

**Determinants of Teacher Performance at State Senior High  
School 1 Plupuh Sragen Regency**

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**ABSTRACT**

*This study aims to see the effect of commitment, organizational culture, supervision and training on the performance of educators. The research design is survey research. This research was conducted at SMA Negeri 1 Plupuh, which is located on the Sambirejo - Plupuh Sragen highway in June-August 2024. The object of the research was educators of SMA Negeri 1 Plupuh totaling 40 educators in the 2023/2024 academic year. The population of this study was all educators who taught at SMA Negeri 1 Plupuh totaling 40 educators. The sample taken in this study was all educators of SMA Negeri 1 Plupuh, so the sampling technique used was the saturated sampling technique. The variables in this study consisted of the independent variables used in this study are commitment, organizational culture, supervision and training. The dependent variable used in this study is educator performance. These variables were then processed using multiple regression analysis tools using SPSS 25 software. The results of the study concluded that commitment, organizational culture, supervision, and training contributed to educator performance. performance of educators at SMA Negeri 1 Plupuh. Based on the calculation results, the adjusted R square value was obtained as 0.937. This means that the variables of commitment, organizational culture, supervision, and training contributed to the performance of educators by 93.7%, while the remaining 6.3% was explained by other variables not proposed in this study.*

**Keywords:** *commitment, organizational culture, supervision and performance of teaching and training staff*

**ABSTRAK**

Penelitian ini bertujuan untuk melihat pengaruh komitmen, budaya organisasi, pengawasan dan pelatihan terhadap kinerja pendidik. Desain penelitian adalah penelitian survei. Penelitian ini dilakukan di SMA Negeri 1 Plupuh yang terletak di jalan raya Sambirejo - Plupuh Sragen pada bulan Juni-Agustus 2024. Objek penelitian adalah tenaga pendidik SMA Negeri 1 Plupuh berjumlah 40 tenaga pendidik pada tahun akademik 2023/2024. Populasi penelitian ini adalah seluruh pendidik yang mengajar di SMA Negeri 1 Plupuh berjumlah 40 tenaga pendidik. Sampel yang diambil dalam penelitian ini adalah seluruh pendidik SMA Negeri 1 Plupuh, sehingga teknik pengambilan sampel yang digunakan adalah teknik pengambilan sampel jenuh. Variabel dalam penelitian ini terdiri dari variabel independen yang digunakan dalam penelitian ini adalah komitmen, budaya organisasi, pengawasan dan pelatihan. Variabel dependen yang digunakan dalam penelitian ini adalah kinerja pendidik. Variabel-variabel tersebut kemudian diolah menggunakan alat analisis regresi berganda menggunakan perangkat lunak SPSS 25. Hasil penelitian menyimpulkan bahwa komitmen, budaya organisasi, pengawasan, dan pelatihan berkontribusi terhadap kinerja pendidik. kinerja tenaga pendidik di SMA Negeri 1 Plupuh. Berdasarkan hasil perhitungan, nilai R square yang disesuaikan diperoleh sebagai 0,937. Artinya, variabel komitmen, budaya organisasi,

pengawasan, dan pelatihan berkontribusi terhadap kinerja pendidik sebesar 93,7%, sedangkan sisanya 6,3% dijelaskan oleh variabel lain yang tidak diusulkan dalam penelitian ini.

**Kata kunci:** komitmen, budaya organisasi, pengawasan dan kinerja staf pengajar dan pelatihan

## INTRODUCTION

Education is an activity based on interaction between students and educators. Education has a very large role and is also an important resource in life. To achieve a good education, qualified and professional educators are needed in their fields, because in the world of education, especially in the field of teaching, educators are the main factor in determining the success of students in the teaching and learning process. One of the main supporters in improving educator performance is by looking at the commitment of educators in learning, a conducive school organizational culture, implementation of supervision to educators and frequent training both online and offline. Educator performance can be influenced by several factors including commitment, organizational culture, supervision through supervision and increasing competence through training. To achieve maximum results, good educator performance is needed.

Educator performance can be interpreted as a condition that shows the ability of an educator in carrying out his/her duties at school. Educator performance describes the existence of an action displayed by the educator in or during learning activities. Educator performance is the result of work or work achievements carried out by an educator based on the ability to manage teaching and learning activities, which include learning planning, learning implementation, learning evaluation and fostering interpersonal relationships with students. Based on the author's observations, the most important factor in schools to improve the quality of education is the performance of educators. For this reason, every school in this case will always try to improve the performance of educators in order to achieve the maximum objectives of implementing teaching and learning.

The performance of educators is currently still low, because the level of awareness as an educator has not been fully embedded in the heart. Most educators carry out their teaching duties with enthusiasm if the leader in this case the principal always provides supervision at all times, so it is important to hold supervision, as well as the lack of strong commitment in the school environment. Educator performance is also influenced by organizational culture and increased competence through various types of training in the school environment. This phenomenon is the background for the author to conduct research, namely the decline in educator performance at SMA Negeri 1 Plupuh which appears allegedly due to several factors and is interrelated. These factors include commitment, organizational culture, supervision and training.

Commitment means the willingness and ability of an educator to be able to show sincerity in directing all abilities professionally in carrying out tasks at school. Educators who have a strong self-commitment will cause educators to strive to

achieve school goals. On the other hand, with a strong commitment, educators will have a positive outlook and try harder to do their best for the benefit of the school (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 vice versa, the lower the commitment, the lower the level of educator performance. Likewise, the results of research conducted by Kusumah et al., (2023) showed that there was a positive and significant influence of commitment partially and simultaneously on educator performance. So the author suspects that commitment has a positive and significant effect on educator performance

School organizational culture affects educator performance. School organizational culture is also known as school organizational climate. School organizational culture describes the atmosphere and working relationships between educators and students, educators and fellow educators, between educators and the principal, and between educators and other education personnel and agencies in their environment which are manifestations of a conducive work environment.

Organizational culture is built with the aim of achieving certain goals by its founders. Organizational culture varies when viewed from its human resources, in terms of age, race, ethnicity, gender, level of education, experience, and cultural background. Conflict can occur if diversity is not handled properly. 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's performance and vice versa, the lower the organizational culture, the lower the level of educator performance.

Likewise, the results of research conducted by Budi et al, (2023) showed that there was a positive and significant influence of organizational culture on the performance of permanent lecturers in private universities. So the author suspects that organizational culture has a positive and significant influence on the performance of educators.

Supervision also affects the performance of educators. One strategy to ensure that all steps in the implementation process and all components of educational outcomes to be achieved meet the target, the management strategy contained in supervision consists of a series of activities to ensure that the quality expected in the planning process, implementation of activities, and evaluation meets the standards that have been determined.

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's performance and vice versa, the lower the supervision, the lower the level of educator performance. Likewise, the results of research conducted by Muhtarom et al., (2023) showed that there was a positive and significant influence of supervision partially and simultaneously on educator performance. So the author suspects that supervision has a positive and significant effect on educator performance.

Training conducted by educators so that educators are more professional and maximize themselves for learning activities in the classroom. The purpose of the training is to improve the knowledge, skills and attitudes of an educator so that they can carry out their duties and work well. The training conducted includes planning techniques, learning activities, assessments to improving effective, safe, comfortable and enjoyable learning and siding with students.

Based on Elizabeth's research, (2023) that training has a positive effect on the performance of PT Prima Sarana Sejahtera employees. Thus, training has a very big effect on improving the performance of educators, and vice versa if educators have never participated in training at all, it will cause low educator performance. Likewise, research conducted by Putri et al., (2023) simultaneous job training has a positive effect on the performance of Bengkulu City Fire and Rescue Service employees, so the author suspects that training for educators has a positive and significant effect on educator performance.

This research was conducted at SMA Negeri 1 Plupuh located on the Sambirejo - Plupuh Sragen highway. The number of educators at SMA Negeri 1 Plupuh is 40 educators consisting of PNS, P3K, P3D, and GTT.

## RESEARCH METHODS

The research design is survey research. This research was conducted at SMA Negeri 1 Plupuh, which is located on the Sambirejo - Plupuh Sragen highway in June-August 2024. The object of the research was 40 educators of SMA Negeri 1 Plupuh in the 2023/2024 academic year.

The population of this study was all educators who teach at SMA Negeri 1 Plupuh, totaling 40 educators. The sample taken in this study was all educators at SMA Negeri 1 Plupuh, so the sampling technique used was the saturated sampling technique.

The variables in this study consist of independent variables used in this study are commitment, organizational culture, supervision and training. The dependent variable used in this study is the performance of educators. The variables are then processed using multiple regression analysis tools using SPSS 25 software. The regression equation model used is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

(Ghozali, 2019: 86)

Information :

Y	: Educator Performance Variables
X1	: Commitment Variable
X2	: Organizational Culture Variables
X3	: Supervisory Variable
X4	: Variable Training
a	: constant
b1, b2, b3, b4	: correlation coefficient

e :error term nuisance error

## RESULTS AND DISCUSSION

**Table 1. Multiple Linear Regression Results**

	Model	Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	1,659	0.874	1,898	0.066
	commitment	0.227	0.094	2,422	0.021
	organizational culture	0.305	0.070	4,341	0,000
	supervision	0.158	0.070	2,251	0.031
	training	0.251	0.100	2,503	0.017

Source: Primary Data processed in 2024

Based on the table above, it can be seen that the regression equation formed is:

$$Y = 1.659 + 0.227 X1 + 0.305 X2 + 0.158X3 + 0.251 X4 + e$$

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

- a = The constant is 1.659 states that if the commitment variables (X1), organizational culture (X2), supervision (X3) and training (X4) are considered constant, then the performance of educators is 1.659.
- b1 = 0,227, regression coefficient commitment (X1) is 0.227, which means that if the organizational culture variables (X2), supervision (X3) and training (X4) are constant, then with an increase in commitment, the performance of educators will increase with a ratio of 1: 0.227.
- b2 = 0,305, the regression coefficient of organizational culture (X2) is 0.305, which means that if commitment (X1), supervision (X3) and training (X4) are constant, then with the increase in organizational culture, the performance of educators will increase with a ratio of 1: 0.305.
- b3 = 0.158, the supervision regression coefficient (X3) is 0.158, which means that if commitment (X1), organizational culture (X2) and training (X4) are constant, then with increased supervision, the performance of educators will increase with a ratio of 1: 0.158.
- b4 = 0,251, the training regression coefficient (X4) is 0.251, which means that if commitment (X1), organizational culture (X2) and supervision (X3) are constant, then with the increase in training (X4) the performance of educators will increase with a ratio of 1: 0.251.

## F Test

**Table 2. F Test Results**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78,306	4	19,576	146,743	,000b
	Residual	4,669	35	,133		
	Total	82,975	39			

Source: Primary Data processed in 2024

The results of the data analysis that have been obtained, it can be seen that the F count value is 146.743, because  $(146.743 > 2.64)$  and the significance of  $0.000 < 0.05$  then it is rejected. It can be concluded that it is accepted, meaning that there is an influence between commitment, organizational culture, supervision and training simultaneously and significantly on the performance of educators.  $F_{hitung} < F_{tabel} H_0 H_a$

## t-test

**Table 3. T-Test Results**

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	1,659	0,874	1,898	0,066
	commitment	0,227	0,094	2,422	0,021
	organizational culture	0,305	0,070	4,341	0,000
	supervision	0,158	0,070	2,251	0,031
	training	0,251	0,100	2,503	0,017

Source: Primary Data processed in 2024

The testing steps are as follows:

- 1) Test the influence of commitment (X1) on educator performance (Y)  
 The value  $(2.422 > 2.03)$  and the significance value of  $0.021 < 0.05$  are rejected and accepted. It can be concluded that there is a significant influence between commitment and educator performance.  $t_{hitung} > t_{tabel} H_0 H_a$
- 2) Test the influence of organizational culture (X2) on educator performance (Y)  
 The value  $(4.341 > 2.03)$  and the significance value of  $0.000 < 0.05$  are rejected and accepted. It can be concluded that there is a significant influence between organizational culture and educator performance.  $t_{hitung} > t_{tabel} H_0 H_a$
- 3) Test the influence of supervision (X3) on educator performance (Y)  
 The value  $(2.251 > 2.03)$  and the significance value of  $0.031 < 0.05$  are rejected and accepted. It can be concluded that there is a significant influence between supervision and educator performance.  $t_{hitung} > t_{tabel} H_0 H_a$

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

The value (2.503 > 2.03) and the significance value of 0.017 < 0.05 are rejected and accepted. It can be concluded that there is a significant influence between training and educator performance.  $t_{hitung} > t_{tabel} H_0 H_a$

### Coefficient of Determination Test (R2)

**Table 4. Results of Determination Coefficient**

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,971a	,944	,937	,365

Source: Primary Data processed in 2024

Based on the calculation results, the adjusted R square value is 0.937. This means that the variables of commitment, organizational culture, supervision, and training contribute to the performance of educators by 93.7% while the remaining 6.3% is explained by other variables not proposed in this study such as: motivation, work discipline, integrity and others.

### Discussion

- The influence of commitment on the performance of educators at SMA Negeri 1 Plupuh.

Based on the results of the SPSS calculation,  $t_{table} > t_{count}$  (2.422 < 2.030) and significance of 0.021 < 0.05 were obtained. This means that commitment has a positive and significant effect on educator performance. This study is in line with previous research conducted by (Rahay, 2023); (Kusumah et al., 2023) Commitment has a positive and significant influence on educator performance.

Commitment is the willingness and ability of an educator to be able to demonstrate seriousness in directing all abilities professionally in carrying out tasks at school. Of course, it will also improve existing performance, whether in terms of the speed of completing work or minimizing problems that will occur. For SMA Negeri 1 Plupuh, commitment will ensure the maintenance of order and smooth implementation of tasks, so that optimal results are obtained. Thus, educators can carry out their duties with full awareness and can develop their energy and thoughts as much as possible in order to realize the expected goals.

- The influence of organizational culture on the performance of educators at SMA Negeri 1 Plupuh.

Based on the results of the SPSS calculation, it was obtained that  $t_{count} > t_{table}$  (4.341 > 2.030) and significance 0.000 < 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 study is in line with previous research conducted by (Fernos et al., 2023) ; (Wulandari et al.,

2022) Organizational culture has a positive and significant influence on educator performance.

Organizational culture is very important for SMA Negeri 1 Plupuh because it can affect the performance of existing teachers. Organizational culture is an agreement on the behavior of members in an organization in the form of values, principles, traditions, and ways of working that are adopted together as guidelines for behavior in the organization. Teachers will feel enthusiastic about working and the work will definitely be completed quickly, still carefully and with satisfactory results.

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

Based on the results of the SPSS calculation,  $t_{count} > t_{table}$  ( $2.251 > 2.030$ ) and significance of  $0.031 < 0.05$  were obtained. This means that supervision has a positive and significant effect on educator performance. These results prove that the higher the supervision, the more significant the increase in educator performance. This study is in line with previous research conducted by (Bakarudin et al., 2023); (Muhtarom et al., 2023) supervision has a positive and significant influence on educator performance.

Supervision in an organization has a very important role, in order to improve the performance of educators at SMA Negeri 1 Plupuh, Sragen Regency. The role of supervision will be realized if there is a behavioral relationship or a harmonious behavioral relationship is established between superiors and subordinates. With a harmonious relationship between superiors and subordinates, the existing work will feel easier to complete and of course the performance of educators will also increase.

4. The effect of training on teacher performance at SMA Negeri 1 Plupuh.

Based on the results of the SPSS calculation,  $t_{table} > t_{count}$  ( $2.503 > 2.030$ ) and significance of  $0.017 < 0.05$  were obtained. This means that training has a positive and significant effect on educator performance. This research is in line with previous research conducted by (Elizabeth, 2023); (Putri et al., 2023) training has a positive and significant influence on educator performance.

Training is a systematic and organized activity to improve the professionalism of educators in order to achieve the expected goals in a school. Training is carried out by a school institution with the aim of helping educators and education personnel in order to complete tasks so that they run smoothly and well. Training is carried out in order to help translate the difficulties faced by a school based on the previous year's education report. With training, it is expected that all work can be completed according to the expected targets and goals and can improve personal abilities to be more skilled and professional. With this training, it can improve the performance of educators at SMA Negeri 1 Plupuh.

## CONCLUSION AND SUGGESTIONS

The research results concluded that commitment, organizational culture, supervision, and training contributed to educator performance. performance of educators at SMA Negeri 1 Plupuh. Based on the calculation results, the adjusted R square value is 0.937. This means that the variables of commitment, organizational culture, supervision, and training contribute to the performance of educators by 93.7% while the remaining 6.3% is explained by other variables not proposed in this study such as: motivation, work discipline, integrity and others. SMA 1 Plupuh is expected to develop programs that are more focused on increasing educators' commitment to the school's vision and mission. This can be done by holding activities that strengthen a sense of togetherness and responsibility, such as workshops on school values or regular meetings to discuss long-term educational goals.

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