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Strengthening Teamwork, Interpersonal Communication, Adversity Intelligence, and Work Motivation to Leverage Teacher Performance

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Abstract: The purpose of this study is to improve teacher performance by researching the influence of teamwork, interpersonal communication, and adversity quotient on work motivation. This study employs the SITOREM approach for indicator analysis to find the best solutions for enhancing teacher performance and the route analysis method to ascertain the influence between the variables examined. 289 PGRI Vocational High School instructors in Bogor Regency made up the study's population. The findings demonstrated that job motivation, teamwork, interpersonal communication, and adversity quotient had a favourable impact on teacher performance. An ideal solution was found based on the SITOREM study results: of the 27 indicators examined, 13 were still poor and required improvement, while 14 were in good condition and merely required development. A priority order for processing accompanied improvements to the indicators that remained weak. Excellent markers are: 1) Resilience, 2) Ownership, 3) Success, 4) Participation at work, 5) Effective supervision 6) Sufficient rewards, 7) Harmony, 8) Trust, 9) Completeness, 10) Compassion, 11) Transparency, 12) Optimism, 13) Work output, and 14) The amount of work produced. The following indicators, in order of importance, require improvement: First, control; second, authenticity; third, a want for recognition and appreciation; fourth, job security; fifth, a desire for power; sixth, accountability; seventh, group goal orientation; eighth, coordination; ninth, support; tenth, equality; eleven, quality of work outputs; twelfth, work effectiveness; and thirteenth, work efficiency.

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

INTRODUCTION

An essential function of human resources in educational institutions. This is predicated on the conviction that individuals are the architects of organisational objectives and the principal catalysts for their realisation. Each member of the organisation is required to fulfil their fundamental duties in alignment with their responsibilities. Members of the organisation are required to collaborate in attaining organisational objectives.

The evaluation of teacher performance assesses each aspect of a teacher's fundamental responsibilities concerning career advancement, status, and role. This evaluation is performed

via observation and surveillance. Observation entails the systematic collection of data regarding teacher performance by direct scrutiny of the educator's instructional techniques and student mentoring inside the classroom environment. Observations encompass pre-observation, during-observation, and post-observation phases.

The execution of a teacher's fundamental responsibilities is intrinsically linked to their proficiency in the requisite information, abilities, and attitudes essential for performing their role as a professional educator. This reflects the necessary competencies outlined in Minister of National Education Regulation No. 16 of 2007 on Teacher Academic Qualification and Competency Standards. Research is required to get reliable data on additional elements that can boost teacher performance.

A preliminary survey conducted on January 28, 2026, involving questionnaires distributed to 30 educators at seven PGRI Vocational High Schools (SMK PGRI) in Bogor Regency revealed that 41.7% of teachers were not attaining optimal work quality, 36.7% were not achieving optimal work effectiveness, 35% were not realising optimal work efficiency, 40% were not reaching optimal work productivity, and 35% were not fulfilling optimal work quantity.

The aforementioned survey results demonstrate that teacher performance requires enhancement, as it is a vital component in attaining educational objectives. Consequently, the examination of teacher performance is compelling. This research seeks to develop optimal solutions for enhancing teacher performance by identifying effective strategies and methods, specifically by reinforcing the factors of teamwork, interpersonal communication, adversity quotient, and work motivation, which positively impact teacher performance.

Literature Review

1. Teacher Performance

Mathis, Robert L., et al. (2011). Performance reflects the degree of success of an activity, program, or policy in fulfilling the organization's goals, objectives, mission, and vision as outlined in its strategic planning. The performance metrics are delineated as follows: 1) Work quantity, defined as the volume of output generated under standard conditions; 2) Work quality, characterized by neatness, accuracy, and relevance of results, while also considering the volume of work; 3) Time utilization, referring to the employment of work hours in alignment with organizational or governmental policies; and 4) Cooperation, the capacity to manage interpersonal relationships in the workplace.

Dessler (2012) defines performance as the actual accomplishments of employees in relation to their anticipated performance. Expected performance serves as a benchmark for evaluating employee performance relative to their role against predetermined norms. The indicators are as follows: 1) Quality. Assessed by employee views of the quality of output and the execution of tasks in relation to their skills and competencies. 2) Quantity, defined as the produced amount, articulated in metrics such as the number of units or the number of completed activity cycles. Timeliness refers to the extent of activity accomplished at the designated start time, evaluated in terms of coordination with output outcomes and the optimization of time for additional operations. Effectiveness refers to the extent to which organizational resources (labor, capital, technology, raw materials) are optimized to enhance the outcomes of each unit in resource utilization. 5) Independence refers to the degree of an employee's capability to perform their job functions autonomously. 6) Work commitment refers to the extent of employees' dedication to the agency and their responsibilities.

Robbins and Coulter (2016) describe performance as the outcome of an action, with criteria for assessing whether the outcome is deemed efficient and effective. The performance measuring criteria are productivity, effectiveness, and efficiency of employees. Colquitt et al. (2016) characterize performance as the aggregate of the actions and contributions of organizational members towards the attainment of organizational objectives. Performance is

evidenced by the outcomes produced by personnel. Performance encompasses three dimensions: task performance, citizenship conduct, and counterproductive behavior. The theoretical analysis indicates that teacher performance is an individual's accomplishment derived from executing designated responsibilities in alignment with organizational objectives. This can be assessed using the following metrics: 1) productivity, 2) effectiveness, 3) efficiency, 4) quality of outcomes, and 5) quantity of outcomes.

2. Teamwork

According to Robbins and Judge (2013), a teamwork pattern is defined as a collective in which the performance of its members exceeds the aggregate of their individual contributions. This is defined by the following indicators: collective performance, synergy among group members, prioritization of cohesion over individual achievement, and complementarity of individuals' abilities and knowledge.

Gibson et al. (2016): A teamwork pattern consists of a collective of persons whose behaviors and performances have a mutual effect on one another. This is defined by the following indicators: members possess shared objectives (collective goals), robust interpersonal interactions among members, the group promotes cohesion, and members enhance one another (closeness).

Kreitner & A. Kinicki (2016) characterize a teamwork pattern as a collective of persons that derive satisfaction from collaboration and are individually prepared to contribute to the group effort. Factors affecting group collaboration encompass well-defined group objectives, active member engagement, informal interpersonal relationships, collaborative decision-making (consensus), transparent communication, established group norms, and complementary skills.

Tenner, A.R., & DeToro, I.J. (2012) define teamwork as a collective of individuals collaborating to attain a shared objective, which is more readily accomplished through cooperation than in isolation. The indicators include evaluation and incentives, social interactions, organizational support, work characteristics, and leadership. DeJanaz et al. (2006) characterize teamwork as the capacity of individuals to collaborate efficiently to fulfill the team's aims and objectives, while also enabling members to engage and attain pleasure within the team. These attributes encompass a defined purpose, comprehension of roles and responsibilities, reciprocal trust and support, and accountability in executing activities to attain shared objectives. Utilizing the following indicators: establishing clear objectives, comprehending tasks and roles within the team, fostering mutual trust and support, facilitating active participation in the team, and assuming responsibility for the team.

From the aforementioned descriptions, it can be concluded that teamwork comprises individuals who collaborate effectively and are interlinked, facilitating the attainment of objectives more efficiently than solitary efforts. This collaboration encompasses elements of trust, honesty, mutual respect, support, and accountability in executing tasks to achieve shared goals, characterized by the following indicators: 1) coordination, 2) accountability, 3) harmony, 4) trust, 5) focus on group objectives, and 6) completeness.

3. Interpersonal Communication

Littlejohn & Foss (2018) characterize communication, in interpersonal contexts, as the spoken interchange of thoughts or ideas. Effective interpersonal communication might transpire if many factors are acknowledged by the participants concerned. These elements encompass: transparency, compassion, encouragement, optimism, and equity. Schermerhorn et al. (2017) characterize communication as the interpersonal process of transmitting and receiving symbols accompanied by messages. Four elements affect interpersonal communication: self-perception, perception of others, the physical environment, and the social environment. Singh (2014) characterizes interpersonal communication as the

mechanism of conveying knowledge and mutual comprehension amongst persons. The characteristics of interpersonal communication include: openness, the readiness to engage with information in interpersonal relationships; empathy, the capacity to share in the emotions of others; and supportiveness, the ability to foster an atmosphere conducive to effective communication. Positivity: An individual should maintain a favorable self-regard, motivate others to engage more actively, and foster an environment conducive to effective communication; and equality: an implicit acknowledgment that both parties are esteemed, beneficial, and possess significant contributions to offer.

Luthans (2016) posits that interpersonal communication is a crucial mechanism for effecting behavioral change, integrating psychological processes (perception, learning, and motivation) with linguistic elements. Indicators of interpersonal communication encompass intention. Effective feedback aims to enhance performance and transform work outcomes into more valuable assets; it requires specificity. Effective feedback is intended to furnish recipients with precise information, enabling them to understand how to enhance the situation. Effective feedback might be regarded as descriptive rather than evaluative, emphasizing its use. Effective feedback is data that employees may utilize to enhance performance and punctuality. Timing factors are also essential in determining the appropriate feedback.

Generally, prompt feedback is preferable. This approach enhances employees' comprehension of their superiors' communications and facilitates corrective measures and preparedness. For feedback to be efficacious, employees must be receptive to it. Imposed feedback on employees is far less effective. Lucidity is paramount. Effective feedback must be comprehensible to the recipient. A reliable method to verify this is to request the recipient to reiterate the principal points of the discussion and their accuracy. For feedback to be efficacious, it must be dependable and valid. When the information is erroneous, employees may view the supervisor as unjustly biased or may use improper corrective measures for trivial matters. Interpersonal communication is the reciprocal exchange of messages between individuals in close relationships aimed at achieving specific objectives within an organization, characterized by the following indicators: 1) openness, 2) equality, 3) empathy, 4) positivity, and 5) supportiveness.

4. Adversity Quotient

According to Stoltz (2005), the adversity quotient is the capacity to convert challenges into opportunities for goal attainment. The elements of adversity intelligence are referred to as CO2RE, which includes Control, defined as the extent to which an individual perceives mastery over encountered challenges or setbacks. Origin and ownership relate to the perspective on the origins of the difficulties and the recognition of their consequences. Reach pertains to the degree to which challenges are believed to affect overall life. Endurance refers to the duration of challenges and their underlying causes.

Rachapoom Pangma et al. (2009) assert that adversity quotient pertains to an individual's capacity to address and tackle challenges. Indicators of adversity intelligence include problem identification, appropriate responses or lack thereof, the development of ego identity or self-regulation in challenging circumstances, adaptation to the environment, personal strengths in addressing issues (both physical and mental), and adjustment to stressors. Andy Green (2006) defines adversity quotient as the aspiration to succeed in attaining a goal, the resilience to recover, and the capacity to persist in achieving objectives. Indicators of the adversity quotient encompass: the aspiration for success, resilience, perseverance, and the capacity to recover.

Maxwell, J.C. (2004) defines adversity quotient as the capacity to convert failure into a catalyst for progress. Indicators of the adversity quotient encompass perseverance, perceiving failure as transient, regarding failure as an isolated occurrence, maintaining realistic

expectations, emphasizing strengths, employing diverse strategies, and demonstrating resilience.

The adversity quotient is an individual trait that reflects one's response to various challenges and barriers encountered in task execution. The components of the adversity quotient are: 1) control, 2) origin, 3) ownership, 4) reach, and 5) endurance.

5. Work Motivation

George and R. Jones (2012) characterize work motivation as a psychological impetus that influences the trajectory of an individual's conduct inside an organization, as well as their degree of effort and persistence. The components of work motivation are: 1) behavioral direction, indicating the specific actions an individual selects to undertake within an organization; 2) effort intensity, denoting the degree of diligence exerted to execute the selected actions; and 3) persistence level, reflecting the extent to which an individual perseveres in successfully executing the chosen actions despite encountering challenges or impediments.

Pinder, C.C. (2008) characterizes work motivation as a collection of dynamic forces arising from both internal and external sources that instigate work-related behavior and dictate its form, direction, intensity, and length. Motivation is fundamentally predicated on three components: direction, referring to the objective to be attained; intensity, denoting the degree and vigor; and duration/persistence, indicating the requisite time.

Schermerhorn, Jr. et al. (2007) define motivation as the internal forces that dictate the intensity, direction, and endurance of effort applied in the workplace. Herzberg's two-factor theory delineates the work environment as a determinant of job satisfaction and dissatisfaction: motivator factors, intrinsic elements that contribute to job satisfaction and enhance motivation; hygiene factors, extrinsic elements that, within the work environment, lead to job dissatisfaction.

According to Greenberg & Baron (2008), motivation is a mechanism that propels, guides, and sustains human activity in pursuit of a goal. Motivation generates a stimulus, an intrinsic impetus to perform optimally, and is strategically oriented towards attaining that objective. Motivational factors include: stimulus, an influence prompting an individual to engage in an activity; maintenance, the act of adequately preserving and nurturing something; arousing elements, which rejuvenate internal motivation for undertaking an activity; and direction, which offers a clear pathway toward attaining a specified objective. Work motivation is defined as the degree of drive, desire, and impetus that develops within an individual, both intrinsically and extrinsically, to execute a task with considerable enthusiasm, utilizing all available abilities and skills to attain optimal outcomes. The indicators of work motivation include: 1) commitment to work, 2) aspiration for authority, 3) yearning for acknowledgment and validation, 4) appropriate remuneration, 5) employment stability, and 6) effective oversight.

METHOD

This study seeks to develop techniques to enhance teacher performance by examining the influence of cooperation, interpersonal communication, adversity quotient, and work motivation as independent variables on teacher performance as the dependent variable. The employed research methodology is a survey strategy utilizing route analysis to evaluate statistical hypotheses, alongside the SITOREM method for indicator analysis to ascertain ideal options for enhancing instructor effectiveness. SITOREM establishes the priority order for addressing indicators based on three criteria: (1) the strength of the relationship between variables derived from hypothesis testing, (2) the priority order for addressing indicators as assessed by experts, and (3) the indicator value calculated from the data obtained from research respondents' answers. The research was performed on instructors at PGRI Vocational High School in Bogor Regency, utilizing a sample of 168 educators.

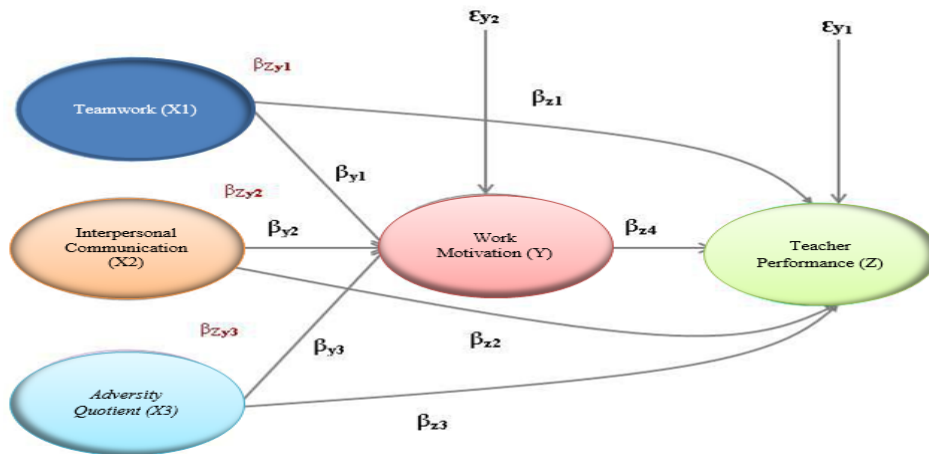


Figure 1. Research Constellation

RESULTS AND DISCUSSION

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

Table 1. Linearity Test Table of the Regression Model.

No	Relationship Model Between Variables	Regression Model	Sig	$\alpha = 0,05$	Significance Test Results
1.	Z on X1	$\hat{y} = 85,153 + 0,417X$	113.424	0.000 ^b	Significant
2.	Z on X2	$\hat{y} = 87,274 + 0,375X$	128.381	0.000 ^b	Significant
3.	Z on X3	$\hat{y} = 87,440 + 0,373X$	83.440	0.000 ^b	Significant
4.	Z on Y	$\hat{y} = 77,180 + 0,468X$	171.452	0.000 ^b	Significant
5.	Y on X1	$\hat{y} = 66,937 + 0,497X$	88.271	0.000 ^b	Significant
6.	Y on X2	$\hat{y} = 56,466 + 0,544X$	175.195	0.000 ^b	Significant
7.	Y on X3	$\hat{y} = 64,468 + 0,483X$	81.286	0.000 ^b	Significant
8.	Z on X1 through Y	$\hat{y} = 61,484 + 0,241X1 + 0,354X2$	115.382	0.000 ^b	Significant
9.	Z on X2 Through Y	$\hat{y} = 68,537 + 0,195X1 + 0,332X2$	106.031	0.000 ^b	Significant
10.	Z on X3 through Y	$\hat{y} = 62,840 + 0,189X1 + 0,382X2$	103.113	0.000 ^b	Significant

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

Table 2. Path Analysis Test Results

No	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
1.	Teamwork (X1) on Teacher Performance (Z)	0,254	H ₀ : $\beta_{z1} \leq 0$ H ₁ : $\beta_{z1} > 0$	H ₀ is rejected H ₁ is accepted	Direct positive impact
2.	Interpersonal Communication (X2) on Teacher Performance (Z)	0,183	H ₀ : $\beta_{z3} \leq 0$ H ₁ : $\beta_{z3} > 0$	H ₀ is rejected H ₁ is accepted	Direct positive impact
3.	Adversity Quotient (X3) on Teacher Performance (Z)	0,179	H ₀ : $\beta_{z2} \leq 0$ H ₁ : $\beta_{z2} > 0$	H ₀ is rejected H ₁ is accepted	Direct positive impact
4.	Work Motivation (Y) on Teacher Performance (Z)	0,292	H ₀ : $\beta_y \leq 0$ H ₁ : $\beta_y > 0$	H ₀ is rejected H ₁ is accepted	Direct positive impact
5.	Teamwork (X1) on Work Motivation (Y)	0,233	H ₀ : $\beta_{y1} \leq 0$ H ₁ : $\beta_{y1} > 0$	H ₀ is rejected H ₁ is accepted	Direct positive impact
6.	Interpersonal Communication (X2) on Work Motivation (Y)	0,417	H ₀ : $\beta_{y3} \leq 0$ H ₁ : $\beta_{y3} > 0$	H ₀ is rejected H ₁ is accepted	Indirect positive impact
7.	Adversity Quotient (X3) on Work Motivation (Y)	0,214	H ₀ : $\beta_{y2} \leq 0$ H ₁ : $\beta_{y2} > 0$	H ₀ is rejected H ₁ is accepted	Direct positive impact
8.	Teamwork (X1) on Teacher Performance (Z) through Work Motivation (Y)	0,059	H ₀ : $\beta_{zy1} \leq 0$ H ₁ : $\beta_{zy1} > 0$	H ₀ is rejected H ₁ is accepted	Indirect positive impact
9.	Interpersonal Communication (X2) on Teacher Performance (Z) through Work Motivation (Y)	0,076	H ₀ : $\beta_{zy2} \leq 0$ H ₁ : $\beta_{zy2} > 0$	H ₀ is rejected H ₁ is accepted	Indirect positive impact
10.	Adversity Quotient (X3) on Teacher Performance (Z) through Work Motivation (Y)	0,038	H ₀ : $\beta_{zy3} \leq 0$ H ₁ : $\beta_{zy3} > 0$	H ₀ is rejected H ₁ is accepted	Indirect positive impact

The results of the significance test for the indirect effect in this study can be seen in the summary in Table 3 below:

Table 3: Significance Test for the Indirect Effect

No.	Indirect effect	ZCount	Ztable	Decision	Conclusion
1.	Teamwork (X1) on Teacher Performance (Z) through Work Motivation (Y)	6,521	1,966	H ₀ is rejected H ₁ is accepted	There is a significant indirect influence of Teamwork (X1) on Teacher Performance (Z) through Work Motivation (Y)
2.	Interpersonal Communication (X2) on Teacher Performance (Z) through Work Motivation (Y)	6,285	1,966	H ₀ is rejected H ₁ is accepted	There is a significant indirect influence of interpersonal communication (X2) on teacher performance (Z) through work motivation (Y)
3.	Adversity Quotient (X3) on Teacher Performance (Z) through Work Motivation (Y)	6,665	1,966	H ₀ is rejected H ₁ is accepted	There is a significant indirect influence of Adversity Intelligence (X3) on Teacher Performance (Z) through Work Motivation (Y)

1. The Effect of Teamwork on Teacher Performance

The results of data processing through statistical hypothesis testing indicate a positive effect between teamwork and teacher performance, with a magnitude of $\beta_{z1} = 0.254$. This means that the stronger the teamwork, the higher the teacher's performance. This implies that

if teacher performance is to be improved, teamwork must be strengthened. An experiential evaluation of the prioritization of teamwork variable indicators, including cost, utility, and urgency, identified indicators that are in satisfactory condition and warrant maintenance or enhancement: 1) Trust (19%) (4.03), 2) Harmony (18%) (4.15), and 3) Completeness (14%) (4.11). The sequence of indications requiring enhancement is as follows: 1) Accountability (17%) (3.86), 2) Group Goal Orientation (16%) (3.87), and 3) Coordination (16%) (3.85).

After Weighting by Expert

$\beta z1 = 0.254$

- [1] Trust: 19% | (4,03)
- [2] Harmony: 18% | (4,15)
- [3] Accountability: 17% | (3,86)
- [4] Group Goal Orientation: 16% | (3,87)
- [5] Coordination: 16% | (3,85)
- [6] Completeness: 14% | (4,11)

2. The Influence of Interpersonal Communication on Teacher Performance

Data processing results from statistical hypothesis testing demonstrate a positive correlation between interpersonal communication and teacher performance, with an effect size of $\beta z2 = 0.183$. This indicates that increased interpersonal communication correlates with enhanced teacher performance. This indicates that enhancing teacher performance necessitates the fortification of interpersonal communication.

An experienced evaluation of the priority indicators for interpersonal communication variables, including cost, benefit, and urgency, produced indicators that are in favorable condition and warrant maintenance or development, specifically: 1) Empathy (22%) (4.15), 2) Openness (20%) (4.28), and 3) Positivity (19%) (4.22). The hierarchy of indicators requiring enhancement is as follows: 1) Supportiveness (21%) (3.88), and 2) Equality (18%) (3.77).

After Weighting by Expert

$\beta z2 = 0.183$

- [1] Empathy: 22% | (4,15)
- [2] Supportiveness: 21% | (3,88)
- [3] Openness: 20% | (4,28)
- [4] Positiveness: 19% | (4,22)
- [5] Equality: 18% | (3,77)

3. The Effect of Adversity Intelligence on Teacher Performance

Data processing results from statistical hypothesis testing demonstrate a positive correlation between interpersonal communication and teacher performance, with an effect size of $\beta z3 = 0.179$. This indicates that an increase in interpersonal communication correlates with enhanced teacher performance. Improving teacher performance necessitates the enhancement of interpersonal communication. An experienced evaluation of the priority indicators for interpersonal communication variables, including cost, benefit, and urgency, yielded indicators that are in satisfactory condition and warrant maintenance or development, specifically: 1) Ownership (22%) (4.34), 2) Endurance (20%) (4.44), and 3) Reach (17%) (4.06). The sequence of indications for enhancement is as follows: 1) Control (23%) (3.77) and 2) Origin (18%) (3.98).

After Weighting by Expert

$\beta z2 = 0.179$

- [1] Control: 23% | (3,77)
- [2] Ownership: 22% | (4,34)
- [3] Endurance: 20% | (4,44)
- [4] Origin: 18% | (3,98)
- [5] Reach: 17% | (4,06)

4. The Influence of Work Motivation on Teacher Performance

Data processing results from statistical hypothesis testing demonstrate a favorable correlation between work motivation and teacher performance, with a coefficient of $\beta z4 = 0.292$. Increased work motivation correlates with enhanced teacher performance. Therefore, to enhance teacher performance, work motivation must be bolstered. An experience evaluation of the priority indicators for work motivation variables, including cost, benefit, and urgency, identified indicators that are in optimal condition and warrant maintenance or development, specifically: 1) Work engagement (19%) (4.07), 2) Effective supervision (15%) (4.35), and 3) Sufficient rewards (15%) (4.31). The sequence of indications requiring enhancement is as follows: 1) Aspiration for acknowledgment and validation (23%) (3.69), 2) Job security (15%) (3.80), 3) Aspiration for authority (14%) (3.65).

After Weighting by Expert

$\beta z2 = 0.292$

- [1] Desire to gain appreciation and recognition: 23% | (3,69)
- [2] Attachment to work: 19% | (4,07)
- [3] Good supervision: 15% | (4,35)
- [4] Adequate rewards: 15% | (4,31)
- [5] Job Guarantee: 15% | (3,80)
- [6] The desire for power: 14% | (3,65)

5. Optimal Solutions for Improving Teacher Performance

Based on the results of statistical hypothesis testing, indicator prioritization, and indicator value calculations described above, a summary of the research findings can be created, which provides optimal solutions for strengthening teacher performance, as shown in Table 4.

Table 4. SITOREM Analysis Results: Optimal Solutions for Improving Teacher Performance

Priority order of the indicator to be strengthened		Indicators remain to be maintained	
1 st	Control (23%)(3.77)	1	Ownership (22%)(4.34)
2 nd	Origin (18%)(3.98)	2	Endurance (20%)(4.44)
3 rd	Desire to gain appreciation and recognition (23%)(3.69)	3	Reach (17%)(4.06)
4 th	Job Guarantee (15%)(3.80)	4	Attachment to work (19%)(4.07)
5 th	The desire for power (14%)(3.65)	5	Good supervision (15%)(4.35)
6 th	Accountability (17%)(3.86)	6	Adequate rewards (15%)(4.31)
7 th	Group Goal Orientation (16%)(3.87)	7	Trust (19%)(4.03)
8 th	Coordination (16%)(3.85)	8	Harmony (18%)(4.15)

Priority order of the indicator to be strengthened		Indicators remain to be maintained	
9 th	Supportiveness (21%)(3.88)	9	Completeness (14%)(4.11)
10 th	Equality (18%)(3.77)	10	Empathy (22%)(4.15)
11 th	Quality of Work Results (21%)(3.98)	11	Openness (20%)(4.28)
12 th	Work Effectiveness (20%)(3.97)	12	Positiveness (19%)(4.22)
13 th	Work Efficiency (20%)(3.86)	13	Work Productivity (22%)(4.36)
		14	Quantity of Work Results (18%)(4.46)

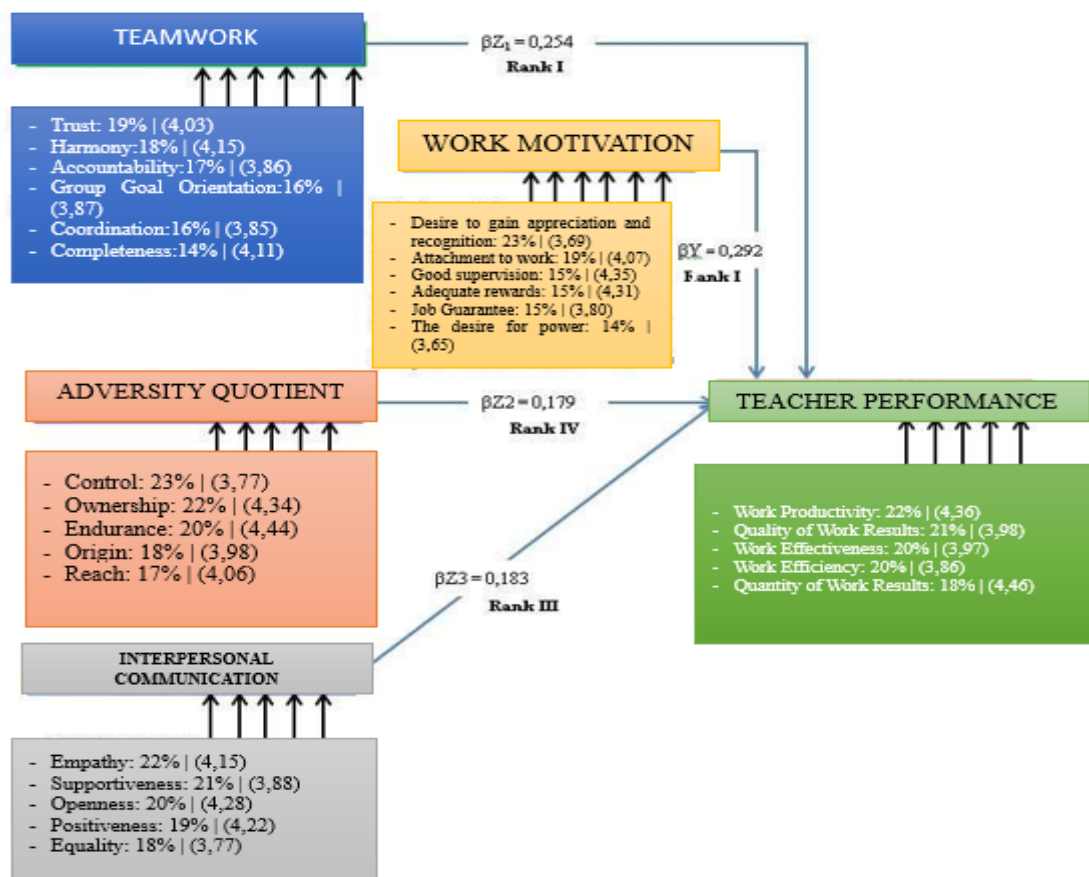


Figure 2. Constellation of the relationship between the variables and indicators studied

CONCLUSION

1. Teamwork positively influences teacher performance, with an effect size of 0.254, suggesting that enhancing teamwork can elevate teacher effectiveness.
2. Interpersonal communication positively influences teacher performance, with an effect size of 0.183, suggesting that enhancing interpersonal communication can elevate teacher performance.
3. The adversity quotient positively influences teacher performance, with an effect size of 0.179, suggesting that enhancing the adversity quotient can elevate teacher performance.
4. Work motivation positively influences teacher performance, with an effect size of 0.292, suggesting that enhancing work motivation can elevate teacher performance.

The SITOREM analysis yielded the following optimal solution:

1. The hierarchical arrangement of markers for enhancing cooperation, interpersonal communication, adversity quotient, and job motivation is as follows: 1st control (23%) (3.77), 2nd origin (18%) (3.98), 3rd desire for recognition and appreciation (23%) (3.69),

- 4th job security (15%) (3.80), 5th desire for power (14%) (3.65), 6th accountability (17%) (3.86), 7th group goal orientation (16%) (3.87), 8th coordination (16%) (3.85), 9th supportiveness (21%) (3.88), 10th equality (18%) (3.77), 11th quality of work results (21%) (3.98), 12th work effectiveness (20%) (3.97), 13th work efficiency (20%) (3.86).
2. Indicators that are in optimal condition and require maintenance or enhancement are as follows: 1) ownership (22%) (4.34), 2) endurance (20%) (4.44) reach (17%) (4.06) 4) work engagement (19%) (4.07), 5) effective supervision (15%) (4.35), 6) sufficient rewards (15%) (4.31), 7) trustworthiness (19%) (4.03), 8) cohesion (18%) (4.15), 9) wholeness (14%) (4.11), 10) compassion (22%) (4.15), 11) transparency (20%) (4.28), 12) optimism (19%) (4.22), 13) work efficiency (22%) (4.36), and 14) volume of work outcomes (18%) (4.46).

Recommendations for relevant parties include the following:

1. Educators must enhance their efficacy by bolstering collaboration, interpersonal communication, resilience, and intrinsic motivation. This encompasses the enhancement of control, authenticity, the pursuit of appreciation and recognition, job stability, the aspiration for power, responsibility, collective goal orientation, coordination, supportiveness, equity, work quality, work effectiveness, and work efficiency.
2. School principals, supervisors, administrators, and educational offices must assist teachers in enhancing their performance by offering suitable guidance to bolster teamwork, interpersonal communication, adversity quotient, and work motivation, as indicated by the findings of this study.

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