

Analysis of Motivation and Self-Confidence towards Teaching Effectiveness with Teacher Professionalism as an Intervening Variable at SMA Maha Putra Tello Makassar

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Abstract

The scientific investigation aims to analyze the direct influence of motivation and self-confidence on teacher professionalism and teaching effectiveness, examine the direct impact of teacher professionalism on teaching effectiveness, and explore the indirect effect of motivation and self-confidence on teaching effectiveness through teacher professionalism at SMA Maha Putra Tello Makassar. The research employs a quantitative approach with an explanatory research design, using a sample of 343 respondents comprising all students at SMA Maha Putra Tello Makassar. Data collection techniques involve observation and questionnaire distribution. The data analysis employs advanced quantitative methods, with SEM-PLS as the analytical tool. The study's findings reveal that self-confidence has a significant and positive influence on teacher competence, while motivation also exhibits a significant and positive effect on teacher competence. Furthermore, professionalism has a positive and significant impact on teaching effectiveness. Moreover, it is observed that self-confidence, mediated by professionalism, positively and significantly affects teaching effectiveness, as does motivation through professionalism. These results imply that teaching effectiveness, as an indicator of teacher success, is determined by the combination of teacher self-confidence and motivation, mediated by their professionalism in delivering effective learning to students.

Keywords Self-confidence, Motivation, Professionalism, and Teaching Effectiveness

INTRODUCTION

Procedure and strategies to improve the quality of human resources are implemented by utilizing the essential functions of both formal and non-formal education (Raudatul, 2022). Educators have the responsibility as educational forces in the process of education actualization. The competence of an educator is adequately demonstrated when they perform their tasks and responsibilities effectively (Kutluca, 2018). The workload on educational personnel in the actualization of their tasks and responsibilities makes them individuals involved in a noble profession and key players in the goal of enlightening future generations (Erlangga, 2021).

In Seneviratne's book (2020), educators are depicted as precedents for students in various activities, both within and beyond the educational institution's internal environment. The quality of education is determined based on the competence of educators who possess extensive knowledge related to the curriculum, concepts, and fields of study (Nilasari, 2020). Therefore, the variable that significantly impacts the learning and teaching activities within the educational institution is the figure of an educator, who holds various classified positions and capacities that must be executed as professional educators. The diverse positions and functions of educators encompass various aspects of integrity, not only applied within the school domain but also beyond the educational institution.



Educators who fall under the professional category are individuals who are capable of performing various positions and functions optimally, meaning that educators are proficient in fulfilling their roles to the maximum. Furthermore, the range of capabilities of educators includes the ability to embody the archetype of integrity suited to their position's rank and produce positive effects within the societal scope of work. Encouraging latent talents in the field of national development is also one of the essential contributions of educators.

The aim of educators is to achieve teaching effectiveness and the optimal learning outcomes for students. Preliminary observations in SMA Maha Putra Tello Makassar indicate that 40% of the sample size finds the organization of learning activities ineffective, the interaction process between educators and students is not effective in 55% of cases, 50% of students' responsiveness to presented knowledge is unsatisfactory, and learning actualization activities are insufficiently active in 60% of cases. Additionally, 60% of teachers have not been able to achieve satisfactory learning outcomes. Based on this evidence and data, it reinforces the observation that the effectiveness of teaching provided by educators, in terms of their pedagogical expertise, has not been maximally actualized. Therefore, there is a need for students' self-motivation and self-confidence as a strategy and effort to strengthen and professionalize the teaching staff (Observation Results, 2023). Thus, it can be concluded that the low quality of education and teaching results from the suboptimal teaching effectiveness.

Given such phenomena in educational institutions, research actions that are linked to teaching effectiveness are necessary, specifically focusing on strategies to enhance self-confidence and motivation mediated by teacher professionalism, with the intention of gaining additional insights to improve the quality of the teaching staff (Erlangga, 2021). The success of an effort that impacts a student's learning outcome is the definition of effective learning implementation (Ahmad, 2021).

Ongoing supervision and dogma are common principles for teachers in carrying out their duties of imparting knowledge to students (Yuslah, 2021). A professional implies competence and reliability in the subject matter they teach, but reliability alone does not necessarily guarantee the desired quality. This is because an individual considered reliable should not only be competent in their field but should also possess good integrity and individuality. The fulfillment of fundamental requirements as well as rules and needs in professional learning, which demonstrates expertise, skill, and ability, constitutes the professionalism of an educator (Yuslah, 2021). Utilization of information technology, the ability to integrate teaching materials, as well as competence in the fundamental competencies and expansion of knowledge and reflective actions, are the professionalism of an educator (Shuib & Yunus, 2021).

In the implementation of the learning process, the driving force or stimulus, i.e., motivation, plays a crucial role in sparking learning enthusiasm and ensuring the continuity of learning activities and guidance toward the desired goals of both students and educators (Yulfi, 2021). Mujid & Yunita (2020) argue that continuous development or acquisition of sufficient and competent knowledge is necessary for an educator so that they can effectively perform their tasks and responsibilities. The implementation of education also requires

specific competencies that educators need to understand, which are related to competencies beyond the classroom, and these will be used in decision-making (Sasson et al., 2021).

This study utilizes interactive and reciprocal learning organization, responsiveness, as well as learning activities and learning outputs as parameters of teaching effectiveness (Ahmad, 2021). An educator's capability in providing teaching is demonstrated through their competence in specific methods and strategies to achieve learning objectives, one of which is providing new experiences or skills to students. The actualization of learning in a transcendental manner is teaching effectiveness (Ahmad, 2021).

Motivation is also an important factor in the success of effective teaching (Hubers et al., 2020). The stimulus or encouragement in the form of motivation provided by an educator or teacher is a cognitive phenomenon in the form of suggestion that arises in the educator's mind and is used to carry out the actualization of pedagogical professionalism (Kalinowski et al., 2019). Therefore, it is essential for every teacher to maintain their motivation so that they can achieve better performance, have opportunities for development, instill pride in their profession, provide recognition for students' learning outcomes, and pay attention to teachers' financial well-being to keep them enthusiastic about providing instruction to students (Riadi, 2022). Educators need to engage in monitoring activities toward students, which will spark curiosity among students about the subject matter and lesson topics, as well as students' needs in the learning process, thus requiring motivation and encouragement from every teacher (Ahmad, 2021).

The driving force or self-motivation for increasing self-confidence must always be accompanied by teaching effectiveness and the professionalism of educators to ensure that learning activities do not become dull for students (Aghdam et al., 2021). The objective of educators, i.e., teaching effectiveness, can be achieved if they possess and can realize enthusiasm in their work.

METHOD

The research was conducted in Makassar city, precisely at SMA Maha Putra Makassar. The method used was a quantitative approach with an explanatory research design. The population in this study was the students of SMA Maha Putra Tello Makassar, and a sample of 343 respondents was used. Data collection techniques were based on observation, questionnaire distribution, and documentation. The study was conducted by providing questionnaire items to the students who were the sample in this research to assess the extent of motivation and self-confidence towards teaching effectiveness through the professionalism demonstrated by teachers in their teaching. Data analysis was done using SEM-PLS (Structure Equation Model - Partial Least Square).

RESULTS AND DISCUSSION

The elaboration of the research results was conducted using a descriptive statistical analysis, where this analysis utilized statistics to answer and provide a global overview of



the unique characteristics of each study factor. The descriptive analysis in this study can be seen as follows:

Table 1. Variable Description

Factors	Average Score
Motivation	4.1
Self-Confidence	4.8
Profesionalism	4.6
Teaching Effectivitenes	4.8

Source: Questionnaire Data Processed, 2023

Based on the table, an average self-confidence score of 4.0 was obtained, indicating that the teachers at SMA Maha Putra Tello Makassar have a good or high level of self-confidence. Furthermore, the motivation score obtained an average of 3.7, indicating that the self-drive among the educators at SMA Maha Putra Tello Makassar is quite good. The overall score of 3.8 for the professionalism factor indicates that the teachers' professionalism at the educational institution is quite good. Additionally, the investigation of scores on a scale of 1-5 yielded an average value of 3.9 for the teaching effectiveness factor, indicating that the phenomenon of teaching effectiveness by the educators is quite high.

Inferential Statistical Analysis

The process of investigation and response to the initial assumptions of the proposed study is conducted using inferential statistical analysis. This investigation aims to provide an overview of the strength and validity of each relationship or parameter with the factor to be tested, using convergent validity analysis. Ghazali (2018) stated that each parameter must yield a loading factor value of at least 0.70 to be considered valid.

Tabel 2. Output Combined Loading and Cross-Loading

Factors	SE	Indikator	Cross Loading	P Value	Keterangan
Motivation (X1)	0.075	X2.1	0.699	<0.001	Valid
	0.074	X2.2	0.749	<0.001	Valid
	0.077	X2.3	0.626	<0.001	Valid
	0.077	X2.4	0.623	<0.001	Valid
	0.077	X2.5	0.634	<0.001	Valid
Self-Confidence (X2)	0.074	X1.1	0.718	<0.001	Valid
	0.073	X1.2	0.753	<0.001	Valid
	0.074	X1.3	0.769	<0.001	Valid
Teacher Professionalism (Y)	0.073	Y.1	0.769	<0.001	Valid
	0.074	Y.2	0.735	<0.001	Valid
	0.076	Y.3	0.676	<0.001	Valid
	0.076	Y.4	0.730	<0.001	Valid

	0.075	Y.5	0.694	<0.001	Valid
Teaching Effectiviteness (Z)	0.074	Z1	0.761	<0.001	Valid
	0.072	Z2	0.753	<0.001	Valid
	0.073	Z3	0.794	<0.001	Valid
	0.073	Z4	0.699	<0.001	Valid
	0.074	Z5	0.630	<0.001	Valid

Source: Questionnaire Data Processed, 2023

From the source, each parameter of the study factors is stated to have good validity because the loading factor values are above 0.70. Furthermore, these results also provide an indication that each factor constructed in this study is considered reliable in examining the initial assumptions of the study.

Tabel 3. Output Latent Variable Coefficients

	Motivation	Self-Confidence	Profesionalism	Efektivitas Pengajaran
R-Square			0.601	0.672
Composite Reliable	0.831	0.824	0.793	0.849
Cronbach's Alpha	0.796	0.791	0.731	0.828
Avg. Var. Extrac	0.608	0.677	0.604	0.664
Q-Squared			0.612	0.693

Source: Questionnaire Data Processed, 2023

The fit indices and P-values obtained using the data analysis program WarpPLS 5.0 multiple can be seen as follows:

Tabel 4. Multiple Mediation Effects Model Fit Indices dan P Value

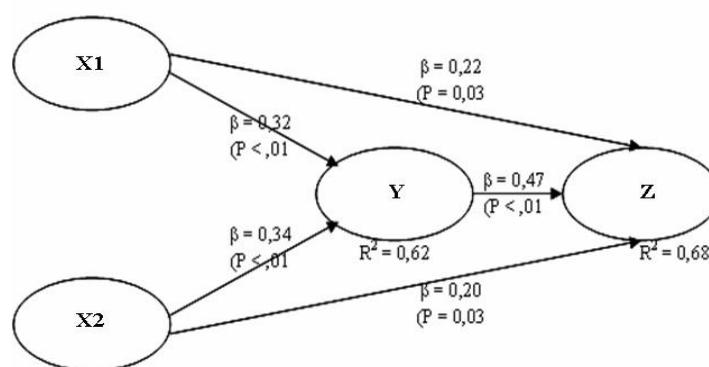
Model Fit Indices	Indeks	P-Value	Criteria	Information
APC (Average Path Coefficient)	0.377	= 0.002	P < 0.05	Accepted
ARS (Average R Square)	0.848	< 0.001	P < 0.05	Accepted
Average Adjusted R-Square	0.833	< 0.001	P < 0.05	Accepted

Average Variance Inflation Factor (AVIF)	2,138	≤ 5 dan idealnya ≤ 3	Ideal
Average Full Colliarity VIF (AFVIF)	2,205	≤ 5 dan idealnya ≤ 3	Ideal
Tenenhaus GoF (GoF)	0,662	Small $\geq 0,1$	Besar



		Medium $\geq 0,25$ Large $\geq 0,36$	
Sympson's Paradox Ratio (SPR)	1,000	$\geq 0,7$ dan ideally = 1	Ideal
R-Square Contribution Ratio (RSCR)	1,000	$\geq 0,9$ dan ideally = 1	Ideal
Statistical Supression Ratio (SSR)	1,000	$\geq 0,9$	Accepted
Nonlinier Bivariate Causality Direction Ratio (NLBCDR)	1,000	$\geq 0,7$	Accepted

The SEM-PLS model output for the influence of self-confidence and motivation through professionalism on teaching effectiveness is presented as follows:



Pictures 1. Output Model SEM-PLS

The analysis results show direct effects indicating that motivation has a significant positive impact on the professionalism of SMA Maha Putra Tello Makassar teachers. The motivation demonstrated includes the fulfillment of teachers' achievement needs, opportunities for development, pride in their profession as teachers, recognition, and appropriate salary. Furthermore, the variable of self-confidence has a significant positive influence on the professionalism of SMA Maha Putra Tello Makassar teachers. The professionalism of teachers, including mastery of subject matter, competency standards, development of teaching materials, and reflective actions, as well as the utilization of information and communication technology (ICT), has been applied according to the self-confidence exhibited by teachers in teaching activities. This is evident from the level of experience in teaching, the ability to interact with students, and the general ability to develop the teaching provided in the school. Teacher professionalism has a significant positive impact on teaching effectiveness. The study results are consistent with previous research showing a significant influence of professionalism on teaching effectiveness. Teaching effectiveness is determined by learning management activities, communicative skills, responsiveness, and learning activities in SMA Maha Putra Tello Makassar.

Furthermore, indirect effects show that teacher professionalism can mediate the influence of motivation on teaching effectiveness. SMA Maha Putra Tello Makassar teachers have professionalism, including subject matter mastery, competency standards, development of teaching materials, reflective actions, and the ability to utilize ICT. This motivates teachers to achieve better performance, seek development opportunities, take pride in their profession, and receive recognition and appropriate compensation for more effective teaching. Similarly, teacher professionalism can mediate the influence of self-confidence on teaching effectiveness. Considering the situation at SMA Maha Putra Tello Makassar, it is evident that teachers have professionalism, including subject matter mastery, competency standards, development of teaching materials, reflective actions, and the ability to utilize ICT, which enhances their self-confidence. This means that teacher self-confidence in teaching cannot directly affect teaching effectiveness at SMA, but it must be supported by the professionalism possessed by the teachers themselves.

CONCLUSION

The capability to achieve the specific goal of effective learning has been established. The process or actualization of learning and teaching requires an educator who possesses good academic quality and continuously develops it. Study findings explain that self-confidence has a parallel and significant impact on the factor of teacher professionalism. Additionally, the self-projection form or self-drive, namely motivation, also has a close and significant correlation with teaching effectiveness. This means that teaching effectiveness, as an indicator of a teacher's success, is determined by the self-confidence and motivation of the teacher through the professionalism displayed in imparting knowledge to the students.

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