

**Determinants of Teacher Performance at State Vocational School 1
Plupuh, Sragen District**

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ABSTRACT

The aim of this research is to: (1) Find out the influence of commitment on the performance of educators at SMK Negeri 1 Plupuh Sragen Regency (2) Find out the influence of organizational culture on the performance of educators at SMK Negeri 1 Plupuh Sragen Regency (3) Find out the influence of supervision on the performance of educators at SMK Negeri 1 Plupuh Sragen Regency. (4) Knowing the effect of integrity on the performance of educators at SMK Negeri 1 Plupuh Sragen Regency. The research was conducted for 3 months, from April – August 2025, taking place at SMK Negeri 1 Plupuh, Sragen Regency. The population in this study was 53 educators, while the sample used was a population of 37 educators. Data collection techniques were carried out through observation, interviews, documentation, questionnaires and literature study. Data processing techniques were carried out using the SPSS program to carry out instrument tests (validity tests and reliability tests), multiple linear regression tests, classical assumption tests (normality tests, heteroscedasticity tests, and multicollinearity tests), hypothesis tests (F test and t test), and determination tests (R²). commitment, organizational culture, supervision and integrity have a significant influence on the performance of educators. Based on the determinant test, the adjusted R square value is 0.760. This means that the variables of commitment, organizational culture, supervision and integrity contribute to educator performance by 76.0%, while the remaining 24.0% is explained by other variables not proposed in this research.

Keywords : commitment, organizational culture, training supervision, and integrity performance.

INTRODUCTION

Education is a crucial pillar in a nation's development. It serves to enhance human resources in terms of knowledge, skills, and attitudes. In the life of a nation, education plays a crucial role in ensuring the survival of the state and nation, as it serves as a vehicle for improving and developing the quality of human resources. High-quality education will undoubtedly produce human resources capable of optimizing the potential of other resources.

The defining factor in education as a whole is the performance of educators, who carry out their duties as educators, carrying out a significant responsibility for the intelligence of their students. Educators are required to perform at a high level so that human resources, especially the younger generation of Indonesia, will gradually improve and advance in education. This will create an intelligent nation capable of facing future challenges.

But in reality, the spotlight on the performance of educators is widely criticized by the public, starting from competence to the functions and duties they

carry out. This phenomenon also occurs at SMK Negeri 1 Plupuh where the author is assigned so that the author is interested in conducting research on the performance of educators at SMK Negeri 1 Plupuh. Based on the results of initial observations, the author found that several educators have different characteristics and behaviors, some are enthusiastic and full of responsibility in carrying out their duties, there are also educators who like to arrive late and do not comply with regulations where their departure and return are not in accordance with what has been scheduled, so that it will cause conflict, while in the learning process has not been able to create a quality learning process. Based on this description, the author gets the initial conclusion that the performance of educators at SMK Negeri 1 Plupuh has decreased.

Based on the results of interviews with the Principal of SMK Negeri 1 Plupuh, the author obtained data that there are several factors that cause the decline in educator performance, including the commitment as an educator to work optimally has not been fully ingrained in the heart. In addition to commitment, the organizational culture in the educational environment is also still low. The low organizational culture of educators can be interpreted as a condition in which the values, norms, and practices that should shape the identity and direction of the educational organization do not run well or do not provide a positive impact. The implementation of academic supervision is also still not optimal, both in terms of frequency and intensity, so that the results of supervision are not optimally utilized to improve educator performance. Educator integrity is also low, which has a negative impact on students, both academically and morally.

Essentially, every educator is a developing individual with significant potential for creativity to improve their performance. Several factors influence educator performance, including ability, personality and work interests, clarity and acceptance of a worker, level of worker motivation, competence, work facilities, work culture, leadership, and work discipline (Afandi, 2021). Meanwhile, according to Kasmir (2019), factors influencing performance include ability and expertise, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline.

Other opinions about the factors that influence performance, among others, were put forward by Armstrong and Baron in Wibowo (2016), namely personal factors, indicated by the level of skills, competencies possessed, motivation and individual commitment; leadership factors, determined by the quality of encouragement, guidance, and support provided by managers and team leaders; team factors, indicated by the quality of support provided by colleagues; system factors, indicated by the existence of work systems and facilities provided by the organization; situational factors, indicated by the high level of pressure and changes in the internal and external environment.

Based on the description above, the researcher can conclude that the factors that influence the performance of educators at SMK Negeri 1 Plupuh are divided into two categories, namely factors from within the educator which include commitment,

integrity, skills, competence and external factors which include organizational culture, academic supervision, leadership, work environment. Of the many factors that influence the performance of educators at SMK Negeri 1 Plupuh, in this study, four factors were taken, namely first, commitment, second, organizational culture, third, supervision, and fourth, integrity.

The first factor that can influence educator performance is commitment. Commitment refers to the educator's willingness and ability to demonstrate sincerity in professionally directing all abilities in carrying out their duties at school. Educators with strong self-commitment will have a positive outlook and strive to do their best for the benefit of the school (Marimin and Santoso, 2020).

Based on research conducted by Rahayu (2023), there is a positive relationship between commitment and educator performance. This means that the higher the commitment, the higher the educator's performance, and conversely, the lower the commitment, the lower the educator's performance level. Similarly, research conducted by Kusumah et al. (2023) shows a positive and significant influence of commitment, both partially and simultaneously, on educator performance. Therefore, the authors suspect that commitment has a positive and significant effect on educator performance.

The second factor that can influence educator performance is organizational culture. Robbins and Coulter (2020) suggest that organizational culture is a set of shared values, principles, traditions, and ways of working that influence the behavior and actions of organizational members. In a school environment, organizational culture can be seen in the behaviors demonstrated by principals, educators, and education staff, as well as how they resolve educational issues.

Based on research conducted by Fernos et al., (2023), there is a positive relationship between organizational culture and educator performance. This means that the higher the organizational culture, the higher the educator performance, and conversely, the lower the organizational culture, the lower the educator performance level. Similarly, research conducted by Budi et al., (2023) shows a positive and significant influence between organizational culture and the performance of permanent lecturers at private universities. Therefore, the authors suspect that organizational culture has a positive and significant influence on educator performance.

The next factor influencing educator performance is supervision. Supervision is all assistance from school leaders aimed at developing the leadership of educators and other school personnel in achieving educational goals (Herabudin, 2019). This supervision takes the form of encouragement, guidance, and opportunities for the growth of educators' skills and abilities, such as guidance in efforts to implement and improve educational and teaching innovations, selecting better teaching tools and methods, systematic assessment of all phases of the teaching process, and so on.

Based on research conducted by Bakarudin et al. (2023), there is a positive relationship between supervision and educator performance. This means that the higher the supervision, the higher the educator performance, and conversely, the

lower the supervision, the lower the educator performance level. Similarly, research conducted by Muhtarom et al. (2023) shows a positive and significant influence of supervision, both partially and simultaneously, on educator performance. Therefore, the authors suspect that supervision has a positive and significant influence on educator performance.

The final factor that can influence educator performance is integrity. An educator must possess professional skills to meet students' intellectual, moral, ethical, and spiritual needs. A professional educator must possess characteristics that demonstrate a unified whole and integrity, enabling them to demonstrate authority and honesty, as well as possess potential.

Based on research conducted (Sobon et al., 2020), there is a positive relationship between integrity and educator performance. This means that higher integrity, higher educator performance, and conversely, lower integrity, lower educator performance. Similarly, research conducted (Susanti et al., 2019) shows a positive and significant influence of supervision and integrity, both partially and simultaneously, on educator performance. Therefore, the authors suspect that integrity has a positive and significant effect on educator performance.

RESEARCH METHODS

The type used in this study is descriptive. The researcher intends to find out the description of the influence of commitment, organizational culture, supervision and integrity on the performance of educators at SMK Negeri 1 Plupuh, Sragen Regency. The research design used is a quantitative approach, because the data and analysis used in this study are based on numbers. This research was conducted at SMK Negeri 1 Plupuh, located on Jalan Raya Sambirejo-Plupuh, Sambirejo Village, Plupuh District, Sragen Regency, Central Java in April-August 2025. The object of the research was educators at SMK Negeri 1 Plupuh, totaling 53 educators in the 2024/2025 Academic Year. The population of this study was all educators at SMK Negeri 1 Plupuh, totaling 59 educators. The sampling technique used was probably sampling with simple random sampling, namely random sampling from the population because the population is considered homogeneous. Based on the calculation above, the sample that became respondents in this study was 37 educators. In this study, data collection techniques used included observation, questionnaires, documentation and literature studies. After the data was collected, an analysis was carried out by processing the research data using multiple linear regression analysis tools with the help of SPSS 25 software.

RESULTS AND DISCUSSION

Table 1. Multiple Linear Regression Results

Variables	Regression coefficient	t statistics	Sig. t
(Constant)	7,514		
Commitment	0.365	2,864	0.007

Organizational culture	0.407	3,698	0.001
Supervision	0.205	2,228	0.033
Integrity	0.300	2,395	0.023
R square	0.718		
F statistic	29,517		
Sig. F	0,000		

Source: Processed primary data, 2025

From the results of the multiple regression analysis above, the following equation can be obtained:

$$Y = 7.514 + 0.365 X1 + 0.407 X2 + 0.205 X3 + 0.300$$

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

a = A constant of 7.514 states that if the variables of commitment (X1), organizational culture (X2), supervision (X3) and integrity (X4) are considered constant, then the performance of educators is 7.514.

b1 = 0.365, the commitment regression coefficient (X1) is 0.365, which means that if the organizational culture variables (X2), supervision (X3) and integrity (X4) are constant, then with an increase in commitment, the performance of educators will increase with a ratio of 1: 0.365.

b2 = 0.407, the regression coefficient of organizational culture (X2) is 0.407, which means that if commitment (X1), supervision (X3) and integrity (X4) are constant, then with an increase in organizational culture, the performance of educators will increase with a ratio of 1: 0.407.

b3 = 0.205, the supervision regression coefficient (X3) is 0.205, which means that if commitment (X1), organizational culture (X2) and integrity (X4) are constant, then with increased supervision, educator performance will increase with a ratio of 1: 0.205.

b4 = 0.300, the integrity regression coefficient (X4) is 0.300, which means that if commitment (X1), organizational culture (X2) and supervision (X3) are constant, then with an increase in integrity (X4) the performance of educators will increase with a ratio of 1: 0.300.

Partial Test (t-Test)

1) Test the influence of commitment (X1) on educator performance (Y)

The value of *thitung* > *ttabel* (2.864 > 2.037) and the significance value of 0.007 < 0.05, then *H0* is rejected and *Ha* is accepted. It can be concluded that there is a significant influence between commitment and educator performance.

2) Test the influence of organizational culture (X2) on educator performance (Y)

The value of *thitung* > *ttabel* (3.698 > 2.037) and the significance value of 0.001 < 0.05, then *H0* is rejected and *Ha* is accepted. It can be concluded that there is a significant influence between organizational culture and educator performance.

3) Test the influence of supervision (X3) on educator performance (Y)

The value of *thitung* > *ttabel* ($2.228 > 2.037$) and the significance value of $0.033 < 0.05$, then H_0 is rejected and H_a is accepted. It can be concluded that there is a significant influence between supervision and educator performance.

4) Test the influence of integrity (X4) on educator performance (Y)

The value of *thitung* > *ttabel* ($2.395 > 2.037$) and the significance value of $0.023 < 0.05$, then H_0 is rejected and H_a is accepted. It can be concluded that there is a significant influence between integrity and educator performance.

Simultaneous Test (F Test)

Based on the results of the data analysis that have been obtained, it can be seen that the F count value is 29.517, because *Fhitung* < *Ftabel* ($29.517 > 2.61$) and the significance of $0.000 < 0.05$ then H_0 is rejected. It can be concluded that H_a is accepted, meaning that there is a simultaneous and significant influence between commitment, organizational culture, supervision and integrity on educator performance.

Coefficient of Determination Test (R2)

Based on the calculation results, the adjusted R square value was 0.760. This means that the variables of commitment, organizational culture, supervision, and integrity contributed 76.0% to educator performance, while the remaining 24.0% was explained by other variables not proposed in this study, such as motivation, work discipline, leadership, and others.

Discussion

1. The influence of commitment on the performance of educators at State Vocational School 1 Plupuh

Based on the results of the SPSS calculations, *t* was obtained. *Table* > *tcount* ($2.864 < 2.037$) and significance $0.021 < 0.05$. This means that commitment has a positive and significant effect on educator performance. This research is in line with previous research conducted by (Rahay, 2023); (Kusumah et al., 2023) commitment has a positive and significant effect on educator performance.

There is a strong relationship between commitment and performance of educators at SMK Negeri 1 Plupuh. Educators with high commitment will have high performance and loyalty to SMK Negeri 1 Plupuh, and vice versa, educators with low commitment will also tend to have low performance and loyalty to SMK Negeri 1 Plupuh. Educators are considered committed if they are willing to dedicate time and energy to achieving the desired goals.

The existence of this commitment is an important factor in building educator loyalty towards SMK Negeri 1 Plupuh, which in turn encourages educators to carry out their duties and responsibilities optimally with reference to applicable standards.

2. The influence of organizational culture on the performance of educators at State Vocational School 1 Plupuh.

Based on the results of the SPSS calculations, t was obtained. $\text{count} > \text{ttable}$ ($3.698 > 2.037$) and a significance of $0.001 < 0.05$. This means that organizational culture has a positive and significant effect on educator performance. These results prove that the higher the organizational culture, the more significant the educator performance will be. This research is in line with previous research conducted by (Fernos et al., 2023); (Wulandari et al., 2022) which found that organizational culture has a positive and significant effect on educator performance.

Organizational culture is crucial for SMK Negeri 1 Plupuh because it fosters efficiency, creativity, error-free behavior, and a focus on results. Organizational culture at SMK Negeri 1 Plupuh plays a role in influencing the quality of educators, fostering positive attitudes and morals that support high work performance. Educators who understand the organization's overall values will incorporate these values into the organization's personality. These values and beliefs will then shape educator performance.

3. The influence of supervision on teacher performance at SMK Negeri 1 Plupuh.

Based on the results of the SPSS calculations, t was obtained. $\text{count} > \text{ttable}$ ($2.228 > 2.037$) and significance $0.033 < 0.05$. This means that supervision has a positive and significant effect on educator performance. These results prove that the higher the supervision, the higher the educator performance will be.

This research aligns with previous research conducted by (Bakarudin et al., 2023); (Muhtarom et al., 2023) that supervision has a positive and significant effect on educator performance.

Supervision in an organization plays a crucial role in improving the performance of educators at SMK Negeri 1 Plupuh, Sragen Regency. Supervision is carried out by the Principal through coaching, direction, and guidance to educators, thereby enhancing their professionalism and improving the quality and ensuring that education at SMK Negeri 1 Plupuh is good and runs effectively in accordance with its vision and mission.

4. The influence of integrity on the performance of educators at State Vocational School 1 Plupuh.

Based on the results of the SPSS calculations, t was obtained. $\text{table} > \text{tcount}$ ($2.395 > 2.037$) and significance $0.023 < 0.05$. This means that integrity has a positive and significant effect on educator performance. This research is in line with previous research conducted by (Syamsir et al., 2020); (Ariawan et al., 2023) integrity has a positive and significant effect on educator performance.

Educators with integrity are trusted because their words are also their actions. Educators with integrity are always trusted because their words are also their actions. Educators who are honest, consistent, responsible, and have a high level of commitment significantly influence their performance. The integrity of educators at SMK Negeri 1 Plupuh can be classified as high. This means that the implementation of existing regulations at SMK Negeri 1 Plupuh is in accordance with community expectations to achieve the expected educator performance.

CONCLUSION AND SUGGESTIONS

There is a positive and significant influence between commitment, organizational culture, supervision, integrity and performance of educators at SMK Negeri 1 Plupuh. Based on the research and discussion conducted, the Adjusted R Square (R^2) value was obtained at 0.760 or 76.0%. The determination or contribution of the commitment, organizational culture, supervision and integrity variables to the performance of educators at SMK Negeri 1 Plupuh, Sragen Regency was 76.0%. The remaining contribution of other variables was only 24.0% such as motivation, work discipline, leadership and others.

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Reslaj: Religion Education Social Laa Roiba Journal

Volume 8 Nomor 4 (2026) 51 – 61 P-ISSN 2656-274x E-ISSN 2656-4691

DOI: 10.47476/reslaj.v8i4.10763

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