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Improving Teacher Performance: Analysis of Leadership, Organizational Culture, Competence and Motivation (Study at SMK N 1 Tukak Sadai, South Bangka Regency)

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ABSTRACT

The study is limited to teachers and education staff, so this study was conducted to encourage the influence that occurs on leadership, organizational culture, competence, and motivation on performance which will further affect the job satisfaction of teachers and education staff at SMK Negeri 1 Tukak Sadai, South Bangka Regency. With qualitative methods and data collection through questionnaires, which were sent to 39 people. Before use, these instruments are tested to ensure their validity and reliability. Path analysis is a statistical technique used. This is done using SPSS software version 25. The results of the data analysis showed that motivation, competence, organizational culture, and leadership together had a positive and significant effect on improving the performance of teachers and education personnel. Continued to have a positive effect on the job satisfaction of teachers and education staff at SMK Negeri 1 Tukak Sadai, South Bangka Regency.

Keywords: Leadership, Organizational Culture, Competence, Motivation, Performance, Job Satisfaction

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INTRODUCTION

Education is indeed the main key in shaping skilled and competent individuals to face future challenges. Through education, a person not only hones their intellectual abilities but also develops important social and emotional skills. Education not only fosters the intellectual aspect of a person, but also builds character with principles of ethics, morals, leadership, and social responsibility (Dewi & Alam, 2020; Sa'dijah et al., 2021; Tyas et al., 2020). A deeper comprehension of the environment, science, history, and culture, and assists in the decision-making process on complex societal issues. Everyone agrees that education is the key to determining the quality of the workforce (Robbins et al., 2016).

The improvement of teacher and educator education services is closely related to improving the quality of the workforce. Article 18 of Law Number 20 of 2003 stipulates secondary education as a continuation of basic education. Further, Secondary education is defined by law as general and vocational secondary education. Madrasah Aliyah (MA), Vocational High School (SMK), Senior High School (SMA), Vocational Madrasah Aliyah (MAK), and other similar programs (Indonesia, 2003).

Vocational High School (SMK) is one of the secondary educational institutions that focuses on providing students with practical skills and technical expertise after completing basic education (Indonesia, 2003). Vocational programs usually include subjects related to a specific industry or profession, such as engineering, computers, business, agriculture, health, tourism, maritime, fisheries and others. Vocational High School is one of the many schools that are producing labor that is very much needed in various fields of work (Parinsi et al., 2024). Vocational High Schools are also schools that are oriented to provide certain qualifications to access the job market and the purpose of Vocational High Schools (SMK) is to prepare students to enter the world of work directly. SMK Negeri 1 Tukak Sadai is a vocational school located in Tukak Village, Tuak Sadai District, South Bangka Regency, Bangka Belitung Islands Province. And has three concentrations of expertise, namely Nautical Fishing Vessels (NKPI), Fishery Product Processing Agribusiness (APHPi) and Brackish and Marine Fisheries Agribusiness (APPL). In observing the work environment at SMK Negeri 1 Tukak Sadai, several internal factors are crucial in shaping the dynamics, quality, and efficiency of educators and employees. These factors include leadership, organizational culture, competence, and motivation (Aboramadan et al., 2020; Anggraini et al., 2024; Madjid & Samsudin, 2021; Paais & Pattiruhu, 2020).

The progress and competitiveness of educational results in schools today there are several conditions that play a role, namely external and internal factors. Internal factors hold

the most dominant key to success. These internal factors include teacher leadership, motivation, and competency factors. Teachers and education staff are an organizational unit that must be strong and must complement each other (Rony et al., 2024; Salman et al., 2020; Wen et al., 2019). Analysis of how these factors interact with each other and have an impact on the performance and job satisfaction of teachers and educators is very important for a deep understanding of the educational environment (Katebi et al., 2022; Murtafiah et al., 2022)

METHOD

This research utilizes data sourced from the individuals involved. The analysis was carried out to evaluate the impact of motivation, expertise, leadership, and organizational culture on work performance and its influence on job satisfaction, using data from SMK Negeri 1 Tukak Sadai in South Bangka Regency. The information obtained is an important basis that supports the success of the research. There are a variety of strategies that can be applied to gather the necessary information: First, A questionnaire is a type of research tool that comprises a set of inquiries intended to dig up information from individuals or groups on various topics such as attitudes, behaviors, and personal characteristics. This tool allows researchers to collect valuable data from the subjects being studied in a structured and consistent manner. The respondents were given the freedom to complete this questionnaire according to their own views and experiences related to the topic asked. Second, Observation; In the context of this study, observation refers to the process of collecting data through observations made directly by the researcher on the phenomena that occur in the research subject without any intermediary tools, both observations are made in natural places and in specially made and artificial places. Third, Test; All materials, materials, or topics that have been determined with related parties must be included in the direct question and answer technique using instrument indicators as a data collection guideline. Fourth, documentary studies; The documentary study method is used to collect additional data that supports the need for secondary data. This data includes information about teachers and education staff, which is essential in educational research. This data is useful for describing the characteristics of the respondents and serves as a solid basis for the analysis of the research findings and furthermore, the observation results are meticulously documented in accordance with the required data. Techniques for quantitative analysis are used in this work to evaluate the data that has been collected from the surveys conducted. In determining the level of correlation on all independent variables (X) such as Leadership variables (X1), organizational culture variables

(X2), competency variables (X3), and motivation (X4), intermediate variables (Y) Performance, and dependent variables (Z), such as job satisfaction, data analysis was carried out by applying linear regression techniques in both univariate and multivariate forms, accompanied by correlation testing.

RESULTS and DISCUSSION

In a statistical analysis using SPSS, the calculated correlation coefficient, or 'r calcual', is seen in the 'total correlation' column for the correlated item (Ghozali, 2016). The value of the criterion r can be set at the limit of the criterion = 0.355. A statement can be considered true if the value of the correlation coefficient (r calculate) exceeds 0.355. According to the findings, all of the independent variable statement items X1, X2, X3, X4, Y, and Z are deemed legitimate since the r calculation value exceeds the r criteria of 0.316. The reliability degree of the questionnaire is its reliability. A questionnaire is considered credible if it gives consistent results when given to the same group on several occasions. variable is considered reliable if the value of Cronbach Alp is greater than 0.60.

Table 1. Reliability Test

Variabel	Alpha	Limit values	Information
Leadership (X_1)	0,960	0,60	Reliabel
Organizational Culture (X_2)	0,953	0,60	Reliabel
Competence (X_3)	0,956	0,60	Reliabel
Motivation (X_4)	0,904	0,60	Reliabel
Teacher and educational staff performance (Y)	0,963	0,60	Reliabel
Job Satisfaction (Z)	0,960	0,60	Reliabel

In Table 1 which shows that each variable has a significant alpha coefficient value, with the calculated R value exceeding the critical limit of 0.60. This indicates that the device applied has reliability and is suitable for measuring aspects that have been determined, and functions effectively as an instrument in data collection.

To evaluate the normality of the data, It made use of the Kolmogorov-Smirnov Test. Table 2 displays the analysis's findings.

Tabel 2. Kolmogorov-Smirnov Test

		Unstandardized Residual
N		39
Normal Parameters [a, b]	Mean	.0000000
	Std Deviation	1.23574002
	Absolute	.198
	Positive	.198

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Most Extreme Differences	Negative	-.195
Test Statistic		.198
Asymp. Sig. (2-tailed)		.511c

In Table 2 using the Kolmogorov-Smirnov test, the threshold value of 0.05 is exceeded by the significance level of 0.511. This indicates that the residual distribution is normal, which states that the construction of the research model reaches the expected normality characteristic condition.

Graph analysis allows the evaluation of data distributions by comparing them to normal distributions through normal probability plots. If the data follows a straight diagonal line which is a characteristic of a normal distribution, then the distribution can be considered normal. Data plotted relative to this line will show the extent to which the distribution corresponds to the normal distribution. Figure 1 below, which is based on the research normality test line:

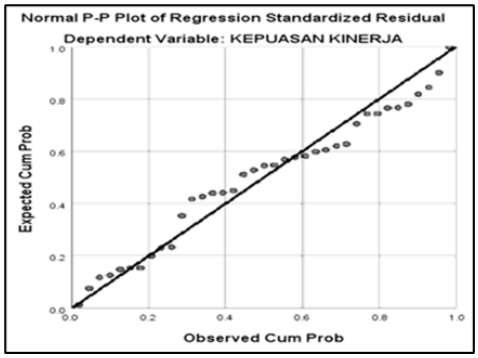

Figure 1. Probability Plot Normality

Both the independent and dependent variables in the regression model have normal distributions, as can be shown. This can be seen in Figure 1, where some data is close to the diagonal line. Even if there is data that is not entirely the line shows that they remain near the diagonal line. Multicollinearity testing is carried out to ensure no correlation between a regression model's free variables. This is important because the existence of correlation can interfere with the validity of the regression model produced. This symptom is displayed by correlations between independent variables. The tolerance value must be larger than 0.1 and the variance inflation factor (VIF) number must be less than 10 to satisfy the multicollinearity test requirements. The following will be used to explain this:

Table 3. Coefficientsa Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
X1	0,155	6,466
X2	0,157	6,366
X3	0,142	7,038
X4	0,284	3,519

None of the independent variables in the following table show multicollinearity, according to the variance inflation factor (VIF) and tolerance levels. If a model's tolerance value is more than 0.1 and its VIF value is less than 10, it is said to be multicollinearity-free. This criterion is met in this case, indicating that the model has no

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multicollinearity issues, with adequate tolerance values and VIF values within accepted limits.

Heteroscedasticity was tested in this study by examining the scatterplot graph in the following image:

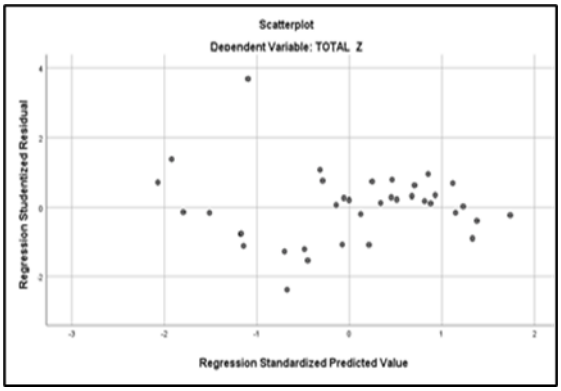

Figure 1. Scatter Plot Chart

Based on the visualization, there is a random distribution of points around the zero-horizontal line without a specific pattern. This indicates that the regression model applied seems to be appropriate because there is no indication of heteroscedasticity in the data. Next, to ascertain how much each independent variable affected the research, multiple linear regression was adjusted:

Table 4. Multiple Linear Regression Analysis

Model	B	Std Error
(Constant)	5.114	2.950
X1	1.027	.519
X2	1.180	.538
X3	1.061	.457
X4	4.208	2.117

Table 4. It demonstrates that the constant is 5.114 and that the regression coefficients (B1) for the first, second, and third variables are 1.027, 1.180, and 1.061, respectively., and for the fourth variable (B4) is 4.208. From these values, the multiple regression equation:

$Y = 5{,}114 + 1{,}027\ X_1 + 1{,}180\ X_2 + 1{,}061\ X3 + 4{,}208\ X_4 + e$

Y = Teacher and educational staff performance

a = constant

X_1 = Leadership

X_2 = Organizational Culture

X_3 = Competence

X4 = Motivation

e = Residual

The Teacher and Education Staff Performance variable grew by 5.114 units suppose, in line with the regression equation constant of 5.114, the values of the other independent variables were all zero. The Leadership variable's regression coefficient value (X1), which is 1.027, indicates that an increase of one point in the Leadership variable will improve the Performance of teachers and educational staff by a total of 6.141 points, which is the sum of 6.027 and 5.114. These results also reinforce previous research Pardosi & Utari, (2022) Leadership has a central role in improving performance, where leadership in the scope of school organization is also influenced by other factors, namely the leadership of the principal.

The Organizational Culture variable's regression coefficient value (X2) of 1,180 indicates that an increase in Organizational Culture will increase the Performance of Teachers and Educational Staff by 6,294 points, which is the sum of 1,180 and 5,114. The competency variable's regression coefficient (X3) of 1.061 means that assuming all other factors are fixed, an increase in one unit of the motivation variable will result in an increase of 1.061 + 5.114 to 6.175 units of the Teacher and Education Staff Performance variable.

The Variable of Teacher and Education Staff Performance will increase by 4,208 + 5,114 to 9,332 units in the event that the Motivation variable (X4) rises by one, assuming all other factors remain the same. It can be interpreted that the Motivation variable (X4) has a regression coefficient of 4.208, this suggests a noteworthy impact on the variable under investigation. Organizational Culture (X2), with a coefficient of 4.208, is a component that has a significant impact on educational staff and teacher performance improvement. A person's capacity to adjust to their surroundings is impacted by factors associated with their workplace. The degree of proficiency, professionalism, and commitment an individual has to their line of work has a significant impact on their success and performance (Hasibuan & Hadijaya, 2024).

Through the use of SPSS programs, it is possible to generate a series of values for multiple correlations. This process is very necessary to see the numbers on R Square.

Table 5. Correlation Coefficient of Variable X to Variable Y

Model Summary [b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin - Watson
1	980.	.920	908	1.326	1.872

The strong relationship between variable X and variable Y is shown in Table 5. The R Square (R2) value is 0.920. Shows that leadership, organizational culture, competence, and motivation together significantly impact the performance of teachers and educational staff at SMK Negeri 1 Tukak Sadai, South Bangka Regency. This is evidenced by an adjusted R square value of 0.908, which shows that these variables contribute as much as 90.8% to the observed variance, while the other 9.2% is impacted by additional elements not covered in this study. With these results, it can be affirmed that the strength of the variables studied, namely leadership, organizational culture, competence and motivation has been proven to affect performance.

The F test was applied to assess the simultaneous influence of a number of independent factors on the performance of educators and support personnel, including

motivation, competency, organizational culture, and leadership. The full results of the F test on the SPSS calculation are shown in table 6 below:

Table 6. Simultaneous Test (Test F) ANOVA[a]

Model	Sum of Sguares	Df	Mean Sguare	F	Sig
Regression	666.562	5	133.112	75.700	.000b
Ressidual	58.028	33	1.758		
Total	723.590	39			

Table 6 Since Fcal > Ftable (75,700>2.50) or a significant value (probability) of 0.000 is significantly smaller than 0.05 (α), it is evident from the foregoing that Fcal is 75,700 with a probability level (significant) = 0.000, and Ftabel with df (5) is 2.50. Therefore, it can be said that the factors X1, X2, X3, and X4 all have a major impact on the performance of SMK Negeri 1 Tukak Sadai at the same time.

CONCLUSION

From this study, it is found that leadership does not only stand alone, but there are competencies that also strengthen, and intrinsic motivation supported by a strong organizational culture that has succeeded in improving performance. The research model described has a significant level of predictive accuracy for the variables studied, which is evidenced by a high determination coefficient value, almost or more than 50%.

First, the combined influence of leadership, company culture, ability, and drive on performance reached 90.8%. It can be concluded that the performance of teachers and educational staff will increase if the performance and patterns of leadership behavior increase, the enhancement of teachers' and educational staff's performance is positively correlated with organizational culture. The stronger the organizational culture that is implemented, the better the improvement in the performance of teachers and educational staff, there is a positive relationship between work motivation and improved performance of teachers and educational staff. This means that when work motivation increases, performance in the field of education will also experience a significant increase, there is a positive relationship between work motivation and improved performance of teachers and educational staff. This means that when work motivation increases, performance in the field of education will also experience a significant increase.

Second, Performance factors had a 90.3% impact on teachers' and educational staff members' job satisfaction. This test statistically proves that Performance influences Job Satisfaction of Teachers and Educational Staff, meaning that there is an influence between

teachers' and educational staff's job satisfaction performance. The performance of teachers and educational staff of SMK Negeri 1 Tukak Sadai, South Bangka Regency must continue to be maintained and even improved, so that satisfaction with the quality of education will be better. We can deduce that teachers and other educational professionals are more satisfied with their jobs when they do better.

Further research is expected to be carried out by enlarging the research area, namely all vocational schools in South Bangka district in the hope of getting a more comprehensive study.

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