

The Effect of Professional Competence, Work Motivation, and Work Discipline on Teacher Performance: The Mediation Role of School Culture

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Abstract.

This study aims to analyze the influence of Professional Competence, Work Motivation and Work Discipline on Teacher Performance as well as the role of School Culture as a moderating variable. The study was conducted on teachers in the Regional Coordination Office II of the Semarang City Education Office using a quantitative approach. The sample in this study amounted to 126 teacher, and the sampling technique used a proportional random sampling. Using multiple regression analysis, the result of this study indicate that professional competence teacher work motivation, work discipline and school culture have a significant positive effect on teacher performance. Furthermore, school culture can strengthen the influence of professional competence, work motivation, and work discipline on teacher performance. Thus, improving teacher performance can be achieved through strengthening competency, motivation, discipline and supporting a positive school culture. This research is expected to provide consideration for policymaker in improving the quality of education, especially in private school. Thus, improving teacher performance can be achieved through strengthening competency, motivation, discipline, and supporting a positive school culture. This research is expected to provide policymakers with valuable insights into improving professional competency, work motivation, and work discipline in relation to teacher performance in the school environment.

Keywords: Professional Competence, Work Motivation, Work Discipline, School Culture, Teacher Performance.

INTRODUCTION

Human resources are the primary asset of any organization or company, as employees are crucial to the success or failure of an organization in achieving its goals. Companies consistently strive to recruit employees with the competencies needed to maximize the organization's performance and tasks. Therefore, developing human resource quality based on job analysis and employee needs analysis is expected to ensure the organization's employees meet its needs.

In an effort to recruit employees according to organizational needs, several things must be considered, such as an employee's basic skills in their field, work motivation, and work discipline. Furthermore, employees will be able to carry out their activities well and optimally if supported by an appropriate environmental condition. This environment can be a physical environment with complete facilities and infrastructure or a social environment that creates a comfortable work culture climate. Encouragement from professional competence, work motivation, work discipline, and school culture will significantly influence employee performance, thus making the company progress and develop according to expectations.

Similarly, in the field of education, the phenomenon of school competition to improve the quality of education in accordance with graduate competency standards requires schools to be actively involved in self-development. This is especially true in private schools, where student numbers are one of the driving forces behind private school success. Innovation and creativity in education are expected to drive school activities and gain wider public trust.

This study targeted private schools in the Semarang Region 02. There are 12 private schools in the Ngaliyan and Gunungpati regions. There are 126 teachers registered in the Basic Education Data (Dapodik) and holding a Unique Employee and Education Personnel Number (NUPTK).

According to Robbins (2003), performance is the results achieved by employees in their work according to specific criteria applicable to that job. The most important aspect of human resource management is employee performance. In schools, if teachers perform well, the school's primary goals can be achieved optimally. This background then becomes the basis for this study, entitled *The Influence of Teacher Professional Competence, Work Motivation, and Work Discipline on Teacher Performance Moderated by School Culture in Teachers in Regional Coordination II Semarang*.

Hypothesis Development

The Influence of Professional Competence (X1) on Teacher Performance (Y)

Rasto (2016) explains that the competency possessed by each teacher will demonstrate the teacher's quality in teaching. This competency will be manifested in the form of mastery of knowledge and professionalism in carrying out their function as a teacher. According to Robotham (1996:27), the competencies required by an individual can be acquired through both formal education and experience. Syah (2000:229), also cited in Rasto, states that the basic definition of competency is ability or skill. Usman (2005) states that competency means something that describes a person's qualifications or abilities, both qualitatively and quantitatively.

Prabowo (2019) research on employees at the Semarang State Administrative Court (APS) examined competency, locus of control, and career development, with the results showing that competency had a positive and significant effect on employee performance at the Semarang State Administrative Court. Further research by Avila (2019) on the influence of competency, leader-member exchange, and work discipline on employee performance at the Kendal Regency Agriculture and Food Service concluded that competency had a positive and significant effect on employee performance. Sulbahar (2019) research on the influence of professional competency on the performance of elementary school teachers in North Galesong District, Takalar Regency, showed that teacher professional competency had a positive and significant effect on teacher performance.

H1: Professional competency has a positive effect on teacher performance.

The Influence of Work Motivation (X2) on Teacher Performance (Y)

According to Hasibuan (2017), motivation is the driving force that creates a passion for work, encouraging them to work collaboratively, effectively, and integrated with all their efforts to achieve satisfaction. Work motivation is a factor within a person that drives, directs behavior, and fosters high work enthusiasm to achieve specific, predetermined goals effectively and efficiently. Teacher work motivation is one factor within a teacher that can foster work enthusiasm, leading to the achievement of predetermined goals (Wahyudi, 2012).

Teachers with high work motivation will consistently work hard to overcome any challenges they face, hoping to achieve even better results. Teachers with high work motivation will demonstrate interest, pay attention, and participate in a task or activity.

According to Winda Febriyawati's (2019) research entitled "The Influence of Leadership, Work Discipline, and Work Motivation on Employee Performance at PDAM Tirta Moedal Semarang," work motivation has a positive and significant impact on employee performance. Siboro (2019) in his study on the influence of motivation, work stress, and the work environment on employee performance at the Semarang Environmental Service showed a positive and significant relationship between motivation and employee performance.

H2: Work motivation has a positive effect on teacher performance.

The Influence of Work Discipline on Teacher Performance

According to Sinambela (2016), work discipline is a person's ability to work in an organized, persistent manner, and consistently adhere to applicable regulations without violating established rules. Avila (2019) examined the influence of competence, leader-member exchange, and work discipline on employee performance at the Kendal Regency Agriculture and Food Service, concluding that work discipline has a positive and significant impact on employee performance. Pamungkas (2020) in his research on the Influence of Organizational Culture, Work Motivation, and Work Discipline on Employee Performance at the Central Java Province Cooperatives and SMEs Service showed that work discipline has a positive and significant impact on teacher performance. Setianingsih (2018) in her research on the Influence of Motivation, Compensation, and Work Discipline on Teacher and Employee Performance (Case Study at Isriati Baiturrahman 1 Elementary School, Semarang) demonstrated that work discipline has a positive and significant impact on teacher performance.

H3: Work Discipline has a positive impact on Teacher Performance.

The Influence of School Culture on Teacher Performance

According to Robbins (2003), organizational culture is: "Organizational culture is a system of shared meaning and belief held by an organization that largely determines how people act." This means that organizational culture is a system that creates meaning and shared beliefs, allowing members to use existing values as guidelines, in accordance with mutual agreements, to achieve the initial goals of establishing the organizational culture itself. A good school culture indirectly improves teacher performance. Teachers will feel comfortable and able to develop their careers at the school. In a study by Relawati (2019), regarding the influence of communication, organizational commitment, and organizational culture on employee performance at PT Nasmoco Majapahit Semarang, there was a positive and significant influence between organizational culture and employee performance.

Pamungkas (2020), in his study on the Influence of Organizational Culture, Work Motivation, and Work Discipline on Employee Performance at the Cooperatives and SMEs Office of Central Java Province, explained that a better organizational culture, the more likely it is to improve employee performance. Therefore, organizational culture has a significant influence on teacher performance. Saputri's (2019) research, "The Influence of Leadership, Work Environment, and Organizational Culture on Employee Performance (A Study at the Grobogan Regency Regional Secretariat Office), shows that a positive organizational culture indirectly drives better employee performance. The study demonstrates a positive and significant influence of organizational culture on employee performance. Therefore, the

fourth hypothesis is:

H4: School culture moderates the influence on teacher performance.

School Culture Moderates the Influence of Professional Competence on Teacher Performance

School culture is a crucial component of school management, consciously derived from the school's vision and mission into simple, operational practices within the daily lives of the school community (Baedowi, 2015). Therefore, it can be understood that school culture is a culture that has been established over a long period and is passed down through generations. Schools, as a system, have three main aspects that are closely related to school quality: the teaching and learning process, school leadership and management, and school culture. The teaching and learning process requires professional teacher competency to support the optimal transfer of knowledge from teacher to student.

Robotham (1996) believes that the necessary competencies can be acquired through both formal education and experience. Experience here is shaped by the school culture, which provides a space for teachers to improve their professional competency. Uzman, Nazir, Yusrizal, and Murniati (2019) in their journal titled "School Culture Development for Improving Teachers' Professional Competence at MTSN 1 Takengon" stated that school culture has a positive and significant impact on improving teachers' professional competence. In their journal, Miyono & Widiastuti (2021) entitled "The Influence of Academic Supervision and School Culture on the Professionalism of Public Junior High School Teachers in Semarang Regency," showed that school culture has a significant positive impact on improving teachers' professional competence.

H5: School Culture Moderates the Effect of Professional Competence on Teacher Performance.

School Culture Moderates the Effect of Work Motivation on Teacher Performance

Work motivation is something that generates enthusiasm or drive for work. Therefore, work motivation in psychology is a driving force for work enthusiasm (Anoraga, 1998:35). According to Hasibuan (2017:65), motivation is the driving force that creates a passion for work, encouraging them to work collaboratively, effectively, and integrated with all their efforts to achieve satisfaction. In each school, there is a school culture that members use as encouragement at work. With a school culture, work motivation is expected to increase and achieve good performance.

Tania (2013) research, entitled *The Influence of Organizational Culture on Employee Work Motivation: A Case Study at the Assalam Modern Islamic Boarding School in Surakarta City*, showed a significant positive relationship between school culture and increased work motivation for teachers. Wahyuni (2017) study, "The Influence of School Culture on Teacher Work Motivation at SMKN 8 Janeponto," showed a significant positive relationship between school culture and increased work motivation. Tati Murni and Emilda Sulasmi (2021), in their journal, "The Influence of Leadership and School Culture on Teacher Work Motivation at the Sinar Husni Medan Foundation," showed a significant positive relationship between school culture and teacher work motivation.

H6: School culture strengthens the influence of Work Motivation on Teacher

Performance.

School Culture Moderates the Effect of Work Discipline on Teacher Performance

According to Sinungan (1995), discipline is a mental attitude reflected in the actions or behavior of individuals, groups, or communities, in the form of adherence to government-established rules, ethics, norms, and/or applicable rules for specific purposes. A strong school culture is expected to improve work discipline and influence teacher performance in each school. In a research paper by Ramani et al. (2023), entitled "The Influence of Principal Leadership, School Culture, and Work Commitment on Teacher Discipline at Senior High Schools in Kendal Regency," it states that school culture has a significant positive influence on work discipline.

Similarly, a research paper by Sadikun, Indra Prasetyo, and C. Sri Hartati (2023) entitled "The Influence of Motivation and Organizational Culture on Teacher Performance through Work Discipline" indicates that organizational culture significantly and positively influences work discipline. Yanti (2024) research, "The Influence of School Culture on the Discipline of Teachers and Educational Staff at MAN 1 Hulu Sungai Tengah," showed a significant and positive influence of school culture on the discipline of teacher and educational staff.

H7: School Culture strengthens the influence of Work Discipline on Teacher Performance.

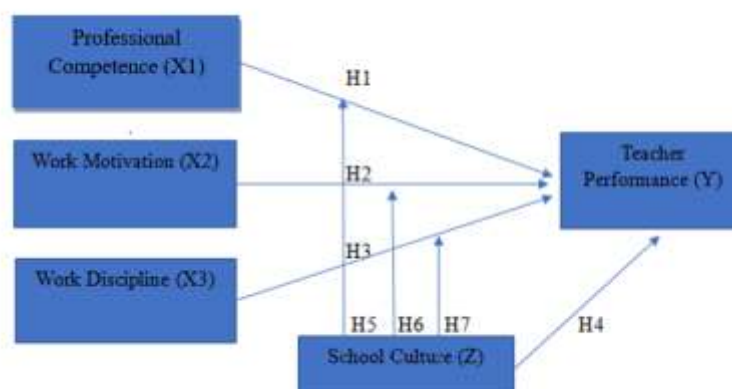


Figure 1. Research Framework

MATERIALS AND METHODS

Types of research

This type of research is a way that researchers use to obtain data in achieving certain goals. This study uses quantitative research. Quantitative research is research by obtaining data in the form of questionnaires or qualitative data that is quantified (Sugiyono, 2020).

Data Source

Primary data is a data source that directly provides data to data collectors, while secondary data is data obtained indirectly, usually from a second party who processes data for the needs of others (Sugiyono, 2020). The primary data collection technique was obtained directly through filling out questionnaires by teachers in private schools in Korwil 02

Semarang, while secondary data sources were obtained by the author through the internet, reports, and school documents.

Data collection methods

The data collection method used in this study is direct observation to the school where the research was conducted, namely in a private school in Korwil 02 Semarang. Observations were made by the author by observing activities related to this research.

Population and Sample

A population is a whole collection of elements that exhibit certain characteristics that can be used to draw conclusions (Sanusi, 2011). Sampling techniques are total sampling or saturated sampling techniques that use the entire population as a sample. The population in this study is all teachers in private junior high schools in Korwil 02 PKSS Semarang, which totals 126 people (Basic Data of the Ministry of Education and Culture, December 2024). The sample is an element of the population with the hope that the results of the selection can reflect all existing characteristics. A good sample is a sample that can represent the characteristics of its population as indicated by its level of accuracy and accuracy (Sanusi, 2011). The sample in this study is 126 teachers in private schools in Korwil 02 Semarang. Sampling techniques with total sampling or saturated sampling techniques mean using the entire population as a sample.

RESULTS AND DISCUSSION

Description of Statistics Teacher Performance Variables

The following are the results of descriptive statistics of respondents' responses to the Teacher Performance variable:

Table 1. Descriptive Statistics of Teacher Performance Variables

	N	Range	Minimum	Maximum	Mean	Std. Deviation
KG1	104	2.00	3.00	5.00	4.38	0.59
KG2	104	3.00	2.00	5.00	4.57	0.60
KG3	104	1.00	4.00	5.00	4.67	0.47
KG4	104	2.00	3.00	5.00	4.38	0.59
KG5	104	2.00	3.00	5.00	4.36	0.56
KG6	104	3.00	2.00	5.00	4.57	0.60
KG7	104	3.00	2.00	5.00	4.57	0.60
KG8	104	3.00	2.00	5.00	4.57	0.60
KG9	104	2.00	3.00	5.00	4.39	0.53
KG10	104	2.00	3.00	5.00	4.40	0.57
KG11	104	3.00	2.00	5.00	4.57	0.60
KG12	104	2.00	3.00	5.00	4.38	0.59
KG13	104	1.00	4.00	5.00	4.67	0.47
KG14	104	2.00	3.00	5.00	4.38	0.59
Mean					4.49	

Based on table 1, it is known that the average descriptive statistical response of respondents to the Teacher Performance variable of 4.49 is in the agree category. Then the indicator that has the highest average score is TK13 "I have a good command of the learning material that will be delivered while teaching" which is 4.67. Meanwhile, the indicator that

has the lowest average score is TK5 "I help students who have learning difficulties" which is 4.36 in the agree category.

Description of Respondents and Research Variables

Respondent Description

Table 4. Description of Respondents Based on Gender

No	Gender	Number of Respondents	Presentation (%)
1.	Man	44	42.30%
2.	Woman	60	57.69%
	Amount	104	100%

Source: Processed primary data

Based on Table 4, it is known that the majority of respondents were female, at 60 respondents (57.69%), while 44 respondents were male (42.30%). These results indicate that the majority of teachers in Regional Coordination 02 Semarang are female.

Table 5. Description of Respondents Based on Age

No	Age	Number of Respondents	Presentation (%)
1.	21 – 30 Years	18	17.30%
2.	31 – 40 Years	34	32.69%
3.	41 – 50 Years	31	29.80%
4.	> 50 Years	21	20.19%
	Amount	104	100%

Source: Processed primary data

Based on table 5. it is known that the majority of respondents are aged 31-40 years, namely 34 respondents (32.69%), aged 41-50 years as many as 31 (29.80%), aged >50 years as many as 21 respondents (20.19%), aged 21-30 years as many as 18 (17.30%). These results indicate that teachers in Korwil 02 Semarang are mostly aged 31-40 years.

Table 6. Description of Respondents Based on Education Level

No	Education	Number of Respondents	Presentation (%)
1.	S1 (Bachelor's Degree)	88	84.61%
2.	S2 (Master)	16	15.38%
3.	S3 (Doctorate)	0	0
	Amount	104	100%

Source: processed primary data

Based on table 6. shows that the majority of respondents have a bachelor's degree, namely 88 respondents (84.61%), 16 respondents have a master's degree (15.38%), and 0 respondents have a doctoral degree (0%).

Table 7. Description of Respondents Based on Length of Service

No	Age	Number of Respondents	Presentation (%)
1.	< 5 years	18	17.30%
2.	5 – 10 years	19	18.26%
3.	> 10 years	67	64.43%
	Amount	104	100%

Source: processed primary data

Table 7 shows that the majority of respondents had a work period of >10 years, as many as 67 respondents (64.43%), with a work period of 5-10 years as many as 19 respondents (18.26%), and a work period of <5 years as many as 18 respondents (17.30%).

These results indicate that the majority of teachers in the Regional Coordination Office 02 Semarang have a work period of more than >10 years.

Description of Research Variables

Table 8. Descriptive Statistics of Professional Competence Variables

Indicator	Statistics				
	Mean	Median	Min	Max	Standard Deviation
KPG1	4.24	4	2	5	0.646
KPG2	4.34	4	2	5	0.648
KPG3	4.27	4	2	5	0.700
KPG4	3.87	4	2	5	0.624
KPG5	3.88	4	2	5	0.767
KPG6	3.69	4	2	5	0.848
KPG7	3.74	4	2	5	0.848
KPG8	4.06	4	3	5	0.620
KPG9	4.06	4	2	5	0.680
KPG10	4.04	4	2	5	0.652
KPG11	4.10	4	3	5	0.631
KPG12	4.11	4	2	5	0.858

Source: Processed primary data

Based on table 8, it shows that respondents' answers with a Likert Scale of 1-5 on the Teacher's professional competence variable show an average value (mean) of 4.03, a middle value (median) of 4.00. With a standard deviation above the mean, it shows that the data in the set varies and is widely spread. Thus, it can be concluded that the tendency of respondents to answer questions in the range of answers strongly agree. These results identify that overall in terms of teacher responses regarding teacher professional competence in Korwil II Semarang is classified as good. This can be seen in the indicator of mastering the subject matter, namely in the KPG 6 value "I understand what I teach" gets a dominant value of 4.71.

Table 9. Descriptive Statistics of Work Motivation Variables

Indicator	Statistics				
	Mean	Median	Min	Max	Standard Deviation
MK1	4.45	4	3	5	0.621
MK2	4.25	4	3	5	0.619
MK3	4.40	4	2	5	0.676
MK4	3.76	3	1	5	0.865
MK5	3.88	3	1	5	0.816
MK6	3.85	3	1	5	0.922
MK7	3.93	3	1	5	0.906
MK8	4.03	3	1	5	0.950
MK9	4.03	4	2	5	0.853
MK10	4.07	4	2	5	0.906

Source: Processed primary data

Based on table 9. shows that the respondents' answers with a Likert Scale of 1-5 on the work motivation variable show an average value (mean) of 4.06, a middle value of 4.00. The standard deviation above the mean indicates that the data in the set varies greatly with an even distribution. Thus, it can be concluded that the tendency of respondents to answer questions in the agree range. These results identify that overall teachers in Korwil II Semarang in terms of work motivation responses are classified as very good. This can be shown in the indicators of the need for achievement and the need for affiliation in MK1 "I get the opportunity to develop creativity in work" has a dominant value of 4.67. And MK6 "The

network of cooperation between employees in the workplace so far can make me feel comfortable to work" also received a dominant value of 4.67.

Table 10. Descriptive Statistics of Work Discipline Variables

Indicator	Statistics				
	Mean	Median	Min	Max	Standard Deviation
DK1	4.49	4	3	5	0.654
DK2	4.31	4	2	5	0.640
DK3	4.31	4	2	5	0.640
DK4	3.97	4	2	5	0.830
DK5	4.07	4	2	5	0.958
DK6	3.79	3	1	5	1,011
DK7	3.60	3	1	5	1,084
DK8	3.75	3	1	5	0.983
DK9	3.88	4	2	5	0.992
DK10	3.88	4	2	5	0.962

Source: Processed primary data

Based on table 10. shows that from the respondents' answers with a Likert Scale of 1-5 on the work discipline variable that the average value (mean) is 4.00. The middle value (median) is 4.00. Thus, it can be concluded that the tendency of respondents to answer questions in the range of answers strongly agree. The standard deviation above the mean shows that the data in the set varies greatly with an even distribution. These results identify that overall the teachers' responses about teacher discipline in Korwil II Semarang are classified as good as seen from the indicator value of the teacher's high level of vigilance, DK7 "I work with full care effectively and efficiently" obtained the highest value of 4.71 while the work ethics indicator DK9 "I behave politely to fellow teachers and staff at school" also obtained a dominant value of 4.71.

Table 11. Descriptive Statistics of School Culture Variables

Indicator	Statistics				
	Mean	Median	Min	Max	Standard Deviation
BS1	4.38	4	3	5	0.701
BS2	4.28	5	3	5	0.599
BS3	4.23	4	3	5	0.627
BS4	4.18	5	3	5	0.619
BS5	4.29	4	3	5	0.664
BS6	3.93	5	2	5	0.754
BS7	3.82	5	2	5	0.707
BS8	3.97	5	3	5	0.717
BS9	3.96	4	3	5	0.622
BS10	3.90	4	2	5	0.676
BS11	3.71	5	2	5	0.664
BS12	3.63	4	2	5	0.592
BS13	3.68	5	2	5	0.643
BS14	3.68	5	2	5	0.767

Source: Processed primary data

Based on table 11. shows that from the respondents' answers with a Likert Scale of 1-5 on the school culture variable, the average value (mean) is 3.97, the middle value (median) is 4.00. The standard deviation above the mean indicates that the data in the set varies greatly with an even distribution. Thus, it can be concluded that the tendency of respondents to answer questions in the range of strongly agree. These results identify that overall in terms of

responses to teachers in Korwil II Semarang about school culture is classified as good. This can be shown in the individual orientation indicator, BS8 "The principal motivates me to actively take opportunities that exist in work" obtained a dominant value of 4.71. And the stability indicator, BS14 "The school creates a good work climate" also obtained a dominant value of 4.71.

Table 12. Descriptive Statistics of Teacher Performance Variables

Indicator	Statistics				
	Mean	Median	Min	Max	Standard Deviation
KG1	4.43	4	2	5	0.679
KG2	4.48	4	2	5	0.737
KG3	4.44	4	2	5	0.666
KG4	4.41	4	2	5	0.705
KG5	4.57	4	2	5	0.707
KG6	3.59	3	1	5	1,076
KG7	3.68	4	2	5	1,036
KG8	3.67	3	1	5	1,170
KG9	3.94	4	2	5	0.834
KG10	4.26	4	2	5	0.824
KG11	4.22	4	2	5	0.812
KG12	4.18	4	2	5	0.822
KG13	3.95	4	2	5	0.781
KG14	4.04	3	1	5	0.880

Source: Processed primary data

Based on table 12. can be concluded that the tendency of respondents to answer questions in the range of strongly agree. The standard deviation above the mean shows that the data in the set varies greatly with an even distribution. These results identify that overall in the responses of teachers in Korwil II Semarang regarding teacher performance is classified as good. This can be shown in the indicator of the ability to implement teaching KG3 "I implement learning in accordance with the curriculum used" and the indicator of Mastery of academic study materials KG13 "I master the learning materials well to be delivered when teaching" obtained a dominant value of 4.67.

Research Instrument Testing

Validity Test

Table 13. Variable Validity Test Professional Competence

Question Item No.	r count	r table	Information
KPG1	0.310	0,176	Valid
KPG2	0.309	0,176	Valid
KPG3	0.306	0,176	Valid
KPG4	0.450	0,176	Valid
KPG5	0.347	0,176	Valid
KPG6	0.489	0,176	Valid
KPG7	0.387	0,176	Valid
KPG8	0.625	0,176	Valid
KPG9	0.532	0,176	Valid
KPG10	0.551	0,176	Valid
KPG11	0.248	0,176	Valid
KPG12	0.526	0,176	Valid

Source: Processed primary data

Based on table 13, it is known that the calculated r value $>$ r table so that all question items for the Professional Competence variable can be said to be valid. Then the next is the result of the validity test for the Work Motivation variable.

Table 14. Variable Validity Test Work motivation

Question Item No.	r count	r table	Information
MK1	0.340	0, 176	Valid
MK2	0.647	0, 176	Valid
MK3	0.622	0, 176	Valid
MK4	0.518	0, 176	Valid
MK5	0.592	0, 176	Valid
MK6	0.604	0, 176	Valid
MK7	0.680	0, 176	Valid
MK8	0.527	0, 176	Valid
MK9	0.338	0, 176	Valid
MK10	0.435	0, 176	Valid

Source: processed primary data

Based on table 14, it is known that the calculated r value $>$ r table so that all question items for the Work Motivation variable this can be said to be valid. Then the next is the result of the validity test for the Work Discipline variable.

Table 15. Variable Validity Test Work Discipline

Question Item No.	r count	r table	Information
DK1	0.431	0, 176	Valid
DK2	0.439	0, 176	Valid
DK3	0.641	0, 176	Valid
DK4	0.330	0, 176	Valid
DK5	0.608	0, 176	Valid
DK6	0.457	0, 176	Valid
DK7	0.601	0, 176	Valid
DK8	0.426	0, 176	Valid
DK9	0.648	0, 176	Valid
DK10	0.656	0, 176	Valid

Source: processed primary data

Based on table 15, it is known that the calculated r value $>$ r table so that all question items for the Work Discipline variable can be said to be valid. Then the next is the result of the validity test for the School Culture variable.

Table 16. Variable Validity Test School Culture

Question Item No.	r count	r table	Information
BS1	0.338	0, 176	Valid
BS2	0.620	0, 176	Valid
BS3	0.660	0, 176	Valid
BS4	0.723	0, 176	Valid
BS5	0.410	0, 176	Valid
BS6	0.481	0, 176	Valid
BS7	0.233	0, 176	Valid
BS8	0.271	0, 176	Valid
BS9	0.362	0, 176	Valid
BS10	0.411	0, 176	Valid
BS11	0.250	0, 176	Valid
BS12	0.324	0, 176	Valid
BS13	0.460	0, 176	Valid
BS14	0.197	0, 176	Valid

Source: processed primary data

Based on table 16, it is known that the calculated r value is greater than the table r value, so all question items for the School Culture variable can be said to be valid. Next, are the results of the validity test for the Teacher Performance variable.

Table 17. Variable Validity Test Teacher Performance

Question Item No.	r count	r table	Information
KG1	0.381	0, 176	Valid
KG2	0.672	0, 176	Valid
KG3	0.641	0, 176	Valid
KG4	0.682	0, 176	Valid
KG5	0.539	0, 176	Valid
KG6	0.614	0, 176	Valid
KG7	0.560	0, 176	Valid
KG8	0.256	0, 176	Valid
KG9	0.431	0, 176	Valid
KG10	0.510	0, 176	Valid
KG11	0.425	0, 176	Valid
KG12	0.422	0, 176	Valid
KG13	0.182	0, 176	Valid
KG14	0.153	0, 176	Valid

Source: processed primary data

Based on table 17, it is known that the calculated r value is $> r$ table so that all question items for the Teacher Performance variable can be said to be valid.

Reliability Test

Table 18. Reliability Test Results

Variables	Standard	Cronbach's Alpha	Information
Teacher Professional Competence (X1)	0.7	0.716	Reliable
Work Motivation (X2)	0.7	0.745	Reliable
Work Discipline (X3)	0.7	0.743	Reliable
School Culture (Z)	0.7	0.715	Reliable
Teacher Performance (Y)	0.7	0.717	Reliable

Source: processed primary data

Based on table 18, it can be seen that each variable in this study has a value greater than 0.7 so it is said to be reliable and suitable for use in further hypothesis testing.

Classical Assumption Test

Normality Test Results

Table 19 Kormogorov_Smirnov Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		103
Normal Parameters ^{a,b}	Mean	.0000000
	Standard Deviation	3.68334728
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.052
Test Statistics		.079
Asymp. Sig. (2-tailed)		.110 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Processed primary data, 2025

Based on table 19, it is known that the test results for normality can be seen from *the Kolmogorov-Smirnov value* which has a sig. value of $0.110 > 0.05$, it can be said that this data is normally distributed.

Multicollinearity Test

Table 20. Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
Teacher Professional Competence	0.580	1,726
Work motivation	0.656	1,525
Work Discipline	0.609	1,643
School Culture	0.718	1,393
KPG_BS	0.603	1,657
MK_BS	0.683	1,465
DK_BS	0.634	1,578

Source: Processed primary data, 2025

Based on table 20, it can be seen that the test results for multicollinearity have a Tolerance value for each independent variable > 0.1 and for a VIF value < 10 , so it can be said that this study does not occur or is free from multicollinearity.

Heteroscedasticity Test

Table 21. Results of Heteroscedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficient		
	B	Std. Error	Beta	T	Sig.
Teacher Professional Competence	-0.199	0.062	-0.382	-3,221	0.002
Work motivation	-0.097	0.051	-0.211	-1,895	0.061
Work Discipline	0.114	0.050	0.265	2,287	0.024
School Culture	-0.034	0.054	-0.067	-0.627	0.532
KPG_BS	-0.109	0.069	-0.194	-1,566	0.120
MK_BS	0.038	0.058	0.077	0.662	0.509
DK_BS	0.151	0.056	0.327	2,713	0.008

Based on table 21, it can be seen that the results of the heteroscedasticity test for each independent variable have a significance value above 0.05 (sig. > 0.05) so it can be said that heteroscedasticity does not occur.

Model Fit Test Results

Table 22. Model Fit Test Results

Model	F	Sig.
1 Regression	27,791	.000 ^b
Residual		
Total		

Source: processed primary data, 2025

From the results of the simultaneous regression analysis, it can be concluded that simultaneously or together the independent variables (teacher professional competence, work motivation, work discipline) with school culture moderation have a significant influence on teacher performance. This can be proven with a significance of $0.000 < 0.05$. Thus, the regression model can be used to predict teacher performance or it can be said that teacher

professional competence, work motivation, work discipline and school culture simultaneously influence teacher performance at a significance level of 5% or 0.05.

Testing the Coefficient of Determination

Table 23. Results of the Determination Coefficient Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729 ^a	0,531	0,512	3,926

Based on table 23, it can be seen that the Adjusted R Square value is 0.531, meaning that the independent variables (teacher professional competence, work motivation, work discipline) with school culture moderation can influence the dependent variable, namely teacher performance, by 91.5%, while the remaining 8.5% is influenced by other variables not examined in this study.

Multiple Linear Regression Analysis

Once all assumptions have been met, the next step is to conduct a hypothesis test to determine the effect of the independent variables on the dependent variable.

Table 24. Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
Teacher Professional Competence	0.303	0.120	0.229	2,519	0.013
Work motivation	0.318	0.100	0.272	3,183	0.002
Work Discipline	0.279	0.097	0.256	2,893	0.005
School Culture	0.221	0.106	0.171	2,096	0.039
KPG BS	0.227	0.112	0.222	2,021	0.046
MK BS	0.188	0.093	0.208	2,016	0.046
DK BS	0.181	0.090	0.215	2,007	0.047

From table 24, it can be seen that the multiple linear regression equation uses the following regression coefficient values:

$$Y = a + b_1 \text{KPG} + b_2 \text{MK} + b_3 \text{DK} + b_4 \text{BS} + b_5 \text{KPG} * \text{BS} + b_6 \text{MK} * \text{BS} + b_7 \text{DK} * \text{BS} + e$$

Information:

- KG = Teacher Performance
- a = Constant value
- KPG = Teacher Professional Competence
- MK = Work motivation
- DK = Work discipline
- BS = School Culture
- b1 ... b6 = Regression Coefficient
- KPG*BS = Interaction of KPG and BS
- MK*BS = Interaction of MK and BS
- DK*BS = Interaction of DK and BS

From this statement it can be explained that:

1. The regression coefficient of Teacher Professional Competence (X1) is 0.229 which is positive with a significance level of 0.013 which is smaller than the significance level of

- 5% or 0.05, meaning that the better the teacher's perception in responding to the indicators of teacher professional competence, the better the teacher's performance will be.
2. The regression coefficient of Work Motivation (X2) is 0.272, which is positive with a significance level of 0.002, which is smaller than the significance level of 5% or 0.05, meaning that the better the teacher's perception in responding to work motivation indicators, the better the teacher's performance will be.
 3. The regression coefficient of Work Discipline (X3) is 0.256 which is positive with a significance level of 0.005 which is higher than the significance level of 5% or 0.05, meaning that the better the teacher's perception in responding to work discipline indicators, the better the teacher's performance will be.
 4. The regression coefficient of School Culture (Z) is 0.171 which is positive with a significance level of 0.039 which is smaller than the significance level of 5% or 0.05, meaning that the better the teacher's perception in responding to school culture motivation indicators, the better the teacher's performance will be.

Discussion

Professional Competence has a positive influence on Teacher Performance

The significance value of t for the Teacher Professional Competence variable is $0.013 < 0.05$ with a positive coefficient value meaning that Professional Competence has a positive effect on Teacher Performance. So the first hypothesis in this study is accepted. Teacher professional competence plays a crucial role in improving teacher performance, encompassing mastery of subject matter, pedagogical skills, classroom management, and the ability to effectively assess and evaluate learning outcomes. Competent teachers are better equipped to design meaningful learning experiences and adapt instructional strategies to meet diverse student needs. According to Yulia et al. (2021), professional competence significantly impacts teacher performance by improving the quality of learning and student engagement. Teachers with high professional competence demonstrate better learning planning, implementation, and assessment, leading to improved student achievement and overall educational quality. Furthermore, Cahyana et al. (2023) emphasize that ongoing professional development, such as workshops and teacher training, helps maintain and enhance these competencies, resulting in increased motivation and effectiveness in the classroom. Therefore, teacher professional competency is not only fundamental to effective teaching but also serves as a strong predictor of teacher performance.

Work Motivation has a positive influence on Teacher Performance

The t -significance value for the Work Motivation variable is $0.002 < 0.05$ with a positive coefficient value meaning that Work Motivation has a positive effect on Teacher Performance. So the second hypothesis in this study is accepted. Work motivation has a significant positive influence on teacher performance, as it encourages individuals to achieve goals, persevere through challenges, and maintain a high level of commitment to their profession. Motivated teachers tend to demonstrate greater enthusiasm, creativity, and effectiveness in delivering lessons, which directly impacts student learning outcomes. According to Lestari et al. (2024), work motivation improves teacher performance by fostering a strong sense of responsibility and dedication, leading to improved planning,

instructional delivery, and classroom management. Furthermore, motivated teachers are more likely to engage in professional development and self-improvement efforts. Research by Halim, et al., (2023) supports this view, showing that both intrinsic and extrinsic motivation contribute significantly to improved teacher performance in schools. Intrinsic motivation, such as a passion for teaching and student success, is crucial for maintaining long-term performance.

Work Discipline has a positive influence on Teacher Performance

The significance value of t for the Work Discipline variable is $0.005 < 0.05$ with a positive coefficient value meaning that Work Discipline has a positive effect on Teacher Performance. So the third hypothesis in this study is accepted. Work discipline has a significant positive impact on teacher performance, as it ensures consistency, punctuality, responsibility, and adherence to professional standards. Teachers who maintain strong work discipline are more likely to arrive on time, stick to schedules, complete lesson plans, and manage their classes effectively. This discipline results in a more organized learning environment, which improves student learning outcomes and the institution's reputation. Research by Utari & Rasto (2019) found that work discipline is positively correlated with teacher performance, particularly in the areas of task completion and teaching quality. Furthermore, teachers who demonstrate discipline serve as role models for students, fostering a culture of accountability and commitment in schools.

School Culture Influences Teacher Performance

The t -value for the School Culture variable was $0.039 < 0.05$, with a positive coefficient indicating that School Culture has a significant positive effect on Teacher Performance. Therefore, the fourth hypothesis of this study is accepted. School culture plays a significant role in influencing teacher performance by creating an environment that supports collaboration, shared values, and continuous improvement. According to Suparti et al. (2024), A strong and positive school culture increases teacher motivation, job satisfaction, and ultimately improves classroom performance. When the school environment fosters mutual respect, professional growth, and a sense of belonging, teachers tend to be more actively engaged in the teaching and learning process.

Research by Salehha, et al, (2024) also emphasizes that school culture fosters accountability and innovation, which contribute to sustained teacher effectiveness. These findings suggest that school culture not only supports individual teacher efforts but also strengthens their overall impact on educational outcomes. Therefore, cultivating a strong school culture is crucial for optimizing teacher performance and ensuring long-term institutional success.

School Culture Strengthens the Influence of Professional Competence on Teacher Performance

The significance value of t for the variable Professional Competence x School Culture is $0.046 < 0.05$ with a positive coefficient value meaning that School Culture can strengthen the influence of Professional Competence on Teacher Performance. So the fifth hypothesis in this study is accepted. School culture can significantly strengthen the influence of teacher

professional competence on teacher performance by providing a supportive environment that encourages collaboration, innovation, and continuous improvement. While professional competence equips teachers with the necessary knowledge and skills, a strong school culture ensures that these competencies are effectively applied in daily teaching practice. According to Handayani et al. (2021), schools with a positive culture encourage teachers to share knowledge, reflect on their teaching, and adopt best practices, thereby increasing the impact of their professional competence on performance. Furthermore, supportive leadership and collegial relationships within the school culture motivate teachers to maintain high standards and accountability in their work.

School Culture Strengthens the Influence of Work Motivation on Teacher Performance

Significance value t for Work Motivation variable $\times$ School Culture is $0.046 < 0.05$ with a positive coefficient value meaning that School Culture can strengthen the influence of Work Motivation on Teacher Performance. So the sixth hypothesis in this study is accepted. School culture can strengthen the influence of work motivation on teacher performance by creating an environment that supports, nurtures, and reinforces motivated behavior. A positive school culture, characterized by shared values, mutual respect, and supportive leadership, provides the psychological and professional climate needed for motivated teachers to perform optimally. Research by Suparti et al. (2024) shows that schools with a culture of appreciation, collaboration, and continuous learning significantly enhance the impact of teacher motivation on performance outcomes. In such an environment, motivated teachers are more likely to engage in innovative teaching, accept responsibility, and remain committed to student success.

School Culture Strengthens the Influence of Work Discipline on Teacher Performance

The significance value of t for the variable Work Discipline $\times$ School Culture is $0.047 < 0.05$ with a positive coefficient value meaning that School Culture can strengthen the influence of Work Discipline on Teacher Performance. So the seventh hypothesis in this study is accepted. School culture plays a crucial role in strengthening the influence of work discipline on teacher performance by establishing behavioral norms, expectations, and values that support consistency and professionalism. A positive school culture fosters an environment in which disciplined behavior is fostered, such as punctuality, adherence to procedures, and accountability. Discipline is not only expected but also encouraged and reinforced collectively. According to Widuri et al. (2020), a strong school culture instills shared disciplinary standards that guide teacher behavior, thereby strengthening the impact of individual work discipline on overall performance. Teachers who operate in a culture that emphasizes integrity, responsibility, and mutual support tend to maintain high levels of discipline, which translates into improved lesson delivery, time management, and student engagement.

CONCLUSIONS

Based on the results of research on the influence of Professional Competence, Work Motivation, and Work Discipline on Teacher Performance moderated by School Culture on Teachers in Regional Coordination II Semarang, the following conclusions can be drawn:

1. Professional competence has a positive and significant impact on teacher performance. Teachers who have good mastery of subject matter, learning methods, and pedagogical skills tend to have higher performance.
2. Work motivation has a positive and significant impact on teacher performance. Strong intrinsic and extrinsic motivation encourages teachers to work harder and achieve higher quality results.
3. Work discipline has a positive and significant impact on teacher performance. Discipline in time management, work ethic, and adherence to regulations enhance teacher professionalism and performance.
4. School culture has a positive and significant impact on teacher performance. A conducive work environment, collective values, and support among school members enhance teacher morale and performance.
5. School culture strengthens (moderates) the influence of teacher professional competence, work motivation, and work discipline on teacher performance. A positive school culture strengthens every aspect of a teacher's internal work, thus resulting in improved performance.
6. School culture strengthens (moderates) work motivation and teacher performance. A positive school culture, such as teamwork, self-development, and loyalty to the school, serves as work motivation, thus improving teacher performance.
7. School culture strengthens (moderates) work discipline and teacher performance. A positive school culture, such as completing work accurately and accurately, having clear agreements as work guidelines, and creating a positive work climate, all impact teacher performance.

Recommendations

However, given the existing weaknesses, here are some suggestions for this study:

1. To improve professional competence, teacher training, workshops, and professional development should be implemented consistently and sustainably.
2. Appreciation for teacher achievement, improved welfare, and opportunities for advancement significantly increase work motivation.
3. Well-socialized and mutually agreed-upon work guidelines and regulations lead to improved work discipline.
4. A school culture that encourages teamwork, loyalty to the school, and a comfortable work environment will have a positive impact and lead to school progress and improved teacher performance.
5. Future researchers are advised to add other relevant variables, such as principal leadership or job satisfaction, and expand the research area to generate stronger generalizability.

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