

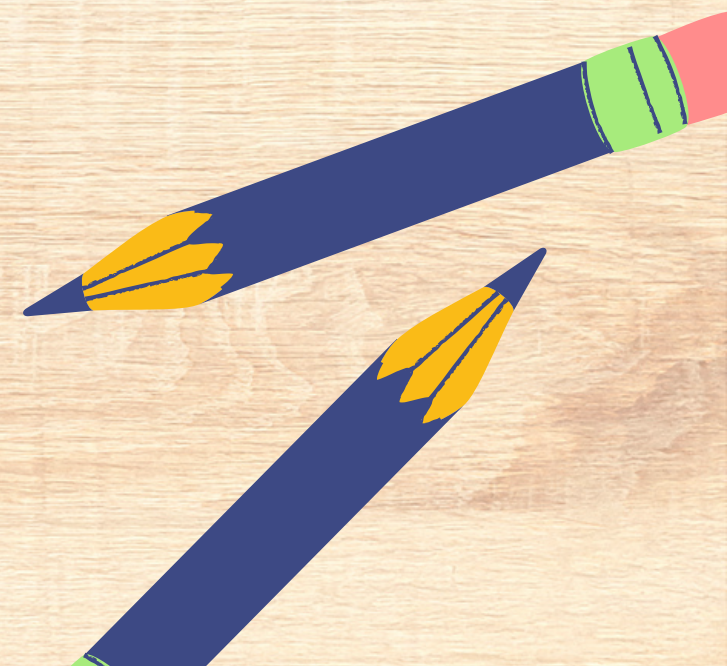
# **HIGH SCHOOL TEACHER PERFORMANCE IN THE CONTEXT OF REMOTE AREAS**

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# INTRODUCTION

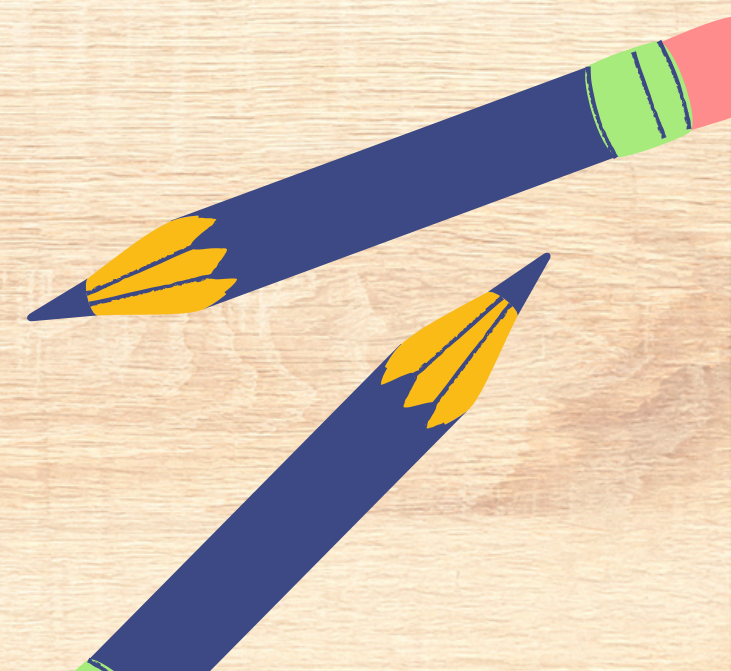
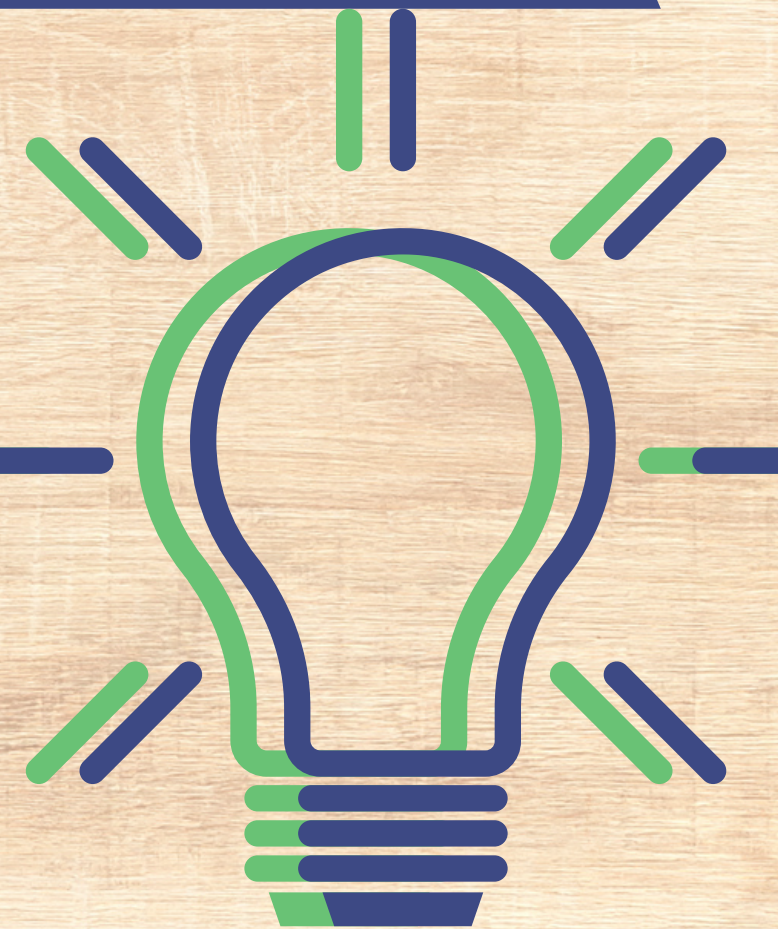
Schools located in remote areas are often difficult to access and located far from the city center. These schools usually have limited learning resources, such as books, educational materials, teaching aids and sports equipment. They may also have limited access to electricity and lack facilities such as internet or telephones. Disruptions from poor signals are also common





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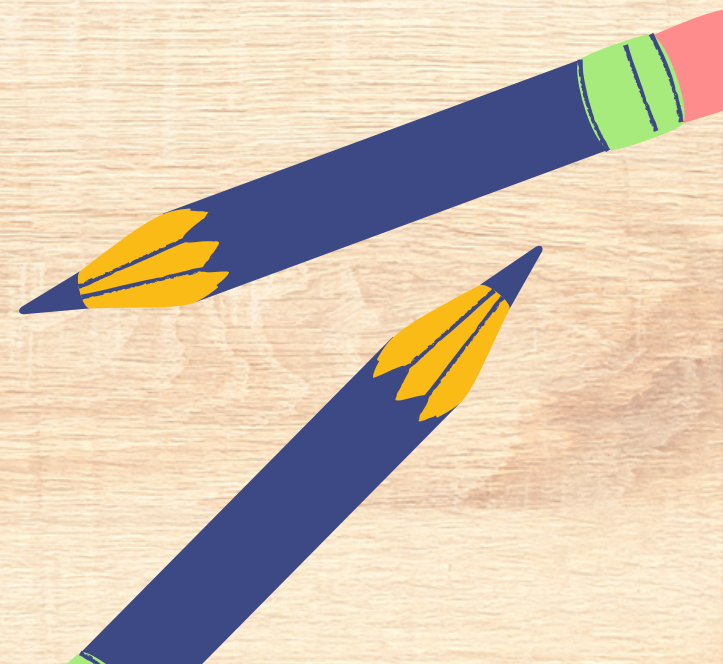
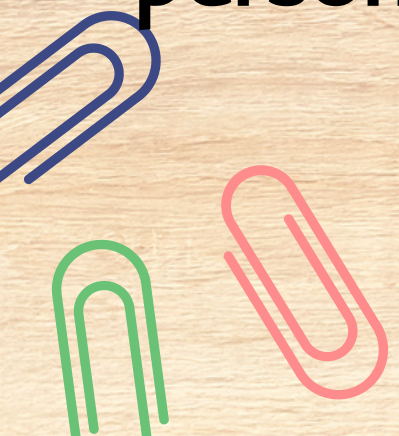
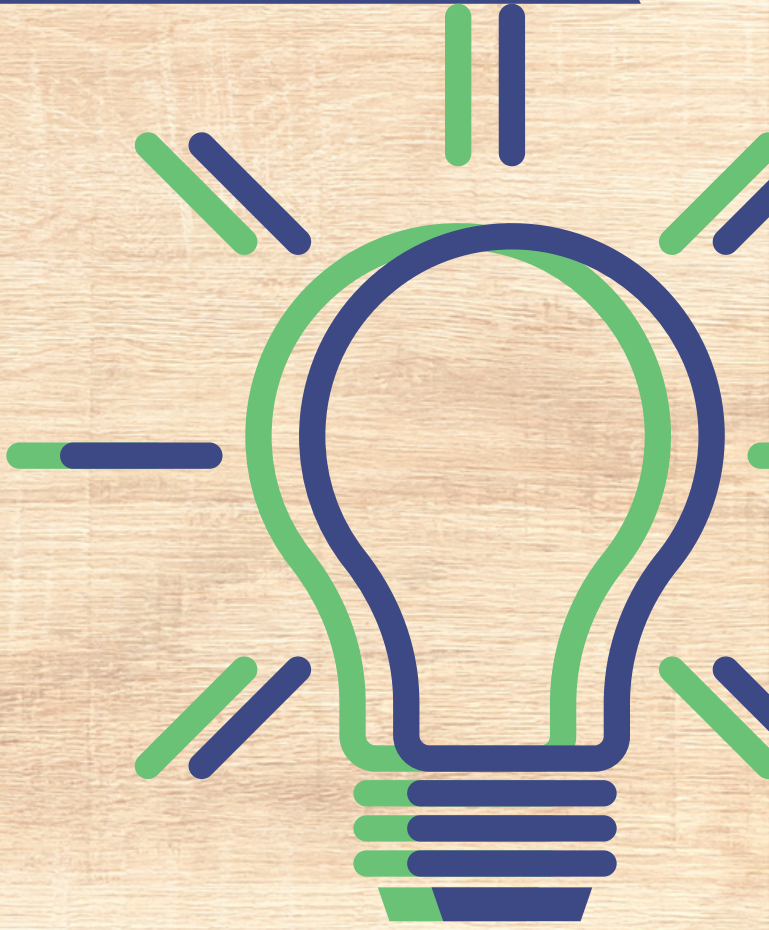
Secondary school teachers' success in education is often measured by their students' academic achievement. Teacher performance, in contrast, is defined as the level of achievement and effectiveness in carrying out teaching and learning responsibilities. It encompasses a variety of factors, including time management, skills, experience and seriousness in completing tasks. The National Education Standards in article 28 paragraph 3 outlines the competencies that teachers must have, including pedagogical, professional, social and personality competencies. Teachers play an indispensable role in the world of education, as the main agent of teaching. To excel in their profession, teachers are expected to exhibit traits such as dedication, loyalty, responsibility and a strong spirit.





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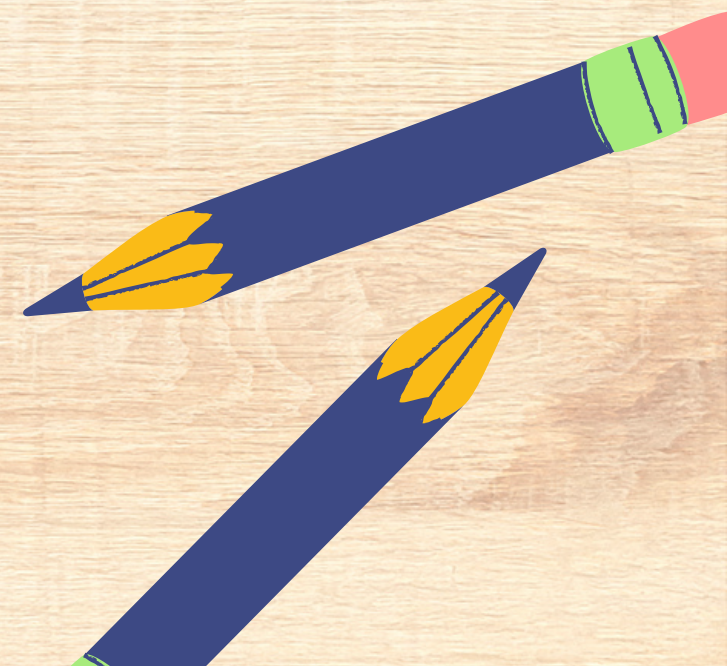
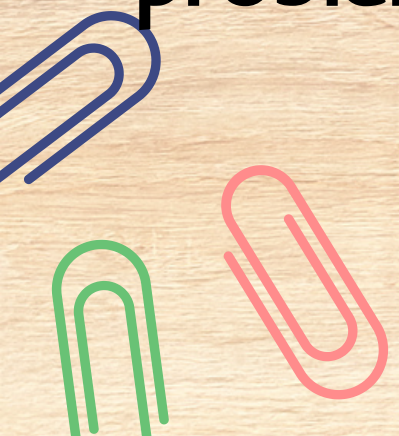
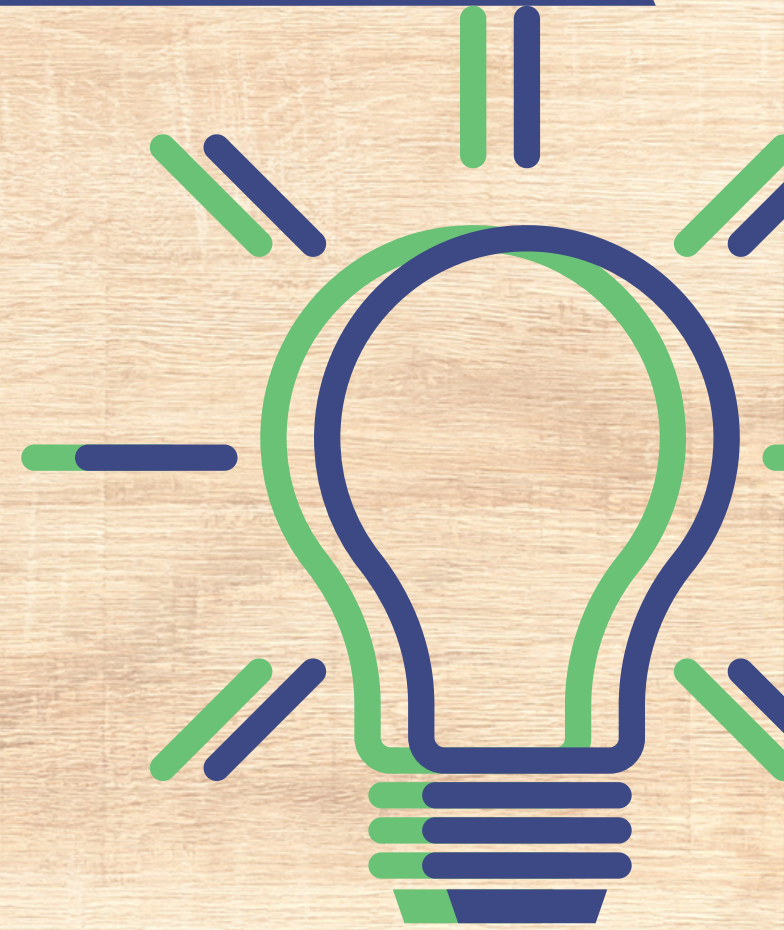
Self-confidence relates to human life habits that are based on character principles such as integrity, loyalty, humility, persistence, determination, courage, honesty, fairness, patience, craft, perseverance, tenacity, modesty, and decency. All of these should be developed naturally in a person. Efficacy is a person's level of belief in their ability to accomplish a task in the best possible way. This belief includes self-belief, intelligence, cognitive ability, and the ability to act and make decisions in difficult and stressful situations. Self-confidence is a person's belief that they will successfully achieve their goals.





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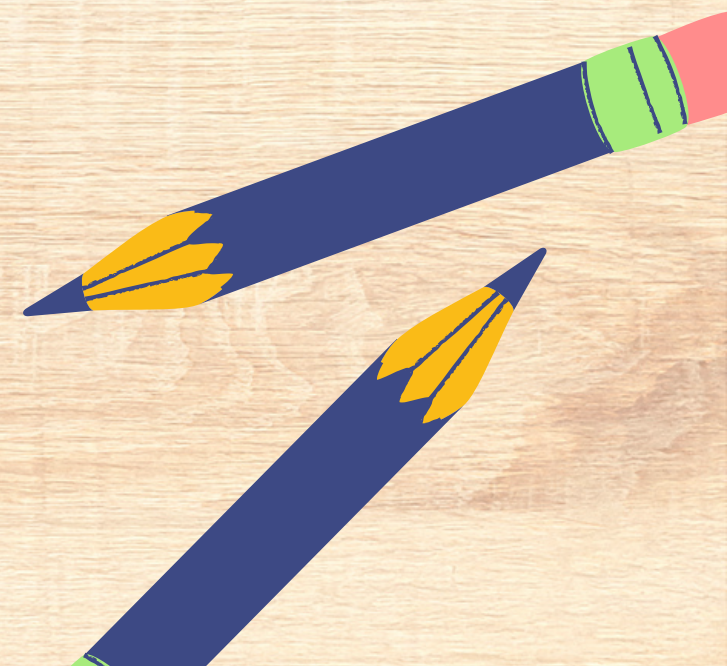
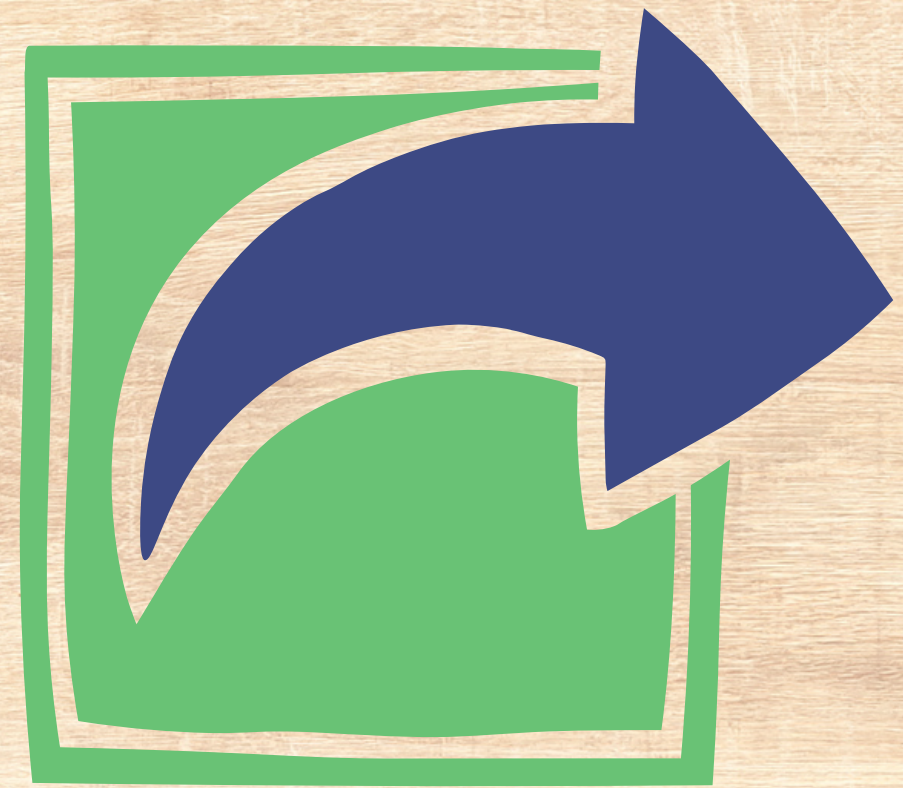
We know that teachers in remote areas face many challenges and obstacles as they work to educate the nation's children. Some of these include limited learning facilities such as teaching aids, learning media, electricity and internet networks, remote school locations, and badly damaged roads. This clearly has a major impact on teachers' morale and performance when implementing learning in schools. Research needs to be conducted to determine whether morale and self-efficiency affect the performance of high school teachers in remote areas, based on the problems that occur in the research locations





# RESEARCH METODHS

This research is associative research, meaning that it aims to determine the relationship between two or more variables, based on the relationship between the independent and dependent variables. The term for this relationship is causal relationship, or cause and effect. This study involved 30 high school teachers from SMA Negeri 1 Idanogawo, who were both samples and respondents. Primary data was obtained directly from respondents through the distribution of questionnaires





# RESULT AND DISCUSSION

The results of this analysis show that morale has a positive and significant effect on the performance of high school teachers in remote areas. The statistical test results show that the  $t$ -count is greater than the  $t$ -table, which is 2.538 greater than 1.991, indicating that morale partially affects the performance of high school teachers in remote areas. Passion is a great strength or energy that encourages teachers to carry out activities related to their duties as educators.



# RESULT AND DISCUSSION

Self-confidence is a person's belief that they are able to achieve certain goals. According to (Adicondro and Purnamasari 2011) high self-confidence indicates one's belief in one's ability to complete the learning tasks required to achieve certain goals in various formats and levels of difficulty. Furthermore, the opposite is true if one's self-confidence is low and one's ability to complete tasks is reduced. Thus, a teacher who addresses his or her work with a positive attitude will be able to carry out his or her duties and responsibilities as a teacher wholeheartedly.



# RESULT AND DISCUSSION

A highly productive teacher, he is eager to overcome problems while working as a teacher in a remote area because he is optimistic and has a strong belief that he is able to complete the task. A high level of self- confidence can accomplish tasks that are considered difficult in a variety of situations thanks to his own beliefs, persistence and ability.



# CONCLUSION

The impact of the study shows that morale and self-confidence have a positive and relevant impact simultaneously and partially on the performance of high school teachers in remote areas. Therefore, it is recommended that teachers continue to raise their morale and self-confidence while completing the task of educating ethnic children. In addition, the state and all relevant parties should attach importance to improving the performance of high school teachers in remote areas.