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THE EFFECT OF ACCREDITATION ON TEACHER MOTIVATION AND PERFORMANCE IN DIGITAL LEARNING

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Abstract: This study aims to examine the influence of accreditation on teacher motivation and performance in the context of digital learning. Accreditation, as an instrument of quality assurance of education, not only functions in assessing the quality of institutions, but also plays a strategic role in increasing the intrinsic motivation and professionalism of teachers. The method used was explanatory research with the Partial Least Square-Structural Equation Modeling (PLS-SEM) approach to 46 junior and senior high school teachers under the auspices of the Lenterahati Islamic Boarding School Foundation. The results showed that accreditation had a significant effect on teacher motivation ($R^2 = 0.520$) and teacher performance ($R^2 = 0.598$). The validity and reliability of the research instruments have been proven to be strong, supported by composite reliability and AVE values that meet the standards. Hypothesis testing showed that accreditation had a significant positive influence on teacher motivation and performance with a p-value of 0.000. These findings confirm that accreditation is able to create a positive organizational climate, clarify work expectations, and improve teachers' skills in the use of digital technology. However, the study also found that there are other external factors, such as leadership and work climate, that also affect teacher motivation and performance. This study recommends the importance of optimizing technology-based accreditation processes and strengthening professional training programs to support digital transformation in the education sector. Follow-up studies with a wider sample coverage are suggested to enrich understanding of the dynamics of accreditation and teacher capacity building in the digital age.
Keywords:
Teacher Motivation; Teacher Performance; Digital Learning; PLS-SEM.

Introduction

Accreditation of educational institutions has a significant impact on teacher motivation and performance in the learning process, especially in the context of digital learning which is increasingly relevant in today's modern education era. The accreditation process not only serves as a tool to assess and ensure the quality of education, but also as a motivational factor for teachers to improve their performance. Research shows that effective accreditation can create a conducive atmosphere in education, encouraging the development of quality and accountability of educational institutions (Iskamto et al., 2022). School accreditation, as regulated by government regulations, involves a thorough evaluation of the performance and feasibility of educational institutions (Kogoya & Uruwaya, 2022). In this regard, a transparent and objective process in accreditation assessment can contribute to increased teacher motivation. In a study conducted by Iskamto et al. (2022), it was revealed that accreditation activities are expected to encourage schools to make continuous improvements in the quality of education, which automatically motivates teachers to contribute better in an environment that is proven to have a positive impact on students.

In the context of digital learning, the use of technology and digital platforms in the accreditation process provides easier access for educational institutions to meet accreditation requirements. The use of web-based

applications such as Sispena, shows that ease of access in data collection can speed up the accreditation process and provide a clearer picture of what is needed to achieve certification, this not only provides clarity for teachers, but also strengthens their desire to adapt and improve competence in teaching, especially in responding to digital learning challenges (Masturoh & Ifadah, 2023). Furthermore, research shows that the following factors, related to accreditation, directly affect teacher performance. The influence of visionary leadership within the school also contributes to improved teacher performance.

A study by Khalimah et al. (2018) reveals how school principals who have a clear vision and are able to encourage teachers can improve their motivation and performance. In addition, various studies show that teachers' intrinsic motivations—such as a sense of accomplishment and recognition—increase when their educational institutions are well-accredited, which has implications for better organizational units and higher student learning outcomes (Audah, 2020). Teachers' motivation is influenced by various factors, including the organizational climate built by accreditation (Adi, 2018). In this context, a positive organizational climate—which can occur as a result of a good accreditation process—can create a supportive and synergistic work atmosphere, where teachers feel supported in the achievement of their tasks.

A study showed there was a significant relationship between good accreditation evaluation and teacher motivation, so they were more likely to do teaching with higher enthusiasm (Pratiwi et al., 2021). The implementation of proper professional training and development is also closely related to accreditation and can improve teacher performance (Ciptaningtyas et al., 2020). Research by Khalimah et al. (2018) noted that, with appropriate and comprehensive training, teachers become more confident in using technology for learning, thus creating a richer learning context. In this context, accreditation serves as a driver for continuous professional development, where teachers not only learn to gain recognition, but also to adapt to new teaching methods and the latest technologies. However, challenges remain in the accreditation process, especially when it comes to communication and the implementation of standards related to digital technology (Masturoh & Ifadah, 2023). Disparities in access to and understanding of technology can be a barrier for some schools and teachers. Therefore, research on a more efficient methodology in the implementation of accreditation is needed so that all parties get maximum benefits from the standards that have been set (Widiyanti, 2021). It also emphasizes the importance of providing continuous assistance so that all educational institutions can achieve adequate accreditation without feeling pressured and hampered by technology.

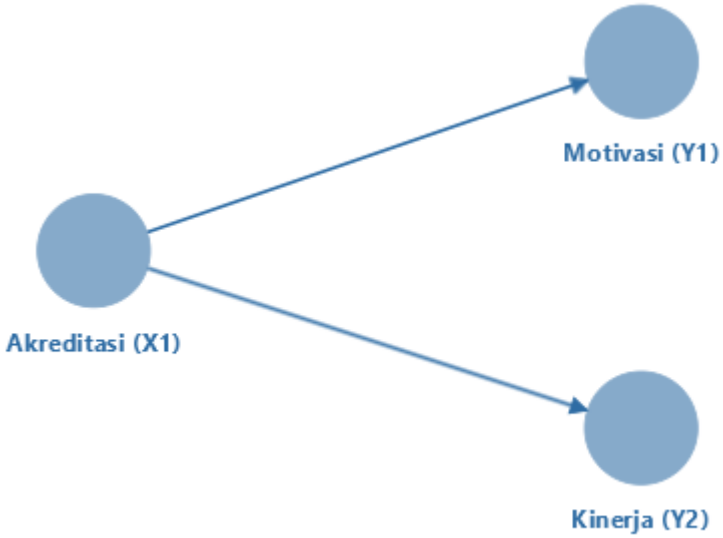
Despite the growing importance of digital-based education, there is still a lack of empirical studies that compare how accreditation affects teacher motivation and performance in traditional schools versus digital-based schools. This presents a research gap in understanding whether the accreditation process has the same motivational and performance impacts in institutions that rely heavily on digital infrastructure and pedagogical approaches.

Overall, the change in the educational paradigm towards digital learning shows that accreditation can play an important role in improving teacher motivation and performance. With the right accreditation, not only is the quality of education guaranteed, but a supportive atmosphere for teachers' professional development is also created, allowing educators to innovate in their learning process. Through the stability and quality assurance provided by accreditation, teachers' motivation can be maintained and their performance in teaching can be improved continuously, leading to the achievement of better student learning outcomes in this digital era (Adi, 2018).

Therefore, this study aims to analyze the extent to which accreditation influences teacher motivation and performance in digital-based schools, in order to provide a clearer picture of accreditation's effectiveness in the modern, technology-driven educational context.

Method

Based on the results of field observations that have been carried out, the researcher formulated the research objectives which are then outlined in this paper. In line with these goals, the type of research applied is explanatory research or explanatory research. This explanatory research aims to explain the position of each variable studied as well as the relationship or influence between variables (Sugiyono, 2017). The explanation of this explanatory research is in accordance with the focus of this research, which is to identify and understand the influence of accreditation (X1), motivation (Y1), and teacher performance (Y2) like the structural model in Figure 1. In addition, this study will also test the hypotheses that have been formulated, so that it is included in the category of hypothesis research (Nugraheni et al., 2022).



Gambar 1. Model Struktur Penelitian

In this study, the measurement scale used is the Likert scale. The Likert Scale is used to measure the attitudes, perceptions, and opinions of individuals and groups towards social phenomena that occur (Sugiyono, 2013). The calculation to determine the average score of a teacher is carried out by the following method:

$$\frac{highest\ score - lowest\ score}{category} = \frac{5-1}{5} = 0.8$$

Based on the calculations made to determine the average, an interval of 0.8 was obtained in each category, as seen in Table 1

Table 1 Variable Class Intervals

Interval	Kategori	Keterangan
4.20 ≤ a ≤ 5.00	1	Very Not Good
3.40 ≤ a ≤ 4.20	2	Not Good
2.60 ≤ a ≤ 3.40	3	Pretty Good
1.80 ≤ a ≤ 2.60	4	Good
1.00 ≤ a ≤ 1.80	5	Very Good

Source : Primary data, processed 2025

Sugiyono (2013) revealed that samples are part of the number and characteristics possessed by a population. The results obtained from such samples can be generalized to the population as a whole. Therefore, the sample selected must be truly representative of the existing population. The sample in this study is all teachers who teach in Junior High School (SMP) and Senior High School (SMA) under the auspices of the Lenterahati Islamic Boarding School (LHIBS) Foundation Gunungsari, West Lombok, totaling 49 teachers. This study uses a quantitative proportion sampling technique with a saturated sampling method. Saturated sampling is a technique in which all members of the population are used as samples (Sugiyono, 2013). Thus, in this study, a saturated sampling method

was applied, where all 49 teachers from LHIBS junior and senior high schools were used as research samples.
The data analysis used in this study is a descriptive statistical analysis to describe teachers' perceptions of each research variable, namely the principal's policy, work environment, and teacher performance. Data was collected through the distribution of online questionnaires (google form) to LHIBS junior and senior high school teachers. The data that has been obtained is then grouped and classified based on each variable into a distribution of frequency, percentage, and average value of perception measured through a questionnaire given to 49 teachers. The data analysis technique in this study uses the Partial Least Square (PLS) method. PLS is a variance-based Structural Equation Modeling (SEM) analysis model or component-based structural equation modeling. PLS–SEM aims to develop or build a theory with a predictive approach (Ghozali & Latan, 2015). In addition, PLS-SEM is also used to test the validity and reliability of questionnaires, analyze relationships between variables, and examine the influence between variables studied (Sunarni & Sultoni, 2023). PLS-SEM itself consists of two submodels, namely the measurement model or outer model, and the structural model or inner model.

Findings and Discussion

Finding 1

Inferential Statistical Analysis

This study applied the Structural Equation Modeling (SEM) model with the help of Partial Least Square (PLS). The first step in the analysis using the PLS-SEM model is to test the measurement model or outer model, then continue with testing the structural model or inner model. The entire data analysis process in this study uses SmartPLS software to produce a more detailed analysis, so that the data analysis can be described as follows:

1. Evaluation of Research Models

The first analysis carried out in the PLS–SEM model is an evaluation of the measurement model. The evaluation of this measurement model is focused on testing the validity and reliability of the indicators used in the study. The indicators used in this study include policy making by school principals, the work environment in schools, and the performance of teachers themselves. The evaluation of the outer model in this study includes testing Convergent Validity, Average Variance Extracted (AVE), and Composite Reliability which are systematically detailed as follows:

a. Convergent Validity

Convergent Validity aims to assess whether the indicator used in measuring a variable is declared valid or not. The convergent validity of each indicator in measuring a dimension is shown through the size or size of the loading factor value (Nugraheni et al., 2022). In the initial stage of analysis in this study, the value of the loading factor in the range of 0.5 to 0.6 is considered adequate (Ghozali & Latan, 2015). Therefore, in this study, an indicator is declared valid if the resulting loading factor value is positive and exceeds 0.6. The results of the Convergent Validity test in this study can be presented in Table 2.

Table 1 Outer Loading Convergent Validity

Variabel	Indicator	Loading Factor
Accreditation	X.1.1	0.807
	X.1.2	0.679
	X.1.3	0.731
	X.1.4	0.699
	X.1.5	0.685
	X.1.6	0.794
	X.1.7	0.630
	X.1.8	0.513
	X.1.9	0.619
Teacher Performance	Y.2.1	0.648
	Y.2.2	0.745
	Y.2.3	0.620
	Y.2.4	0.655
	Y.2.5	0.789

Variabel	Indicator	Loading Factor
	Y.2.6	0.643
Motivation	Y.1.1	0.725
	Y.1.2	0.645
	Y.1.3	0.521
	Y.1.4	0.625
	Y.1.5	0.679
	Y.1.6	0.597
	Y.1.7	0.765

Source : primary data, processed 2025

Based on the results in table 2, it is known that all indicators that measure the principal's policies, work environment, and teacher performance have a loading factor value above 0.5. This value shows that all indicators are declared valid in measuring the principal's policies, work environment, and teacher performance.

In addition, validity testing can also be done through Average Variance Extracted (AVE). An instrument is declared valid if it meets the criteria for convergent validity with an AVE value greater than 0.5 (Nugraheni et al., 2022). The results of the convergent validity test can be seen in Table 3.

Table 3 AVE Test results

	AVE
Accreditation	0.575
Motivation	0.517
Teacher Performance	0.529

Source: primary data, processed 2025

In testing the reliability of the construct, the calculation is carried out using composite reliability. A variable is said to be reliable if the composite reliability value obtained is more than 0.6 (Ghozali, 2014). Reliability testing through composite reliability can be strengthened by looking at Cronbach's Alpha value. A variable meets Cronbach's Alpha criteria if it has a value greater than 0.6 (Ghozali, 2014). Based on these results, in this study, the construct is declared reliable if the composite reliability value obtained exceeds 0.7. The results of the calculation of the composite reliability value can be seen in Table 4.

Table 4 Composite Reliability

	Composite Reliability	***Cronbach's Alpha***
Accreditation	0.875	0.860
Motivation	0.784	0.776
Teacher Performance	0.778	0.774

Source: primary data, processed 2025

2. Structural Model Evaluation

Evaluation of the structural model or inner model can be carried out if all the results of the evaluation of the measurement model have met the set criteria. Structural model evaluation serves to analyze the relationship between exogenous variables and endogenous variables as described in the previous framework. The stages of testing carried out on the structural model are as follows:

a. R-Square Value

The test of the structural model was carried out by paying attention to the R-square value, which is part of the goodness-of-fit test of the model (Parashakti & Putriawati, 2020). The results of the R-square value can be seen in the description of Table 5.

Table 5 R-Square Value

Variabel	R-Square Adjusted

Motivation	0.520
Teacher Performance	0.598

Source: primary data, processed 2025

The Adjusted R-Square value on the work motivation variable of 0.520 shows that 52.0% of the variation that occurs in work motivation can be explained by the accreditation variable (X). In other words, accreditation contributed to shaping motivation by 52.0%, while the remaining 48.0% was explained by other factors outside the accreditation variables that were not studied in this study. Meanwhile, the Adjusted R-Square value on the teacher performance variable of 0.598 indicates that 59.8% of the variation in teacher performance can be explained by the accreditation variable (X). This means that accreditation has an influence on teacher performance by 59.8%, and the remaining 40.2% is influenced by other factors that are not included in this research model.

Overall, these results show that accreditation has a fairly strong role in the formation of work motivation and teacher performance, although there are still other variables outside the model that also influence these two variables.

Finding 2

Hypothesis Testing Results

The estimated values used to describe the relationships between variables in the structural model must show significance. This level of significance is obtained through the bootstrapping method. The results of this method directly test whether or not there is a significant influence of exogenous variables on endogenous variables. The test criteria stated that the p-value must be smaller than the significance level of 0.05 (alpha = 5%) in order to conclude that there is a significant influence between exogenous and endogenous variables. The results of hypothesis testing can be presented as shown in Table 6.

Table 6 Hypothesis Testing Results

Eksogen	Endogen	Original Sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T Statistic	P Value
Accreditation	Motivation	0.778	0.786	0.075	10.360	0.000
Accreditation	Teacher Performance	0.728	0.727	0.113	6.457	0.000

Source: primary data, processed 2025

Discussion

Accreditation of educational institutions functions not only as a formal measuring tool in assessing the quality of institutions, but also plays a strategic role in shaping teacher motivation and performance, especially in the context of digital learning. As the global education paradigm shifts towards digitalization, accreditation is becoming an important instrument that encourages teachers to improve their professionalism. The accreditation process encourages educational institutions to set high standards, which ultimately creates a more supportive work climate for teachers (Nadrah, 2023). The findings of this study show that accreditation has a significant influence on teacher motivation ($R^2 = 0.520$) and teacher performance ($R^2 = 0.598$). This means that more than half of the variation in teacher motivation and performance can be explained by the quality of accreditation applied in schools. Good accreditation turns out to be an intrinsic trigger for teachers to increase their morale, especially in facing the challenges of digital-based learning.

The validity and reliability of the instruments in this study have been confirmed strongly, as evidenced by the Composite Reliability value above at the accreditation variable of 0.875, at the motivation variable of 0.784, and at the teacher performance variable of 0.778. In the results of the AVE test above, the accreditation variable was 0.575, the motivation variable was 0.517, and the teacher performance variable was 0.529. This reinforces the validity of the conclusion that accreditation is closely related to increased teacher motivation and performance. The increase in loading factor values in all indicators also shows that teachers are able to understand, respond, and adapt to higher accreditation demands, especially in the application of digital technology in the learning process. Furthermore, the results of the hypothesis test showed that the effect of accreditation on teacher motivation (Original Sample = 0.778) and on teacher performance (Original Sample = 0.728) was very significant with a p-value

= 0.000 for both results. This finding confirms the previous finding that accreditation carried out professionally is able to arouse the intrinsic motivation of teachers (Asopwan, 2018). When accreditation is implemented through a transparent, objective, and technology-based process, teachers feel more valued, gain clarity of expectations, and are encouraged to improve their performance.

In the context of digital learning, easy access to web application-based accreditation tools, such as Sispena, helps speed up the accreditation process while increasing teacher involvement in the continuous improvement process (Hasan & Anita, 2024). Adapting to this technology has twofold implications: teachers not only meet the formal requirements of accreditation, but also significantly improve their digital skills that are essential for 21st-century learning. However, it is important to note that there is still 40-48% variation in teacher motivation and performance is still influenced by factors other than accreditation. This indicates that accreditation alone is not enough, but must be balanced with visionary principal leadership, a positive organizational climate strengthening, and ongoing professional training and development programs. This is in line with the study of Sinaulan (2016) and Alimmudin (2022) which shows that the success of increasing teacher motivation and performance does not only depend on the accreditation system, but also on a supportive organizational culture.

From the point of view of strength, this study confirms that accreditation not only functions as an external quality assurance system, but also acts as an internal motor that drives teachers to achieve higher in the digital context. It makes a new contribution to understanding the motivational dimension of accreditation in technology-based education. As for the limitations, this research was conducted in only one foundation (Lenterahati Islamic Boarding School) with a sample of 49 teachers, so the generalization of the results needs to be done carefully. Thus, the results of this study provide practical implications that educational institutions need to optimize the accreditation process as a strategic tool to encourage digital transformation in learning, through increasing teacher motivation and performance. In addition, managerial support and continuous training are needed to strengthen the positive influence of accreditation on teacher professionalism in this digital era.

Conclusion

This study confirms that accreditation of educational institutions has a very significant impact on teacher motivation and performance, especially in the context of digital learning in the modern era. Accreditation is not only an external quality assurance instrument, but also serves as an internal driver that increases teachers' intrinsic motivation to adapt and innovate in the technology-based learning process. The findings of the study through the analysis of Partial Least Square-Structural Equation Modeling (PLS-SEM) showed that accreditation was able to explain 52% variation in teacher motivation and 59.8% variation in teacher performance, a fairly substantial contribution to the development of teacher professionalism in schools.

Through the evaluation of measurement models and structural models, the results showed that all the research instruments used (indicators of accreditation, motivation, and teacher performance) had excellent validity and reliability, as shown by the values of loading factor, AVE, composite reliability, and Cronbach's Alpha that exceeded the minimum standards. In addition, hypothesis testing through bootstrapping yielded a p-value of 0.000 on all variable relationships, reinforcing the conclusion that accreditation has a significant effect on improving teacher motivation and performance. This is in line with the fact that a structured, transparent, and technology-based accreditation process like Sispena, also encourages teachers to be more open to changes and development of digital competencies.

However, it should be noted that there are still 40–48% of other factors outside of accreditation that affect teacher motivation and performance, such as principal's leadership, organizational climate, and ongoing professional training. The limitations of this study, which only involved teachers in one foundation (Lenterahati Islamic Boarding School) with a sample of 49 people, show the need for caution in generalizing the results of this study. Therefore, follow-up studies involving more educational institutions, various school levels, and expanding the scope of variables need to be carried out so that the strategy of optimizing the quality of education through accreditation can be designed more effectively in supporting adaptive and innovative digital learning in the future.

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