

## EXAMINING TEACHERS' PERFORMANCE: THE EFFECT OF WORK ETHOS, PERSONALITY COMPETENCE, ORGANIZATIONAL CULTURE, AND REWARDS

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**Abstract :** *Teachers' performance serves as one of the most pivotal aspects in determining the success of the education and learning process. Work ethos, personality competence, organizational culture, and rewards are among the factors influencing teachers' performance. The present study aimed to investigate the effect of work ethos, personality competence, organizational culture, and rewards on the teachers' performance in SMP Batik Surakarta. This research method uses a quantitative descriptive research design with a population of 46 teachers of SMP Batik Surakarta. The sampling technique used was the census technique. The data were collected using a questionnaire and analyzed using multiple linear regression analysis, coefficient of determination test, t-test, and F-test. The result indicated that the work ethos, personality competence, organizational culture, and rewards positively and significantly affect teachers' performance in SMP Batik Surakarta. These four variables were found to contribute 80% to teacher performance.*

**Keywords :** *work ethos, personality competence, organizational culture, rewards, teachers' performance.*

### 1. Introduction

Educational institutions generally rely on human resources in the process of implementing learning. Teachers as resources and important components in it are important to have optimal responsibilities and abilities in carrying out their duties properly. An important factor in school organization is teacher performance. The concept of performance is a process in the embodiment of work to achieve certain results. Every school will try to always improve teacher performance to achieve the objectives of learning implementation. Teacher performance is the result of teacher work which is manifested in how to plan, implement and assess the teaching and learning process whose intensity is based on a work ethos, as well as a professional discipline in the learning process. Many factors cause high and low teacher performance. Teacher performance will be optimal if it can integrate other supporting components such as work ethos, personality competence, organizational culture, and awards from institutions.

The teacher's role in the teaching and learning process can run well by paying attention to his inner work ethos. Work ethos is a work spirit that characterizes a person or group of people working, which is based on work ethos and perspectives that are believed and realized through concrete determination and behavior in the world of work. Working is not only to fulfill physical and spiritual needs but also as evidence of self-devotion to God. Everyone who undergoes a job requires a high work ethos in the activities he does. A low

teacher work ethos can later affect the effectiveness and efficiency of work which results in not achieving educational goals. Every organization needs hard work and high commitment from every employee, otherwise, the organization will be difficult to develop. (Yulianti, 2016). Husni (2014) stated that teachers are fully responsible for the achievement of teaching goals in schools. Teachers are mentors and examples for students in the formation of students' personalities and therefore teachers need to have good performance.

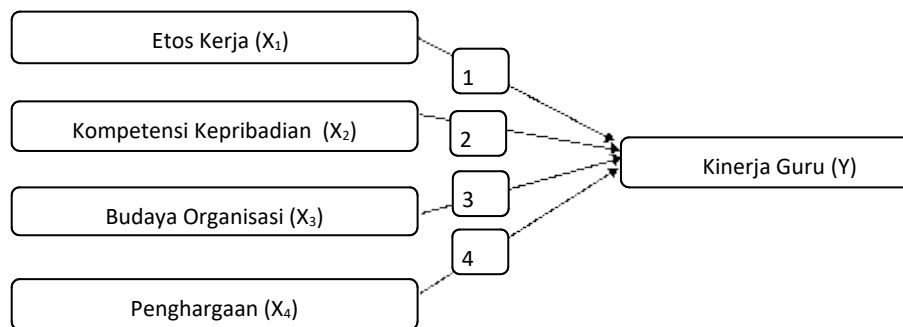
The main requirement for a teacher is to be knowledgeable because he is in charge of transferring knowledge. The ability of teachers significantly affects quality education, namely all physical and non-physical potentials of a scientific nature are used to educate students to become superior human beings in science and morals. The higher the competence of the teacher will be in line with the teacher's performance and learning outcomes achieved by students. However, the task of the teacher is not only that. The behavior displayed by the teacher is a reflection of personality which can also affect student behavior and teaching activities in schools. Personality competencies are related to the values and behavior patterns of teachers, both for themselves, students, and society. In this personality competency, a teacher is required to have awareness, understanding, and behavior that supports religious, legal, social values and norms, is honest, has a noble character, is authoritative, has a high work ethos, prides himself on the profession, and upholds the code of ethics of the teaching profession. This means that personality competence is an internal factor that can support the improvement of teacher performance, so it is important for teachers to have strong personality competencies to be able to carry out teaching functions and make students grow as adults who have personality. Wardoyo (2015) states that the higher the personality competence of a teacher, the better the performance so that he is expected to be a role model.

Organizational culture is a factor from outside oneself which is also part of organizational life that affects the behavior, attitudes, and effectiveness of all employees in an institution. Indications of the implementation of organizational culture which is still not strong are indicated by a decrease in morale and work discipline of employees. Ideally, every school has an organizational culture, which is a value system of the collective agreement by all involved in the company or organization. The purpose of the agreement here is in terms of the perspective on work and its elements. A value system is a conception of value that lives in the minds of a group of people or individual employees and management. This means that in this case organizational culture is closely related to agency culture and closely related to perceptions of values and the environment. Then from that perception gives birth to the meaning and view of life that can affect the attitudes and behavior of employees and management at work (Ikhsan, 2016). To produce professional employees with high integrity, it is necessary to have a standard reference that is enforced by an organization. The standard reference is the culture at the agency or institution that systematically guides employees to increase their work commitment to the company. The research of Bimantoro (2012) shows that together there is a positive and significant influence between environmental factors, organizational factors, and individual factors on employee performance. It can also mean that the higher the organizational environmental factors and individual factors, the higher the performance of employees.

Another factor that can influence the improvement of teacher performance is rewards. The concept of behavioristic theory explains that rewards and punishments can be used to strengthen and weaken positive or negative responses. The reward given will

strengthen positive behavior, in this case, better performance. Giving rewards has proven effective in educational practice as well as in the world of work. The existence of awards given has been proven to have a positive effect on teacher performance (Ali, 2019). Rewards can be interpreted as gifts, rewards, or rewards. In the concept of management, rewards are a tool to increase employee motivation. Rewards are also a form of method in motivating someone to do good and improve their achievements. The size of the reward will affect the performance of teachers in teaching. Expectations for professionalism and good performance from a teacher cannot be separated from how the school manages and gives forms of appreciation to teachers. Because the quality of human resources is an illustration of the treatment given by the school to teachers, both directly and indirectly have an influence on schools to improve teacher performance (Saad, 2017). The results of previous research conducted by Nugroho (2015), and Suryadilaga, et al (2016) provide empirical evidence that awards have a positive and significant effect on teacher performance. This research was conducted to know and analyze the effect of work ethos, personality competence, organizational culture, and rewards on teacher performance at SMP Batik Surakarta.

Based on the literature review and several previous studies, the following is the framework for this research:



Picture 1  
Schematic framework

In connection with the problems described above, a hypothesis is needed to make research and problem solving more focused. The hypotheses in this study are as follows:

H<sub>1</sub>: Work ethos, has a positive and significant influence on teacher performance at SMP Batik Surakarta.

H<sub>2</sub>: Personality Competence, has a positive and significant influence on teacher performance at SMP Batik Surakarta.

H<sub>3</sub>: Organizational culture, has a positive and significant influence on teacher performance at SMP Batik Surakarta.

H<sub>4</sub>: Reward, has a positive and significant influence on teacher performance at SMP Batik Surakarta.

## 2. Research Method

This study uses a quantitative descriptive approach. This research was conducted at SMP Batik Surakarta which is located at Jl. Slamet Riyadi 447 Pajang, Laweyan District,

Surakarta City. The population in this study were all teachers at SMP Batik Surakarta, which amounted to 46 people. The number of samples taken as many as 46 people or respondents. The sampling technique used in this research is the census technique. The research instrument used a Likert scale questionnaire with five alternative answers ranging from strongly disagree to strongly agree. The research instrument test includes validity and reliability tests. Data analysis includes classical assumption test consisting of normality test, multicollinearity test, and heteroscedasticity test, as well as multiple linear regression analysis which includes, coefficient of determination test ( $R^2$ ), t-test, and F-test.

### 3. Results and Discussion

#### 3.1. Results

##### 1. Test Instrument

The results of the instrument test showed that all question items on all research variables were declared valid and reliable so that they could be used as research instruments.

##### 2. Test the coefficient of determination ( $R^2$ )

Table 1  
Coefficient of Determination Test ( $R^2$ )

R	$R^2$	Summary
0,895	0,800	Percentage of influence 80%

Based on the calculation results, the coefficient of determination ( $R^2$ ) is 0.800. This means that the independent variables in the model (work ethos, personality competence, organizational culture, and rewards) explain the variation in the performance of the Surakarta Batik Junior High School teachers by 80% and 20% are explained by other factors or variables outside the model.

##### 3. Classical Assumption Test

The results of the classical assumption test, the results will be described as follows:

###### a. Normality test

The results of the analysis can be seen in Table 1 below:

Table 2  
Normality Test Results

Variable	Sig (2-tailed)	p-value	Conclusion
<i>Unstandardized residual</i>	0,849	$P > 0,05$	Normal

Based on the calculation results of the Kolmogorov-Smirnov test, it can be seen that the p-value of the Unstandardized residual of 0.849 is greater than (0.05) so that the overall data is declared to have a normal distribution or has a normal distribution of data.

###### b. Multicollinearity Test

The results of the analysis can be seen in Table 2 as follows:

Table 3  
Multicollinearity Test Results

Variable	Tolerance	VIF	Score	Conclusion
Etos Kerja	0,405	2,469	< 10	No multicollinearity
Kompetensi Kepribadian	0,374	2,677	< 10	No multicollinearity
Budaya Organisasi	0,662	1,511	< 10	No multicollinearity
Penghargaan	0,637	1,571	< 10	No multicollinearity

Based on the table above, it can be seen that the VIF <10 and the tolerance value > 0.1, so that there is no multicollinearity.

c. Heteroscedasticity Test

The results of the analysis can be seen in Table 3 as follows:

Table 4  
Heteroscedasticity Test Results

Variable	T	P value	Conclusion
Etos Kerja	0,697	0,490	No heteroscedasticity
Kompetensi Kepribadian	0,585	0,562	No heteroscedasticity
Budaya Organisasi	0,583	0,563	No heteroscedasticity
Penghargaan	-0,169	0,867	No heteroscedasticity

Based on the table above, it can be seen that the probability value > 0.05 means that the data is free from heteroscedasticity.

4. Multiple Linear Regression Analysis

a. Regression Model

Based on the results of multiple linear regression analysis used to analyze the effect of work ethos variables ( $X_1$ ), personality competence ( $X_2$ ), organizational culture ( $X_3$ ), and reward variables ( $X_4$ ) on teacher performance ( $Y$ ). significant = 0.05 means the degree of error is 5%. The results of the regression analysis can be used to determine the regression equation. The results of multiple linear regression analysis are shown in table 4 as follows.

Table 5  
Multiple Linear Regression Recapitulation

Variable	B	$t_{hitung}$	Sig.
(Constant)	-1,144		
Etos Kerja	0,254	2,613	0,036
Kompetensi Kepribadian	0,347	3,030	0,004
Budaya Organisasi	0,222	2,771	0,008
Penghargaan	0,250	3,132	0,003

Based on the table above, the equation of the regression model is:

$$Y = -1,144 + 0,254X_1 + 0,347X_2 + 0,222X_3 + 0,250X_4$$

Based on the regression equation above, the interpretation of the coefficients of each variable is as follows:

1. The value of (constant) = -1.144 states that if the Work Ethos variable, Personality Competence variable, Organizational Culture variable, and Reward variable are considered constant or non-existent, then the Teacher's Performance at SMP Batik Surakarta will decrease by 1.144.
2. The value of 1 = 0.254, the work ethos regression coefficient (X1) is 0.254, which means that if the work ethos increases by 1 unit, the teacher's performance will increase by 0.254 units, and vice versa if the teacher's work ethos decreases by 1 unit, the teacher's performance will decrease by 1 unit. 0.254.
3. The value of 2 = 0.347, the regression coefficient of personality competence (X2) is 0.347, which means that if the personality competence increases by 1 unit, the teacher's performance will increase by 0.347 units, and vice versa if the teacher's personality competence decreases by 1 unit, the teacher's performance will decrease. of 0.347.
4. The value of 3 = 0.222, the regression coefficient of organizational culture (X3) is 0.222, which means that if the organizational culture increases by 1 unit, the teacher's performance will increase by 0.222 units, and vice versa if the teacher's organizational culture decreases by 1 unit, the teacher's performance will decrease. of 0.222.
5. The value of 4 = 0.250, the award regression coefficient (X4) is 0.250, which means that if the award increases by 1 unit, the teacher's performance will increase by 0.250 units, and vice versa if the teacher's award decreases by 1 unit, the teacher's performance will decrease by 0, 25.

b. T-test

Testing the hypothesis in this study using the t-test. The t-test shows the testing of individual independent variables, carried out to see whether the individual independent variables significantly affect the dependent variable with the assumption that other variables are constant. The test results can be seen in Table 5 below.

Table 6  
T-Test Result Analysis

Variabel	t <sub>hitung</sub>	t <sub>tabel</sub>	Sig.	Ket.	Conclusion
Etos Kerja	2,163	2,020	0,036	Sig <0,05	H <sub>1</sub> has an effect
Kompetensi Kepribadian	3,030	2,020	0,004	Sig <0,05	H <sub>2</sub> has an effect
Budaya Organisasi	2,771	2,020	0,008	Sig <0,05	H <sub>3</sub> has an effect
Penghargaan	3,132	2,020	0,003	Sig <0,05	H <sub>4</sub> has an effect

Based on these calculations, the results obtained from  $t_{count} = 2.163 > t_{table} = 2.020$ , then  $H_0$  is rejected so that it means that there is a significant effect of work ethos on teacher performance. The results show that the first hypothesis which

states "There is a significant influence between work ethos on the performance of SMP Batik Surakarta teachers" is proven to be true.

The variable of personality competence is obtained from  $t_{count} = 3.030 > t_{table} = 2.020$ , then  $H_0$  is rejected so that there is a significant influence of Personality Competence on teacher performance. The results show that the second hypothesis stating "there is a significant influence between Personality Competence on the performance of the Surakarta Batik Junior High School teacher" is proven to be true.

An organizational culture based on these calculations is obtained from  $t_{count} = 2.771 > t_{table} = 2.020$ , then  $H_0$  is rejected so that there is a significant influence of Organizational Culture on teacher performance. These results indicate that the third hypothesis which states "there is a significant influence between Organizational Culture on teacher performance at Batik Surakarta Junior High School", is proven to be true.

The reward variable from the calculation results in  $t_{count} = 3.132 > t_{table} = 2.020$ , then  $H_0$  is rejected so that there is a significant effect of reward on teacher performance. From these results, it shows that the third hypothesis which states "there is a significant effect between awards on teacher performance at Batik Surakarta Junior High School", is proven to be true.

c. F-test

Based on the results of the F test can be seen in Table 6 below:

Table 7  
F test Result Analysis

$F_{hitung}$	$F_{tabel}$	Sig.	Conclusion
41,090	2,833	0,000	There is a simultaneous influence

Based on the calculation results, the  $F_{count}$  value is 41.090. This figure means that  $F_{count}$  is greater than  $F_{table}$  so that the four independent variables significantly affect the performance of the Surakarta Batik Junior High School teacher simultaneously. These results indicate that the hypothesis which states that work ethos, personality competence, organizational culture, and awards have a simultaneous effect on teacher performance at SMP Batik Surakarta is proven to be true.

### 3.2. Discussion

High teacher performance will help a school improve the quality of learning. Teacher performance can be influenced by various factors, including work ethos, personality competence, organizational culture, and awards.

1. Work ethos affects teacher performance at SMP Batik Surakarta.

The results of the analysis show that there is a significant effect on the performance of the Surakarta Batik Junior High School teacher, meaning that the hypothesis has been proven true. The same results are shown in the research of Yuliarti (2016) and Husni (2014), namely that there is a significant influence of work ethos on the performance of civil servants and teacher performance. This means that teacher

performance is based on a work ethos, so the teacher can teach with sincerity and full of enthusiasm in carrying out responsibilities to get optimal results. The dedication of a teacher to provide the best educational services for students not only makes the status of a teacher as a source of income but is also a dedication that is reflected in the spirit and belief in carrying out their duties as a long-term mandate to devote themselves to this noble profession. The teacher's work ethos can be demonstrated by punctuality when coming to school, teaching quality during the learning process, evaluating student learning outcomes, and following up for optimal student learning achievement. Every time the teacher does work, the teacher is always enthusiastic and tries to complete it with full responsibility, so that the teacher's performance at SMP Batik becomes good and increases.

**2. Personality competence affects teacher performance at SMP Batik Surakarta.**

The variable of personality competence has a positive influence on teacher performance as evidenced in the results of the analysis, which means that the hypothesis is proven true. Previous research by Sopandi (2019) and Agung (2014) showed the results of a significant influence between personality competence on teacher performance. Teacher performance is an important element in shaping good learning outcomes for students. Based on this, it is necessary to improve teacher performance, one of which leads to the need to have and improve teacher personal competence. A competency that can be conveyed and received well is also strongly influenced by personality because indirectly the teacher's personality has a psychological influence on student acceptance. The results show that mature personality and noble character shown by independence in educating and being able to behave as exemplary have the highest score in personality competency indicators. That is, teachers who have personality competencies will be able to influence the thoughts, attitudes, behavior, and direction of students' goals. and is often used as a role model and inspiration for students.

**3. Organizational culture affects teacher performance at SMP Batik Surakarta.**

The results of the analysis show that organizational culture has a significant effect on teacher performance, this proves that the hypothesis is proven true. In line with the research results of Wahyuni et al (2016) and Ikhsan (2016) which also said that there was a significant influence between organizational culture on employee performance. A strong organizational culture can trigger employees to think, behave and behave according to organizational values such as professionalism, initiative, mutual respect, and mutual support in teamwork. The stronger the organizational culture, the higher the level of teacher performance because the most dominant indicators of organizational culture are professional performance and feelings of respect so that when an employee feels valued and treated professionally in an organization, the existence of culture can be felt by teachers and their behavior is expected. Following the culture to improve its performance. The conditions at SMP Batik in the organization are strongly supported by mutual respect and respect for each difference in addressing problems, as well as providing support for each other in innovation which makes teacher performance increase.

**4. Rewards affect teacher performance at SMP Batik Surakarta.**

Based on the results of the analysis showed that there was a significant positive effect of reward on teacher performance. These results are in line with the research of Ali et all (2019) and Saad (2017) which state that rewards have a positive and significant



relationship to teacher performance. The dominating factor of the reward variable is the opportunity for teachers to develop themselves and the psychological appreciation of teacher performance. Although teachers are called heroes of merit, with the rewards given by school leaders, co-workers are psychologically able to improve teacher performance in addition to material rewards. Praise and appreciation are given by the school leadership to every teacher who completes the work with satisfactory results. The memorable gift that the teacher received for their performance was the recognition and support in the effort to develop themselves that was realized by the Surakarta Batik Junior High School through the provision of training scholarships or further studies to become more stable, professional, and characterized teachers in educating students.

### 3.3. Conclusion

Based on the results of the analysis and the results of the research hypothesis testing, it can be concluded as follows:

- 1) The variables of work ethos, personality competence, organizational culture, and rewards have a significant effect on teacher performance at SMP Batik Surakarta with tcount of each variable greater than ttable 2,020 with a significance value (p-value) < (0.05).
- 2) The independent variables in the model (work ethos, personality competence, organizational culture, and rewards) explain the variation in teacher performance at the Surakarta Batik Junior High School by 80% and 20% are explained by other factors or variables outside the model such as leadership, motivation, and so on.

Based on the conclusions that have been put forward, the researcher submits suggestions that can provide benefits for the parties with an interest in the results of this study. Suggestions for schools should always be able to foster, provide support, and direct teachers to be able to optimize work ethos, teacher personality competencies by always providing a warm organizational culture atmosphere, mutual respect, and appreciation for teacher performance with awards that can touch physically and psychologically. teachers like in the form of a charter as a symbol so that the better in the next performance.

Teachers are expected to be a benchmark and evaluation as well as efforts to be able to instill a sense of love for a noble profession so that they can carry out their duties wholeheartedly to achieve educational and organizational goals. For further research, it is possible to conduct research related to variables that affect teacher performance with a more diverse composition, wider object of research, and adding more in-depth data collection techniques.

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