirect tests. This is in line with Barrick's theory of motivation, which has three psychological focuses:

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- a) Motivation in relation to others (seeking commonality) reflects actions. It is aimed at recognition in interpersonal, personal, and social relationships with others.
- b) Achievement motivation reflects the intensity of task fulfillment and is characterized by a very high task orientation.
- c) Striving for status leads to actions aimed at gaining power at the status level.

The tool used to measure these three aspects of motivation is the MOI (*Motivation Oriented Inventory*) questionnaire. This 50-item questionnaire is specifically designed to evaluate three psychological processes namely, passion, intensity, and persistence—towards each motivational goal. The survey uses a 5-point Likert scale to elicit responses from respondents. Theoretically, the diagnosis generated from this questionnaire is based on at least five personality factors. The theoretical diagnosis includes at least five personality factors, namely:

1. Extraversion; Karsa or individual behavior, particularly in terms of the ability to establish relationships with the outside world;
2. Agreement;
3. Accuracy;
4. Neuroticism (negative behavior);
5. Openness to Experience.

These five factors are designed to examine a person's personality temperament in their life. These five personality factors can be illustrated with a scale that reflects high and low scores. The influence of each factor can be seen in its scale value.

Reward

A reward is a form of recognition or compensation given to individuals or groups for achievements and contributions that have fulfilled objectives (Muspawi, 2021). Every organization uses *rewards* to attract, retain, and motivate its members in achieving personal and organizational targets. These rewards take various forms, ranging from financial, non-financial, to non-material rewards such as praise or gifts (Abebe & Assemie, 2023; Obeng & Ugboro, 2025). The amount and type of *rewards* given are usually adjusted to the level of success and type of achievement (Mickson & Anlesinya, 2020). More than just recognition, rewards can also be a means for employee self-development, for example by providing opportunities to participate in training programs.

Training

Training is defined as a planned and systematic process to change attitudes and behavior, as well as to improve knowledge and skills through learning experiences (Fuller et al., 2018; Manroop et al., 2025). Its main objectives are to facilitate the mastery of work competencies, increase productivity, and encourage organizational progress (Dessler, 2015; Safira & Yusuf, 2025).

Well-designed training not only focuses on improving technical *skills*, but can also influence organizational culture change. In addition, training is often distinguished from development, where training is more oriented towards improving current productivity, while development is more aimed at preparing employees to take on new positions in the future (Syahputra & Tanjung, 2020).

Work Environment

The environment is the space we create where people gather to perform, work, and achieve results within an organizational framework. The work environment is very important for job satisfaction, because its characteristics can affect the physical and mental condition of individuals (Donley, 2021). The environment is described as the physical and emotional aspects of the work environment that increase engagement, productivity, and satisfaction. A conducive environment plays an important role in stimulating work (Akinwale et al., 2025). In another view, the environment includes the physical work environment as well as psychological aspects of how employees' welfare is regulated. A healthy work environment makes employees feel happy at work, providing motivation to work towards achieving organizational goals (Maniagasi & Kho, 2023).

The environment in terms of *performance* and culture refers to the academic, socio-cultural, affective, and physical conditions that intervene in educational institutions (Novitasari & Rivai, 2020). When viewed from the perspective of a place of teaching and learning, the school environment can be divided into three terms: the school environment, the family environment, and the community environment. In general, all theories related to the school environment, both physical and non-physical, must receive special attention and care so that educational programs can run effectively and efficiently. A school must provide children with a safe, orderly, friendly, clean, healthy, and protective environment that respects children's rights and treats all children equally. Together with their parents, staff, teachers, and administrators, the goal is to protect children's rights, improve the learning environment provided to them, and educate them by making all kinds of contributions to the quality of effective learning (Green et al., 2025).

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Leadership

Leadership is an individual's ability to influence, persuade, and motivate others to follow their direction (Parualian & Hasibuan, 2017; Sijabat & Saputra, 2025). The essence of leadership is to inspire others, either through charisma or exemplary behavior. An effective leader must be persuasive and able to apply the right leadership style to motivate followers to achieve organizational goals (Colquitt et al., 2023). One well-known model is situational leadership from Hersey and Blanchard, which emphasizes the importance of adjusting leadership style based on the level of direction, support, and maturity of followers.

Operationally, this leadership style, including that of school principals, is generally divided into three types. The authoritarian type places all power and policy in the hands of the leader. In contrast, the laissez-faire type relinquishes complete control to subordinates. Meanwhile, the democratic type is the most balanced, where leaders not only make decisions themselves but also give subordinates the opportunity to contribute to policy-making (Luqman Panji et al., 2023).

Leadership style is the way a person leads an organization, which is reflected in their attitude, words, and actions in leading their subordinates. Leadership style is technical in nature, while leadership is more about patterns and techniques of leading (Saha et al., 2025; Yadav et al., 2024). This is in line with the theory (Manurung et al., 2025) which identifies four types of leadership styles:

1. Charismatic leadership style
This style is more about the nature and attitude of influencing others based on authority that comes from heredity or is innate. The following are indicators of charismatic style
2. Transactional leadership style
This style tends to guide and motivate followers by rewarding them for their work (transactions).
3. Transformational Leadership Style
Transformational leadership is a leader who energizes and inspires (transforms) followers to do extraordinary things. In achieving this leadership goal, there are five characteristics, namely: 1) Creating pride in the school. 2) Inspirational. 3) Individual consideration: Personal support, personal support, training, and advice for employees. 4) Innovator and inspirer.
4. Visionary Leadership Style
The ability to create and articulate a realistic, credible, and compelling vision and mission for the future of the organization. This vision, if chosen and executed correctly, is so powerful that it can lead to a leap into the future, using skills, talents, and resources to achieve it.

METHODOLOGY

Data

The design in this study will obtain data from respondents by presenting a list of statements or questionnaires to respondents. (Manurung, 2024), said that Research Surveys are a research design method often used by various parties to obtain the desired data. The research survey in this research design is carried out through a process of designing a questionnaire, selecting the sample to be surveyed, processing and analyzing the data, to obtain research results in accordance with the objectives (Manurung, 2024). The survey research is used to collect data on a sample of at least 150 public elementary school teachers in the Bantargebang District.

Researchers used questionnaires as a tool to collect data to determine the level of influence and test the research model. The following is the questionnaire design used to collect data from respondents:

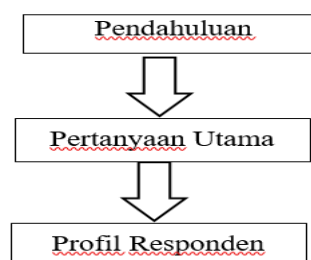


Figure 3.6 Questionnaire Structure

The introduction to the questionnaire contains the researcher's introduction to prospective respondents. The researcher includes their identity, notification of intent and interests related to the research, then the research theme and title. They ask prospective respondents to fill out the questionnaire. They also explain that filling out this questionnaire is without coercion, done consciously, and in accordance with the facts. Finally, the researcher guarantees that the data and information about the respondents, including their identities and questionnaire responses, are safe in the researcher's hands, meaning that they will only be used for research purposes and not for any other purposes.

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The main question is the main section containing questions related to the research model. In the main question section, all questions use a measurement scale that respondents are expected to respond to by choosing one of five scales, namely:

1. TS : Disagree
2. KS : Somewhat Disagree
3. N: Neutral
4. S : Agree
5. SS : Strongly Agree

This section contains questions about the demographic profile of respondents.

a. Data Collection Method

In this study, questionnaires were used as a data collection technique. Questionnaires are a series of structured written questions or statements given to respondents to obtain their responses regarding the research variables.

Method and Model

This study uses the Structural Equation Model (SEM) introduced by Sewall Wright in 1916, which was further developed by Karl Jöreskog in the 1970s. The SEM formulation of this study is as follows:

$$TP_i = b_1 * WM_i + b_2 * LDR_i + b_3 * RW_i + b_4 * RAE_i + b_5 * LD_i + b_6 * TR_i + e_1 \quad (1)$$

$$WM_i = c_1 * LDR_i + c_2 * RW_i + c_3 * RAE_i + c_4 * TR_i + e_2 \quad (2)$$

$$LDR_i = d_1 * TR_i + e_4 \quad (3)$$

$$RW_i = f_1 * TR_i + e_5 \quad (4)$$

$$RAE_i = g_1 * TR_i + e_6 \quad (5)$$

Where:

TP_i = Teacher Performance to i

WM_i = Work Motivation to i

LDR_i = Leadership to i

RW_i = Reward sample to i

RAE_i = Relationship Among Employees sample to i

TR_i = Training sample for i

b_i, c_i, d_i, f_i, g_i $i = 1, 2, 3$, and 4.

The use of the SEM approach in this study aims to test complex relationships involving multiple mediators simultaneously. Specifically, the study applies a variance-based Partial Least Squares (PLS-SEM) approach using the SmartPLS 4.0 software rather than covariance-based SEM (CB-SEM). The PLS-SEM approach was selected because it is suitable for predictive and exploratory models, does not require multivariate normality, and accommodates relatively small sample sizes (Hair et al., 2021). Theoretical justifications for equations (1–5) were derived from the literature reviewed in the introduction, which connects Training Employee as the exogenous construct influencing Teacher Employee both directly and indirectly through Reward, Relationship Among Employees, Leadership, and another mediation construct, Work Motivation. Next, testing of indirect effects needs to be conducted on mediation and multiple mediation as follows:

Sobel (1982) proposed mediation with two paths:

$$Z - Value = \frac{a*b}{\sqrt{b^2*S_a^2 + a^2*S_b^2}} \quad (6)$$

Taylor et al. (2008) and Manurung et al. (2025) mention that the 3 path testing is as follows:

$$Z = \frac{a*b*c}{\sigma_{a,b,c}} \quad (7)$$

Where:

$$\sigma_{a,b,c} = \sqrt{a^2 * b^2 * \sigma_c^2 + a^2 * c^2 * \sigma_b^2 + b^2 * c^2 * \sigma_a^2} \quad (8)$$

In this study, the mediating relationships were tested using the bootstrapping method available in SmartPLS to estimate indirect effects and confidence intervals. The three-path mediation (Taylor et al., 2008) was operationalized by testing sequential mediation from Training Employee → Relationship Among Employees → Work Motivation → Teacher Performance. The significance of indirect paths was evaluated through bias-corrected bootstrapped confidence intervals at the 95% level.

DISCUSSION

In accordance with the title of this study, this research aims to examine the constructs that influence teacher performance. In analyzing teacher performance, path analysis with 4 construct stages or 3 path analyses is used. Therefore, this study will discuss it in the form of Structural Equation Modeling (SEM). The material below shows the research model. In accordance with the results of data processing using the SMART PLS program, the model is as follows:

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$$TP_i = 0.503 WM_i - 0.162 LDR_i + 0.477 RW_i - 0.109 RAE_i - 0.162 TR_i + e_1 \quad (9)$$

(0.045) (0.539) (0.05) (0.765) (0.539)

$$WM_i = 0.423 LDR_i + 0.321 RW_i + 0.137 RAE_i + 0.008 TR_i + e_2 \quad (10)$$

(0.109) (0.021) (0.538) (0.957)

$$LDR_i = 0.780 TR_i + e_4 \quad (11)$$

(0.00)

$$RW_i = 0.782 TR_i + e_5 \quad (12)$$

(0.00)

$$RAE_i = 0.764 TR_i + e_6 \quad (13)$$

(0.00)

Equations (9, 10, 11, 12, and 13) can also be expressed in a diagram model shown in the following diagram:

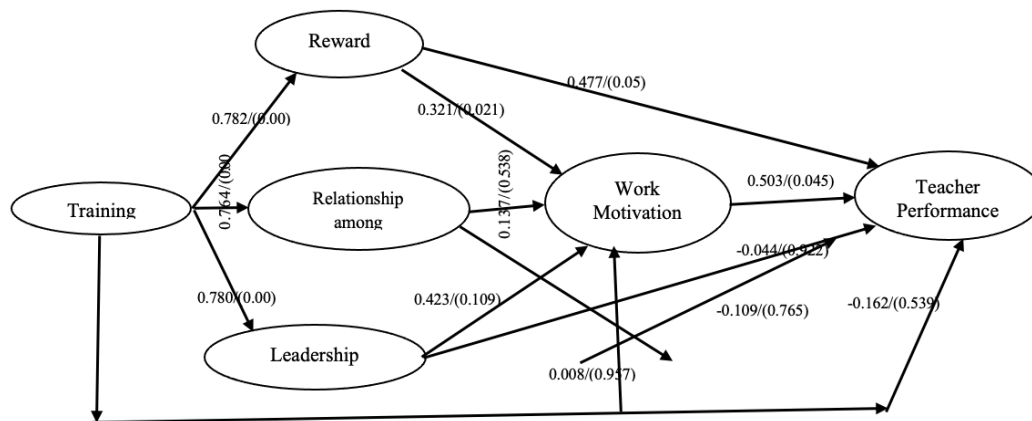


Figure 2: Research model showing path coefficients and T-statistics

Based on equations (6) to (10) and Chart 2, the results of the study appear mixed. This study shows that testing the free training construct affects Reward, Relationship among employees, and Leadership as the first intermediate construct, and then the Work Motivation construct as the intermediate construct before the final construct of teacher performance. The training construct significantly positively affects the reward construct at a 1% significance level. The more training that workers, in this case teachers, participate in, the more rewards they receive. These results support previous studies by (Bashir & Long, 2015; Blegur et al., 2024; Kurniawati & Darliani, 2024; Notodisuryo & Adji, 2025; Syahputra & Tanjung, 2020).

The training construct as an independent construct was tested for its effect on the leadership construct. The results show that the training construct has a positive and significant effect on the leadership construct at a 1% significance level. An increase in training also leads to an increase in leadership ability. The results of this study support previous studies, namely (Blegur et al., 2024; Piliang et al., 2023; Syahputra & Tanjung, 2020; Turmuzi, 2024).

The reward construct as a mediating construct between the training construct and the work motivation construct was also tested for its effect on the work motivation construct. The results showed that the reward construct had a significant positive effect on the work motivation construct at a 5% significance level. An increase in the reward received also has an effect on increasing work motivation. The results of this study support previous studies by (Lusiana & Sari, 2025; Notodisuryo & Adji, 2025).

The leadership construct was also tested for its influence on the work motivation construct and teacher performance. The positive leadership construct significantly influenced the work motivation construct at a level of 11%. An increase in leadership ability also has an effect on increasing work motivation. The results of this study support previous studies, namely (Asterina & Sukoco, 2019; Blegur et al., 2024; Fitriyani et al., 2021; Gowasa et al., 2023; Parualian & Hasibuan, 2017).

The construct of work motivation as an intermediate construct between the two before the teacher performance construct was also tested for its effect on the teacher performance construct. The positive work motivation construct significantly affected the teacher performance construct at the 5% level. An increase in work motivation also had an effect on improving teacher performance. The results of this study support previous studies, namely (Catio & Sunarsi, 2020; M J Renwarin, 2021; Manurung et al., 2025; Renaldi & Permatasari, 2024; Sangapan et al., 2025; Syahputra & Tanjung, 2020).

This study also found constructs that are considered intermediate constructs and non-independent constructs. The Relationship Among Employees construct does not affect work motivation or teacher performance at a significant level of 10%. The Leadership construct does not significantly affect the teacher performance construct at a significance level of 10%.

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Direct and Indirect Effects

This study uses four stages, which means that the study can show one to three path analyses. Table 2 below shows the direct and indirect effect values.

Table 2: Direct and Indirect Effect

No.	Construct	Direct	Indirect		Total
			First Stages	Second Stages	
1.	Work Motivation (WM)	0.503			0.503
2.	Reward	0.477	$0.321 \times 0.503 = 0.16146 / (1.514)$	na	0.638463
3	Relation Among Employees (RAE)	-0.109	$0.137 \times 0.503 = 0.06891 / (0.588)$	na	-0.040089
4	Leadership (LDR)	-0.044	$0.423 \times 0.503 = 0.21277 / (1.25)$	na	0.168769
5	Training (WM)	-0.162	$0.008 \times 0.503 = 0.017266$	na	-0.14473
	Through Reward	-0.162	$0.782 \times 0.477 = 0.196356$	$0.782 \times 0.321 \times 0.503 = 0.12606 / (1.25)$	0.160416
	Through RAE	-0.162	$0.764 \times (-0.109) = -0.083276$	$0.764 \times 0.137 \times 0.503 = 0.05285 / (0.409)$	-0.192426
	Through Leadership	-0.162	$0.780 \times (-0.044) = 0.03432$	$0.780 \times 0.423 \times 0.503 = 0.16699 / (1.08)$	0.03931

Source: Author's elaboration

Based on Table 2, it is clear that the direct effect of reward and employee relations is greater than the indirect effect for the 2-path analysis model. The indirect effect of the Leadership construct is lower than the direct effect in both the 3-path and 2-path analyses. The direct effect of the Training construct is smaller than the indirect effect using a two-path model, especially through Reward. The direct effect of Training Construction is smaller than the indirect effect, which uses three paths, especially through Leadership. This study supports the research by (Manurung et al., 2025).

CONCLUSION

This research has the following conclusions:

1. The Training construct positively and significantly influences the first three mediation constructs, namely Reward, Relationship Among Employees, and Leadership.
2. Reward and Leadership positively and significantly influence work Motivation
3. Reward and Work Motivation positively and significantly influence teacher performance.
4. In general, direct effects are greater than indirect effects, but indirect effects were found through the intermediate construct of reward and through three paths via the construct of leadership.
5. None of the independent constructs indirectly influenced the dependent constructs of teacher performance (multiple mediation) and work motivation (two-path analysis).

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