Application for Measurement of the Influence of Accountability, Nationalism, Public Ethics, Quality Commitment, and Anti-Corruption (AQEAP) on the Civil Servant Teachers' Performance

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Abstract

This research was conducted to know the effect of Accountability, Quality commitment, Excellent service, Anti-corruption, and Public ethics (AQEAP) on the performance of civil servant teachers in Denpasar-Bali. This study used the Full Model Structural Equation Model (SEM). The populations in this study were civil servant teachers from the class of 2019 in Denpasar City. The sampling technique used was the census method, which used the entire population as the research sample. All data were collected using a questionnaire technique with a Likert scale. The SEM analysis process in this study was assisted by using IBM AMOS Version 26 software. The results showed that there was a significant influence between AQEAP on the performance of civil servant teachers in Denpasar-Bali. So it is very important to develop these five variables to support teacher performance.

Contents

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1 Introduction

The results of a survey conducted by the Political and Economic Risk Consultancy (PERC) stated that the education system in Indonesia is very bad for the Asian region of the 13 countries surveyed, South Korea is considered to have the best education system, followed by Singapore, Japan, Thailand, India, China, and Malaysia. Indonesian ranks 12th, one level below Vietnam. Data reported by The World Economic Forum Sweden (2000), showed that Indonesia had low competitiveness, only ranking 37th out of 57 countries surveyed in the world (Sujarwo, 2013). The low level of the education system in Indonesia is closely related to the performance of teachers, who are the spearhead of the world of education (Mishra et al., 2020). The low performance of teachers is caused by their low competence of teachers. This is evidenced by the low teacher competency test value (Sommer, 2010; Muthuprasad et al., 2021). In 2015 the national average score for kindergarten teachers was 43.74 points, elementary school teachers 40.14 points, junior high school teachers 44.14 points, and high school teachers 45.38 points; until the teacher competency test in 2017, the average score has not reached 70 points (Seftiawan, 2019). The average teacher competency test data for Bali showed that the teacher competency test score is still below 70 points, including Elementary School was 57.29; Junior High School was 61.70; Senior High School was 66.05, and Vocational High School was 62.74 (KEMENDIKBUD, 2019). The low competence of teachers certainly supports the low performance of teachers, especially civil servant teachers (Widayati et al., 2021).

The government continues to improve teacher performance with various efforts, both through teacher certification programs, developing national and local curricula, increasing teacher competence through training, procurement of textbooks and learning tools, procurement and improvement of educational facilities and infrastructure, and improving the quality of school management (Retnowati et al., 2019). The performance of qualified teachers will affect the quality of learning, the quality of graduates, the quality of education, and the achievement of educational goals (Noordzij & Wijnia, 2020). However, based on the newly released PISA report, Tuesday, December 3rd, 2019, Indonesia's reading score was ranked 72 out of 77 countries, then math scores were ranked 72 out of 78 countries, and science scores were ranked 70 out of 78 countries (Assessment, 2020). This was a decrease from the previous PISA score. It means that there has not been an increase in teacher performance, which has an impact on increasing student abilities (Wise et al., 2020).

It is based on consideration of the relationship with other variables, besides the efforts that have been made by the government to improve the performance of civil servant teachers. The performance of civil servants especially teachers is influenced by accountability; nationalism, public ethics/teaching profession ethics; shared commitment; and anti-corruption attitude (Ariawan et al., 2018; Burakgazi et al., 2020; Hendrawijaya et al., 2020; Indawati, 2015; Limon & Sezgin-Nartgün, 2020; McCorkle & Rodriguez, 2021; Szypszak, 2021; Yao et al., 2020). The variables that affect the performance of teachers are civil servants include accountability, nationalism, public ethics, quality commitment, and anti-corruption (Sanchez, 2016).

Accountability refers to the implicit or explicit expectation that a person's decisions or actions will be evaluated by other parties and the results of the evaluation can be in the form of rewards or punishments (Visco, 2021). Accountability carried out by civil servants, especially civil servant teachers will be tested when the civil servant experiences problems in transparency and access to information, abuse of authority, use of state-owned resources, and conflicts of interest (Rahim, 2019). A civil servant teacher can be said to be a civil servant accountable if he can overcome these problems (Lallukka et al., 2008; Hemingway et al., 2003). In the sense of being able to make the right choices when there is a conflict of interest, not being involved in practical politics, and serving citizens fairly and consistently in carrying out their duties and functions (Levinson & Fay, 2019). Accountability refers to the obligation of each individual, group, or institution to fulfill the responsibilities that are their mandate. The mandate of a civil servant teacher is to ensure the realization of the best education for the nation's children by optimally developing their competence as a teacher (Duncan, 2019).

The principle of Indonesian nationalism is based on the values of Pancasila which are directed so that the Indonesian people (Widjaja et al., 2021): (1) place the unity and integrity, interests, and safety of the nation and state above personal or group interests (Suntani et al., 2021); (2) show a self-sacrificing attitude for the sake of the nation and state (Özaydin Özkara & Ibili, 2021); (3) proud as an Indonesian nation and the homeland of Indonesia and do not feel inferior (Fitriati & Rata, 2021); (4) recognizing equality, equal rights and obligations between fellow human beings and fellow nations (Lin et al., 2021); and (5) fostering an attitude of mutual love for fellow human beings and developing an attitude of tolerance (Merati et al., 2021). Public Ethics is a reflection of standards/norms that determine good/bad, right/wrong behavior, actions, and decisions to direct public policy to carry out public service responsibilities (Rich & Almozlino, 1999; Didham & Ofei-Manu, 2020). Especially for teachers who carry public ethics in the form of professional ethics teachers. The Ethics of the Teaching Profession is the application of general ethics that regulates teacher behavior. Quality commitment is a commitment to the superior value of products/services provided to customers (customers). It follows their needs and desires and even exceeds their expectations (King et al., 2021).

The implementation of good and clean governance, especially in the world of education, has been pursued in the current reform era (Bromley et al., 2021). The government has made various breakthroughs to make this happen, but the implementation is still not as expected. This is indicated by the number of public complaints about the poor service of the government apparatus (Futra & Primahardani, 2021), for example: (1) related to the rise of corruption cases, as a reflection of inefficient governance; (2) the number of neglected physical facilities development programs, as a reflection of the ineffectiveness of the wheels of government; (3) the tendency to carry out tasks that are more rule-driven and limited to carrying out routine obligations, as a reflection of the lack of creativity to produce innovation; and (4) there are still many complaints from the public because they are dissatisfied with the service quality of the apparatus, as a reflection of poor service delivery (Handayani et al., 2020; Morris, 2021; Numan & Islam, 2021; Snoek, 2021). This is a challenge for civil servant teachers to display innovative performance that is committed to quality to realize quality and better education (Asiyah et al., 2021).

The implementation of service-oriented education is non-negotiable when the unit as part of a government institution wants to increase public trust in national education. If each educational unit can provide excellent service to stakeholders, it will lead to satisfaction for the parties served. As mandated in the 1945 Constitution that services for the public interest are the responsibility of the government, excellent service in the world of education should be more encouraged (Rozikin et al., 2020; Snoek, 2021).

In addition, the inculcation of anti-corruption values in teachers, students, and all components of the education unit is very important to form good morality (Grayson & Alvarez, 2008). It is necessary to increase the example of the environment, especially in the education unit (parents, teachers, adults around, government officials, public figures, and the media). Where, the words, attitudes, and behavior of the teacher as the spearhead of the world of education must be able to become exemplary examples for students or children (Farsi et al., 2004; Albarrak et al., 2021). If not, then children will act without direction and may even deviate from the prevailing values and norms, even though sometimes they are not aware of it (Asma & Dallel, 2020; Wenneborg, 2020).

In the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards for Primary and Secondary Education Units, the substance of anti-corruption education materials is formulated in the curriculum for class V semester I, class VIII semester I and class X semester I. So that the message and value of this anti-corruption can be conveyed to students, first the teacher must provide examples related to attitudes that show anti-corruption. This is an additional task to instill the nation's anti-corruption character to students who are part of the performance of teachers in the future (Afhami, 2021; Tahili et al., 2021).

When a teacher becomes a Civil Servant, then in fact he has become part of the "power" whose actions have implications for the interests of the wider community (Edmonstone, 2019). Society has high demands and expectations for civil servants. Because of the high expectations of society, it is not surprising that the behavior that is less than commendable by civil servants will be in the spotlight, and become the subject of satire, months, insults, ridicule, and even insults (Utami et al., 2021). This does not only apply in countries that have eastern cultures, even in liberal countries that uphold individual freedom, ethical standards for people who regulate the interests of society, especially education conducted by teachers are much higher than the applicable ethical standards. to the general public (Lesyk et al., 2022). For example, infidelity cases involving

teachers, school principals, or public officials can be used as material for dismissal or impeachment, especially in cases that are directly related to the public interest, such as corruption in procurement projects, bribery, or abuse of office (Ünsal & Usta, 2021). High expectations for good education system administrators, including teachers who become Civil Servants, are inversely proportional to the behavior shown by them, which will give birth to public cynicism and sarcasm. Furthermore, the public will lose confidence in the world of education (Nurlybaeva, 2020).

Based on this background, it is necessary to investigate further the relationship of variables-accountability, quality commitment, excellent service, anti-corruption, and public ethics to teacher performance.

2 Materials and Methods

This study uses the Full Model Structural Equation Model (SEM) because it combines the measurement model (factor analysis) or Confirmatory Factor Analysis (CFA) and Path Analysis (Path Analysis). Through this model, we can find out the role of the item in measuring the measuring construct and the role of the measuring construct against other measuring constructs (Kaldaras et al., 2021).

Based on this, in this study, the researchers examined whether there was a relationship between the variables of accountability (X1), nationalism (X2), public ethics (X3), quality commitment (X4), and anti-corruption (X5), in the performance of teachers (Y) Civil Servants class 2019 in Denpasar City by first testing the significance of each indicator using Confirmatory Factor Analysis (CFA). The population in this study was civil servant teachers from the class of 2019 in Denpasar City. The sampling technique used is the census method, which uses the entire population as the research sample. All data were collected using a questionnaire technique with a Likert scale (Karaçam et al., 2020).

Analysis of the data used in this study is the Structural Equation Model (SEM). SEM is a combination of several concepts of statistical tools including Correlation, Regression, Path Analysis, and Confirmatory Factor Analysis. In simple terms, SEM is a combination of a measurement model (CFA) and a structural model (Correlation, Regression, and Path Analysis). The process of SEM analysis in this research is assisted by using IBM AMOS Version 26 software. The steps in SEM analysis are as follows (Paliwal & Singh, 2021).

Development of theory-based model

The thing that must be done in the theoretical model development step is to carry out a series of scientific exploitation through a literature review to obtain justification for the theoretical model to be developed. At this stage, the identification of the status of variables such as the determination of exogenous latent variables, endogenous latent variables, indicators for exogenous latent, and indicators for endogenous latent along with the parameter values to be sought (Lamm et al., 2019).

Diagram development

The theoretical model that has been built in the first stage will be described in a path diagram, which will make it easier to see the causality relationships that you want to test (Erdem-Aydin, 2021).

Conversion into structural equation

Based on the equations obtained from the path diagram, the structural relationships of the variables can be arranged, followed by making mathematical equations (Boran & Karakus, 2022).

Input matrix and estimation technique

The input matrix used as input is the covariance matrix. Hair et al. stated that in testing the causality relationship, the covariance matrix is taken as input for the SEM operation. Because the number of samples used is more than 100, the estimation technique that will be used is the maximum likelihood estimation

method because it meets the required criteria. This technique is carried out in stages, namely the estimation of the measurement model with the confirmatory factor analysis (CFA) technique and the structural equation model (Gungor & Atalay Kabasakal, 2020).

Identification of structural model

This initial analysis must be carried out to ensure that there are no offending estimates or values that exceed the acceptable limit from the estimation results at the first level of CFA. Especially the presence of negative error variance, the presence of large standard error values for one or more coefficients (0.9), and the inability of the program to be able to process matrix information (Munadi & Febriyanti, 2020).

Model Interpretation and Modification

When the model has been declared accepted, it can be considered to modify the model to improve the model that has been compiled. Modification of the initial model must be supported by a strong theory. There should be no modification of the model without strong theoretical support (Mahayukti et al., 2018; Thomas et al., 2021).

3 Results and Discussions

Development of theory-based diagrams and models

The theoretical model that has been built in the first stage will be described in a path diagram, which will make it easier to see the causality relationships that you want to test. The causal relationship can be seen in Figure 1 with the constructs and indicators shown in Table 1.

Table 1
Constructs and Indicators

Construct	Construct Indicator	Code
Accountability (X1)	Teacher accountability to students	X11
	Teacher accountability to colleagues	X12
	Teacher accountability to superiors	X13
	Teacher accountability to educational staff	X14
	Teacher Accountability to Society	X15
Nationalism (X2)	Placing the unity, interests, and safety of the nation and state above personal or group interests;	X21
	Show a willingness to sacrifice for the sake of the nation and state;	X22
	Proud as an Indonesian nation and an Indonesian homeland and do not feel inferior;	X23
	Recognize equality, equal rights, and obligations between fellow human beings and fellow nations;	X24
	Foster an attitude of mutual love for fellow human beings and develop an attitude of tolerance.	X25
Public Ethics (X3)	Civil servant Code of Ethics under the Ministry of Education and Culture (Permendikbud RI Number 48 of 2020)	X31
	Indonesian Teacher Code of Ethics (based on the decision of the XXI PGRI congress, 2013 in Palembang	X32
Quality Commitment (X4)	Personal Quality Commitment	X41
	Work Environment Quality Commitment	X42
Anti-Corruption Attitude (X5)	Honest	X51

Construct	Construct Indicator	Code
	Discipline	X52
	Responsibility	X53
	Hard work	X54
	Simple	X55
	independence	X56
	Fair	X57
	Brave	X58
	Care	X59
Teacher Performance (Y)	Lesson plan	Y11
	Learning process	Y12
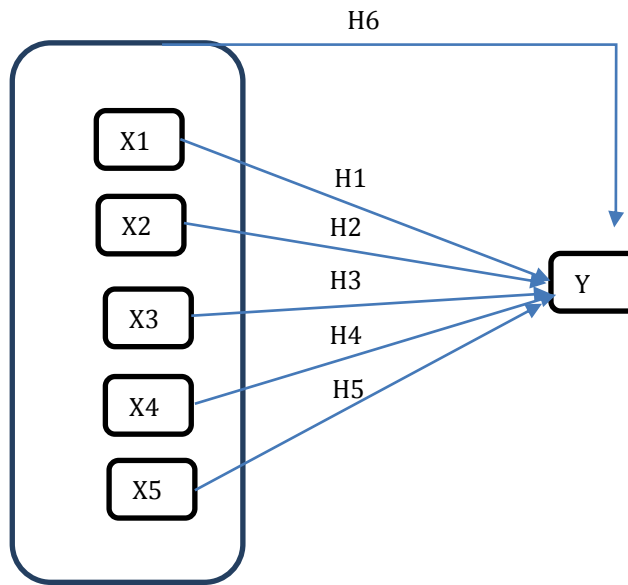
Figure 1. Multiple Regression Development (Five Oreditors)

Notes:
X1 = Accountability
X2 = Nationalism
X3 = Public Ethics
X4 = Quality Commitment
X5 = Anti-Corruption
Y = Teacher Performance

Conversion into Structural Equation

Based on the equations obtained from the regression diagram, the structural relationships of the variables in Figure 2 can be arranged with the identification of research variables shown in Table 2.
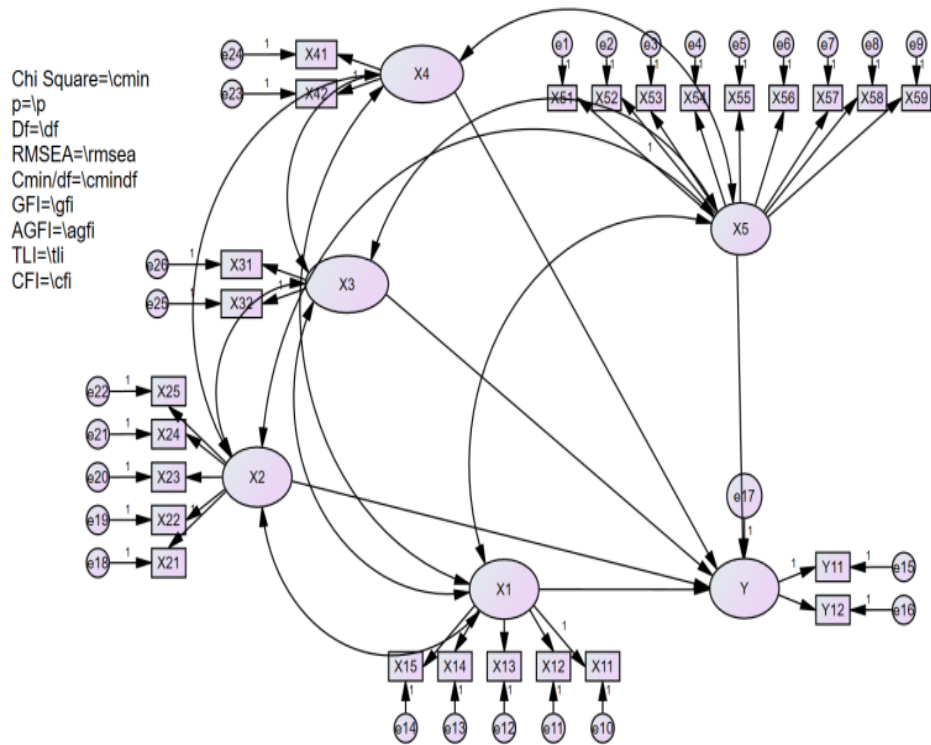
Figure 2. Initial Structural Equation Design

Table 2
Identification of Research Variables

No		Variable	Variable Type	Number of Items	Number of Indicators	Number of Samples
1	X1	Accountability	Exogenous	45	5	129
2	X2	Nationalism	Exogenous	35	5	
3	X3	Public Ethics	Exogenous	35	2	
4	X4	Quality Commitment	Exogenous	35	2	
5	X5	Anti-Corruption Attitude	Exogenous	35	8	
6	Y2	Teacher Performance	endogenous	34	2	
Number				214	42	129

Input Matrix and Estimation Technique

The input matrix used as input is the covariance matrix. The following is the AMOS output on Estimates scalars standardized regression weights which are presented in Table 3.

Table 3
Regression Weights

			Estimate	S.E.	C.R.	P	Label
X51	<---	X5	1,000				
X52	<---	X5	1,018	,044	22,908	***	par_1
X53	<---	X5	1,032	,042	24,614	***	par_2

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			Estimate	S.E.	C.R.	P	Label
X54	<---	X5	1,055	,045	23,230	***	par_3
X55	<---	X5	,214	,079	2,724	,006	par_4
X56	<---	X5	,188	,086	2,185	,029	par_5
X57	<---	X5	,306	,106	2,891	,004	par_6
X58	<---	X5	,204	,119	1,708	,088	par_7
X59	<---	X5	,168	,115	1,459	,145	par_8
X11	<---	X1	1,000				
X12	<---	X1	1,023	,048	21,111	***	par_9
X13	<---	X1	1,027	,044	23,244	***	par_10
X14	<---	X1	,953	,045	21,301	***	par_11
X15	<---	X1	,979	,054	18,240	***	par_12
Y11	<---	Y	1,000				
Y12	<---	Y	,860	,050	17,045	***	par_13
X21	<---	X2	1,000				
X22	<---	X2	,988	,053	18,700	***	par_14
X23	<---	X2	,993	,048	20,650	***	par_15
X24	<---	X2	,980	,046	21,285	***	par_16
X25	<---	X2	,952	,043	22,259	***	par_17
X42	<---	X4	1,000				
X41	<---	X4	1,033	,036	28,715	***	par_18
X32	<---	X3	1,000				
X31	<---	X3	,849	,052	16,427	***	par_19

Based on the results of Regression Weights, indicators X56, X57, X58, and X59 are not significantly related to the construct so they must be eliminated. This forms a change in the Measurement Model Design as follows.
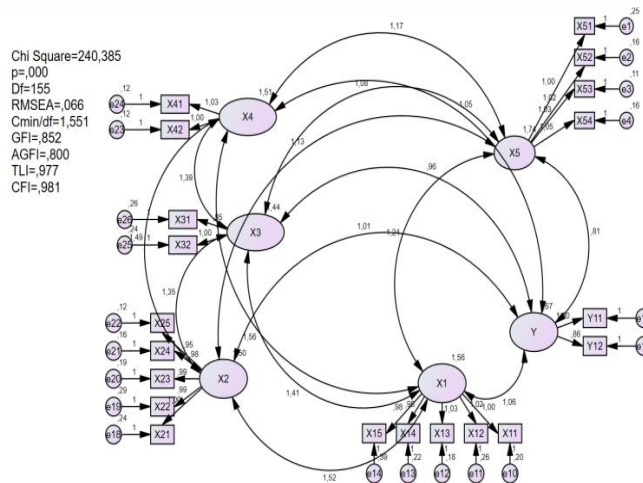

Figure 3. Measurement Model Design Changes after elimination of the X55, X56, X57, X58, and X59 indicators

Structural Model Identification

Based on the AMOS SPSS 26 computation for this SEM model, the goodness of fit indices is generated as follows.

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments: 210
Number of distinct parameters to be estimated: 55

Degrees of freedom (210 - 55):   155
Result (Default model)
Minimum was achieved
Chi-square = 240,385
Degrees of freedom = 155
Probability level = .000

The minimum standard of structural testing was met "Minimum was achieved" so the test was continued.

Model Fit Test Results after Passing the Validity and Reliability Test

Table 4
CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	55	240,385	155	,000	1,551
Saturated model	210	,000	0		
Independence model	20	4778,926	190	,000	25,152

CMIN/DF value < 2 it means model fit (Gozali, 2017)

Table 5
RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	,035	,852	,800	,629
Saturated model	,000	1,000		
Independence model	1,233	,077	-,020	,070

The GFI value is 0.852 and the AFGI is 0.800, the value is already high, close to 1; RMR 0.035 is less than 0.08 as an indication of model fit. (There is an increase in the value of GFI and AGFI and a decrease in the value of RMR so that the model is fit).

Table 6
Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	,950	,938	,982	,977	,981
Saturated model	1,000		1,000		1,000
Independence model	,000	,000	,000	,000	,000

The incremental value (baseline comparison) with NFI value of 0.950 and RFI of 0.982 approaching number 1 indicates the model is very fit. (NFI and RFI values increase to near 1)

Table 7
RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	,066	,049	,081	,062
Independence model	,434	,424	,445	,000

The RMSEA value of 0.066 is fit because the value of 0.08 is far below 1.

Table 8. AIC

Model	AIC	BCC	BIC	CAIC
Default model	350,385	371,974	507,675	562,675
Saturated model	420,000	502,430	1020,561	1230,561
Independence model	4818,926	4826,777	4876,123	4896,123

The AIC value for the default is lower than the Saturated AIC value and the independence model is a fit model.

Table 9
ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	2,737	2,440	3,097	2,906
Saturated model	3,281	3,281	3,281	3,925
Independence model	37,648	35,916	39,436	37,709

The ECVI value for the default model is good because it is lower than the ECVI Saturated value and the independence model.

Table 10
HOELTER

Model	HOELTER .05	HOELTER .01
Default model	99	106
Independence model	6	7

The HOETLER score (99) is also good because it is below the 200 cut-offs.

In the process of operating the AMOS SPSS 26 program, if the estimation cannot be done, the program will send a message to the computer monitor regarding the possible reasons why the program cannot estimate. This research, while processing data with the AMOS SPSS 26 program, did not find a message on the computer monitor indicating an identification problem.

Model interpretation and modification

When the model has been declared accepted, it can be considered to modify the model to improve the model that has been compiled (Thomas et al., 2021). Modification of the model is carried out based on the tables in Modification Indices starting from covariance on the same latent variable, variance, to regression weight, carried out step by step. The results of the model modifications that have been carried out in stages are shown in Figure 4.
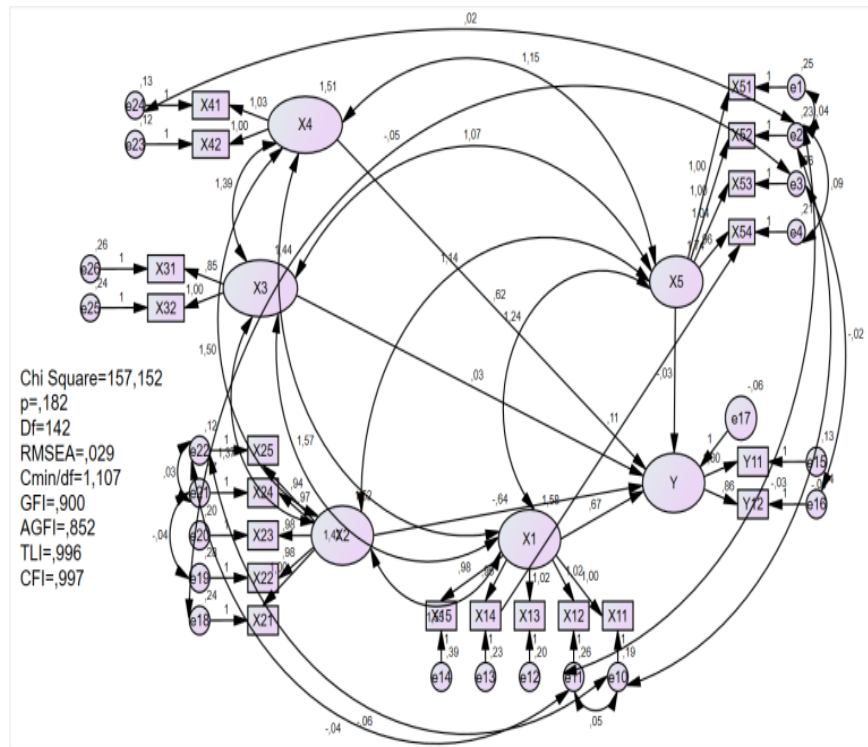
Figure 4. Results of Modified Structural Equation Design (view output)

After this, the reliability test of this model was carried out to test its feasibility. The following are the results of the reliability test of this model.

Table 11
Reliability Test Results

Variable	Anti-Corruption Attitude			Accountability			Teacher Performance			Nationalism			Quality Commitment			Public Ethics		
Indicator	loading	Loading square	Eror	loading	Loading square	Eror	loading	Loading square	Eror	loading	Loading square	Eror	loading	Loading square	Eror	loading	Loading square	Eror
X51	0,934	0,872	0,066															
X52	0,94	0,884	0,060															
X53	0,985	0,970	0,015															
X54	0,876	0,767	0,124															
X11				0,945	0,893	0,055												
X12				0,929	0,863	0,071												
X13				0,944	0,891	0,056												
X14				0,927	0,859	0,073												
X15				0,891	0,794	0,109												
Y11							0,918	0,843	0,082									
Y12							0,885	0,783	0,115									
X21										0,930	0,865	0,070						

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	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18
X22										0,917	0,841	0,083						
X23										0,937	0,878	0,063						
X24										0,944	0,891	0,056						
X25										0,959	0,920	0,041						
X42													0,963	0,927	0,037			
X41													0,962	0,925	0,038			
X32																0,896	0,803	0,104
X31																0,925	0,856	0,075
sum of std. Loading	3,735			4,636			1,803			4,687			1,925			1,821		
sum of std. Loading square		3,494			4,300			1,626			4,395			1,853			1,658	
Sum of eror			0,265			0,364			0,197			0,313			0,075			0,179
Construct Reliability (> 70)	0,981			0,983			0,943			0,986			0,980			0,949		
Variance Construct (> 0,5)		0,979			0,981			0,931			0,984			0,979			0,939	

Based on the results of these calculations, because all construct reliability (CR) values are> 0.70 and Variance Construct (VR) > 0.50, it can be stated that all constructs in this study are feasible to be used in the model.

There is a significant effect of accountability (X1) on the performance of civil servant teachers (Y). Accountability (X1) has a significant effect on Teacher Performance (Y) with a regression coefficient of 0.673; with a probability value of 0.002 < 0.05; It can be interpreted that the number 0.673 means that if Accountability (X1) increases by 1 application unit in the form of teacher accountability to students, teacher accountability to colleagues, teacher accountability to superiors, teacher accountability to educational staff, teacher accountability to the community, it will contribute to teacher performance. (Y1) increased by 0.673 times. The results of the respondents' answers show Accountability (X1) with indicators in the form of Teacher Accountability to Students; Teacher Accountability to Colleagues; Teacher Accountability to superiors; Teacher Accountability to Educational Staff; Teacher Accountability to Society showing the percentage of the dominant questionnaire frequency is in the moderate range. For this reason, it is necessary to focus more on increasing teacher accountability to improve their performance.

Nationalism (X2) has no significant effect on Teacher Performance (Y) with a regression coefficient of -0.635, with a probability value of 0.124 > 0.05. Nationalism (X2) has several indicators in the form of (1) placing the unity, interests, and safety of the nation and state above personal or group interests; (2) showing a self-sacrificing attitude for the sake of the nation and state; (3) proud as an Indonesian nation and the homeland of Indonesia and do not feel inferior; (4) recognizing equality, equal rights and obligations between fellow human beings and fellow nations; and (5) fostering mutual love for fellow human beings and developing an attitude of tolerance will contribute to teacher performance (Y1). The results of respondents' answers show that Nationalism (X2) shows that the percentage of the dominant questionnaire frequency is in the moderate range.

Public Ethics (X3) has no significant effect on Teacher Performance (Y) with a regression coefficient of 0.029 with a probability value of 0.755 > 0.05. Public Ethics (X2) of civil servant teachers in this study refers to the indicators: (1) the civil servant Code of Ethics under the Ministry of Education and Culture (Permendikbud RI Number 48 of 2020); and (2) the Indonesian Teacher Code of Ethics (based on the decision of the XXI PGRI congress, 2013 in Palembang. The results of respondents' answers show that Public Ethics (X3) shows that the percentage of the dominant questionnaire frequency is in the moderate range.

Quality commitment (X4) has a significant effect on Teacher Performance (Y) with a regression coefficient of 0.624, with a probability value of 0.040 <0.05; It can be interpreted that the number 0.624 means that if the Quality Commitment (X4) increases by 1 application unit in the form of personal quality commitment and

quality commitment to the work environment, it will cause the contribution to teacher performance (Y1) to increase by 0.624 times. The results of the respondents' answers show Quality Commitment (X4) with its application in the form of personal quality commitment and quality commitment in the work environment. The percentage of the dominant questionnaire frequency is in the low range. For this reason, it is necessary to focus more on increasing the commitment of the quality of civil servant teachers to improve their performance.

Anti-corruption attitude (X5) has no significant effect on Teacher Performance (Y) with a regression coefficient of -0.030 with a probability value of 0.388> 0.05. The anti-corruption attitude (X5) of civil servant teachers in this study refers to the indicators: Honesty, Discipline, Responsibility, Hard Work, Simple, independence, Fair, Courageous, and Caring. The results of respondents' answers show that Public Ethics (X3) shows that the percentage of the dominant questionnaire frequency is in the medium range.

4 Conclusion

In the model, there are 5 exogenous variables so 10 covariates are formed. The P-value shows that all covariates have a significant relationship with a positive correlation value > 0.5, meaning that all exogenous variables have a close relationship. This means that although the only variables that have a significant effect on teacher performance (Y) are exogenous accountability variables (X1) and quality commitment (X4), the values of nationalism (X2), Public Ethics (X3), and Anti-Corruption Attitudes (X5) have a positive effect on the two variables. . It means that if the value of nationalism (X2), Public Ethics (X3) and Anti-corruption Attitude (X5) increases, the value of accountability (X1) and quality commitment (X4) also increases. It is very important to develop AQEAP although not all AQEAP variables have a significant effect on the performance of civil servant teachers (Y).

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