



The Influence of Competence and Organizational Culture on Teacher Performance in SMK Negeri 1 Rawajitu Selatan Tulang Bawang

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Abstract

This study analyzed the influence of competence and organizational culture on teacher performance at SMK Negeri 1 Rawajitu Selatan, Tulang Bawang. Teacher competence and organizational culture were considered essential factors affecting performance in the educational environment. A quantitative approach with a survey method was applied, and data were collected through questionnaires distributed to the teachers. Multiple linear regression analysis was used to examine the relationship between competence, organizational culture, and teacher performance. The results indicated that both teacher competence and organizational culture significantly influenced teacher performance. Competence contributed to enhancing the quality of teaching and learning, while a positive organizational culture supported collaboration, effective communication, and the development of teacher professionalism. These findings suggested that strengthening teacher competence and fostering a conducive organizational culture could serve as effective strategies for improving teacher performance. The study was expected to contribute to the development of educational policies and school management practices, particularly in efforts to enhance teacher quality and establish a productive work culture. Additionally, the results could serve as a reference for schools with similar contexts in improving the performance of their teaching staff.

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INTRODUCTION

School as a formal education institution aims to form a human personality, develop students' intellectuals, and educate the nation's life. Education is one of the main pillars of a nation's development. In Indonesia, Vocational High Schools (SMK) have a strategic role in preparing skilled workers who are ready to enter the industrial and business world (Apriyani et al., 2020).

The factors that affect teacher performance include adequate competence, safe and healthy working

conditions, organization, opportunities to develop abilities, a sense of belonging, work motivation, work discipline, compensation and others (Rasyid & Hasrudy Tanjung, 2020). However, in this study the author only looks at teacher performance from competence and organization. However, the quality of education produced cannot be separated from the important role of teachers as the main agents in the learning process.

Education is an important means in order to produce a young generation that is knowledgeable and has a noble personality. Ki Hajar Dewantara defines

education as an effort to advance the growth of character (inner strength and character), mind, and body of children. The purpose of education itself according to him is divided into three (3), namely forming fine character, increasing brain intelligence, and getting a healthy body (Zainuddin, 2021).

Teacher competencies include pedagogical, personality, social and professional skills. Good competence allows teachers to plan and implement the learning process effectively, adapt teaching methods to the needs of students, and continue to develop themselves in accordance with developments in science and technology.

Some of the things that cause weak teacher performance include low understanding of learning strategies, lack of proficiency in managing the classroom, low ability to conduct and utilize classroom action research, low achievement motivation, lack of discipline, low professional commitment, and low time management skills. Teacher performance is very important to maintain and evaluate because teachers carry professional duties, meaning that tasks can only be done with special competencies obtained through educational programs.

The problem formulations that can be proposed in this study are: 1. Is there an influence of competence on teacher performance at SMK Negeri 1 Rawajitu Selatan Tulang Bawang? 2. Is there an influence of organizational culture on teacher performance at SMK Negeri 1 Rawajitu Selatan Tulang Bawang? 3. Is there an influence of competence and organizational culture together on teacher performance at SMK Negeri 1 Rawajitu Selatan Tulang Bawang? 3.

Competence in English is called competency, which is a rounded mastery of knowledge, skills, and attitudes that are displayed through work performance

achieved after completing an educational program.

According to the Law of the Republic of Indonesia number 20 of 2003 article 35 paragraph 1 concerning the National Education System, that national education standards consist of content, process standards, management standards, educational assessment standards, and financing standards must be improved periodically and planned.

In the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, states that a teacher is a professional educator whose main task is to educate, guide, teach, assess, train, and evaluate students from early childhood education, basic education, secondary education and formal education.

According to Wardiah, organizational culture is essentially the basic values of the organization that will act as a basis for attitude, behavior, and action for all members of the organization (Khosy'in, 2021). The value refers to the beliefs that show how the behavior patterns of people in an organization. Organizational culture is more subjective because the values and norms in the organization are abstract and need a deeper study.

In contrast, Robbins & Judge suggest that organizational culture is a positive, dominant and strong system carried out by members that distinguishes an organization from other organizations such as a culture that emphasizes the growth of an individual expressing noble values that are given intensively embraced and widely disseminated (Maharani & Efendi, 2019).

Teachers as learning agents, namely teachers act as facilitators, drivers, motivators, inspiration providers, and learning engineers for students (Savitri et al., 2019).

Performance is a benchmark or basis of reference in an organization in

determining the success of achieving the goals set. Performance is a result of the work that a person achieves in carrying out their duties or skills, efforts and opportunities (Arianty, 2014).

The definition of teacher performance according to Burhanudin, suggests that teacher performance is a description of the quality of work that teachers have and is manifested through mastery and application of teacher competencies. This view shows that performance is basically a description of the mastery and application of teacher competencies in actualizing their duties and roles as teachers (Girsang, 2020)

RESEARCH METHODS

This research was conducted at SMKN 1 Rawajitu Selatan, Tulang Bawang Regency. the number of teachers at SMK

Negeri 1 Rawajitu Selatan amounted to 47 people so that it became the population in this study. this study used a sample of 46 teachers minus 1 teacher (researchers were not included) and the sample in the study amounted to 46 people / respondents.

Data collection methods with primary data and secondary data. Data collection techniques using observation and questionnaires / surveys. The analytical tools used are validity test, reliability test, normality test, T test, F test, multiple linear regression test and determination coefficient test.

RESULTS AND DISCUSSION

T Test

The table below shows the results of the T test:

Table 1. T test results variable X_1

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	7,431	2,280		,002
	Kompetensi	,791	,058	,898	<,001

a. Dependent Variable: Kinerja Guru

Based on the results of the t test, the value of t count = 13.706 is obtained. When compared with the t table at a significant level, namely 2.01536, then $t_{count} = 13.706 > t_{table} = 2.01536$ so it can be concluded that; H_a which states that

there is an influence between the Competency variable (X_1) on the Teacher Performance variable (Y) of SMKN 1 Rawajitu Selatan can be accepted. So the Competency variable (X_1) has an effect on the Teacher Performance variable (Y).

Table 2. T test results for variable X_2

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3,371	2,698		,218
	Budaya Organisasi	,930	,071	,889	<,001

a. Dependent Variable: Kinerja Guru

Based on the T test results, the t value is obtained = 13.052. When compared with the t table at a significant level of 0.05, namely 2.01536, then $t_{count} = 13.052 > t_{table} = 2.01536$ so it can be concluded that; H_a which states that there is an influence between the Organizational Culture variable (X2) on the Teacher Performance variable (Y) SMKN 1 Rawajitu Selatan can be accepted. So the

Organizational Culture variable (X2) has an effect on the Teacher Performance variable (Y).

F Test

The results of the F test can be seen in the table below:

Table 3. F-Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45,767	2	22,884	5,388	,008 ^b
	Residual	186,871	44	4,247		
	Total	232,638	46			
a. Dependent Variable: Kinerja Guru						
b. Predictors: (Constant), Budaya Organisasi, Kompetensi						

It is found that F count is 5.388 with a significant level of 0.008 because the probability is much smaller than 0.05, then the F table value is 3.21, this means that $F_{count} > F_{table}$, then Competence (X1) and Organizational Culture (X2) together (simultaneously) affect Teacher Performance (Y) at SMKN 1 Rawajitu Selatan thus the hypothesis that states:

There is an influence between Competence (X1) and Organizational Culture (X2) together on Teacher Performance (Y) at SMKN 1 Rawajitu Selatan is proven or accepted.

Multiple Linear Regression Test

The table below is the result of multiple linear regression tests, namely:

Table 4. Multiple Linear Regression test results

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3,411	2,296		,145
	Kompetensi	,451	,106	,512	<,001
	Budaya Organisasi	,461	,126	,441	<,001
a. Dependent Variable: Kinerja Guru					

Multiple linear regression equation: $Y = 3.411 + 0.451X_1 + 0.461X_2 + e_t$ and the interpretation of the equation: 1. Every time there is an increase in the value of the Competency variable by one unit, the Teacher Performance will increase by 0.451 units, assuming other variables do not change, 2. Every time there is an increase in the value of the Organizational

Culture variable by one unit, the Performance will increase by 0.461 units, assuming other variables do not change.

Coefficient of Determination Test

The table below is the result of data processing for the coefficient of determination test:

Table 5. Coefficient of determination test results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 ^a	.852	.845	3,013
a. Predictors: (Constant), Budaya Organisasi, Kompetensi				

The coefficient of determination is 0.852 or 85.2%. So it can be concluded that the Competency and Organizational Culture variables are able to explain the Teacher Performance variable by 85.2% and the remaining 14.8% is explained by other variables that the authors did not examine in this study.

CONCLUSIONS AND SUGGESTIONS

The results of this study concluded that: (1) competence had a significant effect on teacher performance with a contribution of 80.7%; (2) organizational culture also had a significant effect on teacher performance with a contribution of 79.1%; and (3) competence and organizational culture simultaneously had a significant effect on teacher performance at SMKN 1 Rawajitu Selatan, with a combined influence of 85.2%, while the remaining 14.8% was influenced by other factors outside the scope of this study.

This research suggests that enhancing teacher competence, such as mastery of teaching methods and technology, can improve the quality of learning and student outcomes. A supportive organizational culture that values leadership, collaboration, and discipline also plays a crucial role in motivating teachers and fostering innovation. When teachers feel supported and work in a collaborative environment, they are more likely to develop effective, creative learning strategies tailored to student needs. Ultimately, strong teacher competence and a positive school culture

contribute not only to better performance but also to the school's reputation and public trust.

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