

**BUKTI KORESPONDENSI ARTIKEL PADA JURNAL INTERNASIONAL
BEREUTASI DAN BERFAKTOR DAMPAK**

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Bersama surat ini, saya bermaksud menyertakan bukti korespondensi artikel pada Jurnal Internasional Bereputasi dan Berfaktor Dampak dengan judul: *“Aspects Affecting Learning Management Policy Acceptance for Teachers in Vocational Higher Schools: A Structural Equation Modelling Approach”* yang dimuat pada International Journal of Innovation and Learning (IJIL), ISSN online 1741-8089, ISSN print 1471-8197.

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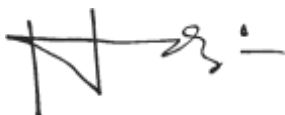
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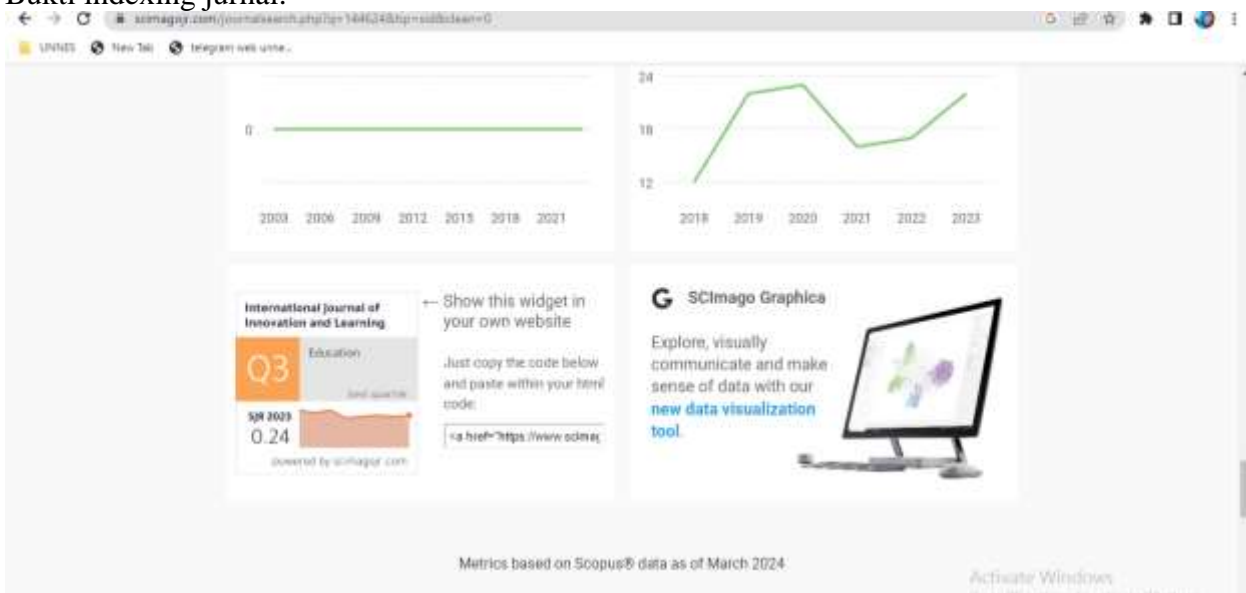


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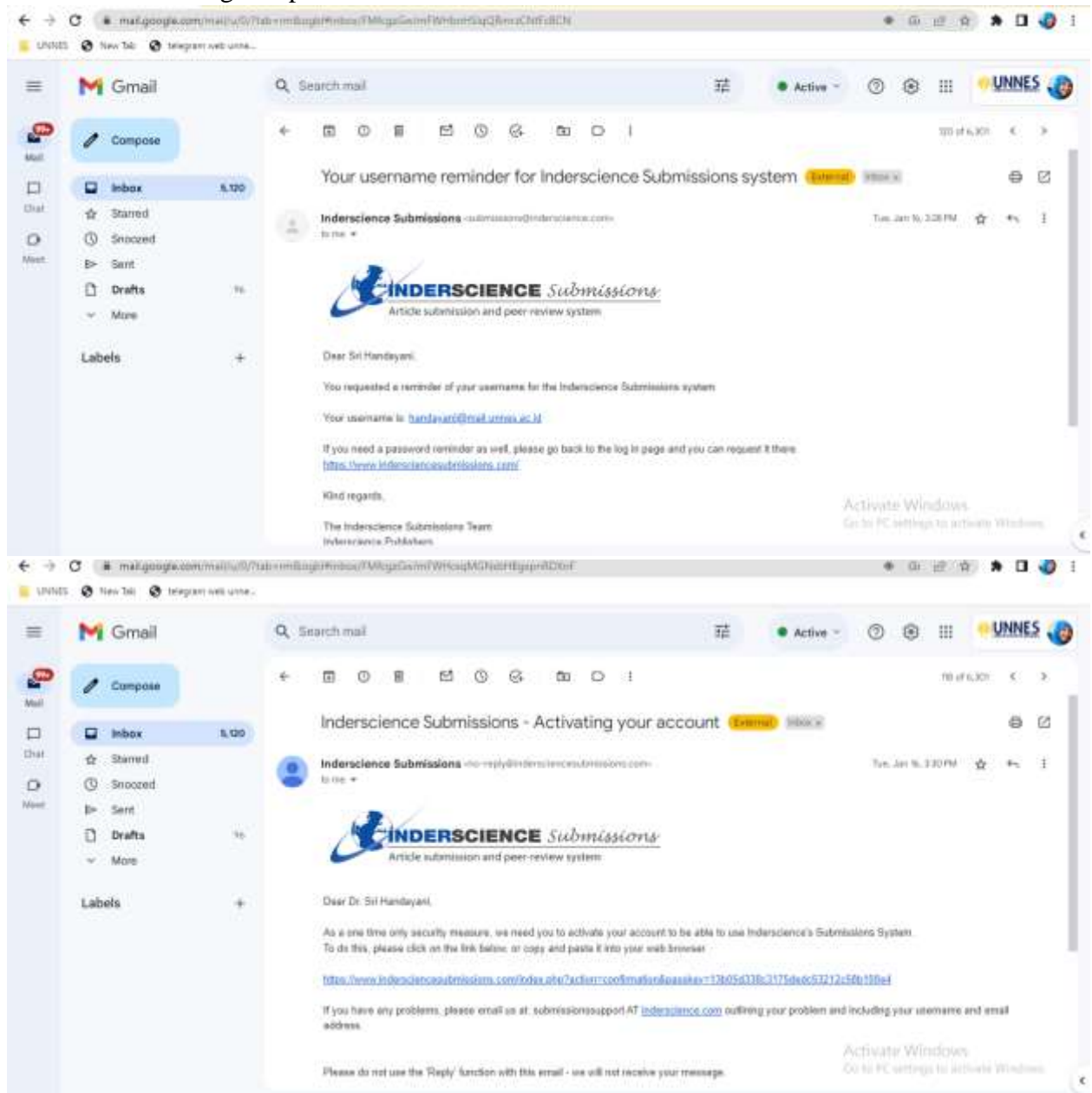
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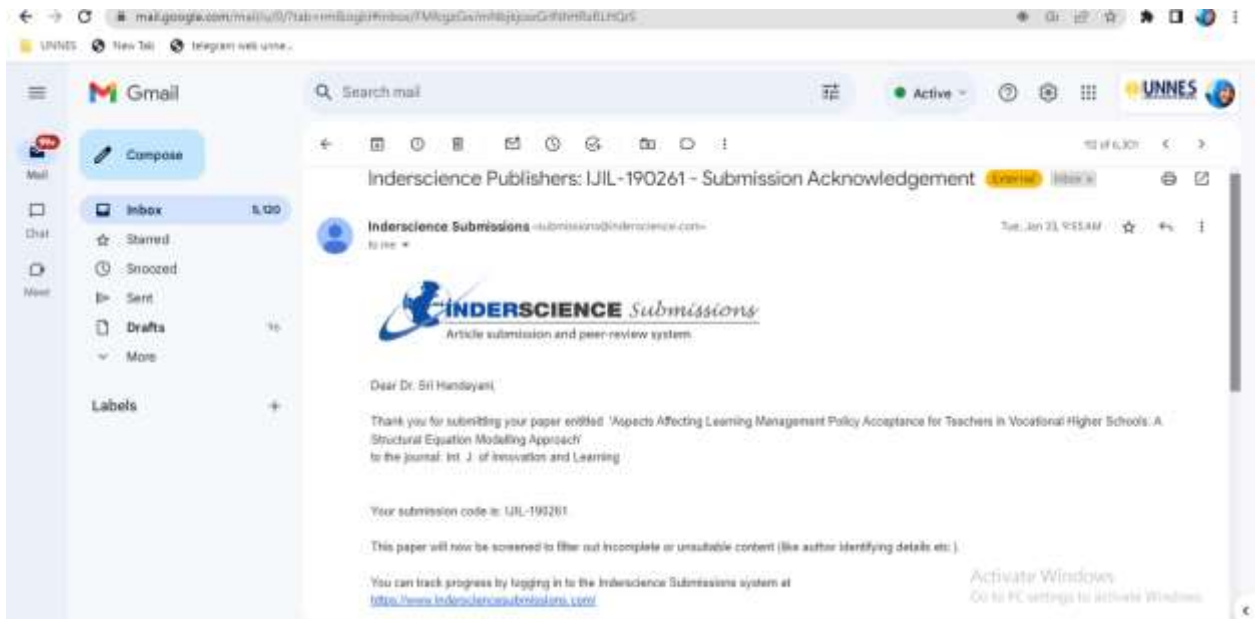


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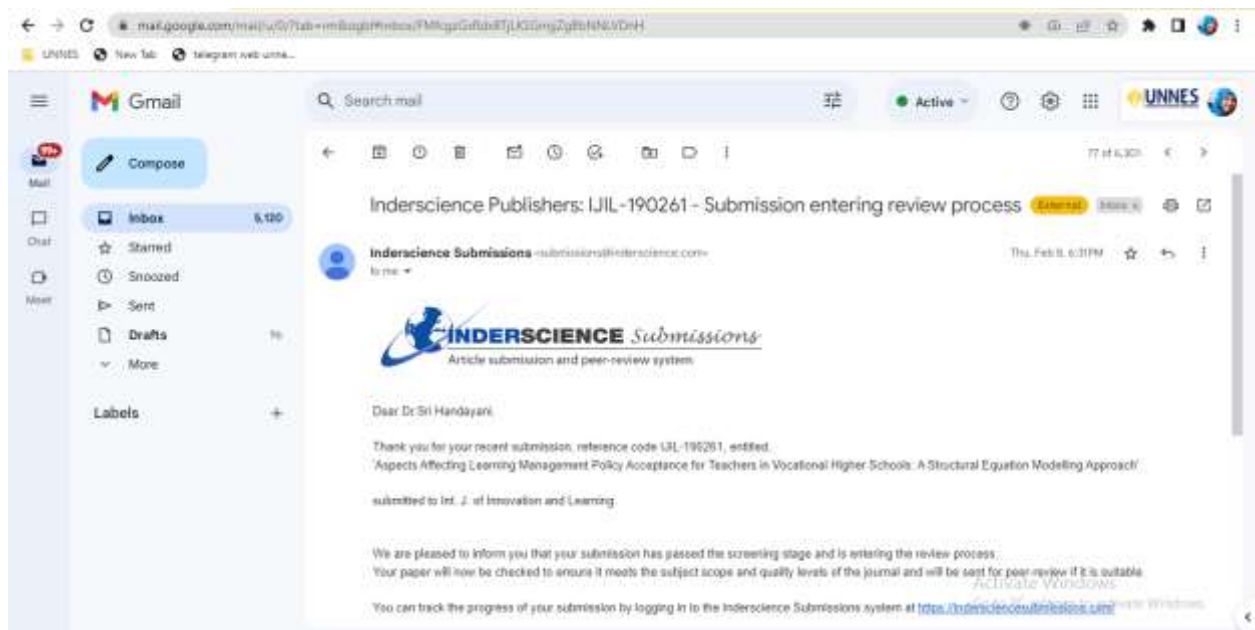
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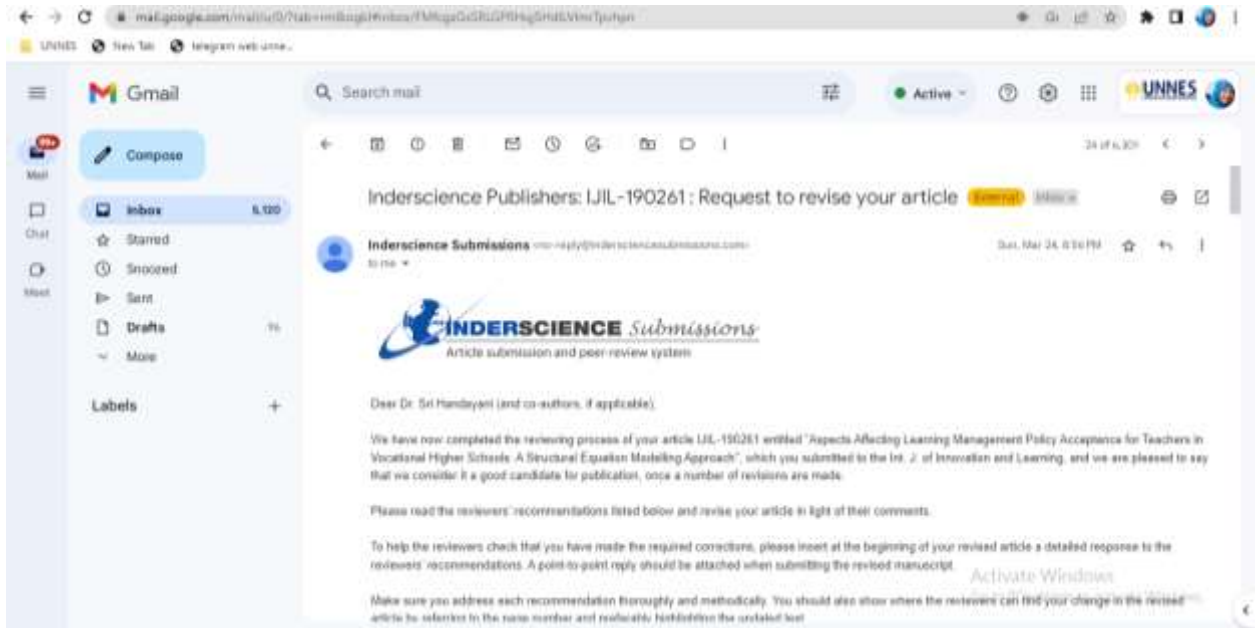
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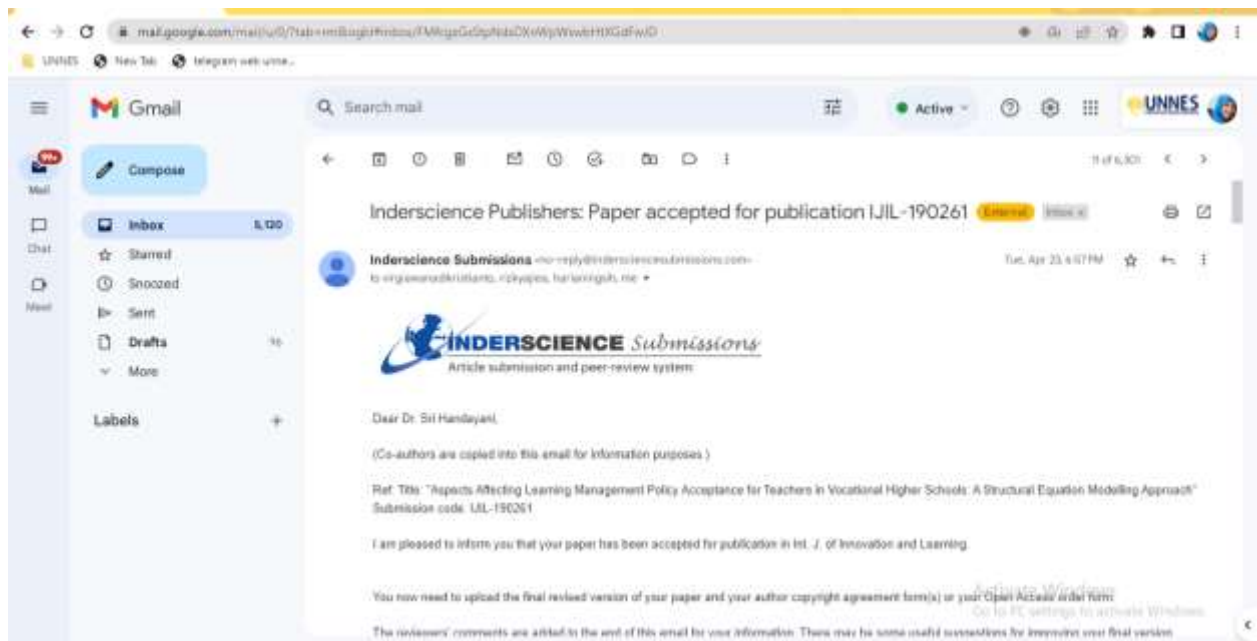
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Aspects Affecting Learning Management Policy Acceptance for Teachers in Vocational Higher Schools: A Structural Equation Modelling Approach

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Abstract: The background of this research relates to the performance of teachers in engineering and technology vocational schools. About the main tasks carried out by a teacher, it is certainly not an exaggeration to say that the barometer of the quality of Indonesian vocational education is determined by the level of competence of a teacher. This study aims to identify and analyze the factors influencing vocational education, especially in engineering and technology. This study examines the factors that influence the management of learning by vocational school teachers in technology and engineering. The evaluation includes five key variables, namely work motivation, work ethic, teacher performance, management innovation, and learning management. The following section examines the methodology used to assess the variables and describes the sampling and data collection approach. The sampling technique used simple random sampling and the research respondents were 30 teachers in 3 vocational schools in Semarang, Indonesia. A combination of factor analysis and regression analysis was used to analyze the data using second order PLS-SEM analysis. The measurement model entails the assessment of two key aspects: convergent validity and discriminant validity. The results show that work motivation gives 63.9% and work ethics 28.2% a positive effect on teacher performance. So that all H_a hypotheses are accepted, which shows that there is a positive and significant influence of work motivation and work ethic on teacher performance. The subsequent predictive relevance (Q^2) assessment revealed that the research model attained a Q^2 score of 0.446, surpassing zero. This outcome underscores the model's high predictive relevance. In aggregate, our exogenous variables collectively account for 69.8% of the variance observed in the context of learning management found in Vocational Higher Schools in the field of technology and engineering, and this portion of variance is indeed considerable. Schools are expected to provide encouragement for work motivation and review the learning process from planning to implementation in the field so that they can improve teacher performance readiness.

Keywords: *learning management system, management innovation, teacher performance, work ethic, work motivation*

1 Introduction

2 The current era of modernization and
3 globalization demands a response to the growing
4 competitiveness of various competitions (Taranov &
5 Taranov, 2021). It is essential to equip each field with
6 top-notch human resources. Among the crucial sectors
7 requiring the utmost focus and priority is formal
8 education provided by schools (Morris & Rohs, 2023).
9 These institutions play a vital role in cultivating high-
10 calibre human resources and achieving educational
11 objectives for the betterment of the nation's well-
12 being (Drigas, Mitsea, & Skianis, 2023; Gimbert, Miller,
13 Herman, Breedlove, & Molina, 2023; Zebua & Chakim,
14 2023).

15 The role of the teaching profession is pivotal
16 within the education process, serving as a crucial
17 endeavour to nurture the nation's development and
18 cultivate exceptional human resources (Zimmerman,
19 Greenberg, & Weinstein, 2023). Effective
20 communication and interaction between teachers and
21 students undoubtedly yield high-calibre educational
22 outcomes. This success not only contributes to
23 eliminating ignorance and underdevelopment but also
24 serves as a yardstick for measuring the nation's
25 advancement (Darling-Hammond, 2021).

26 This significant responsibility necessitates a
27 teacher to exhibit professionalism. Furthermore,
28 teachers must possess the adaptability to confront the
29 diverse array of challenges that will arise in the future
30 due to the impact of advancements in science and
31 information technology (Alam, 2022). Teachers who
32 comprehend their roles and responsibilities as
33 teachers and mentors remain driven to continually
34 evolve and progress as experts in their field
35 (Kusumaningrum et al., 2018). Nevertheless, the
36 capacity to independently advance into professionals
37 isn't universal among all teachers. As a result, teachers
38 require assistance and guidance, which underscores

39 the necessity for initiatives aimed at enhancing teacher
40 professionalism (Philipsen et al., 2019).

Hence, there arises a necessity for a dedicated
governmental or related institutional effort to foster
and advance the teaching profession, coupled with the
individual teacher's commitment to attaining
professional excellence (Lasmanawati et al., 2021). It is
needed to enhance the capabilities deemed superior in
teachers, encompassing creative thinking,
productivity, sound decision-making, problem-solving,
adaptability in learning, collaboration, and self-
management (Cidral et al., 2018). In addition, teachers
must possess the ability to facilitate independent
learning among their students through the execution
of effective learning processes. This implies that each
teacher should be equipped with proficient learning
management skills.

Online learning technologies, one product of
management innovation to improve the quality of the
learning aspect, designed for generating, overseeing,
and dispensing course materials are termed Learning
Management Systems (LMSs) (Sabharwal et al., 2018;
Turnbull et al., 2020). Within the prevalent digital
landscape of today, LMSs assume a crucial function in
enriching and streamlining the teaching and learning
process (Turnbull et al., 2021). These systems not only
facilitate the distribution of instructions and digital
resources to enhance collaborative student learning
but also empower teachers to concentrate on crafting
purposeful pedagogical engagements (Zimmerman et
al., 2023).

Studies focusing on the utilization of the LMS
have been massively adopted. Raza and colleagues
conducted a study to examine how social isolation
impacts students' behavioural intention toward the
use of a learning management system, considering the
moderating influence of fear related to the
Coronavirus (Raza et al., 2021). Aldiab and

77 collaborators conducted a comprehensive review of
78 various features present in commercially accessible
79 and extensively utilized modern LMS systems
80 accompanied by a comparative assessment (Aldiab et
81 al., 2019). Juhanak et al delved into the exploration of
82 students' interactions and behaviours in diverse forms
83 of online quiz-based activities conducted within an
84 LMS (Juhaňák et al., 2019). 128

85 Functioning as a pivotal instrument that
86 facilitates the implementation of learning
87 management strategies, the LMS stands out as a
88 innovative notably advantageous resource for
89 teachers. It serves as a robust means through which
90 teachers can seamlessly guide the learning process and
91 cultivate interactive engagement with their students.
92 However, amidst these benefits, it is crucial to
93 underscore that successful attainment outcomes rely
94 on the commitment of teachers as an internal factor in
95 observing fundamental requisites. This commitment is
96 paramount in ensuring that the utilization of learning
97 management tools is executed in a manner that
98 harmonizes with the projected objectives and
99 expected results. 143

100 In general, the challenges faced by vocational
101 higher education: 1. Link and Match with industry has
102 not occurred as a whole: a. Industry involvement in
103 vocational implementation is still very limited.
104 Accreditation of vocational institutions does not
105 involve industry; b. Unemployment of Vocational
106 graduates is 16.41% of total unemployment; c.
107 Industrial interest in collaboration with vocations is
108 limited. Tax incentives (PP. 45/2019) need to be
109 supplemented with meaningful engagement
110 incentives. 2. Facilities and Infrastructure a. Practice
111 support facilities are not optimal; b. There is a need for
112 additional industrial practice places for students in
113 several areas. 3. There are not enough lecturers in
114 vocational institutions: Many Polytechnic lecturers
115 have academic backgrounds (70%) 4. The demographic
116 bonus is characterized by the number of people of
117 productive age being greater than the number of
118 people of non-productive age. These conditions need
119 to be utilized optimally to improve the quality of
120 human resources, competitiveness and people's 162

welfare. 5. Industrial revolution 4.0 which resulted in
changes in the economy, jobs and even society. Trends
in automation and data exchange in manufacturing
technologies, including cyber-physical systems,
Internet of Things (IoT), cloud computing and cognitive
computing. The government needs to respond to this
through courses and training programs that can touch
every corner of people's lives.

The contribution of this research is to
strengthen the revitalization of vocational education.
All educational institutions are required to have
cooperation and partnerships with the industrial
world, initially by building industry trust in vocational
education; 2. Improving the quality and quality of
human resources in vocational education, including
lecturers/instructors based on industry needs; 3.
Develop curriculum, facilities and infrastructure,
learning patterns based on industry needs; 4.
Developing content for competency tests as well as
apprenticeships and placement of graduates in
collaboration with industry; 5. Changing people's
mindset that vocational education is more interesting
because it is applicable, one of which is by
implementing polytechnics as applied universities.

Conceptual Development

Work Motivation

Organizational leaders always hope that their
employees can carry out the tasks given efficiently and
by expectations. When these tasks do not go smoothly,
it is necessary to understand why. Is this problem
caused by limited individual abilities in completing
tasks or a lack of support or encouragement from
superiors to their subordinates? Etymologically,
"motivation" comes from the word "motive."
Gerungan (2012: 140) explains that "motive" is a
concept that includes all factors, reasons, or impulses
in humans that encourage them to act. Kartono (2010:
135) defines work motivation as "not only related to
financial needs, but also involves rewards from the
environment, personal achievement, and social status
which are abstract social rewards." Mangkunegara

(2013:94) describes work motivation as "a condition that influences, directs, and maintains behaviours related to the work environment." In other words, work motivation is a factor that motivates individuals to perform specific actions in the context of work. In this context, it is essential to remember that a lack of work motivation can result in individuals only giving minimal effort at work. Work motivation is a crucial element in understanding individual performance in organizations because work motivation includes providing encouragement, creating motives, and influences that trigger specific actions. According to Smith (2009), the term "motivation" has various meanings such as desire, hope, goals, objectives, needs, encouragement, motivation, and incentives. The origin of the word "motivation" comes from the Latin "movere," which means "to move." In a comprehensive definition, motivation is a process involving physical and psychological deficiencies that encourage individuals to perform behaviours or drive them aimed at achieving goals or incentives. According to ARUM (2022), several indicators of work motivation can be recognized: Physiological Needs include basic needs such as food, drink, shelter and other aspects that support one's physical survival. Safety Need: Individuals need to feel safe in their work environment. This includes aspects of physical security as well as job stability. Socialization Need: Good social relations and the quality of interaction with colleagues and superiors are also essential factors in work motivation. Need for Reward: Rewards in recognition, financial rewards, or other rewards can increase individual work motivation. Self-Actualization Need: Developing personal potential, achieving personal goals, and being successful in a career is also an important motivating factor. By understanding and meeting these needs, organizations can create a more motivating and productive work environment for employees.

202 **Work Ethic**

203 Work ethic has a vital role in improving teacher 248
 204 performance. A positive work ethic is the key to 249
 205 carrying out tasks effectively and producing satisfying 250
 206 results. McShane and Von Glinow (2008) say that 251
 207 ethics is related to moral principles or values 252

determining whether an action is right or wrong. Lawton (2013) defines ethics as principles that provide a framework for making morally based decisions and guide individuals in their actions. In other words, ethics provides guidelines for directing one's behaviour according to a set of moral principles. Individuals with a high or positive work ethic, as described by Porter (2004), usually exhibit the following characteristics: punctuality, pride in their work, ability to work independently, responsibility, willingness to take initiative, and ability to complete tasks. Task carefully. Meanwhile, according to Miller, Woehr, and Hudspeth (in Meriac, Poling, and Woehr, 2009), individuals with a strong work ethic will show traits such as a focus on work, self-confidence, hard work, efficient time management, integrity, morale, the ability to delay self-gratification and avoid wasting time. Previous research, such as by Wahyudi et al. (2013), has shown that work ethic significantly affects performance. This underscores the importance of establishing and encouraging a positive work ethic among teachers, as this can improve their performance and, overall, increase the effectiveness of education in the school setting.

232 **Teacher Performances**

233 Performance, or in English known as "performance," is 234
 the leading indicator of success for an organization and 235
 the individuals who work in it. Performance is one of 236
 the essential keys that must run effectively so that the 237
 organization as a whole can achieve its goals. Performance 238
 is a result that can be measured by achieving specific 239
 goals. Good performance results are usually a consequence 240
 of good behaviour. This includes prudent and effective 241
 conduct appropriate to the required skills and competencies. 242
 Pratami, Harapan, and Arafat (2018) have emphasized the 243
 importance of the link between good behaviour and 244
 good performance results. Walang and Ahmad (2019) 245
 describe that performance systems usually cover two 246
 main aspects, namely behaviour (what employees do) 247
 and results (results of that behaviour). However, it is 248
 essential to remember that the performance 249
 dimension includes the results of the behaviour and 250
 the behaviour itself. In other words, how a person acts, 251
 works, and behaves in a work context is very important 252

253 in determining the final performance results
 254 Therefore, promoting appropriate and effective
 255 behaviour is essential to achieve optimal
 256 organisational performance. Performance is a critical
 257 element that must function effectively to achieve
 258 overall organizational success. In Armstrong's view
 259 performance results from achieving various goals and
 260 the processes that enable the achievement of these
 261 goals. It covers various performance dimensions,
 262 including performance related to work processes and
 263 outcomes. Armstrong (2006) states that performance
 264 involves behaviour and results. Performance reflects
 265 the behaviour of individuals involved in work and
 266 changes the concept of performance from something
 267 abstract to real action. Apart from being an instrument
 268 for measuring results, behaviour in performance is also
 269 an actual result, which is the product of mental and
 270 physical effort applied to tasks and can be assessed
 271 separately from the final result.

272 Colquitt views performance as a set of behaviours
 273 values generated by employees, both positive and
 274 negative, that contribute to the achievement of
 275 organizational goals. Colquitt's view emphasizes that
 276 performance includes behaviour within the
 277 employee's control but only in the context of
 278 behaviour relevant to job achievement. In this
 279 definition, the performance focuses on employee
 280 behaviour in the context of the core job duties and
 281 responsibilities. Overall, performance results from the
 282 interaction between employee behaviour and
 283 organizational goals. This includes how individuals
 284 work, whether in terms of the tasks performed or the
 285 behaviours that affect the productivity and
 286 effectiveness of the organization. The definition of
 287 performance, according to Colquitt, indeed focuses on
 288 performance behavior related to the core duties and
 289 responsibilities of the job. This includes behaviour that
 290 can be positive or negative, and all impact achieving
 291 organizational goals. The definition of performance
 292 proposed by Colquitt emphasizes that performance
 293 primarily includes behaviour relevant to work
 294 performance that is within the employee's control. In
 295 other words, in Colquitt's view, performance is how
 296 healthy individuals carry out their core job duties and
 297 responsibilities and how their behaviour contributes to

achieving organizational goals. This definition allows
 organizations to assess and measure the extent to
 which employees fulfil their duties and the extent to
 which their behaviour supports organizational success.
 Teacher performance results from the teacher's work
 in carrying out their duties based on abilities, skills, and
 experience and in accordance with predetermined
 competencies and work criteria.

Classroom observation is often used as a general way
 to assess teacher performance (Moradi, Sepehrifar, &
 Khadiv, 2014). In the evaluation process, students are
 often the primary assessors of teacher performance
 (Ardiana, 2017). Some indicators used to measure
 teacher performance include: Ability to Develop
 Lesson Plans (RPP): This includes the extent to which
 teachers can plan and organize learning materials
 according to the curriculum and student needs. Ability
 to Implement Learning: The teacher can convey
 subject matter, facilitate discussion, and implement
 appropriate learning strategies. Skills in Interpersonal
 Relations: Teachers must interact well with students,
 colleagues, and parents. This ability includes effective
 communication and the ability to build positive
 relationships. Ability to Assess Learning Outcomes:
 Teachers must objectively assess students'
 understanding and progress. This includes skills in
 designing tests and evaluation assignments. Ability to
 Implement Enrichment Programs: Teachers must also
 identify the needs of more capable students and
 implement enrichment programs for them. These
 indicators are an integral part of teacher performance
 assessment, and the results are used to understand the
 extent to which teachers are successful in teaching and
 supporting student growth and development.

Management Innovation

Management innovation's essence lies not in creating
 innovative solutions per se but in establishing an
 environment that nurtures creativity—a space
 wherein solutions can be envisioned, nurtured, and
 implemented. As pointed out by Goyal and Pitt in 2007,
 the emphasis is not solely on generating novel answers
 but on cultivating an atmosphere that encourages the
 birth and evolution of solutions from inception to
 execution. This perspective highlights the significance

342 of fostering an organizational culture that supports
 343 and empowers the entire innovation lifecycle, from
 344 idea generation to practical implementation.
 345 According to Scarbrough and Swan (2001), the
 346 emergence and expansion of knowledge management
 347 constitute a managerial reaction to the tangible
 348 patterns linked with globalization and the era following
 349 industrialization. These patterns encompass the
 350 proliferation of knowledge-based job roles and the
 351 technological progress of information and
 352 communication technology (ICT).

353 The strategic implementation of learning technology
 354 has a dual impact, influencing the organizational milieu
 355 and production technology. This, in turn, shapes the
 356 creative procedures and the accumulation of
 357 organizational knowledge, thus impacting the
 358 competitive edge of the entity (Ahmad and Schroeder,
 359 2011). A pivotal driver fueling the swift evolution of
 360 organizations, including educational establishments, is
 361 the effective implementation of collaborative
 362 teamwork methodologies (Anderson and West, 1998).
 363 In contemporary settings, the strategic integration of
 364 learning technology holds the power to transform the
 365 very fabric of an organization. It has a twofold effect
 366 not only does it reshape the immediate organizational
 367 context, but it also exerts influence on the technology
 368 employed for production. This interplay extends its
 369 reach to impact the intricate creative processes that
 370 underlie the generation of novel ideas and the
 371 accumulation of essential organizational knowledge.
 372 Ultimately, this synthesis of technology and strategy
 373 becomes a determinative factor in shaping the
 374 organization's competitiveness within the broader
 375 landscape.

376 Within educational institutions and businesses alike,
 377 the impetus for rapid advancement is inherently tied
 378 to the efficient orchestration of collaborative efforts.
 379 In a landmark study, Anderson and West (1998)
 380 underscored the pivotal role of cohesive teamwork in
 381 propelling organizations forward. This bears testimony
 382 that the real catalyst for growth is not merely the
 383 application of advanced technologies or sophisticated
 384 strategies in isolation but rather the harmonious
 385 convergence of both elements to foster an

environment conducive to innovation and
 development.

Learning Management

The use of technology in learning, primarily through
 the Learning Management System (LMS) and E-
 learning, is essential in this digital era. LMS is a system
 that facilitates online learning management, while E-
 learning is a learning approach that utilizes computer
 technology and other devices. This includes using
 information technology to create learning experiences
 in virtual environments. In this context, E-learning can
 be defined as using internet and web technologies to
 support the learning process. The main principle of E-
 learning is its ability to be connected to a network,
 making it easier to update, store, distribute, and share
 instructions and information instantly. This makes
 learning flexibly accessible to students, regardless of
 location and time. The use of LMS and E-learning has
 brought significant changes in the way education and
 learning are carried out. They provide students and
 students with broader access to educational resources,
 interact with learning materials, and communicate
 with instructors and fellow students online. It also
 provides moments in study time, allowing individuals
 to study according to their schedule.

This study assesses factors influencing learning
 management by teachers in Vocational Higher Schools
 in the field of technology and engineering. The
 evaluation encompasses five key variables: work
 motivation, work ethic, teacher performances,
 management innovation, and learning management.
 The subsequent section elucidates the methodology
 employed for assessing the variables and outlines the
 sampling and data collection approaches utilized.
 Following that, this study delves into the techniques
 used for data analysis and the resulting findings. In last,
 the conclusion by highlighting the implications derived
 from the findings and proposes future research
 directions.

426 **2 Material and Method** 470

427 This section outlines the approach undertaken 471
 428 to execute the present study. The chosen methodology 472
 429 involved the utilization of a survey research design, 473
 430 aimed at comprehensively exploring the research
 431 objectives. The segment provides a comprehensive 474
 432 breakdown of the questionnaire design and the data
 433 collection process conducted. Furthermore, it delves 475
 434 into the finer details of how the constructs under 476
 435 scrutiny were meticulously measured to ensure a 477
 436 robust evaluation of the research variables. 478

437

438 *Questionnaire Design* 481

439 A set of questionnaires was meticulously 482
 440 devised to serve as a robust tool for gauging both 483
 441 the understanding of conceptual definitions and 484
 442 their practical application. Survey data collection 485
 443 was carried out through questionnaires. Respondents 486
 444 filled out questionnaires with 10 statement items for 487
 445 work motivation (Andrianto, Komardi, & Priyono 488
 446 2023; Febriani, Ahyani, & Fitriani, 2023; Nugroho 489
 447 Tannady, Fuadi, Aina, & Anggreni, 2023), 10 490
 448 statement items work ethic (Kamaruddin 491
 449 Tannady, Al Haddar, Sembiring, & Qurtubi, 2023 492
 450 Risadiana, Agung, & Yudana, 2023), 10 statement 493
 451 items for teacher performances (Kamaruddin et al. 494
 452 2023), 10 statement items for management 495
 453 innovation (Karatepe, Dahleez, Jaffal, & 496
 454 Aboramadan, 2023), 10 statement items for 497
 455 learning management (Riza, Piantari, Junaeti, & 498
 456 Permana, 2023). 499

457 These questionnaires incorporated a 5-point 501
 458 measurement scale, encompassing a range from 502
 459 "Strongly Disagree" (1) to "Strongly Agree" (5), 503
 460 following the methodology outlined by Likert in 1972. 504
 461 The variables were measured using a scale of 1 to 5, 505
 462 which explains whether the respondent agrees or not
 463 with certain statements. Score 1, the respondent 506
 464 strongly disagrees with a certain statement; score 2 507
 465 the respondent does not agree with a certain 508
 466 statement; score 3, the respondent is neutral with 509
 467 certain statements; score 4, the respondent agrees 510
 468 with a certain statement; and a score of 5, the 511
 469 respondent strongly agrees with a certain statement 512

A five-point Likert scale was used because this
 questionnaire was able to accommodate respondents'
 answers that were neutral or unsure.

Reability and Validity

To ensure the calibre and relevance of the
 content, various tools inherent to the research process
 were judiciously utilized. The assurance of both
 content validity and reliability rested on the evaluation
 of five experts, each a specialist in their respective
 fields. This panel of experts meticulously reviewed the
 content to ascertain its alignment with the research's
 objectives and scope. Reliability refers to the
 consistency or stability of a measurement over time or
 between different raters. A measurement instrument
 is considered reliable if it consistently provides the
 same results when used repeatedly to measure the
 same thing. In other words, a reliable instrument is an
 instrument that provides consistent results, regardless
 of who gives it, when it is given, and under what
 conditions it is given. Validity refers to the extent to
 which a measurement instrument measures what it is
 supposed to measure. A measurement instrument is
 considered valid if it accurately measures the concept
 or construct it wants to measure. In other words, a
 valid instrument is one that measures what it claims to
 measure and produces results that are meaningful and
 relevant to the research question. Reability refers to
 the consistency of measurement, while validity refers
 to the accuracy or correctness of the measurement.
 Although reliability is important to ensure the
 consistency and stability of results, validity is essential
 to ensure that the results obtained from a
 measurement instrument are meaningful and relevant
 to the research question.

The Data Collection Procedure

Research data collection was carried out
 through questionnaires which were distributed via
 Google Form to respondents. The respondents were
 teachers at vocational schools that had building
 engineering education programs. The purpose of this
 study centred on discerning the factors influencing

513 learning management by teachers in Vocational High Schools for the technology and engineering field. To ascertain an appropriate sample size for this study, the G*power analysis method, a well-regarded approach in the structural equation modelling realm, was applied (Kaya, Düzgün, & Boz, 2023). Since the model featured two predictors, this study aimed for a medium effect size and a power level of 0.8. As a result, a minimum sample of 32 was deemed necessary. However, the sample size was increased to 385 due to the diversity inherent in the population, as suggested by (Hair et al., 2019). By expanding the sample size, this study aimed to better accommodate the heterogeneous nature of teachers as participants. This larger sample would consequently enhance the statistical robustness of the findings. Specifically, with a sample size of 385, it would achieve a power exceeding 0.9. This strategic decision ensures that this

study is equipped with ample statistical strength and confidently generates substantial and reliable insights from the data analysis carried out.

Construct Measurement

This study has constructs comprising two independent variables, work motivation and work ethic. Teacher performances variable will have double functions as dependent variables for testing H1 and H2. Then, it will serially mediate together with management innovation to prove H5 and H6 with learning management as a dependent variable. In addition, learning management has the same role to check H3 and H4. Figure 1 shows the hypothesis paths of this study.

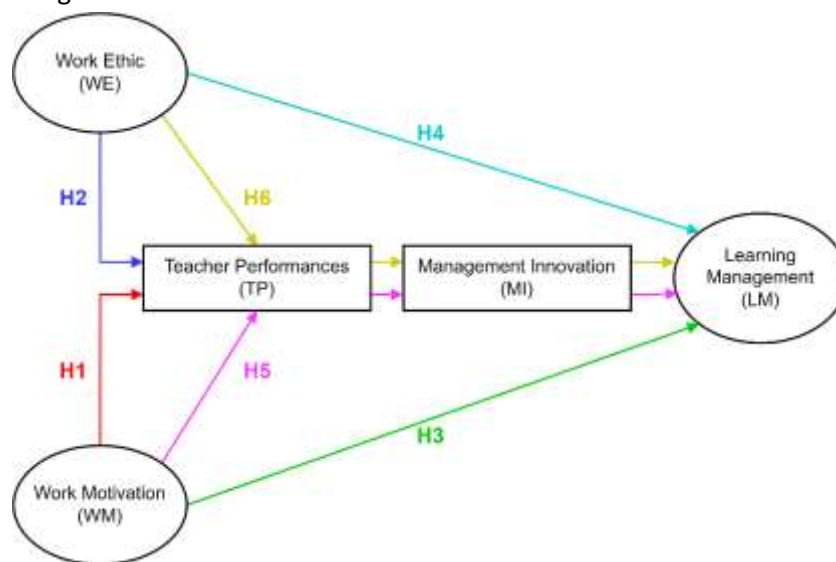


Figure 1. The hypothesis paths of the factors influencing learning management

All the indicators used in the analysis were of a reflective nature. Additionally, it's noteworthy that every single item incorporated in the analysis was drawn and adapted from established and previously conducted research studies.

- Work motivation were adapted from the work of the study of (Andrianto, Komardi, & Priyono, 2023; Febriani, Ahyani, & Fitriani, 2023; Nugroho, Tannady, Fuadi, Aina, & Anggreni, 2023)
- Work ethic were adapted from the work of the study of (Kamaruddin, Tannady, Al Haddar, Sembiring, & Qurtubi, 2023; Risadiana, Agung, & Yudana, 2023)
- Teacher performances were adapted from the work of the study of (Kamaruddin et al., 2023)
- Management innovation were adapted from the work of the study of (Karatepe, Dahleez, Jaffal, & Aboramadan, 2023)

- Learning management were adapted from the work of the study of (Riza, Piantari, Junaeti, & Permana, 2023)

The type of research used was quantitative research with sampling using random sampling techniques and a sample of 30 teachers from 3 vocational education institutions in Semarang was obtained. The list of schools and the number of respondents are Vocational Higher School (SMK) 7 Semarang, (10), SMK 4 Semarang (10) and SMK 1 Semarang (10). In order to ensure that the items were devoid of ambiguity and accurately captured the intended constructs, a preliminary pilot study involving 30 participants was carried out prior to the primary data collection phase. This step was taken to refine the measurement instruments and to align them more precisely with the research objectives. Also, the expertise of specialists in the field was enlisted to validate the items for their relevance and suitability. Drawing from the insights gained from both the pilot study findings and the input provided by these experts, certain items underwent revisions to improve their clarity and overall effectiveness in capturing the intended nuances of the constructs under investigation.

3 Result and Discussion

Partial Least Squares (PLS) which allows latent variable modeling in SEM analysis. Using PLS provides higher flexibility compared to other SEM methods. One of the advantages of PLS is its ability to moderate. Moderation is an important concept in this research because it refers to the influence of an independent

variable on the relationship between the explanatory variable (independent) and the dependent variable (dependent). PLS can explore moderation relationships more effectively. PLS also has advantages in processing data that does not have a normal distribution. This allows data analysis that is more accurate and relevant to real conditions in research. PLS analyzes data realistically and is closer to the actual situation.

To conduct an analysis of the research model, this study employed structural equation modeling (SEM) techniques (Hair Jr & Sarstedt, 2019). Specifically, the analysis was executed utilizing the Partial Least Squares (PLS) method via SmartPLS 3.2.9 software. To scrutinize the pathways within the model, a bootstrap resampling technique was implemented, involving 5000 resampled instances. There are three distinct rationales driving the utilization of PLS in this study. Firstly, the distribution of the samples deviated from the normal distribution, a characteristic that can be effectively accommodated by PLS as previously highlighted (Lubis, Zarlis, & Aulia, 2023). Secondly, PLS is renowned for its ability to handle smaller sample sizes, a particularly advantageous trait as emphasized by (Hair Jr & Sarstedt, 2019). Lastly, the nature of PLS makes it particularly well-suited for exploratory investigations such as the present study, aligning with the insights presented by (Chatterjee, Bhattacharjee, Tsai, & Agrawal, 2021). The research adhered to the recommended two-stage approach suggested by (Hair et al., 2019). This involved a sequential estimation of both the measurement model and the structural model, ensuring a comprehensive examination of the variables and their interrelations. The structural model of this study is shown in Figure 2.

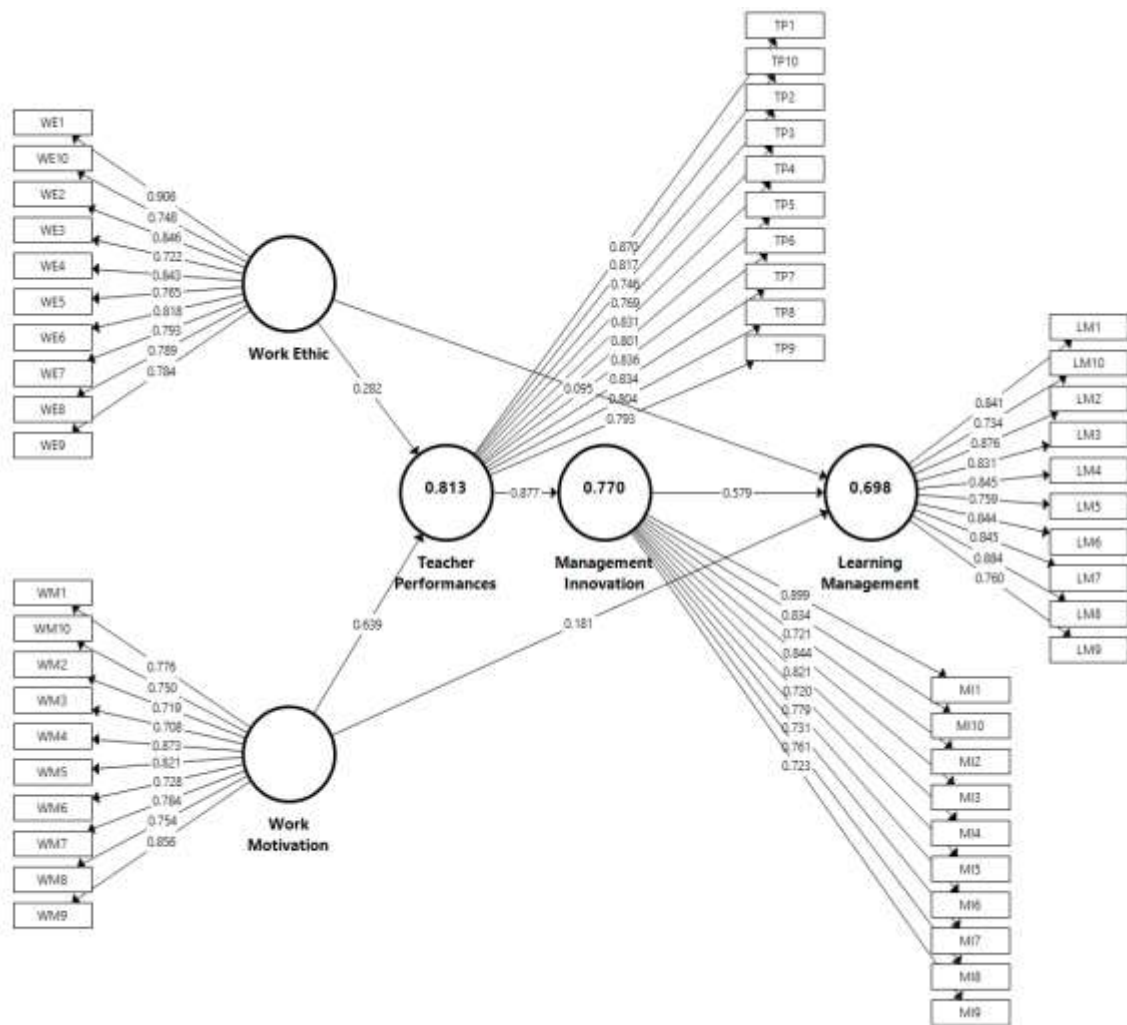


Figure 2. The structural model for the factors influencing learning management

The Measurement Model

The measurement model entails the assessment of two key aspects: convergent validity and discriminant validity. To ascertain convergent validity, the initial assessment considers indicator loadings and all these loadings were observed to exceed the stipulated threshold of 0.7 as recommended by (Hair et al., 2019). Furthermore, this study examined the Average Variance Extracted (AVE) and observed that all AVE values exceeded 0.5. Convergent validity means that a set of indicators represents one latent variable and is the basis for that latent variable. This representation can be demonstrated through unidimensionality which can be expressed using the average value of the extracted variance (AVE). The AVE value is at least 0.5. This value illustrates adequate convergent validity, which means that one latent

variable is able to explain more than half of the variance of its indicators on average. Additionally, the Construct Reliability (CR) values were scrutinized, ensuring that each of them surpassed 0.7, in line with the criteria presented by (Supriyanto et al., 2022). Moreover, the evaluation of Cronbach's alpha values revealed that all values exceeded the recommended threshold of 0.7 (Zebua & Chakim, 2023). The result of the convergent validity is shown in Table 1. Given these findings, convergent validity was substantiated, and a concurrent assessment of discriminant validity was also carried out (Hair Jr & Sarstedt, 2019). Meanwhile, the data presented in Table 2 establishes that the square roots of each construct's AVE surpassed their respective correlations with other constructs, a principle advocated by (Habibi, Sofyan, & Mukminin, 2023). This thorough evaluation confirms the absence

of issues with discriminant validity, allowing for the conclusion that all measures within the model exhibited exceptional psychometric properties.

Table 1. The result of the convergent validity

Construct	Code	Outer Loading	Cronbach α	CR	AVE
Work Motivation	WM1	0.776	0.927	0.939	0.606
	WM2	0.719			
	WM3	0.708			
	WM4	0.873			
	WM5	0.821			
	WM6	0.728			
	WM7	0.784			
	WM8	0.754			
	WM9	0.856			
	WM10	0.750			
Work Ethic	WE1	0.906	0.938	0.948	0.645
	WE2	0.846			
	WE3	0.722			
	WE4	0.843			
	WE5	0.765			
	WE6	0.818			
	WE7	0.793			
	WE8	0.789			
	WE9	0.784			
	WE10	0.748			
Teacher Performances	TP1	0.807	0.942	0.950	0.657
	TP2	0.746			
	TP3	0.769			
	TP4	0.831			

Construct	Code	Outer Loading	Cronbach α	CR	AVE
	TP5	0.801			
	TP6	0.836			
	TP7	0.834			
	TP8	0.804			
	TP9	0.793			
	TP10	0.817			
Management Innovation	MI1	0.899	0.930	0.941	0.617
	MI2	0.721			
	MI3	0.844			
	MI4	0.821			
	MI5	0.720			
	MI6	0.779			
	MI7	0.731			
	MI8	0.761			
	MI9	0.723			
	MI10	0.834			
Learning Management	LM1	0.841	0.947	0.954	0.678
	LM2	0.876			
	LM3	0.831			
	LM4	0.845			
	LM5	0.759			
	LM6	0.844			
	LM7	0.845			
	LM8	0.884			
	LM9	0.760			
	LM10	0.734			

Table 2. Discriminant validity (Fornell and Larcker Criterion)

	Learning Management	Management Innovation	Teacher Performances	Work Ethic	Work Motivation
Learning Management	0.823				
Management Innovation	0.829	0.786			
Teacher Performances	0.905	0.877	0.811		
Work Ethic	0.771	0.886	0.859	0.803	
Work Motivation	0.799	0.919	0.894	0.903qa	0.779

The Structural Model

In the structural model analysis, the investigation encompassed the evaluation of the path coefficient (β), the t-test value, predictive relevance (Q²), and the coefficient of determination (R²), as advocated by Hair et al. in 2017. To scrutinize the

hypotheses and establish their significance, a bootstrapping technique involving 5000 resamples was employed. This technique adhered to a significance level (p) of 5%, adopting a one-tailed test option. First, the testing results showed support for three structural hypotheses and three vice versa listed in Table 4.

Table 4. The summary of the hypothesis test

Hypothesis Path	β	t-test	P-value	Result
H1: Work Motivation → Teacher Performances	0.639	4.446	0.000	S
H2: Work Ethic → Teacher Performances	0.282	1.893	0.029	S
H3: Work Motivation → Learning Management	0.181	0.707	0.240	NS
H4: Work Ethic → Learning Management	0.095	0.367	0.357	S
H5: Work Motivation → Teacher Performances → Management Innovation → Learning Management	0.325	2.043	0.021	NS
H6: Work Ethic → Teacher Performances → Management Innovation → Learning Management	0.143	0.157	0.061	NS

S : Supported, and NS : Not Supported

Table 4 shows the results of the hypotheses testing were as follows:

- **H1:** The work motivation possessed by teachers in Vocational Higher Schools in the field of technology and engineering has a

direct and positive influence on teacher performances. Hypothesis testing found that the work motivation of the teachers has a direct and positive influence on teacher performances as witnessed by the coefficient

= 0.639, the fact that the hypothesis significance is $p < 0.05$.

- **H2:** The work ethic possessed by teachers in Vocational Higher Schools in the field of technology and engineering has a direct and positive influence on teacher performances. Hypothesis testing found that the ethic motivation of the teachers has a direct and positive influence on teacher performances as witnessed by the coefficient = 0.282, the fact that the hypothesis significance is $p < 0.05$.
- **H3:** The work motivation possessed by teachers in Vocational Higher Schools in the field of technology and engineering has a direct and positive influence on learning management. Hypothesis testing found that the work motivation of the teachers has an indirect and positive influence on learning management as witnessed by the coefficient = 0.181, the fact that the hypothesis significance is $p < 0.05$.
- **H4:** The work ethic possessed by teachers in Vocational Higher Schools in the field of technology and engineering has a direct and positive influence on learning management. Hypothesis testing found that the work ethic of the teachers has an indirect and positive influence on learning management as witnessed by the coefficient = 0.095, the fact that the hypothesis significance is $p < 0.05$.
- **H5:** The work motivation possessed by teachers in Vocational Higher Schools in the field of technology and engineering with serially mediated teacher performance and management innovation acted has a direct and positive influence on learning management. Hypothesis testing found that it has a direct and positive influence on learning management as witnessed by the coefficient = 0.325, the fact that the hypothesis significance is $p < 0.05$.
- **H6:** The work ethic possessed by teachers in Vocational Higher Schools in the field of technology and engineering with serially

mediated teacher performance and management innovation acted has a direct and positive influence on learning management. Hypothesis testing found that it has an indirect and positive influence on learning management as witnessed by the coefficient = 0.143, the fact that the hypothesis significance is $p < 0.05$.

Upon calculating the path coefficients, the subsequent Q2 assessment revealed that the research model attained a Q2 score of 0.446, surpassing zero. This outcome underscores the model's high predictive relevance. In aggregate, our exogenous variables collectively account for 69.8% of the variance observed in the context of learning management found in Vocational Higher Schools in the field of technology and engineering, and this portion of variance is indeed considerable.

Discussion

The affect of work motivation on teacher performances

Motivation is the drive that pushes someone to achieve organizational goals by trying hard when their needs are met. The better a person's performance, the greater the rewards they receive and the higher their job satisfaction. Positive attitudes toward work can create high work motivation in the work environment, while negative attitudes can reduce motivation. Motivated teachers make a better contribution to achieving organizational goals. According to (Andrianto et al., 2023) and (Kamaruddin et al., 2023), improving teachers' work motivation levels can result in increased work motivation, which in turn contributes to improving individual, group, and organizational performance. Findings from research conducted by (Febriani et al., 2023), also show that three aspects of psychological needs can predict work motivation and job performance. In addition, in research conducted by (Chatterjee et al., 2021), there is a significant correlation between work motivation and work performance. Meanwhile, research

conducted by Imam and his colleagues in 2015 stated that three variables significantly influenced teacher performance, namely leadership style, corporate culture, and teacher motivation. Results also confirm a positive relationship between work motivation and teacher performance. These views confirm that teacher work motivation has a vital role in shaping the level of work motivation and successful teacher performance in an organizational context.

H1: Work motivation has a positive and significant effect on teacher performance (accepted)

The affect of work ethic on teacher performance

Work ethic is important in providing enthusiasm and stamina for a teacher to carry out his duties. It also influences the teacher's charisma and authority and shapes the teacher's personality and work behavior. In this context, work ethics refers to viewing work as desirable rather than a burden. Individuals with strong work ethic are highly committed to their work and often feel satisfied in the teacher's work environment (Abbasi and Ghulam, 2012). Work ethics is not just about understanding moral values but also applying them in daily practice, and this can provide significant benefits in a teacher's professional development. The results of the various studies you mentioned, all show that work ethic has a significant positive impact on improving performance (Kaya et al., 2023). These findings underscore the importance of a strong work ethic in influencing performance and contributing positively to various aspects of work. A good work ethic creates a productive work environment and can improve overall individual and organizational performance results.

H2: Work ethics has a positive and significant effect on teacher performance (accepted)

The affect of Work motivation on learning management

Teachers must consider work motivation factors relevant to the school when developing

scientific development programs that support school needs. Funding for the provision of e-learning and financing related to other facilities, responsibilities and achievements are the main factors considered necessary by schools when considering work motivation factors that influence teachers' decisions to adopt a course learning management system (LMS) into their teaching practice. The school development program should provide financing to teachers, strengthen teachers' responsibilities for teaching, and help schools achieve their goals and advance their knowledge of teaching using the LMS. Another vital area that motivates teachers' work is the influence of policies both from schools and the state, which in particular, the use of the LMS is mandatory for teachers to use or not. This is what motivated the teacher's decision to adopt the LMS. Because LMS requires bureaucracy and interference from other parties, it does not significantly affect teacher's work motivation. Work motivation also does not have a significant effect on LMS.

H3: Work motivation has not a significant effect on learning management (rejected)

The affect of work ethics on learning management

There are several problems surrounding the implementation of the learning management system, including strengthening work ethics that cannot be carried out continuously and continuously. Strengthening work ethics certainly requires good learning management. Management of continuous supervision work ethics. This phenomenon provides extra duties and responsibilities for teachers to maximize their personal work ethics and the need for proper management of a learning management system.

H4: Work ethics has a positive and significant effect on learning management (accepted)

The affect of Work Motivation, Teacher Performances, and Management Innovation on Learning Management

This study has limitations, namely only conducting an analysis using the principal's managerial ability and work motivation variables to determine the effect on teacher performance. Some suggestions that can be followed up by other researchers based on the results of this study are efforts by relevant agencies to increase the competency of school principals in management innovation through holding workshops and training and optimizing supervision of school principal performance. In addition, it is necessary to identify more learning management factors. This is because many factors influence and contribute to teacher performance in their duties and obligations. Other researchers can follow up by conducting further training and research activities by adding or replacing broader variables.

H5: Work Motivation, Teacher Performances, and Management Innovation has not significant affect on Learning Management (rejected)

The affect of Work Ethic, Teacher Performances, and Management Innovation on Learning Management

This study has several limitations, namely the focus on analysing principals' managerial abilities and work ethic variables in relation to teacher performance. For further research, it is suggested that relevant agencies make efforts to improve the competency of school principals in management innovation through organizing workshops and training, as well as maximizing the supervision of school principals' performance. In addition, it is essential to identify more learning management factors that might influence teacher performance. Because many factors can contribute to teacher performance, future research may consider adding or replacing variables to make them more comprehensive. This underscores the need for more in-depth and broad research to understand the factors influencing teacher performance and how to improve it in the educational context.

H6: Work Ethic, Teacher Performances, and Management Innovation haven't significant affect on Learning Management (rejected)

4 Conclusion

This study provides information that work motivation and work ethics affect teacher performance in vocational education. Work motivation, from the results of this study is quite good and has a significant effect on teacher performance. This confirms that teachers' work motivation and work ethic level can directly influence their performance. Hypothesis testing found that the work motivation of the teachers has a direct and positive influence on teacher performances as witnessed by the coefficient = 0.639, the fact that the hypothesis significance is $p < 0.05$. Therefore, to improve teacher performance, school supervisor needs to provide high management innovation to teachers. Schools can create a more productive environment and help teachers reach their full potential by providing innovative management that encourages and maintains teacher motivation. This can include developing training programs, organizing workshops, and providing support and constructive feedback to teachers. Innovative management can also help teachers feel valued and encouraged to work better, which will strengthen the quality of education they provide to students. Therefore, it is suggested to the school to design management innovation, provide encouragement and evaluate the learning management system process. The school can review the learning process from planning to the implementation process in the field and whether there are still deficiencies in the learning management system. It is hoped that this review will continue to improve teacher performance. The learning system in innovative management emphasizes on effective, open communication, discussion and public examination of problems encountered in learning, consider each other's views and put forward strategies. System collaborative work where conscious effort has been made to create strategies, policies and structures and institutionalize values, behavior and practices enables individuals and groups to work together effectively to achieve organizational goals.

Conflict of Interest Statement

The authors have no conflicts of interest to disclose. All authors declare that they have no conflicts of interest.

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