

The Role of Work Culture in Mediating the Effect of Professional Competence and Work Motivation on Teacher Performance



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ABSTRACT: The aim of the research is to examine at the direct and indirect effects of professional competence, job motivation, and work culture on teacher performance. A quantitative technique is used in this research. 193 teachers from 17 schools participated in the study, and 130 people were chosen as research samples based on Cronbach's Error and proportionate random selection. Professional competence (30 questions), work motivation (35 items), work culture (30 items), and teacher performance (48 items) are among the items that have been examined for validity and reliability using a questionnaire instrument. The descriptive analysis, classical assumption test, multiple linear regression analysis, and path analysis were employed in the data analysis. The findings of this study indicate that professional competence, job motivation, and workplace culture have an impact on performance. Job culture is influenced by factors such as professional competency and work motivation. Teacher performance is influenced by professional competence and job motivation, both of which are influenced by work culture.

KEYWORDS: Professional Competence, Work Motivation, Work Culture, Teacher Performance

INTRODUCTION

According to Wahana (2019), the teaching and learning process comes down to predicting future interests, which means education that is able to enhance students' capacities so that they are able to face and solve life challenges that they will experience in their time. Training students' skills should be done well by their parents or teachers so that they can grow into decent people in the future. As a result, these students will appear excellent with the 6C skills that their parents or teachers taught them during the learning and teaching processes. Creativity, collaboration, communication, compassion, critical thinking, and computational thinking are among the six C talents (18) Nadeak, B., Juwita, CP, Sormin, E., and Naibaho, L., 2020). To achieve this, a competitive teaching ability, as evidenced by the instructor's performance, is required. As a result, every school requires the performance of instructors who can carry out their responsibilities in order to achieve the set objectives. Teacher performance is critical because it serves as a driving force in the educational sector. The results of the Teacher Competency Test (Uji Kompetensi Guru/ UKG) in Banjarbaru had an average score of 61.73 with an average SD score of 59.56, according to an initial analysis based on data from the Ministry of Education and Culture's Regional Education Balance (2019) data in South Kalimantan. When compared to the DKI Jakarta Teacher Competency Test (UKG), which has an average score of 62.58, this is still insufficient. The role of teacher performance in the regional education balance is certainly very large as the main motor in the education movement. Based on the initial observations of researchers in the field through teacher interviews in North Banjarbaru District, it is known that most teachers in North Banjarbaru District still do not have optimal performance because some teachers have not prepared learning well, and do improvised learning, as well as some who do not carry out the assessment process. This shows that few teachers carry out their roles in planning, implementing, and assessing properly. So, the performance of teachers in the District of North Banjarbaru is still not optimal and needs to be improved.

Many internal and external factors have an impact on performance. Ability and motivation both impact performance. Knowledge and skills have a big impact on ability. The teacher, experience, practice, and interest all have an impact on knowledge. Nature (talent) and personality have an impact on skills. Motivation is influenced by the interaction of factors from: (1) the physical work environment, (2) the work social environment, which includes (a) leadership, (b) the formal organization or organizational environment, which includes organizational structure, leadership climate, organizational efficiency, and management, and (c) the formal organization or organizational environment, which includes organizational structure, leadership climate, organizational efficiency, and management (Madjid, 2016). To assess performance, the researchers will concentrate on the teacher's competence, namely his or her professional ability. In addition to professional competence, motivation is required if professionalism and high work motivation are to have a positive impact on the work culture. Regulation of the Minister of Manpower of the Republic of

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Indonesia Number 37 of 2015 states that work culture is the attitude and behavior of individuals and groups based on values that are believed to be true and have become traits and habits in carrying out daily tasks and work. Thus, work culture is a person's perspective on the field he is engaged in and the moral principles he has, which fosters strong belief on the basis of the values he believes in, has a high spirit and is serious about realizing the best performance.

Sahara's previous research (2020) found a significant effect of these variables on teacher performance. According to Raharjo, W. & Y. Sutomo, (2016), only professional competence had a substantial impact on teacher performance, whereas the other factors had little impact. Also, Rahmiati, Asmara, and Aswandi (2013) found that only professional competence had a significant impact on teacher performance in another research.

However, although there have been many studies on teacher performance that have been conducted by the previous studies, there is still limited studies that examined teacher performance which is influenced by professional competence, work motivation, and work culture. In this study, it is different from previous research because it views the influence of teacher performance as being influenced by the ability of teacher professionalism and work motivation by mediating work culture. This study aims to describe the professional competence of teachers, work motivation, work culture, and teacher performance, and to determine the effect of professional competence, work motivation, and work culture on teacher performance. This research is useful for developing managerial skills in the field of education so as to improve teacher performance and produce better quality education.

METHOD

This study aims to analyze the effect of the variables of professional competence, work motivation, and work culture on teacher performance. This research is a type of descriptive-quantitative research. The population in this study were teachers totaling 17 public schools with a population of 193 people. The number of samples was determined based on proportional random sampling. Data collection in this study was carried out using a questionnaire using a Likert scale consisting of strongly agree, agree, undecided, disagree, and strongly disagree. The questionnaire in this study contained 4 instruments, namely the professional competence questionnaire with subvariables mastering the material, structure, concept, and scientific mindset that supports the subjects taught, mastering the competency standards and basic competencies of the subjects/fields of development being taught, developing learning materials that are guided creatively, developing professionalism in a sustainable manner by taking reflective actions, utilizing information and communication technology to communicate and develop themselves, work motivation questionnaire with satisfaction factor subvariable, and health factor, work culture questionnaire with attitude towards sub-variable work and behavior at work, and an assessment of teacher performance with the subvariables of lesson planning, implementation of active and effective learning activities, and learning assessment. The relationship between variables can be seen in Figure 1.

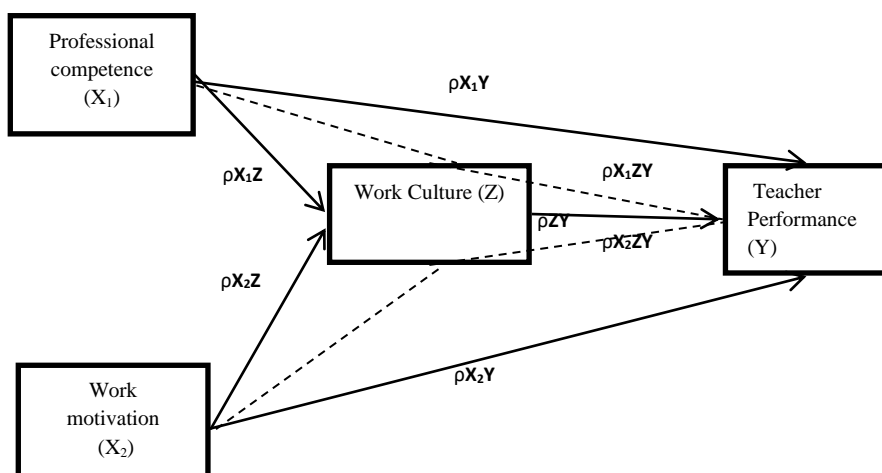


Figure 1. Variable Relationship X₁, X₂, Z and Y

The effects of the path model above and able to answer the hypotheses in this study are: H1: there is a significant direct effect of professional competence on teacher performance; H2: there is a significant direct effect of work motivation on teacher performance; H3: there is a significant direct influence of work culture on teacher performance; H4: there is a significant direct influence of professional competence on work culture; H5: there is a significant direct effect of work motivation on work culture; H6: there is a significant indirect effect of professional competence through work culture on teacher performance; H7: there is a significant indirect effect of work motivation through work culture on teacher performance.

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RESULTS

The results of the respondents' descriptive statistical analysis of the research variables, namely the principal's instructional leadership, work environment, job satisfaction, and teacher performance measured in 5 groups are shown in Table 1 which includes the ideal mean and ideal standard deviation. According to the descriptive data in Table 1, respondents placed the greatest focus on administrative actions in response to research questions, while placing the least attention on teacher performance.

Table 1 shows the mean, standard deviation, and stage of the descriptive analysis of the study variables, namely professional competence, work motivation, work culture, and teacher performance measured on a scale of three. The descriptive data in Table 1 means that the respondents gave the highest emphasis on work culture and gave the lowest emphasis on teacher performance.

The results of the residual normality test of teacher performance data and work culture using a scatter plot show that both residuals are normally distributed. In addition, the results of the linearity test show that the relationship between professional competence and teacher performance, work motivation on teacher performance, work culture on teacher performance, professional competence on work culture, and work motivation on work culture is stated to be linear.

The results of the analysis prerequisite testing have been met; the next stage is the interpretation of the path analysis results with the following summary:

Table 1. Mean, Standard Deviation, and Stage of Research Variables

Variable	mean	Standard Deviation	Stage
Professional Competence	4.16	0.88	Tall
Work motivation	4.08	0.99	Tall
Work Culture	4.29	0.98	Tall
Teacher Performance	2.88	0.67	Currently

Table 2. Summary of Path Analysis Results

Substructural 1				
Professional competence, work motivation, work culture on teacher performance				
Variable	Path coefficient	T	p	R2 -
Professional competence	0.275	6.376	0.000	
Work motivation	0.033	2005	0.047	0.747
Work culture	0.198	3.340	0.001	

Substructural 2				
Professional competence, work motivation, work culture				
Variable	Path coefficient	T	p	R2 -
Professional competence	0.618	17,960	0.000	0.864
Work motivation	0.158	7,588	0.000	

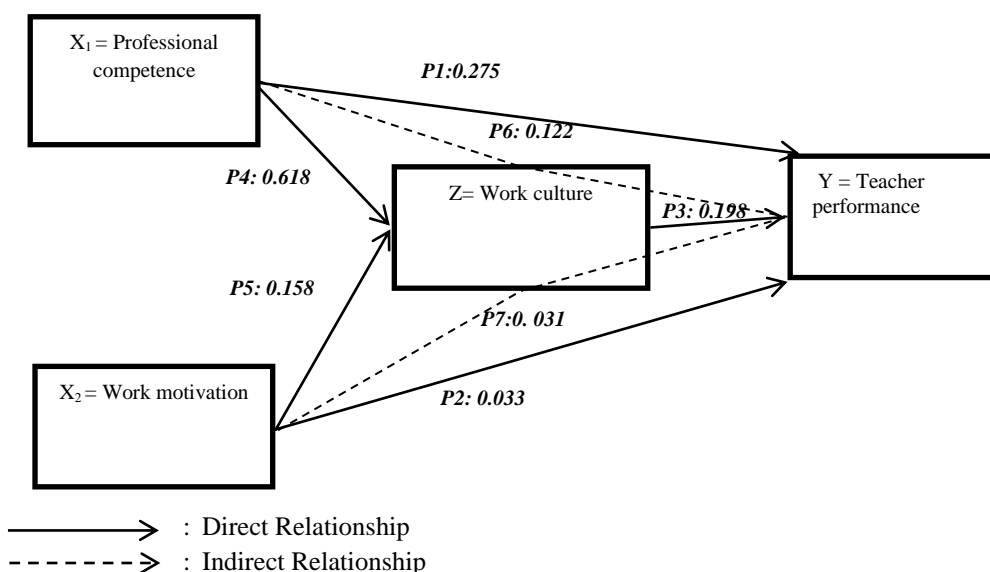


Figure 2: Pathway Analysis Regression Analysis Test Results

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Table 3. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, and H₅.

Hypothesis	P	Decision
H1: there is a significant direct effect of professional competence on teacher performance;	0.000	Accept
H2: there is a significant direct effect of work motivation on teacher performance;	0.047	Accept
H3: there is a significant direct influence of work culture on teacher performance;	0.001	Accept
H4: there is a significant direct influence of professional competence on work culture;	0.000	Accept
H5: there is a significant direct effect of work motivation on work culture	0.000	Accept

Table 4. Summary of Hypothesis Testing Decisions H₆, and H₇.

Hypothesis	P	Decision
H6: there is a significant indirect effect of professional competence through work culture on teacher performance;	0.000	Accept
H7: there is a significant indirect effect of work motivation through work culture on teacher performance.	0.002	Accept

Figure 2 shows the results of the computation of direct and indirect impacts between variables. The indirect effect of professional competence on teacher performance through work culture has a lower coefficient value than the direct influence of professional competence on teacher performance. This demonstrates that, while work culture has a considerable effect on teacher performance, it does not have a large influence in moderating the effect of professional competence on teacher performance. The indirect influence of work motivation on teacher performance has a lower coefficient value than the direct effect of work motivation on teacher performance. This shows that, while having a considerable impact, work culture has a limited impact on teacher effectiveness in modulating work motivation.

In Table 2, there are the results of the path analysis used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 3 and Table 4. Table 3 is a summary of the decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.005, then the hypothesis is accepted. Table 3 is a summary of the decisions H₆, and H₇ with a significance value criterion of less than 0.005, then the hypothesis is also accepted.

Based on the results of the analysis in Tables 1, 2, and 3, this present study shows the relationship among variables which can be explained as follows.

- **There is a significant direct and indirect influence of professional competence and work culture on teacher performance.**

The results of this study indicate a significant direct effect of professional competence on teacher performance. This strengthens Kadir's opinion (2019) that professional competence of teachers is a set of abilities that must be possessed by teachers so that they can carry out teaching tasks as a form of performance. Professional teachers, in carrying out their professional duties, according to Law no. 14 of 2005 concerning Teachers and Lecturers Article 20, teachers are required to have obligations, namely planning lessons, implementing quality learning processes, and assessing and evaluating learning outcomes so that this will improve teacher performance. Overall, professional competence has an influence on teacher performance because professional competence is one of the main assets in realizing optimal learning in accordance with the desired performance of a teacher. This is in accordance with Saputra's research (2011) which states that teaching ability which is a reflection of teacher mastery of competence if it is in accordance with standards can have a positive impact on the results to be achieved in the learning process. This proves that one of the factors that influence teacher performance is the ability or competence of teacher professionalism. Therefore, the higher the professional competence of a teacher, the higher the performance of a teacher.

The findings of this study also back with Afriana's (2014) findings, which reveal a link between professional competence and teacher performance. Similarly, Patarai, I, Mustari, and Mansur Azis (2018) found that a teacher's professional competency has a favorable and substantial impact on teacher performance. As a result, there is a link between professional competence and teacher performance.

This study shows the weak indirect effect of professional competence through work culture on teacher performance, but it is still significant. The direct influence of professional competence is actually very strong on work style. This strengthens Sutrisno's research (Silvia, I Wayan Bagia & Wayan Cipta, 2016) that if one's competence increases, it will improve work culture in the organization. Silvia, I Wayan Bagia & Wayan Cipta, (2016) in their research show that the variables of competence and work culture together affect employee performance. This shows that professional competence affects performance through work culture.

The results of this study indicate a significant value on the indirect effect of professional competence through work culture on teacher performance. This strengthens the research by Adilase, BP & Ganda Subrata, (2022) which shows that a good work culture will affect the level of performance of an employee at work. The higher the enthusiasm for the best results, the higher the

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professional ability. Employees who have a high work culture are usually implemented in the form of high dedication, responsibility, discipline, cooperation, perseverance in work, providing work services with full hospitality, acting in accordance with work procedures, able to adjust work well, always eager for the best results. and have high personal integrity. The results of this study strengthen that professional competence through work culture has a significant effect on teacher performance.

- **There is a significant direct influence of work culture on teacher performance**

In this study, there is a weak direct influence of work culture on teacher performance, but it still has a significant effect. This strengthens Arianto's (2013) research which states that work culture is a factor that has a positive (significant) influence on the performance of teaching staff. Work culture in the Regulation of the Minister of Manpower of the Republic of Indonesia Number 37 of 2015 is the attitude and behavior of individuals and groups based on values that are believed to be true and have become traits and habits in carrying out daily tasks and work. According to Surpiyadi and Guno (Suryan, 2013) work culture becomes a philosophy based on a view of life as values that become traits, habits and also drivers that are cultivated in a group and are reflected in attitudes into behaviors, ideals, opinions, views and actions that manifest as work. According to Machwati (2015) Work culture is a perspective that fosters confidence on the basis of the values that are believed by teachers to achieve the best work performance.

Siew and Kevin (Frinaldi, 2014) suggest that a quality work culture helps an organization to build a conceptualization that is structured into a system of cognition as symbols, norms and shared meanings. Therefore, the work culture can contribute to organizational performance. In addition, Cameron and Quinn in Sudarmanto (2009) state that culture has a very strong influence on long-term organizational performance and effectiveness.

According to Sulaksono in Suklentiana (2015), work culture has the aim of changing the attitudes and behavior of existing HR in order to increase work productivity to face various challenges in the future. The benefits of implementing a good work culture are increasing the spirit of mutual cooperation, increasing togetherness, being open to each other, increasing the spirit of kinship, increasing a sense of kinship, building better communication, increasing work productivity, being responsive to developments in the outside world. The role of culture is very significant in terms of optimizing a job in this case the performance for a teacher. Hence, the stronger the work culture, the stronger the teacher's performance.

- **There is a significant direct and indirect effect of work motivation and work culture on teacher performance.**

The results of this study indicate a significant direct effect of work motivation on teacher performance. This result strengthens Wahyudi's research (Sulistiyowati, 2020) explaining that teachers will work seriously if they have high work motivation. In the research of Umar, NAK, Hasbi, & Anwar (2019), the results of the study partially show that work motivation has a positive and significant relationship with teacher performance. Then, from the correlation value it was found that the relationship between work motivation and teacher performance of 91.00% was in the "strong relationship" category.

This illustrates that work motivation has a positive effect on teacher performance. Saydam in Kadarsiman (2012) states that in essence the purpose of providing work motivation to employees is to change employee behavior in accordance with the wishes of the company, increase passion and morale, improve work discipline, improve work performance, increase a sense of responsibility, increase productivity and efficiency, grow employee loyalty to the company.

Based on Herzberg's theory (Prihartanta, 2015), motivational factors consist of satisfying factors and health factors. Satisfaction factors consist of achievements, recognition from others, responsibility, opportunities for advancement, job satisfaction itself, and the possibility of career development. Health factors consist of salary, security, working conditions, internal policies, supervision techniques, relationships with colleagues, and relationships with supervisors. This is in accordance with the opinion of Herzberg (Suriansyah, 2013) which divides situations that affect a person's work motivation towards his work into two groups, namely the satisfiers group and the dissatisfiers group. , the work itself, knowledge and familiarity with the work, and self-development. Dissatisfiers are factors that prove to be a source of dissatisfaction such as: company regulations and administration, supervisory techniques, wages, interpersonal relations and working conditions. All of these things greatly affect the quality of work of employees, so that work motivation affects performance. The results of this study strengthen the research of Sulistiyowati (2020) which shows that there is an influence of teacher work culture on teacher performance. So the greater the work motivation, the greater the teacher's performance.

This study shows a significant direct effect of work motivation on teacher performance. So work culture and work motivation have a positive relationship, so they influence each other. This study strengthens the research of Hutajulu, et al., (2020) which also shows a significant direct influence of work culture on work motivation. High work motivation will affect a high work culture. This study also shows the weak indirect effect of work motivation through work culture on teacher performance, although it has a significant effect. These results strengthen Sulistiyowati's research (2020) which shows a significant influence of teacher work motivation and teacher work culture on teacher performance. This means that teacher work motivation and teacher work culture affect teacher performance. The results of this study also strengthen the research of Yudistira & Susanti, (2017) which shows the magnitude of the contribution of work motivation and work culture to employee performance. In addition, these results also strengthen the research of Adha, et al., (2019), which shows that there is a positive and significant influence between leadership,

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motivation and work culture on performance. This is similar to the results of research by Asmawati, Sulistyono & Afian, (2016) which were tested using simultaneous or partial tests showing that work motivation, organizational commitment and work culture have a significant effect on performance. This indicates that there is an indirect effect. work motivation through work culture on teacher performance.

CONCLUSIONS

Based on the findings of this study's analysis and discussion, it can be ascertained that professional competence has a significant effect on teacher performance and that professional competence has an indirect effect on teacher performance through work culture; work motivation has a significant effect on teacher performance and that work motivation has an indirect effect on teacher performance through work culture; and work culture has a direct effect on teacher performance.

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