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## **The Role of Innovative Behavior and Self-Efficacy as Mediators of The Influence of Competence And Work Discipline on The Performance of Vocational High School Teachers In Manokwari Regency**

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### **KEYWORDS**

competence, work discipline, innovative behavior, self-efficacy, and teacher performance

### **ABSTRACT**

This study aims to examine the role of innovative behavior and self-efficacy as a mediator of the influence of competence and work discipline on the performance of teachers of the State Vocational School of Manokwari Regency. This study uses a quantitative approach, with a sample of 189 respondents, data collection using questionnaires and using SEM-AMOS analysis. The test results showed: 1) competence and work discipline had a positive and significant effect on innovative behavior, 2) competence and work discipline had a positive and significant effect on self-efficacy, 3) competence had a positive and significant influence on teacher performance, while work discipline had no positive and significant effect on teacher performance, 4) innovative behavior and self-efficacy had a positive and significant effect on teacher performance, 5) Competence and work discipline have a positive and significant effect on teacher performance through innovative behavior, 6) Competence and work discipline have a positive and significant influence on teacher performance through self-efficacy. This study concludes that fostering innovative behavior and self-efficacy is essential to improving teacher performance, particularly in challenging educational settings.

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### **INTRODUCTION**

Education is essentially one of the basic human needs in order to improve the quality of human resources in order to achieve an increasingly advanced and prosperous level of life. Law No. 20 of 2003 article 1 paragraph 1 concerning the National Education System mandates that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills possessed by themselves, society, nation, and state.

One of the fundamental factors for the achievement of national education goals is teachers. The role of teachers is one of the important and strategic components through their performance. Teacher performance is very important in realizing national education goals and determining the high and low quality of education, but this teacher performance is greatly influenced by various factors both from within and from outside the individual concerned. The role of teachers is so important in transforming educational inputs, that many experts state that in schools there will be no change or improvement in quality without change and improvement

in the quality of teachers ((Mutakin, 2015). Teachers are a key element in the education system, especially in schools. All other components, starting from the curriculum, facilities, costs, and so on will not mean much if the essence of learning, namely the interaction between teachers and students is not of good quality.

Teacher performance is a global issue today, it occurs as a consequence of the community's demand for excellent service or high-quality service ((Parman et al., 2020). In the realm of education, teacher professionalism is required to continue to develop in accordance with the development of the times, science and technology, as well as the needs of society, including the need for quality human resources who have the capability to be able to compete in regional, national and international forums (Jayanto et al., 2020). In addition, teachers are required to understand and regulate their emotions and self-feelings as well as students' feelings to maintain a balance between formal and informal teaching approaches (Kaur et al., 2019). The quality of teacher performance can be seen from the behavior that is capable and ready to play a professional role in the school and society. Teacher performance, like other professions, is influenced by many things (Habibi, 2013). However, there must be a balance between task and people-oriented, strict supervision and assistance to teachers to develop and maintain teaching performance (Kadtong et al., 2018).

"Teacher performance is not only shown by work results but also by behavior at work, starting from learning planning, learning process in the classroom and evaluation or assessment of student learning outcomes" (Priansa, 2014). Meanwhile, according to (Barnawi & Arifin., 2014), "teacher performance is defined as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authority based on performance standards that have been set during a certain period in order to achieve educational goals". To improve teacher performance, many factors can be done, including through improving teacher competence, work discipline, innovative behavior and self-efficacy of teachers.

Teacher competence is a basic ability that a teacher must have to carry out his duties as a teacher and educator. (Mulyasa, 2009) argues that competence is the ability to carry out something (task) obtained through education. (Spencer & Spencer, 1993) argues that "A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation". This means that competence is the basic characteristic of a person who is interconnected with cause and effect, so it refers to effectiveness and/or high performance in a certain job or situation. Individual competencies that must be possessed by a professional teacher include pedagogic competence, personal competence, professional competence, and social competence.

According to (Sutrisno, 2019), work discipline shows a condition or attitude of respect that exists in employees towards the regulations and provisions of the agency. Keith Davis in (Mangkunegara, 2020) stated that "Discipline is management action to enforce organization standards". Work discipline is the implementation of management to strengthen organizational guidelines. Singodimedjo (Sutrisno, 2019) said that discipline is an attitude of willingness and willingness of a person to obey and obey the norms that apply around him and employee discipline greatly affects the goals of the agency.

Innovative behavior is a form of individual behavior to create a new idea, process, procedure, and product that is beneficial to the organization (J. De Jong & Den Hartog, 2010). According to (Nurdin, 2020) innovative work behavior is an individual action to recognize a problem, come up with and develop new ideas, and realize these ideas or ideas with new techniques and procedures that can be useful for the company. According to (Prasetyo, 2019), innovative work behavior is employee behavior that directly and indirectly stimulates the development and introduction of innovation in the workplace so that the company can survive business competition. Innovative behavior possessed by teachers is very important in achieving educational goals through collaboration with various parties, such as schools, colleges, and

industry, in developing educational programs in an educational foundation (Noviana Khoirunnisa et al., 2018).

Self-efficacy is the ability of individuals to carry out tasks according to their authority. The higher the self-efficacy, the more committed the individual will be to perform well and be more committed to tolerating frustration and staying focused on the task when obstacles arise. According to Bandura (Rustika, 2012), Self-Efficacy is self-adjustment regarding how well oneself can function in certain situations. According to (Hasanah, 2019) Self-efficacy is the result of a cognitive process in the form of decisions, beliefs, or rewards about the extent to which an individual estimates his or her ability to carry out certain tasks or actions needed to achieve the desired results.

The gap research in the study was studied by reviewing several previous studies related to the variables of this study (teacher performance, competence and work discipline, innovative behavior and self-evaluation). Research conducted by: (Asep Suherman, 2021b); (Lilik Rachmawati & Laurens Kaluge, 2020a); (Ratna Dewi Ningsih, 2020b), (Agus Sutikno, 2018); (Setia Tjahyanti Nurafni Chairunnisa, 2020), concluded that competence has a positive and significant effect on teacher performance. Research (Hary Susanto, 2012a), also shows that there is a positive and significant influence: (1) teacher competence and principal leadership on teacher work motivation, both individually and together, (2) teacher competence, principal leadership, and teacher work motivation have a significant effect on teacher performance both individually and together.

Research results (Greta Mahawati & Endang Sulistiyani, 2021); (Fahira Nadifah, 2020a); (Sahlan Lubis, 2020), which states that work discipline has a positive and significant impact on employee performance. Meanwhile, research (Asep Suherman, 2021a) and (Nurul Wachidah, 2019). stated that work discipline does not significantly affect teacher performance, but simultaneously, competence and work discipline together have a significant effect on teacher performance.

The performance of State Vocational School teachers in Manokwari Regency is generally still low. The reasons include that the teacher rank group is mostly group III and some are group IV. This is due to the low work discipline and competence of teachers to conduct scientific research and community service as a requirement for promotion and class. The problem of the quality of education in Manowari Regency is inseparable from the performance of teachers. Teachers as implementers of educational activities in schools are very much needed for quality and competence. It is not uncommon to find teachers who lack passion in doing their duties, which results in less success in the educational goals they want to achieve.

In this context, this study is an effort to get an overview of how teachers perform and the influencing factors in order to improve the quality and quality of vocational school teachers in Manokwari Regency. So important is the position of teachers in the teaching and learning process, it is very natural that teacher performance must always be improved through various aspects, including through individual competence, work discipline, self-efficacy, and innovative behavior. Teacher competence needs to be developed simultaneously so that the implementation of education is supported by educators who are professional in carrying out their duties and are able to position themselves according to their positions, and have a personality that supports the implementation of their duties (Lathifah, 2014).

Based on the description of the background, gap research and gap phenomenon that has been described earlier, the formulation of the problem of this study is whether: 1) Competence and work discipline affect innovative behavior, 2) Competence and work discipline affect teacher performance, 3) Innovative behavior and self-efficacy affect teacher performance, 4) Competence and work discipline affect teacher performance through innovative behavior and self-efficacy.

## **Competence**

Alain D. Mitrani, Spencer and Spencer (Dharma, 2016)) stated competence: an underlying characteristic's of an individual which is causally related to criterion referenced effective and or superior performance in a job or situation. McClelland in (Rivai, 2016) defines competence as a fundamental characteristic that a person possesses that has a direct influence on or can predict excellent performance, in other words, competence is what outstanding performers do more often in more situations with better results than what average performers do". (Marwansyah, 2016) stated, "Competence is a combination of knowledge, skills, attitudes and other personal characteristics needed to achieve success in a job, which can be measured using agreed standards, and which can be improved through training and development".

Saman (Yamin, 2010)) explained, "Teacher competence is the ability displayed by teachers in carrying out their obligations to provide educational services to the community". A teacher must have the ability or professionalism in carrying out his duties. Teachers must also have qualified abilities and skills in achieving the desired performance. Guion (H. B. Uno, 2011) states that "Ability or competence is a characteristic that stands out for a person and indicates ways of behaving or thinking, in all directions and continuing over a long period of time".

## **Work Discipline**

(M. S. Hasibuan, 2009) states that "Discipline is a person's awareness and willingness to obey all company regulations and applicable social norms". According to (Rivai & Zainal, 2017), "work discipline is a tool used by managers to communicate with employees so that they are willing to change their behavior and as an effort to increase a person's awareness and willingness to obey all applicable company regulations and social norms." According to Keith Davis (A. P. Mangkunegara, 2017), work discipline is defined as the implementation of management to strengthen organizational guidelines. Attitudes and behaviors in work discipline are characterized by various initiatives, willingness and willingness to obey regulations.

According to (Sumadhinata, 2018) work discipline is a tool used by managers to communicate with employees so that they are willing to change their behavior and to increase awareness and willingness of a person to obey all social rules and norms that apply in a company. Meanwhile (Ramon, 2019) said that work discipline is an attitude of willingness and willingness of a person to obey and obey the norms and regulations that apply around him. (Fererius Hetlan Muhyadin, 2019) Work discipline is a person's ability to work regularly, diligently and continuously and work in accordance with applicable rules by not violating the rules that have been set.

## **Innovative Behavior**

Innovative behavior is defined as the overall action of an individual that leads to the emergence, introduction, and application of something new and beneficial at all levels of the organization. Something new and profitable includes the development of new product ideas or technologies, changes in administrative procedures aimed at improving working relations or the application of new ideas or technologies to work processes that significantly increase their efficiency and effectiveness (Kleysen & Street, 2001). According to (J. P. J. d Jong & Hartog, 2010), Innovative behavior is all individual actions directed at generations, the introduction and application of new ones that are beneficial at every level of the organization. According to (Scott & Bruce, 1994) innovative behavior is as an intention to emerge, improve and implement new ideas in its tasks, its organization.

According to (J. De Jong & Den Hartog, 2010) Innovative Work Behaviour (IWB) is an individual's behavior that aims to reach the stage of introducing or trying to introduce new and useful ideas, processes, products or procedures in a job, group or organization. Innovative work

behavior is defined as the creation, introduction, and application of new ideas or ideas in work, groups, or organizations to improve the performance of the role of that individual, group, or organization ((Janssen, 2000)). The fundamental quality of innovation is how one can figure out problems in the learning process, generate ideas with creativity, then seek legitimate support and recognition, and then apply them into work practice (Zhao & Shao, 2011).

### **Self-Efficacy**

According to (Bandura, 2013) "Self-efficacy is an individual's belief or confidence regarding his ability to organize, perform a task, achieve a goal, produce something and implement actions to achieve certain skills, an assessment of people about their ability to organize and implement the program of actions necessary to achieve the specified type of performance. According to (Kreitner & Kinicki, 2004) self-efficacy is a person's confidence regarding his or her chances of successfully accomplishing a particular task. Self-efficacy is self-assessment, whether to be able to perform good or bad actions, this efficacy is different from aspiration, because ideals describe something ideal that should be achievable, while self-efficacy describes the assessment of self-ability.

"Self-efficacy is a belief that exists in a person that affects the amount of motivation. Self-efficacy is very important for a person because a belief in oneself is very useful in the future." The understanding according to the experts above can be concluded that self-efficacy is a belief in a person about the ability he has to do something. So that it causes motivation to take action or not (Aini et al., 2015).

### **Teacher Performance**

Law Number 14 of 2005 concerning Teachers and Lecturers, article (1) paragraph (1) states that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on the path of formal education, primary education and secondary education". Teachers are professions whose positions or jobs require special skills. The duties of teachers as a profession include: educating, teaching, and training. Educating means developing life values, teaching means continuing and developing knowledge, while training means developing students' skills. The term teacher is used for educators and teachers at the early childhood education, primary education, and secondary education levels.

Teacher performance is defined as a situation that shows a teacher's ability to carry out his duties and describes the teacher's behavior during teaching (Supardi, 2013). According to (Kompri, 2014) teacher performance is a continuous communication process between teachers and students. In relation to the performance of vocational school teachers, teacher performance can be reflected in their duties as a teacher and as an administrator of their teaching activities. In vocational school teachers, performance can be seen in the activities of planning, implementing and assessing the teaching and learning process whose intensity is based on the work ethic and professional discipline of teachers (H. B., Uno & Lamatenggo, 2012).

This study introduces a novel framework by incorporating innovative behavior and self-efficacy as mediators in the relationship between competence, work discipline, and teacher performance. Unlike prior research that primarily focuses on direct effects, this study emphasizes the interplay of these mediators to provide a nuanced understanding of performance dynamics. Additionally, the context of vocational high schools in a remote and underserved region adds a unique perspective, offering insights into localized educational challenges and potential interventions tailored to such settings.

The purpose of this study is to analyze the mediating role of innovative behavior and self-efficacy in the relationship between competence, work discipline, and the performance of vocational high school teachers in Manokwari Regency. The findings are expected to contribute to the theoretical discourse on teacher performance while providing practical recommendations for policymakers and educational leaders. By identifying actionable

strategies to enhance teacher competence and discipline, the study aims to improve teacher performance, thereby elevating the overall quality of education and preparing students for the challenges of a competitive global landscape.

## RESEARCH METHOD

This study uses a qualitative approach, which is an approach that aims to test hypotheses, establish facts, describe correlations between variables, offer statistical descriptions, estimate, and forecast results. The population and sample of this study amounted to 186 respondents, consisting of 118 civil servant teachers and 71 P3K teachers. Before testing the hypothesis using SEM analysis, a test of research instruments, validity tests and reliability tests was carried out.

## RESULTS AND DISCUSSION

### Validity and Reliability Test

The individual competency variable is measured with 6 statement items, indicating that all statement items are valid, so all question items are valid because they have  $r$  values  $> r$  tables. The variable discipline works with 6 statement items, the result shows that all statement items are valid. Innovative behavior variables were measured with 6 statement items, the results were all valid statement items, the self-efficacy variable was measured with 6 statement items, the results were all valid statement items, the teacher performance variable was measured with 6 statement items, the results were all valid statement items in measuring teacher performance variables.

The reliability test used is the Cronbachs Alpha reliability test where the instrument is declared reliable if the Cronbachs alpha value  $> 0.7$  ((Ghozali, 2018)). The results of the reliability test of each instrument can be seen in the following table:

**Table 1 Reliability Test Results**

Variable	Number of Valid Items	Cronbachs Alpha	Cut Value	Reliability
Individual Competencies	6	0,937	0,7	Reliable
Work Discipline	6	0,957	0,7	Reliable
Innovative Behavior	6	0,957	0,7	Reliable
Self-Efficacy	6	0,957	0,7	Reliable
Teacher Performance	6	0,957	0,7	Reliable

*Source : processed data (2024)*

Based on the results of the analysis in the table above, the cronbachs alpha value of the individual competency variable instrument was obtained of 0.937 with the number of valid statement items of 6, the cronbachs alpha value of the work discipline variable instrument was 0.957 with the number of valid statement items of 6, the cronbachs alpha value of the innovative behavior variable instrument was 0.957 with the number of valid statement items of 6, the cronbachs alpha value The self-efficacy variable instrument was 0.957 with the number of valid statement items 6 and the Cronbachs alpha value of the teacher performance variable instrument was 0.957 with the number of valid statement items 6 because the Cronbachs alpha value of all instruments  $> 0.7$ , then all research variable instruments were declared reliable.

### SEM Analysis

#### CFA Analysis Testing

Testing CFA analysis is carried out separately between exogenous constructs and endogenous constructs, but in (Ferdinand, 2012), CFA analysis is carried out one by one on each construct but even though the two have different test stages, because the reference used

to assess validity and reliability is the same (based on the loading factor, CR and AVE, the final result of the test remains the same and can accurately show the validity and reliability of the indicator on the each construct. CFA analysis is carried out separately between exogenous and endogenous constructs referring to the CFA test stage (Ghozali, 2016).

Based on the validity and reliability testing provisions of the construct, the following are the results of CFA analysis on exogenous and endogenous constructs:

#### **Exogenous Construct CFA Analysis**

This research model contains 2 exogenous constructs, namely the competency construct (X1) and the work discipline construct (X2). Based on the operational definition of variables, the competency construct has 6 measurement indicators, while work discipline has 6 measurement indicators. The results of the CFA model estimate show that all indicators of exogenous constructs have a loading factor of  $>0.5$ , which means that all indicators are valid in measuring exogenous constructs. The results of the calculation of the CR and AVE values of exogenous constructs, obtained the CR value of the two exogenous constructs  $>0.7$  and the AVE value of the second exogenous construct  $>0.5$ , because the CR value of all exogenous constructs is  $>0.7$  and the AVE of all exogenous constructs is  $>0.5$ , it is concluded that the two exogenous constructs (competence and work discipline) have met the required criteria for the validity and reliability of the construct.

#### **Endogenous Construct CFA Analysis**

This research model contains 3 endogenous constructs, namely innovative behavior constructs (Y1), self-efficacy (Y2) and teacher performance (Z). The entire construct is measured with 6 indicators.

Based on the results of the estimation of the endogenous construct CFA model, the endogenous construct CFA model fit with analyzed data, mainly shown from the probability chi square value that has exceeded 0.05, so that this CFA model is feasible to test the validity and reliability of endogenous constructs. Therefore, the test can be continued in the follow-up test, namely the construction reliability test which will be carried out by looking at the CR and AVE values of each construct. The results of the calculation of CR and AVE of the construct obtained the AVE value of all endogenous constructs  $>0.5$  and the CR of all constructs  $>0.7$ , so it was concluded that both endogenous constructs (innovative behavior and self-efficacy) met the required criteria for the validity and reliability of the construct.

#### **Structural Model Testing**

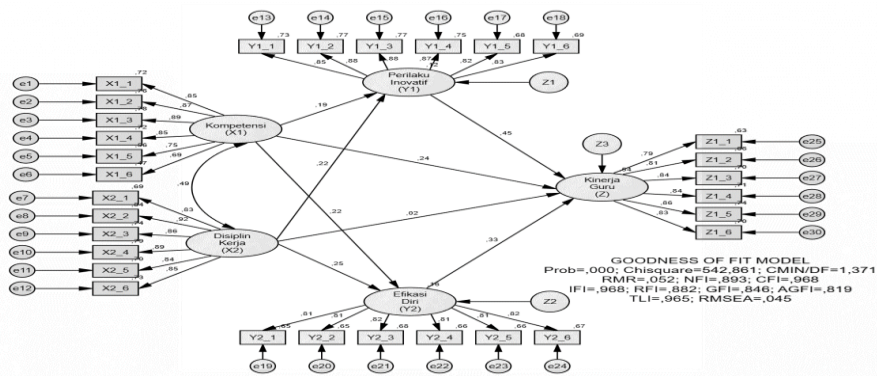
This test aims to assess the feasibility of the model in testing the research hypothesis. If the model has met the required model goodness of fit criteria, the SEM model is suitable to be used as a research hypothesis testing tool, while if the model does not meet the fit criteria, model modification is needed until a fit model with the analyzed data is obtained.

##### **1) SEM Assumption Testing**

Based on the results of the SEM assumption test, it was concluded that this SEM model had met the specified sample criteria, met the normality assumptions, did not contain outlier data and there was no multicorlinearity between exogenous variables, this means that all SEM assumptions had been fulfilled by the SEM model and the analysis continued at the Goodness of fit model test stage.

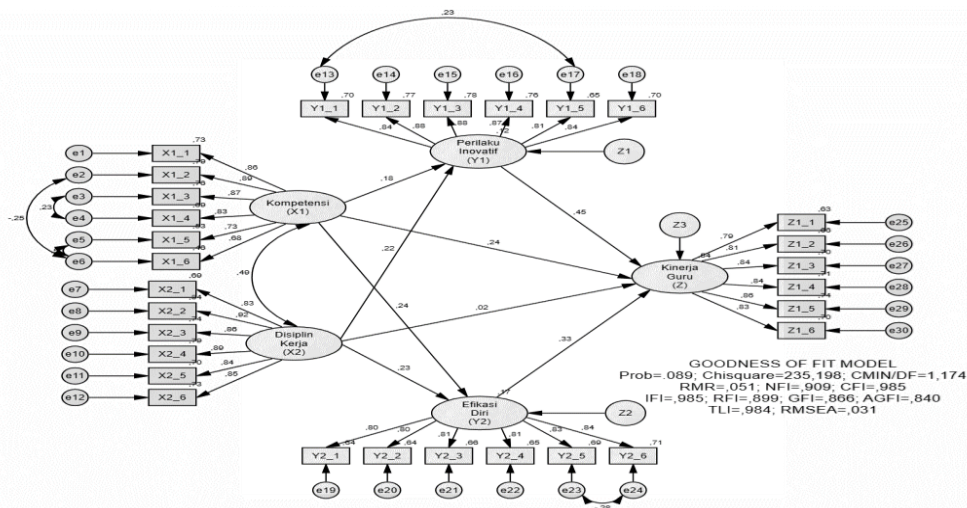
##### **2) Goodness of Fit Model Test**

The model fit test or called the goodness of fit model test in SEM analysis was carried out by looking at several criteria for the Goodness of fit model such as Chi Square value, probability, df, GFI, AGFI, TLI, CFI RMSEA and RMR. The following are the results of the goodness of fit model test:



**Figure 1 Estimation results of the SEM model before modification**

The results of the SEM model estimate show that the model has not met the fit criteria, especially in the probability value of chi square, the value is still far below 0.05, while the required value is  $>0.05$ . Therefore, it is necessary to modify the model so that the model can better interpret the actual population conditions, because the probability chi square value that exceeds 0.05 indicates the similarity of the covariance matrix between the sample and the population. The model modification is carried out by adding correlation arrows between measurement errors in accordance with the direction of the AMOS program in the modification indices table. Based on the modification indices table, the following are the results of the model estimate after modification:



**Figure 2 Estimation results of the SEM model after modification**

Based on the results of the second structural model estimation after the model modification was made, the estimation results in Figure 4 show that the SEM model meets the required model goodness of fit criteria, the probability value has exceeded 0.05 which means that the structural model test can be carried out because the model has fit with the analyzed data and the sample covariance matrix has been the same as the population covariance matrix.

### 3) Influence Testing between variables

The results of the analysis were obtained from the results of testing the influence between variables as follows:

#### (1) Innovative Behavior $\rightarrow$ Competencies

In the path of influence of competence on innovative behavior, a significant p value of 0.037 with a CR of 2.089 and a positive sign path coefficient of 0.222 were obtained. Because the p value  $< 0.05$  and CR  $> 1.96$  with a positive sign path coefficient, it is concluded that competence has a positive and significant effect on innovative behavior, meaning that the better the competence, the higher the innovative behavior, on the contrary, poor competence can decrease innovative behavior.



(2) Self-efficacy → competencies

In the path of influence of competence on self-efficacy, a significant p value of 0.006 with a CR of 2.749 and a positive sign path coefficient of 0.278 were obtained. Because the p value < 0.05 and CR > 1.96 with a positive sign path coefficient, it is concluded that competence has a positive and significant effect on self-efficacy, meaning that the better the competence, the higher the self-efficacy, on the contrary, poor competence has the potential to reduce self-efficacy.

(3) Innovative Behavior → Work Discipline

In the path of influence of work discipline on innovative behavior, a significant p value of 0.010 with a CR of 2.576 and a positive sign path coefficient of 0.211 were obtained. Because the p value < 0.05 and CR > 1.96 with a positive sign path coefficient, it is concluded that work discipline has a positive and significant effect on innovative behavior, meaning that the better the work discipline, the higher the innovative behavior, on the contrary, poor work discipline decreases innovative behavior.

(4) Self-Efficacy Work Discipline →

In the path of the influence of work discipline on self-efficacy, a significant p value of 0.007 with a CR of 2.676 and a positive sign path coefficient of 0.204 were obtained. Because the p value < 0.05 and CR > 1.96 with a positive sign pathway coefficient, it is concluded that work discipline has a positive and significant effect on self-efficacy, meaning that the better the work discipline, the higher the self-efficacy, on the contrary, poor work discipline has the potential to decrease self-efficacy.

(5) Self-Efficacy → of Teacher Performance

In the path of the influence of self-efficacy on teacher performance, a significant p value (\*\*\*) with a CR of 4.741 and a positive mark path coefficient of 0.321 was obtained. Because the p value < 0.05 and CR > 1.96 with a positive sign path coefficient, it is concluded that self-efficacy has a positive and significant effect on teacher performance, meaning that the better self-efficacy, the higher the teacher's performance, on the contrary, poor self-efficacy has the potential to reduce teacher performance.

(6) Innovative Behavior → Teacher Performance

In the path of influencing innovative behavior on teacher performance, a significant p value (\*\*\*) was obtained with a CR of 6.395 and a positive mark path coefficient of 0.418. Because the p value < 0.05 and CR > 1.96 with a positive sign path coefficient, it is concluded that innovative behavior has a positive and significant effect on teacher performance, meaning that the better the innovative behavior, the higher the teacher's performance, on the contrary, bad innovative behavior can reduce teacher performance.

(7) → Teacher Performance Competencies

In the path of influence of competence on teacher performance, a significant p value (\*\*\*) was obtained with a CR of 3.314 and a positive marked path coefficient of 0.272. Because the p value < 0.05 and CR > 1.96 with a positive sign path coefficient, it is concluded that competence has a positive and significant effect on teacher performance, meaning that the better the competence, the higher the teacher's performance, on the contrary, poor competence has the potential to reduce teacher performance.

(8) Teacher Performance → Work Discipline

In the path of the influence of work discipline on teacher performance, a significant p value of 0.818 with a CR of 0.231 was obtained. Because the p value > 0.05 and CR < 1.96, it was concluded that work discipline did not have a significant effect on teacher performance, meaning that the high and low work discipline did not affect teacher performance

#### 4) Indirect Influence

Based on the results of the Sobel test, the result was obtained that the p value of the Sobel test result was 0.0464 (two tails), because the p value  $< 0.05$ , it was concluded that innovative behavior could significantly mediate the influence of competence on teacher performance. Based on the results of the Sobel test, the result was that the p value of the Sobel test result was 0.0168 (two tails), because the p value  $< 0.05$ , it was concluded that innovative behavior could significantly mediate the influence of work discipline on teacher performance.

The p value of the sobel test result is 0.0174 (two tail), because the p value  $< 0.05$ , it is concluded that self-efficacy can significantly mediate the influence of competence on teacher performance. The p-value of the sobel test result is 0.0196 (two tails), because the p-value  $< 0.05$ , it is concluded that self-efficacy can significantly mediate the influence of work discipline on teacher performance. The nature of mediation is full mediation because direct work discipline cannot have a significant effect on performance, but if mediated by self-efficacy, work discipline affects teacher performance.

#### 5) Total Influence

The test results showed that among competencies, work discipline, innovation behavior and self-efficacy, the innovative behavior variable was the variable that had the most dominant influence on teacher performance, shown by a total influence value of 0.446 which was the highest compared to the total influence of other variables.

#### 6) Coefficient of Determination

Based on the results of the analysis, the value of the self-efficacy determination coefficient (Y2) was obtained of 0.763, this means that 76.3% of teachers' self-efficacy was influenced by competence and work discipline, while the remaining 23.7% was influenced by other factors that have not been studied in this study. Furthermore, the value of the innovative behavior determination coefficient (Y1) of 0.725 means that 72.5% of teachers' innovative behavior is influenced by competence and work discipline, while the remaining 24.5% is influenced by other factors that have not been researched in this study. The value of the determination coefficient of teacher performance (Z) is 0.811, meaning that 81.1% of the variation in teacher performance is influenced by competence, work discipline, innovative behavior and self-efficacy of teachers, the remaining 18.9% is influenced by other factors outside the four variables.

### **Discussion**

#### **The Effect of Competence on Innovative Behavior**

The results of this study show that there is a significant influence of competence on innovative behavior, this means that the higher the competence, the higher the innovative behavior, and vice versa, the lower the competence, the lower the innovative behavior. Competence is one of the factors that significantly influences innovative behavior. This means that efforts to improve innovative behavior can be carried out through increasing competence.

The relationship between competence and innovative behavior is reflected in the theory of Competence, that the ability of individuals or organizations to develop, manage, and use appropriate competencies is closely related to their ability to produce innovation. Good competencies in this regard can include technical knowledge, interpersonal skills, problem-solving, and creativity. Along with that, the Social-Cognitive theory, that individuals acquire and develop knowledge, skills, and beliefs that support innovative behavior. According to this theory, an individual's belief in his or her ability to be innovative (self-efficacy) and the social support received from colleagues and superiors can affect the level of innovation shown also mentions a link between competence and innovative behavior, which is also evidenced in this study.

The results of this study are in line with research (Y. Wang et al., 2019), the level of individual competence positively affects the ability of individuals to generate new ideas and

implement innovations. They found that individuals with higher competence tended to be more able to think creatively and solve problems in innovative ways. These findings are consistent with other studies conducted by (Chen et al., 2018), which show technical competence and knowledge facilitate innovative behavior among work team members.

### **The Influence of Work Discipline on Innovative Behavior**

The results of this study show that there is a significant influence of work discipline on innovative behavior, this means that the higher the work discipline, the higher the innovative behavior, and vice versa, the lower the work discipline, the lower the innovative behavior. Work discipline is one of the factors that significantly influences innovative behavior. This means that efforts to improve innovative behavior can be carried out through improving work discipline.

The relationship between work discipline and innovative behavior is reflected in the theory of ambidexterity, that organizations that are effective in producing innovation often have the ability to manage two seemingly contradictory dimensions: exploration and exploitation. Exploration refers to an organization's ability to explore and create new knowledge, while exploitation is concerned with the ability to utilize and optimize existing knowledge and capabilities.

In broader knowledge, it has been reviewed that efforts to improve innovative behavior can be carried out by first boosting work discipline. Several efforts to improve work discipline so that innovative behavior increases is (1) Building awareness of the importance of innovation behavior and work discipline of teachers; (2) Development of time and priority management skills; (3) Encouraging structured and consistent work (teaching) practices; (4) Facilitating the school work environment that supports innovation behavior; (5) Giving recognition and rewards to outstanding teachers.

The results of this study are in line with the results (Li et al., 2020), high work discipline can lead to an increase in an individual's ability to maintain focus and concentration, thereby increasing the likelihood of generating new ideas and creative solutions in their work. The results of this study are in line with the findings of a previous study conducted by (Y. Wang & Shih, 2019), which found that a high level of work discipline is positively correlated with the individual's ability to create and implement innovative behaviors.

### **The Effect of Competence on Self-Efficacy**

The results of this study show that there is a significant influence of competence on self-efficacy, this means that the higher the competence of a teacher, the higher the self-efficacy, and vice versa, the lower the teacher's competence, the lower the self-efficacy. Competence is one of the factors that significantly affects self-efficacy. This means that efforts to increase self-efficacy can be carried out through increasing the competence of the teacher concerned.

The relationship between competence and self-efficacy is reflected in the theory of Self-Efficacy, that individuals tend to have a higher level of self-efficacy when they feel competent in performing certain tasks. Competencies here include relevant knowledge, skills, and experience to complete tasks well. The results of this study mean that it is in line with this theory. In that context, the theory of Competence, that competency development through training, work experience, and continuous learning is the key to increasing the likelihood of success. By increasing competence, individuals can improve their self-efficacy towards achieving goals and high performance also mentions the link between competence and self-efficacy, which is also evident in this study.

The results of this study are in line with (Bandura, 2019), individuals who feel they have adequate skills and knowledge tend to have higher self-confidence in facing complex tasks or new challenges. These findings are also supported by another study conducted by (Credé & Phillips, 2018), which found that competency development through education and training can

positively influence individuals' perception of their ability to achieve goals and overcome obstacles in achieving desired outcomes.

### **The Effect of Work Discipline on Self-Efficacy**

The results of this study show that there is a significant influence of work discipline on self-efficacy, this means that the higher the work discipline, the higher the self-efficacy, and vice versa, the lower the work discipline, the lower the self-efficacy. Work discipline is one of the factors that significantly affects self-efficacy. This means that efforts to increase self-efficacy can be carried out through increasing work discipline.

The relationship between work discipline and self-efficacy is evident in the theory of Consistency and Perseverance, that strong work discipline often includes the ability to maintain consistency in performing daily tasks and maintain focus on long-term goals. When a person is able to be consistent and diligent in carrying out their tasks, this can reinforce their belief that they have the ability to achieve the desired results. The results of this study are also consistent with the theory of Effective Time Management, that the ability to manage time effectively helps individuals to complete tasks on time and well.

The results of this study are in line with research (Bandura, 2019), individuals who feel they have adequate skills and knowledge tend to have higher self-confidence in facing complex tasks or new challenges. These findings are also supported by a study conducted by (Credé & Phillips, 2018), which found that competency development through education and training can positively influence an individual's perception of the ability to achieve goals and overcome obstacles in achieving desired outcomes.

### **The Effect of Competence on Teacher Performance**

The results of this study show that there is a significant influence of competence on teacher performance, this means that the higher the competence, the higher the teacher's performance, and vice versa, the lower the competence, the lower the teacher's performance. Competence is one of the factors that significantly affects teacher performance. This means that efforts to improve teacher performance can be carried out through increasing competence.

The relationship between competence and teacher performance is found in the theory of Competence, that a person's performance can be predicted based on the level of competence they have in various aspects of their work. In the context of teachers, competencies can include. In the context of teacher performance, self-efficacy also mentions a link between competence and teacher performance, which is also evidenced in this study. The results of this study are also in line with Motivators' theory, that individuals will be motivated to take action if they believe that the action will produce the desired result, and they are able to achieve results that further reinforce that true competence is closely related to teacher performance.

The results of this study are in line with research (Harris et al., 2018), teachers who have higher competence tend to be more effective in teaching and affect the academic achievement of their students. Teacher competencies are not only limited to academic knowledge, but also include pedagogical skills, managerial abilities, and interpersonal aspects that support positive interactions with students and colleagues. These findings are also supported by research (X. C. Wang et al., 2018), which shows that teacher competence is directly related to the level of student progress in terms of academic knowledge and skills.

### **The Effect of Work Discipline on Teacher Performance**

The results of this study show that work discipline does not have a significant effect on teacher performance, teachers with good work discipline do not necessarily have good performance. Work discipline does not always have a significant effect on teacher performance because teacher performance is influenced by various complex factors. Teachers who are disciplined enter the office or come to teach on time, but their competence and innovative behavior are low, including low self-efficacy, it is certain that it will not have a significant effect on the performance of the teacher concerned. Teachers who are disciplined in their work

to teach well, but are not motivated or dissatisfied with their work may not achieve optimal performance. Excessive discipline can also hinder creativity and innovation in the teaching process.

Research on the influence of work discipline on teacher performance shows mixed results. There are several studies that state that work discipline has a significant influence on teacher performance, but there are also studies that show that it does not have a significant effect on teachers' performance. One of the studies that shows that work discipline does not have a significant effect on teacher performance was conducted by (Hidayat, 2019). This study found that although work discipline is important, it does not have a significant effect on teacher performance, other factors such as motivation and work environment also play a major role in determining teacher performance. Other research by (Faradina & Sojanah, 2018) also shows that work discipline does not affect performance, but other factors such as leadership and organizational culture have a more dominant role in improving teacher performance.

### **The Influence of Innovative Behavior on Teacher Performance**

The results of this study show that there is a significant influence of innovative behavior on teacher performance, this means that the higher the innovative behavior, the higher the teacher's performance, and vice versa, the more innovative behavior decreases, the lower the teacher's performance. Innovative behavior is one of the factors that significantly affects teacher performance. This means that efforts to improve teacher performance can be carried out through increasing innovative behavior.

The relationship between innovative behavior and teacher performance is reflected in the theory of Innovation and Teaching, that teachers who are able to adopt innovation in their teaching tend to achieve better performance in terms of student learning outcomes. This includes the use of creative teaching techniques, new approaches to curriculum design, or the application of innovative technology in the teaching and learning process. The results of this study are also in line with Empirical theory, that teachers who engage in innovative behavior, such as adopting new teaching strategies or applying the latest educational technology, tend to have a positive impact on student learning achievement and their performance evaluation, which further strengthens that innovative behavior is indeed closely related to teacher performance.

The results of this study are in line with research (Sarwar et al., 2019), that teachers who exhibit innovative behavior tend to be more effective in creating a dynamic learning environment and inspiring students to achieve higher academic achievement. Innovations in teaching methods and learning approaches can motivate students better, increase student participation and better learning outcomes. These findings are in line with research (Van den Berg et al., 2019), which show that teachers who actively adopt innovative practices have a positive impact on student learning motivation and academic outcomes.

### **The Effect of Self-Efficacy on Teacher Performance**

The results of this study show that there is an influence of self-efficacy on teacher performance, this means that the higher the self-efficacy, the higher the teacher's performance, and vice versa, the lower the self-efficacy, the lower the teacher's performance. That self-efficacy is one of the factors that significantly affects teacher performance. This means that efforts to improve teacher performance can be carried out through increasing self-efficacy.

The relationship between self-efficacy and teacher performance is reflected in the theory of Self-Efficacy, which is a person's belief in his ability to perform the necessary actions to achieve a certain goal. In the context of teachers, teachers' self-efficacy is related to their belief in their ability to manage the classroom, face student learning challenges, and influence the learning process. The results of this study are also in line with the teaching role theory, that the role of teachers is not only as a teacher, but also as a model and leader in the classroom environment. Teachers' self-efficacy in understanding and implementing the role of teaching

effectively is directly related to teachers' performance in guiding and managing the student learning process, this further strengthens that self-efficacy is indeed closely related to teacher performance, increasing self-efficacy will have a positive impact on teacher performance.

The results of this study are in line with research (Tschannen-Moran & Woolfolk Hoy, 2019), that teachers who believe in their ability to influence student success tend to perform better. That teachers' self-efficacy not only affects their motivation and attitude towards teaching tasks, but also contributes to the achievement of students' academic outcomes and personal development. This finding is supported by research (Tschannen-Moran & Woolfolk Hoy, 2018), that teachers' self-efficacy levels are positively related to teaching performance.

#### **The Effect of Competence on Teacher Performance through Innovative Behavior**

The results of this study show that there is a significant influence of competence on teacher performance and innovative behavior, this means that the higher the competence, the higher the teacher's performance and innovative behavior, and vice versa, the lower the competence, the lower the teacher's performance and innovative behavior. That competence is one of the factors that significantly affects teacher performance and innovative behavior. This means that efforts to improve teacher performance and innovative behavior can be carried out through increasing competence.

The relationship between teacher competence and performance and innovative behavior is reflected in the theory of competence and performance, that the competencies possessed by individuals, including in terms of knowledge, skills, and attitudes, can have a direct impact on performance. High competence in teaching, classroom management, student evaluation, and interpersonal skills can improve teachers' performance in achieving educational goals. The results of this study are also in line with the adjustment theory that individuals or organizations can succeed by adapting or adjusting to changes in the work environment.

The results of this study are in line with research (Lee et al., 2020), teachers who have higher competencies in terms of academic knowledge, pedagogical skills, and managerial abilities tend to show better teaching performance and are more able to implement innovations in teaching methods. This finding is reinforced by research (Hakanen et al., 2017), that teacher competence is not only positively related to academic performance, but also with the level of motivation and satisfaction of teachers in teaching.

#### **The Influence of Work Discipline on Teacher Performance through Innovative Behavior**

The results of this study show that there is a significant influence of work discipline on teacher performance and innovative behavior, this means that the higher the work discipline, the higher the teacher's performance and innovative behavior, and vice versa, the lower the work discipline, the lower the teacher's performance and innovative behavior. That work discipline is one of the factors that significantly affects teacher performance and innovative behavior. This means that efforts to improve teacher performance and innovative behavior can be carried out through improving work discipline.

The relationship between work discipline, teacher performance and innovative behavior is reflected in the Motivation-Hygienic theory, that motivational factors and hygienic factors (such as working conditions, company policies, supervision, and work environment) affect job satisfaction and motivation. Teachers who feel fulfilled with hygienic factors such as good work discipline, managerial support, and a positive work environment, tend to have better performance and are more likely to exhibit innovative behavior. The results of this study are also in line with the theory of School Effectiveness, that the importance of factors such as effective leadership, strong work discipline, and focus on student learning outcomes in creating an effective school.

The results of this study are in line with research (Nguyen et al., 2020), that high work discipline in teachers not only contributes to academic performance, but also facilitates the adoption of innovative practices in teaching. Teachers who have a good level of discipline tend

to be more organized in managing their time, planning lessons effectively, and are better prepared to face challenges that arise in the teaching process. This finding is in line with research (Lin et al., 2019), that high work discipline is positively related to the quality of teaching provided by teachers and with the level of innovation in the applied learning approach.

### **The Effect of Competence on Teacher Performance Through Self-Efficacy**

The results of this study show that there is a significant influence of competence on teacher performance and self-efficacy, this means that the higher the competence, the higher the teacher's performance and self-efficacy, and vice versa, the lower the competence, the lower the teacher's performance and self-efficacy. That competence is one of the factors that significantly affects teacher performance and self-efficacy. This means that improving teacher performance and self-efficacy can be done through increasing competence.

The relationship between teacher competence and performance and self-efficacy is reflected in the theory of self-efficacy, that an individual's belief in their ability to succeed in a given situation affects the teacher's behavior and performance. Teachers who have a high level of self-efficacy tend to overcome challenges better, work harder, and have better performance overall. The results of this study mean that it is in line with this theory.

The results of this study are in line with research (Klassen et al., 2020), that teachers who have sufficient competence in terms of academic knowledge, pedagogical skills, and managerial skills tend to show more effective teaching performance and also have a higher level of self-efficacy in facing teaching tasks. Teachers' competencies not only affect their ability to manage classes well and improve student learning outcomes, but also increase self-confidence in influencing the learning process. These results are consistent with research conducted by (Tschannen-Moran & Woolfolk Hoy, 2019), which shows that teacher competence is positively related to the level of self-efficacy in the context of teaching.

### **The Effect of Work Discipline on Teacher Performance Through Self-Efficacy**

The results of this study show that there is a significant influence of work discipline on teacher performance through self-efficacy, this means that the higher the work discipline, the higher the teacher's performance and self-efficacy, and vice versa, the lower the work discipline, the lower the teacher's performance and self-efficacy. That work discipline is one of the factors that significantly affects teacher performance through self-efficacy. This means that efforts to improve teacher performance and self-efficacy can be carried out through improving work discipline.

The relationship between work discipline and teacher performance and self-efficacy is found in the theory of organizational behavior, that organizational behavior underlines the importance of a supportive work environment and a fair reward system in improving individual performance. Work discipline that is applied consistently can create a stable and supportive work environment, which in turn increases teachers' self-efficacy which further strengthens that work discipline is indeed closely related to teacher performance and self-efficacy, increasing work discipline will have a positive impact on improving teacher performance through self-efficacy.

The results of this study are in line with the findings (Nguyen et al., 2020), that high work discipline in teachers not only improves the quality of teaching and student academic outcomes, but also contributes to increasing teachers' self-efficacy in facing teaching tasks. This finding is also reinforced by research conducted by (Lin et al., 2019), which shows that teacher work discipline is positively related to teachers' teaching performance and to teachers' self-efficacy levels. These results show that paying attention to and improving teachers' work discipline can be an effective strategy in supporting the development of teachers' professionalism and improving teachers' performance through self-efficacy.

## CONCLUSION

Competence and work discipline significantly influence teachers' innovative behavior, self-efficacy, and, indirectly, their performance. Teachers with high competence and discipline demonstrate stronger innovation and self-efficacy, which correlate positively with enhanced performance. However, while competence alone directly boosts performance, work discipline does not significantly impact it on its own; rather, performance is affected by a complex mix of factors, including innovative behavior and self-efficacy. Both innovative behavior and self-efficacy effectively mediate the impact of competence and work discipline on teacher performance, emphasizing that fostering these traits can amplify the positive effects of competence and discipline, ultimately leading to more effective teaching outcomes.

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