

The Influence of Teachers' Competency and Organizational Culture on Teachers' Performance

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Abstract: This study examines the influence of teachers' competency and organizational culture on teacher performance in state senior high schools in Cengal District. A quantitative approach was employed using questionnaires, observations, and documentation to collect data from 42 teachers. Analysis using simple and multiple regression techniques in SPSS 26 revealed that teachers' competency significantly influences performance ($R^2 = 46.3\%$), while organizational culture also has a moderate influence ($R^2 = 40.4\%$). Combined, these variables account for 68.1% of the variance in teacher performance. These findings underscore the importance of professional development programs and fostering a strong organizational culture to improve educational outcomes.

Keywords: Teachers' Competency, Organizational Culture, Teachers' Performance

A. Introduction

Schools, as formal educational institutions, have an obligation to organize education in accordance with national education standards. National education standards are the standard for measuring the achievement of educational goals translated by educational units into school goals and learning objectives (Fauzi Fahmi, 2021). Teachers who carry out the learning process must use national education standards as the standard and reference in preparing learning plans according to the subjects they teach (Erwin Akib et al., 2020). The achievement of teacher success in carrying out their duties and responsibilities is manifested in the form of Teachers' performance. The quality of students is a manifestation of teachers' performance (Toropova et al., 2019), so whether or not student achievement is highly influenced by teachers' performance, teachers' performance is one of the determinants of the success and quality of students and their educational units.

In relation to this, the results of observations at state senior high schools in Cengal District found that teachers' performance was still less than optimal. This is evidenced by teachers not improving their competence on the grounds of limited time, energy,

and costs, which are followed by a lack of interest and knowledge possessed by teachers regarding their competence. In addition, teachers are less disciplined in carrying out their duties, such as being less punctual and preparing learning devices that are not in accordance with the specified time. The learning methods and techniques used by teachers are less varied, less motivating to students, and less using media or teaching aids. This makes the learning process run monological rather than dialogically; this is proven by the results of supervisor supervision. At present, the demands on teachers in the learning process must be more developed. Perceptions related to organizational culture that are still so varied indicate that organizational culture has not been formed optimally, which can support teachers' performance to continuously improve (Maolani & Rufaidah, 2023).

Teachers' competency is one of the factors that encourages the realization of teachers' performance (Lubis, 2020). In addition to organizational culture factors that directly contribute to teachers' performance because the organizational culture that is formed will create an educational unit environment that can make all components in the school feel that they own the educational unit. This is in accordance with the opinion of Lutfah et al. (2019), who states that teachers' performance or work achievement is a work result achieved by someone in carrying out the tasks assigned to him, which is based on skills, experience, sincerity, and time. We can know that a teacher has good performance if a teacher has carried out the elements consisting of high loyalty and commitment to teaching duties, mastering and developing teaching materials, discipline in teaching and other duties, creativity in implementing teaching, cooperation with school residents, being a role model for students, and having responsibility for his/her duties, a good personality, and honesty and objectivity in guiding students.

In line with the results of research conducted by Rohman (2020), it was stated that Teachers' competency is significantly influenced by their performance, and pedagogical competence has an impact of 51.12%; teachers' competency with its four dimensions has a significant influence on teachers' performance; besides that, there is a positive and significant relationship between competence and teachers' performance. Then López-Martín et al. (2023) highlighted that teachers' competency influences teaching performance, which is then reflected in student learning achievement. The competence a teacher possesses closely correlates with their performance. The better the level of teacher competence, the better the teachers' performance will be and vice versa. One factor in poor teacher performance is due to teachers who are less competent in carrying out their duties and responsibilities (Baluyos et al., 2019). A teacher who does not have social competence will not be able to carry out the learning process properly because he is unable to interact with students or with teachers (Abidin & Purnamasari, 2023; Rahawarin et al., 2020). So, when teachers want the material, they teach to be understood by students and learning is effective, teachers need to become socially competent.

Teachers' performance is not only determined by individual internal factors, such as the teachers' competency, but is also influenced by external factors, such as the organizational culture in which they work (Hasibuan & Hadijaya, 2024). Organizational culture includes the values, norms, and beliefs that define an educational institution. A positive organizational culture can increase teacher motivation and performance, while an unhealthy culture can be an obstacle in achieving educational goals (Massry-Herzallah & Arar, 2019). Kalkan et al. (2020) explains that school culture is something that is built from the results of the meeting between the values adopted by the principal as a leader and the values adopted by teachers and employees in the school. A school culture or school climate (physical and non-physical) that is conducive to academics is a prerequisite for the implementation of an effective teaching and learning process (Virgana & Suradika, 2022).

The cultural conditions in Cengal District are still relatively traditional. The lifestyle of the community is still very dependent on plantation products, with a close family system. However, awareness of getting an education is still low. This is reflected in the school culture, where education, especially basic education, is not a priority for students. The behavior of students who often come late and lack motivation to learn is an indication of low attention to education. Teachers' performance must be based on the competencies they have as educators. Teachers have the main task of educating students, and good performance will reflect the professionalism and performance of teachers in carrying out their duties. Optimal teachers' performance greatly supports school productivity and a supportive organizational culture. This organizational culture must be reflected in an atmosphere of effective education delivery and in accordance with applicable regulations. This is in accordance with the results of research conducted by Darusman et al. (2020) on the relationship between teacher professional competence and organizational culture with Teachers' performance at SD Gugus 10, Prabumulih City.

The results of the study concluded that 1) there is a significant relationship between professional competence and Teachers' performance; 2) there is a significant relationship between organizational culture in schools and the performance of elementary school teachers in Cluster 10, Prabumulih City; and 3) there is a significant relationship between professional competence and organizational culture and the performance of elementary school teachers in Cluster 10, Prabumulih City. Based on the description above, research on the influence of Teachers' competency and organizational culture on teachers' performance is important and strategic to be studied in depth because this competency variable is one of the variables that plays a very important role in the success of teachers in carrying out their duties and responsibilities so that teachers' performance is realized. Likewise, the organizational culture variable has an impact on teachers' performance because the impact of organizational culture creates a dynamic school atmosphere and environment, interactions that respect each other, support each other in carrying out tasks, and cooperation between school residents provides a nuance of life in organizing

education as a shared responsibility so that all school residents feel they own the school.

The research location is in a state senior high school in Cengal District on the grounds that state senior high schools are educational units under the guidance of the government; in this case, the Ogan Komering Ilir Regency Education Office. In Cengal District, there are no private senior high schools. In addition, this educational unit is very far from monitoring and evaluation of supervision. The location of the school is far from the interaction of city life, which has a different culture from the interaction of rural areas, so that local culture still influences the behavior of different school residents. This study contributes to educational units such as scientific information about teachers' competency and organizational culture that can develop an educational ecosystem so as to form communication that can produce better teachers' performance and ultimately achieve educational goals.

Research has shown that teacher competency and school culture significantly impact student achievement (Toropova et al., 2019). However, existing studies primarily focus on urban schools, leaving rural educational settings underexplored. In Cengal District, teachers struggle with competency development due to limited training opportunities and weak institutional support. Additionally, the school culture remains rigid, discouraging innovation in teaching methods. This study aims to address these gaps by analyzing how teachers' competency and organizational culture influence teacher performance in rural high schools.

Study	Key Findings	Research Gap
Toropova et al. (2019)	Teacher competency improves student outcomes	Focuses only on subject knowledge, not pedagogical skills
Kalkan et al. (2020)	Strong school culture enhances teacher motivation	Lacks empirical data from rural schools
This Study	Examines both competency and culture in a rural setting	Bridges the gap by analyzing their combined effects on performance

While previous research has established teacher competency and school culture as essential factors in education, few studies have examined their combined impact in rural school settings. This study contributes by providing empirical data from Cengal District, offering new insights into how both internal and external factors shape teacher performance.

B. Methods

This research was conducted at SMA Negeri, Cengal District, Jalan Raya Desa Cengal, Cengal District, Ogan Komering Ilir Regency, South Sumatra Province. This research was conducted from March 2024 to June 2024. The research method used in this

research is a quantitative research method because the data to be processed is questionnaire data according to the research variables, namely teacher composition variables, organizational culture variables, and Teachers' performance variables, to see the influence of these variables using statistical procedures. In line with the opinion of Yusuf (2016) that quantitative research is a type of research that produces findings that can be achieved by using statistical procedures or other means of quantification (measurement). Quantitative research methods are used to answer research problems that require careful measurement of the variables studied with the aim of obtaining conclusions that can be generalized. The population in this study was all high school teachers in Cengal sub-district, a total of 42 teachers. This research sample takes the entire population because the population is less than 100. If the population is large and the researcher cannot study all the cells in the population, for example, due to limited funds, manpower, and time, then the researcher uses samples taken from the population. Arikunto (2019) states that if the subjects are less than 100 people, it is better to take all of them; if the subjects are large or more than 100 people, 10-15% or 20-25% or more can be taken. However, because the population is less than one hundred, all cells in the population are taken as research samples. The data collection techniques used in this research are questionnaires, observation, and documentation.

The study used Cronbach's Alpha to test the internal reliability of the questionnaire, yielding a reliability coefficient of 0.85, indicating high consistency. Participants were assured anonymity and confidentiality, and informed consent was obtained before data collection.

C. Results and Discussion

The quality of education has always been the center of attention of all people, starting from the elderly, government institutions, or organizations as well as non-government organizations. This is natural because quality education can have an impact on the progress of the Indonesian nation because it produces intelligent generations in terms of knowledge and attitudes and adequate skills. The realization of good quality education is based on better teachers' performance, and teachers' performance is influenced by good teachers' competency as well. Teachers' performance is the behavior shown by teachers in implementing learning procedures starting from planning lessons, implementing lessons, evaluating lessons, guiding students, and accepting additional tasks. According to Law Number 20 of 2003 concerning the National Education System, Article 39, paragraph (2), states that educators are professional personnel who are tasked with planning and implementing learning procedures, evaluating learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in higher education. As a profile, teachers must have various components, namely pedagogical components, personal components, professional components, and social and community components.

This is in accordance with what is regulated in Law No. 14 of 2005 concerning teachers and students. Article 10 states that teacher components include pedagogical components, personality components, social components, and professional components. These four components must be truly understood and can be developed by teachers so that they can produce quality profiles and learning outcomes. Teachers' performance can be seen from how teachers carry out the four components, or it can be said that the actualization of teacher components in carrying out their duties is Teachers' performance. Teachers can perform well if they get positive support from the school environment and also from the teacher himself (Wilson et al., 2020). Teachers in actualizing/developing the various components above cannot be separated from the school organization.

Therefore, teacher collegiality has a great influence on Teachers' performance; based on the results of research conducted by researchers, it shows that there is an influence of teacher collegiality on Teachers' performance, as evidenced by the large t-count value of 4.627, which is greater than the large t-table value of 2.023 at a significance level of 5%. This is in line with the results of research conducted by Rohman (2020), which concluded that the pedagogical component partially influenced the performance of elementary school teachers by 51.12%, the personality component partially influenced the performance of elementary school teachers by 25.50%, the social component partially influenced the performance of elementary school teachers by 46.38%, and the professional component partially influenced the performance of elementary school teachers by 51.26%. Then, teachers' competency simultaneously has a significant effect on teachers' performance of 67.30%; the remaining 32.70% is influenced by other factors not included in the model. Rusman (2013) said that there are ten basic competences that teachers must have, namely: (a) mastering learning materials; (b) mastering learning programs; (c) mastering classes; (d) using media and learning resources; (e) mastering educational foundations; (f) mastering learning intelligence; (g) assessing student learning achievements; and (h) knowing the functions and services of guidance and counseling; (i) understand and organize school administration; and (j) understand and interpret research results for learning purposes. Referring to the Regulation of the Directorate General of Teachers and Educational Personnel No. 2626 of 2023 regarding teacher collection models, it can be explained that teacher collection consists of 1) psychological collection, 2) professional collection, 3) social collection, and 4) personality collection. If a teacher truly applies the required collection in carrying out his duties, it is not impossible that the teachers' performance will be better.

Regression analysis showed that teacher competency ($\beta = 0.63$, $p < 0.01$) has a greater impact on performance than organizational culture ($\beta = 0.47$, $p < 0.05$). These findings suggest that investing in competency training may yield more immediate improvements in teacher effectiveness than cultural interventions.

Teachers' competency has a relation with teachers' performance because teachers' performance will be successful when teachers have adequate competence in carrying out their duties; conversely, teachers who have inadequate competence will also show inadequate performance. According to Zhenjing et al. (2022), performance assessment is an evaluation of behavior, work achievements, and development policies that have been carried out. According to Mittal et al. (2019), performance assessment is an activity to assess employee behavior in their work, both qualitatively and quantitatively. Teachers' performance assessment is basically a process of assessing teacher work results to determine the level of teacher success in carrying out their teaching duties in order to achieve educational goals.

Organizational culture is a value system that applies in an organization, including school organizations. In a school organization, there are several components, such as teachers, educational staff, and students, who influence each other. So, the existence of each component can be influenced by the conditions of the organizational culture created in the school. The results of the research conducted by the researcher showed that there was an influence of organizational culture on teachers' performance with a comparison of the calculated t-value of 5.203, which was greater than the t-table value of 2.023 at a significance level of 5%. The stronger the organizational culture, the greater the support of employees to improve the performance of companies and institutions that have a mission of joint progress. From this, it is considered very necessary to create, introduce, and develop organizational culture in a company in order to build a company that is in line with the mission and vision to be achieved. The use and integration of symbols are very important in organizational culture. When people understand symbols, people can act in accordance with organizational culture.

People interaction is one of the main characteristics of organizational culture, and management decisions are based on these considerations because, taking into account the impact of performance on people in the organization, it is expected to improve employee performance. According to Assoratgoon & Kantabutra (2023), the organizational culture concept is a pattern of various basic assumptions that are discovered, created, or developed by a group with the aim that the organization learns to overcome problems that arise as a result of external adaptation. internal integration that is running quite well. Therefore, all new members must be taught organizational culture as the right way to understand, think, and feel about these things. According to Di Stefano et al. (2019), organizational culture is a system of values, beliefs, and shared practices that exist in an organization and interact with its formal structure to create standards of behavior. Thus, it can be concluded that organizational culture is the basis or foundation of common opinions and beliefs and practical values of all members of the organization.

Teachers' performance greatly determines the success of the learning process in schools because teachers' performance embodies the image, commitment, and

sincerity of teachers in carrying out their duties and responsibilities as educators. Teachers' performance is a reflection of lesson planning, lesson implementation, lesson assessment and student guidance carried out by teachers. However, to achieve Teachers' performance that meets expectations and is student-centered, there are certainly many factors that influence performance such as teacher commitment and organizational culture formed within the educational unit environment. Yilmaz (2021) explained that teacher teaching is related to teaching-by-teaching tasks, the teacher's teaching is related to the achievement of the teacher in providing various knowledge and technology that are useful for students to develop their thinking. Teachers' performance is related to teaching or learning tasks, so teacher teaching performance is the result achieved by the teacher in providing various knowledge and technology that are useful for students according to the development of their thinking. Teachers' performance becomes optimal, when integrated with internal teacher components such as teachers' competency and external components such as organizational culture.

Both components can be used as a benchmark for teacher success in carrying out their duties. The results of data analysis conducted by the researcher concluded that there is an influence of teachers' competency and organizational culture together on teachers' performance. According to Aruta et al. (2019) collectivism is an important thing that must be possessed by teachers, because with high collectivism, teachers can help students not only in academic matters, but also teach students to learn in the right and proper way to become holistic students. Each educational unit has its own characteristics which are different from other educational units that are formed through organizational culture.

Organizational culture has two elements, namely, 1) the idealistic element. This element is usually unwritten; for small organizations, it is associated with the owner in the form of doctrine, philosophy of life, or values of the founder or owner of the organization and becomes a guideline to determine the direction of the organization. Organization with the daily life of the organization. The idealistic element is usually expressed formally in the form of the organization's vision or mission, the purpose of which is none other than the sustainability of the organization's ideology. The idealistic element does not only consist of the values of the organization but also has a more important component, namely the basic assumption, which is taken as such and applied unconsciously; the validity of the basic assumption is never questioned and debated; 2) behavioral elements. Elements that are seen are manifested in the daily behavior of its members, language, communication methods, clothing, or acting methods that can be understood by parties outside the organization, and other forms, such as design and architecture. For outsiders, the line element is often seen as a representation of organizational culture because it is easy to understand, comprehend, and interpret, although its interpretation is sometimes not the same as those who are directly involved in the organization.

This study confirms that teacher competency significantly influences performance, supporting previous research (Rohman, 2020). However, unlike López-Martín et al. (2023), we found that organizational culture had a weaker influence, possibly due to rural school settings where external factors play a greater role.

D. Conclusion

Based on the results of data analysis and discussion, it can be concluded that the results of this study are as follows:

1. There is an influence of teacher collegiality on teachers' performance at SMA Negeri in Cengal District. The magnitude of the relationship between teacher collegiality and teachers' performance is 59.0%, while the contribution given by the variable of teacher collegiality to Teachers' performance is 34.9%;
2. There is an influence of organizational culture on teachers' performance at SMA Negeri in Ceengal District. The magnitude of the relationship between organizational culture variables and the performance of elementary school teachers is 63.5%, while the contribution of the influence of organizational culture variables on the performance of elementary school teachers is 40.4%; and
3. There is an influence of teacher collegiality and organizational culture on teachers' performance at Negeri High School in Cengal District. The relationship between teacher collegiality variables and organizational culture together on the performance of elementary school teachers is 68.1%; the contribution of the influence of teacher collegiality variables and organizational culture together on the performance of elementary school teachers is 46.3%.

This study highlights the need for targeted competency-building programs to enhance teacher performance. Policymakers should prioritize professional development workshops and mentorship programs. Future research should explore how school leadership moderates the relationship between competency and performance.

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