



Effects of Management Culture and Pedagogic Competence on Teacher Performance with Work Motivation: A Case Study of Vocational School Teachers in Ternate City

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ABSTRACT

Teachers are professional educators who have the main task of teaching, guiding, directing, training, assessing and evaluating students. There is another phenomenon which reveals that low work motivation for some teachers causes a decrease in teacher teaching performance. The purpose of this study was to examine and analyze: 1) the influence of organizational culture and pedagogical competence on teacher performance and motivation, 2) the influence of organizational culture and pedagogic competence through work motivation on teacher performance. This study uses a quantitative approach, to analyze the causality of the influence of independent variables on the dependent variable. This research was conducted at Public and Private Vocational High Schools (SMK) in Ternate City and was carried out in 2019. The population in this study were teachers in Public and Private Vocational High Schools (SMK) in Ternate City. The total population is 353 people. The type of data used in this study is primary data sourced from respondents through a questionnaire distribution. While secondary data was obtained from the 2015 UKG results summary and the 2015-2017 National Examination result documentation. Validity and reliability tests used the correlation coefficient *product moment* and criteria *Cronbach's Alpha* and *Item-to-Total Correlations* using the computer assistance of the SPSS (*Statistical Package for Social Science*) program. .

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1. Introduction

According to Law number. 14 of 2005 concerning Teachers and Lecturers, that the notion of teachers is professional educators who have the main task of teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal primary and secondary education. Educators or teachers are people who are responsible for providing assistance to students in their physical and spiritual development, DriAtmaka (2014: 17). In accordance with the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, there are four (4) competencies that teachers must have, namely, pedagogical, personal, social, and professional competencies with fourteen (14) subcompetencies as formulated by National Education Standards Agency (BNSP).

The opinion of Robert L. Mathis and Jhon H. Jakson (2001: 82) states that the factors that affect individual workforce performance are: (1) their ability, (2) motivation, (3) support received, (4) the existence of the work they do, and (5) their relationship with the organization. The results of the study concluded that one of the factors that influenced teacher performance was pedagogical competence, Zakiyah and Zahyudin (2014: 47). The same conclusion is that teacher performance is influenced by pedagogical competence, WindiMatsukoDanasasmita (2017). Another phenomenon reveals that low work motivation for some teachers causes a decrease in teacher teaching performance.

Based on the recapitulation of the average 2015 UKG score (Pedagogic and Professional), it shows that North Maluku is in the lowest rank with an average value of 41.96 below the specified KKM standard value of 5.5. (Directorate General of Teachers and Education Personnel, Ministry of Education and Culture 2015). The data of 353 2015 UKG participants came from 9 vocational schools in the city of Ternate with a passing percentage of 152 people (43.05%) while 201 people (56.95%) did not pass. It can be concluded that the graduation of UKG vocational school teachers in Ternate City has not yet reached 100%.



One of the indicators of teacher performance appraisal is learning outcomes of students in each subject. According to Rodriguez, Capelleras, and Garcia (2014) teacher teaching performance is the teacher's performance in carrying out their duties and responsibilities in providing learning guidance that contains knowledge and skills that will lead to increased student achievement. The results of the National Examination (UN) in Ternate City have not reached the standard value. In 2015, only 2 (two) out of 8 (eight) schools as test participants obtained scores above the standard score of 57.05 and 59, 27 on average. In 2016 only (2) two out of 9 (nine) schools took the exam with an average score of 59.62 and 63.48. Whereas in 2017 out of 9 (nine) schools participating in the exam, none of the schools obtained an average score reaching the national standard. It can be concluded that the national average score for the passing rate of SMK students in Ternate City has not reached 100%.

Based on the explanation above, the researcher argues that the factors mentioned above analyzed can affect the performance of Vocational High School (SMK) teachers in Ternate city in optimizing their performance. So the researchers conducted a study entitled "*The Influence of Organizational Culture and Pedagogic Competence on Teacher Performance with Work Motivation as an Intervening Variable in Vocational School Teachers in Ternate City*". The hypothesis is a temporary answer to the problem formulation in this study. This study uses a hypothesis on statistics. With a temporary answer to the problem formulation as follows: Organizational culture, Pedagogic competence, Organizational culture, Pedagogic competence has a significant effect on the work motivation of SMK Ternate City teachers and Work motivation, Organizational culture, Pedagogic competence has a significant effect on teacher performance through work motivation as an intervening variable.

The issues are relevant and useful to be researched put forward in this study are: does organizational culture and pedagogical competence affect the performance of SMK teachers, do organizational culture and pedagogical competence affect the work motivation of SMK teachers, does work motivation affect the performance of SMK teachers and does organizational culture and pedagogical competence affect teacher performance through work motivation as an intervening variable.

2. Research Method

This research uses a quantitative approach, with the aim of a research approach to analyze the causality of the influence of the independent variable (X) on the dependent variable (Y). This research was conducted at Public and Private Vocational High Schools (SMK) in Ternate City. When the research was carried out from January to April 2019. The population in this study were teachers at Public and Private Vocational High Schools (SMK) in Ternate City. The total population is 353 people.

The sampling technique used the Slovin formula with an error rate (e 5%). After being included in the Slovin formula (2017: 89) it is stated: $n = \frac{N}{1 + N e^2} = \frac{353}{1 + 353 \cdot 0.05^2} = \frac{353}{1.8825} = 188$ rounded up to 189 samples / respondent. The type of data used in this research is primary data sourced from respondents through a questionnaire distribution. Meanwhile, secondary data was obtained from the 2015 UKG results summary and the 2015-2017 national examination documentation. The instrument used in this study was a closed questionnaire.

With a conducive organizational culture to work and carry out their duties properly so that teacher performance is better. Teacher performance can also be optimal if a teacher has adequate basic competencies. Because the mastery of competencies as mandated in the law is one of the benchmarks for the quality of education in schools. These basic teacher competencies are focused on pedagogical competence. In addition to organizational culture factors and mastery of pedagogic competencies, a teacher needs to have work motivation as a teacher. With high motivation in him, the teacher likes his job. Based on these concepts of thought, the researcher formulates a conceptual framework in Figure as follows:

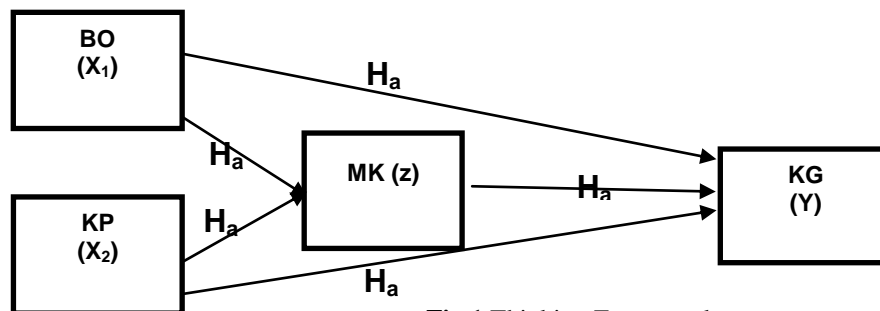


Fig 1 Thinking Framework

Organizational Culture according to McKenna and Beech (2005), indicators: relationships between people, cooperation, and employee appearance.

- a) Pedagogic Competence (PP RI No. 74 of 2006 concerning Teachers), indicators: mastering students, mastering learning theory and learning principles, curriculum development, educational learning activities, communication with students, and assessment and evaluation.
- b) Work Motivation (Komaruddin, 1994,306), indicators: intrinsic motivation and extrinsic motivation.
- c) Teacher performance (Law No. 14 of 2005, contains the substance of the achievement of work by a teacher) indicators: Mitchell and Larson (1987: 491) include: quality of work, accuracy in completing, initiative / initiative, communication / ability to work together.

Validity and reliability tests use the correlation coefficient *product moment* and criteria *Cronbach's Alpha* and *Item-to-Total Correlations* using the computer assistance of the SPSS (*Statistical Package for Social Science*) program version 22. Test assumption tests aim to determine conditions the data used in the research. The regression analysis model of this study requires a test of assumptions on the data which includes: data normality test, multicollinearity and heterocedasticity test and all data meet the requirements of the classical assumption test.

Analysis This analysis is used to provide an empirical description or description and to explain the characteristics of the variables studied, using the index value technique with a scale of 1 to 5, developed using the following formula:

$$\text{Index value: } ((\% F_1 \times x_1) + (\% F_2 \times x_2) + (\% F_3 \times x_3) + (\% F_4 \times x_4) + (\% F_5 \times x_5))$$

where:

% F is the percentage of the respondents' answers. With the five-box criteria (*Fife-box Method*), the use of five boxes (*Fife-box Method*) is divided as follows (Ferdinand, 2013):

Analysis regression analysis is carried out on models of more than one independent variable. This study uses SPSS (*Statistical Package for Social Science*) version 22.

The coefficient of determination is used to measure the extent to which the model's ability to explain variations in the dependent variable (Ghozali: 2013). The value of r^2 is between zero (0) and one (1.)

Simultaneous test (F test) to determine whether all the independent variables included in the regression model have a simultaneous influence on the dependent variable (Ghozali, 2014). F test is done by comparing F_{count} with F_{table} . If $F_{count} > F_{table}$, (H_0 is rejected, H_a is accepted).

The t test is used to predict the partial influence of the independent variable on the dependent variable. Decision making based on the comparison of the probability value of each regression coefficient is a significant level of 5%. Basis for a decision to test $t_{count} > t_{table}$ and $sig < 0.05$.

3. Results and Discussion

This section will discuss a series of processes, namely testing the validity of measurements using correlation *Pearson Bivariate* (*Product Moment*), measuring reliability testing with criteria *Cronbach's Alpha* and *Item-to-Total Correlation*. And hypothesis testing and regression analysis (*regression analysis*). The final section presents the research findings and implications based on the research results.

3.1 Data Collection Results

For approximately one month from 6 April to 4 May 2019, data collection was carried out. In full, it can be seen in table below:

Table 1
Results of data collection Number of Questionnaires

No	Information	Total	Percentage%
1	Questionnaires distributed	189	100%
2	Questionnaires returned	153	80.95%
3	Questionnaires that do not return are not returned	36	19.05%
4	Questionnaires that not worth analyzing	19	12.41%
5	Questionnaires that are worth analyzing	134	87.59%



3.2 Characteristics of Respondents

Based on the tabulation results of the received questionnaires, it is known that the characteristics of the respondents obtained can be seen in table below:

Table 2
Characteristics of Respondents

No	Information	Criteria	Frequency	Percentage (%)	Total (%)
1	Gender	Male	65 people	48.5%	100%
		Female	69 people	51.5%	
2	Working period	<5 years	17 people	12.7%	100%
		> 5 years	117 people	87.3%	
3	education	Undergraduat	129 people	96.3%	100%
		e	5 people	3.7%	
4	Civilstatus	servant	123 people	91.8%	100%
		Honorary	11 people	8.2%	
5	Subject Group	Adaptive	39 people	29.1 %	100%
		Normative	38 people	28.3%	
		Productive	57 people	42.6%	

3.3 Descriptive Analysis

A. Organizational Culture Variable Index

index of organizational culture variables is used to measure the indicators in each statement item, with the index results in table as follows:

Table 3
Index of Organizational Culture Variable

Item	Indicator Variable Organizational Culture	Frequency of Respondents' Answers (%)					Percent%
		1	2	3	4	5	
BO1	Have good relationships with leaders and fellow teachers	0	1.4	2.1	164	228	91.1%
BO2	Comfort at work	0, 7	4.6	9	202.8	216.5	86.72%
BO3	Communication with polite language	0.7	10.4	36	332	155.5	80.32%
BO4	Able to complete tasks	0	0	6.9	131.2	324.5	92.52%
BO5	Mutual help arrange programs	0	0	29.1	208.8	190.5	85.68%
BO6	Fill in a friend's watch that is empty	0.7	4.4	67.2	220.8	97.5	78.12%
BO7	Suitability in clothes	0	4.4	36	256.8	108	81.04%
Average Variable Index (%)						85.07%	
Index Category						HighOnce	

In table, the organizational culture variable consists of 7 (seven) indicators with an index value of 85.07% for the very high category. This means that all items in the indicator are strong and can measure the indicators in these variables. Based on the seven indicators, BO6 shows the lowest value, namely 78.12%. This means that the teacher's actions to fill empty friend hours are still low. Meanwhile, the BO4 indicator shows the highest index value of 92.52%. This means that the teacher's ability to complete assignments is very high.

B. Index Pedagogic Competency Variable

The organizational culture variable is used to measure the effect of the independent variable on the dependent variable. The index value can be seen in the following table .

Table 4
Pedagogic Competency Variable Index

Indicator Item Variable Pedagogic Competence	Frequency of Respondents' Answers	Percent%					
		1	2	3	4	5	
KP1	Focus on observing students	0	0	4.5	220.8	216.5	88.36%
KP2	use of varied strategies	0	0	9	218	212.5	87.9%
The KP3	Material development according to the curriculum	0.7	6	22.5	256.8	123	81.8%
KP4	Tends to follow student learning	17.9	94	73.8	30	15	%
46.14K P5	Priority for active students	5.2	26.8	134.4	107.6	48.5	64.5%
KP6	assignments to capable students	1.5	26.8	100.8	164	52	69.02 %
Assigni	only						

Indicator Item Variable	Pedagogic Competence	Frequency of Respondents' Answers					Percent%
		1	2	3	4	5	
ng							
KP7	Teaching material as a means of communication	0.7	7.4	35.7	230	130.5	80.86%
KP8	assessment, always inform students	0	1.4	11.1	241.6	175.5	85.92%
Objecti							
ve							
Average Variable Index (%)						75.56%	
CategoryIndex						High	

In table pedagogical competence consists of 8 indicators with an index value of 75.56% high category. This means that all items are strong and can measure variable indicators.

C. Work Motivation Variable Index

Work motivation variable is formed with 7 (seven) indicators. The value of this variable index can be seen in the following table.

Table 5
Variable Index of Work Motivation

Indicator Item Variable	Job Motivation	Frequency of Respondents' Answers					Percent%
		1	2	3	4	5	
MK1	Not truancy even though there is a family problem	0	0	91.8	197.2	100, 5	77.9%
MK2	The level of learning outcomes orientation is effective	0	0	9	259.6	160.5	85.82%
MK3	Happy to work if suggestions / opinions are accepted	10.4	59.8	89.7	95.6	30	57.1%
MK4	Feeling that the salary is sufficient / do not need to be additional in other places	3.7	25.4	71.7	202.8	45	69.72%
MK5	Happy to be involved and professional if you get an assignment from the leader	0.7	1.4	22.5	259.6	130, 5	82.94%
MK6	Always gotholiday allowance	8.2	29.8	85.2	143.2	63.5	65.98%
MK7	pleasure to work in an air conditioned room	0.7	10.4	51.6	185.2	153	80.18%
Average Variable Index (%)						74.23%	
CategoryIndex						High	

In table work motivation consists of 7 indicators. Perception index value of 74.23%. This means that all items can measure a precise variable indicator.

D. Teacher Performance Variable Index

Measurement using 7 (seven) indicators can be seen in table as follows:

Table 6.
Teacher Performance Variable Index

Indicator Item Variable	Teacher Performance	Frequency of Answers to Respondents					Percent %
		1	2	3	4	5	
KG1	Program preparation meeting at the beginning of the year teaching	0	4.4	18	197.2	212.5	86.42%
KG2	Material and assessment according to curriculum	0	0	9	253.686.12	168	%
KG3	Does not procrastinate completing the material	0	1.4	24.6	283.6	100.5	82.02%
KG4	Assessing learning outcomes according to the ability of students	0	3	55.2	156.6	93.5	61.66%
KG5	Initiative to complete assignments on time	0	1.4	2.1	277.6	145.5	85, 32%
KG6	The importance of cooperating with other schools	0	1.4	18	238.8	168	85.24%
KG7	Active in participating in positive activities to shape character	0	0	6.6	265.6	156.5	85.74%
Average Index Variable (%)						81.78%	
CategoryIndex						High	



Based on table the average variable index is 81.78% with the high category. This means that items can measure the indicator of the variable under study.

3.4 Results of Validity and Reliability

The validity of the test meets the requirements with a sig value > 0.05 , correlation *Crombach's Alpha* is greater than the critical value ≥ 0.6 . with the value of $t_{count} > t_{table}$ 0.444 and 95% confidence interval and reliable *construct reliability* is > 0.6 .

A. Classical Assumption Test

The results of the classical assumption test qualify using the distribution on the graph *PP plot* which shows the PP Plot points approaching the diagonal line and the unstandardized data is normally distributed and the probability value (Sig) is 0.078 or 7.8%. The multicollinearity test results of value *Tolerance* > 0.10 and *VIF* < 10.00 . While the heteroscedasticity test is briefly shown in the *Glejser output* table attached.

B. Multiple Regression Analysis Multiple

regression analysis is used to analyze data Multiple regression analysis is used with the following equation:

$$Y = 4,319 + 0,218 + 0,511 + 0,122 + e$$

Summary of data processing regression 1 using the program *SPSS* version 22 seen according to the following table.

Table 7.
Regression Results 1

Variable	Information	Regression Coefficient (β)	Standard error	t Count	Sig
X1	Organizational Culture	0.218	0.073	2.973	,004
X2	Pedagogic Competence	0.511	0.081	6.342	,000
Z	Work Motivation	0.122	0.075	1.625	,107
Constant	: 4,319	$F_{Calculate}$: 35,376	
R	: 0.672	Sig F		: 0.000	
R Square	: 0.452	N		: 134	
Adjusted R Square	: 0.439	Dependent Variable		: Teacher Performance	

Based on table, the analysis results are obtained as follows:

- 1) A constant of (a) 4,319 if there is no organizational culture variable (X1), pedagogic competence (X2) and work motivation (z), then the teacher performance score is 4.139.
- 2) Regression coefficient (β_1) is 0.218 with a value, t of 2,937 $> t_{table}$ of 1.656, stating that each additional 1% variable of organizational culture in which other variables held constant, would improve the performance of teachers of 0.218 means that the influence of variables of organizational culture on teacher performance positive.
- 3) The regression coefficient of (β_2) is 0.511 with a t-value, t_{count} of 6.432 $> t_{table}$ 1.656, which states that every 1% addition of the pedagogic competency variable where other variables are constant will increase teacher performance by 0.511 meaning that the influence of the pedagogic competence variable is positive.
- 4) Regression coefficient (β_z) is 0.122 with a value, t of 1.625 $< t_{table}$ 1, 656 and sig 0.107 > 0.05 then work motivation variable has no significant effect on the performance of teachers.

C. Value The coefficient of determination (R²)

The coefficient of determination (R²) is used to measure how much ability in explaining the variation of the dependent variable, Imam Ghozali (2009). Great Value *Adjusted R Square* (R²) of 0.452 which means the variability of the dependent variable can be explained by the variability of the independent variable of 45.2%. While the remaining 54.8% is explained by other variables not examined in the regression model.

D. Simultaneous Test (test F)

Simultaneous test (test F) is used to determine whether the independent variables jointly or simultaneously affect the dependent variable. The results of the simultaneous test analysis, the value of F_{count} 35.736 $> F_{table}$ 2.28.

E. Partial Test (test t)

Partial test (test t) is used to determine the effect of each independent variable on the dependent variable. The results of the analysis: BO (X₁) t_{count} 2.973 $> t_{table}$ 1.656 sig 0.04. While KP (X₂) t_{count} 6.342 $> t_{table}$ 1.656 sig 0.000. Meanwhile, MK (z) t_{count} 1.625 $< t_{table}$ 1.656, sig 0.107.

F. Multiple Regression with Intervening Variables

Multiple regression models with intervening variables are carried out using the MacKinnon, Warsi, & Dwyer, (1995) model equation.

Equation Model 1 Effect of Organizational Culture (X1) on Teacher Performance (Y) through Work Motivation (z)

Table 8.
Results of Regression 2

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.601	2.783		2.372	.019
Organizational	Culture,334,		080,340	4,169,	000
Pedagogic	Competence,312,		090,284	3,487,	001

a. Dependent Variable: Work Motivation

$$\text{Equation I } Y = \alpha + \beta_1 x + \beta_2 z = 6601 + 0.334 + 122$$

Based on the above equation, the research model is the influence of organizational culture (X1) on teacher performance through motivation work (z) as shown in Figure below:

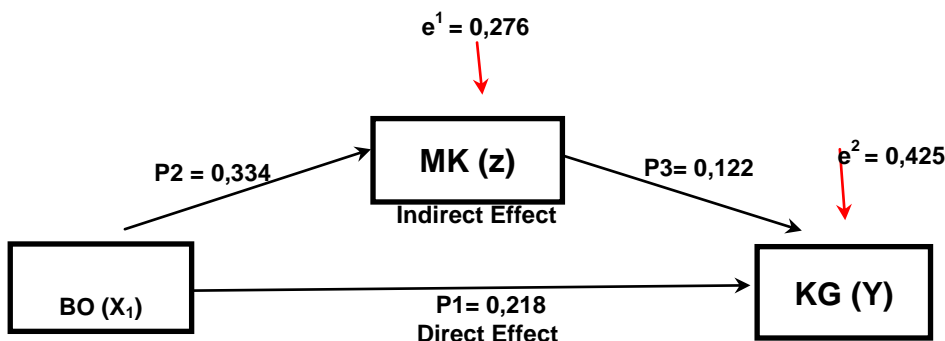


Fig 2. Research Model with Intervening Variables

The statistical results show a direct effect of 0.218 (P1) with a sig value of 0.004 <0.05. This means that if the organizational culture increases by 1%, the teacher's performance will increase by 21.8%. The direct effect of organizational culture on work motivation is 0.334 (P2) with a sig value of 0.000 <0.05. The indirect effect of organizational culture through work motivation, namely the multiplication of P1 with the value of P2 ((0.334) x (0.122) = 0.040) with the value of e¹ using the formula $e^1 = \sqrt{1 - 0.276} = 0.850$ then the direct effect is greater than the effect indirectly, work motivation does not act as an intervening variable. While the total effect, the sum of the direct and indirect effects, is 0.334 + 0.040 = 0.374.

Equation Model 2 Effect of Pedagogic Competence (X2) on Teacher Performance (Y) through Work Motivation (z)

$$\text{Equation II } Y = \alpha + \beta_2 x + \beta_2 z = 6601 + 0.312 + 122$$

Calculate the interaction variable by multiplying the independent variable (X2) with the intervening variable (z).

Based on the above equation, the research model is the effect of pedagogic competence (X2) on teacher performance through work motivation (z) as shown in Figure below:

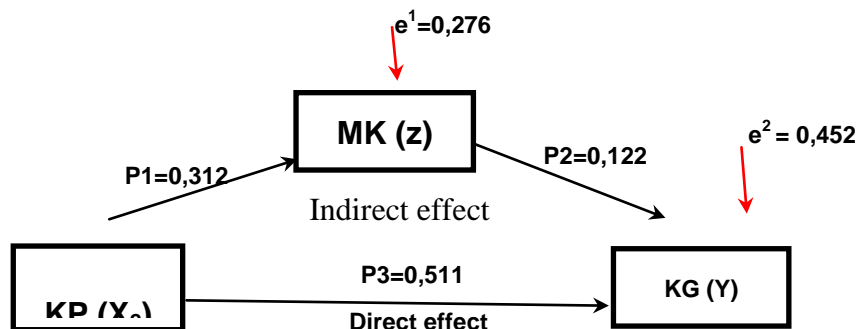


Fig 3. Research Model with Intervening Variables



Based on Figure, shows the direct effect and indirect effect variable (X_2) on the teacher performance variable (Y) through the work motivation variable (Z), it is obtained an analysis of the direct effect of pedagogic competence (X_2) of 0.511 (P1) with a sig value of 0.001 < 0.05. To calculate the indirect effect of organizational culture on teacher performance through work motivation, it is obtained from multiplying the value of P1 with the value of P2 ((0.312) x (0.122) = 0.038). While the formula $e^2 = \sqrt{1 - 0.452} = 0.740$. Meanwhile, the total effect is the sum of the direct and indirect effects, namely 0.312 + 0.038 = 0.35.

3.5 Hypothesis Testing

The results of the analysis are used to prove the hypothesis. In summary, the proving of the hypothesis is as follows:

Table 9
Hypothesis Testing

Hypothesis	Proving Hypothesis
Hypothesis 1	$t_{count} 2.937 > t_{table} 1.656$, sig 0.004 < 0.05 (H_a accepted H_o rejected)
Hypothesis 2	$t_{count} 6.342 > t_{table} 1.656$, sig 0.000 < 0, 05 (H_a accepted H_o rejected)
hypothesis 3	$t 4,169 < t_{table} 1.656$, sig 0.000 < 0.05 (H_a accepted H_o rejected)
hypothesis 4	$t 3,487 > 1.656$ sig 0.001 < 0.05 (H_a accepted H_o rejected)
hypothesis 5	$t 1,625 < t_{table} 1.656$ sig, 0107 > 0.05 (H_a rejected and H_o accepted).
Hypothesis 6	Direct 0.218 > indirect 0.040 (H_a is rejected and H_o is accepted).
Hipotesis 7	Direct 0,511 > indirect 0,038 (H_a ditolakdan H_o diterima).

Based on the results of the analysis, it is stated that organizational culture has a significant effect on the performance of vocational school teachers in the city of Ternate. The research results prove that it is important to build a good school culture. Indicators of organizational culture in this study include the level of self-confidence /, level of cooperation and level of harmony / appearance which is strengthened by McKenna and Beech (2000), which states that corporate / organizational culture is the value, belief, attitude, and behavior it holds. The results of the analysis show that the indicators of the teacher's ability to complete assignments on time are good. Meanwhile, filling a friend's hour is still low. Other findings of organizational culture can be built by the existence of good relations between leaders and fellow teachers, comfort, polite communication, cooperation and dress harmony. The results of this study are consistent with WidiMatsukoDanasasmita (2017) and Fadhilah and Fahmi (2017) with the title *The Influence of Organizational Culture on Teacher Performance in High Schools in Aceh Besar District*. The results show that teacher performance is influenced by organizational culture. Meanwhile, Wiryo's research (2016) which includes organizational culture can mediate teacher performance, concludes that organizational culture has no significant effect on teacher performance.

The results of the analysis concluded that pedagogical competence has an effect on teacher performance. the highest indicator focuses on observing students. Meanwhile, the lowest index is that teachers tend to follow students' learning methods. Based on the characteristics of the respondents, the vocational high school teachers in Ternate city 96.3% have an S1 certificate. This academic qualification is in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. The data shows that only 3.7% of teachers have a Stara 2 (S2) certificate. The development of pedagogical competencies needs to be improved, namely, the use of multi-strategies, understanding the curriculum, prioritizing all students, giving appropriate assignments, material for means of communication and objective assessment. The results of this study are consistent with Zakiyah and Noe (2014) and Nurdianti (2017) which concluded that pedagogical competencies have a significant effect on teacher performance. Meanwhile, Zulkefi, et al (2017) found that pedagogical competence partially has no significant effect on teacher performance.

The results of the study concluded that work motivation has no significant effect on teacher performance. The indicators in this study include intrinsic motivation by measuring morale, loyalty and freedom of opinion. Meanwhile, extrinsic motivation is the provision of food and drink, wages / salaries, benefits and work atmosphere. The results show that vocational teachers have high job loyalty which is reflected in the statement that their job orientation is an effective learning outcome. However, the teacher will feel happy if their suggestions / opinions are accepted / followed up. Other findings include adequate salary / wages, receiving allowances / THR, being involved / additional tasks from the leadership and working in a cool / AC room. It is important to pay attention to building a culture of deliberation in schools that involves the teacher component. This research is supported by Wiryo (2016) and Sari Widayastuti and Agung Yulianto (2018) who found motivation has no significant effect on performance. only mediates teacher certification on teacher performance, but not significant / does not mediate the influence of principal leadership on teacher performance.

4. Conclusions

Organizational culture has a significant effect on teacher performance. The performance of SMK teachers in completing assignments on time is very high. However, it needs attention because there are still empty lesson hours. Pedagogic competence has a significant effect on teacher performance. Competence in mastery of students / focus when learning is going well. However, it is necessary to be firm in determining learning methods / strategies. Work motivation does not have a significant effect on the performance of SMK teachers in Ternate City. The results show that the loyalty of teachers of SMK in Ternate City is very good, but teachers will feel happy to work if their suggestions / opinions are accepted and followed up by the school. Organizational culture has a significant effect on the performance of vocational school teachers in the city of Ternate. A conducive environment such as good relationships, high levels of cooperation and cohesiveness and harmony contribute high to work motivation. Good mastery of pedagogic competencies contributes to teacher work motivation. mastery of competence includes planning a good learning process, effective processes and mastery of material, appropriate methods / strategies will motivate teachers to enjoy their work. The influence of organizational culture and pedagogical competence on teacher performance mediated by work motivation does not have a significant effect. The possible underlying thinking is the low involvement of teachers in formulating the vision, mission and school policies.

The conclusion results of statistical data analysis in this study, the authors submit suggestions for the contribution of thought as follows: 1). The importance of school attention on empty lesson hours when effective. Maybe by providing solutions or sanctions to the teacher to pay attention to the discipline of teaching time. 2). The school provides education and training that leads to increasing teacher competence in the form of internal activities such as maximizing the MGMP and KKG or similar training on a regular basis. 3). The importance of building a culture of deliberation in schools. so that teachers feel their part and play a role in achieving school goals that have an impact on good performance. 4). The importance of the role of the school (school principal) in motivating teachers in the form of material / non-material (awards), holiday allowances (THR), gifts / certificates if the teacher successfully completes their assignments properly and continues to involve teachers in impactful school activities on teacher professionalism.

5. References

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