

Optimization for Increasing Teacher Performance through Strengthening Teamwork, Interpersonal Communication, Adversity Intelligence, and Work Motivation

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Abstract

In educational institutions, teachers are a core part of the management element. Teacher Performance Assessment is an assessment of each item of the teacher's main task activities in the context of career development, rank, and position. The implementation of a teacher's main duties cannot be separated from a teacher's ability to master knowledge, skills, and attitudes in carrying out their duties as a professional educator. To improve teacher performance, research is needed to obtain good information regarding other variables that can be used to improve teacher performance. This research aims to make efforts to improve teacher performance by researching the influence of teamwork, interpersonal communication, adversity quotient, and work motivation. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions to improve teacher performance. The population of this study was 289 PGRI Vocational School teachers in Bogor Regency. A sample was taken from this population using the Slovin formula and a sample of 168 people was obtained.

The results of the analysis using the path analysis method show that there is a positive influence between teamwork and teacher performance with a large effect of $\beta z1 = 0.254$ so that strengthening teamwork can improve teacher performance. There is a positive influence between adversity quotient and teacher performance with a large effect of $\beta z2 = 0.179$ so that the strengthening of interpersonal communication can improve teacher performance. There is a positive influence between interpersonal communication and teacher performance with a large effect of $\beta z3 = 0.183$ so strengthening the adversity quotient can improve teacher performance. There is a positive influence between work motivation and teacher performance with a large effect of $\beta z4 = 0.292$ so strengthening work motivation can improve teacher performance.

From the SITOREM analysis, the optimal solution is obtained, namely from the 27 indicators studied 14 indicators are in good condition so these indicators only need to be maintained or developed, and 13 indicators are still weak and need to be improved. Improvements to indicators that are still weak are complemented by a priority order for their handling. Good indicators are: 1) Ownership, 2) Resilience, 3) Achievement, 4) Job attachment, 5) Good supervision, 6) Adequate rewards, 7) Trust, 8) Harmony, 9) Completeness, 10) Empathy, 11) Openness, 12) Positivity, 13) Work Productivity and 14) Quantity of Work Results Indicators that need to be improved in order of priority for handling are as follows: 1st Control, 2nd Authenticity, 3rd Desire to get appreciation and recognition, 4th Job Guarantee, 5th Desire for power, 6th Accountability, 7th Group Goal Orientation, 8th Coordination, 9th Support, 10th Equality, 11th Quality of Work, 12th Work Effectiveness, 13th Work Efficiency.

Keywords: Teacher Performance, Teamwork, Interpersonal Communication, Work Motivation, SITOREM Analysis

Introduction

Human resources in educational organizations play a very important role. This is based on the belief that individuals are the formulators of organizational goals and at the same time the main movers to achieve goals. Every individual in the organization should complete the main tasks according to their

responsibilities. As members of an organization, individuals must work together to realize organizational goals.

Teacher performance assessment is an assessment of each item of the teacher's main task activities in the context of career development, rank, and position. This assessment is carried out through observation and monitoring. Observation is a process of collecting data on teacher performance which is carried out through direct observation of how teachers work when delivering learning material or guidance in class to students. Observations consist of before observation, during observation, and after observation.

The implementation of a teacher's main duties cannot be separated from a teacher's ability to master knowledge, skills, and attitudes in carrying out their duties as a professional educator. This is a manifestation of the required competencies as regulated in Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. To improve teacher performance, research is needed to obtain good information regarding other variables that can be used to improve teacher performance.

Based on a preliminary survey conducted on August 28, 2023, through distributing questionnaires to 30 teachers in 7 PGRI Vocational Schools in Bogor Regency found that there were 41.7% of teachers were not optimal in achieving the quality of work results, there were 36.7% of teachers who were not optimal in work effectiveness, there were 35% of teachers who were not optimal in work efficiency, there were 40% of teachers which is not optimal in work productivity, and there are 35% of teachers who are not optimal in the quantity of work output.

The survey results above show that performance teachers still need to improve and remember that performance teachers are an important element related to achieving educational goals. Therefore, this teacher's performance is interesting to research. The research aims to produce optimal solutions to improve teacher performance by looking for appropriate strategies and methods to improve teacher performance, namely by strengthening independent variables that have a positive effect on teacher performance. These variables are teamwork, interpersonal communication, adversity quotient, and work motivation. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions, and education offices.

Literature Review

1. Teacher Performance

Robert L., et al (2011), Performance is a description of level achievement implementation something activities/programs/policies to realize goals, objectives, mission, and stated organizational vision in strategic planning organization. The performance indicators are as follows: 1) quantity work, namely the volume of work produced in condition normal, 2) quality work, which can form neatness accuracy and linkages results with no ignoring the volume of work, 3) utilization time, is use adjusted working period with wisdom organization or institution governance, and 4) cooperation, namely ability handling relationships with other people on the job.

Dessler (2012) that performance is the performance actual employee compared to with expected performance of an employee. Performance expected work is performance standards drawn up as reference so that can see performance employee following position compared to with standards created. With indicators: 1) Quality. Quality work be measured from the perception employee to the quality of work produced as well as perfection tasks to the skills and ability employee. 2) Quantity. Represents the amount produced stated in terms like number of units, and amount cycle completed activities. 3) Accuracy Time. Represents level activity resolved on beginning stated time, views from corner coordination with output results as well maximizing available time for activity other. 4) Effectiveness. Represents level use source power organization (power, money, technology, raw materials) is maximized with meaning raise results from s each indoor unit use source power. 5) Independence. Represents the level a future employee will operate function it works commitment work. Represents something level where employees have commitment work with agencies and responsibility.

Robbins and Coulter (2012) that performance is the results that end from an activity, with criteria being results that can said efficient and effective. With size criteria for performance that is productivity work, effectiveness work, and demonstrated efficiency worker. Colquitt, et al (2016) that performance is some behaviors and contributions to member organizations for achievement objective organization. Performance

reflected from results demonstrated by work employees. Performance has 3 (three) dimensions, namely: performance on the task, citizenship behavior, and behavior counter-productive.

Based on the theoretical study above, it can be synthesized that Teacher Performance is the achievement of a person which is the result of work in carrying out the tasks assigned to him following the goals of the organization, which can be measured based on the following indicators: 1) work productivity, 2) work effectiveness, 3) work efficiency, 4) quality of work results, and 5) quantity of work results

2. Teamwork

Robbins and Judge (2013), Group Work Patterns (Teamwork or Work Team) are groups whose members produce group performance that is greater than the sum of individual performances. With the following indicators: Performance is collective, Group members synergize with each other, Prioritize togetherness (not individuals), and Members complement each other's skills and expertise.

Gibson, et.al (2016) that group work patterns are a group of individuals whose behavior and performance influence each other between one member and another. With the following indicators: Members have the same goals (Group Goals), strong interpersonal relationships between members, the group maintains togetherness, and members complement each other (proximity).

Kreitner & A. Kinicki (2010), a Group work pattern is a group of individuals who feel satisfied working in a group and each is willing to contribute to the group. Factors that influence group cooperation: Group goals are formulated, active participation by members, relationships between members are informal, decisions are taken together (consensus), open interpersonal communication, clear group norms, and complementary abilities.

Tenner, AR, & DeToro, IJ, (2012), Teamwork is a group of people who work together to achieve the same goal and this goal will be easier to achieve through teamwork than by doing it alone. With the following indicators: Evaluation and rewards, social relations, organizational support, task characteristics, and leaders

DeJanaz, et.al (2006), Teamwork is the ability of individuals to collaborate well in achieving the goals and objectives of the team, and its members can participate in the team and obtain satisfaction within the team, with the characteristics of having goals and understanding roles and tasks, mutual trust, support and responsibility in carrying out tasks to achieve common goals. With the following indicators: Having clear goals, Understanding tasks and roles in IT, Mutual trust and support, able to participate in the team, and responsible for the team

Based on the descriptions that have been stated above, it can be synthesized that Teamwork is a group of individuals who collaborate well with each other and are more easily achieved by teamwork than by doing it alone, which contains elements of trust, honesty, mutual trust, trust, support and be responsible in carrying out tasks to achieve common goals. , with indicators, ie: 1) coordination, 2) accountability, 3) harmony, 4) trust, 5) orientation to group goals, and 6) completeness

3. Interpersonal Communication

Littlejohn & Karen A foss (2018), Communication (in Interpersonal terms) is the verbal exchange of thoughts or ideas. Interpersonal communication can take place effectively if several aspects must be paid attention to by the perpetrators of interpersonal communication. Aspects of interpersonal communication are Openness, Empathy, Supportive Attitude, Positive Attitude, and Equality.

Schermerhorn, et al. (2017) that communication is the interpersonal process of sending and receiving symbols with messages attached to them. Four dimensions influence interpersonal communication, namely: self-image, image of the other party, physical environment, and social environment.

Singh, (2014), Interpersonal communication is the process of transmitting information and general understanding between one person and another. Dimensions of interpersonal communication: Openness, namely the willingness to respond happily to information received in dealing with interpersonal relationships; Empathy namely feeling what other people feel; Support (supportiveness), namely an open situation to support effective communication; Positive feelings a person must have positive feelings towards himself, encourage other people to participate more actively and create communication situations conducive to effective interaction; and equality, namely tacit recognition that both parties value, are useful, and have something important to contribute.

Luthans, (2016), Interpersonal communication, is seen as a basic method for influencing behavior change, and it combines psychological processes (perception, learning, and motivation) on the one hand and

language on the other. Indicators of interpersonal communication are: Intention. Effective feedback is directed at improving performance and work results to become a more valuable asset, Specificity. Effective feedback is designed to provide specific information to the recipient so they know what to do to improve the situation, Description. Effective feedback can also be characterized as descriptive rather than evaluative, Usefulness. Effective feedback is information that employees can use to improve performance and timeliness. There are also considerations in timing feedback correctly. As a rule, the quicker the feedback, the better. This way employees have a better chance of knowing what their superiors are talking about and can take corrective action, and readiness. For feedback to be effective, employees must be ready to receive it. When feedback is imposed or forced on employees, it is much less effective, Clarity. Effective feedback must be clearly understood by the recipient. A good way to check this is to ask the recipient to reiterate the main points of discussion, and Validity. For feedback to be effective, it must be reliable and valid. Of course, when the information is wrong, the employee will feel that the supervisor is unnecessarily biased or the employee may take corrective actions that are inappropriate and only a minor problem.

Based on the description of the concept above, it can be synthesized that interpersonal communication is the activity of sending and receiving messages reciprocally carried out by individuals who have close relationships to achieve the desired goals in the organization with indicators: 1). openness, 2) equality, 3) empathy, 4) positivity and 5) support.

4. Adversity Intelligence

Stoltz (2005) that adversarial intelligence is the ability to turn obstacles into opportunities for success in achieving goals. The dimension of adversity intelligence is called CO2RE, namely: Control, how much control you feel over the difficulties or failures experienced. Origin and Ownership, are related to views on the origins of difficulties and recognition of the consequences of the difficulties experienced. Reach, is related to the extent to which difficulties are considered to reach life as a whole. Endurance is a view of how long difficulties and the causes of those difficulties will last.

Pangma, et.al (2009), Adversity Quotient is related to how well individuals can solve and fight the problems they face. Adversity intelligence indicators are as follows: Identification of problems, and how to respond or not respond to these problems, Searching for and developing ego identity or self-control in problem situations, Adapting and adapting to the surrounding environment, Individual strength in facing problems (physical and mental), and Adjustment with stressful situations.

Green (2006), adversity intelligence is the desire to succeed in achieving a goal, self-resilience to get back up, and the nature of not giving up easily in achieving a goal. Adversity intelligence indicators are as follows: Desire to succeed, self-resilience, not giving up easily, and ability to rise

Maxwell, JC (2004), adversity intelligence is the ability needed to turn failure into a stepping stone. The indicators of adversity intelligence are as follows: Never give up, view failure as temporary, view failure as an isolated incident, have realistic expectations, focus on strengths, use various approaches, and easily bounce back.

Based on various previous explanations, it can be synthesized that the adversity quotient is an individual characteristic that responds to various difficulties and obstacles in carrying out tasks. The adversity quotient indicators are as follows: 1) control, 2) origin, 3) ownership, 4) reach, and 5) endurance.

5. Work Motivation

George and R. Jones, (2012), Work motivation is a psychological force that determines the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence. Elements of work motivation are: 1) direction of behavior or direction of behavior, meaning what behavior a person chooses to carry out in an organization, 2) level of effort or level of effort, meaning how hard a person works to carry out the chosen behavior, and 3) level of persistence or the level of persistence, meaning when faced with obstacles, obstacles, how hard a person continues to try to carry out the chosen behavior successfully.

Pinder, CC (2008), Work motivation is a set of energetic forces originating both from within and outside the individual, to initiate work-related behavior, and to determine its direction, intensity, and duration. Motivation is generally based on three aspects, namely: Direction, namely the goal to be achieved, Intensity, namely level and strength, duration/persistence, namely the time required.

Schermerhorn, Jr., et.al (2007), Motivation refers to the strength within a person that takes into account the level, direction, and persistence of efforts made at work. Herzberg's two-factor theory identifies the work context as a source of job satisfaction and dissatisfaction: Motivator factors, as internal factors that are a source of job satisfaction and encourage motivation, Hygiene factors as an external factor, in the work context a source of job dissatisfaction,

Greenberg J & Robert. A, (2008), Motivation is a process that encourages, directs, and maintains human behavior toward achieving a goal. Motivation will give rise to stimulation, an urge within oneself to do something as optimally as possible, and be directed as it should be in achieving goals. Motivational factors are: Stimulation, which is something that can influence someone to carry out an activity; Maintenance, which is the activity of looking after and caring for something well; the element of awakening, which is reviving something within oneself in carrying out activities/work; and Directing, is providing definite direction in achieving the desired goals.

Based on various previous explanations, it can be synthesized that work motivation is the level of encouragement, desire, and movement power that grows within a person, both from within and outside him to carry out work with high enthusiasm using all the abilities and skills he has to achieve the maximum. Indicators of work motivation are as follows: 1) attachment to work, 2) desire for power, 3) desire to gain appreciation and recognition, 4) adequate rewards, 5) job security, and 6) good supervision

Research Methods

As explained above, this research aims to produce strategies and ways to improve teacher performance through research on the strength of influence between teacher performance as the dependent variable and teamwork, interpersonal communication, adversity quotient, and work motivation as independent variables. The research method used is a survey method with a path analysis approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for improving teacher performance. The research was conducted on PGRI Vocational School teachers in Bogor Regency with a population of 289 teachers, with a sample of 168 teachers calculated using the Slovin formula taken from Umar (2013).

Data collection in this research used a research instrument in the form of a questionnaire which was distributed to teachers as research respondents. Research instrument items are derived from indicators - research indicators that will explore the situation. Before being distributed to respondents, the research instrument was first tested for validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while the reliability test used calculations using the Alpha-Cronbach formula. After the data was collected, a homogeneity test, normality test, linearity test, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing were carried out.

Next, indicator analysis was carried out using the SITOREM method from Hardhienata (2017) to determine the priority order for improvement of indicators as a recommendation to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessment, and (3) the indicator value obtained from the results of data calculations. used was obtained from the answers of research respondents.

Results and Discussion

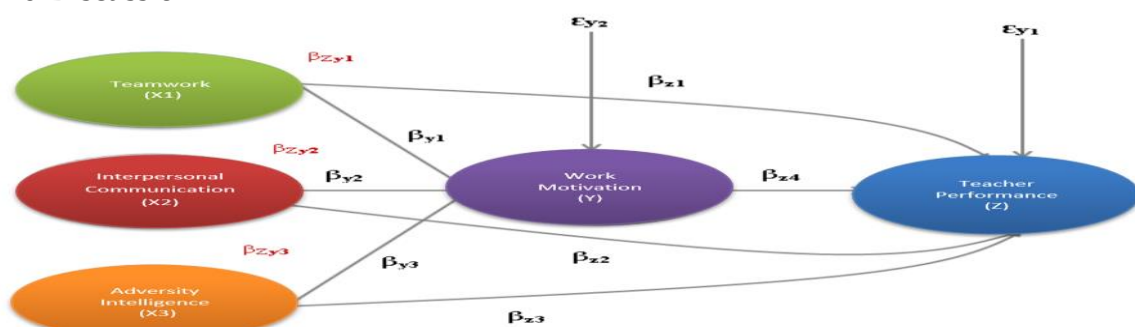


Figure 1. Research Constellation

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in Table 1 below:

Table 1. Regression Model Linearity Test Table

No	Relationship Model Between Variables	Regression Model	Sig	$\alpha = 0.05$	Significance Test Results
1.	Z to X_1	$\hat{y} = 85.153 + 0.417X$	113,424	0,000 ^b	Significant
2.	Z to X_2	$\hat{y} = 87.274 + 0.375X$	128,381	0,000 ^b	Significant
3.	Z to X_3	$\hat{y} = 87.440 + 0.373X$	83,440	0,000 ^b	Significant
4.	Z to Y	$\hat{y} = 77.180 + 0.468X$	171,452	0,000 ^b	Significant
5.	Y to X_1	$\hat{y} = 66.937 + 0.497X$	88,271	0,000 ^b	Significant
6.	Y to X_2	$\hat{y} = 56.466 + 0.544X$	175,195	0,000 ^b	Significant
7.	Y to X_3	$\hat{y} = 64.468 + 0.483X$	81,286	0,000 ^b	Significant
8.	Z to X_1 via Y	$\hat{y} = 61.484 + 0.241X_1 + 0.354X_2$	115,382	0,000 ^b	Significant
9.	Z to X_2 via Y	$\hat{y} = 68.537 + 0.195X_1 + 0.332X_2$	106.031	0,000 ^b	Significant
10.	Z to X_3 via Y	$\hat{y} = 62.840 + 0.189X_1 + 0.382X_2$	103.113	0,000 ^b	Significant

The overall calculation results of the path analysis test in this research can be seen in the summary in Table 2 below:

Table 2. Path Analysis Test Results

No	Hypothesis	Path Coefficient	Statistic test	Decision	Conclusion
1.	Teamwork (X_1) on Teacher Performance (Z)	0.254	$H_0: \beta_{z1} \leq 0$ $H_1: \beta_{z1} > 0$	H_0 is rejected H_1 is accepted	Influential direct positive
2.	Interpersonal Communication (X_2) on Teacher Performance (Z)	0.183	$H_0: \beta_{z3} \leq 0$ $H_1: \beta_{z3} > 0$	H_0 is rejected H_1 is accepted	Influential direct positive
3.	Adversity Intelligence (X_3) on Teacher Performance (Z)	0.179	$H_0: \beta_{z2} \leq 0$ $H_1: \beta_{z2} > 0$	H_0 is rejected H_1 is accepted	Influential direct positive
4.	Work Motivation (Y) to Teacher Performance (Z)	0.292	$H_0: \beta_y \leq 0$ $H_1: \beta_y > 0$	H_0 is rejected H_1 is accepted	Influential direct positive
5.	Teamwork (X_1) on Work Motivation (Y)	0.233	$H_0: \beta_{y1} \leq 0$ $H_1: \beta_{y1} > 0$	H_0 is rejected H_1 is accepted	Influential direct positive

No	Hypothesis	Path Coefficient	Statistic test	Decision	Conclusion
6.	Interpersonal Communication (X_2) on Work Motivation (Y)	0.417	$H_0: \beta y_3 \leq 0$ $H_1: \beta y_3 > 0$	H_0 is rejected H_1 is accepted	Influential indirect positive
7.	Adversity Intelligence (X_3) on Work Motivation (Y)	0.214	$H_0: \beta y_2 \leq 0$ $H_1: \beta y_2 > 0$	H_0 is rejected H_1 is accepted	Influential direct positive
8.	Teamwork (X_1) on Teacher Performance (Z) through Work Motivation (Y)	0.059	$H_0: \beta y_1 \leq 0$ $H_1: \beta y_1 > 0$	H_0 is rejected H_1 is accepted	Influential indirect positive
9	Interpersonal Communication (X_2) on Teacher Performance (Z) through Work Motivation (Y)	0.076	$H_0: \beta zy_2 \leq 0$ $H_1: \beta zy_2 > 0$	H_0 is rejected H_1 is accepted	Influential indirect positive
10	Teamwork (X_3) on Teacher Performance (Z) through Work Motivation (Y)	0.038	$H_0: \beta zy_3 \leq 0$ $H_1: \beta zy_3 > 0$	H_0 is rejected H_1 is accepted	Influential indirect positive

Data Source: Processed

The results of the indirect influence significance test in this research can be seen in the summary in Table 3 below:

Table 3 Significance Test of Indirect Effects

No.	Influence No direct	Z count	Z table	Decision	Conclusion
1.	Teamwork (X_1) on Teacher Performance (Z) through Work Motivation (Y)	6,521	1,966	H_0 is rejected H_1 accepted	There is a significant indirect influence from Teamwork (X_1) on Teacher Performance (Z) through Work Motivation (Y)
2.	Interpersonal Communication (X_2) on Teacher Performance (Z) through Work Motivation (Y)	6,285	1,966	H_0 is rejected H_1 accepted	There is a significant indirect influence from Interpersonal Communication (X_2) to Teacher Performance (Z) through Work Motivation (Y)
3.	Adversity Intelligence (X_3) on Teacher Performance (Z) through Work Motivation (Y)	6,665	1,966	H_0 is rejected H_1 accepted	There is a significant indirect effect of Adversity Intelligence (X_3) on Teacher Performance (Z) through Work Motivation (Y)

Data Source: Processed

1. The Effect of Teamwork on Teacher Performance

The results of data processing through statistical hypothesis testing show that there is a positive influence between teamwork and teacher performance, with a large influence $\beta z1 = 0.254$. This means that the higher the teamwork, the higher the teacher's performance. The implication is that if teacher performance is to be improved, teamwork needs to be strengthened.

Experiential assessment regarding priority indicators for teamwork variables with considering the factors of cost, benefit, urgency, and urgency produces indicators that are in good condition so that they are maintained or developed, namely: 1) Trust (19%) (4.03), 2) Harmony (18%) (4.15), and 3) Completeness (14%) (4.11) and the priority order of indicators that must be improved are Accountability (17%) (3.86), Orientation to Group Goals (16%) (3.87), and Coordination (16%)(3.85).

2. The Effect of Interpersonal Communication on Teacher Performance

The results of data processing through statistical hypothesis testing show that there is a positive influence between interpersonal communication and teacher performance, with a large influence $\beta z2 = 0.183$. This means that the higher the interpersonal communication, the higher the teacher's performance. The implication is that if teacher performance is to be improved, it is necessary to strengthen interpersonal communication.

Experiential assessment regarding priority indicators of interpersonal communication variables with considering the factors of cost, benefit, urgency, and urgency produces indicators that are in good condition so that they are maintained or developed, namely: 1) Empathy (22%) (4.15), 2) Openness (20%) (4.28), and 3) Positivity (19%) (4.22) and the priority order of indicators that must be improved, namely: Support (21%) (3.88) and Equality (18%) (3.77).

3. The Effect of Adversity Intelligence on Teacher Performance

The results of data processing through statistical hypothesis testing show that there is a positive influence between interpersonal communication and teacher performance, with a large influence $\beta z3 = 0.179$. This means that the higher the interpersonal communication, the higher the teacher's performance. The implication is that if teacher performance is to be improved, it is necessary to strengthen interpersonal communication.

Experiential assessment regarding priority indicators of interpersonal communication variables with considering the factors of cost, benefit, urgency, and urgency to produce indicators that are in good condition so that they are maintained or developed, namely: 1) Ownership (22%) (4.34), 2) Endurance (20%) (4.44), and 3) Achievement (Reach)(17%)(4.06) and the priority order of indicators that must be improved, namely: Control (23%)(3.77) and Authenticity (Origin)(18%)(3.98).

4. The Effect of Work Motivation on Teacher Performance

The results of data processing through statistical hypothesis testing show that there is a positive influence between work motivation and teacher performance, with a large influence $\beta z4 = 0.292$. This means that the higher the work motivation, the higher the teacher's performance. The implication is that if teacher performance is to be improved, it is necessary to strengthen work motivation.

Experiential assessment regarding priority indicators of work motivation variables with considering the factors cost, benefit, urgency and urgency produces indicators that are in good condition so that they are maintained or developed, namely: 1) Attachment to work (19%) (4.07), 2) Good supervision (15%) (4.35), and 3) Adequate rewards (15%) (4.31) and the priority order of indicators that must be improved are: Desire to obtain awards and recognition (23 %) (3.69), and Job Guarantee (15%) (3.80), and Desire for power (14%)(3.65).

5. Optimal Solution for Improving Teacher Performance

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as explained above, a recapitulation of research results can be made which is the optimal solution for strengthening teacher performance as shown in Table 4.

Table 4. Results of SITOREM Analysis Optimal Solution for Improving Performance Teacher

Priority order of indicators to be Strengthened		The indicator remains to be maintained	
1 st	Control(23%)(3.77)	1	Ownership)(22%)(4.34)
2 nd	Authenticity (Origin)(18%)(3.98)	2	Endurance)(20%)(4.44)
3 rd	Desire to gain awards and recognition (23%)(3.69)	3	Achievement (Reach)(17%)(4.06)
4 th	Job Guarantee (15%)(3.80)	4	Attachment to Work (19%)(4.07)
5 th	Desire for power (14%)(3.65)	5	Good supervision (15%)(4.35)
6 th	Accountability (17%)(3.86)	6	Adequate Rewards (15%)(4.31)
7 th	Orientation to Group Goals (16%)(3.87)	7	Trust (19%)(4.03)
8 th	Coordination (16%)(3.85)	8	Harmony (18%)(4.15)
9 th	Supportiveness (21%)(3.88)	9	Completeness (14%)(4.11)
10 th	Equality(18%)(3.77)	10	Empathy(22%)(4.15)
11 th	Quality of Work (21%)(3.98)	11	Openness (Openness)(20%)(4.28)
12 th	Work Effectiveness (20%)(3.97)	12	Positivity(19%)(4.22)
13 th	Work Efficiency (20%)(3.86)	13	Work Productivity (22%)(4.36)
		14	Quantity of Work Results (18%)(4.46)

Conclusions, Implications, and Suggestions

From the discussion described above, the following conclusions can be drawn:

1. There is a positive influence between teamwork on teacher performance with an influence size of 0.254 so strengthening teamwork can improve teacher performance.
2. There is a positive influence between interpersonal communication on teacher performance with an influence size of 0.183 so strengthening interpersonal communication can improve teacher performance.
3. There is a positive influence between the adversity quotient on teacher performance with an influence size of 0.179 so strengthening the adversity quotient can improve teacher performance.
4. There is a positive influence between work motivation on teacher performance with an influence size of 0.292 so strengthening work motivation can improve teacher performance.

The implication of the conclusion above is, that if teacher performance is to be improved, it is necessary to strengthen teamwork, interpersonal communication, *adversity quotient*, and work motivation.

From the results of the SITOREM analysis, the optimal solution is obtained as follows:

1. The priority order of indicators for handling teamwork strengthening, interpersonal communication, adversity quotient and work motivation is as follows: 1st Control(23%)(3.77), 2nd Authenticity (Origin)(18%)(3.98), 3rd Desire to gain appreciation and recognition (23%)(3.69), 4th Job Security (15%)(3.80), 5th will to power (14%)(3.65), 6th Accountability (17%)(3.86), 7th Orientation to Group Goals (16%)(3.87), 8th Coordination (16%)(3.85), 9th Support (Supportiveness)(21%)(3.88), 10th Equality)(18%)(3.77), 11th Quality of Work Results (21%)(3.98), 12th Work Effectiveness (20%)(3.97), 13th Work Efficiency (20%)(3.86).
2. Indicators that are in good condition so that they are maintained or developed are as follows: 1) Ownership (22%) (4.34), 2) Endurance (20%) (4.44), 3) Achievement (17%) (4.06), 4) Attachment to work (19%) (4.07), 5) Good supervision (15%)(4.35), 6) Adequate rewards (15%)(4.31), 7) Trust (19%)(4.03), 8) Harmony (18%) (4.15), 9) Completeness (14%)(4.11), 10) Empathy (22%)(4.15), 11) Openness (20%)(4.28), 12) Positivity (Positiveness)(19%)(4.22), 13) Work Productivity (22%)(4.36), and 14) Quantity of Work Results (18%)(4.46).

Suggestions or recommendations that can be given to related parties are as follows:

1. Teachers need to improve performance by strengthening teamwork, interpersonal communication, adversity quotient, and work motivation by increasing control, authenticity (origin), desire to gain

- appreciation and recognition, job security, will to power, accountability, orientation to group goals, coordination, support, equality, quality of work results, work effectiveness, and work efficiency.
2. School principals, school supervisors, school managers, and education offices need to coach teachers to improve their performance by providing appropriate direction to strengthen teamwork, interpersonal communication, adversity quotient, and work motivation are following the results of this research.

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