

Relationship between Self-Concept and Teacher Performance of State Madrasah Tsanawiyah in Pandeglang Regency

Anis Zohriah, Anis Fauzi, Fazrurrakhman Al Farisi, Euis Asyiah

*State Islamic University of Sultan Maulana Hasanuddin Banten² Universitas Negeri Malang
anis.zohriah@uinbanten.ac.id*

Abstract. *This study was motivated by the phenomenon of low teacher performance in the State Madrasah Tsanawiyah in Pandeglang, Banten. Self-concept is one of the factors influencing teachers' performance in State Madrasah Tsanawiyah in Pandeglang. This study aims to analyze the relationship between self-concept and teachers' performance. The research method used is quantitative. This type of research is descriptive correlational. The study population comprised 267 teachers, and the sample comprised 56 teachers. The research instrument was a questionnaire prepared using a Likert-scale format. The data were analyzed using descriptive statistics and correlation analysis in SPSS 23.00. The results indicated that the teacher's self-concept was in the moderate range, suggesting a positive self-image. Teachers' performance is also in the moderate category, indicating that teachers already possess effective skills in their work to achieve good performance. A positive and significant relationship exists between self-concept and teacher performance at Tsanawiyah State Madrasah in Pandeglang Regency. This means that high- and low-performing teachers can be explained by self-concept, and that performing teachers will perform higher. The results of data analysis obtained $R = 0.710$ with degree $p = 0.000$ ($p < 0.05$), $R^2 = 50.5\%$. This study demonstrates a significant and positive increase in teachers' self-concept and performance at State Madrasah Tsanawiyah in Pandeglang Regency.*

Keyword: *Education, Madrasah Tsanawiyah, Self-Concept, Teacher Performance*

INTRODUCTION

The world of education faces new challenges amid globalization, the acceleration of economic liberalization, and the global free trade system. (Wang, 2017). To address the challenges of global competition, characterized by the increasingly important role of science and technology across all aspects of human life, the education sector, as a forum for developing the quality of human resources, must continue to improve. (Wishkoski et al., 2022).

Education is a fundamental need for a nation, and the Indonesian people are fully aware of this. (Al-Hawamdeh et al., 2023). Thus, in the preamble to the 1945 Constitution of the Republic of Indonesia, the fourth paragraph states that making the nation intelligent through education is a key goal in achieving Indonesia's independence. Therefore, the education sector is critical to the development of high-quality human capital and to development more broadly. (Al Mamun & Lawrie, 2023). Education encompasses formal, informal, and non-formal efforts to encourage, develop, instruct, educate, and train all students. (Khosravi et al., 2023). According to Law No. 20 of 2003 on the National Education Scheme, education is defined as a conscious effort to create a learning environment and a learning process that enables the active development of the pupil's religion and mind. (Presiden Republik Indonesia, 2003).

Environmental, family, and life-experience factors can shape self-concept. The environment in which a person grows up and lives plays a significant role in shaping their self-concept. (Gillaspy & Vasilica, 2021). Cultural systems, social expectations, and community values influence an individual's self-evaluation and sense of place. (Polizzi et al., 2021). Family attention and acceptance, character models, communication, parenting patterns, and family dynamics influence the development of self-concept. (Alibakhshi et al., 2020). Meanwhile, life experiences, both positive and challenging, permanently shape a person's self-concept. Research has shown (Pampaka et al., 2018) that a variety of life experiences, including successes, failures, and emotional events, can influence self-concept.

Sumampow et al. (2023) found a positive and significant relationship between the competence of senior high school teachers and the competence of 1 Langowan teacher. Self-concept and teacher performance in the senior high school of 1 Langowan. In other words, if self-concept has a positive influence, it is directly proportional to teacher performance, with a net contribution of 28.7%. This means that variation in the self-concept variable at 1 Langowan Senior High School predicts a 28.7% improvement in teacher performance at the same school. There is a positive and significant relationship between job satisfaction at Senior High School of 1 and teacher performance at Senior High School of 1. This means that higher job satisfaction among Senior High School teachers is associated with higher teacher performance. In other words, the higher and more positive the job satisfaction of the teachers at the Senior High School of I Langowan, the higher and more positive the performance of the teachers at the Senior High School of I Langowan, with a practical contribution of 32%. This can be defined as the variation in job satisfaction, which can be predicted by 32% and has an impact on increased teacher performance. A positive and significant relationship exists among self-concept, job satisfaction, and teaching performance, such that higher and more positive self-concept and teaching performance among the teaching staff at the Senior High School of I Langowan are associated with higher and more positive teaching performance. This indicates that these two independent variables account for 60.7% of the variance in teacher performance. In other words, teacher performance can be developed through the combination of self-concept and job satisfaction. (Sumampouw et al., 2023).

The study concluded that self-esteem is an individual's self-perception, including what they know and feel about their own behaviour, the content of their thoughts and feelings, and the impact of their behaviour on others. A teacher's high self-concept provides opportunities to develop creative students. The professional performance of teachers in public and private junior high schools in Sangadesa Regency is significantly influenced by the principal's leadership. This means that teachers' professional competence increases as the principal's leadership role improves. Teachers' self-concept significantly influences the professional competence of public and private middle school teachers in the Sangadesa district. This indicates that the more positive the teacher's self-concept, the higher the quality of their teaching and its implementation. The professional competence of teachers in public and private secondary schools/MTs in the Sangadesa district is significantly influenced by the leadership and self-concept of the school principals. This indicates that teachers' professional competence will improve as the principal's leadership and self-concept are more closely related to the implementation and supervision of educational activities in schools. (Ningsih et al., 2020).

In this research, self-concept is associated with improved teacher performance. In several previous studies, the definition of teacher performance has referred to a person's success in performing their work. (Chen, 2019). Performance can also be defined as an action or reaction that produces a result and refers to what a person does when faced with a challenge. This includes all activities and behaviours in which an individual engages. In this context, performance relates to activities that produce outcomes or achieve objectives. Another view is that "the behaviour of every employee desires to perform".

Teacher performance criteria are also seen as 1) the ability of the teacher to master different learning methods and materials, 2) the ability to manage the classroom, 3) the contribution of the

teacher to the sustainability of the school, and 4) the ability of the teacher to interact with other school components. (Tran et al., 2022). Teacher performance is assessed through tasks related to the learning process, including skills in planning, managing, and administering learning activities, as well as through functions that serve as guidelines for teacher performance evaluations. (Chilton & McCracken, 2017).

The author concludes that teachers' work in a school is grounded in the authority and responsibility vested in the school to achieve its vision, mission, and goals. (Rahim et al., 2022). It is important to attend school lawfully, morally, and ethically, without violating the law. (Chrysikos & Catterall, 2020). A teacher's performance can be assessed by the responsibilities they assume in performing their duties, the profession they are in, and the morals they uphold. (Scogin et al., 2023). In brief, a teacher's performance results from their work, as manifested in knowledge, skills, values, and attitudes in the performance of their duties and obligations, as reflected in their appearance, conduct, and work.

Based on the analysis of prior research, the author identified several gaps in the research presented in this article that previous researchers had not addressed. Little is known about the long-term relationship between human resource management and teacher performance, although evidence suggests that self-concept can improve teacher performance. In addition, we do not yet fully understand the effectiveness of self-concept across educational populations, including those with varying socioeconomic backgrounds, differing levels of self-concept understanding, or varying levels of prior beliefs. There is no consensus on which specific aspects of training and professional development are most effective in preparing teachers to improve their performance. At the State *Madrasah Tsanawiyah* in Pandeglang Regency, no research has examined how to improve teacher performance by examining teachers' thinking.

Based on the identified problems, this research hypothesizes a significant positive relationship with teacher performance. This research is necessary because it employs longitudinal data on educators to track improvements in teacher performance resulting from deepening self-concept. The study was also designed to focus on diverse groups of educators: those from different social and economic backgrounds, those with varying levels of self-understanding, and those with various levels of prior experience. This research is vital because it will develop a human resource management program that equips educators with the skills and knowledge needed to foster a learning environment. This research is necessary because factors such as educators' self-knowledge, self-expectations, self-assessments, and self-evaluations have been considered in determining best practices for implementing educators' self-concept.

This research is necessary because it aims to determine the long-term, sustainable impact of improving teacher performance by deepening self-concept. Such studies are crucial to ensuring that teacher improvement efforts are comprehensive and practical for all students, regardless of their background or ability. This research is also essential because it ensures that teachers are well prepared and confident in improving teacher performance, leading to more consistent and effective implementation. Thus, maximizing the effectiveness of self-understanding that underpins success. This study presents a flexible and adaptive classroom environment that can meet diverse learning needs and preferences.

METHOD

The research method used in this study is quantitative. This aligns with Sugiyono's (2011) explanation, which states that quantitative research methods study specific populations or samples. In this study, a Likert-scale instrument is used to measure self-concept and teacher performance. Data were collected using a questionnaire that had been tested for validity and reliability before administration to respondents. This research was conducted at the State Madrasah Tsanawiyah in Pandeglang Regency. The sampling technique used in this study was purposive sampling. Purposive sampling is the selection of a group of subjects based on specific characteristics that are considered

to be closely related to the already known characteristics of the population. (Sugiyono, 2014) Respondents of this study consisted of 56 teachers from State of *Madrasah Tsanawiyah* 1 to State of *Madrasah Tsanawiyah* 4 Pandeglang Regency, the data analysis method used a simple regression analysis test method, because researchers only see a picture between a variable where researchers use simple statistics where researchers use regression statistics, before determining the results of the study, the data must be regular and linear. Self-concept, according to Calhoun (1990), comprises knowledge, expectations, and judgements. This instrument will measure the extent of the relationship between self-concept and teacher performance. The self-concept scale consists of 19 positive and 14 negative items. The teacher performance measurement instrument aligns with the theory of Hamzah B. Uno and Nina Lamatenggo (2018), which comprises quality of work, speed/accuracy of work, initiative in work, and communication. The interpersonal communication scale consists of 17 positive and 13 negative items.

FINDINGS

Test the Validity and Reliability of Research Instruments

According to Fraenkel (2012), validity is the appropriateness, accuracy, meaningfulness, and usefulness of specific inferences that researchers draw from the data they collect, as well as the process of gathering and analyzing evidence to support those inferences. Validity refers to the extent to which evidence supports the conclusions drawn by a researcher based on data collected using a particular instrument. (Fraenkel et al., 2012).

Table 1. Validity Test

Variable	Grain Statement		
	Try Test	Invalid	Valid
Self-concept	46	13	33
Teacher's Performance	40	10	30
Amount of grain statement	86	23	63

Based on the validity test results in Table 1, there are 63 valid instrument items and 23 invalid instrument items.

Reliability is a test of the consistency of the scores obtained - how consistent the scores are for each individual from one administration of the instrument to another, and from one set of items to another. (Fraenkel et al., 2012).

Table 2. Reliability Test

Variable	Number of items	Cronbach's Alpha
Self-concept	33	0,965
Teacher's Performance	30	0,949

Based on Table 2, the self-concept variable has a value of 0.965, and the teacher performance variable has a value of 0.949. Thus, all items in the instrument are reliable, as they have Cronbach's alpha values > 0.60 .

Normality Test

Normality testing is used to assess whether data are normally distributed or exhibit an abnormal distribution. In this study, several tests were used to test for normality, namely the normality test using a histogram and the Kolmogorov-Smirnov test by comparing the Asymp Sig or P-value coefficient with a predetermined significance level of 0.05.

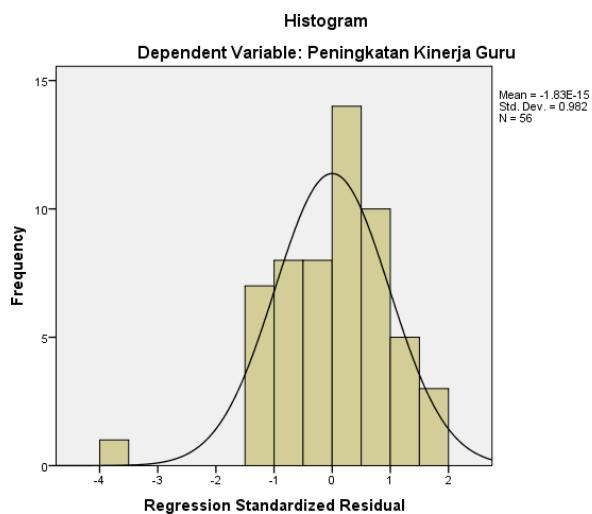


Figure 1. Normality Test by Histogram

The figure above indicates that the data are normally distributed because the distribution is bell-shaped, which occurs when the mean, median, and mode are equal.

Table 3. Normality Test by Kolmogorov-Smirnov Test

Variable	Asymp. Sig	Information
Self-concept	0.200	Normal
Teacher's performance	0.200	Normal

Based on the information from the normality test, the significance value of Asymp Sig (2-tailed) is $0.200 > 0.05$. Therefore, the data on the variables self-concept and teacher performance are typically distributed.

Linearity Test

The linearity test assesses the significance of the linear model's regression coefficient between the independent and dependent variables. The linearity test was performed using SPSS 23.00. The linearity test in this study uses a simple linear regression equation. If the fit is $> R_{tab}$ and the significance value is > 0.05 , the data are considered linear. (Sugiarta et al., 2018).

Table 4. Linearity Test

		Sum of Squares	df	Means Squares	F	Sig.
Between	X	8310.964	30	277.032	2.514	.011
	Y	5584.620	1	5584.620	50.682	.000
Groups		2726.345	29	94.012	.853	.662
Deviation from Linearity		2754.750	25	110.190		
Within Groups			11065.714	55		
Total		8310.964	30	277.032	2.514	.011

Based on the linearity test, the resulting p-value is 0.662, which exceeds 0.05. It can therefore be concluded that these two variables are linear.

Hypothesis Test

Hypothesis testing must first ensure that linearity has been assessed. Hypothesis testing is a structured method for determining whether a hypothesis is acceptable. The null hypothesis (H_0) posits no relationship between self-concept and teacher performance in *Madrasah Tsanawiyah Negeri Pandeglang Regency*. The alternative (H_a) indicates a relationship between self-concept and teacher performance in *Madrasah Tsanawiyah Negeri Pandeglang Regency*. Hypothesis testing using a simple regression test using SPSS 23.00.

Table 5. Correlation Significance Test

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	22.318	14.858		1.502	.139
Self-Concept	.839	.113	.710	7.418	.000

a. Dependent Variables: Teacher's Performance

In Table 5, the value of $T_{\text{calc}} = 7.418 > T_{\text{table}} = 2.006$ with a significance of <0.000 . This indicates that the relationship between self-concept and teacher performance is significant in *Madrasah Tsanawiyah Negeri Pandeglang Regency*.

Table 6. Result of Simple Correlation Analysis

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.710a	.505	.496	10.075

a. Predictors: (Constant), Konsep diri

b. Dependent Variable: Kinerja guru

Based on the hypothesis testing above, the regression coefficient (R) is 0.710, with a significance level of 0.000 ($p < 0.005$). Therefore, the correlation coefficient (r) for the relationship between self-concept and teacher performance is 0.71. The higher the teacher's self-concept, the better the teacher's performance, and vice versa. The lower the teacher's self-concept, the lower the teacher's performance.

The R² results for the variables listed above indicate a significant relationship between the independent and dependent variables. The coefficient of determination between self-concept and teacher performance is 50.5%, with the remainder attributable to other factors not analyzed in this study.

Frequency Distribution of Self-Concept and Teacher Performance Scores

Based on the data obtained from testing the instrument items, the researcher prepares a table of categories to classify the percentages into low, medium, and high. The frequency distribution measurements of the variables studied are summarized.

Table 7. Categorization of Self-Concept and Teacher's Performance

Category	Variable					
	Self-concept	F	(%)	Teacher's performance	F	(%)
High	135 - 152	21	37.50%	135 - 152	25	44.64%
Middle	126 - 134	20	35.71%	126 - 134	16	28.57%
Low	90 - 125	15	26.79%	90 - 125	15	26.79%
Total		56	100%		56	100%

As shown in Table 7, 15 teachers (26.79%) scored below the average, 20 teachers (35.71%) scored within the average range, and 21 teachers (37.50%) scored above the average. Regarding teacher performance, the data showed that 15 teachers (about 26.79%) were below the average score; 16 teachers (about 28.57%) were in the average score interval; and 25 teachers (about 44.64%) were above the average score.

Based on the results of this study, the hypothesis (Ha) is supported. There is a relationship between self-concept and teacher performance in Madrasah Tsanawiyah Negeri Pandeglang Regency, with an R value of 0.710 and a p-value of 0.000. It can be inferred that self-concept is strongly related to teacher performance. When a teacher seeks to improve their performance, self-concept is a key factor in achieving high performance. The coefficient of determination between self-concept and teacher performance (R^2) is 50.5%.

DISCUSSION

Bagian diskusi merupakan bagian yang paling penting dari sebuah artikel ilmiah. Oleh karena itu, bagian ini harus memperhatikan hal berikut: (1) *comparisons* yaitu membandingkan hasil penelitian dengan penelitian-penelitian sebelumnya dan teori-teori yang berkaitan dengan penelitian; (2) *causal argument* yaitu argumentasi yang menjelaskan mengapa temuan bisa terjadi; (3) *contributions* yaitu penjelasan tentang kontribusi penelitian terhadap keilmuan; dan (4) *limitations* yaitu keterbatasan penelitian.

Implications of Findings for Teacher Self-Concept Development

The results of this study reveal a distribution of teachers' self-concept that warrants further interesting discussion. The percentage of teachers with a high self-concept (37.50%) was slightly higher than the percentage of teachers with a medium self-concept (35.71%). Still, there was no significant difference between the two groups. Interestingly, the percentage of teachers with a low self-concept was also relatively high (26.79%). This distribution indicates that teachers' self-concept is a complex, multidimensional phenomenon that warrants serious attention. Although some teachers have a favorable view of themselves, a significant percentage of teachers still suffer from self-doubt, anxiety, and feelings of incompetence.

These findings are consistent with previous research indicating that teachers' self-concept is influenced by a range of factors, including their teaching experiences, interactions with students and colleagues, feedback from supervisors, and external pressures such as curriculum requirements and societal expectations. For teachers, a positive self-concept is crucial as it influences their motivation, performance, and overall well-being. Teachers with a high self-image tend to be more confident, creative, and innovative in their teaching. They are also better able to build positive relationships with students and foster a positive learning environment. Conversely, teachers with low self-esteem may experience anxiety, insecurity, and reduced motivation. This can hurt the quality of teaching and ultimately affect students' learning outcomes. This interpretation of the data highlights the need for ongoing efforts to understand and improve teachers' self-concept. As the results show, teachers need to conduct thorough self-reflection and consider how they know themselves, what they aim to achieve, and how they evaluate themselves. Reflection on the issue can be facilitated through reflective journals, group discussions, mentoring, coaching, training, and workshops.

It is essential to create a positive and supportive work environment for teachers. Principals and supervisors can play a critical role in this regard by providing constructive feedback, recognizing teachers' achievements, and encouraging collaboration among teachers. In a positive and supportive environment, teachers feel valued, supported, and motivated, which ultimately contributes to the development of their self-concept.

This study makes an essential contribution to our understanding of teacher self-concept. However, some limitations must be considered. This study may be limited to a specific context, and the findings may not be generalizable to a broader educational population. In addition, teacher self-concept was measured only at a single point in time. Longitudinal studies are needed to understand how teacher self-concept develops and changes over time. In addition, further research is required to examine other factors that influence teacher self-concept, such as school culture, socioeconomic status, and personal experiences. Nevertheless, the findings of this study provide a solid foundation for the development of interventions aimed at improving teacher self-concept and ultimately improving the quality of education.

Implications of Findings for Teacher Performance Development

Based on the data analysis above, the high category of the teacher performance variable comprises 44.64%, the medium category 28.57%, and the low category 26.79%. Teachers need to enhance their performance to improve their instructional capacity and determine whether students have properly mastered the program, lesson, or training.

The findings of this study indicate a distribution of teacher performance that requires further investigation. The majority of teachers (44.64%) are in the "high performing" category, followed by 28.57% in the "medium performing" category, and only a small proportion (6.79%) in the "low performing" category. Although the percentage of excellent teachers is highest, a significant proportion remains at a mediocre level, indicating room for improvement. These findings underscore the importance of sustained efforts to improve overall teacher performance. The dominance of the "high performing" category suggests that some teachers have implemented good practices and effective strategies. This provides a basis for sharing experiences and best practices among teachers, allowing other teachers to learn and adopt strategies that have proven successful. However, the presence of teachers in the medium- and low-performing categories cannot be ignored. Factors that hinder performance must be identified to design and implement appropriate measures.

These data support the hypothesis that teacher performance development is a continuous process that requires commitment and support from different sources. As the results show, teachers need to enhance their performance to improve their learning abilities continuously. These include in-depth subject knowledge, mastery of innovative teaching methods, the ability to lead lessons effectively, and comprehensive evaluation skills. Teacher performance development is also essential to ensure that students understand the programs, learning materials, or training provided. When teacher performance is optimal, the learning process becomes more effective, and student outcomes improve. It is necessary to examine more closely the factors that may affect teacher performance. These factors may be internal, such as teacher motivation, sense of responsibility, and self-confidence, or external, such as the work environment, support from principals and colleagues, availability of resources, and workload. Understanding these factors is crucial in designing effective teacher performance development programs.

The findings of this study provide important insights into teacher performance and its impact on educational quality. Understanding and addressing the challenges teachers face can help create more effective learning environments and improve student learning outcomes. Teacher performance development is a long-term investment that can pay significant dividends in the future of education.

The Relationship between Self-Concept and Teacher Performance

This study investigates the relationship between self-concept and teacher performance, a topic with important implications for improving educational quality. Data analysis indicates a positive correlation, but the strength and direction warrant further exploration in this study. This finding is consistent with previous studies that have highlighted the critical role of self-concept in influencing

various aspects of an individual's behavior and performance, including those in professional settings.

The relationship between self-concept and teacher performance can be explained from several theoretical and psychological perspectives. Self-concept, as an individual's cognitive self-representation, includes beliefs, values, and expectations regarding one's abilities and characteristics. Teachers with a positive self-image tend to have strong beliefs in their abilities (self-efficacy), feel competent to accomplish their tasks, and have high expectations for success. These positive beliefs and expectations motivate them to try harder, seek out challenges, and persist in the face of adversity. In contrast, teachers with a negative self-image may doubt their abilities, feel incompetent, and have low expectations for success. This can lead to low motivation, avoidance of challenges, and early giving up.

Furthermore, self-concept influences how teachers interact with students, colleagues, and parents. Teachers with a positive self-image tend to be more open, friendly, and supportive. They can build positive, trusting relationships, which are essential to creating an environment conducive to learning. In contrast, teachers with a negative self-image may become defensive, withdrawn, and less confident in their interactions with others. This can hinder effective communication and create tensions in interpersonal relationships.

Self-concept, i.e., a teacher's personal attitude toward themselves, which can influence their work, including indicators such as level of education, physical and psychological factors, empathy, and firmness, affects teacher performance. (Chung, 2021) This means that the better the teacher's self-concept, the better the teacher's performance. (Wu et al., 2019) The results of testing the hypothesis indicate that self-concept has a positive effect on teacher performance. This aligns with the hypothesis and the existing data, thereby reinforcing Kenny's (2017) view that self-concept comprises the ideas, thoughts, beliefs, and attitudes that individuals hold about themselves and that influence how they interact with others. Self-esteem determines how individuals behave in life. (Affuso, 2023)

Based on observations in the field, it can be seen that to add more value to improve teacher performance, the concept of a teacher must be enhanced through the personality of a teacher who has a positive self-concept to create a conducive learning atmosphere, several factors that support it include being flexible in learning, empathetic to all students' needs, as well as teaching according to students' needs, willing and able to provide affirmation, provide convenience, warmth and comfort in the learning process, adjust emotions, be confident and cheerful in the learning process. (Murnaka, 2022) With a positive self-concept, teachers can more easily understand students' learning needs and guide them through the learning process in an orderly manner, with effective instructional delivery and appropriate emotional regulation.

Teachers' behaviour in the performance of their duties cannot be separated from their everyday behaviour. For example, the way the teacher deals with others or problems, and the teacher's outlook on life, will be reflected in their behaviour; consequently, the teacher's behaviour, which is reflected in their performance, will be influenced by their positive or negative self-concept. (Chiang, 2024) Thus, self-concept is an essential factor in teachers' personal characteristics and determines the quality of their performance. Teachers with a positive self-concept are optimistic, aware of their potential, and strive to realize it. The effort to know it entails, as far as possible, performing all activities related to their duties as teachers. The quality of a teacher's performance is associated with a positive self-image, self-confidence, and self-regulation. (Jiang et al., 2019) Therefore, teachers with a positive self-concept tend to perform at a higher quality because it fosters a positive view of their tasks. (Heydarnejad, 2022) Based on the description above, it is suggested that there is a positive relationship between teacher self-concept and teacher performance. In other words, the more positive the teacher's self-concept, the more optimal the performance will be.

CONCLUSION

The study concludes that there is a significant positive correlation between self-concept and teacher performance; that is, the more positive the teacher's self-image, the better the teacher's performance. This relationship suggests that teachers' self-beliefs, perceptions of their abilities, and self-evaluations significantly affect how they fulfill their duties and responsibilities as educators. Although this study shows that self-concept contributes significantly to teacher performance, it is essential to note that other factors also play a role and were not investigated in this study. Among other things, the authors suggest that future research should employ more comprehensive, multidimensional instruments to measure self-concept. This involves measuring various aspects of self-concept, such as self-efficacy, self-esteem, and locus of control, to gain a more comprehensive understanding of self-concept's role in teacher performance. Interventions to improve teachers' self-image are then developed, evaluated, and tested for their effects on performance. The study may use an experimental or quasi-experimental design to evaluate the effectiveness of the intervention. The results of this study can provide empirical evidence on how to improve teachers' self-image and performance most effectively.

REFERENCES

Affuso, G. (2023). The effects of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time. *European Journal of Psychology of Education*, 38(1), 1–23. <https://doi.org/10.1007/s10212-021-00594-6>

Al-Hawamdeh, B. O. S., Hussen, N., & Abdelrasheed, N. S. G. (2023). Portfolio vs. summative assessment: impacts on EFL learners' writing complexity, accuracy, and fluency (CAF); self-efficacy; learning anxiety; and autonomy. *Language Testing in Asia*, 13(1). <https://doi.org/10.1186/s40468-023-00225-5>

Al Mamun, M. A., & Lawrie, G. (2023). Student-content interactions: Exploring behavioural engagement with self-regulated inquiry-based online learning modules. *Smart Learning Environments*, 10(1), 1–31. <https://doi.org/10.1186/s40561-022-00221-x>

Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). Exploring the consequences of teachers' self-efficacy: a case of teachers of English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1), 1–19. <https://doi.org/10.1186/s40862-020-00102-1>

Chen, J. (2019). Efficacious and Positive Teachers Achieve More: Examining the Relationship Between Teacher Efficacy, Emotions, and Their Practicum Performance. *Asia-Pacific Education Researcher*, 28(4), 327–337. <https://doi.org/10.1007/s40299-018-0427-9>

Chiang, T. H. (2024). The practice of care of self through the agency-performance association in the regime of human capital discourse. *International Journal of Educational Research*, 126. <https://doi.org/10.1016/j.ijer.2024.102366>

Chilton, H., & McCracken, W. (2017). New technology, changing pedagogies? Exploring the concept of remote teaching placement supervision. *Higher Education Pedagogies*, 2(1), 116–130. <https://doi.org/10.1080/23752696.2017.1366276>

Chrysikos, A., & Catterall, S. (2020). Identifying student retention factors of a UK university using the concept of a learning community: a qualitative approach. *Higher Education Pedagogies*, 5(1), 90–109. <https://doi.org/10.1080/23752696.2020.1788968>

Chung, H. Q. (2021). The impact of self-assessment, planning and goal setting, and reflection before and after revision on student self-efficacy and writing performance. *Reading and Writing*, 34(7), 1885–1913. <https://doi.org/10.1007/s11145-021-10186-x>

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed.). McGraw-Hill.

Gillaspy, E., & Vasilica, C. (2021). Developing the digital self-determined learner through heutagogical design. *Higher Education Pedagogies*, 6(1), 135–155. <https://doi.org/10.1080/23752696.2021.1916981>

Heydarnejad, T. (2022). The impacts of performance-based assessment on reading comprehension achievement, academic motivation, foreign language anxiety, and students' self-efficacy. *Language Testing in Asia*, 12(1). <https://doi.org/10.1186/s40468-022-00202-4>

Jiang, X., Wang, J., Lu, Y., Jiang, H., & Li, M. (2019). Self-efficacy-focused education in persons with diabetes: a systematic review and meta-analysis. *Psychology Research and* <https://doi.org/10.2147/PRBM.S192571>

Khosravi, R., Dastgoshadeh, A., & Jalilzadeh, K. (2023). Writing metacognitive strategy-based instruction through flipped classroom: an investigation of writing performance, anxiety, and self-efficacy. *Smart Learning Environments*, 10(1). <https://doi.org/10.1186/s40561-023-00264-8>

Murnaka, N. P. (2022). Teachers' performance determinants (quantitative approach to the middle school teacher performance in Salatiga). In *AIP Conference Proceedings* (Vol. 2479). <https://doi.org/10.1063/5.0099567>

Ningsih, E. K., Fitria, H., & Fitriani, Y. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Konsep Diri Terhadap Kinerja Guru. *Journal of Education Research*.

Pampaka, M., Swain, D., Jones, S., Williams, J., Edwards, M., & Wo, L. (2018). Validating constructs of learners' academic self-efficacy for measuring learning gain. *Higher Education Pedagogies*, 3(1), 118–144. <https://doi.org/10.1080/23752696.2018.1454264>

Polizzi, S. J., Zhu, Y., Reid, J. W., Ofem, B., Salisbury, S., Beeth, M., Roehrig, G., Mohr-Schroeder, M., Sheppard, K., & Rushton, G. T. (2021). Science and mathematics teacher communities of practice: social influences on discipline-based identity and self-efficacy beliefs. *International Journal of STEM Education*, 8(1). <https://doi.org/10.1186/s40594-021-00275-2>

Presiden Republik Indonesia. (2003). Undang-Undang Republik Indonesia. *Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*.

Scogin, S. C., Marks, M., Mader, C., & Phillips, K. (2023). Building motivationally supportive course-based research experiences for undergraduates: a self-determination theory perspective. *Higher Education Pedagogies*, 8(1), 2165528. <https://doi.org/10.1080/23752696.2023.2165528>

Sugiarta, M. P., Dantes, N., & Natajaya, N. (2018). Determinasi Sikap Guru terhadap Profesinya, Konsep Diri, dan Iklim Kerja Sekolah terhadap Kinerja Guru Sekolah Dasar. *Jurnal Penelitian Dan Pengembangan Sains Dan Humaniora*, 1(1). <https://doi.org/10.23887/jppsh.v1i1.12926>

Sugiyono. (2014). *Buku Metode Penelitian Pendidikan Sugiyono*.

Sumampouw, O. M., Rawis, J. A. M., Sony, J., & Lengkong, J. (2023). *Hubungan Konsep Diri Dan Kepuasan Kerja Dengan Kinerja Guru Sma Negeri I Langowan*. 8(3), 432–443.

Tran, H. N., Nguyen, C. D., Nguyen, G. V., Ho, T. N., & ... (2022). Workplace conditions created by principals for their teachers' professional development in Vietnam. ... in *Education*. <https://doi.org/10.1080/13603124.2019.1708472>

Wang, T. (2017). Overcoming barriers to 'flip': building teacher's capacity for the adoption of flipped classroom in Hong Kong secondary schools. *Research and Practice in Technology Enhanced Learning*, 12(1). <https://doi.org/10.1186/s41039-017-0047-7>

Wishkoski, R., Meter, D. J., Tulane, S., King, M. Q., Butler, K., & Woodland, L. A. (2022). Student attitudes toward research in an undergraduate social science research methods course. *Higher Education Pedagogies*, 7(1), 20–36. <https://doi.org/10.1080/23752696.2022.2072362>