

Optimizing Competence and Achievement Motivation on Job Satisfaction and Teacher Organizational Culture at SMK PENABUR, West Jakarta

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Abstract

Indonesia is a developing country and has a desire to make itself a developed country. One of the efforts that can be done is to improve the quality of its human resources through the education sector as the front line to create quality graduates. Teachers as an important component of education have a major role in creating a quality nation generation. Unfortunately, teacher performance is influenced by several things, such as competence, achievement motivation, job satisfaction, and organizational culture. PENABUR Vocational School as an educational institution that seeks to improve the quality of education also has problems where teacher performance is less than optimal. Therefore, the researcher wants to find out more about "Optimizing competence and achievement motivation on job satisfaction and teacher organizational culture of SMK PENABUR West Jakarta area. The purpose of this study is to find out the steps in optimizing competence and motivation so that they have an influence on job satisfaction and organizational culture. The research method used is descriptive quantitative with data collection techniques through documentation, observation, interviews and questionnaires. After the data is obtained, it will be analyzed in depth using the SPSS program. The results showed that competence and work motivation had a significant influence on job satisfaction and organizational culture. The results of the regression test showed that the influence of competence and achievement motivation had an effect of 92.8% on job satisfaction and 93.2% on organizational culture. Therefore, PENABUR Vocational School seeks to improve the optimization of competence and achievement motivation through various activities carried out by the school as well as giving appreciation to outstanding teachers as a spirit to increase achievement motivation.

Keywords: Competence, Achievement Motivation, Job Satisfaction, and Organizational Culture.

Superior Human Resources is the hope of every organization (Nimas Ayu Aulia Pitasari and Mirwan Surya Perdhana, 2018) including educational institutions that have an impact on the success of a nation (Madeline Tanadi, et al. 2020). This is because, without superior human

resources (H. M Arifin, 2014), no matter how abundant the natural resources of a country are, they will not be of real use and benefit because natural resource owners are only spectators with little profit compared to managers from other countries.

Natural wealth owned by a country should be used as a source of income for all citizens, including Indonesia as a country rich in nature. Unfortunately, currently human resources in Indonesia have not yet achieved a superior value. This is because the educational process that occurs has not been running as it should.

Education as a producer of quality graduates (Isnaini Wuryantina, 2015) actually relaxes with the existing culture. In fact, the government has repeatedly made changes to the curriculum as well as counseling to change the learning model that occurs. Unfortunately, this is not heeded so much because in fact there are still many teachers who provide learning in the conventional way.

On the other hand, it is known that the conventional method is still carried out by teachers or educators because of inadequate facilities so that students feel lazy, without enthusiasm and have the desire to finish learning quickly.

In fact, education is the main spear to realize a golden Indonesia 2045 as well as a means to improve self-quality, instead becoming an institution that often relaxes.

Teachers as one of the important components in the world of education (Masanah, et al. 2019) should be able to provide the best education regardless of the conditions. So the reason for being lazy and not being serious in delivering learning does not happen, aka the teacher has high motivation in learning (Hardianto, 2018).

In order to improve the quality of teachers, the government also provides requirements for teachers to have four competencies, namely professional, pedagogic, personality, and social. The government implements the PPG program as proof that the teacher has a high level of professionalism through his professional certificate.

The competencies possessed by teachers are important things that are used as a basis for carrying out learning so as to produce quality graduate competencies as well as forming superior human resources considering that human resources are important assets (Dwiki

Ananto Yudo, 2021) in a country (Yesi Ismawati, et al. 2020).

However, teacher competence does not run alone. In this case, every educator must have the motivation to continue to spread goodness as well as a willingness to learn because times have really changed. If the teacher's way of delivering material is still the same as in the 90s, Indonesia will quickly experience damage in various factors.

In addition to job satisfaction competencies and organizational culture, it is also important (Sunarta, 2019) to shape the character of teachers who are qualified and have good character and are ready to work without complaining as a statement made at the beginning of becoming a teacher and has an impact on increasing teacher productivity (Annisa Triantie, et al. 2016) Deden Misbahudin Muayyad, 2016).

The organizational environment also has an important position (Guntur Aryo Tejo and Machasin, 2015) in the learning process or the world of education because they are considered capable of influencing themselves and others to have a strong self-fort in order to continue learning well (Jacqueline Kareem et al. 2022). The organizational environment can be seen through the culture or habits that occur in the environment where the existing culture is continuously implemented by school residents (Surya Kanta, et al 2017).

PENABUR Vocational School is one of the educational institutions that always strives to improve self-quality. This vocational school is located in West Jakarta. This SMK consists of four SMKs, namely SMAK 4 PENABUR Surya Gardenia Jakarta, SMAK 1 PENABUR Tanjung Duren Jakarta, and SMAK

8 PENABUR International Tanjung Duren Jakarta. The vision of the BPK Penabur FOUNDATION is "To become a Christian educational institution that excels in Faith, Science and Service" and the mission of the BPK PENABUR Foundation is "To develop the potential of students optimally through quality education and teaching based on Christian

values", as well as to realize the profile of graduates as BEST generation. In order to achieve the goals or vision and mission, all stakeholders of SMK PENABUR must have high quality.

Unfortunately, based on observations, it is known that learning at Penabur Vocational School is not optimal because the education staff has not been able to practice understanding and knowledge in everyday life so as to create a quality nation. In addition, job dissatisfaction also requires teachers to have side jobs so that educating becomes the number two job because the salary they get is not enough to meet their needs (Alfian Nurrohman & Rini Lestari, 2021). In addition, it is also known that some teachers have poor culture, namely not being careful when the class bell rings so that learning is not optimal. This shows that not all PENABUR SMK teachers have high motivation in order to maximize their competencies. Whereas PENABUR Vocational School is one of the nation's schools of hope to form quality graduates and have an impact on the progress of education nationally.

If this continues, the education sector will experience a setback over time as well as the purpose of education contained in Law No. 20 of 2003 concerning the National Education System, namely education has the aim of forming graduates who are intellectually, morally, socially and physically intelligent (Rutheria Parerungan). and Hotner Tampubolon, 2016) will not be achieved effectively and efficiently. As a result, the human resources that are owned are not of high quality and Indonesia will continue to be at the level of a developing country.

Therefore, because of the importance of education in improving the quality of the nation, it is necessary to optimize educators (Euis Nessia Fitri and Dani Tahman Hakim, 2020). With this, based on the explanation above, the researcher wants to know more about "Optimizing competence and achievement motivation on job satisfaction and teacher organizational culture at

SMK PENABUR West Jakarta area. The purpose of this study is to find out the steps in optimizing competence and motivation so that they have an influence on job satisfaction and organizational culture. Researchers hope that the results of this research can provide benefits for others to jointly improve the quality of Indonesian education.

RESEARCH METHOD

The method used is a descriptive quantitative type, namely by explaining the numbers obtained in the study so that they are easily understood by all readers (Salim and Haidir, 2019). This research was conducted at SMK PENABUR, West Jakarta. Determination of the sample using the Solvin formula, namely:

$$n = N / (1 + Na2)$$

Mean n = number of samples

N = population

α = error rate 5%

After calculating using the formula above, where the population is 103 teachers, the sample used in this study is 83 people.

Conception dimensions in this study are:

Independent variables (influence variables): Competence (X1) and Achievement Motivation (X2).

Dependent variable (influenced variable): Job Satisfaction (Y1) and Organizational Culture (Y2)

Data collection techniques using questionnaires, interviews, observations, and documentation. The measurement scale used to analyze the questionnaire uses a Likert scale with four choices of answers as follows:

Table 1. Likert Scale

No	Symbol	Description	Score
1	SS	Strongly agree	4
2	S	Agree	3
3	TS	Don't agree	2

4	STS	Strongly Disagree	1
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Based on the respondents' answers, calculations will be made by entering the following calculations (Salim & Haidir, 2019):

Table 2. Score Interpretation Criteria

No	Interval	Description
1.	0%-20%	Very bad
2.	21%-40%	Bad
3.	41%-60%	Enough
4.	61%-80%	Well

In addition, the received data will also be analyzed using SPSS to find out the following hypotheses:

H0: There is no effect of X1 and X2 on Y1

H1: There is an effect of X1 and X2 on Y1

H0: There is no effect of X1 and X2 on Y2

H2: There is an effect of X1 and X2 on Y2.

RESULTS AND DISCUSSION

Before discussing this research further, it is better to know some things first, namely: teacher competence, achievement motivation, job satisfaction and organizational culture.

First, competence is the ability that a teacher must possess because it has an association with the task or work being taught. Every teacher must have the competence so that the learning carried out in the classroom can be carried out effectively and efficiently where students not only memorize the material presented, but also understand and are aware that they are able to practice it in everyday life. There are four competencies that teachers must possess including: (Sarwanto, 2020):

1. Personal competence. As a teacher who becomes a model for all students or students, of course, you must have a noble personality. Without a noble personality, of course, students will feel indifferent to every word conveyed by the teacher, especially regarding behavior or morals (Nikmah Hanum, et al. 2020). This is because, students feel that the teacher is only

able to speak without giving concrete examples of what is said in everyday life.

Sarwanto explained that personal competence is the ability of a teacher to provide examples of behavior as a reflection of a stable, mature, wise, authoritative attitude, etc.

Based on the results of an interview with TR, one of the teachers at SMK PENABUR stated that personality is an important aspect but it is difficult to ignore because it is related to habits. Sometimes there are teachers who are used to laughing out loud so it can be seen that students or teachers sometimes speak harshly such as judgment and bullying that accidentally hurt students' hearts so that students feel insecure and even hold grudges with the teacher.

On the other hand, VK also stated that most of the teachers at PENABUR Vocational School have tried to maintain their behavior, especially at school. However, some still do not maintain a good attitude towards fellow teachers or students, causing misunderstandings.

It does not stop here, based on the results of observations and documentation, it is known that all PENABUR SMK teachers have quite good personality competencies, especially since the foundation's regulations are quite strict. So it is not impossible if teachers always try to be good to maintain their authority as teachers and also maintain their work at the foundation where they serve, even though there are still teachers who have bad personalities.

2. Pedagogic Competence. Pedagogic competence is related to the ability of a teacher in planning and implementing learning so that students have a high understanding where this can be seen from the results of a good learning evaluation. Unfortunately, pedagogic competencies are sometimes not applied by teachers. Based on the results of observations, it is known that not a few SMK PENABUR teachers still carry out learning in the conventional way even though the curriculum has changed. This incident has been going on for a long time as if changes to the curriculum and policies from the government have not produced

results in the field of education because the teaching model of teachers has not been able to adapt to the existing curriculum.

Based on the results of the interview with ZY, he admitted that it was not uncommon for him to use conventional methods in carrying out learning because he had quite a lot of additional assignments so he felt that he lacked time to plan lessons properly.

Meanwhile, based on the results of the interview, he admitted that he always tries to do interesting learning amidst the limited facilities and available manpower. He likes to invite students to discuss by examining various events that occur around them to find the best solution. However, he also does not deny that sometimes it is conventional in learning because of the administrative piles that keep chasing him.

Nevertheless, the chairman of the foundation and the principal of the school continue to motivate them to have a high work spirit so that the pedagogical abilities that have been accepted at the tertiary level or PPG can be utilized and applied properly even if it is done slowly. The digital era is increasingly widespread, so if teachers do not have the ability to carry out digital-based learning, they will certainly be out of date and cause learning to be boring. So that pedagogic competence must always be able to adapt to the times so that the learning provided is material in accordance with the needs of students as well as the developing era (Rosni, 2021).

If learning is not carried out according to the times, the results of graduates from schools including PENABUR SMK will not be able to compete in the national or international realm.

3. Professional Competence. Professional ability is an important ability to do in every job, whether being a teacher or other work (Zulfakar, 2020). This is because, if a professional attitude is not used at work, he will not be able to complete the task properly and have an impact on the poor quality of the work he completes. Professional ability has a close relationship with a person's ability to manage his emotions. This is because, humans as creatures who are easy to

"feel" sometimes have their own problems that have not been resolved so that they spoil the mood and become a boomerang at the time of learning. Based on the results of the interview with CR, he admitted that sometimes when he felt "bad mood", learning would also be messy and students became emotional targets for the teacher.

Observations also show that emotions are important. Because not a few teachers are easily carried away by emotions so that in carrying out learning it is not optimal and even makes students a stepping stone to break up their anger.

For this reason, it is important for a teacher to have professional competence so that he is able to be professional in carrying out his work without mixing it with personal problems.

4. Social Competence. Social competence can be defined as the teacher's skills in interacting with other people, both with students, co-workers, parents, or the community around the school.

Social skills are important, without the ability to interact, of course the needs will not be met properly. This is because teachers are social beings who need the help of others in meeting their needs, including in carrying out learning.

No human being is able to stand alone without the help of others so that social skills must be possessed by every teacher to expedite the process of interaction in learning so as to create conducive learning and learning objectives can be achieved effectively and efficiently.

Based on the results of the interview with CT, he admitted that he had a conflict with one of the teachers of SMK PENABUR because of an unfavorable speech so that the interaction between the two was not good and affected the harmonization of the school in achieving its vision and mission.

The results of observations also show that good social skills will have an impact on good communication skills where this ability can increase cohesiveness among school

stakeholders so that the goals aspired by the organization are more easily achieved with unity.

The various competencies above have been regulated in Law No. 14 of 2005 concerning teachers and lecturers, where the four competencies are abilities that teachers must possess in carrying out their duties and functions properly (Mainuddin, 2020).

The inability of one or two of the competencies above can make the learning process handicapped so that the educational goals stated in Law No. 20 of 2003 concerning the National Education System as well as the foundation's goals will not be achieved. The vision and mission of the PENABUR foundation that have been well prepared will only be written without an application. Therefore, the ability to have a positive impact on the implementation of a conducive education and must always be optimized properly.

Second, motivation. Motivation is the urge to do a job. Everyone who does work has different motivations. Without motivation, the desire to carry out or complete a job is reduced (Bagas Adi Fatma, et al, 2021).

On the other hand, motivation can also be interpreted as a work spirit that arises from within a person to carry out various jobs according to their duties and functions (Hasim, 2019).

Motivation is an important thing where it will move someone to carry out an action where this impulse is in a person (Darmadi, 2018). There are two types of motivation conveyed by Nusran, namely (Nusran, 2019):

a. Motivation from within (Internal)

Internal motivation is motivation that comes from within a person himself without any intervention from others to do something to achieve the desired goal.

b. Motivation from Outside (External)

External motivation is motivation that comes from outside the individual and is usually influenced by other people so that they are encouraged to carry out an activity.

The motivation that is owned from one person to another is certainly different. This is because motivation can be influenced by several things including (Petereson and Plowman in Hasim, 2019):

a. Willingness to continue life

Everyone certainly wants to have a safe, peaceful and prosperous life. Without doing work, of course, you will have difficulty in continuing your life because your needs cannot be met.

By carrying out work, he will have an income so that he can continue his life by eating and drinking activities.

Based on the results of the study, it is known that 100% of teachers at SMK PENABUR have the motivation to continue their life so that they have the motivation to work regardless of the difficulties they experience.

This is certainly undeniable, because each teacher also has a family who needs their performance to sustain life as well as a guaranteed education.

b. Ambition to occupy certain positions

Ambition or desire to occupy a certain position can also be used as one of the motivational factors for a person to always show his best work. Through his best performance, he is expected to be able to contribute ideas so that he becomes a candidate to occupy a desired position. Based on the results of the study, it is known the following data:

Table 3. Work motivation because of the ambition to occupy a certain position

No	Answer	Percentage
1	Strongly agree	5%
2	Agree	5%
3	Don't agree	50%
4	Strongly Disagree	40%
Total		100%

The data above shows that only 10% of teachers have motivation to occupy a position and others do not want a position. So the other

90% have other compelling reasons to do the work.

c. Ambition for power

Power is the ability to have the ability to lead or rule. In this aspect, not many teachers are motivated to work to gain power. As the following data:

Table 4. Work Motivation on ambition to occupy certain positions

No	Answer	Percentage
1	Strongly agree	5%
2	Agree	5%
3	Don't agree	40%
4	Strongly Disagree	50%
Total		100%

The data above shows that 10% of teachers are motivated to work in order to gain certain power. However, the other 90% are not motivated by ambition of power which means they have other motivations.

d. Improve self-existence

Self-existence is a state where he wants to be respected and respected by others. Self-existence is a feeling that is always wanted by others so that he is recognized for his existence and has benefits for others. Feeling unappreciated certainly hurts and reduces motivation to work because it has no effect on an organization. If an organization, including PENABUR Vocational School, cannot appreciate the entire existence of its academic community, then there will be one or two people who want to carry out learning on their own because they feel that whatever they do will not be appreciated or appreciated. Based on the results of the study, it is known the following data:

Table 5. Work Motivation on ambition to occupy certain positions

No	Answer	Percentage
1	Strongly agree	30%
2	Agree	40%
3	Don't agree	20%
4	Strongly Disagree	10%

Total	100%
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The data above shows that 70% of teachers at SMK PENABUR have the motivation to work at one stage because of the self-existence factor. They want to show their existence through the best performance that is presented to all students.

Based on the results of the interview with TR, he admitted that at first he had the motivation to improve his own existence, but unfortunately gradually he was no longer given appreciation so his performance declined. On the other hand, ZT admits that he is always enthusiastic about doing work to improve his existence in front of the students and other teachers at SMK PENABUR.

With this, it is known that self-existence is a necessity for almost everyone, not that they are crazy about praise, but it is one of the factors that show that their performance is appreciated by others, especially by their superiors.

Third, Job Satisfaction. Job satisfaction can be interpreted as an emotional response to the work done (Sunarta, 2019). Job satisfaction is influenced by individual intrinsic and extrinsic factors. Job satisfaction from one person to another is certainly different because it refers to a person's point of view as well as experiences and life needs experienced.

Job satisfaction usually refers to the amount of salary earned. If the salary earned is deemed not sufficient for his needs, he will not be satisfied with one job and look for other side jobs such as being a private teacher, becoming a motorcycle taxi driver, doing business travel, and so on as one step so that his needs are met because the salary he receives cannot be paid. reliable.

Especially if the salary is not given every month because the school's financial condition does not allow it. So it is not impossible if many teachers do learning arbitrarily considering that they also have families to provide for and fulfill their needs.

Based on the results of the study, it is known that job satisfaction at SMK PENABUR reaches

50%, which means that some teachers are satisfied and some are not. So they have other side jobs.

The results of the interview with TY he admitted that he had other jobs to fulfill his needs because the salary he received from school was not enough. This is because, he has one wife and two children who still need a fairly high cost plus his wife is only a housewife.

On the other hand, based on observations, it is known that teachers with low job satisfaction tend not to focus on delivering learning because they remember various tasks or other work that must be completed immediately.

Fourth, organizational culture. Organizational culture can also be referred to as teacher habits (Edi Sugiono dan Rizki Perdana Ardiansyah, 2021) (Simranjeet Kaur Bagga, et al. 2022) that occur in school organizations (Isnaeni Wuryantina, 2015). School organizations emphasize quality output or graduates because they will compete with other school graduates in continuing their education or to do a job.

Quality graduates will be achieved by school organizations that have a positive culture in their learning. Because a bad organizational culture has an influence in creating unqualified graduates. In fact, Indonesia is a country that is rich in natural resources, with the formation of unqualified graduates, pushing Indonesia to become a developed country is just a figment.

Therefore, based on the results of observations, it is known that PENABUR SMK always provides advice and suggestions to all teachers to have a good culture. Unfortunately, not all teachers heed this. This can be seen when the incoming bell rings, there are still some teachers who are busy discussing or chatting with their co-workers both in the office, in the school yard and even outside the classroom so that the learning hours used are not optimal.

In addition, it is also known that several teachers arbitrarily send students home before the bell rings, thus influencing other classes to carry out the same activity, namely going home

early. Regarding organizational culture, the research results are as follows:

Table 6. Good school organizational culture

No	Answer	Percentage
1	Strongly agree	20%
2	Agree	30%
3	Don't agree	30%
4	Strongly Disagree	20%
Total		100%

The data above shows that 50% of teachers stated that the condition of the school culture was good and the other 50% thought the school culture was bad due to various factors.

The results of the interview with YT show that according to him the condition of school culture is quite bad because it does not discipline teachers firmly so that there are teachers who are often late, take action to go home early, and so on. This makes him uncomfortable because the students in his class want to go home early with reference to the class.

On the other hand, TR stated that the culture at his school was quite good because the friends there were open and fun, so he felt comfortable.

With this it is known that the good or bad of organizational culture is influenced by the point of view used by PENABUR SMK teachers. However, based on the researcher's observations, the organizational culture at SMK PENABUR is not bad enough, meaning that most teachers have good discipline in building culture in schools both for teachers and for students.

Hypothesis test

The hypothesis is a research hypothesis that will be tested through testing using the SPSS application using the instrument validity test, reliability test, regression test and correlation test. After the test is carried out, the following results are obtained:

Table 7. Questionnaire Validity Test

No	r count	r table	Description
1	0.972	0.576	Valid
2	0.972	0.576	Valid

3	0.923	0.576	Valid
4	0.972	0.576	Valid
5	0.972	0.576	Valid
6	0.972	0.576	Valid
7	0.972	0.576	Valid
8	0.972	0.576	Valid
9	0.688	0.576	Valid
10	0.972	0.576	Valid
11	0.923	0.576	Valid

The data above shows that all the questions on the instrument used are valid and can be used for research. After that, it is continued by testing the reliability of the questions.

Reliability test is used to determine whether the instrument used is reliable or not when used to measure a variety of different symptoms. If the value is reliable, it will produce the same value. The formula used to test reliability is to use Cronbach's Alpha as follows:

$$r_{11} = \frac{[k][1 - \sum \sigma^2 b]}{(k - 1)\sigma^2 t}$$

With: r_{11} = instrument reliability

k = number of questions t = question variant

In addition, to measure the significance through the degrees of freedom, $\alpha = 0.05$. With this, it can be seen that if r arithmetic $>$ r table then the instrument is reliable and vice versa if r arithmetic $<$ r table then the instrument is not reliable. If the instrument is not reliable then it

cannot be used in research. with the following results:

Table 8. Reliability Results	
Reliability Statistics	
Cronbach's Alpha	N of Items
.982	11

The data above shows that the value of Cronbach's Alpha is 0.982 and all questions are declared reliable where the questions used are 11 questions referring to the instrument of each research variable which will then be analyzed to determine the effect of competence and achievement motivation on job satisfaction and organizational culture at SMK PENABUR West Jakarta.

The next measurement is to determine the level of normality of the data or commonly referred to as the normality test. Normality test is used to determine that the assumptions of the variables in this study are normally distributed or not. A variable is declared normally distributed if it is known that the p -value $>$ 0.05 or when using the ANOVA test, the significance value is $<$ 0.05. This study used the Kolmogorof-Smirnof test to determine the results of the normality of the variables. After the analysis, the following results are known:

Table 9. Descriptive Statistics					
Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
competence_X1	83	70.2651	7.36519	60.00	80.00
Achievement_Motivation_X2	83	83.0000	7.34349	75.00	95.00
Job_Satisfaction_Y1	83	88.6867	6.66979	80.00	99.00
Organizational_Culture_Y2	83	86.8675	6.42171	79.00	98.00

The data above shows that the number of respondents is 83. The average score on the competence aspect is 70.3, Achievement motivation is 83, Job Satisfaction is 88.7, and Organizational Culture is 86.9. In addition, it is also known the value of Std. Deviation is 7.4 for competence, 7.3 for achievement motivation, 6.7

for job satisfaction and 6.4 for organizational culture.

On the other hand, the data also explains the minimum value, namely competence with a score of 60, achievement motivation 75, job satisfaction 80, and organizational culture 79. Meanwhile, the maximum value is competence with a value of 80, achievement motivation with

a value of 95, job satisfaction with a value of 99 and organizational culture with a value of 98. Then for the value of the Kolmogrov-Smirnov test, as follows:

Table 10. Kolmogrov-smirnov Data

One-Sample Kolmogorov-Smirnov Test				
		competence_X1	Achievement_Motivation_Job_Satisfaction_Y1	Organizational_Culture_Y2
		X2		
N		83	83	83
Normal	Mean	70.2651	83.0000	88.6867
Parameters ^{a,b}	Std. Deviation	7.36519	7.34349	6.66979
Most Extreme	Absolute	.234	.191	.168
Differences	Positive	.196	.191	.168
	Negative	-.234	-.155	-.153
Kolmogorov-Smirnov Z		2.130	1.742	1.527
Asymp. Sig. (2-tailed)		.000	.005	.019
a. Test distribution is Normal.				
b. Calculated from data.				

The data above shows that the value of Sig. on the competence of 0.000 which shows the data is normally distributed, on the aspect of achievement motivation obtained the value of Sig. 0.005 which means the data is normally distributed, the aspect of job satisfaction with Sig. 0.019 which shows the data is normally distributed and aspects of organizational culture with a value of Sig. 0.008 which means the data is normally distributed.

It is known that all variables in this study have normality values with Sig < 0.05, which means the data is normally distributed. After the

normality test has been carried out, the linearity test will then be carried out. This measurement is used to determine the relationship formed between the affected variable and the affected variable in order to determine whether the level of influence given is linear or not. This measurement uses the p- value, if the p-value is <0.05, it is said that the relationship between variables is linear. In addition, it can also be seen in the ANOVA value if the significance value is < 0.05, then the data has met the linearity requirements. The results shown after the linearity test were carried out as follows:

Table 11. Anova Table X1 with Y1

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Job_Satisfact ion_Y1 *	Between Groups	(Combined)	2039.918	4	509.979	24.739	.000
competence_X1	Linearity		1943.038	1	1943.038	94.256	.000
		Deviation from Linearity	96.879	3	32.293	1.567	.204
		Within Groups	1607.938	78	20.615		
	Total		3647.855	82			

The data above shows that the significance of Y1-X1 is 0.000 then less than 0.05 then the data is linear.

Table 12. Anova Table Y1-X2

ANOVA Table					
		Sum of Squares	df	Mean Square	F Sig.
Job_Satisfaction_Y1 *	Between Groups	(Combined)3467.855	5	693.571	296.694 .000
Achievement_Motivation_X2	Linearity	3381.657	1	3381.657	1446.598.000
	Deviation from Linearity	86.198	4	21.550	9.218 .000
	Within Groups	180.000	77	2.338	
	Total	3647.85582			

The data above shows that the significance of Y1-X2 is 0.000 then less than 0.05 then the data is linear.

Table 13. Anova Table Y2-X1

ANOVA Table					
		Sum of Squares	df	Mean Square	F Sig.
Organizational_Culture_Y2*	Between Groups	(Combined)2140.453	4	535.113	33.631 .000
competence_X1	Linearity	1968.267	1	1968.267	123.702.000
	Deviation from Linearity	172.187	3	57.396	3.607 .017
	Within Groups	1241.089	78	15.911	
	Total	3381.54282			

The data above shows that the significance of Y2-X1 is less than 0.05, so the data is linear.

Table 14. Anova Table Y2-X2

ANOVA Table					
		Sum of Df	Mean Square	F	Sig.
Organizational_Culture_Y2 *	Between Groups	(Combined)3172.815	5	634.563	234.092 .000
Achievement_Motivation_X2	Linearity	3151.354	1	3151.354	1162.544.000
	Deviation from Linearity	21.461	4	5.365	1.979 .106
	Within Groups	208.727	77	2.711	
	Total	3381.54282			

The data above shows that the significance value of Y2-X2 is less than 0.05, so these variables have a linear relationship. With this, it is known that all variables have a linear relationship.

After the linearity test is carried out, then a regression test will then be carried out to determine whether or not there is an influence of the independent and dependent variables.

Competency Regression Test (X1) and Achievement Motivation (X2) on Job Satisfaction (Y1).

Table 15. Regression test results X1 and X2 against Y1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963 ^a	.928	.926	1.80988
a. Predictors: (Constant), Achievement_Motivation_X2, competence_X1				

The data above shows that the correlation value is 0.963, which means that the relationship between X1 and X2 to Y1 is quite strong because the value is greater than 0.50. While the value of R-Square (Coefficient of determination) of 0.928 with this, the Competence and Achievement Motivation has an effect of 92.8% on job

satisfaction while other variables influence the remaining 7.2%.

With this, H0 is rejected and H1 is accepted, that is, there is a significant effect between X1 and X2 on Y1.

Competency Regression Test (X1) and Achievement Motivation (X2) on Organizational Culture (Y2)

Table 16. Regression test results X1 and X2 against Y2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.965 ^a	.932	.930	1.69308
a. Predictors: (Constant), Achievement_Motivation_X2, competence_X1				

The data above shows that the correlation value is 0.965, which means that the relationship between X1 and X2 to Y2 is quite strong because the value is greater than 0.50. While the value of R-Square (Coefficient of determination) is 0.932, with this, Competence and Achievement Motivation have an influence of 93.2 % on organizational culture while other variables influence the remaining 6.8%.

With this, H0 is rejected and H2 is accepted, that is, there is a significant effect between X1 and X2 on Y2.

Thus, it is known that competence and achievement motivation have a high enough influence in increasing job satisfaction and organizational culture. PENABUR SMK always strives to optimize teacher competence through teacher participation in various trainings, teacher organizations or subject organizations, allowing to implement PPG, and so on.

Based on the results of an interview with the chairman of the PENABUR Foundation, he is of the opinion that all permits given to develop self-competence are to form awareness of their duties and functions so that having gratitude shown through job satisfaction also creates a good organizational culture while remaining disciplined in carrying out work.

In addition, in the aspect of achievement motivation, PENABUR Foundation always gives appreciation to every teacher who excels well through himself such as participating in exemplary teacher competitions, essay competitions, and so on or being a competition supervisor for students so that they get championships such as POPDA competitions, Olympics, and so forth. The head of the PENABUR foundation said that with this appreciation, it is hoped that all teachers can compete to do their best because there is always an assessment every year for the best teachers of

the PENABUR foundation with fantastic prizes. So that teachers have a high fighting spirit to educate all PENABUR SMK students in particular and the nation's sons and daughters in general.

CONCLUSION

Education is one sector that can be used to improve the quality of the nation through improving its human resources. This is as the purpose of education as stated in Law No. 20 of 2003 concerning the National Education System, namely to create graduates who are not only intellectually intelligent but also morally, socially, and physically ready to compete in the national and international spheres. Each school, including SMK PENABUR adapts educational goals which are then used as its vision and mission which will be pursued to achieve its goals together. Unfortunately, achieving this educational goal or vision and mission is not as easy as turning the palm of the hand. This is because, there are still many teachers as one component of education who still carry out conventional learning even though they already have a professional certificate as an educator. There are several things that affect teacher performance, including competence, achievement motivation that has an impact on job satisfaction and organizational culture. The results showed that most of the teachers at PENABUR Vocational High School have fairly good competencies, as evidenced by their professional certificates, while their motivation is mostly used to continue life as well as improve their existence where 70% of teachers admit this.

In the aspect of job satisfaction, it is known that there are some teachers who are not satisfied so that they have side jobs and on the aspect of organizational culture, it is known that there are teachers who do not have a good work culture so that they are less disciplined in carrying out learning. After further investigation, it turns out that competence and work motivation have a significant influence on job satisfaction and organizational culture. The results of the regression test showed that the influence of competence and achievement motivation had an effect of 92.8% on job satisfaction and 93.2% on organizational culture. With this, the SMK PENABUR foundation always strives to optimize competence and achievement motivation through various activities that are followed such as Subject Teacher Consultations, Principal Working Groups, giving appreciation for outstanding teachers and so on where these things can be used as encouragement to improve competence and achievement motivation which has an impact on increasing the quality of job satisfaction and organizational culture. Researchers also provide advice to all educational institutions to continue to pay attention to educators and education staff in their schools so that they are able to give the best awards as well as their best performance in carrying out the learning process. In addition, the researcher also advises all teachers to continue to carry out their duties and functions as well as possible because the results of their education will form a quality generation of people where they will become leaders in the country where their children and grandchildren will live in the future.

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