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TEACHERS' EMPOWERMENT, SELF-REGULATION AND BEING ISTIQAMAH AS KEY FEATURES OF JOB PERFORMANCE

Laksmi Mayesti Wijayanti¹, Choi Chi Hyun², Leo Hutagalung³, Agus Purwanto⁴, Masduki Asbari⁵, Priyono Budi Santoso⁶

¹⁾ Graduate Program, Pelita Harapan University, Indonesia

²⁾ Graduate Program, Pelita Harapan University, Indonesia

³⁾ Graduate Program, Pelita Harapan University, Indonesia

⁴⁾ Graduate Program, Pelita Harapan University, Indonesia

⁵⁾ Graduate Program, Pelita Harapan University, Indonesia

⁶⁾ Graduate Program, Pelita Harapan University, Indonesia

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Corresponding author:

Laksmi Mayesti

E-mail:

miss_laksmi@yahoo.com

bae7042daum.net

leohutagalung234@gmail.com

agozpor@gmail.com

kangmasduki.ssi@gmail.com

priyono@gt-tires.com



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Abstract: Non-formal education is predicted to be the future backbone in supporting the literacy in highly populated country. Indonesia have acknowledged the needs to strengthen the non-formal education as one of the key supporting elements in enhancing the education index. The fundamental issue is that the teacher quality in education is still below expectation, particularly in non-formal education. Nevertheless, it is evidenced that they still manage to deliver their jobs adequately. Therefore, this paper investigates the determining factors of such unique setting. This study's instruments are the psychological empowerment scale used by Spreitzer (1995), The Self-Regulation Questionnaire (SRQ) (Brown, Miller, & Lawendowski, 1999), Islamic work ethic scaling (Ali, 1988) and the questionnaire teachers' job performance self-rating questionnaire (TJPSQ) were developed to measure teachers' job performance. The result of the study indicates that empowerment and istiqamah have significantly influenced to teachers' job performance, while self-regulations have no significant effect on Job performance.

Keywords: Empowerment, Istiqamah, Self-Regulation, Non-Formal Education

INTRODUCTION

Indonesia as a part of highly populated countries or E-9 countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) have faced a great challenge in tackling global education agenda. The majority of these countries have not yet achieved universal primary education and all encounter education quality deficit. Only two countries (Mexico and Brazil) have met gender parity in primary and secondary education (Ololube,

2012). Indonesian education index 2018 released by Human Development Reports demonstrates that in 2017 Indonesia ranked number 7 in ASEAN with score 0,622. The highest score occupied by Singapore with 0,832, follow by Malaysia (0,719), Brunei Darussalam (0,704). Forth and fifth shared the same score 0,661 are Thailand and the Philippines.

Education is one of the basic human rights. All citizen reserve the rights to education. This include in Indonesian constitutional law (UD 1945) article 31. Education also become the backbone of the development of human capital. History have confidently demonstrated that the key factor that determine the success of a nation is not based on the natural resources but rather the human resources (Sudarsana, 2016). Education can be categorised as formal, informal and non-formal education. Formal education identify as an institutional system that represents mandatory education with very specific and measured outcome. The result should represent definitive certification comprises competence and skills (Tabacaru, 2018). Informal education develop outside the classroom, mostly it involves community based organisation, parents, caregiver, family member and embedded in daily life activity (Ololube, 2011). UNESCO defines non formal education as a structural education that takes place outside an organized school system. It also refers to any organized or sustained educational activity that does not coincide with the formal education.

"Non-formal education is imperative for the development of human capital economically, socially, politically and technologically" (Ukwuaba, 2015). Non-formal education is believed as the future trends of the human development program and proved significantly in expanding the human and national development in one of the E-9 countries, namely Nigeria (Ololube, 2012). The two main goals in education, knowledge and skill are expected to effectively employ in society can equally be taught outside the formal system (Asiyai, 2018). Undang Undang Republik Indonesia number 20 in 2003 regarding National Educational System emphasize the definition of Non-formal education. Article (1) non formal education is an educational path outside formal education system and can be implemented with structured and tiered. Furthermore in article (2) non formal education organized for citizen who need educational service as an enhancer and complimentary of formal education in order to support lifelong learning. Non-Formal education has encountered dilemma in creating optimum performance of their teacher due to its non-profit nature. Nevertheless, it is evidenced that they still manage to deliver their jobs adequately. Therefore, this paper will investigate the determining factors of such unique setting.

LITERATURE REVIEW

Teacher Empowerment

Empowerment has been a focus of numerous research. Arsalan & Zaman (2014) argued that "empowerment plays a crucial role in boosting employees' performance". Furthermore, they identified empowerment as the way to improve the ability of a group and individuals to make different decision to change into expected act and result. Degago 2014 stated in his research that employee empowerment is the key factor of the employee performance particularly in the era of globalization whereas institution need to respond quickly and adapt with different changes in the environment. The proposed intervention are respect and help employees to overcome their personal problems, help them grow their competency, allowing employee to decide and address their needs, facilitate training, empower employee in the

decision making and promote rewarding system. Ahmed & Malik (2019) displayed on their study a significant finding that emerges is that psychological well-being positively and significantly mediate the relationship between psychological empowerment and job performance. This result confirmed that teachers with higher performance have the characteristic of self-determination, competence on their job, feel that they have meaningful job and feel impactful toward the result of their students achievement.

Considering the importance of teacher empowerment, this study propose hypothesis as follow
H1 : Empowerment is positively related to job performance

Self-Regulation

Self-regulation have been identified in four general assumption, namely: First, the optimization of “constructive assumption” that comes from the cognitive aspect. This viewpoint is expected to construct their own meaning, goal and strategy from the given information in both of their internal and external environment. Second, is the emergence of control assumption. This is the part when one can monitor, check and evaluate the dimension of their cognitive, motivation and behaviour (metacognition). Third, the goal and criterion or standard assumption. Individuals are expected to plan their own goal to develop their own learning and attempt to regulate their attributes to achieve those goals. The last assumption is the self-regulatory activity in which act as a connector between both personal and contextual nature with achievement and performance (Pintrich, 2004).

Zimmerman (2008) argued that several self-regulation techniques are proved to increase individuals performance in online learning. The technique include “computer traces, think aloud protocols, structured dairies, direct observation, and macro analytic measure”. Previously, another research conducted by Zimmeman & Martines-Pons concluded that success students apply more self-regulated strategies than their usual peers. Considering that teacher profession has to deal with creativity and problem solving. It is critical for teacher to comprehend and implement the concept of Self-Regulation (Paris & Winograd, 2013).

Furthermore, Paris and Winograd 2013 believe that to create a successful a teachers, one must be reflective and analytical about their own beliefs and practices. They also need to acquire a comprehensive understanding of cognitive and motivational principles of learning and teaching. The result study of Gol & Royaei, 2019 demonstrate a significant correlation between teachers' self-regulation and job performance. This aligns with theoretical and empirical research that conduct previously.

Therefore the second hypothesis :

H2 : Self – Regulation is positively related to job performance

Istiqomah

Definition of Istiqamah can be interpreted as standing upright strongly. The root word of istiqamah is "qooma" means standing, while etymologically, istiqamah means upright. Istiqamah identified as having a strong stance of principle. The characteristics of an istiqamah is an individual with noble character and consistent attitude, has the ability to act in accordance

with principles, unyielding, held their principles and commitments strongly regardless the conflict of interest they may have encountered (Tasmara, 2002).

Istiqamah expects someone to remain stand in their believe despite all obstacles. A part of Istiqamah is being consistent in which keep following the straight path though in times of hardship. Istiqamah goes beyond the philosophical belief, it is rather “a character that inherent in the soul of every Muslim who has the spirit of tauhid” (Tasmara, 2002). The value of istiqamah include a maximum effort of task completing followed by tawakkal (total surrender). Example of the implementation of istiqamah in management is when one company facing an issue, the employees are required to strive for the best result with maximum effort. Dinsi (2008) argued that tawakkal correlates to a fixed plan or willingness to sacrifice guided with optimum effort in implementing a plan.

Research conducted by Falikhatun & Suparno (2015) in Micro Small Medium Enterprises in Karanganyar, Central Java, Indonesia indicate that Istiqamah as apart of Islamic Work Ethic significantly affect employees welfare. This means the value of Istiqamah are applied in the human management setting. Correspond with that result, this research purposively intends to analyze the correlation between istiqamah and job performance.

Therefore our hypothesis is:

H3 : Being Istiqomah is positively related to job performance

Job Performance

Employee performance is delivered when individual achieving the results, goals or standards as how it is expected by the organization. Employees are appraised on how well they performed their jobs in comparison to the performance standards set by the organization. It is the accomplishment of a required task measured opposed to pre-set standards of “accuracy, completeness, cost, and speed, the initiatives they take, their creativity in solving problems and the resourcefulness in the way they utilize their resources, time and energy” (Bon, 2012).

Obilade (1999) in Amin et al (2013) argued that teachers’ job performance can be described as “the duties performed by a teacher at a particular period in the school system in achieving organizational goals”. While Okeniyi (1995) in Amin et al (2013) says that it could be described as “the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes”. In non-formal education setting, teachers play a very important role in determining the success of the learning goals. Teachers are involved directly in teaching and learning activity with the students. The success of the learning outcome are align with the performance from the teacher. Therefore the improvement in the quality of the human capital must continuously improved (Muhammad & Abubakar, 2018). Teachers’ performance can be measured based on the competency they acquired. It is particularly highlighted the pedagogic competency, teaching and learning process, disciplines, and interrelation with other member of the staff. Moreover, it is also evaluates the learning outcome of the teaching and studying (Muhammad & Abubakar, 2018)

RESEARCH METHODS

This section elaborates the mechanism utilized in the research. This include the description on the subjects of the research, design of the research, and more importantly the

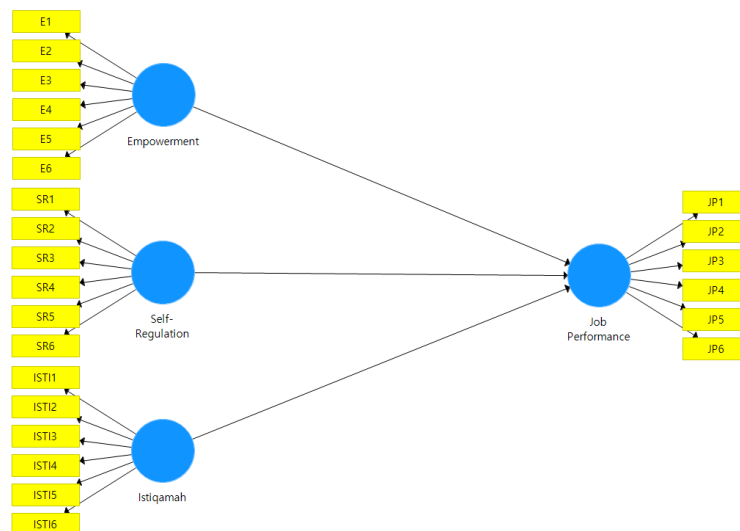
tools adopted for the research, namely The Self-Regulation Questionnaire (SRQ) and Teachers' job performance self-rating questionnaire (TJPSQ).

Participants

Sixty six non-formal education teachers (n=66) took part in this study. The participants consist of 51 female and 15 male. The participants are educators or teacher in non-formal education. Their ages varied from 22 years old to 54 years old. Their teaching experience started from 1 to 9 years. The data collected is using google form and send to the administrator of the non-formal education.

Research Design

This study analyzes the causal effect of empowerment, self regulation, and istiqomah to job performance. To gain an understanding of these associations, this research adopts study from ... (...). A Structural Equation Model (SEM) is performed to investigate the research hypothesis by using Smart PLS as the tool of analysis.



Source: Smart PLS version 3.0

Graphic 1. Regression Model

Instrument of the study

The questionnaire consists of 24 questions divided in 4 sections using 1-5 Likert scale. To measure Empowerment, this paper utilize the psychological empowerment scale used by Spreitzer(1995). To measure Self-Regulation, we use The Self-Regulation Questionnaire (SRQ) (Brown, Miller, & Lawendowski, 1999). Istiqomah is masured by using Islamic work ethic scaling Ali (1988). The questionnaire Teachers' job performance self-rating questionnaire (TJPSQ) was developed to measure teachers' job performance.

Empowerment

1. I have the authority to correct classroom problems when they occur.
2. I am encouraged to handle classroom problems by myself.

3. I do not have to get management's approval before I handle classroom problems.
4. I am very satisfied in my capacity to influence student achievement?
5. I am very satisfied in my capacity to contribute to the whole school progress?
6. I am very satisfied in my capacity to change pupil behaviors?

Self-Regulation

1. I have a hard time setting goals for myself. GS
2. I learn from my mistakes. SR
3. I get easily distracted from my plans. SR
4. I am willing to consider other ways of doing things. FS
5. I have sought out advice or information about changing. FS
6. I set goals for myself and keep track of my progress. GS

Istiqomah

1. Feeling a sense of obligation and dedication towards work is vital for success
2. One should carry work out to the best of one's ability.
3. Balancing personal and organizational needs means success in the work place.
4. The value of work is derived from the accompanying intention rather than its result
5. Feeling a sense of accomplishment to be beneficial for other
6. I am principled, steadfast and unyielding

Job Performance

1. I use different methods of teaching.
2. I come well prepared for teaching in class.
3. I try my level best to improve my performance.
4. I come to school regularly.
5. When present at school I attain my class on time.
6. I co-operate with my colleagues in any work.

Data Analysis Techniques

Data collected through survey questionnaire was analyzed by using Smart PLS version 3.0 after analyzing the descriptive statistics of sample, data reliability analysis determine. Moreover, to test the hypotheses, correlation test was utilized to evaluate the relationship between constructs as a preliminary support.

CONCLUSION AND SUGGESTION**Result and Discussion**

The results of this study conclude that empowerment and being istiqamah affect positively teachers' performance in non-formal education setting. While self-regulation proved to be insignificant and not influence the job performance. This result has difference with previous study whereas all three variables determine positively the outcome of the job performance. This study has attempt to use variable istiqamah in educational field and outstandingly illustrate the highest variable with significant effect on teachers' performance in non-formal education setting.

Outer model testing

Based on the calculation, the Average Variance Extracted indicated that each output are greater than 0.5. It concluded that the construct of empowerment, self-regulation, istiqamah and job performance demonstrated a good model and pass the criteria of discriminant validity. Based on the **Table 1**, it is demonstrated that the composite reliability value for the empowerment variable is 0.880, Istiqamah 0.875, self-regulation 0.857 and job performance 0.886. All the variables have Cronbach alpha more than 0.7, It can be described that the research model and instrument have met the construct reliability and validity.

Table 1. Construct Reliability and Validity

Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Empowerment	0.819	0.830	0.880	0.649
Istiqamah	0.825	0.839	0.875	0.584
Job Performance	0.830	0.856	0.886	0.663
Self-Regulation	0.777	0.781	0.857	0.601

Source: Smart PLS version 3.0

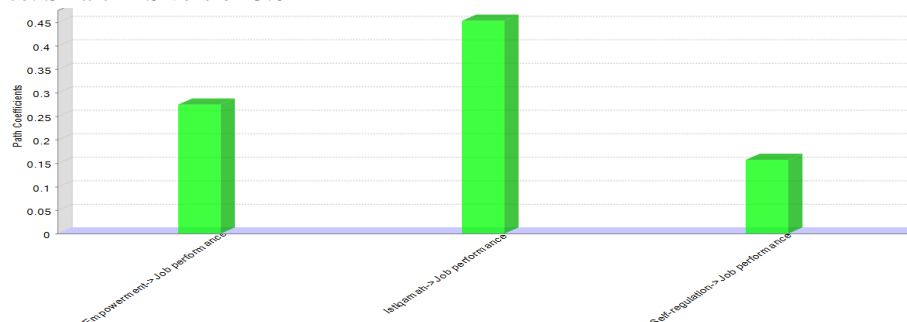
Inner model

Model evaluation uses R-square (R²) for the dependent construct. The R-square value describe the predictive power of the entire model with the limit of the R- square value is greater than 0.10 or greater than 10 percent (or goodness-fit of the model). Based on data processing with PLS, the coefficient of determination (R-square) is resulted as follows. Based on **Table 2**, it can be seen that the R-square for the Empowerment is 0.274 which indicates that the job performance influenced by Empowerment is 27.4%. The R-square value for the Self-regulation variable is 0.157 which means that job performance influenced by Self-regulation is 15.7%. While the R-square value of istiqamah is 0.453 depicting that job performance influence by that variable is 45.3% (**Table 2 & Graphic 2**)

Table 2. Path Coefficients

Matrix	Path Coefficients	Copy to Clipboard:	Excel Format	R Format
	Empowerment	Istiqamah	Job performance	Self-regulation
Empower...			0.274	
Istiqamah			0.453	
Job perfo...				
Self-regul...			0.157	

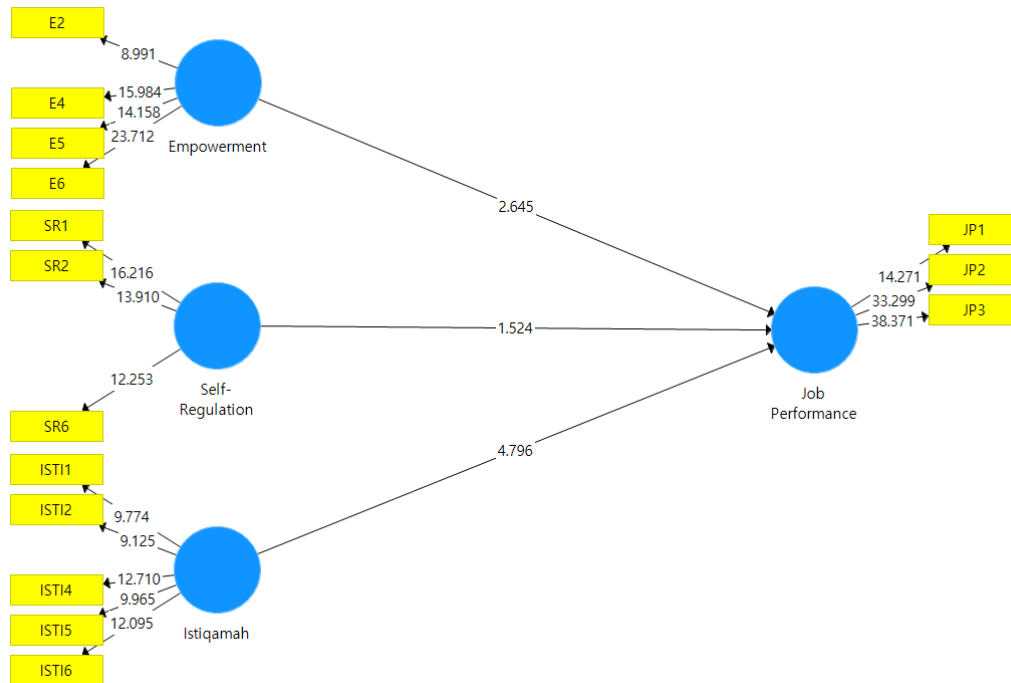
Source: Smart PLS version 3.0



Source: Smart PLS version 3.0

Graphic 2. Path Coefficients

Graphic 3 visualized the contribution of the independent variable, namely empowerment, istiqamah and self-regulation in constructing teachers' performance. **Graphic 3** depicted the adjustment made during the analysis using SMART PLS version 3 to generate the model that meet the assumption of validity and reliability. It is also readjusted to identify which instrument require a further improvement.



Source: Smart PLS version 3.0

Graphic 3. Results of Regression Model

The result of the R-square value demonstrated the intensity of all independent variable in explaining or constructing the dependent variable. The higher the predictive relevance, the better the model, and qualify use for further research. The **Table 3** below demonstrate that empowerment, istiqamah and self-regulation have the power to explain job performance as big as 54.7%. While 45.3% are determine by other variables.

Table 3. R-Square

Matrix	R Square	R Square Adjusted
Job Performance	0.547	0.525

Source: Smart PLS version 3.0

Table 4 exhibit that both empowerment and istiqamah have a positive and significant effect on teachers' performance. In the meantime, variable self-regulation proved to have no relation nor significant effect on the performance of non-formal education teachers.

Table 4. Path Coefficients

Mean, STDEV, T-Values, P-...	Confidence Intervals	Confidence Intervals Bias ...	Samples	Copy to Clipboard:	Excel Format	R Format
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O /STDEV)	P Values	
Empowerment -> Job performance	0.274	0.276	0.104	2.647	0.008	
Istiqamah -> Job performance	0.453	0.450	0.095	4.784	0.000	
Self-regulation -> Job performance	0.157	0.172	0.097	1.620	0.106	

Source: Smart PLS version 3.0

Limitations and Future Direction

This study focused only non-formal education teachers around Jakarta, whereas, expanding the concerned study to teachers' non-formal education with wider range will provide more accurate and solid results. Moreover, this study was a cross-sectional study. A longitudinal study will show the long-term effects of psychological empowerment, istiqamah and self-regulation on the performance of teachers. Further, the data collected, was based on self-reporting method. In addition, the data was collected only from limited area.

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