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Analysis of Teacher Performance Assessed from the Aspects of Organizational Culture, Motivation, and Competence

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ABSTRAK

Untuk mendukung terselenggaranya pendidikan secara optimal, setiap lembaga pendidikan, termasuk sekolah, berupaya untuk meningkatkan kinerja gurunya. Stimulus yang dapat diberikan untuk mewujudkan hal tersebut dapat berupa penerapan budaya organisasi, pemberian motivasi, dan peningkatan kompetensi. Substansi penelitian ini adalah untuk mengetahui pengaruh budaya organisasi, motivasi, dan kompetensi terhadap kinerja guru. Sampel dalam penelitian ini berjumlah 215 responden yang ditentukan dengan pendekatan purposive sampling. Analisis data menggunakan aplikasi SPSS dengan menampilkan hasil pengolahan data melalui uji instrumen penelitian dengan uji validitas dan reliabilitas, analisis regresi berganda, koefisien determinasi, dan pengujian hipotesis. Hasil penelitian ini menunjukkan bahwa dari tiga hipotesis yang dikembangkan, semua hipotesis diterima. Hipotesis pertama menunjukkan bahwa terdapat pengaruh yang signifikan budaya organisasi terhadap kinerja guru. Hal ini penting untuk diperhatikan sekolah mengenai penerapan budaya organisasi. Penerapan budaya organisasi yang terlalu kaku akan menimbulkan budaya kerja yang kurang optimal. Selanjutnya hipotesis kedua menunjukkan bahwa motivasi berpengaruh signifikan terhadap kinerja guru. Untuk dapat meningkatkan motivasi guru, pihak sekolah dapat memberikan apresiasi terhadap pekerjaannya agar guru lebih semangat dan dapat meningkatkan kualitas pekerjaannya, ada baiknya guru meningkatkan semangatnya agar apapun pekerjaan yang diberikan dapat diselesaikan dengan hasil yang memuaskan. Kemudian hipotesis ketiga menunjukkan bahwa terdapat pengaruh yang signifikan kompetensi terhadap kinerja guru. Perlu ada dorongan dari pihak sekolah bagi guru untuk meningkatkan kompetensinya. Sebaiknya kepala sekolah perlu memotivasi guru, terutama guru senior, untuk mengikuti pelatihan dan mengembangkan kompetensinya.

ABSTRACT

To support the optimal implementation of education, every educational institution, including schools, strives to improve the performance of their teachers. The stimulus that can be given to make this happen can be in the form of implementing organizational culture, providing motivation, and increasing competence. The substance of this study is to determine the effect of organizational culture, motivation, and competence on teacher performance. The sample in this study amounted to 215 respondents who were determined by the purposive sampling approach. Data analysis using the SPSS application by displaying the results of data processing through test research instruments with validity and reliability, multiple regression analysis, the coefficient of determination, and hypothesis testing. The results of this study indicate that of the three developed hypotheses, all hypotheses are accepted. The first hypothesis shows that there is a significant influence of organizational culture on teacher performance. This is important for schools to pay attention to regarding the application of organizational culture. The implementation of an organizational culture that is too rigid will lead to a less than optimal work culture. Furthermore, the second hypothesis shows that motivation has a significant effect on teacher performance. To be able to increase the motivation of teachers, the school can give appreciation for their work so that teachers are more enthusiastic and can improve the quality of their work, it is better if teachers increase their enthusiasm so that whatever work is assigned can be completed with satisfactory results. Then, the third hypothesis shows that there is a significant effect of competence on teacher performance. There needs to be encouragement from the school for teachers to improve their competence. It is better if school principals need to motivate teachers, especially senior teachers, to participate in training and develop their competencies.

1. INTRODUCTION

Performance is a result and work performance as well as the level of work success obtained by someone from the work that has been carried out effectively and efficiently (Wardhani & Wijaya, 2020).

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Teachers as educators, are expected to carry out their career as optimally as possible in terms of educating the nation's education. The measure of teacher success can be seen in their sense of duty, morale, and authority in carrying out their practice, and by demonstrating commitment to their duties as a competent teacher, it will deliver a successful performance (Alhusaini et al., 2020). The amount of work put forward and displayed in carrying out all of one's tasks and duties determines one's performance as a teacher. Teachers' skills and talents as teaching staff must be improved in order to achieve better education in real time (Catio & Sunarsi, 2020). The role of the teacher is very, very significant for the success of the learning process and the ability of the teacher is the most important variable in education (Pulungtana & Dwikurnaningsih, 2020). The main determinants of success in achieving organizational goals are reflected in performance, so it is necessary to develop increased skills with various positive factors to achieve optimal work results. Several factors can encourage teacher performance improvement, including the implementation of organizational culture, providing motivation, and measuring competence.

Organizational culture refers to specific organizational beliefs and principles that have a profound impact on one group and the bonds between workers and management or with other workers (Fitria, 2018). Each institution has its own distinct culture that sets it apart from other. The consequences are really meaningful for the organization to be able to control and adapt to the surrounding environment (Indajang et al., 2020). Every organization has a unique culture that distinguishes it from other organizations so it is very important for organizations to understand and adapt to the environment (Ahmad et al., 2019). Organizational culture functions as a determinant of behavioral boundaries fosters awareness of an organization's identity grows commitment, and also acts as a sense-making mechanism, and forms good employee attitudes and behavior (Damayanti & Ismiyati, 2020). In achieving organizational goals, motivation plays an important role where motivation is the impetus that exists within a person to work. If an employee has good motivation then he will work well and use all the abilities he has (Kartini & Kristiawan, 2019). Motivation is the drive that is in an employee to do certain jobs or activities for the achievement of organizational goals (Bagia et al., 2015). Furthermore, motivational teaches how to boost teacher confidence so that they are motivated to work harder to use all of their talents and expertise to help the school advance and achieve its objectives (Hakim & Muhdi, 2019). Therefore, the strength and weakness of the work motivation of a worker also determine the size of his or her achievement (Aprida et al., 2020).

Every job requires different competencies, so the role of competence is needed to get optimal work results (Bagia et al., 2015). A teacher is a person who is authorized and responsible for their students. The ability of students to understand and understand the material presented depends on the ability and competence of the teacher in managing to learn (Hidayat et al., 2020). Teacher competence is the mastery of knowledge, skills, values, and attitudes which are reflected as the ability and authority of teachers in carrying out their profession (Hidayat et al., 2020). This means that teachers must have the basics of competence as the authority and ability to carry out their duties. Furthermore, a teacher's competence is described as the ability, expertise, and abilities with which the teacher manages education (P. I. Sari et al., 2019). In realizing optimal teacher performance, four teacher competencies are needed, namely pedagogical competence, social competence, personality competence, and professional competence. The independent variables of organizational culture, motivation, and competence have been used as predictors in several research relating to teacher success. The previous studies states that there is a significant contribution from the application of organizational culture to teacher performance (Ahmad et al., 2019; Monika et al., 2019; Pratiwi et al., 2020). However, the research results are not in line with the research results (Pakpahan et al., 2019). According to this study, the implementation of organizational culture does not lead to an improvement in teacher efficiency. Then the relationship between motivation and teacher performance, based on the results of the previous study, states that there is a significant effect of motivation on teacher performance (Alhusaini et al., 2020; Catio & Sunarsi, 2020; Kartini & Kristiawan, 2019). While the findings of previous study stated that motivation has an insignificant contribution to teacher performance (Nasution & Pasaribu, 2020). Furthermore, the relationship between competence and teacher performance is based on the results of the study, states that there is a significant effect of competence on teacher performance (Hidayat et al., 2020; P. I. Sari et al., 2019; Wardhani & Wijaya, 2020). While the findings of another study stated that competence has an insignificant contribution to improving teacher performance.

From some of the research results above, we can see that there are still inconsistencies in the results of examining teacher performance. This is what underlies the author to conduct further research related to the influence of organizational culture, motivation, and competence on teacher performance simultaneously in a research framework model. The urgency of presenting this research is to find the novelty of research as a solution for further research related to this research topic. The main objective of this study is to analyze the influence of organizational culture, motivation, and competence have on teacher performance.

2. METHODS

The data collected in this study are quantitative data. This research was conducted at a private junior high school, Pematangsiantar City, North Sumatra. This research was conducted for 3 months, from May to July 2020. This time was used to collect data, both instrument trial data, and research data. The population in this study were all permanent teachers with the status of private teachers in all private junior high schools in Pematangsiantar City with a total of 320 teachers. The purposive sampling technique was used to choose 215 teachers for the study. Testing the questionnaire data using the validity test, where if $r\text{-count} \geq 0.3$ with a significance of 95% is declared valid (Sugiyono, 2017) and the reliability test, where a variable is said to be reliable if it has a Cronbach Alpha value > 0.60 (Taber, 2018). Further data analysis used multiple linear regression, hypothesis testing, and coefficient of determination. The measurement of the dependent and independent variables uses previous references that are relevant to the research topic and research variables. Measurement of the dependent variable, namely teacher performance is which consists of 3 indicators. Then for the first independent variable, namely organizational culture is measured using previous research (Damayanti & Ismiyati, 2020; Fitria, 2018), which consists of 7 indicators. The second independent, namely motivation is measured using previous research (Badawi, 2014; Hakim & Muhdi, 2019), which consists of 4 indicators. Furthermore, the third independent, namely teacher competence is measured using which consists of 4 indicators.

3. RESULT AND DISCUSSION

Results

Descriptions of Research Respondents

Table 1. The Characteristics of Respondents

Category	Detail	amount	Percentage
Gender	Men	92	42.79%
	Woman	123	57.21%
Age	20-29 years	38	17.67%
	30-39 years	95	44.19%
	40-49 years	53	24.65%
	50-59 years	29	13.49%
	20-29 years	38	17.67%
	High school	7	3.26%
Level of education	D1 to D3	54	25.12%
	Bachelor	133	61.86%
	Masters	21	9.76%
	<1 year	12	5.58%
Years of service	1-5 Years	16	7.44%
	6-10 Years	44	20.47%
	> 10 Years	143	66.51%

Based on Table 1, it is known that the characteristics of the research respondents who were male were 42.79% and female was 57.21%. For the age category, the majority of respondents have an age range of 30-39 years (44.19%) and the dominant level of education is Bachelor (61.86%) with most of the working period is over 10 years (66.51%).

Validity and Reliability Test

The results of the validity test (See Table 2), conclude that all indicators in the study have a value above 0.30, as a result, the measurement items used in this research are valid (Sugiyono, 2017). Next, a reliability experiment was carried out that was used to measure the measurement items on the questionnaire items that described the indicators of the variables. A questionnaire is considered reliable if a person's response to a question does not change or is normal from time to time. Based on the findings of the reliability experiment in Table 2, it can be inferred that all instruments used are accurate if all measurements have a Cronbach alpha value of > 0.60 (Taber, 2018).

Table 2. Validity and Reliability Test Results

Site	Corrected item- Total correlation	N of Item	Test results	Cronbach's Alpha	N of Item	Test results
Organizational culture	0.694	7	Valid	0.709	7	Reliable
Motivation	0.456	4	Valid	0.851	4	Reliable
Competence	0.706	4	Valid	0.725	4	Reliable
Teacher Performance	0.764	3	Valid	0.712	3	Reliable

Multiple Linear Regression Test

Hypothesis testing in this study uses multiple linear regression analysis with the help of the SPSS 23.00 for Windows program to determine the effect of organizational culture, motivation, and competence variables on teacher performance partially. The results of multiple linear regression tests in this study can be seen in Table 3.

Table 3. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t-statistics	Sig.
	B	Std. Error			
(Constant)	1,307	2,027		0,645	0.520
1 Organizational culture	0.257	0.036	0.421	7,114	0.000
Motivation	0.088	0.027	0.149	3,206	0.002
Competence	0.335	0.055	0.359	6,060	0.000

Table 3 means that organizational culture, motivation, and competence have a positive effect on teacher performance. Based on this equation, it can be explained a constant value of 1.307 means that if the variables of organizational culture, motivation, and competence are considered zero, the teacher's performance will be 1.307; The beta coefficient value on the organizational culture variable is 0.257, which means that every change in the organizational culture variable of one unit will result in a change in teacher performance of 0.257 units with other assumptions that are fixed; The beta coefficient value on the motivation variable is 0.088, which means that each one-unit change in the motivation variable will cause a change in teacher performance of 0.088 units with other assumptions that are fixed; the beta coefficient value on the competency variable is 0.335, which means that each change in the competency variable is one unit so that it will cause a change in teacher performance of 0.335 based on the other assumptions that are fixed

Simultaneous Test (Test F)

To examine variable bonding in a simultaneous way, experiment F is used. Hypothesis testing in a simultaneous way is tried to identify whether the variable is organizational culture, motivation, and competence variables which is trying to influence teacher performance to use simultaneously. Based on the results of the simultaneous test that shown in Table 4, the F-count value is 13.949> from F-table with (0.05; 3 vs 117) of 2.69 or with a significant $0.000 < \alpha 0.05$, it means organizational culture, motivation, and competence variables y have a significant effect on the teacher performance.

Table 4. F Test Results

Model	Sum of Squares	df	F	Sig.
1 Regression	2322,977	3	119,300	.000b
Residual	1369,507	211		
Total	3692,484	214		

Partial Test (t test)

Hypothesis testing with the t test aims to determine the relationship between organizational culture, motivation, and competence partially towards teacher performance. Based on the table above, the results of the t test in this study are: organizational culture obtained a significant level of $0.000 < \alpha 0.05$, that is organizational culture has a significant effect on teacher performance; motivation obtained a significant level of $0.002 \leq \alpha 0.05$, that is motivation has a significant effect on teacher performance; competence is obtained significant level $0.000 \leq \alpha 0.05$, that is competence has a significant effect on teacher performance.

Analysis of the coefficient of determination

The coefficient of determination is used to determine how well a formula will describe a dependent variable. Based on the results of the determination coefficient test, the coefficient of determination was 0.629, which means that 62.9% of teacher performance can be explained by organizational culture, motivation, and competence, while the remaining 37.1% can be explained by other factors. which was not discussed in this study.

Discussion

The Influence of Organizational Culture on Teacher Performance

Based on the results of the first hypothesis test partially organizational culture has a significant effect on teacher performance. In essence, organizational culture is one of the supporting elements in improving employee performance. Organizations that pay attention to the elements of organizational culture will improve the quality of the organization. Organizational culture is one of the work guidelines to improve teacher performance to be more optimal (Pratiwi et al., 2020). Reflection on culture is reflected as the identity and characteristics of the organization in which various rules apply to control behavior patterns within the organization in terms of achieving certain organizational goals. So that in culture it is necessary to apply a culture that leads positively in terms of a culture of discipline, a culture of honesty, and a culture of a high sense of responsibility. Representatives of strengthening organizational culture in schools can reduce the increase in the performance of a teacher (Suratman et al., 2020). Furthermore, the direction of maintaining a transparent organizational culture can sustain teachers in carrying out the profession following the values and norms prevailing in the society. In essence, organizational culture is one of the supporting elements in improving performance. Organizations that pay attention to the elements of corporate culture will enhance the quality of the organization. The implementation of organizational culture can influence the performance of a teacher in a school organization. Organizational culture in the perspective of educational organizations is an important thing that can improve the performance of a teacher. Schools that implement a good corporate culture can produce good performance too. This is because a good organizational culture will create good cooperation and create even better understanding. Therefore, organizational culture has a very big influence on the fundamental aspects of organizational performance. The results of this study are consistent with research results who argues that the application of a good organizational culture will encourage increased teacher performance (Gandung & Wardani, 2020; Indajang et al., 2017; Selfiaty et al., 2021; Vernando & Kaharudin, 2020).

The Effect of Motivation on Teacher Performance

Based on the results of the second hypothesis test partially motivation has a significant effect on teacher performance. Every organization wants its workers to have good performance to achieve organizational goals. For this reason, every school principal tries to motivate teachers to be willing to work optimally and improve their performance optimally (Lie et al., 2019). The purpose of humans at work is to meet their daily needs, giving motivation influences on improving performance. When it happens to teacher success, the inspiration provided by the principal is crucial. Positive motivation will certainly make teachers feel more valued and will automatically improve performance to be more optimal (Kartini & Kristiawan, 2019). Every education provider, namely schools, wants their teachers to have high performance so that they can achieve organizational goals. To be able to improve teacher performance, it can be done by motivating following the teacher's needs. Motivation plays an important role in encouraging a more comfortable working atmosphere and has implications for the enthusiasm to carry out daily activities related to the main tasks and functions of teachers. Every organization wants its human resources to have good performance to maximize the achievement of organizational goals. For this reason, every organization seeks to motivate its workers to want to work and improve their performance, including educational organizations such as schools. The manifestation of achieving the school's vision and mission to be more optimal needs to be encouraged by increasing teacher performance by providing a stimulus in high work motivation. This illustrates that motivation has an important role in a school organization. If a teacher's motivation is fulfilled, he will work optimally to achieve the school's vision and mission. The results of this study are consistent with research results who argues that giving good motivation will encourage increased teacher performance (Arlita et al., 2020; Hardono et al., 2017; Saragih et al., 2019; Supriyono, 2017).

The Effect of Competence on Teacher Performance

Based on the results of the third hypothesis test partially organizational culture has a significant effect on teacher performance. The competencies possessed by each teacher will show the real teacher. This competence is manifested in the form of mastery of knowledge, skills, and also a professional attitude in

carrying out its function as a teacher (Hidayat et al., 2020). The importance of competency-based teacher skills development is one of the efforts made to improve performance. The acquisition of competency-based teaching skills is a means of acknowledgment and attention by the principal to his teacher that can demonstrate competence, workability, and compliance, as well as work discipline that is demonstrated by actual work (Wardhani & Wijaya, 2020). The higher the competence of a teacher and can match the demands of the job, the teacher's performance will increase because competent teachers usually have the ability and also a fast willingness to solve work problems at hand, do work with dedication, calm and full of confidence. Consider practice as a responsibility that must be fulfilled genuinely, and actively seek to enhance one's output through the learning process. In carrying out their competencies, teachers try to prepare themselves before educating their students, but several factors affect a person's competency skills. Mastery of knowledge, skills, values, and attitudes reflected as the teacher's ability and authority in carrying out their profession is an important part of competence. This means that a teacher must have the basics of competence as the authority and ability to carry out their duties. Furthermore, teachers' development of competence is absolutely owned by teachers as abilities, skills, and skills in managing education. Individual competencies must be able to support the implementation of organizational strategies and be able to support any improvement in the performance of a teacher. The results of this study are consistent with research results, which argues that the competence of a teacher will affect their level of performance (Catio & Sunarsi, 2020; Kasda et al., 2019; Linggi, 2021; H. P. Sari, 2019).

This study has limitations and suggestions that can affect the results of further research, including this research is only limited to respondents of junior high school teachers in Pematangsiantar City, so for further research, it is recommended to choose research objects at the high school level in Pematangsiantar City. In this study, only using three independent variables as predictors of teacher performance, then in further research it is necessary to add several variables which are considered to affect teacher performance, including work discipline, work environment, compensation, individual characteristics, principal leadership style, work ethic, and so on

4. CONCLUSION

The results of this study indicate that of the three developed hypotheses, all hypotheses are accepted. The first hypothesis shows that there is a significant influence of organizational culture on teacher performance. This is important for schools to pay attention to regarding the application of organizational culture. The implementation of an organizational culture that is too rigid will lead to a less than optimal work culture. Furthermore, the second hypothesis shows that motivation has a significant effect on teacher performance. To be able to increase the motivation of teachers, the school can give appreciation for their work so that teachers are more enthusiastic and can improve the quality of their work, it is better if teachers increase their enthusiasm so that whatever work is assigned can be completed with satisfactory results. Then, the third hypothesis shows that there is a significant effect of competence on teacher performance. There needs to be encouragement from the school for teachers to improve their competence. It is better if school principals need to motivate teachers, especially senior teachers, to participate in training and develop their competencies.

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