

The Effect of Teacher Competence, Job Satisfaction, Organizational Culture, and Work Motivation on Teachers Performance in SMP Negeri, Mapat Tunggul Selatan Sub-District

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Abstract:

Background: This study aims to determine the effect of competence, job satisfaction, organizational culture, and work motivation on teacher performance. This research is motivated by the problem of teacher competence and job satisfaction which is still low, organizational culture that can be indicated as influencing teacher performance, and work motivation has a significant effect on the progress and improvement of the quality of teacher performance at Junior High School in South Mapat Tunggul Sub-district. This type of research uses a quantitative approach with multiple linear regression methods.

Materials and Methods: Data collection techniques using questionnaires, observation and interviews. Respondents of this study were 49 teachers of Junior High School in South Mapat Tunggul Sub-district. The sampling method uses the total sampling method where the entire population in this study is used as the research sample. Hypothesis testing is calculated using the IBM Statistical Package for Social Science (SPSS) program version 24.0.

Results: From the results of this study it is found that partially competence has a significant effect on teacher performance, job satisfaction has a significant effect on teacher performance, organizational culture has a significant effect on teacher performance, and work motivation has a significant effect on teacher performance, and job satisfaction, organizational culture, and work motivation together have a significant effect on teacher performance. the performance of teachers at Junior High School in South Mapat Tunggul Sub-district.

Key Word: Competence, Job Satisfaction, Organizational Culture, Work Motivation, Teacher Performance.

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I. Introduction

The government and society continue to strive for the quality of education by improving the education system starting from management, curriculum, evaluation system, improving educational facilities and infrastructure, and human resources. The concept of school-based management, competency-based curriculum which was later changed to the Education Unit Level Curriculum (KTSP), improving the National Examination system, teacher certification, and increasing the amount of education costs are real efforts to advance education in Indonesia. Institutionally, the government has also created schools with international standards. The teacher is the main component in the learning process, in this case it includes teaching, educating and training students in achieving self-maturity physically and mentally. Therefore teacher performance greatly determines the achievement of educational goals, this is because teachers are the most directly dealing with students in the learning process at school educational institutions. So, teachers are expected to be fully responsible for their duties and have high motivation in carrying out their duties properly so that they can get good results. Apart from having high responsibility and motivation, teachers are also expected to have satisfaction with the work they have done.

As a component in the field of education, a teacher must participate actively and place his position as a professional, in accordance with the demands of an increasingly developing society, so that teachers are not only required to master the knowledge to be taught and have a set of teaching technical knowledge and skills, but also required to display a personality that is able to be an example for students. The teacher, as one of the components in teaching and learning activities, has a position that will determine the success of learning, because the main function of the teacher is to design, manage, implement, and evaluate learning. This means that teachers have complex duties and responsibilities towards achieving educational goals. For this reason, teachers are required to optimize their performance in carrying out their duties.

Based on the results of the 2019 Teacher Performance Assessment (PKG), there are problems that occur in the performance of SMPN teachers in Mapat Tunggul Selatan District, Pasaman Regency, both from the system and its implementation. So that the target and realization of work program achievement experience instability and tend to be far from achieving realization. The level of achievement of the performance appraisal requires a process, at this stage of the process the subordinates are more dominant in doing it, while the output is the level of achievement of the results, whether or not the performance of the most influential institutions is the teacher who is in the agency.

The measure of teacher performance can be seen from the sense of responsibility to carry out the mandate, the profession they carry, the sense of moral responsibility on their shoulders. All of that will be seen in their obedience and loyalty in carrying out their teacher duties in the classroom and their educational assignments outside the classroom. This attitude will also be accompanied by a sense of responsibility in preparing all teaching equipment before carrying out the learning process. In addition, teachers have also considered the methodology to be used, including the educational media tools that will be used, as well as what assessment tools will be used in the evaluation. In this case, based on the results of research that has been conducted at State Junior High Schools in Mapat Tunggul Selatan sub-district, several phenomena are found, such as (1) there are still teachers who do not carry out learning according to the curriculum (2) there are still many teachers who come late while working.

Based on the description above, the problems in this study are as follows; (1) How does teacher competence affect teacher performance in SMP Negeri Mapat Tunggul Selatan sub-District?; (2) How does job satisfaction affect the performance of teachers in SMP Negeri Mapat Tunggul Selatan sub-District?; (3) How does organizational culture affect the performance of teachers in SMP Negeri Mapat Tunggul Selatan sub-District? (4) How does motivation affect the performance of teachers in SMP Negeri Mapat Tunggul Selatan sub-District?; (5) How do teacher competence, job satisfaction, organizational culture and work motivation jointly influence the performance of teachers in SMP Negeri Mapat Tunggul Selatan sub-District?.

II. Material And Methods

The method used in this research is quantitative research and municipal research. This research was conducted on the teachers of SMP Negeri Mapat Tunggul Selatan Subdistrict, Pasaman Regency and spread over 4 SMP Negeri in Mapat Tunggul Selatan Subdistrict, Pasaman Regency which has a minimum accreditation of B. The types of data used are primary and secondary data. Primary data is an object or original document - raw material of the actor called "firsthand information" The secondary data in this study is in the form of supporting information about SMPN in Mapat Tunggul Selatan Subdistrict, Pasaman Regency, which is obtained through mass media and applicable laws and regulations. Measurements in this study using an interval scale with a Likert scale technique.

III. Result

Table 1. TCR Results - Teacher Performance

No	Score					Total	Average	TCR (%)	Inf
	Total SS (x5)	Total S (x4)	Total KS (x3)	Total TS (x2)	Total STS (x1)				
K1	10	180	6	0	0	196	4	80	Good
K2	20	164	12	0	0	196	4	80	Good
K3	45	148	9	0	0	202	4,12	82,45	Good
K4	50	144	9	0	0	203	4,14	82,86	Good
K5	20	168	9	0	0	197	4,02	80,41	Good
K6	20	172	6	0	0	198	4,04	80,82	Good
K7	0	168	21	0	0	189	3,86	77,14	Fair
K8	10	176	9	0	0	195	3,98	79,59	Fair
K9	5	168	18	0	0	191	3,9	77,96	Fair
K10	25	168	6	0	0	199	4,06	81,22	Good
K11	20	172	6	0	0	198	4,04	80,82	Good
K12	30	164	6	0	0	200	4,08	81,63	Good

Table 2. TCR Results - Teacher Competence

No	Score					Total	Average	TCR (%)	Inf
	Total SS (x5)	Total S (x4)	Total SS (x5)	Total T S (x2)	Total SS (x5)				
KO 1	40	160	3	0	0	203	4,14	82,86	Good
KO 2	15	176	6	0	0	197	4,02	80,41	Good
KO 3	15	180	3	0	0	198	4,04	80,82	Good

KO 4	45	132	21	0	0	198	4,04	80,82	Good
KO 5	30	168	3	0	0	201	4,1	82,04	Good
KO 6	30	152	9	4	0	195	3,98	79,59	Fair
KO 7	25	172	3	0	0	200	4,08	81,63	Good
KO 8	25	160	12	0	0	197	4,02	80,41	Good
KO 9	40	160	3	0	0	203	4,14	82,86	Good
KO 10	50	144	9	0	0	203	4,14	82,86	Good
KO 11	25	164	9	0	0	198	4,04	80,82	Good
KO 12	20	164	12	0	0	196	4	80	Good
KO 13	50	152	3	0	0	205	4,18	83,67	Good
KO 14	40	136	21	0	0	197	4,02	80,41	Good
KO 15	35	152	12	0	0	199	4,06	81,22	Good
KO 16	30	164	6	0	0	200	4,08	81,63	Good
KO 17	40	160	3	0	0	203	4,14	82,86	Good
KO 18	25	156	15	0	0	196	4	80	Good
KO 19	55	144	6	0	0	205	4,18	83,67	Good
MO 20	10	184	3	0	0	197	4,02	80,41	Good
KO 21	10	172	12	0	0	194	3,96	79,18	Fair
KO 22	35	160	6	0	0	201	4,1	82,04	Good
KO 23	35	156	9	0	0	200	4,08	81,63	Good
KO 24	55	144	6	0	0	205	4,18	83,67	Good
KO 25	30	164	6	0	0	200	4,08	81,63	Good
KO 26	30	168	3	0	0	201	4,1	82,04	Good
KO 27	45	152	6	0	0	203	4,14	82,86	Good
KO 28	55	148	3	0	0	206	4,2	84,08	Good
KO 29	30	168	3	0	0	201	4,1	82,04	Good
KO 30	40	160	3	0	0	203	4,14	82,86	Good

Table 3. TCR Results - Job Satisfaction

No.	Score					Total	Average	TCR (%)	Inf
	Total SS (x5)	Total S (x4)	Total KS (x3)	Total TS (x2)	Total STS (x1)				
KK 1	15	168	12	0	0	195	3,98	79,59	Fair
KK 2	45	148	9	0	0	202	4,12	82,45	Good
KK 3	20	168	9	0	0	197	4,02	80,41	Good
KK 4	20	160	15	0	0	195	3,98	79,59	Fair
KK 5	40	148	12	0	0	200	4,08	81,63	Good
KK 6	35	152	12	0	0	199	4,06	81,22	Good
KK 7	35	132	27	0	0	194	3,96	79,18	Fair
KK 8	35	156	9	0	0	200	4,08	81,63	Good
KK 9	5	180	9	0	0	194	3,96	79,18	Fair
KK 10	35	152	12	0	0	199	4,06	81,22	Good

Table 4. TCR Results - Organizational Culture

No.	Score					Total	Average	TCR (%)	Inf
	Total SS (x5)	Total S (x4)	Total KS (x3)	Total TS (x2)	Total STS (x1)				
BO 1	30	160	9	0	0	199	4,06	81,22	Good
BO 2	10	184	3	0	0	197	4,02	80,41	Good
BO 3	40	160	3	0	0	203	4,14	82,86	Good
BO 4	30	164	6	0	0	200	4,08	81,63	Good
BO 5	30	168	3	0	0	201	4,1	82,04	Good
BO 6	25	156	15	0	0	196	4	80	Good
BO 7	30	156	12	0	0	198	4,04	80,82	Good
BO 8	35	164	3	0	0	202	4,12	82,45	Good
BO 9	15	184	0	0	0	199	4,06	81,22	Good
BO 10	50	156	0	0	0	206	4,2	84,08	Good

Table 5. TCR Results - Work Motivation

No.	Score					Total	Average	TCR (%)	Inf
	Total SS (x5)	Total S (x4)	Total KS (x3)	Total TS (x2)	Total STS (x1)				
MO 1	15	168	12	0	0	195	3,98	79,59	Fair
MO 2	35	156	9	0	0	200	4,08	81,63	Good
MO 3	20	168	9	0	0	197	4,02	80,41	Good
MO 4	20	160	15	0	0	195	3,98	79,59	Fair
MO 5	40	148	12	0	0	200	4,08	81,63	Good

MO 6	35	144	18	0	0	197	4,02	80,41	Good
MO 7	35	132	27	0	0	194	3,96	79,18	Fair
MO 8	35	156	9	0	0	200	4,08	81,63	Good
MO 9	5	172	15	0	0	192	3,92	78,37	Fair
MO 10	35	152	12	0	0	199	4,06	81,22	Good
MO 11	15	160	18	0	0	193	3,94	78,78	Fair
MO 12	20	164	12	0	0	196	4	80	Good
MO 13	10	168	15	0	0	193	3,94	78,78	Fair
MO 14	30	152	15	0	0	197	4,02	80,41	Good
MO 15	30	140	24	0	0	194	3,96	79,18	Fair
MO 16	25	156	15	0	0	196	4	80	Good
MO 17	20	168	9	0	0	197	4,02	80,41	Good
MO 18	30	164	6	0	0	200	4,08	81,63	Good
MO 19	15	160	18	0	0	193	3,94	78,78	Fair
MO 20	45	148	9	0	0	202	4,12	82,45	Good
MO 21	0	188	6	0	0	194	3,96	79,18	Fair
MO 22	0	176	15	0	0	191	3,9	77,96	Fair

IV. Discussion

Effect of Competence on Teacher Performance

The first objective of this study was to determine the effect of competence on the performance of teachers in SMP Negeri Mapat Tunggal Selatan sub-district. The results of statistical analysis using multiple linear regression indicate that the first hypothesis is accepted. The results of the analysis of the influence of the Competency variable (X1) on the Performance variable (Y) obtained the value of $t_{count} = 2.154$ ($df = 49-5 = 44$; $t_{table} = 2.01537$) ($t_{count} > t_{table}$), with a significant level of $0.002 < 0.05$, consequently the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the competency variables on the performance of the teachers of State Junior High Schools in Mapat Tunggal Selatan sub-district. The results of this study provide an indication that competence has a significant effect on the performance of teachers of SMP Negeri in Mapat Tunggal Selatan sub-district. Thus, it can be concluded that the performance of SMP Negeri teachers in Mapat Tunggal Selatan sub-district is determined by competence.

Piet and Ida Sah Understanding in Kunandar (2008: 52) say that competence is the ability to do something that is obtained through education and training that is cognitive, affective, and performance. According to Mulyasa (2007: 37) Competence is a combination of knowledge, skills, values and attitudes that are reflected in habits of thinking and acting. The results of this research are supported by research conducted by Aan Subhan, (2017) which found that competence has a positive and significant effect on the performance of state vocational school teachers in Tasikmalaya City. And according to the research results of Rosmaini and Hasrudy Tanjung, (2015) that partially the competency variable has a positive and significant effect on the performance of employees at the Public Works and Public Housing Office of Aceh Tamiang Regency. And the research of Enni Pudjiastuti and Untung Sriwidodo, (2011) found that there was a significant effect of competence on the performance of teachers at SMP Negeri 1 Purwodadi Grobogan which was proven to be true. So it can be concluded that competence will improve teacher performance or performance.

Effect of Job Satisfaction on Teacher Performance

The second objective of this study was to determine the effect of job satisfaction on the performance of teachers in SMP Negeri Mapat Tunggal Selatan sub-district. The results of statistical analysis using multiple linear regression indicate that the second hypothesis is accepted. The results of the analysis of the effect of the variable job satisfaction (X2) on the ASN performance variable (Y) obtained the value of $t_{count} = 2.197$ ($df = 49-5 = 44$; $t_{table} = 2.01537$); ($t_{count} > t_{table}$), with a significant level of $0.003 < 0.05$, consequently the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between job satisfaction variables on the performance of the teachers of State Junior High Schools in Mapat Tunggal Selatan sub-district.

The results of this study provide an indication that job satisfaction has a significant effect on the performance of SMP Negeri teachers in Mapat Tunggal Selatan sub-district. Thus, it can be concluded that the performance of SMP Negeri teachers in Mapat Tunggal Selatan sub-district is determined by job satisfaction. According to Kumar (2007), teacher job satisfaction is a complex symptom that has various related factors, namely personal, social, cultural and economic. Teacher job satisfaction is also the result of a teacher's various attitudes towards his job and to factors related to his job. Teacher job satisfaction is the teacher's feelings about fun or not about work based on teacher expectations in exchange for the rewards given by the school. Teacher job satisfaction is shown by his attitude in working or teaching. So, it can be concluded that job satisfaction will increase teacher performance.

The Influence of Organizational Culture on Teacher Performance

The third objective of this study was to determine the effect of organizational culture on the performance of the teachers of State Junior High Schools in Mapat Tunggul Selatan sub-district. The results of statistical analysis using multiple linear regression indicate that the third hypothesis is accepted. The results of the analysis of the influence of organizational culture variables (X3) on the performance variable (Y) obtained the value of $t_{count} = 2.128$ ($df = 49-5 = 44$; $t_{table} = 2.01537$); ($t_{count} > t_{table}$), with a significant level of $0.033 < 0.05$, as a result, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the variables of organizational culture on Negeri Junior High School teachers in Mapat Tunggul Selatan sub-district.

The results of this study provide an indication that organizational culture has a significant effect on the performance of SMP Negeri teachers in Mapat Tunggul Selatan sub-district. Thus, it can be concluded that the performance of SMP Negeri teachers in Mapat Tunggul Selatan sub-district is determined by the organizational culture. Rivai (2014) argues that culture is how organizational learning relates to the environment which is an amalgamation of assumptions, behaviors, stories, myths, ideas, metaphors, and other ideas to determine what it means to work in an organization. Furthermore, cultural contact according to Draha in Sagala (2008), (a) The meeting between new values and old values that occur outside and within the organization, (b) In organizations, cultural factors, especially between top management (policy maker and decision maker) and members. So, it is concluded that organizational culture is a shared system that includes beliefs, values and behavior of organizational members which then influence the way the members work and behave.

Effect of Work Motivation on Teacher Performance

The fourth objective of this study was to determine the effect of work motivation on the performance of SMP Negeri teachers in Mapat Tunggul Selatan sub-district. The results of statistical analysis using multiple linear regression indicate that the fourth hypothesis is accepted. The results of the analysis of the influence of the work motivation variable (X4) on the performance variable (Y) obtained the value of $t_{count} = 2.272$ ($df = 49-5 = 44$; $t_{table} = 2.01537$); ($t_{count} > t_{table}$), with a significant level of $0.007 < 0.05$, as a result the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the analysis show that partially there is a significant influence between the work motivation variable on the teachers of State Junior High Schools in Mapat Tunggul Selatan sub-district.

The results of this study provide an indication that work motivation has a significant effect on the performance of SMP Negeri teachers in Mapat Tunggul Selatan sub-district. Thus, it can be concluded that the performance of SMP Negeri teachers in Mapat Tunggul Selatan sub-district is determined by work motivation. According to Hilgard, quoted by Wina Sanjaya (2005: 29), namely "Motivation is a condition that exists in a person that causes a person to carry out certain activities to achieve certain goals". So work motivation is an impetus that can cause someone to carry out activities or work to achieve goals. Meanwhile, according to Sardiman (2011: 73) that motivation stems from the word "motive" which means the driving force within a person to carry out certain activities in order to achieve a goal. Marno (2008: 22) defines motivation as a condition that makes motives move according to the needs of each individual. Dinullah, M.A.H., (2018) stated in the results of his research that there was a contribution of work motivation to the performance of elementary school teachers in UPTD Mayong District. In line with the results of research conducted by Jayanti and Sunaryo (2018) that motivation has a positive and significant effect on the performance of teachers of SMKN 11 Malang. As well as the results of research conducted by da and Kartini (2018) who in their research also stated that work motivation has a partially significant effect on teacher performance at the Kuripan State Islamic Junior High School in West Lombok. Based on the definition above, in this study work motivation is defined as something that encourages someone to work and achieve certain goals. As teacher work motivation is something that encourages a teacher to carry out or take action and complete tasks properly which is his responsibility as a teacher in schools in order to achieve a certain goal.

The influence of competence, job satisfaction, organizational culture and work motivation together on teacher performance

The fifth objective of this study was to determine the effect of competence, job satisfaction, organizational culture, and work motivation on the performance of teachers of SMP Negeri in Mapat Tunggul Selatan sub-district. Based on the research, the performance of SMP Negeri teachers in Mapat Tunggul Selatan sub-district is good, seen from the respondents' responses (TCR) of 84.9%, stating that the performance is good. This means that SMP Negeri teachers in Mapat Tunggul Selatan sub-district are serious enough in doing their work and trying to finish it on time.

Hypothesis testing, from the ANOVA test (Simultaneous Test / F test) obtained the Fcount value of 32.169 with a significance probability $0.953 > 0.05$. With $df_1 = (k - 1) = 4$, $df_2 = 49-5 = 44$, $F_{table} 2.58$, then $F_{count} > F_{table}$ or $32.169 > 2.58$, as a result H_0 is rejected and H_a is accepted. The results of the analysis show

that simultaneously (together) there is a significant influence between the competency variables, job satisfaction, organizational culture, and work motivation on the performance of the teachers of SMP Negeri in Mapat Tunggal Selatan district, it can be concluded that the fourth hypothesis (H5), , job satisfaction, organizational culture, and work motivation on the performance of SMP Negeri teachers in Mapat Tunggal Selatan sub-district are accepted, therefore the fifth hypothesis (H5) can be accepted.

Sulistiyani (2003) states that a person's performance is a combination of abilities, efforts and opportunities that can be assessed from the results of his work. Hasibuan (2006) states that performance (work performance) is a result of work achieved by a person in carrying out the duties assigned to him based on skills, experience and sincerity as well as time. According to Anwar (2000), performance (work performance) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Wibowo (2011), which states that performance is both a process and a result of work. The process and the result in question is a system in which the process will be born from the values contained in a person which makes him do something to produce something. Based on some of the above theories, it can be concluded that what is meant by teacher performance is the work of a teacher in carrying out his duties and responsibilities as a professional educator, both from planning, implementing and evaluating learning.

V. Conclusion

Based on the results of testing and discussion of hypotheses that have been described in previous chapters, several conclusions can be drawn as follows:

1. Competence has a significant effect on the performance of teachers of SMP Negeri Mapat Tunggal Selatan District
2. Job satisfaction has a significant effect on the performance of teachers of SMP Negeri Mapat Tunggal Selatan District
3. Organizational culture has a significant effect on the performance of SMP Negeri teachers in Mapat Tunggal Selatan District
4. Work motivation has a significant effect on the performance of SMP Negeri Mapat Tunggal Selatan teachers
5. Competency variables, job satisfaction, organizational culture and work motivation together have a significant effect on the performance of teachers of SMP Negeri Mapat Tunggal Selatan District.

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