

PERFORMANCE ANALYSIS OF VOCATIONAL HIGH SCHOOL TEACHERS IN TANGERANG REGENCY

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Abstract. This study aims to analyze the influence of organizational culture and work motivation on the performance of vocational school teachers in Tangerang Regency. The research used survey method with path analysis applied in testing hypothesis, with a sample of 377 people selected using the proportional random sampling technique. The Likert Scale with 5 answer options is used in data collection. Data analysis was carried out using path analysis techniques. The study lasted for six months, from January to June 2024. Based on the results of this study, it can be concluded that Organizational Culture and work motivation have a direct positive effect on the performance of vocational school teachers in Tangerang Regency. Therefore, it is recommended that the variables of organizational culture and work motivation be improved by the Ministry of Education at the Tangerang Regency level and vocational schools in Tangerang.

Keyword: Organizational Culture; Work Motivation; Teacher Performance

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INTRODUCTION

Education plays a vital role in development because it aims to improve the quality of human resources (Hussain et al., 2022). Education is a process that is integrated with the improvement of human resources (Amin & Ntembe, 2020). Quality individuals are the key to the progress of a nation, which then encourages rapid development in science and technology (Andreasen et al., 2022).

Since the enactment of RI Law No. 20 of 2003 and Government Regulation No. 1990 concerning the National Education System, teachers are obliged to develop knowledge to support national development and the needs of the people of Indonesia. Education success in schools depends on principals, teachers, students, administrative employees, and other education personnel (Kadir & Rahmat, 2023). Adequate facilities

and infrastructure support, adequate financing, effective institutional management, and a sound evaluation system are also needed to ensure that the quality of education is maintained.

From a more micro perspective, implementing education requires competent educators to carry out teaching tasks. Competent teachers are a vital factor in determining the success and quality of education.

As the key to educational success, teachers must carry out their main duties and functions as teachers and continue to learn. Teachers must constantly update their knowledge because science and technology are developing very quickly, and the changes that come with it are also happening rapidly (Amar & Eleyan, 2022).

As a critical element in the implementation of education in schools, the role of teachers is vital, especially in creating quality graduates to the expectations of all parties. In other words, the quality of graduates is highly dependent on the contribution of teachers in managing the learning process.

Creating quality human resources is one of the visions that must be achieved in Tangerang Regency. Therefore, the role of Vocational High School teachers in Tangerang Regency is necessary. Realizing qualified vocational school graduates by the requirements is the main task and function of vocational school teachers. The increase in a role is an integration between teacher welfare factors by regulations and laws. So, it can be said that the enactment of certification carries out the management of quality learning carried out by linear teachers to support the welfare of teachers.

The facts in the field turned out to be different from what was desired; certification and other supporting factors used as driving factors in the active role of teachers were still insufficient (Wang et al., 2021). The teacher absenteeism rate reached 20% in 2018. In 2017, only 60% of vocational school teachers participated in professional training in the last three years. The Education Quality Assurance Institute in 2013 got survey results that showed that the quality of graduates was still low; those are the three findings obtained in the field, which are the main reasons for improving teacher competence in the learning process (Sukardi et al., 2022). The facts are strong evidence of a fundamental problem in the performance of vocational school teachers in Tangerang Regency. The quality of output (graduates) of SMK in Tangerang Regency is considered low because of low teacher performance, laziness to enter during teaching hours, and enthusiasm to improve competence (pedagogical, social, professional, and personality).

Teacher performance can be seen in planning, implementing, assessing, and evaluating teaching and learning based on work spirit and discipline in the learning process. The quality and quantity of work an individual completes is called performance, so performance is the output of the execution of tasks. The results of individual work over a certain period that are compared to various possibilities, for example, targets, standards or indicators that have been shown and praised together are work performance in other terms.

To improve the quality of education in Indonesia, the teachers' role as the principal learning agent is crucial (Gultom et al., 2021; Hidayat et al., 2023). Teachers' performance is influenced not only by their abilities and knowledge but also by the work environment and organizational culture in which they operate. In Tangerang Regency, Vocational High Schools (SMK) have a great responsibility to prepare students for a competitive and dynamic world of work. Therefore, it is essential to understand the factors that affect the performance of vocational school teachers, one of which is organizational culture.

Organizational culture includes the values, norms, beliefs, and practices an institution or organization adopts (Kuswati, 2020). A strong and positive culture can create a supportive work environment, increase motivation, and strengthen teachers' commitment to educational goals. On the other hand, a weak or negative culture can

hinder teacher performance, lower morale, and ultimately negatively impact the quality of education provided.

Work motivation is another crucial factor that affects teacher performance (Syarif et al., 2021). Motivation can come from internal factors such as job satisfaction and a sense of responsibility and external factors such as appreciation and recognition. Motivated teachers tend to be more enthusiastic in carrying out their duties, innovating in teaching methods, and achieving better results in the learning process. With the background described above, research is needed to analyze the influence of organizational culture and work motivation on the performance of Vocational High School teachers in Tangerang Regency.

METHOD

Objectives and Places of Research

This study aims to analyze the performance of Vocational High School teachers in Tangerang Regency. Specifically, the objectives of this study are to identify the influence of organizational culture on the performance of teachers of Private Vocational High Schools, identify the influence of work motivation on the performance of teachers of Private Vocational High Schools, and identify the influence of organizational culture on work motivation in Private Vocational High Schools.

Place and Time of Research

This research was held at a Private Vocational High School in Tangerang Regency. The implementation will take place from January to July 2024.

Design Method

In this study, a survey method with a causal approach was used to collect data (Hadelar et al., 2021). Data analysis will use inferential statistics, specifically Path Analysis, to assess the direct impact of each research variable, as Goldbeck & Schmitz (2001) described. The data collection process is carried out through a questionnaire as a research instrument (Chu, PH. and Chang, 2017). This study will focus on three main variables, namely: (1) organizational culture (X_1), (2) work motivation (X_2); and (3) teacher performance (X_3).

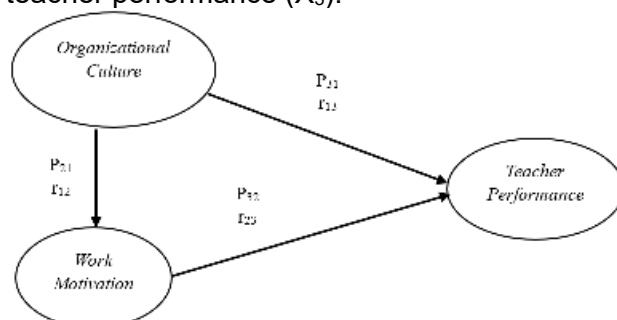


Figure 1: Research Design

Research Population and Sample

The population involved in this study was all teachers of Private Vocational High Schools in Tangerang Regency (Shukla, 2020). The author selected the sample using the Simple Random Sampling method (Chu, PH. and Chang, 2017). The steps taken to take the sample are as follows:

Considering that the population is homogeneous and large, the number of samples required is calculated based on the Slovin technique (Taufik, 2023) as follows:

$$n = \frac{N}{1 + N e^2}$$

Information :

n = Sample

N = Population

e = 0,05

The number of samples used in research activities is calculated as follows:

$$\begin{aligned} n &= \frac{567}{1+567 \cdot (0,05)^2} \\ &= \frac{567}{2,4175} \\ &= 234,5 \approx 235 \end{aligned}$$

Based on calculations using the Slovin technique, the number of samples selected was 235 teachers. The process began by determining the population, namely, all teachers of Private Vocational High Schools in the Tangerang Regency area, totaling 567 people. Then, a sample frame was made by giving a sequence number from 1 to 567. Furthermore, 235 research samples were selected randomly from the population.

Data Collection Techniques

To collect data on teacher performance, work motivation, and organizational culture, research instruments are created through several steps, including (1) examining theories relevant to the variables being investigated, (2) formulating indicators for each variable, (3) developing an instrument framework, (4) designing questions and determining measurement scales, (5) conducting instrument trials, and (6) analyzing the validity and reliability of question items (Ishtiaq, 2019; Weyant, 2022). This research instrument consists of three types of questionnaires: (1) questionnaires about teacher performance, (2) questionnaires about work motivation, and (3) questionnaires about organizational culture.

RESULTS AND DISCUSSION

Results

The data were analyzed by using descriptive statistics and path analysis in inferential statistics.

Mathematical equations must be numbered sequentially and begin with (1) until the end of the paper including the appendix. This numbering must be started and ended with open and close brackets and written in the align text right. Add a blank line above and below the equation.

Table 1. Summary of Regression Linierity Test Result

Matrix	Correlation Coefficient		
	Organizational Culture	Work Motivation	Teacher Performance
Organizational Culture	1.00	0.297	0.357
Work Motivation		1.00	0.432
Teacher Performance			1.00

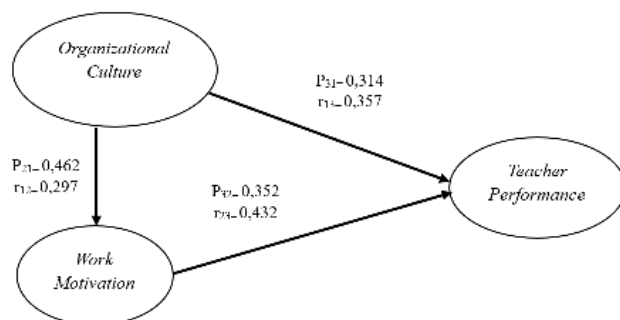


Figure 2. The result of structure model path analysis

Discussion

Organizational culture has a direct effect on teacher performance.

Track analysis showing that organizational culture directly affects teacher performance has received support from education experts in Europe. The path coefficient of 0.314 shows a positive relationship between organizational culture variables and teacher performance. A calculated t-value of 4.365 that exceeds the critical value of the table (1.96 for $\alpha = 0.05$) indicates that this relationship is statistically significant.

Track analysis showing that organizational culture directly influences teacher performance has received support from several leading European education experts, such as Professor Michael Fullan from the University of Toronto and Professor Andy Hargreaves from Boston College. These two experts have conducted in-depth research on the factors that affect the quality of education, including the critical role of organizational culture in improving teacher performance (Fullan, 2019).

According to Fullan, an organization's inclusive culture, focused on learning and providing ongoing support to teachers, encourages innovation and increases teaching effectiveness. Hargreaves also highlighted that a positive and collaborative work environment can increase teacher motivation and commitment, affecting the quality of learning.

As cited in various studies, education experts in Europe emphasize the importance of a positive organizational culture in improving teacher performance. A supportive organizational culture, including values such as collaboration, fairness, reward, and innovation, can motivate teachers to perform better. They believe a conducive work environment can increase teachers' commitment and reduce professional burnout.

The rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1) in the pathway analysis suggest that empirical evidence supports this view. Thus, implementing education policies that focus on strengthening the organizational culture of schools can be an effective strategy to improve the quality of education in Europe, with teacher performance as one of the critical factors.

Work motivation has a direct positive effect on teacher performance.

With a path coefficient of 0.352 and a calculated t-value of 4.365 (exceeding the critical value of 1.96 for $\alpha = 0.05$), the results of the path analysis show empirical solid evidence that work motivation significantly affects teacher performance. The rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1) in this context reinforce the view that increasing work motivation can be an effective strategy for improving the quality of education in Europe, focusing on teacher performance as the main motor in the learning process.

Track analysis showing that work motivation has a direct positive effect on teacher performance has received widespread support from education experts in

Europe, such as Professor Andy Hargreaves from Boston College and Professor John Hattie from the University of Melbourne (Abeysekera et al., 2009; Khabri et al., 2023). These two experts have stated that high work motivation is crucial in improving teacher performance.

Hargreaves emphasized that teachers' internal motivations, such as a sense of responsibility to students and a desire to impact education positively, can increase teachers' commitment and concern for their teaching. Meanwhile, Hattie highlighted that intrinsic motivation, such as satisfaction at work and the achievement of personal goals, directly impacts teaching effectiveness and student achievement.

Organizational culture has a direct positive effect on work motivation.

Based on the results of the path analysis, it was found that organizational culture had a significant direct influence on teachers' work motivation. The pathway coefficient of 0.462 shows that every increase of one unit in organizational culture correlates with an increase of 0.462 units in teachers' work motivation. The calculated t-value of 5.458 exceeds the table's critical value of 1.96 for a significance level of $\alpha = 0.05$, which indicates that this relationship is statistically significant.

Professor Michael Fullan and Professor Andy Hargreaves of Boston College are also some of the leading proponents of this theory. Hargreaves emphasizes the importance of a supportive work environment, where a positive organizational culture creates the conditions for teachers' intrinsic motivation to flourish. He says social and professional support from colleagues and visionary school leaders can move teachers to give their best in their work (Mesnan, 2021; Mutiara et al., 2023).

In addition, Professor John Hattie from the University of Melbourne also supported this finding. Hattie highlighted that internal factors in the work environment, such as job satisfaction and involvement in decision-making, are essential in improving teachers' work motivation and teaching quality.

Research findings, supported by expert opinions, indicate that a positive organizational culture has a direct impact on work motivation, offering various strategic implications for educational organizations. Developing a supportive culture, such as one that fosters collaboration, transparency, and innovation, becomes a priority to create a conducive work environment, thereby enhancing teacher satisfaction and motivation. High motivation also contributes to increased productivity, efficiency, and teacher retention, as they feel more connected to the organization's vision and values. Moreover, a strong organizational culture can serve as an attraction in recruitment and support training programs aligned with the organization's values. Leaders play a crucial role in ensuring this culture is implemented through effective communication and concrete actions. With high motivation, teachers become more adaptable to changes, whether in technology or work processes. Thus, a positive organizational culture is a strategic asset for improving performance and ensuring the long-term success of educational organizations.

CONCLUSION

Based on the research findings, it can be concluded that organizational culture and work motivation have a direct positive impact on the performance of vocational school teachers in Tangerang Regency. A strong organizational culture, such as a supportive work environment, clear values, and effective communication, fosters a conducive atmosphere that inspires teachers and enhances their commitment to fulfilling their responsibilities. Additionally, high work motivation, whether derived from internal factors like a sense of responsibility or external factors such as recognition and support from leadership, significantly contributes to improved teacher performance. The combination of a positive organizational culture and strong work motivation not only enhances

teaching quality but also positively affects learning effectiveness and student satisfaction. Therefore, school administrators and policymakers in Tangerang Regency should prioritize strengthening organizational culture and promoting work motivation to sustainably improve teacher performance.

Suggestion

The following are suggestions from the pathway analysis results for each related party in Tangerang Regency: **(1) For Teachers, Work Motivation:** Teachers need to understand the importance of high work motivation in improving their performance. They can find ways to find intrinsic motivation in their work, such as setting clear goals, seeking support from coworkers, and participating in relevant professional development. **Organizational Culture:** Teachers must contribute to building and maintaining a positive organizational culture in schools. They can actively participate in collective activities, propose innovations, and support efforts to create a work environment that supports collaboration and reward. **(2). Tangerang Regency Education Office, Policy Implementation:** The Education Office needs to consider policies that encourage the development of teachers' work motivation, such as incentive programs that focus on achievement recognition, continuous education, and social support. **Development of Organizational Culture:** The Education Office needs to be a driving force in building a positive organizational culture in every school in Tangerang Regency. They can train and mentor principals and teaching staff to develop values that promote collaboration, reward, and innovation. **(3). Researcher, Advanced Research:** Researchers in Tangerang Regency can continue their research to explore other factors that affect teachers' work motivation and performance and their impact on educational outcomes. Further studies can involve a qualitative approach to understanding the perceptions of teachers and school leaders regarding these factors. **Provision of Recommendations:** Based on the analysis of existing pathways, researchers can provide concrete recommendations to the Education Office and schools in Tangerang Regency to improve their practices and policies in supporting teacher performance through work motivation and positive organizational culture.

These suggestions are expected to help improve educational conditions in Tangerang Regency by improving teacher performance and overall student learning outcomes.

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