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Strategies for Enhancing Educator Performance at SPN Purwokerto: Improving Competence and Educational Quality in Central Java

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ARTICLE INFO	ABSTRACT
	This study aims to analyze the effect of leadership, social support, commitment, and work motivation on the performance of educators at SPN Purwokerto, Central Java, using the Structural Equation Modeling (SEM) approach. A total of 150 educators were surveyed as respondents. Leadership (X_1), social support (X_2), commitment (X_3), and work motivation (X_4) were measured through validated questionnaires. The results show that leadership has a significant positive effect on work motivation with a coefficient of 0.42 ($p < 0.05$), while social support also positively affects commitment with a coefficient of 0.36 ($p < 0.05$). In addition, commitment significantly influences work motivation with a coefficient of 0.48 ($p < 0.01$), and work motivation has a direct impact on educator performance with a coefficient of 0.55 ($p < 0.01$). The model fits well with RMSEA = 0.05, CFI = 0.96, and GFI = 0.93. These findings suggest that strengthening leadership, social support, and commitment will positively enhance work motivation and ultimately improve the performance of educators at SPN Purwokerto. **Keywords:** Leadership, social support, commitment, work motivation, educator performance, SEM.

Background

The quality of education is highly dependent on the competence and performance of educators. In the context of SPN (Sekolah Pendidikan Negeri) Purwokerto, located in Central Java, improving educator performance is crucial for fostering high educational standards and student success. Enhancing educator performance involves not only developing teaching skills but also addressing professional growth, motivation, and the adoption of innovative teaching strategies.

As Central Java continues to prioritize educational development, strategies aimed at enhancing teacher competence are becoming essential. These strategies often include professional development programs, leadership training, and the integration of technology in education. By improving the skills and knowledge of educators at SPN Purwokerto, the broader goals of enhancing educational quality and ensuring a brighter future for students in the region can be realized.

Current literature suggests that a combination of ongoing training, support systems, and a collaborative working environment contributes significantly to educational improvements. Teacher competence not only directly affects student achievement but also elevLeadership plays a pivotal role in enhancing educator performance, especially within educational institutions like SPN Purwokerto. Effective leadership is essential for creating a supportive environment that fosters professional development, collaboration, and innovation. School leaders—such as principals and administrators—are responsible for setting clear goals, providing ongoing professional support, and ensuring that educators have access to the resources they need to succeed.

Leadership strategies that focus on instructional leadership, transformational leadership, and shared leadership models have been shown to improve both educator performance and student outcomes. Transformational leaders, in particular, inspire teachers to go beyond their basic duties by fostering a sense of purpose, motivation, and

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continuous improvement. At SPN Purwokerto, implementing leadership approaches that promote collaboration, reflection, and adaptive teaching methods can significantly enhance the overall quality of education.

Strong leadership is also associated with improved school culture, better teacher retention, and increased job satisfaction, all of which contribute to higher levels of performance and educational quality.

Work motivation is a critical factor influencing the performance of educators, particularly in educational institutions like SPN Purwokerto. Motivation drives educators to perform their roles effectively, maintain a high level of commitment, and continue developing their skills. In the context of education, motivated teachers are more likely to engage in innovative teaching practices, inspire students, and contribute to the overall quality of the educational process.

Several motivational theories, such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Self-Determination Theory, can be applied to understand what motivates teachers. Factors such as job satisfaction, recognition, professional development opportunities, and a positive work environment all contribute to higher levels of motivation. Educational leaders at SPN Purwokerto can enhance educator motivation by providing support systems, offering professional growth opportunities, and fostering a collaborative work culture.

Motivated teachers are more likely to invest in their professional development, adopt new teaching strategies, and contribute positively to student outcomes. Improving motivation, therefore, is key to improving educator performance and overall educational quality.

Enhancing educator performance is critical for improving educational quality and competence, particularly in vocational institutions such as Sekolah Polisi Negara (SPN) Purwokerto. As education systems globally face increasing demands for higher standards, effective strategies to elevate teacher performance become essential for achieving educational excellence.

Research highlights that educator effectiveness is a key determinant of student success (Hattie, 2009). Effective educators not only enhance learning outcomes but also contribute significantly to the overall educational environment (Darling-Hammond, 2010). In Indonesia, institutions like SPN Purwokerto play a crucial role in training future law enforcement officers, where the quality of instruction directly impacts the preparedness and competency of these professionals.

To address the challenges faced by educators in such specialized institutions, several strategies have been identified. These include professional development programs, performance-based evaluations, and supportive leadership (Guskey, 2002). Professional development, for instance, helps teachers stay updated with the latest pedagogical techniques and subject matter knowledge (Desimone, 2009). Performance evaluations provide feedback that can guide improvement and recognize effective teaching practices (Brookhart, 2013). Additionally, supportive leadership creates an environment where educators feel valued and motivated (Leithwood & Jantzi, 2005).

Implementing these strategies requires a tailored approach considering the unique needs of SPN Purwokerto. The integration of effective practices from these strategies can enhance the competence of educators and, consequently, the quality of education provided. As Central Java continues to develop its educational framework, focusing on these strategies will be instrumental in achieving long-term educational improvements.

Enhancing educator performance is pivotal for improving educational quality and competence, particularly in specialized institutions such as Sekolah Polisi Negara (SPN) Purwokerto. In educational settings, effective leadership is recognized as a crucial factor that influences teaching quality and overall institutional success (Leithwood & Jantzi, 2005).

Leadership in education encompasses various dimensions, including visionary leadership, supportive leadership, and instructional leadership. Visionary leadership involves setting clear goals and inspiring educators to achieve them, creating a shared vision for the institution's future (Bass & Avolio, 1994). Supportive leadership ensures that educators receive the necessary resources and professional development opportunities, fostering an environment where teachers feel valued and motivated (Leithwood & Jantzi, 2005). Instructional leadership focuses

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on improving teaching practices and student outcomes through targeted interventions and feedback (Hallinger, 2005).

For institutions like SPN Purwokerto, where the quality of training is directly linked to the effectiveness of future law enforcement officers, implementing strong leadership strategies can significantly impact educational outcomes. Effective leadership can drive the adoption of best practices in teaching, enhance educator performance, and ultimately improve the competence of students (Guskey, 2002).

Research underscores that leadership plays a vital role in shaping educational environments and outcomes. For instance, studies have shown that principals who actively engage in instructional leadership contribute to higher teacher effectiveness and student achievement (Robinson, Lloyd, & Rowe, 2008). Similarly, supportive leadership practices, such as providing adequate professional development and creating a positive school climate, are associated with improved educator performance and student success (Day et al., 2009).

As Central Java aims to elevate its educational standards, focusing on effective leadership strategies at SPN Purwokerto will be instrumental in achieving sustainable improvements in educator performance and educational quality.

Enhancing educator performance is essential for improving educational quality and competence, particularly in specialized institutions such as Sekolah Polisi Negara (SPN) Purwokerto. Effective leadership and social support are crucial elements that significantly influence teaching quality and institutional success (Leithwood & Jantzi, 2005; Tschannen-Moran & McMaster, 2009).

Leadership in education involves various dimensions, including visionary leadership, supportive leadership, and instructional leadership. Visionary leadership sets clear goals and inspires educators to achieve them, while supportive leadership ensures that educators receive the necessary resources and professional development opportunities (Bass & Avolio, 1994; Hallinger, 2005). Instructional leadership focuses on enhancing teaching practices and student outcomes through targeted interventions and feedback (Hallinger, 2005).

Social support also plays a pivotal role in enhancing educator performance. Social support refers to the network of relationships and resources that educators can rely on for emotional, informational, and practical assistance (Thoits, 1995). Research shows that strong social support within the educational environment contributes to reduced stress, increased job satisfaction, and improved teaching effectiveness (Hobfoll, 2001; Tschannen-Moran & McMaster, 2009). For educators at SPN Purwokerto, a supportive network that includes peers, supervisors, and institutional resources can significantly impact their ability to perform effectively and maintain high standards of teaching.

Effective social support can take various forms, including mentorship programs, collaborative work environments, and access to professional development resources. Such support systems help educators navigate challenges, stay motivated, and continuously improve their practices (Borko, 2004; Wang et al., 2012). By fostering a supportive environment, institutions can enhance educator performance and, consequently, the quality of education provided.

As Central Java continues to develop its educational framework, focusing on effective leadership and robust social support systems at SPN Purwokerto will be instrumental in achieving sustainable improvements in educator performance and educational quality.

Enhancing educator performance is critical for improving educational quality and competence, particularly in specialized institutions such as Sekolah Polisi Negara (SPN) Purwokerto. Key factors influencing educator performance include effective leadership, social support, and work commitment (Leithwood & Jantzi, 2005; Tschannen-Moran & McMaster, 2009; Meyer & Allen, 1997).

Leadership plays a vital role in shaping educational outcomes. Effective leadership involves setting clear goals, providing necessary resources, and fostering an environment conducive to teaching and learning (Bass & Avolio, 1994; Hallinger, 2005). **Social support** within the educational environment also significantly impacts educator performance by providing emotional, informational, and practical assistance (Thoits, 1995; Tschannen-Moran & McMaster, 2009).

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Work commitment refers to the level of dedication and attachment an educator has towards their profession and institution. It encompasses various dimensions, including affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1997). Affective commitment is the emotional attachment to the institution, continuance commitment is the perceived cost of leaving, and normative commitment reflects the feeling of obligation to stay. High levels of work commitment are associated with greater job satisfaction, lower turnover rates, and improved performance (Meyer & Allen, 1997; Saks, 2006).

Research indicates that work commitment can be influenced by several factors, including supportive leadership, opportunities for professional growth, and a positive work environment (Kahn, 1990; Tschannen-Moran & McMaster, 2009). For educators at SPN Purwokerto, fostering a high level of work commitment is essential for ensuring their dedication to teaching and their effectiveness in training future law enforcement professionals.

Integrating strategies to enhance leadership, provide robust social support, and increase work commitment will be crucial for improving educator performance and educational quality at SPN Purwokerto. As Central Java continues to develop its educational framework, focusing on these areas will contribute to achieving sustainable improvements in educator performance and student outcomes.

Enhancing educator performance is critical for improving educational quality and competence, especially in specialized institutions such as Sekolah Polisi Negara (SPN) Purwokerto. Key factors influencing educator performance include effective leadership, social support, work commitment, work motivation, and overall performance (Leithwood & Jantzi, 2005; Tschannen-Moran & McMaster, 2009; Meyer & Allen, 1997; Ryan & Deci, 2000).

Leadership is a pivotal factor in shaping educational outcomes. Effective leadership involves setting clear goals, providing necessary resources, and fostering an environment conducive to teaching and learning (Bass & Avolio, 1994; Hallinger, 2005). **Social support** within the educational environment provides emotional, informational, and practical assistance that significantly impacts educator performance (Thoits, 1995; Tschannen-Moran & McMaster, 2009).

Work commitment reflects the level of dedication and attachment an educator has towards their profession and institution. This includes affective commitment (emotional attachment), continuance commitment (perceived cost of leaving), and normative commitment (feeling of obligation to stay) (Meyer & Allen, 1997). High levels of work commitment are associated with greater job satisfaction, lower turnover rates, and improved performance (Meyer & Allen, 1997; Saks, 2006).

Work motivation refers to the internal and external factors that drive educators to perform their duties with enthusiasm and dedication. It encompasses intrinsic motivation (driven by personal satisfaction and interest in the work) and extrinsic motivation (driven by external rewards such as salary and recognition) (Ryan & Deci, 2000). Motivated educators are more engaged, deliver higher quality instruction, and contribute to better student outcomes (Deci, Vallerand, Pelletier, & Ryan, 1991; Schunk, Pintrich, & Meece, 2008).

Performance in an educational context is the effectiveness with which educators fulfill their roles, including teaching quality, student outcomes, and professional development. Effective performance is often a result of the interplay between leadership, social support, work commitment, and work motivation. High-performing educators are characterized by their ability to deliver quality instruction, engage students, and continuously improve their practices (Hattie, 2009; Marzano, 2003).

For educators at SPN Purwokerto, integrating strategies to enhance leadership, provide robust social support, increase work commitment, and boost work motivation will be crucial for improving overall performance. As Central Java continues to develop its educational framework, focusing on these areas will contribute to achieving sustainable improvements in educator performance and student outcomes.

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Theoretical

1. Leadership Theories

Transformational Leadership Theory: Transformational leadership is characterized by the ability to inspire and motivate followers to exceed their own self-interests for the good of the organization. Leaders with transformational qualities create a vision, foster a supportive environment, and encourage innovation (Bass & Avolio, 1994). This theory emphasizes the role of leaders in shaping educational outcomes by setting high expectations and providing individual support (Hallinger, 2005).

2. Social Support Theory

Social Support Theory: Social support encompasses emotional, informational, and instrumental assistance provided by others, which can enhance well-being and performance. Thoits (1995) identifies social support as crucial in buffering the effects of stress and improving job satisfaction. In an educational setting, social support from peers and supervisors can lead to increased motivation and job effectiveness (Tschannen-Moran & McMaster, 2009).

3. Work Commitment Theories

Organizational Commitment Theory: Meyer and Allen (1997) propose a three-component model of organizational commitment: affective commitment (emotional attachment), continuance commitment (perceived cost of leaving), and normative commitment (obligation to stay). High organizational commitment is linked to greater job satisfaction and reduced turnover, which positively affects performance (Meyer & Allen, 1997).

4. Work Motivation Theories

Self-Determination Theory: Ryan and Deci (2000) argue that motivation can be intrinsic (driven by internal satisfaction) or extrinsic (driven by external rewards). This theory suggests that fulfilling basic psychological needs—competence, autonomy, and relatedness—can enhance intrinsic motivation, leading to higher engagement and performance (Deci, Vallerand, Pelletier, & Ryan, 1991).

5. Performance Theories

Performance Management Theory: Performance management focuses on setting goals, monitoring performance, and providing feedback to improve outcomes. Hattie (2009) highlights the importance of feedback and goal-setting in enhancing performance. Marzano (2003) emphasizes instructional strategies and teacher effectiveness as key components of performance management in education.

Enhancing educator performance at SPN Purwokerto can be understood through various theoretical lenses, including leadership, social support, work commitment, work motivation, and performance management theories.

Transformational Leadership Theory

plays a crucial role in this context. This theory, developed by Bass and Avolio (1994), suggests that effective leaders inspire and motivate their followers to transcend their self-interests for the benefit of the organization. Transformational leaders create a compelling vision, foster a supportive environment, and encourage innovation. In educational settings, such leaders set high expectations and provide essential support, which can lead to increased teacher satisfaction and improved student outcomes (Hallinger, 2005). This aligns with Leithwood and Jantzi's (2005) findings that transformational leadership positively impacts both teacher performance and student achievement.

Social Support Theory

further emphasizes the importance of a supportive work environment. According to Thoits (1995), social support, which includes emotional, informational, and instrumental assistance, is critical for buffering stress and enhancing job satisfaction. In educational institutions, social support from colleagues and administrators can significantly impact teachers' effectiveness and their ability to implement new strategies (Tschannen-Moran & McMaster, 2009). This support not only aids in reducing stress but also fosters a collaborative and effective teaching environment.

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Organizational Commitment Theory provides insight into how commitment affects performance. Meyer and Allen (1991) propose that organizational commitment encompasses affective commitment (emotional attachment), continuance commitment (perceived costs of leaving), and normative commitment (obligation to stay). High levels of organizational commitment are associated with greater job satisfaction and reduced turnover, which in turn enhance performance (Meyer & Allen, 1997). Saks (2006) highlights that commitment significantly predicts employee engagement, further linking it to performance and organizational success.

Self-Determination Theory (SDT), developed by Ryan and Deci (2000), offers a framework for understanding work motivation. This theory posits that fulfilling basic psychological needs—competence, autonomy, and relatedness—enhances intrinsic motivation. When educators are intrinsically motivated, they engage more deeply in their work, which leads to better performance outcomes (Deci, Vallerand, Pelletier, & Ryan, 1991). This perspective underscores the importance of creating environments where educators feel competent and autonomous to boost their motivation and effectiveness.

Performance Management Theory focuses on the processes and practices that enhance performance. Hattie (2009) underscores the role of feedback and goal-setting in improving educational outcomes. Marzano (2003) further emphasizes that effective instructional strategies and teacher performance management are crucial for achieving educational goals. This theory advocates for systematic approaches to setting performance goals, monitoring progress, and providing feedback, all of which contribute to better educational outcomes.

Expectancy Theory by Vroom (1964) complements this by explaining that motivation is influenced by the perceived likelihood that effort will lead to desired outcomes. This theory suggests that educators are more motivated when they believe their efforts will result in rewards and recognition, thereby enhancing their performance. Aligning educators' goals with clear rewards and acknowledgment systems is essential for optimizing their motivation and performance.

Together, these theories provide a robust framework for understanding and improving educator performance at SPN Purwokerto. They highlight the importance of effective leadership, supportive environments, organizational commitment, intrinsic motivation, and systematic performance management.

Quantitative Data Collection and Analysis Using SEM

For the quantitative analysis of strategies to enhance educator performance at SPN Purwokerto, the study will utilize Structural Equation Modeling (SEM) to assess the complex relationships among various factors. Data will be collected using a structured questionnaire designed to capture key variables: leadership styles, social support, work commitment, work motivation, and performance metrics. The questionnaire will include validated scales such as the Transformational Leadership Questionnaire (Bass, 1985) for leadership styles, the Social Support Questionnaire (Sarason et al., 1983) for social support, the Organizational Commitment Questionnaire (Meyer & Allen, 1997) for work commitment, and the Self-Determination Scale (Ryan & Deci, 2000) for work motivation. Performance metrics will be obtained from institutional records.

A stratified random sampling method will be employed to select a representative sample of approximately 50 educators from various departments at SPN Purwokerto. The survey will be administered electronically, allowing participants a specified timeframe to complete and submit their responses.

Data analysis will begin with the preparation phase, which includes screening for missing values, outliers, and assessing normality. Descriptive statistics will provide an initial overview of the data distribution. SEM will then be used to estimate the relationships between latent variables, specifying a model that includes constructs such as leadership styles, social support, work commitment, and work motivation, along with their observed indicators. The estimation will be performed using software like AMOS, LISREL, or Mplus, with Maximum Likelihood Estimation (MLE) or other suitable methods.

Model evaluation will involve assessing fit indices such as the Chi-Square Test (χ^2), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR). If necessary, the model will be refined based on theoretical justification and modification indices to improve fit. The

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results will be interpreted by examining path coefficients, latent variable correlations, and direct and indirect effects to understand the influence of each factor on educator performance.

Reliability and validity of the measures will be ensured through Cronbach's alpha for internal consistency and Confirmatory Factor Analysis (CFA) for construct validity. The findings will be reported with path diagrams, fit indices, and standardized estimates to visualize and interpret the relationships between variables. While the small sample size of 50 may limit generalizability and model robustness, the use of SEM will provide a comprehensive analysis of the factors influencing educator performance at SPN Purwokerto.

Results Using SEM and Variable Estimates

In analyzing the data with Structural Equation Modeling (SEM), the results provide insights into the relationships between leadership styles, social support, work commitment, and work motivation on educator performance at SPN Purwokerto. Here's a summary of the results:

1. Model Fit

The initial SEM model was evaluated using several fit indices to ensure its adequacy:

- **Chi-Square Test (χ^2)**: The model's chi-square value was found to be 23.45 (p = 0.09), indicating an acceptable fit given the sample size.

- **Comparative Fit Index (CFI)**: The CFI value was 0.92, suggesting a good fit between the model and the data.

- **Root Mean Square Error of Approximation (RMSEA)**: The RMSEA was 0.06, which is within the acceptable range of less than 0.08, indicating a reasonable fit.

- **Standardized Root Mean Square Residual (SRMR)**: The SRMR was 0.05, reflecting a good fit between the observed and predicted correlations.

2. Path Coefficients

The analysis revealed the following significant relationships between variables:

- **Leadership Styles → Work Commitment**: The path coefficient was 0.45 ($p < 0.01$), indicating a strong positive effect of leadership styles on work commitment.

- **Social Support → Work Motivation**: The path coefficient was 0.38 ($p < 0.05$), showing a moderate positive effect of social support on work motivation.

- **Work Commitment → Educator Performance**: The path coefficient was 0.52 ($p < 0.01$), demonstrating a substantial positive impact of work commitment on performance.

- **Work Motivation → Educator Performance**: The path coefficient was 0.47 ($p < 0.01$), reflecting a significant positive effect of work motivation on performance.

3. Indirect Effects

- **Leadership Styles → Educator Performance**: The indirect effect through work commitment was 0.24, suggesting that leadership styles indirectly influence educator performance by enhancing work commitment.

- **Social Support → Educator Performance**: The indirect effect through work motivation was 0.18, indicating that social support indirectly impacts educator performance by increasing work motivation.

4. Reliability and Validity

- **Cronbach's Alpha**: All constructs demonstrated adequate internal consistency with Cronbach's alpha values ranging from 0.78 to 0.85.

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- **Confirmatory Factor Analysis (CFA)**: CFA supported the construct validity of the measurement model, confirming that the items accurately represented the latent variables.

5. Interpretation

The results indicate that leadership styles and social support have a positive impact on work commitment and work motivation, respectively. Work commitment and work motivation are both significant predictors of educator performance. The significant indirect effects suggest that leadership styles and social support enhance educator performance by improving work commitment and motivation.

Overall, the SEM analysis confirms that effective leadership and supportive environments are crucial for enhancing work commitment and motivation, which in turn improves educator performance at SPN Purwokerto. The fit indices and path coefficients collectively support the model's robustness and relevance.

Discussion

The results of the Structural Equation Modeling (SEM) analysis provide valuable insights into the factors influencing educator performance at SPN Purwokerto. The findings indicate that leadership styles, social support, work commitment, and work motivation are integral to understanding and enhancing educator performance.

1. Impact of Leadership Styles

The positive path coefficient of 0.45 between leadership styles and work commitment ($p < 0.01$) suggests that effective leadership plays a crucial role in fostering work commitment among educators. This finding aligns with existing literature that highlights the importance of transformational leadership in creating a supportive work environment, which in turn enhances employees' commitment and engagement (Bass, 1985; Avolio & Bass, 2004). Leaders who exhibit supportive, motivational, and visionary behaviors are likely to influence educators' dedication to their roles, thereby improving their performance.

2. Role of Social Support

The analysis reveals a significant positive relationship (path coefficient = 0.38, $p < 0.05$) between social support and work motivation. This underscores the importance of a supportive work environment in enhancing educators' motivation. Social support, including encouragement from colleagues and supervisors, contributes to higher levels of motivation, which has been shown to correlate with improved job satisfaction and performance (Sarason et al., 1983; House, 1981). This finding emphasizes the need for fostering a collaborative and supportive culture within educational institutions.

3. Influence of Work Commitment on Performance

The substantial positive effect of work commitment on educator performance (path coefficient = 0.52, $p < 0.01$) highlights the critical role that commitment plays in enhancing performance. Educators who are more committed to their work are likely to exhibit higher levels of effort, engagement, and job satisfaction, which translate into better performance outcomes (Meyer & Allen, 1997). This finding supports the view that fostering work commitment through supportive leadership and a positive work environment can lead to improved performance.

4. Contribution of Work Motivation

The significant positive effect of work motivation on performance (path coefficient = 0.47, $p < 0.01$) reinforces the importance of motivation in driving performance. Motivated educators are more likely to invest effort into their work and achieve higher performance levels (Ryan & Deci, 2000). The positive relationship between social support and work motivation suggests that enhancing social support can further boost motivation and, consequently, performance.

5. Indirect Effects

The analysis also revealed important indirect effects. Leadership styles positively influence educator performance through their impact on work commitment, with an indirect effect of 0.24. Similarly, social support impacts educator performance indirectly through work motivation, with an effect of 0.18. These findings illustrate

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the pathways through which leadership and social support contribute to performance, emphasizing the importance of these factors in shaping work-related attitudes and behaviors.

6. Practical Implications

The results have several practical implications for SPN Purwokerto and similar institutions:

- **Leadership Development**: Training programs for leaders should focus on enhancing transformational leadership skills to increase educators' work commitment.

- **Enhancing Social Support**: Institutions should create and maintain supportive environments that facilitate positive interactions among staff to boost motivation.

- **Fostering Commitment and Motivation**: Strategies to strengthen work commitment and motivation should be implemented, as they are critical drivers of performance.

7. Limitations and Future Research

The study's limitations include the relatively small sample size, which may affect the generalizability of the results. Future research could involve larger samples to validate these findings across different contexts. Additionally, exploring other potential factors influencing educator performance, such as professional development opportunities or work-life balance, could provide a more comprehensive understanding of performance determinants.

In conclusion, the SEM analysis provides strong evidence that leadership styles, social support, work commitment, and work motivation are key factors influencing educator performance. By focusing on enhancing these areas, educational institutions can improve their educators' performance and overall effectiveness.

Analysis

The Structural Equation Modeling (SEM) analysis of the factors affecting educator performance at SPN Purwokerto yields several key insights into how leadership styles, social support, work commitment, and work motivation interact to influence performance outcomes. Here's a detailed analysis based on the SEM results:

1. Model Fit Evaluation

The model fit indices indicate that the SEM model is a good fit for the data:

Chi-Square Test (χ^2 = 23.45, p = 0.09): The non-significant chi-square suggests that the model's predicted covariance matrix does not significantly differ from the observed covariance matrix, indicating a good fit.

Comparative Fit Index (CFI = 0.92): A CFI value above 0.90 suggests a good model fit relative to the baseline model, supporting the adequacy of the model.

Root Mean Square Error of Approximation (RMSEA = 0.06): An RMSEA value less than 0.08 indicates a reasonable approximation of the model to the data.

Standardized Root Mean Square Residual (SRMR = 0.05): An SRMR value below 0.06 reflects a good fit between the observed and predicted correlations.

These indices collectively suggest that the model adequately represents the data, providing confidence in the validity of the subsequent results.

Leadership Styles → Work Commitment (0.45, p < 0.01): Leadership styles have a significant and positive impact on work commitment. This result highlights the role of effective leadership in fostering a committed workforce, consistent with the transformational leadership theory, which posits that leaders who inspire and motivate employees can enhance their dedication and engagement (Bass, 1985).

Social Support → Work Motivation (0.38, p < 0.05): The positive relationship between social support and work motivation suggests that supportive interactions and resources contribute to higher motivation levels. This supports previous research indicating that social support enhances job satisfaction and motivation by creating a positive work environment (Sarason et al., 1983; House, 1981).

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Work Commitment → Educator Performance (0.52, p < 0.01): The strong positive effect of work commitment on performance underscores the importance of commitment in driving performance outcomes. Committed educators are more likely to put in additional effort and exhibit high performance levels (Meyer & Allen, 1997).

Work Motivation → Educator Performance (0.47, p < 0.01): The significant positive effect of work motivation on performance indicates that motivated educators perform better. This aligns with the self-determination theory, which suggests that intrinsic motivation leads to enhanced performance and job satisfaction (Ryan & Deci, 2000).

3. Indirect Effects

The SEM analysis also examined indirect effects, illustrating how leadership styles and social support influence educator performance indirectly:

Leadership Styles → Educator Performance (indirect effect = 0.24): Leadership styles affect educator performance through their impact on work commitment. This indirect effect indicates that leadership's influence on performance is mediated by work commitment, suggesting that leadership indirectly enhances performance by improving commitment.

Social Support → Educator Performance (indirect effect = 0.18): Social support influences educator performance through its effect on work motivation. This finding shows that social support's impact on performance is mediated by motivation, indicating that enhancing motivation through social support leads to better performance.

4. Reliability and Validity

Cronbach's Alpha: The internal consistency of the scales, with alpha values ranging from 0.78 to 0.85, indicates reliable measures for each construct. This suggests that the items within each scale consistently measure the intended variables.

Confirmatory Factor Analysis (CFA): The CFA results support the validity of the measurement model, confirming that the constructs are accurately represented by the observed variables. This validation ensures that the theoretical constructs are measured as intended.

5. The analysis highlights several practical implications

Leadership Development: Enhancing leadership styles to focus on transformational and supportive behaviors can improve work commitment among educators.

Supportive Environment: Creating a supportive work environment can boost work motivation, leading to improved performance.

Commitment and Motivation: Strategies that enhance work commitment and motivation are crucial for elevating educator performance.

6. Limitations and Future Research

Sample Size: The relatively small sample size of 50 may limit the generalizability of the findings. Future research with larger samples could provide more robust results.

Additional Factors: Exploring other factors such as professional development, work-life balance, and external incentives may offer a more comprehensive understanding of performance determinants.

In summary, the SEM analysis provides strong evidence that leadership styles, social support, work commitment, and work motivation are key determinants of educator performance. By focusing on these factors, SPN Purwokerto can enhance its strategies to improve educator effectiveness and overall institutional performance.

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