

Determinants of Teacher Motivation and Performance: Individual Characteristics, Job, and Organizational Climate

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ABSTRACT. The objectives of this study are to characterize individual traits, job traits, organizational climate, work motivation, and teacher performance; analyze how these traits affect work motivation; test how these traits affect teacher performance; investigate how work motivation affects teacher performance; and investigate the mediating function of work motivation in the relationship among these traits, job traits, organizational climate, and teacher performance. This explanatory study involved teachers from SMA Maarif NU in Pasuruan in 20 districts, with a population of 485 teachers. The proportional random sampling method was used to select 110 teachers. Data were collected using a structured instrument distributed to respondents. The results showed that (1) interests, attitudes, and needs shape individual characteristics; job characteristics by skill diversity, task identity, task clarity, autonomy, and feedback; organizational climate by responsibility, identity, warmth, support, and conflict; work motivation by achievement, recognition, work rewards, and personal development; and teacher performance by professional, personal, and social competence. (2) Individual characteristics, job characteristics, and organizational climate positively affect work motivation. (3) These variables also have a positive impact on teacher performance. (4) Work motivation significantly improves teacher performance. (5) The relationship between organizational climate, job qualities, individual traits and teacher effectiveness is mediated by work motivation. This study concludes that work motivation plays a vital role as an intervention, with the total influence of these variables on performance exceeding the direct impact.

Keywords: *Individual Characteristics, Job Characteristics, Organizational Climate, Motivation and Teacher Performance*

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INTRODUCTION

The Indonesian education system faces quite serious challenges in producing high-achieving students. (Ashabulabib, 2024; Itsnaini & Alexander, 2024). The disproportionate number of qualified teachers in private high schools is one of the main concerns that affects the quality of the instructor and the learning process. Therefore, instructor performance is very important in achieving national education goals and the high and low quality of education. (Pamela, 2024). However, other internal and external elements affect a teacher's success. By working to maximize each student's potential affective, cognitive, and psychomotor (Lararenjana, 2024) instructors must therefore perform in a way that may fulfill the aspirations and wishes of everyone, particularly the general

public, who have faith in schools and instructors to educate their children. Individual traits, job characteristics, organizational climate, and work motivation are just a few off the interrelated factors that affect and influence the performance of teachers who are supposed to be able to improve the quality and relevance of education and its implementation in the field. This fact is quite alarming and raises several concerns regarding the dedication of educators to their work. (Djalilah et al., 2024; Ma'arif et al., 2022; Pratiwi & Warlizasusi, 2023), In other cases, teacher performance is also questioned when discussing the issue of improving the quality of education. (Enes et al., 2024; Rachman et al., 2024; Tambun et al., 2020) The conflict between the ideal conditions required of teachers under Law on the National Education System Number 20 of 2003 and the actual conditions that exist in the field is something that requires careful examination of the factors that led to the development. Understanding the factors that affect teacher performance is the only way to find alternative solutions that will prevent these factors from becoming barriers to better teacher performance but instead enable them to motivate and improve teacher performance, which will help to achieve educational goals.

Study (Kraus et al., 2023; Shen et al., 2025) Examine how organizational and individual traits affect the motivation and output of employees. Employee work motivation was discovered to be significantly impacted by both organizational and individual traits; hence, a rise in any of these factors will increase employee work motivation. Additionally, it was discovered that job motivation, organizational features, and Personal attributes all significantly affect employee performance; hence, any rise in these factors will result in an improvement in employee performance. Study (Szabó et al., 2021), concluded that there was a significant influence simultaneously, both directly and indirectly, from 227 respondents. This means that there is a significant influence between individual employee characteristics, job characteristics, and organizational climate on employee performance. (Adriana et al., 2023a; Al-Zu'bi et al., 2024; Layek & Koodamara, 2024; Teresia et al., 2021) from the results of the study stated that there is a significant influence between organizational climate and teacher work motivation. That teachers in secondary schools are not able to carry out teacher duties well if the organizational climate in the school is not healthy. This study also shows that organizational climate is a factor that can affect teacher performance. (Castro & Martins, 2010; Rahman et al., 2023), According to the research's findings, job satisfaction and organizational atmosphere are positively correlated. Performance and work happiness are therefore impacted by organizational climate, regardless of how the dimensions are viewed. (Ghasempour Ganji et al., 2021; Ismail et al., 2020; Maan et al., 2020), The study's findings demonstrated a favorable correlation between work satisfaction and organizational atmosphere. Therefore, organizational atmosphere affects performance or job satisfaction regardless of how the dimensions are viewed. The study's conclusions demonstrated a strong and favorable correlation between instructor performance and work motivation. According to regression research, 61% of teacher performance was influenced by work motivation, and work motivation components had a substantial impact on teacher performance. (Nurani et al., 2023), The findings of the study show that there is a positive correlation between the level of motivation and teacher performance. It further shows that motivation has a significant influence on teacher performance.

Based on the description in the previous section, the author asks four questions, the first is How do personal characteristics, job characteristics and organizational climate affect the work motivation of high school teachers at the Ma'arif NU Pasuruan Educational Institution. The author's concentration in this section is to analyze the influence of Personal attributes, job characteristics and organizational climate on the motivation of high school teachers at the Ma'arif NU Pasuruan Educational Institution. The second question is How do Personal attributes, job characteristics, organizational climate affect the performance of high school teachers at the Ma'arif NU Pasuruan Educational Institution? This second question will focus on analyzing the influence of Personal attributes, job characteristics and organizational climate on the performance of high school teachers at the Ma'arif NU Pasuruan Educational Institution. The third question is How does work

motivation affect the performance of high school teachers at the Ma'arif NU Pasuruan Educational Institution? This question will focus on analyzing the influence of Personal attributes, job characteristics and organizational climate on the performance of high school teachers at the Ma'arif NU Pasuruan Educational Institution. And the last is How do Personal attributes, job characteristics and organizational climate affect performance through work motivation of high school teachers at the Ma'arif NU Pasuruan Educational Institution? This question will focus on analyzing the influence of Personal attributes, job characteristics and organizational climate on performance through work motivation of high school teachers at the Ma'arif NU Pasuruan Educational Institution.

The main problem in this research is a study of teacher performance and the factors that influence it, namely Personal attributes, work attributes, organizational climate and work motivation of high school teachers at the Ma'arif NU Pasuruan Educational Institution. Teacher performance is the result of work that can be seen from a series of abilities possessed by a person who works as a teacher. (Gagne et al., 2005; Karanto et al., 2024). Measurement teacher performance variables in this study, we refer to the Republic of Indonesia Government Regulation No. 19 of 2005 concerning Nation Education Standard, including: pedagogical competence, personality competence, professional competence and social competence. According to (Midden, 2006) Work motivation as a process that plays a role in the strength, direction, and life time of individual efforts towards achieving goals. Indicators that are used as measures of work motivation that are estimated to affect teacher performance include: achievement, recognition, reward, the work itself and development of individual potential (advancement). Organizational climate Gibson, Ivancevich, and Donelly in (Syafii et al., 2015) is a serie of work environment characteristics that are assessed directly or indirectly by employees, which are consideren to be the main force in influencing employee attitude. The indicators used as a measure of organizational climate that are estimated to influence teacher performance refer to the opinions of Toulson and Smith (1994:457) that the organizational climate consists of: (1) responsibility, identity, warmth, support, conflict. Another factor that is thought to influence teacher performance is work attributes. Job characteristics are the internal aspects of the work itself consisting of the variety of skills required, procedures and clarity of tasks, level of task importance, authority and responsibility and feedback from tasks that have been carried out (Berry dan Houston, 1993). To measure the job characteristic variables that are estimated to influence teacher performance, refer to the opinion of Hackman and Oldham in Luthans (2005:484), There are 5 dimensions among them job characteristics, namely: skill variety, task identity, task significance, autonomy and feedback. According to Stoner (1989: 431) Personal attributes, namely interests, attitudes and needs that a person brings into a work situation. Indicators that are used as measures of Personal attributes that are estimated to influence teacher performance include: (1) interests, (2) attitudes, and (3) needs.

METHOD

This study employs a survey research approach, namely taking samples from the population using questionnaires that have been test for validity and realiability by experts, as the primary data collection tool (Heale & Twycross, 2015; Taherdoost, 2016). Surveys are conducted not only to depict a situation but also to analyzing and explain the influence between the various variables examined (Jr, 2013; Maidiana, 2021). Descriptive analysis aims to obtain a picture of the parameters measured from the conditions and contributions of items and indicators of each variable including: Personal attributes, work attributes, organizational climate, work motivation and teacher performance. This research using quantitative approach. The quantitative approach is used as an analysis method that is complemented by descriptive analysis in addition to SEM analysis (Structural Equation Modeling) to test the faktor loading hypothesis and the regresion weight hipotesis (Cehreli et al., 2012; Vyas et al., 2016).

The target population of this study consisted of all high school teachers at the Ma'arif NU Pasuruan Education Institution, totaling 485 teachers without distinguishing gender, rank and position. The number of samples in this study was the total of indicators multiple by 5-10. If there are twenty indicators, then the sample capacity is between 100-200 (Ferdinand, 2014; Kasirye, 2021). This study using 22 indicators, therefore the number of samples (n) required is 110 with the following calculation: number of indicators x 5 which means $22 \times 5 = 110$. Based on this, this study uses 110 samples. The sampling technique is proportional random sampling, namely by determination of the number from samples that can be randomized and determined according to the number of population sub-units in each school based on the formula (Kabukcu & Chabal, 2021; Pace, 2021).

(Grbich, 2013) revealed that the data used in this study were primary data with instruments distributed to respondents, namely Senior High School (SLTA) teachers at the Ma'arif NU Pasuruan Educational Institution. Primary data is needed to explain the variables studied including: Personal attributes, work attributes, organizational climate, work motivation and teacher performance. Secondary data were obtained from internal institutions, namely 21 SLTA at the Ma'arif NU Pasuruan Educational Institution. Data collection in this study was a survey technique, namely through questionnaires submitted to each selected respondent. With a personal questionnaire, researchers can communicate directly with respondents and can provide explanations as needed, and can be collected directly after being answered by respondents. (Albaum, 1997; Boone & Boone, 2012) The instrument in the questionnaire was measured using a Likert scale in 5 (five) choices for the lowest score being 1 (one) and the highest score being 5 (five), for each question (to answer questions on the variables of Personal attributes, work attributes, organizational climate, work motivation and teacher performance).

Data analysis aims to simplify data into a form that is easier to read and interpret (Araújo et al., 2024). The data analysis method is selected based on the research pattern and the variables examined. It consists of two types of analysis: Descriptive Analysis and SEM Analysis. Descriptive analysis is carried out to explain the general picture of the frequency distribution of respondents regarding each variable. While SEM analysis is carried out based on the research objectives, framework of thought and research hypothesis, the analysis required in this study is descriptive analysis and SEM analysis. The basis of SEM analysis is factor loading and regression weight analysis (Gefen et al., 2000).

RESULT AND DISCUSSION

Result

Testing using SEM is intended to test the reserch model with research hypothesis. To conduct an inferential analysis of the effect relationship and the influence off personal attributes, work attributes and organizational climate directly on work motivation and indirect influence on teacher performance, the Structural Equation Modeling (SEM) technique is used. This model is used to tes the factor loadng and regression weight of the influence of Personal attributes, work attributes and organizational climate on teacher performance through work motivation as in picture 1 below.

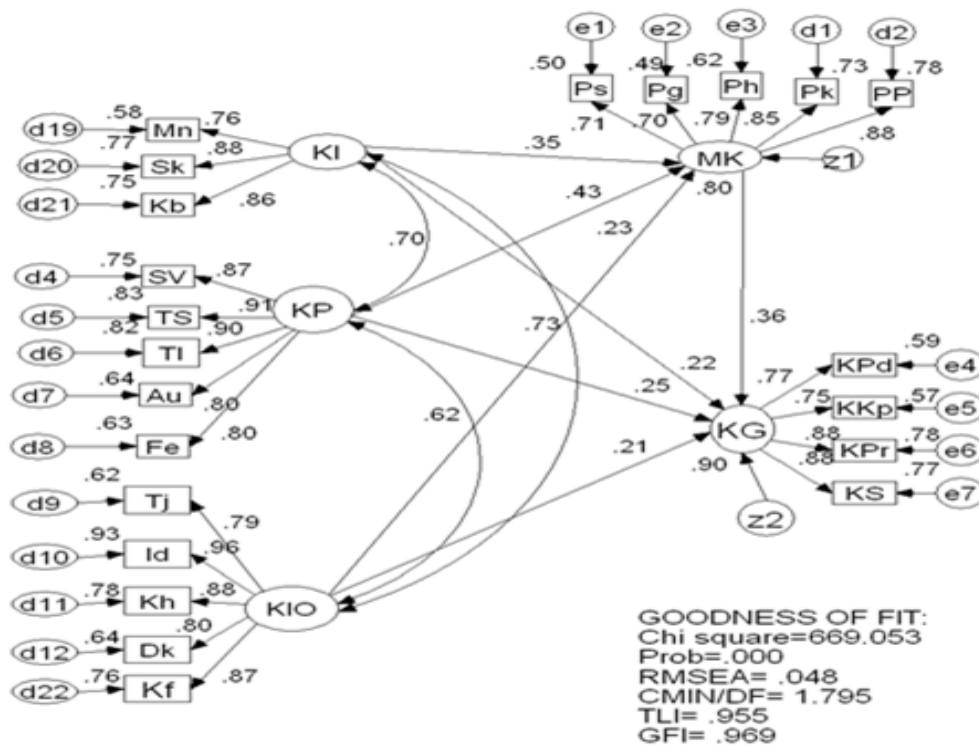


Figure 1 Full Model Structural Equation Modelling

The structural model analysis is conducted after ensuring that the latent variables meet the criteria for unidimensionality and reliability. Subsequently, the overall structural equation model is tested using the AMOS software to identification causal relationships between the research variables. The model evaluation includes absolute fit measures such as Chi-Square, RMSEA (Root Mean Square Error of Approximation), GFI (Goodness of Fit Index), and TLI (Tucker Lewis Index). A model is considered good if at least one or two Goodness of Fit criteria meet the recommended cut-off values. The results of the Goodness of Fit test are presented in Table 1 below.

Table 1 Results of Exogenous Variable Feasibility Testing

<i>Goodness of Fit Index</i>	<i>Cut-off Value</i>	Result	Evaluation Model
Chi-Square (df=21)	Expected small	669.053	Marginal
Probability	≥ 0,05	0.000	Marginal
CMIN/DF	≤ 2,00	1.795	Good
RMSEA	≥ 0,08	0.048	Good
GFI	≥ 0,90	0.969	Good
TLI	≥ 0,90	0.955	Good

The results of the evaluation of the goodness of fit of the structural equation model of the study indicate that the CMIN/DF, RMSEA and GFI values have met the recommendations while the other indices have not met or are still being considered (marginal). Hair et. al (2006) explained that a model is declare good if one or two goodness of fit criteria meet the recommended cut-off value. Based on these recommendations, the structural equation model built is the same as the empirical data of the study and is accepted as an analysis tool to predict causal relationships between research variables.

Analysis of the loading factors of each latent exogenous variable and latent endogenous variable was carried out first before discussing the structural equation formed, presented in Table 2 below.

Table 2 Factor Loading of Latent Exogenous and Latent Endogenous Variables

Variable	Latent Variables		Factor Loading
	Construct	Indicator Variable	
Individual Characteristics (X¹)	X _{1.1}	Interest	0.864
	X _{1.2}	Attitude	0.877
	X _{1.3}	Need	0.764
Characteristics of Job (X²)	X _{2.1}	Diversity of skills	0.796
	X _{2.2}	Task identity	0.797
	X _{2.3}	Understanding the task	0.904
	X _{2.4}	Autonomy	0.909
	X _{2.5}	Feedback	0.865
Organizational Climate (X³)	X _{3.1}	Responsibility	0.801
	X _{3.2}	Identity	0.881
	X _{3.3}	Warmth	0.965
	X _{3.4}	Support	0.788
	X _{3.5}	Conflict	0.874
Work motivation (Y¹)	Y _{1.1}	Performance	0.710
	Y _{1.2}	Confession	0.701
	Y _{1.3}	Award	0.787
	Y _{1.4}	The job itself	0.853
	Y _{1.5}	Development of individual potential	0.883
Teacher Performance (Y²)	Y _{2.1}	Pedagogical competence	0.767
	Y _{2.2}	Personality competency	0.753
	Y _{2.3}	Professional competence	0.882
	Y _{2.4}	Social competence	0.877

Based on the results, the attitude factor dimension plays the most significant role in explaining individual characteristic variables, with an estimated coefficient of 0.88, followed by the interest factor dimension at 0.86. Meanwhile, the need factor dimension contributes the least, with an estimated coefficient of 0.76. For job characteristic variables, the task understanding factor dimension has the highest contribution, with an estimated coefficient of 0.90, followed by the autonomy factor dimension, also at 0.90, and the feedback factor dimension at 0.86. The skill diversity and task identity factor dimensions each contribute equally, with estimated coefficients of 0.80. Regarding the organizational climate variable, the warmth factor dimension has the strongest influence, with an estimated coefficient of 0.96, followed by the identity factor dimension at 0.88 and the conflict factor dimension at 0.87. The responsibility factor dimension contributes with an estimated coefficient of 0.80, while the support factor provides the lowest contribution at 0.79. In explaining the work motivation variable, the individual potential development factor dimension has the dominant contribution, with an estimated coefficient of 0.88, followed by the work factor dimension at 0.85. The reward and achievement factor dimensions also contribute, while the recognition factor dimension has the lowest impact, with an estimated coefficient of 0.70. Lastly, in the teacher performance variable, the professional competence factor dimension has the greatest contribution, with an estimated coefficient of 0.88, followed by the social competence factor dimension at 0.87 and the pedagogical competence factor dimension at 0.77. The personality competence factor dimension provides the smallest contribution, with an estimated coefficient of 0.75.

This study analyzed the hypothesis using the Structural Equation Model (SEM) and model fit to determine the correlation among them the research variables. The results of the hypothesis

test for the relationship between variables are shown by the Regression Weight value in the CR (Critical Ratio) column, which is equivalent to the t-count value and compared with the critical value (equivalent to the t-table value). At a significance level of 0.05 (5%), the critical value in the t-table is 1.985. If the CR value exceeds the critical value ($CR > 1.985$), the hypothesis is accepted. Conversely, if the CR value is less than or equal to the critical value ($CR \leq 1.985$), the hypothesis is rejected. To determine the causal relationship of the research variables is presented in the following table 3:

Table 3 Causal Relationship of Research Variables

Variable		Standardized Regression Weight		Prob.
		Direct	Critical Ratio	
Individual Characteristics	→ Teacher Performance	0.17	2.02	0.043*)
Individual Characteristics	→ Work motivation	0.26	2.88	0.004*)
Characteristics of Job	→ Teacher Performance	0,15	2.59	0.009*)
Characteristics of Job	→ Work motivation	0,26	4.27	0.000*)
Organizational Climate	→ Teacher Performance	0,15	2.48	0.013*)
Organizational Climate	→ Work motivation	0,17	2.38	0.017*)
Work motivation	→ Teacher Performance	0,35	2.50	0.012*)

***) Significant at the level 5%**

The structural equation model's estimation parameter for the test of how individual traits affect work motivation has a CR (Critical Ratio) value of 2.88, above the significance level of 0.05 (1.985). Since the resulting probability value is less than 0.05 (0.004), it can be said that the Personal attributes variable has a statistically significant and positive impact on work motivation. The estimation parameter of the test of work attributes on work motivation in the structural equation model shows a CR (Critical Ratio) value of 4.27, which is greater than the significant level of 0.05 (1.985). The resulting probability value is 0.000, which is smaller than 0.05, so it can be concluded that the work attributes variable is statistically proven to have a positive and significant effect on work motivation. The estimation parameter of the test of organizational climate on work motivation in the structural equation model shows a CR (Critical Ratio) value of 2.38, which is greater than the significant level of 0.05 (1.985). The resulting probability value is 0.017 which is smaller than 0.05, so it can be concluded that the work attributes variable is statistically proven to have a positive and significant effect on work motivation. Based on the results of the analysis of table 18, it can be concluded that the results of this study support the research hypothesis which states that Individual Char Personal attributes acteristics, Work attributes and Organizational Climate have a positive and significant effect on Work Motivation.

The estimation parameters of the direct effect test show that the individual characteristic variable has a positive and significant effect on teacher performance. This is indicated by the CR (Critical Ratio) of 2.02, which is greater than the critical value at the 0.05 (5%) level of significance, which is 1.985. The resulting probability value is 0.043, which is smaller than 0.05. The estimation parameters of the direct effect test show that the job characteristic variable has a positive and significant effect on teacher performance. This is indicated by the CR (Critical Ratio) of 2.59, which

is greater than the critical value at the 0.05 (5%) level of significance, which is 1.985. The resulting probability value is 0.009, which is smaller than 0.05. The estimation parameters of the direct effect test show that the organizational climate variable has a positive and significant effect on teacher performance. This is indicated by the CR (Critical Ratio) of 2.48, which is greater than the critical value at the 0.05 (5%) level of significance, which is 1.985. The resulting probability value is 0.013, which is smaller than 0.05. Based on the results of the analysis of table 19, it can be concluded that the results of this study support the research hypothesis which states that Personal attributes, Work attributes and Organizational Climate have a positive and significant effect on Teacher Performance.

The estimated parameters for evaluating the effect of work motivation on teacher performance indicate a positive and major influence. This is evidenced by the CR (Critical Ratio) value of 2.50, which exceeds the critical threshold of 1.985 at a 0.05 (5%) significance level. Additionally, the probability value of 0.012 is lower than 0.05. Based on the analysis in Table 20, it can be concluded that the findings support the research hypothesis, stating that work motivation has a positive and significant impact on teacher performance. Furthermore, the standardized values of the direct effects of individual characteristics, work attributes, and organizational climate on work motivation are 0.345, 0.428, and 0.231, respectively. The standardized values of the direct effects of individual characteristics, work attributes, organizational climate, and work motivation on teacher performance are 0.225, 0.253, 0.214, and 0.360, respectively. A variable is considered an intervening or mediating variable if its standardized total effect value is greater than its standardized direct effect value. Based on the analysis in Table 3, the findings support the hypothesis that individual characteristics, work attributes, and organizational climate influence work motivation, which in turn impacts the performance of high school teachers at the Ma'arif NU Educational Institution in Pasuruan Regency.

Discussion

Characteristics of Individual High School Teachers at LP Ma'arif

The indicator of needs received the lowest response compared to interests and attitudes. This fact does not mean that the need for teachers to meet daily needs is eliminated. The results of interviews with high school teachers at the Ma'arif NU Pasuruan Education Institute, that most teachers have side jobs besides being teachers, namely as farmers, grocery traders by opening shops/stalls and other service bureaus. On the other hand, teachers believe that people who work as teachers are worship (Islamic da'wah) and will be made easy by Allah SWT. towards the path of happiness (a life full of blessings).

The findings of this study indicate that high school teachers at the Ma'arif NU Pasuruan Educational Institution gave a high response to interest. This is understandable because teachers think they will be able to work well in a workplace that has a pleasant atmosphere, the facilities provided support the work and teachers are proud of the attributes of the institution (alma mater). However, to carry out learning activities, interest alone is not enough but it also needs to be supported by the attitude of a teacher which includes the work given is meaningful work, feeling very optimistic about the future and being willing to carry out work with the best ability. And also supported by the fulfillment of a teacher's life needs, especially primary needs and supporting needs.

From an education policy perspective, these findings suggest the need for concrete steps to improve teacher welfare. The government and educational institutions can consider additional incentives or support programs for teachers so that they do not have to rely on side jobs to make ends meet. In addition, a supportive work environment and adequate facilities can improve teacher motivation and performance, which ultimately has a positive impact on the quality of student learning. By understanding that teacher interests and attitudes play a significant role in teaching effectiveness, policies that emphasize more on welfare and a conducive work environment will be a determining factor in improving the quality of education in the future.

Characteristics of High School Teachers' Work at LP Ma'arif

The factors of skill diversity, task identity, feedback and autonomy have been proven to provide real contributions to job characteristics. This illustrates that high school teachers at the Ma'arif NU Pasuruan Educational Institution have understood that understanding the meaning of tasks will facilitate and provide rewards and motivate teachers to be able to carry out the teaching and learning process which is reflected in the importance of having a variety of skills so that they can carry out learning activities with pleasure and teaching is a meaningful and noble task so that teachers strive to achieve maximum work performance. In addition, high school teachers at the Ma'arif NU Pasuruan Educational Institution in carrying out their work are equipped with clear tasks so that they can complete learning activities completely and thoroughly. In addition, high school teachers at the Ma'arif NU Pasuruan Educational Institution are evaluated by receiving feedback, both from institutions, fellow teachers and employees, so that they can find out the shortcomings and advantages of the work that has been done. And also given the freedom to make their own decisions in determining the schedule and activities, thus teachers can carry out the best teaching and learning process according to the specified schedule.

The results of this study indicate that teachers' responses tend to strongly agree with the importance of job characteristics for high school teachers at the Ma'arif NU Pasuruan Educational Institution, which is reflected by the task understanding factor, which received the highest response, followed by skill diversity, task identity, feedback and autonomy. This means that high school teachers at the Ma'arif NU Pasuruan Educational Institution have the response that in order to carry out the most important work, an understanding of the task is needed. This assumption is understandable considering that the main task of teachers is to carry out teaching and learning process activities. Teachers with a good understanding of the task will remain in the organization because they feel that there is an obligation or task as educators that should be carried out according to what has been given by the organization (Jumiati & Kartiko, 2022). However, it must still be balanced with mastery of various skills related to learning so that teaching and learning activities can run as expected and will improve students' academic achievement. This is in accordance with the opinion (Ivancevich, 2005) that individual performance is the foundation of organizational performance. An important factor in the success of an organization is the presence of capable and skilled employees who have high work enthusiasm, so that satisfactory work results can be expected.

The results of this study are also in accordance with Hackman and Oldham's job characteristics theory in (Saavedra & Kwun, 2000) which is emphasized by Schuller and Jackson based on Clelland's opinion which states that in the theory of job characteristics, the employee's need to develop plays an important role. Employees with a high level of need for achievement show an increasingly high effect on output in the form of high commitment and job satisfaction and achievement.

The Organizational Climate of High School Students at the NU Ma'arif LP Pasuruan

The results of the study indicate that responsibility, identity, warmth, support, and conflict provide positive and significant contributions to work motivation. In terms of the magnitude of the contribution, warmth is the dominant indicator, followed by conflict, responsibility, identity and support as recessive contributions. The warmth factor dimension is built by the atmosphere dimension in the institution which is very friendly and teachers have time to establish social relationships, care and help each other and communication takes place formally and runs well, providing a significant contribution to the organizational climate.

If we pay attention to the factual conditions, the results of this finding can be understood because with a warm and harmonious relationship between teachers, principals, students and other school residents, high school teachers at the Ma'arif NU Pasuruan Educational Institution can carry out teaching and learning activities well. Warmth will create a friendly atmosphere, good social relationships, caring and helping each other and conducive communication that will support the

teaching and learning process to run well. The findings of the research show that organizational climate is an important factor in improving teacher performance. Organizational climate can provide a dynamic life in the organization and greatly influences human resources (Shadur, et.al., 1999).

Elements such as attitudes, values and motives owned by an individual play an important role in the conceptual process of organizational climate. In addition, organizational climate is perceived as something that is beneficial to individual needs, such as a climate that pays attention to employee interests, there is a harmonious relationship between employees and is achievement-oriented. Thus, it can be expected that the level of employee Attitude that leads to personal needs and motivation goals will be high. Also supported by the identity dimension which illustrates that teachers in everyday life can carry out the teaching and learning process optimally because the institution has provided clarity in formulating the goals to be achieved, making it easier for teachers to carry out the teaching and learning process. The results of this study are in accordance with the opinion. Hughes (1991) which states that with clear tasks, teachers can work well, because each institution/school has its own work character, which will influence the success of the learning process at school.

Work Motivation of High School Teachers at LP Ma'arif NU Pasuruan

The results of the study indicate that achievement, recognition, awards, and the work itself provide positive and significant contributions to work motivation. The dominant contribution is given by the development of individual potential, followed by awards, achievements, recognition and the work itself as recessive contributions. The findings of the study can be understood because with the development of individual potential, high school teachers at the Ma'arif NU Pasuruan Educational Institution can carry out the teaching and learning process well, as evidenced by teachers having the opportunity to do various jobs and tasks above normal obligations, the opportunity to improve skills in the use of school equipment/media and the opportunity to improve expertise that supports the implementation of tasks. Because teachers are the main resource in schools, their quality needs to be improved in relation to the profession so that they can work effectively, efficiently, productively and with quality. The need for self-development refers to a person's desire to develop, improve and enhance their own abilities at work, as stated (Pintado-Cucarella & Rodríguez-Salgado, 2016) "it refers to an employees desire to develop and improve her self in her current job".

Teachers who have self-development needs will try to enrich their abilities in the field of work and try to increase their knowledge in order to always develop towards achievement and achievement of organizational goals. The need for self-development indicates that teachers have a strong need for personal achievement or developing themselves beyond their abilities, this is in accordance with the opinion of (Meyers et al., 2015) stated that "growth needs strength which capture whether employees have strong needs for personal accomplishment or developing their selves beyond where they currently are".

The second place award illustrates that the institution gives awards to high school teachers at the Ma'arif NU Pasuruan Educational Institution who have responsibility for the success of the work given, this is in accordance with what was stated by (Kartiko et al., 2023) that one of the basic objectives of rewards/awards is to motivate members of the organization. The meaning of this statement is that the award system is designed by the company with the aim of spurring employee work enthusiasm in order to improve work performance. Teachers in carrying out their duties by mobilizing all abilities, knowledge, skills, time, and energy, which aims to achieve organizational goals. The results of this study are consistent with the findings of research conducted by (Gonzalez-Urango et al., 2025; Mensah et al., 2025) which state that giving appropriate awards has an influence on improving employee performance. Therefore, the institution should provide awards that are in accordance with what has been given by the teacher, so that it will motivate teacher performance.

Giving awards will create a formal bond of cooperation between the institution and the teacher in order to achieve organizational goals because the institution and the teacher need each other.

Performance of High School Teachers at LP Ma'arif NU Pasuruan

The results of the study indicate that pedagogical competence, personality competence, professional competence and social competence have a positive and significant effect on teacher performance. In terms of the amount of contribution, pedagogical competence is the dominant indicator, followed by personality competence, professional competence and social competence as recessive indicators. These findings can be understood because by preparing for learning, high school teachers at the Ma'arif NU Pasuruan Educational Institution have prepared everything related to the learning process. Teaching preparation is the basis for compiling a learning plan and at the same time as a reference for teachers in carrying out learning activities so that they are more focused and run efficiently and effectively (Aliani et al., 2023; Gichuhi, 2025; Musrifah & Shah, 2024). In preparation for learning, teachers must determine and formulate learning objectives; teachers must pay attention to the components involved in learning, such as teaching materials, methods, and evaluation. The key to successful learning is the teacher's mastery of the teaching materials to be delivered and the use of learning methods. The methods, media and learning technologies used are highly dependent on the teacher's skills and abilities. Teachers are required to master learning media and technology and are an integral part so that the teaching and learning process runs effectively and efficiently (Alwi & Mumtahana, 2023; Damayanti et al., 2023; Huda et al., 2024).

High school teachers at the Ma'arif NU Pasuruan Educational Institution have carried out student achievement assessments to determine student progress and learning outcomes, diagnose learning difficulties, provide feedback/improvements to the teaching and learning process, and determine class promotions (Berglund, 2017; Firmandani et al., 2023). Through assessments, teachers can obtain accurate information about the implementation of learning and the success of student learning, teachers, and the learning process itself. Based on this information, decisions can be made about learning, student difficulties and the guidance efforts needed. In carrying out the teaching and learning process, high school teachers at the Ma'arif NU Pasuruan Educational Institution in accordance with the Learning Implementation Plan (RPP) are outlined from the syllabus to direct student learning activities in an effort to achieve basic competencies, this is in accordance with Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, it is stated that teachers are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance in training and conducting research and community service. In terms of enlivening the classroom atmosphere, high school teachers at the Ma'arif NU Pasuruan Education Institution implement KBM with a "child centered learning" approach called Active, Creative, Effective and Enjoyable Teaching (PAKEM) or contextual learning. The process of teaching and learning activities with the PAKEM model, students can learn faster and more enjoyable.

Personality competency is in second place, which illustrates that high school teachers at the Ma'arif NU Pasuruan Educational Institution, in addition to appearing authoritative as teachers, are also role models in their attitudes and Attitude, controlling themselves in various situations and conditions, being wise in making decisions and being fair in treating fellow teachers and employees (Komariah & Nihayah, 2023; Putra et al., 2023). Social competency in third place illustrates that high school teachers at the Ma'arif NU Pasuruan Educational Institution have the ability to express opinions, are easy to get along with school residents, have achievements in their field of expertise, can accept criticism, suggestions and opinions of others and are tolerant of the diversity of society.

Professional competence in fourth place, illustrates that high school teachers at the Ma'arif NU Pasuruan Educational Institution, in addition to mastering the field of expertise that is their main task, also demonstrate the relationship between the field of expertise taught and the context of life and strive to follow the progress and development of science and technology for updating

learning, have scientific insight in their fields and are involved in scientific activities in professional organizations.

The Influence of Individual Characteristics, Job Characteristics and Organizational Climate on the Work Motivation of High School Teachers at the Ma'arif NU Pasuruan Educational Institution

The results of the study indicate that individual characteristics have a positive and significant effect on work motivation. This proves that increasing individual characteristics has a positive impact on work motivation. The better the individual characteristics, the better the work motivation of high school teachers at the Ma'arif NU Pasuruan Educational Institution..

Individual characteristics are important in increasing teacher work motivation, which is inseparable from the demands for improving teacher welfare. Teachers' interest in implementing the learning process is enthusiastic because the workplace has a pleasant atmosphere and is supported by facilities provided by the institution, and they are proud to be part of the institution where they work. This finding is in accordance with the research results (Moisoglou et al., 2025) that poor conditions in the workplace (environmental conditions) result in poor employee performance. The attitude of high school teachers at the Ma'arif NU Pasuruan Educational Institution is reflected in feeling that the work given is meaningful work for both teachers and institutions and being optimistic in looking to the future and in carrying out work as teachers with the best abilities, this is following the opinion (Dilo, 2024; Sariakin et al., 2025) that attitude is a mental condition that drives a teacher to strive to achieve maximum performance. A teacher will achieve maximum performance if he has high motivation. Although needs contribute the least to individual characteristics, they must still be improved because of the fulfillment of teacher needs, at least primary (basic) needs as the most basic needs so that teachers will be more focused on working and showing performance that is following the demands of the profession (Imaduddin, 2023; Setyorini & Khuriyah, 2023).

Individual characteristics have a positive and significant effect on work motivation. This means that if the individual characteristic variable is increased, work motivation will increase. Likewise, if the individual characteristic variable is not good, work motivation will be low. The results of this study are under the findings (Fasya et al., 2023; Karim et al., 2025; Kim & Cho, 2025) which states that teacher needs and morals are very important which influence individuals and groups to carry out tasks in achieving school goals. Productivity can increase when teacher needs are met so that it can improve teacher performance. In accordance with the findings (Kartiko et al., 2024; Sirojuddin et al., 2021)) that teacher attitudes have an effect on teacher performance profession, which means that positive and negative attitudes towards the profession can affect performance in any profession. In teaching, the teacher's attitudes towards the profession influence teaching practice. In teaching, teacher attitudes towards the profession influence teaching practices.

Job characteristics have a positive and significant effect on work motivation. The results of this study support the findings conducted by (Hackman & Lawler, 1971) which examines the relationship between job characteristics, individual differences in workers, worker motivation, satisfaction, performance, and attendance levels. The study found a positive relationship between motivation, satisfaction, performance and attendance levels of workers. And also the results of (Ali & Anwar, 2021) towards workers in the banking sector shows that there is a positive and significant correlation between job characteristics and employee productivity levels as indicated by increased job satisfaction and work motivation. Further findings (Kahya, 2007) found that there was a significant influence of job characteristics on employee performance.

Organizational climate has a positive and significant effect on work motivation. The performance of an organization is determined by the atmosphere of the work environment within that organization (Brookover et al., 1978; Purkey dan Smith, 1985; Hughes, 1991). Likewise, school performance is determined by the atmosphere or climate of the work environment at the school. In developed countries, research on the schoolworking environment or school climate has

developed well and has made a significant contribution to the formation of effective schools. If teachers feel a conducive working atmosphere at school, then it can be expected that students will achieve satisfactory academic achievement (Olson, 1990) stated that the conduciveness of a school's work climate affects the attitudes and actions of the entire school community, especially in achieving academic achievement. (Berkowitz et al., 2017) stated that academic achievement is strongly influenced by the psychological atmosphere or work climate of the school.

The Influence of Individual Characteristics, Job Characteristics and Organizational Climate on the Performance of High School Teachers at the Ma'arif NU Pasuruan Educational Institution

Based on the identification of the research results, the influence of individual characteristics, job characteristics and organizational climate on the performance of high school teachers at the Ma'arif NU Pasuruan Educational Institution shows that individual characteristics, job characteristics and organizational climate have a positive and significant influence on teacher performance, meaning that individual characteristics, job characteristics and organizational climate in high school teachers at the Ma'arif NU Pasuruan Educational Institution provide changes to teacher performance.

The better the individual characteristics are shown, the better the interests, attitudes and needs of high school teachers at the Ma'arif NU Pasuruan Education Institution, the better the teacher's performance will be. The results of this study are in accordance with the findings of (Duatepe & Akkuş-Çikla, 2004) that teachers' attitudes influence the teacher's performance profession, which means that positive attitudes and negative attitudes towards the profession can affect performance in the profession.

Job characteristics have a positive and significant effect on teacher performance, meaning that the conditions and implementation of job characteristics possessed by high school teachers at the Ma'arif NU Pasuruan Educational Institution include skill diversity, task identity, task understanding, autonomy, and feedback that influence changes in teacher performance. The results of this study are in accordance with the findings of (Hackman & Lawler, 1971) who tested the relationship between job characteristics, individual differences in workers, worker motivation, satisfaction, performance, and attendance levels. The study found a positive relationship between motivation, satisfaction, performance and attendance levels of workers. The results of this study are in line with research (Puente Riofrío et al., 2024; Siregar et al., 2024) found there was a significant influence between individual employee characteristics, job characteristics, and organizational climate on employee job satisfaction. However, the results of this study are not supported by the results of the study (Hazem et al., 2024; Nyathi & Kekwaletswe, 2023), states that performance is not related to the dimensions of job characteristics.

The organizational climate has a positive and significant effect on teacher performance, meaning that the organizational climate in high school at the Ma'arif NU Pasuruan Educational Institution includes responsibility, identity, warmth, support, and conflict that provides changes to teacher performance. This research is supported by research on government employees in Malaysia (Pangil, 2011), that the four components of the organizational climate dimension, namely rewards, responsibilities, structure and participation, significantly predict job satisfaction. Also following the results of the research (Natarajan et al., 2002) , (Dondero, 1997), (Abbasi & Arani, 2004) that teachers' job satisfaction levels are determined by the organizational climate of the school in which they work. Furthermore, the opinion (Ball, 2012), that with clear duties, teachers can work well, because each institution/school has its own work character, which will affect the success of the learning process in the school. And the results of) research on workers in the banking sector show that there is a positive and significant correlation between job characteristics and employee productivity levels shown by increased job satisfaction and work motivation. Another research that discusses employee performance was conducted by (Wei et al., 2010) which stated that employee

performance is determined by three important factors, namely (1) job characteristics, (2) organizational characteristics or climate, and (3) individual characteristics.

The Effect of Work Motivation on the Performance of High School Teachers at Ma'arif NU Pasuruan Educational Institution

The results of the study indicate that work motivation has a positive and significant effect on teacher performance, meaning that the work motivation of high school teachers at the Ma'arif NU Pasuruan Educational Institution can improve teacher performance in carrying out the teaching and learning process. This can be seen from the ability of teachers to master the field of expertise that is the main task, professional and competitive, teachers can improve student learning achievement and are able to influence the teaching and learning process, so that it will produce better student learning achievement. By referring to four teacher competencies: First, the teacher's ability to plan teaching and learning programs. Second, the teacher's ability to master the subject matter. Third, the teacher's ability to implement and lead/manage the teaching and learning process. And fourth, the ability to assess the progress of the teaching and learning process.

Based on four teacher competencies: First, the teacher's ability to plan teaching and learning programs. Second, the teacher's ability to master the subject matter. Third, the teacher's ability to implement and lead/manage the teaching and learning process. And fourth, the ability to assess the progress of the teaching and learning process. These findings have important implications for education policy, especially in improving teacher welfare and motivation. The government and stakeholders in the field of education need to consider policies that can improve teacher motivation, such as financial incentives, ongoing professional training, and improving facilities and a conducive work environment. In addition, the relevance of this study can also be extended to other contexts, where improving teacher work motivation can be a key strategy in improving the overall quality of education. By paying more attention to the factors that influence work motivation, educational institutions can ensure that teachers have high enthusiasm and involvement in educating students, thus having an impact on improving the quality of education in general.

The Influence of Individual Characteristics, Job Characteristics and Organizational Climate on the Performance of Senior High School Teachers at Ma'arif NU Pasuruan Education Institution through Work Motivation

The results of this study indicate that work motivation has a positive and significant effect on teacher performance, meaning that increasing work motivation will improve teacher performance, this can be seen from the teacher's ability to prepare learning, namely by making a learning implementation plan (RPP), implementing the teaching and learning process (KBM), evaluating learning outcomes and improvements and enrichment. Supported by teacher mastery of learning media and technology and being orderly and orderly in implementing the teaching and learning process. The encouragement or motivation that exists in teachers in developing individual potential, namely being allowed to do various jobs and tasks, the opportunity to improve skills in mastering and using learning media and the opportunity to improve expertise that supports their duties as teachers. The higher the work motivation of high school teachers at the Ma'arif NU Pasuruan Educational Institution, the higher the level of teacher performance. High motivation will also encourage teachers to carry out creative innovations in teaching and learning activities according to their abilities to achieve maximum performance.

Teacher performance is built by the dimensions of pedagogical competence, personality competence, professional competence and social competence. Professional competence has the greatest contribution which includes mastering the field of expertise that is the main task, showing the relationship between the field of expertise taught with the context of life, trying to follow the progress and development of science and technology for learning updates, having scientific insight in the field and being involved in scientific activities in professional organizations. This means that high school teachers at the Ma'arif NU Pasuruan Educational Institution have good professional

competence, and by having professional competence teachers can carry out teaching and learning activities better. That there is a significant difference between more experienced and less experienced teachers regarding mastery of professional competence (Mustafa, 2013). Professional competence is an important skill that determines the success of a teacher in carrying out his duties as a professional teacher (Hayler & Edmond, 2013) Competent teachers will make efforts to connect teaching content with students' background knowledge and provide effective learning experiences through high-quality assignments, exercises and homework. (Purwaningsih et al., 2024; van Dulmen et al., 2024)

Individual characteristics have a positive and significant effect on teacher performance. Teacher performance is based on pedagogical competence, personality competence, professional competence and social competence. Teacher performance can be seen from the sense of responsibility in carrying out the mandate, profession and morals. This attitude will also be accompanied by a sense of responsibility in preparing all teaching equipment before carrying out the teaching and learning process. Teachers carrying out the teaching and learning process can take place well if supported by the interests, attitudes and needs of the teacher (Fawzi & Dodi, 2022; Kaspin et al., 2024). If the individual characteristics of the teacher are good, then the teacher's performance will be good conversely if the individual characteristics of the teacher are bad, then the teacher's performance will be bad. The results of the study supported by research conducted by (Firman, 2020) stated that individual characteristics affect work performance.

Job characteristics have a positive and significant effect on teacher performance. Improving learning success must pay attention to the characteristics of a teacher's job. Job characteristics that are in accordance with a teacher's competence encourage the emergence of a committed attitude compared to job characteristics that are not in accordance. A committed attitude towards work encourages teachers to make better efforts in carrying out the teaching and learning process so that teacher performance and student achievement can be successful. The results of the study are supported by (Firman, 2020) who stated that job characteristics have a positive and significant effect on job satisfaction.

Organizational climate has a positive and significant effect on teacher performance, meaning that improving organizational climate will improve teacher performance. This can be seen from the teacher's ability to prepare learning, namely by making a lesson plan (RPP), implementing the teaching and learning process (KBM), evaluating learning outcomes and improvements and enrichment. Supported by mastery of media and learning technology and being orderly and orderly in implementing the teaching and learning process. The organizational climate reflected by the clarity in formulating organizational goals, clarity in organizational policies and clarity of tasks makes work easier will make it easier for teachers to carry out the teaching and learning process. The results of this study are supported by the results of (Adriana et al., 2023b) which shows that organizational climate has a significant effect on teacher performance, teachers in secondary schools are unable to carry out their duties properly if the organizational climate in the school is unhealthy.

The results of this study found that work motivation is an intervening variable capable of mediating individual characteristic factors, on the performance of high school teachers at the Ma'arif NU Pasuruan Institution. This means that individual characteristics, job characteristics and organizational climate have a positive and significant effect on teacher performance through work motivation. This is because the total influence value is $>$ from the direct influence value, therefore the results of this study accept the proposed hypothesis, namely Individual Characteristics, Job Characteristics and Organizational Climate have an effect on High School Teacher Performance at the Ma'arif NU Pasuruan Educational Institution through Work Motivation. The implication is that the program implemented at the Ma'arif NU Pasuruan Institution in the application and improvement of teacher professional competence by considering the teacher's background. This is because teachers with high professional competence can help students not only to get good academic achievements, but also teachers can teach how to learn in the right way for students. Both

social competencies such as; having the ability to express opinions, being easy to get along with school residents, having achievements in the field of expertise they have, being able to accept criticism, suggestions and opinions of others, being able to accept criticism, suggestions and opinions of others and including people who are tolerant of the diversity of society. The three pedagogical competencies are; able to prepare learning, master learning media and technology, carry out student achievement assessments, be orderly and orderly in implementing teaching and learning activities and enliven the classroom atmosphere. The four personality traits are: appearing authoritative as a teacher, being an example in attitude and Attitude, controlling oneself in various situations and conditions, being wise in making decisions and being fair in treating fellow teachers and employees.

The implication is that the program implemented at the Ma'arif NU Pasuruan Institute in implementing and improving teacher professional competence must consider the teacher's background. Teachers with high professional competence can help students not only achieve good academic achievement but also teach them how to learn in the right way. In addition, teacher development must also include, Competency-based training, namely a training program that focuses on improving four teacher competencies: professional, social, pedagogical, and personality. Work motivation improvement strategies, namely providing performance-based incentives, clear career development, and a work environment that supports teacher welfare. A technology-based approach by improving teacher skills in using media and learning technology to support a more effective teaching and learning process. Improving Social Competence can be done by holding workshops or seminars to improve communication skills, cooperation, and tolerance in the school environment and finally strengthening personality competence by encouraging mental and spiritual development for teachers so that they have resilience in facing professional challenges and become role models for students and the community.

CONCLUSION

Individual characteristics, job characteristics and organizational climate have a positive and significant effect on the performance of high school teachers at the Ma'arif NU Pasuruan Institute through work motivation. The influence of individual characteristics, job characteristics and organizational climate on teacher performance is both direct and indirect. Because the total influence value is greater than the direct influence value, work motivation is an intervening between individual characteristics, job characteristics and organizational climate on teacher performance.

The implication is that in implementing and improving the professional competence of high school teachers at the Ma'arif NU Pasuruan Educational Institution, the teacher's background must be considered in order to be effective. Teacher professional competence is very important, because teachers with high professional competence can help students to achieve academic achievement and guide students in good learning methods. Second, social competence, namely having the ability to express opinions, being easy to get along with school residents, having achievements in their field of expertise, accepting criticism, suggestions and opinions of others, and being tolerant of the diversity of society. Third, pedagogical competence, namely being able to prepare learning, mastering media and learning technology, carrying out student learning achievement assessments, being orderly and orderly in implementing teaching and learning activities and enlivening the classroom atmosphere. Fourth, personality competence, namely appearing authoritative as a teacher, being an example in attitude and Attitude, controlling oneself in various situations and conditions, being wise in making decisions and being fair in treating fellow teachers and employees.

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