

The Influence of Competence, Work Culture on the Performance of Elementary School Teachers in Gunungwungkal District

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Abstract

This study aims to describe and analyze (1) The influence of competence on teacher performance in elementary schools in Gunungwungkal District, (2) The influence of work culture on teacher performance in elementary schools in Gunungwungkal District. The research method used is quantitative descriptive through a survey. Data collection was carried out through a questionnaire distributed to 67 elementary school teachers in Gunungwungkal District which was determined using the simple random sampling method, research data was obtained by distributing questionnaires online through social media. Data analysis used structural equality modeling (SEM). The results of the study showed that there was a positive and significant influence between competence on teacher performance and work culture had a significant effect on teacher performance.

Keywords: competence, work culture, Teacher Performance, Elementary School, Gunungwungkal District

Introduction

The rapid development and advancement of technology has encouraged education to be of higher quality than before. In accordance with Law Number 20 of 2003 concerning the National Education System, teachers are one of the components in educational institutions, be it schools or madrasahs. The presence of teachers is very important and has a position at the forefront of the success of education, improving the quality of services and achieving educational goals [1]. Law Number 14 of 2005 concerning teachers and lecturers has a very large impact on the world of Indonesian education. The main target of the issuance of the Law is to improve the quality of education and the professionalism of teachers and lecturers. Teachers are one of the determining factors in achieving the goal of improving the quality of schools/madrasahs. Government Regulation Number 74 of 2008 concerning teachers states that teacher competencies include personal competencies, pedagogical competencies, professional competencies, and social competencies. Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and manifested by teachers in carrying out professional duties and displayed through performance

Education is one of the sectors most affected by significant changes that have occurred throughout the world, especially since the beginning of the endemic era caused by various global health challenges[2]. Teachers, as the main element in the education system, face unprecedented new pressures and demands. They are expected to remain competent, adapt to changing work cultures, and integrate information technology into their teaching methods. Teacher competence has become a major focus in improving the quality of education[3]. Competent teachers can have a positive impact on student learning outcomes. However, how this competence can be measured and improved amidst the ever-changing endemic conditions remains an important question. In addition, the work culture in schools plays a significant role in creating an environment that supports or hinders teacher performance.

Method

Research is a systematic process to gain new knowledge or to test the truth of existing knowledge. This study uses a quantitative research type that examines populations or samples to test and prove hypotheses. The research method used is quantitative descriptive through a survey. The research method used is quantitative descriptive through a survey. Data collection was carried out through a questionnaire distributed to 67 elementary school teachers in Gunungwungkal District which was determined using the simple random sampling method, research data was obtained by distributing questionnaires online through social media. Data analysis used structural equality modeling (SEM).

Result and Discussion

Competence affects teacher performance

If teacher competence has a positive and important impact on student learning. If teacher competence has a positive and important impact on student learning achievement. If educator competence as a completeness of knowledge, the ability to act intelligently, and be responsible for holding a position as a profession. Competence in educators, namely the integration of skills with various types, in the form of knowledge devices, abilities, and behavior, appreciation and mastery of educators while carrying out their duties. If competence in educators as skills that exist in educators to carry out various obligations properly and responsibly[4]. As educators, it requires competence from teachers in order to be able to bring up a quality teaching and learning process, competence as an umbrella because it already includes various other abilities. Different from mastery of teaching materials which can be known as mastery of teaching material sources or known as expertise. All educator competence in its application is an inseparable unity. The selection of four parts (pedagogical, personality, social, and professional competence) is simply to make it easy to understand. From the teacher's competence that is owned, it is expected to be able to help and support the teaching and learning process in schools so that with low student abilities, it can be covered or improved by teachers by providing additional evaluations in the form of tutoring so that it can improve the quality of student abilities[5]. If educators do not yet have mastery of the socio-cultural aspects of students. This is because students are born and grow up in different environments. Students will generally show habits and attitudes that they get from their social environment. Educators still do not have an understanding of the physical aspects that are the characteristics of each student. Students are

born with different physical and characteristics, for example, ways of thinking, physically, and several other things so that teachers are still constrained to master the characteristics of their students, especially from the intellectual aspect. Competency enhancement allows teachers to have a deeper understanding of the subjects they teach. They can develop expertise in their fields so that they can provide better and more enjoyable teaching for students. Teaching a teacher in a school cannot only rely on the abilities that have been achieved during college or part of the experience alone. The biggest thing in the spearhead of education is the ability of teachers who must immediately respond quickly to changes that occur. The implementation of education in schools greatly determines the quality of education, namely the results and processes that have been passed. The results of the school's ability to produce students who excel and produce the best graduates can improve the quality of education[6]. The quality of learning is one of the factors that determines the quality of education. The quality of learning is one of the results of the existence of a teacher. Today, the role of a teacher is not just to be present to deliver lessons and then return to the room to carry out administrative activities or other activities. However, teachers are expected to take on a broader role than before because teacher performance is a manifestation of the teacher's ability to plan, implement or carry out, and assess student learning outcomes. Teacher performance is related to the quality, quantity of output, and reliability of teachers in carrying out their duties. Teachers who have high performance can improve the quality of education. Teacher performance is one of the main factors that determines the success of the education process in schools. Related to improving teacher competence in carrying out their profession or work as teaching staff[7]. The competency improvements referred to are improvements in terms of skills, attitudes, and abilities. Improving teacher competency is a way to improve teacher competency standards in accordance with the demands of work and science, technology, and art. Competency improvements must be carried out continuously so that there is renewal.

Work culture has an impact on teacher performance

If the school culture with a strong organizational culture will have an impact on the work unit so that it triggers teachers to innovate in supporting the organization while maximizing the effectiveness or productivity of teacher work, and is supported by the environment and colleagues. The results provide a conclusion that if there is a good implementation or habit of the school culture itself, it will have a positive or crucial impact on the performance of educators[8]. If the school culture is getting better, of course it will also have an impact on the teacher's work achievements. On the other hand, if the school culture is inadequate, of course the teacher's work achievements will decrease. If the school culture has a positive and significant impact on teacher performance. And also the study also concluded that the school culture has a crucial and positive impact on teacher performance. This concludes that work culture has a positive or crucial impact on performance. As research clarifies that work culture has a positive or crucial impact on performance[9]. The results of the analysis show that organizational culture and work environment have an influence on teacher performance. This means that with a good organizational culture, teacher performance will also be good[10]. This is in accordance with the thoughts of organizational culture experts who say that organizational culture can provide competitive advantages and influence organizational performance. An inclusive organizational culture, which supports diversity, innovation, cooperation, and/or orientation towards quality in the organization, has an influence on teacher performance, as explained theory stating that the key to good performance is a strong culture. Organizational culture influences performance directly and actively. In addition, findings regarding the

influence of the work environment on teacher performance support theory, namely that the external environment influences organizational performance, the external environment is divided into macro and micro environments. The micro environment is directly related to the achievement of the goals to be achieved by the organization.

Conclusion

This study provides valuable insights into the role of competence, work culture, and information technology in improving teacher performance. Based on the research findings, several positive conclusions can be drawn: **Teacher Competence Affects Performance:** The results of the study indicate that teachers with higher competence tend to have better performance in teaching and influence student learning outcomes. Therefore, improving teacher competence should be a primary focus in efforts to improve the quality of education. **Supportive Work Culture Contributes Positively:** A positive work culture environment, especially one that encourages collaboration, open communication, and collective support, contributes positively to teacher performance. Schools and educational institutions need to invest in creating a supportive work culture to improve teacher motivation and performance.

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