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THE EFFECT OF STRATEGIC ORIENTATION, TRANSFORMATIVE INTERACTION CAPABILITY, TECHNOLOGY INFORMATION AND TASK IMPLEMENTATION QUALITY ON TEAMWORK PERFORMANCE

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ABSTRACT

This study aims to examine empirical evidence about the relationship between strategic orientation, transformative interaction capability, information technology and task implementation quality on teamwork performance in high school in Pringsewu district, Lampung. This study uses a quantitative research approach to investigate the relationship between strategic orientation, transformative interaction capability, information technology and task implementation quality on teamwork performance. To achieve the research objectives, data were collected from stakeholders from several high schools in Pringsewu district, Lampung, Indonesia. Using structural equation modeling, and after a series of exploration and confirmation factors were analyzed, the authors tested an integrated model of the relationship between strategic orientation, transformative interaction capability, technology information and task implementation quality on teamwork performance. The results of this study indicate that strategic orientation has a positive and significant effect on teamwork performance. transformative interaction capability has a positive and significant effect on teamwork performance. task implementation quality has no significant effect on teamwork performance. and information technology have a positive and significant effect on teamwork performance.

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INTRODUCTION

The success of an educational institution can be seen from the quality of human resources that are directed, integrated, and comprehensive through various efforts so that future generations can develop optimally, and receive support from the environment in order to increase their potential, both in terms of academic and non-academic. One way to improve human resources is through education. Education is a conscious effort

made by adults to help mature students. Through education, students are expected to be able to make a major contribution to the progress of the nation for the realization of national education goals (Anton, 2018).

The education office as an operational implementing agency is the hope for all educational institutions in supporting the achievement of the success of these educational institutions. Schools have important components that make up the system to run the wheels of life in education by educating the nation's next generation who are assets of the country's progress. These components are, curriculum, students, finance, infrastructure, public relations, human resources consisting of principals, teachers, school committees and guardians of students as stake holders. These components are expected to have synergy in order to achieve school goals.

This synergy can be realized by the existence of a work team in schools to run a very complex and dynamic system in order to realize an outstanding school that is the hope of every community, to realize a school that excels, not only through a one-sided approach, but requires collaboration between all components, namely teaching staff and staff in educational organizations. Work Teams are needed in every learning process or activity carried out by schools in the management function of planning, organizing, implementing, coordinating, and controlling. It is hoped that the existence of a work team, both between the school and the community, or internally, the school will participate in realizing schools that excel, so it can be seen that school accountability which includes the responsibility of principals and teachers and other education personnel can be felt by the community (Octaviani, Suryadi, & Supadi, 2014).

The benefits of educational organizations in Indonesia can be felt well, not apart from the role of human resources in it, one of which is the teaching staff (teachers). Teacher performance is the ability possessed by educators in carrying out their duties and obligations in educational institutions. Without a teacher teaching and learning activities will not be held, there are those who argue that teachers must be nurtured and imitated, in the sense that every teacher always teaches and directs and gives the best to all students.

Based on data obtained from the Department of Education and Culture, the average value of the National Examination and US Year 2014/2015 is 56.91, the grade repeat rate is 10%. The rate of not continuing school is approximately 35%. These data indicate that the effectiveness of schools in Pringsewu Regency Public Senior High School is quite low. Nurhafifah (2016) explains that based on the results of data and interviews from the community and teachers, there are several things that can be assumed that the factors that influence the ineffectiveness of schools, include (1) teacher performance that is less conducive, (2) weak economic level, (3) the high cost of education, (4) inadequate facilities and infrastructure, (5) lack of motivation from school principals, (6) there are

still teachers who have not shown optimal performance in carrying out their main tasks and functions as educators (7) principals, teachers , and the community does not create cooperation in achieving school goals, (8) school culture that is less conducive.

If a school is less effective, as described above, schools must have strategies and mutually reinforcing interactions, solikahan et al, (2018) explain strategic orientation as a strategic direction taken by an organization to create long-term goals with positive behavior. oriented towards improving organizational performance that continues to excel. Strategy is defined as the relationship between the organization and its environment and the actions taken by the organization to achieve goals and superior performance through the effective and efficient deployment of resources (Ndubisi & Agarwal, 2014) formulated, implemented, and evaluated correctly (Wheelen & Hunger, 2012) such as (1) forming a teaching team, (2) an extracurricular team so that students can develop abilities according to their fields, (3) a curriculum forming team to develop plans and implementation programs curriculum, and (4) an entrepreneurial team to develop businesses in schools such as canteens and cooperatives in schools (Kusuma, 2014). In addition to strategy, technology is also very influential on teamwork performance. Information technology is needed to assist all activities in the organization, for example with sophisticated technology equipment that will accelerate performance and provide maximum results for the organization. Information technology applied in an organization can also be used for business management analysis activities, decision making, and other needs that can be fulfilled effectively. This is in accordance with research conducted by Sunny et al, (2019) which explains that the use of technology will affect cost efficiency and increase performance in the long term. The research of Melián & Bulchand, (2016) also proves that the application of information technology will be very useful in improving teamwork performance in organizations.

The application of information technology in an organization needs to be supported by the ability of competent employees to use the information technology. organizations need to pay attention to the ability of employees to use information technology that is applied, this is because those who operate information technology are mostly human resources. In addition, the ability to carry out work is one of the most important factors and influences the success of employees in carrying out their work. Ability is a result of work done by a person in completing his work which is measured based on skills, experience, sincerity and time.

Interaction can also affect teamwork performance. Robeyns (2005) describes transformative interaction capability in his study, describing the capability approach as a broad normative framework for evaluating individual well-being and social order, designing policies and proposing social change in society. Patterns of interaction in teams emerge when members first meet each other and begin to coordinate their actions within

the team. The concept of transformative interaction capability which is defined as a changeable interaction among team members. This also refers to interactions that encourage the development of added value ideas for the organization which can be achieved through the development of sensemaking, transformative learning, and knowledge creation, in addition to transformative interaction capabilities. also has the potential to improve teamwork performance within the organization.

Based on the explanation above, the writer feels that it is necessary to conduct more in-depth research on "the influence of strategic orientation, transformative interaction capability, information technology and task implementation quality on teamwork performance in SMA in Pringsewu Regency, Lampung.

A proper understanding of the term strategic orientation and how it relates to performance within the organization is very important to explain the concept of strategy. This is important because strategy plays a key role in strategic orientation, however, there can be no strategic orientation without strategy. Strategic orientation is a strategic direction carried out by an organization to create long-term goals with behavior oriented towards improving organizational performance that continues to excel (Solikan & Mohammad, 2018). Strategic orientation is an orientation consisting of four dimensions, namely market orientation, learning orientation, entrepreneurial orientation and employee orientation. These four dimensions of strategic orientation positively affect organizational performance (Grinstein, 2008).

Strategy is defined as the relationship between the organization and its environment and the actions taken by the organization to achieve goals and superior performance through the effective and efficient deployment of resources (Ndubisi & Agarwal, 2014). Strategic orientation is also defined as matching organizational resources and capabilities to opportunities and threats posed by the external environment (Chung et al., 2008) A good strategy must be managed properly, meaning that a good strategy must be formulated, implemented, and evaluated properly (Wheelen & Hunger, 2012).

Strategy formulation includes the development of the organization's vision, mission and goals as well as the formulation of appropriate strategies to achieve the goals that have been set. The implementation of the strategy includes the deployment of organizational resources, the development of a supportive organizational culture and the establishment of the organizational structure needed to achieve the stated goals. Strategy evaluation is needed to review internal and external factors, monitor and measure the level of progress achieved in relation to the formulated strategy to achieve the goals set, as well as take corrective action to correct existing deviations (Solikan & Mohammad, 2018).

Transformative Interaction Capability

Robeyns (Robeyns, 2005), describes the capability approach as a broad normative framework for evaluating individual welfare and social order, designing policies and proposing social change in society. The pattern of interaction within the team emerges when members first meet each other and begin to coordinate their actions within the team (London & Sessa, 2015).

Interaction patterns emerge when team members learn from each other's competencies, behavioral tendencies and interests by descriptive statements made by team members to each other or by observing the actual behavior inherent in interactions. The concept of transformative interaction ability is defined as the ability of team members to interact, it also refers to interactions that encourage the development of value-added ideas for the organization which can be achieved through sensemaking building, transformative learning, and knowledge creation. In addition, transformative interaction capability also has the potential to improve teamwork performance.

a. Sensemaking is the process of turning the current state into a situation that can be understood explicitly in words and serves as a springboard for action (Weick et al., 2005). Akgün et al, (2014) explain that sensemaking ability is the team's ability to interpret, understand and build meaning on project information, technology and information related to the market. From here, the team must be able to act on this information to complete the project successfully, there are two components in sensemaking building, namely the empowerment of ideas to interpret the needs of the organization and complement the needs of the team.
b. Mezirow (2018) defines transformative learning as a process in which individuals and teams change the problem frame of reference (thought patterns, thinking habits and meaning perspectives) regarding a set of assumptions and expectations to become more inclusive, discriminatory, open, reflective and sociable. Hoggan (2015) supports this point, explaining that transformative learning refers to processes that permanently affect a person's experience, conceptualization and interaction with his environment. Significant change requires future-oriented experience and conceptualization. While the interaction for the sake of transformation requires active learning. Transformative learning can be seen from two indicators, namely future orientation and active learning.
c. Knowledge creation is done to fill the knowledge gap of an organization or work group. This activity creates knowledge through knowledge conversion, building knowledge and connecting knowledge. Knowledge creation helps companies develop new products and services to respond quickly to market needs (Hong, Lee, & Suh, 2017) Organizational knowledge is usually monitored by the collective efforts of teams, for example, service development teams. Previous

research has shown that team-level knowledge positively influences organizational performance in terms of product development, customer relationship management, and revenue. Therefore, it is very important to strengthen the process of creating team knowledge to improve teamwork performance (Chae, Koh, & Park, 2018).

Information Technology

According to Bangun (Bangun, 2012) technology is an advancement in the field of science and knowledge that requires people to be more creative and active in following the times. Changes in technology will affect organizational activities. Information technology is not only limited to computer technology (hardware and software) but technology is used to support humans in creating, changing, storing, and disseminating information.

Technology is a tool, technique, or method that can assist humans in doing work so that work becomes lighter, faster, better, or more productive (Tsani et al., 2018). Information and communication technology that is currently developing such as audio, video technology, global information systems and many more. Technology is needed as an absolute tool to have and master in order to facilitate and support employee performance (Kadir & Triwahyuni, 2014).

Task Implementation Quality

Implementation is the application, implementation, in another sense, implementation is a concept, policy or innovation in a practical action so that it has an impact, either in the form of changes, knowledge, skills, values and attitudes (Mulyasa, 2009). Implementation Quality is an employee's perception of his ability to carry out work quality, choose alternatives, negotiate conflicts and the results achievedi (Qamari, Ferdinand, Dwiatmadja, & Yuniawan, 2020)

In carrying out their duties, employees work according to their field of work. The primary task quality dimension measures an employee's assessment of the needs of their primary task, which is influenced by a mix of individual, professional, and organizational norms. The theory of Semmer et al. (2007) explained that the norms and professional identity of employees affect the perception of tasks and job demands of employees. The quality of good task execution is characterized by good employee communication, coordination, mutual support, sharing values, trust, and feeling attached to one another (cohesion), thus encouraging team performance (Weimar et al., 2017).

Teamwork performance

The term performance comes from the word Job Performance or Actual Performance (job performance or actual achievement achieved by someone).

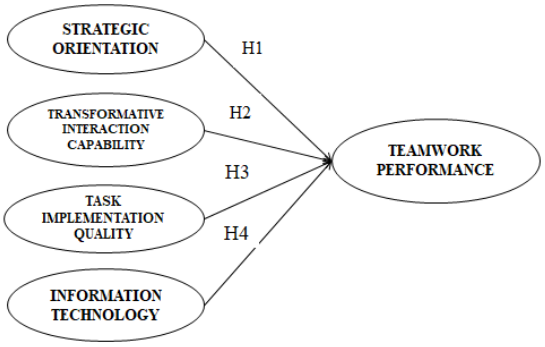
Understanding performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties according to the responsibilities given to him (Mangkunegara, 2005), Performance has a broader meaning, not only stating as a result of work, but also how the process achievement of work in progress. The results of performance are determined by how a person does his job. Performance is also often used in mentioning the achievement or level of success of individuals, groups, or organizations (Wibowo, 2007).

Performance can be known if individuals or groups or organizations have established success criteria, both from certain goals and targets that have been set. Individual performance is the level of achievement or a person's work of targets to be achieved or tasks that must be carried out within a certain period of time. The performance of the group or section is a description of the level of achievement or implementation of an activity or program or policy in realizing the goals, objectives, mission and vision of the organization that already exist in the organization's strategic planning (Qamari et al., 2020).

Teamwork performance is defined as the extent to which a team can achieve predictable goals or actually achieve the expected quality of work. Conceptually, teamwork is a team performance that includes a set of interrelated cognitions, attitudes, and behaviors that contribute to the dynamic process of performance (Salas, Sims, & Shawn Burke, 2005), Various studies reveal several factors of teamwork performance (Mesmer-Magnus & DeChurch, 2009), namely: 1) role identity and commitment of each member, 2) team cohesiveness, 3) communication mechanisms and quality of information sharing, 4) member homogeneity for team goals, and 5) consensus among team members towards goal approach. So that team performance is often improved. Team performance depends on the effect of teamwork which strongly supports the idea that effective sharing of information between team members improves performance and productivity through interaction.

Conceptual Framework

This research model consists of 5 variables, namely: strategic orientation, transformative interaction capability, information technology, task implementation quality and teamwork performance. This research model is described as below:



METHOD

This research uses survey method. Survey is a system for collecting information from or about people to describe, compare, or explain their knowledge, attitudes, and behavior (Sekaran & Bougie, 2016). This study uses a population of principals and teaching staff at senior high schools in Pringsewu district, Lampung. In this study, data collection was carried out by distributing questionnaires to respondents (survey research) (Sekaran & Bougie, 2016). This study uses a Likert scale.

RESULT AND DISCUSSION

Data analysis

The distribution of questionnaires in this study was carried out from April to May 2022 using a Google form to teachers and principals in 5 high schools in Pringsewu Regency. There were 308 questionnaires distributed, and 159 questionnaires received and all of them were completely filled so that all 159 questionnaires could be processed. Questionnaires are distributed within a period of 1 (one) month. The response rate of respondents is quite good this is because the researcher is assisted by the school admin who also distributes the research questionnaire link.

From a series of distribution efforts and the collection of research questionnaires, the questionnaire return rate (response rate) was obtained with the following calculations:

$$= \frac{\text{Number of respondents who returned the questionnaire}}{\text{Total number of distributed questionnaires}} \times 100\%$$

$$= \frac{159}{308} \times 100\%$$

$$= 51{,}62\%$$

Based on the above calculations, the distribution of the questionnaire in the context of data collection resulted in a response rate of 51.62%..

If the category of respondent's answers is classified, it can be done by first calculating the interval (i) with the formula:

$$i = \frac{\text{Highest score} - \text{Lowest score}}{\sum \text{category}}$$

$$= \frac{7-2}{5}$$

i = 1

Then 6 categories can be made, namely: :

Table 1. Respondents' Answer Categories

Category	Average Score
(1)	**(2)**
Very Bad	1,00 – 1,99
Bad	2,00– 2,99
Somewhat Bad	3.00 - 3,99
Fairly Good	4,00 – 4,99
Good	5,00 – 5,99
Very Good	6,00 – 6,99

Below are data showing the frequency and percentage of respondents' answers and the mean value of each indicator:

Table 2. Description of Respondents' Answers to the Variable Strategic Orientation

Code	Indicator	Frequency and Percentage							Mean	Category
		STS (1)	TS (2)	ATS (3)	TS (4)	AS (5)	S (6)	SS (7)		
SO1	Innovation	0	0	0	40	90	25	4	4,96	Good
		0%	0%	0%	25%	57%	16%	3%		
SO2	Flexibility	0	0	0	54	78	22	5	4,86	Good
		0%	0%	0%	34%	49%	14%	3%		
SO3	Career	0	0	0	65	64	22	8	4,83	Good
		0%	0%	0%	41%	40%	14%	5%		
SO4	Training	0	3	0	39	37	28	52	5,53	Well
		0%	2%	0%	25%	23%	18%	33%		
Total Mean									5,04	Well

Table 2. shows that the overall Strategic orientation variable item is considered good with the achievement of a total mean value of 5.04.

Table 3. Description of Respondents' Answers to Variable Transformative Interaction Capability

Code	Indicator	Frequency and Percentage							Mean	Category
		STS (1)	TS (2)	ATS (3)	TS (4)	AS (5)	S (6)	SS (7)		
TIC1	Collaborate to produce integrated knowledge	0	0	0	0	42	76	41	5,99	Well
		0%	0 %	0%	0%	26%	48 %	26 %		
TIC2	Develop new knowledge	0	0	0	0	42	81	36	5,96	Well

	and competencies	0%	0 %	0%	0%	26%	51 %	23 %		
TIC3	Future oriented	0	0	0	0	55	62	42	5,92	Well
		0%	0 %	0%	0%	35%	39 %	26 %		
TIC4	Active in learning	0	0	0	46	31	13	69	5,66	Well
		0%	0 %	0%	29 %	19%	8%	43 %		
TIC5	Competence complements the team	0	0	0	36	42	27	54	5,62	Well
		0%	0 %	0%	23 %	26%	17 %	34 %		
TIC6	Empower work ideas.	0	0	0	43	74	34	8	5,04	Well
		0%	0 %	0%	27 %	47%	21 %	5%		
Total Mean									5,70	Well

Table 4. Deskripsi Jawaban Responden terhadap Variabel Task Implementation Quality

Code	Indicator	Frekuensi dan Presentase							Mean	Category
		STS (1)	TS (2)	ATS (3)	TS (4)	AS (5)	S (6)	SS (7)		
TIQ1	Quality of doing work	0	0	0	0	77	59	23	5,66	Well
		0%	0%	0%	0%	48%	37%	14%		
TIQ2	Quality of choosing alternatives.	0	0	0	0	65	69	25	5,75	Well
		0%	0%	0%	0%	41%	43%	16%		
TIQ3	Quality of conflict negotiations.	0	0	0	62	63	22	12	4,90	Good
		0%	0%	0%	39%	40%	14%	8%		
TIQ4	Quality of results achieved	0	0	0	83	61	10	5	4,60	Good
Total Mean									5,23	Well

Table 4. shows that the overall task implementation quality variable items are considered good

Table 5. Description of Respondents' Answers to Information Technology Variables

Code	Indicator	Frekuensi dan Presentase							Mean	Category
		STS (1)	TS (2)	ATS (3)	TS (4)	AS (5)	S (6)	SS (7)		
IT1	IT-related educational initiatives for management	0	0	0	91	42	14	12	4,67	Good
		0%	0%	0%	57%	26%	9%	8%		
IT2	Technology-based relationships with suppliers	0	0	0	98	36	13	12	4,62	Good
		0%	0%	0%	62%	23%	8%	8%		
IT3		0	0	0	84	48	16	11	4,71	Good

	restructuring Business work processes to take advantage of opportunities	0%	0%	0%	53%	30%	10%	7%		
IT4	IT project management practices	0	0	0	67	32	19	41	5,21	Wel
		0%	0%	0%	42%	20%	12%	26%		
IT5	System Development Practice	0	0	0	33	52	42	32	5,46	Wel
		0%	0%	0%	21%	33%	26%	20%		
Mean Total									4,93	Good

Table 5. shows that the overall information technology variable item is considered quite good with the achievement of a total mean value of 4.93.

Table 6. Description of Respondents' Answers to Teamwork Performance

Code	Indikator	Frekuensi dan Presentase							Mean	Category
		STS (1)	TS (2)	ATS (3)	TS (4)	AS (5)	S (6)	SS (7)		
TP1	Completing work on time	0	0	0	33	33	37	33	5,51	Good
		0%	0%	0%	21%	21%	23%	21%		
TP2	Solve problems quickly	0	0	0	67	36	15	41	5,19	Good
		0%	0%	0%	42%	23%	9%	26%		
TP3	High quality work	0	0	0	102	43	12	2	4,46	Wel
		0%	0%	0%	64%	27%	8%	1%		
TP4	Carry out work efficiently	0	0	0	0	79	59	21	5,64	Wel
		0%	0%	0%	0%	50%	37%	13%		
Mean Total									5,20	Wel

Table 6. shows that the overall teamwork performance variable item is considered good with the achievement of a total mean value of 5.20.

Validity and Reliability Test

Strategic Orientation (XI) Variable Validity Test

Based on the results of the calculation of the validity of the strategic orientation test with 4 question items, they are as follows:

Table 7. Strategic Orientation (X1) Validity Test Results

No.	Corrected Item Total Correlation / rcount	Sig.	Rtabel	Criteria
SO1	0,628	0	0,138	Valid
SO2	0,679	0	0,138	Valid

SO3	0,656	0	0,138	Valid
SO4	0,642	0	0,138	Valid

Based on table 7, it can be seen that all questions for the strategic orientation variable have valid status, because the value of rcount (Corrected Item-Total Correlation) > rtable is 0.138.

Transformative Interaction Capability (X2) Variable Validity Test

Based on the calculation results of the transformative interaction capability validity test with 6 question items, they are as follows:

Table 8. Validity Test Results Transformative interaction capability (X2)

No.	Corrected Item Total Correlation / rcount	Sig.	Rtabel	Criteria
TIC1	0,436	0	0,138	Valid
TIC2	0,524	0	0,138	Valid
TIC3	0,591	0	0,138	Valid
TIC4	0,631	0	0,138	Valid
TIC5	0,669	0	0,138	Valid
TIC6	0,528	0	0,138	Valid

Based on table 8, it can be seen that all questions for the transformative interaction capability variable have a valid status, because the value of rcount (Corrected Item-Total Correlation) > rtable is 0.138.

Task Implementation Quality Variable Validity Test (X3)

Based on the results of the calculation of the validity of the task implementation quality test with 4 question items, they are as follows:

Table 9. Results of Task Implementation Quality (X3) Validity Test

No.	Corrected Item Total Correlation / rcount	Sig.	Rtabel	Criteria
TIQ1	0,598	0	0,138	Valid
TIQ2	0,589	0	0,138	Valid
TIQ3	0,787	0	0,138	Valid
TIQ4	0,771	0	0,138	Valid

Based on Table 9, it can be seen that all questions for the variable task implementation quality have a valid status, because the value of rcount (Corrected Item-Total Correlation) > rtable is 0.138.

Information technology variable validity test (X4)

Based on the results of the calculation of the validity of the information technology test with 5 question items, they are as follows:

Table 10. Information Technology Validity Test Results (X4)

No.	Corrected Item Total Correlation / rcount	Sig.	Rtabel	Criteria
IT1	0,74	0	0,138	Valid
IT2	0,65	0	0,138	Valid
IT3	0,702	0	0,138	Valid
IT4	0,645	0	0,138	Valid
IT5	0,575	0	0,138	Valid

Based on Table 10, it can be seen that all questions for the information technology variable have valid status, because the value of rcount (Corrected Item-Total Correlation) > rtable is 0.138.

Teamwork Performance Variable Validity Test (Y)

Based on the results of the calculation of the validity of the teamwork performance test with 4 question items, they are as follows:

Table 11. Teamwork Performance Validity Test Results (Y)

No.	Corrected Item Total Correlation / rcount	Sig.	Rtabel	Criteria
TP1	0,631	0	0,138	Valid
TP2	0,69	0	0,138	Valid
TP3	0,525	0	0,138	Valid
TP4	0,523	0	0,138	Valid

Based on Table 11, it can be seen that all questions for the teamwork performance variable have a valid status, because the value of rcount (Corrected Item-Total Correlation) > rtable is 0.138.

Reliability Test

Reliability tests were carried out on question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. The reliability coefficient of the instrument is intended to see the consistency of the answers to the statement items given by the respondents. The analysis tool uses the split half method by correlating the total score odd versus even, then the reliability is calculated using the "Alpha Cronbach" formula. The calculations are carried out with the help of the SPSS 22 computer program. The reliability for each variable is presented in the following table.

Table 12. Reliability Test Results

No.	Variabel	Ralpha	Rkritis	Criteria
1	Strategic Orientation	0,741	0,70	Reliabel
2	Transformative Interaction Capability	0,721	0,70	Reliabel
3	Task Implementation Quality	0,773	0,70	Reliabel
4	Information Technology	0,76	0,70	Reliabel
5	Teamwork Performance	0,714	0,70	Reliabel

Based on the table, the reliability test was carried out on the question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. So the results of the SO instrument reliability coefficient are rll = 0.741, the TIC instrument is rll = 0.721, TIQ is rll = 0.773, IT is rll = 0.76, TP is rll = 0.714 turns out to have a higher "Cronbach Alpha" value. greater than 0.70 which means that the five instruments are declared reliable or meet the requirements.

Multiple Linear Regression Test

Multiple linear regression test aims to measure the linear relationship between 3 or more independent variables with 1 dependent variable. The following are the results of multiple linear regression. They are presented in table 12 below:

Table 13. Multiple Linear Regression Test Results Strategic Orientation, Transformative Intercation Capability, Task Implementation Quality, Information on Teamwork Performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.505	.429		1.177	.241
	SO	.203	.066	.202	3.075	.002
	TIC	.384	.086	.363	4.479	.000
	TIQ	.040	.070	.038	.569	.570
	IT	.237	.061	.281	3.884	.000

Based on table 13 shows that :

The Strategic Orientation variable has a coefficient value of 0.202, with the beta value in the Standardized Coefficients column being positive. So, it can be said that Strategic orientation has a positive effect on Teamwork Performance.

The transformative interaction capability variable has a coefficient value of 0.363, with the beta value in the Standardized Coefficients column being positive. So, it can be said that transformative interaction quality has a positive effect on teamwork performance.

The task implementation quality variable has a coefficient value of 0.038, with the beta value in the Standardized Coefficients column being positive. So, it can be said that task implementation quality has a positive effect on teamwork performance.

The information technology variable has a coefficient value of 0.281, with the beta value in the Standardized Coefficients column being positive. So, it can be said that information technology has a positive effect on teamwork performance.

Hypothesis testing

t test

The t-test aims to measure whether the independent variable partially has a significant effect or not on the dependent variable. The test criteria are if the significance > 0.05 then there is no partial or separate effect between the independent variables on the dependent variable, while the significance < 0.05 then there is a partial effect between the independent variables on the dependent variable. The following are the results of the t test:

Table 14. t test results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.505	.429		1.177	.241
	SO	.203	.066	.202	3.075	.002
	TIC	.384	.086	.363	4.479	.000
	TIQ	.040	.070	.038	.569	.570
	IT	.237	.061	.281	3.884	.000

Based on table 14 shows that the significance value of strategic orientation is 0.002 <0.05, so the first hypothesis which states that there is a positive and significant influence on teamwork performance is accepted. With t count of 3,075, it is greater than t table of 1,97323 which is obtained from the formula = (a/2 : n-k-1) or 0.05/2 ; 159-5 or 0.025 ; 154 = 1.97549. So, it can be said that there is a positive but significant influence on the strategic orientation variable on teamwork performance.

Based on table 14 shows that the significance value of transformative interaction capability is 0.00 < 0.05, so the hypothesis which states that there is a positive and

significant influence on teamwork performance is accepted. With t count of 4.479 greater than t table 1.97549. So, it can be said that there is a positive and significant effect on the transformative interaction capability variable on teamwork performance.

Based on table 14 shows that the significance value of task implementation quality is 0.570 > 0.05, so the hypothesis which states that there is a positive and significant influence on teamwork performance is rejected. With t count of 0.569 smaller than t table 1.97549. So, it can be said that there is a positive but not significant effect on the task implementation quality variable on teamwork performance.

Based on table 14 shows that the significance value of information technology is 0.00 < 0.05, so the hypothesis which states that there is a positive and significant influence on teamwork performance is accepted. With t count of 3,884 which is greater than t table of 1,97549. So, it can be said that there is a positive and significant influence of information technology variables on teamwork performance.

test R^2

The coefficient of determination test or R^2 test aims to measure how far the model's ability to explain variations in independent variables is. The value of the coefficient of determination is between zero and one. A small R^2 value means that the ability of the independent variables to explain the dependent variable is very limited. The following are the results of the R^2. test :

Table 15. Coefficient of Determination Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711[a]	.505	.492	.39953

Based on table 15, the value of R Square or the coefficient of determination is 0.443. This means that strategic orientation, transformative interaction capability, task implementation quality and information technology have an effect of 44.3%, while the remaining influence, which is also known as the error value, is a residual variable that is outside this study, which can be calculated by the formula e=1 -R Square = 1-0.443 = 0.557 or 55.7%. Standard Error of Estimate is 0.40550. The greater the value, the more accurate the regression model will be in predicting the dependent variable.

The results of testing the coefficient of determination of each independent variable are as follows

Table 16. Coefficient of Determination Test Results Per Variable

Variabel	Nilai *R Square*	*Nilai Adjusted R Square*
Strategic Orientation	0,222	0,217
Transformative Interaction Capability	0,418	0,415
Task Implementation Quality	0,130	0,125
Information Technology	0,328	0,324

Based on table 16, it is known that the R Square value of the strategic orientation variable is 0.222 indicating that the influence of the strategic orientation variable is 22.2% on teamwork performance, while the transformative interaction capability is 0.418 indicating that the influence of the transformative interaction capability variable is 41.8% on teamwork performance. The task implementation quality variable is 0.130 indicating that the effect of the task implementation quality variable is 13.0% on teamwork performance and information technology is 0.328 indicating that the information technology variable has 32.8% effect on teamwork performance. Based on the table, it is known that the transformative interaction capability variable has more influence than the variables, strategic orientation, information technology, and task implementation quality which show the weakest influence among all variables.

Pembahasan

After testing the multiple linear regression analysis, the next step is the discussion of the results of the hypothesis test. Here's the description:

The influence of strategic orientation on teamwork performance

The results of the hypothesis test show that the influence of strategic orientation on teamwork performance has a positive influence. It can be explained that strategic orientation is effective in improving teamwork performance with the consideration that understanding about strategy can be maximized effectively.

Based on table 14 shows that the significance value of the strategic orientation variable is 0.002 <0.05, so the hypothesis which states that there is an influence of strategic orientation on teamwork performance is accepted. Based on the Adjusted R Square value of the strategic orientation variable of 0.217, it shows that the influence of the strategic orientation variable is 21.7% on teamwork performance, so it can be

concluded that strategic orientation has a positive and significant effect on teamwork performance.

Research conducted by Otache & Mahmood (2015), Otache, Inocent. (2019) dan Storey & Hughes (2013) which explain that there is a positive influence on strategic orientation. A good strategy includes the development of the organization's vision, mission and goals as well as the formulation of appropriate strategies to achieve long-term goals that are oriented towards improving organizational performance that continues to excel. A good strategy must also be evaluated properly, the goal is to take corrective action if there is a deviation from the goals that have been set.

The research is in line with previous research which found that strategic orientation has a positive and significant effect on teamwork performance. That is, this shows that strategic orientation can encourage optimal teamwork performance. The success and implementation of a strategic organization will only occur if all team members work cooperatively as team members according to their expertise and division of labor in order to achieve the goals set.

Effect of Transformative interaction capability on teamwork performance

The results of the hypothesis test show that the effect of transformative interaction capability on teamwork performance has a positive or acceptable effect. This can be explained that the effect of transformative interaction capability is effective in improving teamwork performance.

Based on table 14 shows that the significance value of the transformative interaction capability variable is 0.000 <0.05, so the hypothesis that there is a significant effect of transformative interaction capability on teamwork performance is accepted. Based on the Adjusted R Square value of the transformative interaction capability variable of 0.415, it shows that the effect of the transformative interaction capability variable is 41.5% on teamwork performance, while the rest is influenced by other variables.

In accordance with research conducted by (Qamari et al., 2020) explaining that there is a positive and significant effect of transformative interaction capability on teamwork performance so that the higher the transformative interaction capability, the more it will improve teamwork performance because of the interaction between team members who empower each other, learn and adapt to the latest developments and future-oriented, Interaction also encourages organizations to develop the concept of added value that can be achieved through transformative learning, and knowledge creation.

Effect of Task Implementation Quality on Teamwork Performance

The results of the hypothesis test show that the effect of task implementation quality on teamwork performance has a negative effect or is rejected. This can be explained that the task implementation quality is not running effectively in improving teamwork performance.

Based on table 14, it shows that the significance value of the task implementation quality variable is 0.570 > 0.05 so that the hypothesis that there is a significant effect on task implementation quality on teamwork performance is rejected. Based on the Adjusted R Square value of the task implementation quality variable of 0.125, it shows that the

effect of the task implementation variable is only 12.5% on teamwork performance, while the rest is influenced by other variables.

Research conducted by Qamari, (Qamari et al., 2020) dan Weimar et al (2017) states that task implementation quality has a positive effect on teamwork performance because a team that is able to carry out quality tasks will have better performance. The quality of good task execution can be seen with good employee communication, coordination, mutual support, trust, and feeling bound to each other (cohesion), thus encouraging team performance to be optimal.

However, the results of this study are contrary to the opinion of previous researchers. In accordance with the results of the study, this means that even though a team is able to carry out quality tasks, there is still uncertainty in completing its performance. This shows that high task implementation quality does not necessarily make teamwork performance optimal.

The work team is a collection of competent individuals who complement each other to be able to complete their goals. The thoughts of two or more people tend to produce better thoughts than the thoughts of one person so it is hoped that team members can behave as a complementary team, trust each other, learn from each other, encourage each other in the spirit of togetherness and support each other so that they can improve teamwork performance and can carry out good quality work.

Effect of Information Technology on Teamwork Performance

The results of the hypothesis test show that the influence of information technology on teamwork performance has a positive or accepted influence. It can be explained that the influence of information technology is effective in growing teamwork performance.

Based on table 4.15 shows that the significance value of the information technology variable is 0.000 <0.05, so the hypothesis which states that there is a significant effect of information technology on teamwork performance is accepted. Based on the Adjusted R Square value of the information technology variable of 0.324, it shows that the influence of the information technology variable is 32.4% on teamwork performance, while the rest is influenced by other variables..

The results of this study are in line with research conducted by Sunny et al, (Sunny et al., 2019), Melian and bulchand (Melián-González & Bulchand-Gidumal, 2016), dan Tohidi, (2017) which stated that information technology has a positive effect on to teamwork performance. Information technology can contribute to improve organizational performance and facilitate teamwork performance, because technology will affect cost efficiency and improve performance in the long term.

Summary of the results of hypothesis testing

Based on the results of multiple linear regression analysis, conclusions can be drawn on the hypotheses of this study, namely: there are 3 (three) accepted hypotheses and 1 (one) rejected hypothesis. The details are: Hypothesis 1 (H1) is accepted, Hypothesis 2 (H2) is accepted, Hypothesis 3 (H3) is rejected, and Hypothesis 4 (H4) is accepted. In summary, the results of hypothesis testing are presented in Table 17.

Table 17. Summary of Hypothesis Test Results

No	Hipotesis	Information
H1	Strategic Orientation Affects Teamwork Performance Meaning: Strategic Orientation Can Improve Teamwork Performance	Received
H2	Transformative Interaction Capability Affects Teamwork Performance Meaning: Transformative Interaction Capability Can Improve Teamwork Performance	Received
H3	Task Implementation Quality Affects Teamwork Performance Meaning: Task Implementation Quality Can Improve Teamwork Performance	Rejected
H4	Information Technology Affects Teamwork Performance. Meaning: Information Technology Can Improve Teamwork Performance.	Rejected

CONCLUSION

From the results of hypothesis testing and discussion in chapter IV, the following conclusions are drawn:

Strategic orientation has a positive and significant effect on teamwork performance.

Transformative interaction capability has a positive and significant effect on teamwork performance.

Task implementation quality has no effect on teamwork performance.

Information technology has a positive and significant effect on teamwork performance.

Limitations

That the results of the study cannot be generalized to all teachers in all schools. Although only 159 questionnaires were used in data analysis, the results of the data analysis can be said to represent the characteristics of Pringsewu District Senior High School.

When conducting the research, the researcher did not meet directly with the respondent so that it affected the respondent's answer, but the researcher explained to the respondent about the purpose of this research, the researcher also tried to ensure the confidentiality of the respondent's personal data.

Recommendation

In future research, it is hoped that researchers will be able to examine other factors that can affect teamwork performance in addition to the variables that have been identified in this study, for example the influence of knowledge sharing, or team leadership whether it has an impact on teamwork performance or not.

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