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The Influence of Teacher Professional Attitude, Welfare, Continuous Self-Development, and Job Satisfaction on High School Teachers Performance

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This study aims to determine the influence of teacher professional attitude, teacher welfare, teacher continuous self-development, and teacher job satisfaction on the performance of vocational high school teachers. This quantitative research used a correlational type. The sample of this research encompassed 155 vocational high school teachers, especially business and management teachers in Surakarta Residency, Central Java, Indonesia. The data were collected using a questionnaire which was tested for validity and reliability before being used. This research employed the Structural Equation Modelling analysis technique operated by Linear Structural Relationship. This study found that the teacher's professional attitude affected teacher welfare (t-count 5.27), but did not affect teacher continuous self-development (t-count 1.14), teacher job satisfaction (t-count -0.29), and teacher performance (t-count 0.55). Teacher welfare was confirmed to affect teacher continuous self-development (t-count of 2.94) and job satisfaction (t-count of 2.38), but not influence teacher performance (t-count -0.59). However, teacher continuous self-development was proven not to impact teacher job satisfaction (t-count value of 0.21) but impacted teacher performance (t-count value of 2.40). Meanwhile, job satisfaction had no impact on teacher performance (the t-count value of 1.53). The findings of this study can be used by policymakers to pay attention to improving teacher performance to the maximum and further researchers can examine other factors affecting teacher performance.

Keywords: continuous self-development, job satisfaction, professional attitude, teacher performance, teacher welfare, vocational high school

INTRODUCTION

Education is a crucial field and is expected to function as much as possible to increase the character, grade, and quality of human life (Armini, 2022; Hasbiyallah et al., 2023). As a form of concern for education, the government has determined education as a priority area in national development. Development in education focuses on increasing the level of education, that is, producing quality human beings. Increasing the level and value of education is also determined by the readiness and availability of qualified

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human resources. These human resources are teachers. Andriani et al. (2018) said that teachers have a function as part of the educational process and become the basis for achieving the level of graduates from educational institutions. Consequently, any attempt to maximize educational value must consider the convenience to the teacher of all matters of learning and teaching.

Furthermore, Professional teachers must master many things in their field, such as the entire teaching process, pedagogy, professionalism, attitude or personality, and their social role in society. Teacher professionalism is an essential factor in developing quality education (Prenger et al., 2019). Teachers should be creative and dynamic in developing student learning processes. Principals are encouraged to understand the needs of schools so that teacher competencies can grow and develop properly (Bafadal et al., 2019). As a result, teacher professionalism will be gained. Therefore, teacher performance is expected to boost the quality and relevance of education.

On the other hand, Sanusi et al. (2020) think that teacher performance is interpreted as the unity of three domains (knowledge, attitudes, and skills) which are reflected in teachers' behavior when they are carrying out their duties. Teacher performance can be measured and seen from the teacher competency specifications. Maximum teacher performance will be reflected in their performance in both academic and non-academic fields. Teacher performance can also represent the advantages and strengths of the grade of a country's education. In the Indonesian context, the quality of education is represented in work that is reflected in the behavior, attitude, appearance, or performance of teachers when they are working in education (Rrustemi & Kurteshi, 2023).

However, the grade of education and teachers in Indonesia is, in fact, still poor. The survey results mentioned by the Head of the Agency for Human Resource Development and Education Quality Improvement revealed that the teacher competency test results in three years (2018 to 2020) showed that the quality was not optimal. Table 1 below presents the results of the distribution of teacher competency test scores from 2018 to 2020.

Table 1
The distribution of teacher competency test scores

No.	Implementation Year	Average value
1	2018	52.5
2	2019	53.02
3	2020	63.48

Source: Ministry of Education and Culture, 2020

The data in Table 1 presented that the teachers' competency test score is still inadequate for two years. The scores are below 55. Furthermore, Dost et al. (2020) also found something similar, namely the national exam results achieved by students so far have not shown a significant increase. From these results, teachers' lack of dedication to their performance is considered the cause. Saneba et al. (2018) said that there is also a phenomenon regarding the decline of teachers' motivation, which can be seen in the

high number of teachers' absences during their being on duty. In addition, Fernandez et al. (2020) confirmed that the education competitiveness in Indonesia is still quite low appealed to ASEAN countries. This competition is an important component of the picture of the minimum quality of education sourced from teachers in Indonesia.

Performance is a measure of the success of teachers in carrying out their main duties as educators. Good teacher performance will produce good work as well. Unfortunately, many facts show that teacher performance is still not optimal (Lie et al., 2019; Tambingon, 2018). Teachers still have routine tasks that must be fulfilled every day (administration and teaching), are less creative, have relatively closed innovation, and assume that creativity is not part of the achievement. Teachers also experience difficulties in developing technological abilities (Mucundanyi & Tamang, 2022). The difficulties experienced by teachers are considered to be contributing to feelings of depression for teachers because they must do many tasks. This is relevant to previous findings where work greatly influences teacher stress and teacher performance (Gobena, 2022).

According to Baluyos et al. (2019); Sariwulan et al. (2019); Zhang and Huang (2022), the weak performance of teachers is also effected by professional attitude. Sachs (2003) argued that teachers' professional attitude is a way and effort to revitalize the concept in a changing work environment. Even more, teachers' professional attitude is not only limited to that definition but is also involved in completing school administration (Untari, 2017) and carrying out their daily duties at school (Habibi et al., 2019). A professional teacher will show his or her teacher figure with broad insight and several competencies that support his duties. Teachers need to improve and upgrade their competencies (Mirete et al., 2020). Moreover, teachers' professional attitude turns out to positively influence teacher performance. Furthermore, Kartini et al. (2020) stated that teacher professionalism increases well if teacher performance attitude increases.

In addition to the teachers' professional attitude, the teacher welfare factor is also a determinant in improving teacher performance. Teacher welfare is interpreted as a condition and situation where teachers feel prosperous and peaceful on matters related to the body and spirit because they get a decent income, a decent home, a comfortable work environment, incentives, positive colleagues, and adequate facilities and infrastructure (Busro, 2018). Teacher welfare includes adequate facilities and infrastructure, work performance contracts (salaries) that meet living standards, a conducive, safe, and comfortable work atmosphere, a fair and open work system, and the aspirations and creativity of the teachers' work. These factors will lead to high work morale and work ethic, which in turn will improve their professional performance.

Then, the factor of continuous self-development also influences the completion of teacher performance. Continuous self-development is the development of teacher competencies according to needs (Murwaningsih & Fauziah, 2022). Continuous self-development must be carried out based on teachers' needs. The need in question is the need to achieve and/or improve competence above the standard of competence of the teaching profession.

The existence of teacher welfare, professional attitudes, and self-development factors will lead to teacher job satisfaction. It is a form of response, either positive or negative, to the recognition obtained from the situations and conditions experienced by teachers related to their work (Widayati et al., 2020). Job satisfaction can be interpreted as the extent to which a person can fulfill his or her needs from the results of his or her work (EK & Mukuru, 2013; Muchtar, 2016; Salisu et al., 2015). Job satisfaction occurs when an employee feels he has a balance between work and life (Aruldoss et al., 2020). Job satisfaction has a large enough influence to improve teacher performance so that efforts to improve performance are carried out through increased job satisfaction (Kapa & Gimbert, 2018).

These four factors can affect teachers' performance to execution their duties. The evidence that the teachers' professional attitude affects performance has been proven by several previous findings. One of them is Murkatik et al. (2020) who examined the effect of professional and teaching competence on junior high school teachers' performance. They found that teachers' professional and pedagogic attitudes affected teacher demonstration and performance. In line with that, Bakar (2018) highlighted the vocational high school teachers' professional influence on students' achievement. He uncovered that the teacher's professional attitude also affects student achievement in school so that learning success can be achieved maximally.

Apart from the findings concerning teacher professional attitude, there are also similar findings related to teacher welfare. Several previous researchers exposed that concern for teacher welfare is a solution to overcome problems related to teacher performance in schools. It is in line with the objectives of teacher professional ethics. One of which is that teacher welfare can increase the grade of the teaching competence and school services (Kusumaningrum et al., 2019). Correspondingly, Cilliers et al. (2018) investigated primary school teachers' welfare in Uganda. They argued that teachers' salaries could improve teacher welfare and impact teacher performance daily.

Furthermore, relevant research on Continuous Professional Development (CPD) has been widely studied by experts. Vermunt et al. (2019) underlined their research on the contribution of teacher professional development to teacher learning. Their research contributes to professional development's impact on teachers' teaching. In addition, Misra (2018) has researched CPD as an effort to increase the capacity of teachers in India. His research contributes to CPD into a program that must be carried out ongoing so that teacher performance can be maximized and intact. They suggested that other researchers introduce the CPD program to teachers in positions in other countries.

Meanwhile, Wolomasi et al. (2019) highlighted primary school teachers' job satisfaction and performance. Their findings showed that teacher job performance was significant with job satisfaction. Accordingly, Baluyos et al. (2019) also emphasized the same thing. They found that teachers were satisfied with their performance, and teacher satisfaction affected teacher work performance in schools. In addition, Eliyana et al. (2019) have investigated the action of transformational leadership on employee performance in terms of job satisfaction. They uncovered that transformational leadership affected job satisfaction but had no effect on employee work performance.

Several previous findings have revealed teachers' professional attitudes, welfare, continuous professional development, job satisfaction, and performance. Previous researchers have also combined one or two of these factors into one study. However, there have been no studies similar to this study, in which the researchers highlight five components at once. In addition, various subjects with different levels have also been the focus of previous research. This research is different from any previous research because this research explores more in-depth information on the subject of vocational high school teachers located in Indonesia, a developing country. The integration of the four factors of teacher performance is interesting since it promotes the continued advance that needs to be developed by education governments around the world.

Stand from the explanation above, this research purpose to determine the influence of teacher professional attitude, teacher welfare, teacher continuous self-development, and teacher job satisfaction on the performance of vocational high school teachers.

METHOD

Research Design

This research is a descriptive correlational research because it has a relationship between variables, attempts to explain the relationship, and also analyzes its effects (Creswell, 2013). These findings are expected to show the relationship between professional attitude, well-being, continuous self-development, and job satisfaction, explain the relationship between these variables, and provide the results of their influence on teacher performance.

Population and Sample

The population in this research was all business and management teachers of productive education and training in public vocational high schools in Surakarta Residency, which covers six districts and one municipality. The population criteria were teachers who had been certified. Meanwhile, there were 21 schools and 222 teachers who had been certified. After checking the data in the field, there were only 180 respondents who met the requirements to become respondents.

Stratified proportional random sampling technique was used to collect research data. The sampling must meet the criteria such as the sample has good estimator characteristics and is useful as a good estimator of the population (VanderStoep & Johnston, 2009). The number of samples taken was 142 teachers. To obtain an appropriate research model, 155 respondents were added as the samples.

Research instruments

This study uses a questionnaire instrument to collect data. The research instrument was a questionnaire in the form of a closing statement, which would be filled out by the research subjects (respondents). The research instrument consisted of instruments on teacher performance, teacher professional attitudes, teacher welfare, teacher continuous self-development, and teacher job satisfaction. This research instrument was compiled by the author himself concerning the literature or theories from experts regarding all

research variables. The instrument was specially made by the researcher without carrying out a combination of similar studies. The performance variable instrument was filled in by the school principal and students. Meanwhile, the performance indicators were aspects of the learning process, conceptual ability, and interpersonal relationship skills. Furthermore, the instrument indicators of job satisfaction included job suitability, career development opportunities, support from co-workers, and intensity of supervision. Meanwhile, the variable indicators of sustainable self-development consist of the frequency of participation as functional training participants, participation in teacher collective activities, and participation in scientific forums. Finally, the instrument indicators for the teacher welfare variable are obtaining adequate basic income or salary, obtaining allowances or other income, fulfilling the need for proper food, useful clothing, proper housing, education (self-development), health insurance and acceptance, recreation/relationships, transportation/personal vehicles, and communication/internet access.

Indicators of a teacher's professional attitude consist of commitment and consistency in increasing educational capacity, fulfilling the level and type of education that are in accordance with qualifications, having adequate competence, obtaining collateral for legal protection according to their profession, and being involved in professional organizations. An attitude scale with 5 levels is used to assess teacher performance variables, while a rating scale is used to measure other variables.

Instrument Validity

A validity test determines whether the measuring instrument can exactly measure what is to be measured. In this study, this validity test was only concerned with content validity. The product-moment test is used to calculate validity. This validity test only concerns content validity. Instrument validity describes the ability of this measuring instrument to reveal something that is the main target.

Each item is tested for validity by means of item analysis or correlating the score of each item with the overall score. The number of correlation coefficients that meet the requirements is at least 0.3 or more. If it meets these requirements, then the instrument is declared fit for use or valid and vice versa. Next, a reliability test is carried out to determine the consistency of an instrument. In this study, the composite reliability test was used by looking at the composite value. The minimum requirement for a composite value is 0.7 or more (Ghozali, 2009).

Data Collection Technique

Data by cross-section were collected simultaneously from many subjects, and this data collection was only done once. Two types of data were used, namely primary data taken from questionnaires and secondary data obtained from school/education office documents. Questionnaires are used to collect data from teachers, school principals as school leaders, and students who received lessons from the teachers. This data collection was carried out at the certified public vocational schools (business and management of productive education and training) in ex. Surakarta Residency. The primary data taken were data concerning the teacher professional attitudes, teacher welfare, teacher

continuous self-development, and teacher job satisfaction. Meanwhile, questionnaires about teacher performance were filled out by principals and students. The students assessed the teacher's learning process, while the principal evaluated other things instead of the learning process. The students' assessing the teacher's performance process in the learning process is designed and planned to obtain more valid data because those who know about the learning process very well are the students. Furthermore, secondary data were obtained from the regency/city education and culture office and schools regarding the number of public vocational schools, teacher personal data, and the number of certified teachers. In addition, the measurement scale for primary data was a Likert scale. The researcher also prepared interview instruments to add data to support the research.

Data Analysis

This research utilized Structural Equation Modeling (SEM) analysis technique operated by Linear Structural Relationship (LISREL). In this study, the LISREL analysis includes the following stages: (1) escalation of a theory-based model; (2) flowchart escalation in order to find a causality relationship; (3) circuit conversion flow chart into structural structure and specification model measurements; (4) determining the input matrix and the estimated model that is prepared; (5) evaluation of eligibility criteria (SEM assumptions); (6) model interpretation and modification, Sobel test; and (7) interview techniques to explain the results of the hypothesis (Ghazali & Fuad, 2008).

FINDINGS AND DISCUSSIONS

This study used the Smart PLS 3.0 software application program. Initially, the researcher conducted an instrument test first. Test instruments used in this study are validity and reliability tests. The trial was conducted in three schools with 30 respondents. The instrument's validity and reliability results are shown in Table 2.

Table 2
Summary of validity trial results

No	Variable	Number of Indicators	Number of Items	Validity	
				Valid	Invalid
1.	Teacher professional attitude	5	12	11	1
2.	Teacher welfare	10	21	20	1
3.	Teacher continuous self-development	3	14	13	1
4.	Teacher job satisfaction	4	12	10	2
5.	Teacher performance	10	49	49	0

Table 2 shows that the variable of the teacher professional attitude (X_1) consisted of five indicators with 12 statement items. The teacher welfare variable (Y_1) comprised ten indicators with 21 statement items. The teacher continuous self-development variable (Y_2) had three indicators with 14 statement items. The teacher job satisfaction variable (Y_3) encompassed four indicators with 12 statement items. In addition, the teacher performance variable (Y_4) covered ten indicators with 49 statement/question items.

From each of the five indicators, 25 items were assessed by the principal, and 24 statement items were assessed by the students.

Compared with the results of the corrected item-total correlation (≥ 0.30), the test results showed that several items were invalid (five items) because their values were below 0.30. Invalid items were corrected, consulted with experts, and used for data collection in the field. For the teacher professional attitude variable, there were 16 items and 30 items for teacher welfare, 14 items for teacher continuous self-development, 12 items for teacher job satisfaction, and 50 items for teacher performance variables. Of all of them, 25 items were assessed by the principal and 25 items were assessed by the students.

Furthermore, composite reliability is defined as part of the variable indicator reliability test. If the variable that has been tested meets a value of more than 0.70, then the next composite value can be calculated. Composite Reliability values are presented in table 3.

Table 3
Summary of composite reliability trial results

No	Variable	Composite Reliability	Description
1.	Teacher professional attitude	0.81	Reliable
2.	Teacher welfare	0.77	Reliable
3.	Teacher continuous self-development	0.77	Reliable
4.	Teacher job satisfaction	0.79	Reliable
5.	Teacher performance	0.93	Reliable

Stand from table 3 above, it can be seen that the composite reliability value of the teacher professional attitude variable is > 0.7 with a value of 0.81, for the teacher welfare variable it has a value of > 0.7, namely 0.77, for the teacher continuous self-development variable it has a value > 0.7, namely 0.77, the continuous self-development teacher variable has a value > 0.7, which is 0.79, and the teacher performance variable also has a value greater than 0.7, which is 0.93. These results provide information that all the variables of this study have high composite reliability with a value of more than 0.7.

Then, several assumptions must be met in collecting and processing data with the Structural Equation Model (SEM). These assumptions are as follows. *First,* the sample size is 155 people and has fulfilled the Structural Equation Model (SEM) requirements. *The second* is to do a normality test. After the normality test, the critical ratio skewness and multivariate value were 0.096, or the data met the normal distribution because it was less than 2.58. From the results of the multivariate normality test of the data, it was known that the value of skewness (1.643) and kurtosis (0.096) was smaller than 2.58, and the P-value was 0.924 > 0.05. Thus, it can be stated that the assumption of normality was met. *Third,* linearity testing was done by regression analysis between variables in the model. Of the five research variables, there were ten relationships between variables, so the linearity test was carried out on ten relationships.

Table 4
The linearity test results

Independent variables	Dependent variables	Test result (α = 0.05)		Description
Teacher professionalattitude	Teacher Welfare	0.000	Significant	Linear
Teacher professionalattitude	Teacher Continuous Self-Development	0.000	Significant	Linear
Teacher professionalattitude	Teacher Performance	0.000	Significant	Linear
Teacher professionalattitude	Teacher Job Satisfaction	0.000	Significant	Linear
Teacher Welfare	Teacher Continuous Self-Development	0.000	Significant	Linear
Teacher Welfare	Teacher Performance	0.000	Significant	Linear
Teacher Welfare	Teacher Job Satisfaction	0.000	Significant	Linear
Teacher Continuous Self-Development	Teacher Performance	0.000	Significant	Linear
Teacher Continuous Self-Development	Teacher Job Satisfaction	0.000	Significant	Linear
Teacher Job Satisfaction	Teacher Performance	0.000	Significant	Linear

The test results showed that all of the variables were linear because of the value of Sig. < 0.05. Thus, the data could be used for further research analysis purposes.

Fourth, the researcher conducted an outlier test. The Mahalanobis distance method is used to calculate outliers. In this study, the value of the Mahalanobis distance is greater than the value of table X2 so that the sample is an outlier and must be excluded from the sample. The largest Mahalanobis distance value is 47.743 or smaller than the table value of 49.7282. So, there is no outlier research sample. That is, the entire sample can be used for analysis. *Fifth*, the multicollinearity assumption requires that there is no perfect correlation between the independent variables. Because this study only consisted of one independent variable, the multicollinearity test was not carried out.

After the Goodness of Fit test was carried out, the researcher assessed the construct's dimensions and reliability with a limit value of 0.70. The first is confirmatory factor analysis for constructing teacher professional attitudes. The confirmatory analysis results for the teacher professional attitudes consisting of five indicators are presented in Figure 1 as follows:

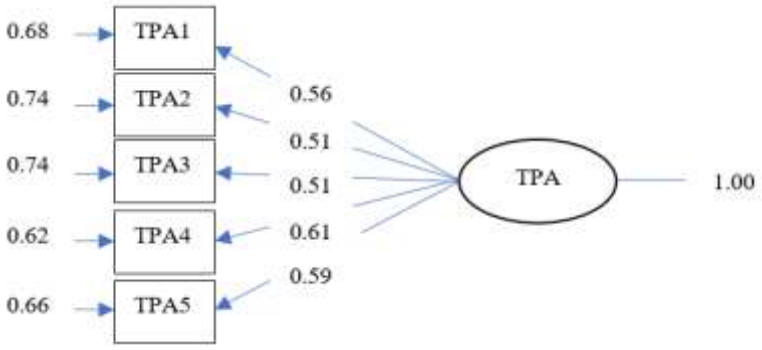

Figure 1
The confirmatory factor analysis for teacher professional attitude variables

The results of the single model confirmatory analysis in table 5 show five manifests that measure the construct significance of the teacher's professional attitude variable by paying attention to the lambda value (λ), the coefficient of determination (R^2), and the T value. The chi-square from Figure 1 is 8.04, the Degree of Freedom (df) is 5, the p-value is 0.15399, and the Root Mean Square Error of Approximation (RMSEA) is 0.063. The calculation results are shown in Table 5.

Table 5
The construct validity of the teacher professional attitude variables

No	Manifest	λ	R^2	T-Value	Description
1.	$X_{1.1}$	0.56	0.32	6.19	Valid
2.	$X_{1.2}$	0.51	0.26	5.51	Valid
3.	$X_{1.3}$	0.51	0.26	5.58	Valid
4.	$X_{1.4}$	0.61	0.38	6.76	Valid
5.	$X_{1.5}$	0.59	0.34	6.43	Valid

From Table 5, the construct validity of each indicator can be seen by comparing the T-value with the T-table on the degrees of freedom of each variable. Thus, it can be concluded that overall, both the T-count and the lambda coefficient or loading factor of each manifest were valid. For the reliability construct value above, 0.7 was obtained, so it can be said that the variable of the teacher's professional attitude was reliable since the value was ≥ 0.6.

The second is confirmatory factor analysis for the teacher welfare construct. In this study, the teacher welfare construct consisted of five indicators. The confirmatory analysis results for teacher welfare are shown in Figure 2.

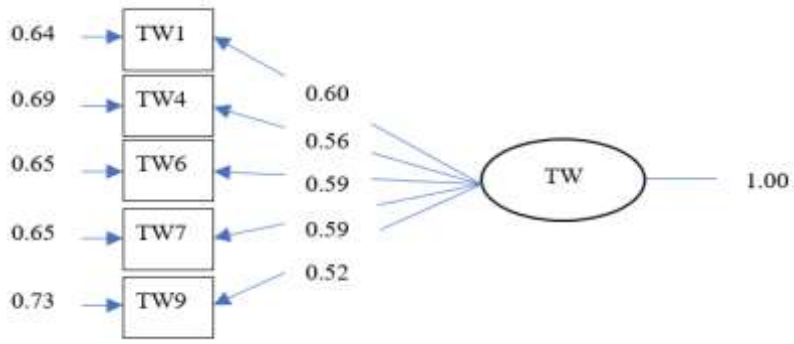

Figure 2
The confirmatory factor analysis for teacher welfare variables

The single model confirmatory analysis results revealed five manifests that measured the significance of the teacher welfare variable construct. The chi-square from Figure 2 is 10.04, the Degree of Freedom (df) is 6, the p-value is 0.12133, and the Root Mean Square Error of Approximation (RMSEA) is 0.066. The complete results can be seen in Table 6.

Table 6
The construct validity of teacher welfare variables

No	Manifest	λ	R^2	T-Value	Description
1.	$Y_{1.2}$	0.60	0.36	6.58	Valid
2.	$Y_{1.4}$	0.56	0.31	6.27	Valid
3.	$Y_{1.6}$	0.59	0.35	6.61	Valid
4.	$Y_{1.7}$	0.59	0.35	6.64	Valid
5.	$Y_{1.9}$	0.52	0.27	5.72	Valid

Based on Table 6, the construct validity of each indicator can be determined by comparing the T-value with the T-table on the degrees of freedom of each variable. Thus, it can be concluded that overall, each manifest's lambda coefficient or loading factor was valid. For the reliability level of the construct above, a value of 0.79 was obtained, so it can be said that the teacher welfare variable was reliable since it was ≥ 0.60.

The third is confirmatory factor analysis for teachers' continuous self-development. From the test data, it can be stated that the construct of teacher continuous self-development had three indicators. The confirmatory analysis results are displayed in Figure 3 as follows.

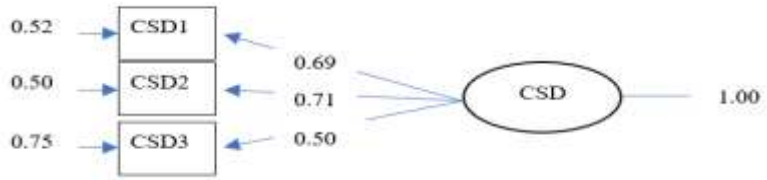

Figure 3
The confirmatory factor analysis for continuous self-development variables

The data is interpreted as the three manifests measuring the significance of the construct variable of continuous self-development with a chi-square value of 0.00. Then, the value of the degrees of freedom (df) is 0, the p value is 1.00000, and the Root Mean Square Error of Approximation (RMSEA) is 0.000. The overall results are visualized in Table 7.

Table 7
The construct validity of continuous self-development variables

No	Manifest	λ	R^2	T-Value	Description
1.	$Y_{2.1}$	0.69	0.48	6.67	Valid
2.	$Y_{2.2}$	0.71	0.50	6.77	Valid
3.	$Y_{2.3}$	0.50	0.25	5.32	Valid

Table 7 informs the data that the lambda coefficient or loading factor for each manifest is valid with a value of 0.671. From these data, the teacher's continuous self-development variable can be trusted because ≥ 0.60. The fourth is confirmatory factor analysis for the teacher job satisfaction construct. In this study, the construct of teacher job satisfaction comprised four indicators. The confirmatory analysis results for teacher job satisfaction are shown in Figure 4 below.

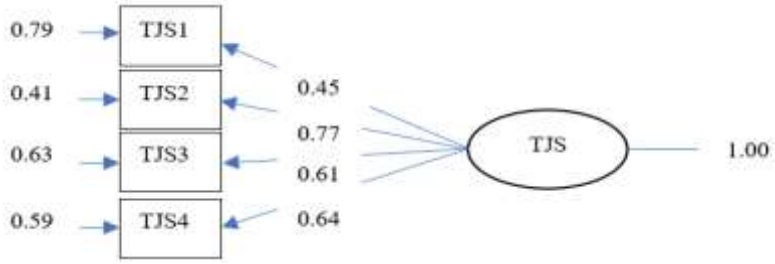

Figure 4
The confirmatory factor analysis for teacher job satisfaction variables

The single model confirmatory analysis results showed four manifests that measured the significance of the variable construct of teacher job satisfaction. The chi-square from Figure 4 is 4.22, the Degree of Freedom (df) is 2, the p-value is 0.12124, and the Root Mean Square Error of Approximation (RMSEA) is 0.085. The full results can be seen in Table 8.

Table 8
The construct validity of teacher job satisfaction variables

No	Manifest	λ	R^2	T-Value	Description
1.	$Y_{3.1}$	0.45	0.21	5.10	Valid
2.	$Y_{3.2}$	0.77	0.59	8.81	Valid
3.	$Y_{3.3}$	0.61	0.37	7.01	Valid
4.	$Y_{3.4}$	0.54	0.41	7.37	Valid

Table 8 informs that the lambda coefficient value for each manifest is valid with a gain of 0.72. This means that the teacher's job satisfaction variable is consistent because it is ≥ 0.60. The fifth is confirmatory factor analysis for teacher performance construct. In this study, the teacher performance construct covered six indicators. The confirmatory analysis results are depicted in Figure 5 below.

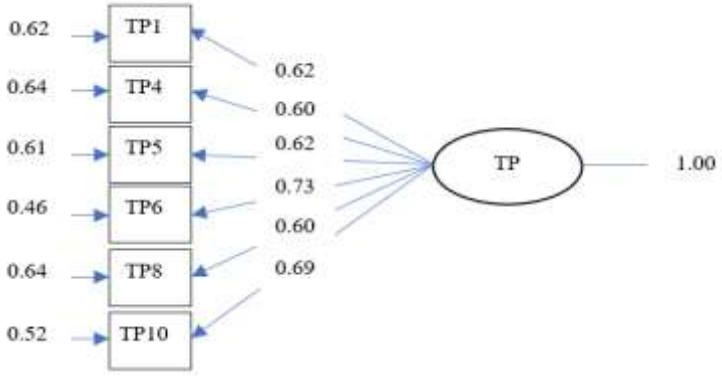

Figure 5
The confirmatory factor analysis for teacher performance variables

The confirmatory analysis results of the single model above disclosed that six manifests measured the significance of the variable construct of teacher performance. The chi-square from Figure 5 is 13.04, the Degree of Freedom (df) is 9, the p-value is 0.16075, and the Root Mean Square Error of Approximation (RMSEA) is 0.054. The full results can be seen in Table 9 below.

Table 9
The construct validity of teacher performance variables

No	Manifest	λ	R^2	T-Value	Description
1.	$Y_{4.1}$	0.62	0.38	5.70	Valid
2.	$Y_{4.4}$	0.60	0.36	5.90	Valid
3.	$Y_{4.5}$	0.62	0.39	6.04	Valid
4.	$Y_{4.6}$	0.73	0.54	6.73	Valid
5.	$Y_{4.8}$	0.60	0.36	5.87	Valid
6.	$Y_{4.10}$	0.69	0.48	6.48	Valid

Table 9 reveals that the lambda coefficient value for each manifest is valid with a value of 0.86. So, the variable value is consistent because ≥ 0.60. In the analysis process, testing the conceptual model of the research was determined previously and analysis of Absolute fit, Incremental fit, and Parsimony fit was carried out. The complete results are shown in Table 10.

Table 10
The goodness of fit test results

Criteria	*Cut off*	Calculation results	Conclusion
Absolute fit			
χ^2	Expected small	853.79	Not good
Significant	≥ 0.05	0.0000	
χ^2/DF	≤ 2.00	1.9546	Good
RMSEA	≤ 0.08	0.076	Good
AGFI	≥ 0,90	0,70	Not good
GFI	≥ 0.90	0.74	Not good
Incremental fit			
CFI	≥ 0.95	0.74	Not good
NFI	≥ 0.90	0.59	Not good
Parsimony fit			
PGFI	0.6 – 0.90	0.64	Good
PNFI	Expected close to 1	0.54	Not good

Description: Degree of Freedom (df); Root Mean Square Error of Approximation (RMSEA); Adjusted goodness of fit index (AGFI); Goodness of fit index (GFI); Comparative fit index (CFI); Normed fit index (NFI); Parsimony goodness of fit index (PGFI); Parsimony normed fit index (PNFI)

Table 10 informs that the test results are X2/df value of 1.9546, the cut-off is smaller = 2. From these data, it can be concluded that the model is fit. In this study, hypothesis testing was based on the significance value of the coefficients obtained for each path in the research model. A relationship is significant if the critical ratio is above 1.96 and the T-count is above 0.4.

Table 11
The results of research hypothesis testing

Path	Influence		Total	CR	Conclusion
	Direct	Indirect			
TPA → TW	0.66	-	0.66	5.27	Proven
TPA → CSD	0.21	-	0.21	1.14	Not proven
TPA → TJS	-0.05	-	-0.05	0.29	Not proven
TPA → TP	0.09	-	0.09	0.55	Not proven
TW → CSD	0.64	-	0.64	2.94	Proven
TW → TJS	0.82	-	0.82	2.36	Proven
TPA → TP	-0.24	-	-0.24	0.59	Not proven
CSD → TW	0.06	-	0.06	0,21	Not proven
CSD → TP	0.61	-	0.61	2.40	Proven
TJS → TP	0.42	-	0.42	1.53	Not proven

Description: Teacher professional attitude (TPA); Teacher welfare (TW); Teacher continuous self-development (CSD); Teacher job satisfaction (TJS); Teacher performance (TP); Sobel Test: If the t-count is ≥ 1.96, mediation occurs.

Based on the analysis results in Table 11, it can be seen the following results:

The Teacher's Professional Attitude on Teacher Welfare, Continuous Self-Development, Job Satisfaction, and Performance

The statement that the teacher's professional attitude significantly influenced the vocational high school teachers' welfare was proven. Findings visible from the standardized regression weight coefficient on the path of the relationship between teacher professional attitude and teacher welfare of 0.66 and t-count of 5.27. These results denote empirical evidence that the more increased teacher professional attitude, indicated by the commitment of the teachers to fulfill all existing regulations and requirements that they were eligible for a professional allowance, the more increased the teacher welfare will be.

This result means that the stronger/higher the teacher's professional attitude characteristics will increase the teacher's welfare. The teacher's professional attitude can be reflected in teachers who comply with and fulfill existing requirements and rules (for example, a 24-hour workload per week) so that teachers are eligible for receiving appropriate additional income, namely professional allowances. The additional income received by teachers has an impact on increasing teacher welfare. A teacher who receives a professional allowance can fulfill his life needs more than before receiving a professional allowance. It is what makes the teacher's welfare better.

This study aligns with previous research held by Fahmi et al. (2011), which found that the impact of certification was more on improving teacher welfare than on increasing professionalism. The teacher welfare model also impacted professional attitudes and educational development (Maba et al., 2018). In addition, Tyas et al. (2020) stated that the presence of a certified has an impact on improving the quality of teachers.

The statement that the teacher's professional attitude had a significant effect on teacher continuous self-development in vocational high school teachers showed no proven results. It can be seen from the value of the standardized regression weight coefficient on the path of the relationship between teacher professional attitudes and teacher continuous self-development of 0.21 and a t-count of 1.14. These results signify empirical evidence that the higher the teacher's professional attitude, the higher the teacher's continuous self-development was not proven.

The analysis results showed that the teacher's professional attitude did not significantly influence the teacher's continuous self-development. This research highlights that if the teacher's professional attitude is improved, it will not impact on teacher's continuous self-development due to several factors, such as many workloads, strict school regulations, costs, and the teacher's age approaching retirement.

In this case, the teacher's professional development plan should be prepared by the teacher himself or herself, both for the short and long term. Teacher development programs should be oriented towards better teacher services. Challenges for the future need to consider continuous development. According to Seezink and Poell (2010), schools should develop policies that offer continuous professional development (CPD) and crucial competencies to existing resources. It is because CPD has become a major policy priority in education systems worldwide.

The statement that the teacher's professional attitude had a significant effect on the job satisfaction of vocational high school teachers revealed that the results were not proven. It can be seen from the coefficient value of the standardized regression weight path of the relationship between the teacher's professional attitude and job satisfaction of 0.06 and t-count of -0.29. These results signify that empirical evidence that the higher the teacher's professional attitude, the higher the teacher's job satisfaction was not proven. Several reasons underlay this unproven hypothesis. First, the teacher workload was a lot. Second, there was a mismatch between teachers regarding teaching tasks. Third, there was a feeling of less having more ability. This study agree with the research results by Baluyos et al. (2019), revealing that teacher job satisfaction with the principal's supervision was inversely related to teacher performance. However, this finding is contradicted by the findings of Buric and Moe (2020) that a good teacher's enthusiasm had a positive effect on job satisfaction, either directly or indirectly.

The statement that the teacher's professional attitude had a significant effect on the performance of vocational high school teachers showed no proven results. It can be seen from the value of the standardized regression weight coefficient on the path of the relationship between the teacher's professional attitude and the teacher performance of 0.09 and the t-count of 0.55. These findings highlight that empirical evidence showing that the higher the teacher's professional attitude, the higher the teacher's performance was not proven. This result was caused by teachers' feeling safe because they were certified; the additional workload for teachers burdened the main task of teachers, and the workload of teachers increased. The findings of this study are consistent with research held by Bardach and Klassen (2020) that the effectiveness of teachers' academic skills on teacher performance and teacher professional attitudes was not

proven. It was because the test scores for teachers' basic academic skills had not been maximized.

Teacher Welfare on Continuous Self-Development, Job Satisfaction, and Teacher Performance

Teacher welfare had a significant effect on teacher continuous self-development for vocational high school teachers showing proven results. It can be shown from the value of the standardized regression weight coefficient on the relationship between teacher welfare and teacher continuous self-development with a value of 0.64 and a t-count of 2.94. These results showed empirical evidence that the higher the teacher's welfare, the stronger or higher the teacher's continuous self-development.

The study results proved that if the teacher's welfare is met, teachers will try to improve their quality of life, including continuous self-improvement for their profession. In addition to funds for daily needs, the availability of funds motivates teachers to take part in scientific activities or buy supporting facilities and infrastructure in carrying out their profession. Activities such as seminars, workshops and training related to their profession for self-improvement become attractive to teachers after receiving professional allowances. The results of this study corroborate with scientific articles are written by Maba et al. (2018) stating that improving teacher welfare with certification must be understood within the framework of increasing the capacity of national education, both in terms of the process (services) and outcomes (outputs) of education. In the end, the capacity of education can be improved because increasing the capacity of education and teacher professionalism can be realized by providing education budgets, teacher training, and teacher certification.

The significant effect of teacher welfare on the job satisfaction of vocational high school teachers revealed proven results. It can be visible from the value of the standardized regression weight coefficient on the relationship between teacher welfare and teacher job satisfaction of 0.82 and a t-count of 2.38. These results indicate empirical evidence that the higher the welfare of teachers, the higher the job satisfaction was proven. The study outcome confirmed that the prosperous condition of teachers made them feel calm, safe, and comfortable at work because their needs could be met. The outcome of this research are in in accordance with Jaworski et al.'s (2018) research, which gave the result that there was an effect between training satisfaction and employee welfare (in the form of benefits and incentives) with employee commitment and job satisfaction. Sudiardhita et al. (2018) also emphasized that fulfilling various basic human needs will lead to satisfaction in carrying out any task.

Teacher welfare was not proven to affect the performance of vocational high school teachers significantly. It can be seen from the value of the standardized regression weight coefficient on the relationship between teacher welfare and performance of -0.24 and t-count of -0.59. These results denote empirical evidence that the higher the welfare of teachers, the higher teacher performance was not proven. Several aspects made the hypothesis unprovable. First, after receiving the professional allowance, a teacher's life is more prosperous, but the teacher is not busily meeting his or her needs. Second, a

higher level of teacher welfare is more associated with teacher consumptive behavior. The outcome of this research are in in accordance with the findings of Pugatch and Schroeder (2018) that increased teacher allowances did not affect student performance. However, this finding is also inconsistent with studies conducted by other researchers. Ben-Nasr and Ghouma (2018) revealed that employee welfare formed a strong strategy for improving work and was positively related to the risk of employee accidents. In addition, rewards are a motivational tool and a major factor in optimizing employees' psychological well-being, affecting one's performance (Langove & Isha, 2017).

Teacher Continuous Self-Development on Job Satisfaction and Performance

Continuous self-development **was not proven** to significantly affect the job satisfaction of vocational high school teachers. It can be visible from the value of the standardized regression weight coefficient on the path of the relationship between continuous self-development and teacher job satisfaction of 0.06 and the t-count value of 0.21. This result shows empirical evidence that the higher the continuous self-development, the higher the job satisfaction was not proven.

Continuous self-development did not affect teacher job satisfaction. Several reasons caused it to happen, such as a lack of time for self-development and a strict self-development policy. The existence of various less supportive policies in teacher self-development made teachers less satisfied at work. For example, teachers who attend training outside the city must get permission from the local education office. In addition, this study is relevant to previous findings that there was no significant difference between job satisfaction and the professionalism of employees in public hospitals (Ryu & Kim, 2018). The outcome of this research do not agree with the research held by Toropova et al. (2021) that professional development had a significant effect on job satisfaction. It is also argued by Ismail and Rishani (2018) stating that employees are satisfied with their career development at work, and there is an increase in the level of job satisfaction. In this regard, employee development is an essential element to enrich themselves and a place to learn for employees so that their job satisfaction is tested as a whole (Davidescu et al., 2020).

The significant effect of continuous self-development on the performance of vocational high school teachers was proven. It can be visible from the value of the standardized regression weight coefficient on the path of continuous self-development relationship with teacher performance of 0.61 and the t-count value of 2.40. These results provide empirical evidence that the better the continuous self-development, the better the teacher's performance. Self-development carried out by teachers impacted increasing teacher abilities. This improvement can be applied in the world of work to increase teacher performance. Continuous self-development carried out by teachers will continuously improve their ability, both in mastering the material and mastery of media, methods, evaluation tools, and others. The results of this study are consistent with research conducted by Lee and Lee (2018), explaining that career development is a way to improve employee performance. Sofia (2020) also found that career development simultaneously and partially affected employee performance and productivity.

Job Satisfaction on Teacher Performance

Job satisfaction was not proven to affect the performance of vocational high school teachers significantly. It can be visible from the value of the standardized regression weight coefficient on the path of the relationship between job satisfaction and teacher performance of 0.42 and the t-count value of 1.53. These results signify empirical evidence that the stronger/higher teacher job satisfaction, the stronger/higher teacher performance, was not proven.

The last aspect studied is job satisfaction with teacher performance. In this study, it was found that job satisfaction did not affect teacher performance. Several reasons cause teacher satisfaction did not affect performance such as the lack of smooth disbursement of professional allowances and the high spirit of teacher dedication. In this case, the teaching profession focused more on devotion. It not only leads to worldly devotional activities but also leads to non-worldly activities. In addition to obtaining financial rewards to meet their daily needs, the service performed by a teacher also expects non-financial rewards. This study aligns with the research conducted by Toropova et al. (2021), which stated that job satisfaction was not felt deeply by employees due to inadequate school conditions. Furthermore, Ford and Wilson (2018) also uncovered that there is a small positive relationship between the perception of the teacher evaluation experience and teacher satisfaction.

However, the outcomes of other studies are not in accordance with the results of this study. Arif et al. (2019) stated that job satisfaction had a significant effect on teacher performance. Purwanto et al. (2021) reported that the perceived job satisfaction of teachers impacted teacher performance. It indicates that satisfied teachers would bring changes to their performance.

CONCLUSIONS

Based on the results and discussion, several points can be inferenced as follows: the teacher's professional attitude influenced teacher welfare but did not affect continuous self-development, job satisfaction, and teacher performance; teacher welfare influenced continuous self-development and job satisfaction but did not influence teacher performance; teacher continuous self-development did not influence teacher job satisfaction but impacted teacher performance; and job satisfaction was not proven to influence teacher performance.

In this study, researchers did not pay attention to the teachers' age characteristics so it was possible to have different perceptions of the instrument. For further research, more attention should be paid to the sample characteristics. These findings can practically be used to make policies regarding teacher welfare in the future. The research results can also be utilized as a reference for future researchers to conduct similar research.

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