STRATEGY TO IMPROVE INSTRUCTOR PERFORMANCE THROUGH IMPROVING PERCEIVED ORGANIZATIONAL SUPPORT, SERVANT LEADERSHIP, TEAMWORK, EMPLOYEE ENGAGEMENT AND WORK MOTIVATION OF BBPLK INSTRUCTORS IN WEST JAVA PROVINCE

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ABSTRACT

The performance of instructors at the Vocational Training and Productivity Center (BBPLK) in West Java faces several challenges, including limited perceived organizational support, incomplete servant leadership practices, weak teamwork, and low employee engagement and work motivation. This study aims to analyze strategies to improve instructor performance by strengthening perceived organizational support, servant leadership, teamwork, employee engagement, and work motivation. A quantitative survey method was employed using Path Analysis and SITOREM analysis. The sample consisted of 133 instructors selected proportionally from a population of 198 instructors at BBPLK Bandung and Bekasi. The results show that all independent variables have a significant positive direct effect on performance, with perceived organizational support as the strongest predictor (beta = 0.303). Perceived organizational support, servant leadership, and teamwork also significantly influence employee engagement and work motivation. Employee engagement and work motivation function as mediating variables, although their contribution is relatively small. SITOREM analysis identifies priority areas for improvement, including efficiency, fairness, member development commitment, team synergy, vigor, and recognition. The findings suggest that improving instructor performance requires an integrated approach combining organizational support, servant leadership, teamwork, engagement, and motivation.

Keywords: *Instructor Performance, Perceived organizational support, Servant Leadership, Teamwork, Employee Engagement.*

INTRODUCTION

The industrial revolution 4.0 era leading towards society 5.0 has caused fundamental changes in various aspects of life, including the education and vocational training sectors. Rapid advancements in digital technology, automation, and artificial intelligence have dramatically transformed the global workforce landscape, necessitating significant adjustments in the vocational education and training system. In Indonesia, this transformation poses a unique challenge due to the existing gap between the skills of vocational graduates and the needs of the business and industrial world. This issue is further complicated by the uneven distribution of Vocational Training Centers (BLK) across provinces, districts, and cities, as well as challenges related to BLK infrastructure that require serious attention, including the lack of competent vocational training instructors. Improving the quality of education relies on harnessing potential. This process

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utilizes various techniques and available data to empower components in a continuous effort to enhance their capabilities to meet society's expectations (Azmi & Ridha, 2019).

The revitalization of education and vocational training in Indonesia has been prioritized at the national level as stipulated in Presidential Regulation Number 68 of 2022. The implementation of this policy requires strong coordination across sectors and the optimization of the roles of the National Coordination Team for Vocational Education Revitalization (TKNV) and Regional Vocational Coordination Team (TKDV) in monitoring implementation on the ground. Various achievements have been observed, such as the development of the Labor Market Information System (SIPK) by the Ministry of Manpower, the Center of Excellence Vocational Schools (SMK Pusat Keunggulan) program covering thousands of schools, and the development of training programs in digital skills and environmentally friendly jobs. However, the overall success of these programs ultimately depends on the quality of instructors who serve as the primary facilitators in the knowledge and skills transfer process to training participants (Ojat Darojat, 2025).

Instructors at the National Vocational Training Center play a crucial role in achieving the goals of national vocational revitalization. They not only impart technical skills but also shape the work attitudes and mentality of training participants to be ready to compete in the global job market. The high workload, the demand to constantly update competencies in line with technological advancements, and the expectation to produce quality graduates create unique pressures that instructors must face daily. Recent research indicates that workload has a positive and significant impact on job engagement, and job engagement can mediate the influence of workload and job stress on employee performance at the Vocational Training and Productivity Center (So'imah & Rivai, 2025). These findings highlight that improving instructor performance cannot be achieved piecemeal but requires a comprehensive approach considering various psychological and organizational factors.

Instructor performance is a complex variable influenced by factors from both the individual and the organizational environment. One significant factor is the perception of organizational support, which can affect how instructors understand their work and the extent to which they contribute to the organization. Recent research emphasizes the importance of organizational support during periods of change, asserting that employee job engagement mediates the relationship between perceived organizational support and financial performance of the company (Katsaros, 2024).

Servant leadership, as a leadership paradigm, emphasizes service as the foundation that influences, guides, and empowers subordinates. In contrast to conventional leadership models that focus on achieving targets and formal authority, servant leadership emphasizes meeting the needs of members, individual development, and creating a work environment that supports psychological growth. In the manufacturing industry environment where work is often repetitive and can hinder social interaction, servant leaders have been proven to enhance overall employee performance by establishing positive interpersonal relationships in the workplace (Hartnell et al., 2023). Teamwork or team collaboration becomes another fundamental element within the BBPLK work ecosystem. Instructors do not work in isolation; they interact, collaborate, and support each other in curriculum design, training delivery, and learning evaluation. The quality of interactions within the team significantly influences how collective resources can be

maximized to achieve common goals. Research shows that service-based leadership facilitates two social relational context aspects – interactional justice climate and coworker support – which then impact followers' intrinsic motivation and ultimately their performance and contributions (Hartnell et al., 2023).

Employee engagement refers to the level of energy, commitment, and immersion of individuals in their work. Instructors who are actively engaged do not just work because of job demands, but because they find meaning, challenges, and satisfaction in their work. Research in Indonesia indicates that perceived organizational support is positively and significantly related to employee engagement, and employee engagement itself correlates positively and significantly with employee well-being (Niza & Putra, 2024). These findings emphasize the importance of creating a supportive work environment so that instructors can be fully engaged in their tasks, ultimately enhancing psychological well-being and work productivity. Moreover, work engagement has been shown to act as a mediator between various factors such as workload and stress with employee performance in vocational training institutions (So'imah & Rivai, 2025).

Motivation in this context becomes a crucial factor that needs careful attention in efforts to enhance the performance of instructors. Motivation can be considered as a psychological force that drives, directs, and sustains individual behavior in achieving set goals. Without adequate motivation, even with quality human resources, the ability to contribute maximally to the organization will be limited. Research conducted at the Secretariat of the Directorate General of Vocational Education, Ministry of Education, Culture, Research, and Technology shows that work motivation has a significant partial influence on employee performance, with a significant regression coefficient and, together with organizational culture, can explain up to 63.6 percent of the variation in employee performance (Niza & Putra, 2024). Other findings confirm that leadership style and work motivation, directly or through employee performance, also significantly influence service quality (Laksana & Purwanto, 2024).

These data provide a strong empirical basis for incorporating work motivation into the model for enhancing the performance of instructors at BBPLK. Research focusing on the performance of instructors at BBPLK in West Java Province is highly relevant considering the strategic role of this province in national development. West Java, with the largest population and a significant contribution to the national GDP, requires skilled labor ready to compete in regional and global job markets. Although BBPLK Bandung and Bekasi have a significant responsibility in preparing quality workforce candidates through competency-based training programs, there are indications that the performance of instructors has not yet reached an optimal level. This is evident from industry complaints regarding the competency gap of training graduates, underutilization of technology in learning, as well as challenges in the efficiency and effectiveness of training implementation. Prominent Phenomena: Lack of Organizational Support among Instructors at BBPLK

A notable phenomenon observed is the perceived minimal organizational support for instructors at BBPLK. This is reflected in the constraints of adequate training facilities, limited opportunities for continuous competency development, and a reward system not entirely performance-based. In reality, the perceived organizational support has proven to be the foundation for fostering employee engagement and high work motivation. When

instructors feel that the organization cares about their well-being and values their contributions, they demonstrate positive work attitudes and behaviors, leading to increased engagement and performance. Conversely, when organizational support is perceived as low, instructors tend to withdraw and merely fulfill job duties without efforts to grow.

The leadership style used at BBPLK is suspected to still not fully embrace the principles of service-oriented leadership. Initial observations indicate a psychological gap between management and instructors, one-way communication, and a lack of instructor involvement in strategic decision-making. However, in the context of a learning organization like BBPLK, service-oriented leadership is crucial as it focuses on member capacity development, empowerment, and creating a work environment conducive to growth. Service-oriented leadership not only impacts instructors' direct performance but also shapes a psychological climate supportive of solid teamwork, high engagement, and strong intrinsic motivation. Serious attention is also given to the dynamics of teamwork among instructors. Despite formally being part of teams based on their expertise or training programs, the collaboration tends to be more administrative in nature and has not yet reached a level of creative synergy and innovative learning. These signs are evident from the infrequent practice of knowledge sharing, joint module development, or collaborative research among instructors. However, effective teamwork not only enhances task efficiency but also creates a shared learning space that can enrich individual and collective competencies. In an era where the complexity of training issues is increasing, innovative solutions can only occur through solid team collaboration and support. The job involvement of instructors shows concerning symptoms. Many instructors appear to work without enthusiasm and sufficient energy, lack initiative in developing new training methods, and tend to be passive in professional development activities. Employee engagement is a source of psychological energy that drives individuals to put in more effort than their formal tasks require. Engaged instructors not only teach but also continue learning, innovating, and actively contributing to institutional development. The low level of engagement is suspected to be related to the unmet basic psychological needs of instructors for autonomy, competence, and relatedness, which should be the primary focus of BBPLK management.

The work motivation of instructors also faces serious challenges, especially in terms of extrinsic motivation aspects such as rewards and recognition. A non-competitive and less transparent compensation and reward system make instructors feel that their contributions are not fully appreciated. Meanwhile, intrinsic motivation such as responsibility and self-development remains strong but is at risk of being eroded without the support of a positive work environment. Work motivation is an important factor in performance, both directly and through mediating variables such as organizational commitment and job satisfaction. With high work motivation, instructors will demonstrate perseverance in facing challenges, creativity in problem-solving, and a commitment to achieving the highest work standards. The complexity of performance issues in BBPLK instructors necessitates a comprehensive and integrated problem-solving approach.

Previous studies tend to identify performance factors separately, thus not providing a comprehensive overview of the interaction of variables impacting performance in one integrated model. In the organizational context, perceived organizational support, service

leadership, teamwork, employee engagement, and work motivation do not operate independently but form a complex system where changes in one variable will have subsequent effects on other variables. Therefore, research is needed that can reveal patterns of cause-and-effect relationships among these variables, both direct and indirect, so that targeted and effective performance improvement strategies can be formulated.The urgency of this research is further emphasized by the continued push from the central government to revitalize vocational education and training. Instructors, as the key subjects in the implementation of these policies, need to be thoroughly prepared, not only in terms of technical skills but also psychologically and organizationally. Without a deep understanding of the factors influencing instructors' performance, vocational revitalization efforts could potentially become ceremonial programs without substantial impact on the quality enhancement of graduates. This research is expected to contribute theoretically and practically to the development of instructor performance improvement models supported by empirical evidence and tailored to the vocational training institution context in Indonesia.

The uniqueness of this research lies in the application of a comprehensive model that integrates five performance determinants into a single path analysis framework, supplemented with SITOREM analysis to identify priority improvement indicators. This approach allows the research to not only focus on hypothesis testing but also generate practical recommendations that can be applied to BBPLK management. Thus, this research is expected to bridge the gap between academic findings and practical needs in the field, providing a tangible contribution to improving the quality of vocational training in West Java Province specifically, and Indonesia in general.

RESEARCH METHODS

This research utilizes a combined approach of descriptive and causal methods, aiming to describe the characteristics of research variables and identify cause-and-effect relationships among variables (Sugiyono, 2022). The study integrates Path Analysis with SITOREM Analysis, with Path Analysis used to dissect direct and indirect causal relationships among variables and SITOREM Analysis reinforcing findings by exploring specific indicator levels of each variable in depth. This combined approach enables researchers to uncover indicators that require improvement, those that are already satisfactory, or those with potential for development to support practical recommendations (Sunaryo & Setyaningsih, 2021). Conducted at the Central Institute for Vocational Training and Productivity (BBPLK) of West Java Province, this research location was selected based on the strategic role of BBPLK West Java as a vocational training institution in the human resources development and workforce competence enhancement in the West Java region.

The research object consists of variables comprising attributes, characteristics, or values indicating specific variations for analysis and conclusion (Sugiyono, 2022). This study encompasses performance improvement influenced by enhanced perceived organizational support, servant leadership, teamwork, employee engagement, and work motivation among instructors at BBPLK of West Java Province. The research comprises two major stages. The first stage involves quantitative research with a survey method using Path Analysis to prove the research hypotheses. The second stage verifies the results

of quantitative research through SITOREM Analysis, adopting an integrative model by Sunaryo and Setyaningsih (2021). Data types in this study include quantitative data from instructor assessments through survey questionnaires and qualitative data from SITOREM Analysis results providing in-depth assessments of each variable's indicators (Creswell & Creswell, 2022).The data source comprises primary data from questionnaires distributed to instructors at BBPLK Bandung and BBPLK Bekasi, as well as the results of SITOREM analysis, and secondary data from documents from BBPLK West Java such as staffing data and the number of instructors. The research constellation illustrates the structural relationship between variables, with exogenous variables including perceived organizational support (X1), servant leadership (X2), and teamwork (X3), and endogenous variables including Employee engagement (Y1), work motivation (Y2), and performance (Z).

Population is the scope of generalization that includes objects or subjects with specific qualities and characteristics selected for study and used as the basis for drawing conclusions (Sugiyono, 2022). The research population consists of all instructors at BBPLK West Java in BBPLK Bandung and BBPLK Bekasi, totaling 198 instructors. A sample is a portion of the population that represents its number and characteristics proportionally (Sugiyono, 2022). The sampling technique applied is proportional random sampling using Slovin's formula and a 5 percent margin of error. The calculation for n = 198 / (1 + 198 × $(0.05)^2$) = 198 / 1.495 = 132.45 rounded to 133 respondents. Proportionally, 58 respondents were taken from BBPLK Bandung with 86 instructors and 75 respondents from BBPLK Bekasi with 112 instructors.

This study employed a questionnaire instrument to measure the six research variables. Perceived organizational support, Employee engagement, and job motivation were assessed using a five-option Likert Scale, while performance, servant leadership, and teamwork were measured using a five-option Behavior Scale. This approach was designed to capture valid and meaningful quantitative data (Neuman, 2022). Performance was conceptually defined as employees' task-related work outcomes and responsibilities within a specific period to support organizational goals (Colquitt et al., 2021). Its operational definition was the supervisor's evaluation of instructors' work outcomes at BBPLK, measured by effectiveness, efficiency, work quality, work quantity, and outcome improvement. The initial instrument comprised 40 items, and after testing with 30 instructors, 34 valid items with a Cronbach's Alpha reliability coefficient of 0.962 were obtained, indicating reliability (Hair et al., 2022). Perceived organizational support was conceptually defined as members' beliefs regarding the extent to which the organization values their contributions and cares about their well-being (Eisenberger & Stinglhamber, 2022).

Its operational definition was the instructors' assessment of BBPLK support, measured by resource provision, development opportunities, rewards, well-being care, fairness, leadership support, autonomy, member-oriented policies, and management openness. The pilot test yielded 36 valid items out of 40, with a reliability coefficient of 0.956. Servant leadership was conceptually defined as a leader's behavior prioritizing service and focusing on meeting members' needs (Liden et al., 2022). Its operational definition was the instructors' assessment of leader behavior, measured by listening, humility, member development commitment, stewardship, prioritizing member interests,

and ethical actions. The pilot test resulted in 37 valid items out of 40, with a reliability coefficient of 0.942.

The variable "teamwork" is conceptually defined as dynamic, collaborative, and adaptive interactions among team members to achieve common goals (Salas et al., 2021). Its operational definition is the instructor's assessment of team interactions, measured by indicators of shared understanding, synergy, communication openness, trust, coordination flexibility, as well as innovation and learning. The pilot test yielded 33 valid items out of 40, with a reliability coefficient of 0.962. The variable "Employee engagement" is conceptually defined as the level of physical, cognitive, and emotional employee involvement in work (Schaufeli & Bakker, 2022). Its operational definition is the instructor's evaluation of engagement, measured by indicators of vigor, dedication, absorption, concern for productivity, and ownership. The pilot test resulted in 35 valid items out of 40, with a reliability coefficient of 0.966. The variable "work motivation" is conceptually defined as the psychological drive from within and outside oneself that directs efforts to accomplish tasks (Ryan & Deci, 2022). Its operational definition is the instructor's assessment of psychological drive, measured by intrinsic dimensions including responsibility, self-development, and autonomy, as well as extrinsic dimensions such as relationships with colleagues, rewards attainment, and recognition achievement. The pilot test yielded 31 valid items out of 40, with a reliability coefficient of 0.969. The quantitative data analysis in this study involves several stages. Descriptive statistical analysis is used to describe the data of each research variable separately, including the highest value, lowest value, mean, median, mode, standard deviation, range of values, as well as frequency tables and histograms (Gravetter et al., 2022). Prerequisite analysis is conducted before hypothesis testing, including homogeneity testing using Bartlett's test (Field, 2022), normality testing using Kolmogorov-Smirnov (Hair et al., 2022), significance and linearity testing of regression equations using the Anova table (Montgomery et al., 2021), multicollinearity testing using tolerance values and variance inflation factor (Gujarati & Porter, 2022), and heteroskedasticity testing using the Glejser Test (Wooldridge, 2022). Hypothesis testing uses Path Analysis to analyze direct and indirect causal relationships between variables (Hair et al., 2022).

Substructural Model I illustrates the influence of perceived organizational support, servant leadership, teamwork, employee engagement, and work motivation on performance with the equation $Z = \beta ZX1 + \beta ZX2 + \beta ZX3 + \beta ZY1 + \beta ZY2 + \varepsilon Z$. Substructural Model II illustrates the influence of perceived organizational support, servant leadership, and teamwork on employee engagement with the equation $Y1 = \beta Y1X1 + \beta Y1X2 + \beta Y1X3 + \varepsilon Y1$. Substructural Model III illustrates the influence of perceived organizational support, servant leadership, and teamwork on work motivation with the equation $Y2 = \beta Y2X1 + \beta Y2X2 + \beta Y2X3 + \varepsilon Y2$. The Sobel test is used to examine the significance of mediating variables with the formula $Zcalc = (a \times b) / \sqrt{(b^2 \times Sea^2 + a^2 \times Seb^2)}$. If the absolute value of Zcalc is greater than the absolute value of Ztable, then there is a significant indirect effect (Setyaningsih, 2022).In this study, 17 hypotheses were proposed to examine the direct and indirect effects among variables. Hypotheses were formulated with H0 indicating no positive influence and H1 to H17 suggesting positive effects, both direct influences of perceived organizational support, servant leadership, teamwork, employee engagement, and work motivation on performance, as well as indirect influences through employee

engagement and work motivation as mediating variables. SITOREM analysis is a scientific method used to identify variables in the field of Educational Management Operations Research (Hardhienata, 2022).

The analysis was conducted in three stages: identifying the strength of influence among variables, analyzing the value of research results for each indicator, and evaluating indicator weights based on criteria such as cost, benefit, urgency, and importance. Contribution analysis utilized the coefficient of determination calculated from the path coefficient squared to determine the extent to which the variation in dependent variables can be explained by independent variables. Indicator analysis involved calculating the average score for each indicator to depict the actual condition from the perspective of research subjects, providing information on which indicators are already high and which ones need improvement. Indicator weights were determined by expert assessment based on criteria including cost (comprising costs and resources), benefit (comprising benefits and contributions), urgency (comprising drive and necessity), and importance (comprising level of importance). The higher each aspect, the greater the role of that indicator (Sunaryo & Setyaningsih, 2021). The final stage involved classifying indicators into two groups: indicators requiring immediate improvement with scores of 0.00 to 3.99 and indicators to be maintained or developed further with scores of 4.00 to 5.00. Based on this classification, priorities were established for indicators needing improvement or further development.

RESULTS AND DISCUSSION
A. Description of Research Data
1. Performance (Y)

The performance of instructors is assessed through 34 valid statements. Out of 133 respondents, it was observed that the performance of instructors tends to be homogeneous and concentrated at a medium to high level. This is reflected in the mean value of 137.01 and a median of 134, indicating an almost symmetrical distribution. With a standard deviation of 14.32, it is shown that a significant portion of the data (around 68%) falls within the range of 122.69 to 151.33. Interestingly, despite the data clustering around the center, there is variation at both ends of the distribution with a minimum score of 103 and a maximum of 164, resulting in a relatively wide range of values (61 points). Further analysis reveals that 30 individuals (22.56%) of instructors fall into the high-performance category (scores 151-166), 76 individuals (57.14%) into the moderate category (scores 127-150), and 27 individuals (20.30%) into the low category (scores 103-126). The distribution pattern of this performance data is negatively skewed, where the mode (145) is higher than both the mean (137.01) and median (134), indicating respondents' concentration on relatively high-performance values. When compared to the theoretical median (102), the empirical median (134) significantly confirms that the overall performance of instructors at BBPLK is in the high category. Among the five performance indicators, the Effectiveness indicator records the highest average score (4.20), followed by Work Quality (4.13). Efficiency (3.91), Work Quantity and Result Improvement (each 3.98) have comparatively lower scores.

2. Perceived organizational support (X1)

The POS variable, measured by 36 items of statements, reflects instructors' perceptions of the support provided by the organization. With an average value of 132.13 and a mode of 130, the data tends to center around that value. The standard deviation of 14.27 indicates a moderate level of diversity among respondents. A fairly wide score range of 99 points, from a minimum of 74 to a maximum of 173, demonstrates significant variations in perceptions, ranging from feeling very unsupported to very supported. The frequency distribution reveals that the majority of respondents perceive organizational support at moderate to high levels. The distribution pattern of POS data is skewed to the right (positively skewed), where the mode (130) is smaller than the median (132) and mean (132.13). However, when compared to the theoretical median (108), the empirical median (132) significantly higher proves that instructors' perceptions of organizational support are generally high. Nevertheless, upon closer examination, all POS indicators have average scores below 4 on a Likert scale of 1-5. Fairness indicator (3.54) is the lowest, while Resource and Technical Provision (3.89) and Direct Supervisor Support (3.63) are at levels that also need improvement. This is an initial indication that despite overall high perceptions of support, there is still significant room for improvement in all aspects of POS.

3. Servant Leadership (X2)

This variable is measured by 37 statements and demonstrates unique characteristics. With a very wide score range (106 points), from a minimum of 70 to a maximum of 176, and a relatively high standard deviation (19.71), there is evident diversity in perceptions among instructors regarding their behaviors in serving their superiors. The average value recorded is 137.52 with a mode of 145. The distribution of servant leadership data is negatively skewed, as indicated by the mode hierarchy (145) > median (141) > mean (137.52). This pattern confirms that a majority of the data is concentrated on high values. Frequency analysis reinforces this observation, where 43 individuals (32.33%) perceive servant leadership in the high category (scores 148-176), 82 individuals (61.65%) in the moderate category (scores 109-147), and only 8 individuals (6.02%) in the low category. A comparison with the theoretical median (111), significantly lower than the empirical median (141), strongly asserts that perceptions of servant leadership in this sample consistently lean towards the high end. Average scores for the indicators vary, with Humility (3.88) and Ethical Behavior (3.81) ranking highest, while Member Development Commitment (3.61) and Member Interest Priority (3.64) are positioned lowest.

4. Teamwork (X3)

Teamwork is measured using 33 statements. Data from 133 respondents shows an average value of 123.86, with a median of 124 and a mode of 123, indicating a nearly symmetric data distribution. A standard deviation of 13.25 suggests a fairly limited diversity of data. The empirical score range is from 80 to 156. Frequency distribution reveals that the majority of instructors, 90 individuals (67.67%), fall into the moderate teamwork category (scores 107-133). 30 individuals (22.56%) exhibit high teamwork, while 13 individuals (9.77%) fall into the low category. The distribution pattern of

teamwork data is positively skewed, with a tail extending towards lower scores. However, the empirical median position (124), significantly above the theoretical median (99), and the entire score range above the midpoint of the scale confirm that the overall level of teamwork is considered high. The Communication Openness indicator records the highest score (4.01), followed by Goal Interdependence (3.97) and Mutual Understanding (3.93). In contrast, Flexibility in Coordination (3.09) and Innovation and Learning (3.43) received the lowest scores, indicating the weakest areas in team collaboration.

5. Employee Engagement (X4)

The variable is measured using 35 statements. The data reveals a unique distribution characteristic with an average value of 139.98, a median of 136, and a mode of 132. The relatively high standard deviation (17.05) confirms a substantial data dispersion within the sample, with a score range of 94 points (from 77 to 171). The frequency distribution indicates that 41 individuals (30.83%) fall into the high engagement category (scores 149-172), the majority of 86 individuals (64.66%) fall into the moderate category (scores 113-148), and only 6 individuals (4.51%) fall into the low category. The engagement data distribution is right-skewed with the mode < median < mean sequence. With an empirical median of 136 significantly larger than the theoretical median of 105, it can be inferred that the level of employee engagement with instructors is relatively high. The Dedication indicator (4.21) and Concern for Productivity (4.04) are the highest, showing strong feelings of pride, enthusiasm, and concern for productivity. Meanwhile, the Vigor (3.86) and Absorption (3.84) indicators have lower scores, indicating that motivation, energy, and job absorption can still be improved.

6. Work motivation (X5)

Work motivation, measured by 31 statements, has an average value of 120.95 with a standard deviation of 11.67. Respondents' scores range from 80 to 146, with the mode at 130. The majority of instructors, 79 individuals (59.40%), fall into the moderate work motivation category. 47 respondents (35.34%) are categorized as having high motivation, while only 7 respondents (5.26%) exhibit low motivation. The distribution of work motivation data shows a left-skewed pattern, reflected in the median value of 118 being smaller than the mean (120.95) and mode (130). Indicator analysis provides crucial insights. Intrinsic drivers, particularly Responsibility (4.13) and Self-Development (4.06), score highly. However, extrinsic drivers, especially Recognition Attainment (3.25) and Rewards Attainment (3.60), are at very low levels. This indicates an imbalance where instructors' internal motivation is strong but not adequately supported by the organization's reward and recognition system.

B. Prerequisite Analysis Test

Before hypothesis testing is conducted, a series of preliminary analysis tests are performed to ensure that the data meets the assumptions required for further parametric statistical analysis. The first step is to test for normality using the Kolmogorov-Smirnov test, aimed at determining whether the research data originates from a normally distributed population. The test results indicate that the significance value for the Performance variable is 0.095, Perceived Organizational Support (POS) is 0.200, Servant

Leadership is 0.132, Teamwork is 0.200, Employee Engagement is 0.060, and Work Motivation is 0.063. Since all these significance values are greater than the significance level of 0.05, it can be concluded that all the research variable data are normally distributed and have met the assumptions for parametric analysis.

Next, a homogeneity test using the Bartlett test with the Chi-Square table is conducted to determine whether the between-group variances are homogeneous. This test is performed on the variance of each independent variable against the dependent variable, as well as among the independent variables themselves. The analysis results show that all the calculated χ^2 values are less than the tabulated χ^2 values at the α = 0.05 level. For instance, for the relationship between POS and Performance, a χ^2 value of 30.505 is obtained, which is lower than the tabulated χ^2 value of 67.505, and the relationship between Servant Leadership and Performance shows a calculated χ^2 of 67.364, lower than 75.624. A summary of the homogeneity test results for all data pairs consistently indicates that the calculated χ^2 values are lower than the tabulated χ^2 values, thus confirming that all data are homogeneous.

The third step involves testing for linearity to determine whether the relationship between independent and dependent variables is linear, as regression analysis and path analysis assume a linear relationship. The linearity test results for all variable pairs, both the direct relationship towards performance and the relationships among independent variables, indicate that all calculated F values for deviation from linearity are smaller than the critical F value. Additionally, all significance values obtained are above 0.05. For instance, the relationship between Performance and POS yields an F value of 0.953, which is less than the critical F value of 1.509 with a significance value of 0.564. This demonstrates that all variable relationships in this study are indeed linear.

To ensure a sound regression model, a multicollinearity test is conducted to detect high correlations among independent variables. Detection is performed by examining the Tolerance and Variance Inflation Factor (VIF) values. The analysis results reveal that all independent variables have Tolerance values greater than 0.10 and VIF values less than 10. The Tolerance values for POS, Servant Leadership, Teamwork, Employee Engagement, and Work Motivation are recorded as 0.456, 0.406, 0.476, 0.233, and 0.276 respectively. Similarly, the VIF values for each variable are 2.194, 2.464, 2.100, 4.289, and 3.617, all of which fall below 10. Consequently, it can be concluded that there are no signs of multicollinearity among independent variables in this research model.In the final step, a heteroskedasticity test was performed to examine whether there is unequal variance of residuals in the regression model, where a good model exhibits homoskedasticity. The test conducted in this study used the Glejser Test by assessing the significance of the impact of independent variables on the absolute value of residuals. The results indicate that the significance values for the variables POS, Servant Leadership, Teamwork, Employee Engagement, and Work Motivation are 0.350, 0.324, 0.058, 0.750, and 0.495, respectively, all of which are greater than 0.05. Therefore, it can be concluded that there is no heteroskedasticity in this regression model, thus meeting all the classic regression assumptions.

C. Research Hypothesis Testing

After fulfilling all prerequisite tests, the next step is to conduct hypothesis testing to address the research question. This testing includes correlational analysis between variables, path analysis to examine direct and indirect effects, as well as testing the significance of indirect effects using the Sobel Test.

The testing commences with the Pearson Product Moment correlation test to assess the strength and direction of relationships between variables. The results indicate that all independent variables, namely POS, Servant Leadership, Teamwork, Employee Engagement, and Work Motivation, exhibit a significant positive relationship with the dependent variable Performance. The correlation coefficients are 0.051, 0.126, 0.137, 0.063, and 0.081, respectively, with all significance values below 0.05. Although these correlation coefficients are considered very weak, their significance implies that improvements in these variables are statistically associated with performance enhancement. Furthermore, significant positive relationships are also found among the independent variables. The strongest relationship is observed between Employee Engagement and Work Motivation with a correlation coefficient of 0.849, followed by the relationship between POS and Servant Leadership at 0.682, as well as Teamwork with Employee Engagement at 0.568 and Work Motivation at 0.497. These findings indicate a close interconnection among the independent variables, forming the basis for further path analysis.

The next step is to develop a path analysis model consisting of three substructures. Substructural I tests the direct influence of the five independent variables on Performance. The regression analysis results in the structural equation $Y = 0.303 X_1 + 0.238 X_2 + 0.102 X_3 + 0.028 X_4 + 0.110 X_5 + 0.966$. The coefficient of determination of 0.066 indicates that collectively, the five independent variables can only explain 6.6% of the variance in performance, while the remaining 93.4% is explained by other variables outside the study. Despite the small collective contribution, significance tests show that each independent variable has a significant positive direct impact on performance. POS has the largest direct impact with a coefficient of 0.303, followed by Servant Leadership at 0.238, Work Motivation at 0.110, Teamwork at 0.102, and Employee Engagement at 0.028.

Substructural II examines the direct influence of POS, Servant Leadership, and Teamwork on Employee Engagement. The resulting structural equation is $X_4 = 0.403 X_1 + 0.068 X_2 + 0.400 X_3 + 0.759$. The coefficient of determination of 0.424 indicates that the three independent variables can explain 42.4% of the variance in Employee engagement, which is a significant contribution. Significance tests prove that POS and Teamwork have very significant direct influences on Employee engagement with coefficients of 0.403 and 0.400, respectively, while Servant Leadership also has a significant impact, albeit with a much smaller coefficient of 0.068.

Substruktural III tested the direct influence of POS, Servant Leadership, and Teamwork on Work Motivation. The structural equation obtained was $X_5 = 0.358 X_1 + 0.136 X_2 + 0.397 X_3 + 0.826$. The R^2 value of 0.317 indicates that the three independent variables explain 31.7% of the variance in work motivation. Significance tests show that all three have a very significant direct positive impact on work motivation, with Teamwork being the strongest predictor (0.397), followed by POS (0.358), and Servant Leadership (0.136).

To examine the mediating role, a Sobel Test was conducted to determine whether Employee Engagement and Work Motivation significantly act as mediator variables. The Sobel Test results for mediating Employee Engagement indicate that this variable significantly mediates the relationship between POS and performance with a Z score of 1.88, the relationship between Servant Leadership and performance with a Z score of 2.28, and the relationship with Teamwork and performance with a Z score of 3.26, all of which are greater than the critical Z value of 1.65. Similarly, for the mediation of Work Motivation, the test results prove that work motivation significantly mediates the relationship between POS and performance with a Z score of 2.07, the relationship between Servant Leadership and performance with a Z score of 2.53, and the relationship with Teamwork and performance with a Z score of 1.73. Thus, the hypothesis stating the existence of a significant indirect positive impact through these two mediator variables is accepted for all three independent variables.Further analysis was conducted to calculate the magnitude of direct and indirect influences. In the influence on performance through Employee engagement, it was found that the direct influence of POS was 0.303, larger than its indirect influence through Employee engagement which was only 0.011. A similar pattern also emerged in Servant Leadership, where the direct influence of 0.238 was greater than its indirect impact of 0.002, and in Teamwork with a direct influence of 0.102 larger than its indirect impact of 0.011.

This indicates that although Employee engagement acts as a statistically significant mediator, its role as an intervening variable in transmitting the influence of independent variables on performance is practically ineffective due to its significantly smaller contribution compared to direct influences. A similar pattern was also found in the mediation of work motivation, where the direct effects of POS (0.303), Servant Leadership (0.238), and Teamwork (0.102) were each larger than their indirect effects through work motivation, which were only 0.039, 0.015, and 0.044 respectively. In conclusion, work motivation is statistically significant as a mediator, but practically not effective.

Based on these three substructures, a comprehensive path analysis model was established. A summary of hypothesis testing from this model confirms that all 17 hypotheses proposed in this study were accepted. This means that there are significant positive direct influences from POS, Servant Leadership, Teamwork, Employee Engagement, and Work Motivation on Performance. Additionally, there are significant positive direct influences from POS, Servant Leadership, and Teamwork on Employee Engagement, and on Work Motivation. Lastly, there are significant positive indirect influences from POS, Servant Leadership, and Teamwork on Performance, both through Employee Engagement and through Work Motivation.

D. Discussion of Research Results

The research findings reveal that perceived organizational support (POS) has a direct positive impact on the performance of BBPLK instructors. The stronger the perceived organizational support among instructors, the higher the performance they can achieve. This finding is consistent with a study conducted on educational staff at the Vocational School of Diponegoro University, showing that POS has a significant positive influence on employee performance. The perceived organizational support can enhance employees' contributions towards achieving institutional goals (Wirahapsari & Raharja,

2025). In the context of BBPLK, when instructors feel that the institution cares about their well-being and values their contributions, they respond with increased effort and dedication in carrying out training tasks. This confirms the social exchange theory, which suggests that individuals are likely to reciprocate positive treatment from organizations with positive work attitudes and behaviors.

The research also reveals that POS directly influences employee engagement of instructors, meaning that strong organizational support will enhance instructors' psychological involvement in their work. This finding is supported by a study in vocational training institutions in Indonesia involving 275 instructors, demonstrating that POS significantly affects innovative work behavior through training effectiveness as a mediating variable. Instructors who perceive organizational support are more inclined to view training programs as relevant and applicable (Hartanto et al., 2025). From a theoretical perspective, POS fulfills instructors' socio-emotional needs for appreciation, affiliation, and emotional support, ultimately creating a sense of attachment and deeper engagement with their work. Supported instructors are more enthusiastic, energized, and focused on fulfilling their roles as learning facilitators. Impact of POS on Instructor Work Motivation.

This research indicates that POS has a direct positive impact on instructor work motivation. Strong organizational support enhances instructors' psychological drive to perform optimally. These findings align with the research conducted at the Human Resources Bureau of the Lampung Regional Police, which shows that organizational support significantly influences personnel work motivation. Job satisfaction has been proven to be an effective mediating variable in the relationship between organizational support and work motivation (Tamzis & Hakim, 2025). In the context of BBPLK, organizational support through resource provision, development opportunities, recognition for contributions, and fair treatment creates psychological conditions that support instructor motivation both intrinsically and extrinsically. Motivated instructors demonstrate high levels of responsibility, initiative in self-development, and resilience in facing training challenges.

Servant leadership has a direct positive impact on instructor performance. Leaders prioritizing service and focusing on member development significantly enhance instructor performance. This finding is supported by the research on the development of effective servant leadership training modules that improve educators' and educational staff members' performance, with scores increasing from 55.0 to 90.6 after training implementation (Supriyanto et al., 2025). In the context of BBPLK, servant leaders create a work environment that supports instructors' psychological growth, provide trust, autonomy, and serve as role models in service. Instructors led by servant leadership feel valued, trusted, and empowered, ultimately motivating them to contribute their best in every training task.Research indicates that servant leadership has a direct positive impact on employees' engagement as instructors. However, its influence tends to be smaller compared to the impact of Positive Organizational Support (POS) and teamwork. This highlights the crucial role of servant leadership in creating psychological conditions conducive to fostering employee engagement. Nonetheless, its effects are likely more significantly influenced by factors such as trust and empowerment. Studies within the educational workforce suggest that training in servant leadership can cultivate a more

humane and professional work culture, where service values and priorities towards others' needs form the foundation for fulfilling roles in the workplace (Mansur, 2025). Within the BBPLK environment, a servant leader will cultivate quality relationships with instructors, ultimately enhancing the emotional and cognitive attachment of instructors to their work.

Servant leadership has been shown to have a direct positive impact on instructors' work motivation, where the behavior of a servant leader enhances instructors' psychological motivation to work optimally. This finding is supported by research indicating that leadership significantly influences job satisfaction, which subsequently contributes to increased employee work motivation (Tamzis & Hakim, 2025). In the context of BBPLK, a servant leader will fulfill instructors' basic psychological needs for autonomy, competence, and relatedness, which are key drivers of intrinsic motivation. Instructors led by a servant leader will perceive meaning in their work, feel empowered in how they work, and establish positive connections with their leader and colleagues.

Teamwork has been proven to directly impact instructors' performance positively. Effective teamwork enhances both individual and collective performance of instructors. Research at PT Perkebunan Nusantara IV Regional 1 Medan indicates that teamwork significantly and positively influences employee performance, both partially and simultaneously with other variables (Sihotang, 2025). In the BBPLK environment, a robust teamwork culture will create synergy among instructors, facilitate knowledge exchange, support each other in overcoming challenges, and collaboratively innovate in learning. Instructors working in an effective team will feel that they are not just individuals working alone but part of a collective unit with a common purpose.

The research also demonstrates that teamwork has a direct positive impact on instructors' engagement in their work. Good team collaboration enhances instructors' psychological engagement in their tasks. This finding is supported by research indicating that teamwork is the foundation for achieving optimal collective outcomes, and together with employee engagement and loyalty, collectively contributes significantly to explaining variations in employee performance (Sihotang, 2025). From a theoretical perspective, effective teamwork creates a psychological sense of safety, social support, and shared meaning that fulfills instructors' interrelated needs. Instructors who feel part of a cohesive team are more emotionally attached to their work and more willing to provide discretionary effort.

Teamwork has a significant positive impact on instructors' motivation at BBPLK. Effective collaboration within the team can be the strongest predictor for enhancing instructors' work motivation. It was found that a work environment that promotes positive relationships among employees plays a crucial role in enhancing instructors' performance through Employee Engagement as a mediator (Aestika & Nugraha, 2025). At BBPLK, the positive atmosphere generated by teamwork creates support, appreciation, and motivation for instructors. This leads to sustained motivation stemming from instructors' social needs.Employee Engagement has also been shown to have a positive impact on instructor performance. Instructors who are physically, cognitively, and emotionally involved in their work tend to demonstrate better performance. Research supports that the level of employee engagement has a significant positive impact on employee performance, as evidenced at PT Perkebunan Nusantara IV Regional 1 Medan

(Sihotang, 2025). At BBPLK, engaged instructors will work with meaning, challenges, and satisfaction, showing high energy, strong dedication, and deep involvement in every aspect of training tasks. Furthermore, a study on educational staff at the Vocational School of Diponegoro University has shown that job engagement plays a role as an important mediating variable in connecting the influence of POS and innovative work behavior to employee performance (Wirahapsari & Raharja, 2025). These findings strengthen the view that engagement is not only a vital dependent variable but also a psychological mechanism that connects organizational elements to performance. In the context of BBPLK, instructor engagement is key to transforming organizational support, servant leadership, and solid cooperation into tangible performance improvements.

Work motivation has been proven to have a direct positive impact on instructor performance, where strong psychological impetus will drive instructors to work optimally. This finding is consistent with research at the Secretariat of the Directorate General of Vocational Education, which shows that work motivation partially influences employee performance and, together with organizational culture, can significantly explain variations in employee performance (Niza & Putra, 2024). In the BBPLK context, high work motivation will be reflected in a strong sense of responsibility towards tasks, a firm commitment to self-development, and perseverance in facing challenges. Motivated instructors will continue to strive to enhance training quality and innovate in learning methods.Furthermore, the research also reveals that work motivation plays a role as a mediator in the relationship between POS, servant leadership, and cooperation towards performance, albeit with a relatively small contribution.

These research findings indicate that work motivation is an important psychological pathway, but not the sole mechanism connecting the influence of independent variables to performance. Studies at the PDAM Tirta Moedal Kota Semarang show that not all independent variables have a significant indirect impact through employee involvement, demonstrating the complexity of relationships among variables in the performance model (Aestika & Nugraha, 2025). In the context of BBPLK, the direct influence of POS, servant leadership, and cooperation on performance is more dominant compared to the indirect influence through work motivation. The path analysis model in this study reveals that all five independent variables collectively influence instructor performance. While their contributions are significant, they are relatively small. This suggests that instructor performance is a complex phenomenon influenced by many factors, including variables beyond the scope of the study.Research at the Vocational Training and Productivity Center (BBPVP) in Medan found that government, private sector, and community collaboration through communication forums and strategic partnerships are crucial factors in enhancing vocational training effectiveness (Utama, 2025).

These findings provide insight that external aspects such as cooperation with industries and stakeholder participation play a role in instructor performance by improving the relevance and quality of training. The competence development program for instructors through industrial internships, as advocated by the Instructor Internship Course and Training Program 2025 initiated by the Directorate General of Vocational Education, serves as evidence that enhancing instructor capacity requires a holistic approach that not only focuses on internal institutional aspects but also active engagement with the industry (Ernowo, 2025). With the "Instructor Advancement

Program 2025" involving 40 top instructors in internships with partner industries, it is evident that enhancing instructor competencies through direct industry experience will strengthen the relevance and applicability of learning. Within the scope of BBPLK, synergy between strengthening internal factors such as POS, service leadership, teamwork, employee engagement, and work motivation with external development programs such as industrial internships will create a comprehensive and sustainable performance enhancement ecosystem.

The cultural transformation in vocational education, as highlighted at the Workshop and Capacity Building Faculty of Vocational Education Brawijaya University 2025, plays a significant role in optimizing performance for educators and education personnel (Pratama, 2025). Open communication, effective coordination between units, and solid teamwork support in the work environment are key factors in enhancing productivity and service quality. In the BBPLK domain, enhancing team collaboration and emphasizing service-oriented leadership will drive a more collaborative, change-responsive work culture focused on improving service quality for training participants and stakeholders.The findings of this study provide a significant contribution, both theoretically and practically, to the development of a model for improving instructor performance in vocational training institutions. Theoretical contributions include strengthening the theoretical basis of social exchange theory, organizational support, service-oriented leadership, and motivation within the context of the public sector vocational training organization. From a practical standpoint, the research results offer clear guidance for BBPLK management in designing strategies to enhance instructor performance based on empirical evidence, focusing on strengthening weaker aspects and maintaining already optimal ones. Collaboration with the industry, enhancing instructor competence through internship programs, and transforming work culture are crucial components to optimize the impact of strengthening the internal factors tested in this study.

CONCLUSION

This study proves that all tested variables have a positive impact on the performance of BBPLK instructors. Perceived Organizational Support (POS) has a direct influence on performance with a coefficient of 0.303, while Servant Leadership provides an influence of 0.238, teamwork an influence of 0.102, Employee Engagement an influence of 0.028, and work motivation an influence of 0.110. Besides directly impacting performance, POS, Servant Leadership, and teamwork also have a direct impact on Employee Engagement and work motivation. POS affects Employee Engagement with a coefficient of 0.403 and work motivation with a coefficient of 0.358. Servant Leadership influences Employee Engagement by 0.068 and work motivation by 0.136. Teamwork affects Employee Engagement by 0.400 and work motivation by 0.397. In terms of indirect influence, all independent variables have been proven to indirectly influence performance through Employee Engagement and work motivation. However, both Employee Engagement and work motivation do not effectively function as intervening variables because their indirect influence is significantly smaller than their direct influence. These findings suggest that despite statistically significant mediation paths, the direct influences

of POS, Servant Leadership, and teamwork on performance remain the main and more dominant paths.

The findings of this study imply the need to reorient the strategy to improve the performance of BBPLK instructors from a partial approach to an integrated systemic approach. Improving performance is not merely about asking instructors to work harder but requires the development of a strong supportive ecosystem through simultaneous strengthening of all related variables. POS needs to be transformed from just passive perception to active and measurable support based on instructors' actual needs. Servant Leadership should evolve from merely a personal leadership style to an organization infrastructure embedded in the governance system, with leaders playing a role as managers of the team ecosystem integrating all performance support variables. Teamwork needs to be enhanced from routine coordination to a machine that generates intellectual capital and collective innovation through a structured collaborative framework. Employee Engagement must be managed strategically as collective psychological energy redirected into strategic initiatives, not just annual survey results. Meanwhile, work motivation requires a shift from transactional logic to workplace environment engineering that fulfills basic psychological needs with a differentiated reward system to strengthen both intrinsic and extrinsic motivation.

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