

Improving Teacher Performance through Self-Efficacy, Training, and Organizational Culture that Enhances Job Satisfaction

Febi Rosalina

Universitas Tarumanagara, Indonesia
rosa.rosa123@gmail.com

Submitted: 24th July 2023 | **Edited:** 14th April 2023 | **Issued:** 01st December 2023

Cited on: Rosalina, F. (2023). Improving Teacher Performance through Self-Efficacy, Training, and Organizational Culture that Enhances Job Satisfaction. *PRODUKTIF: Jurnal Kepegawaian dan Organisasi*, 2(2), 133-144.

ABSTRACT

This research aims to determine the influence of self-efficacy, training, and organizational culture on job satisfaction that impacts teacher performance in Vocational High Schools (SMKN) in West Jakarta. The method employed is quantitative. The population of this study comprises all SMKN teachers totaling 432 technical teachers. Sample selection was done using the Slovin formula, resulting in 208 respondents. Data analysis involves validity testing, reliability testing, classic assumption testing, regression analysis, coefficient of determination analysis, and hypothesis testing. The results of this research indicate that self-efficacy has a positive and significant effect on job satisfaction. Training has a positive and significant effect on job satisfaction. Organizational culture has a significant effect on job satisfaction. Self-efficacy, training, and organizational culture simultaneously have a significant impact on job satisfaction. Job satisfaction significantly influences teacher performance.

Keywords: Self-Efficacy, Training, Organizational Culture, Job Satisfaction, Teacher Performance

INTRODUCTION

In running an organization, the role of teachers is crucial because they are human elements that can actively participate in policy-making and the achievement of company goals. With reliable human resources, the company's operational activities will run smoothly. Human resources are one of the factors directly involved in carrying out company activities and play a significant role in improving performance to achieve set goals.

In the current era of globalization, changes in the economic conditions of an institution are inevitable. To adapt to changes in the external environment, an institution requires internal changes. One of them is how the organization can be responsive to changes that occur. Facing the challenges of the current era of globalization, quality human resources (HR) are essential assets for every country to compete with others.

Teacher performance is the result achieved by teachers, both qualitatively and quantitatively, and is used as a benchmark for their ability to achieve desired outcomes. Performance is multidimensional; it can be defined as an individual's achievement record. Therefore, teacher performance is an activity related to the expected work of a teacher and how it is carried out. Ianaturodiah & Wahjudi (2020) state that performance is the result or level of success of an individual during a specific period in performing tasks compared to various possibilities, such as work standards, targets or goals, criteria that are predetermined and mutually agreed upon.

Job satisfaction is the pleasant and loving emotional attitude towards one's work. This attitude is reflected in work ethics, discipline, and performance. Satisfaction itself can be derived from enjoying the work, receiving praise for the results, appropriate placement, equipment treatment, and a good working environment. Teachers often prioritize their work over rewards, although rewards are important, and job satisfaction outside of work is a need for teachers who enjoy their work, with the magnitude of the rewards received from their work to meet their needs. Teachers who enjoy their work outside of work are more concerned with rewards than their functions. Teacher job satisfaction becomes a measure of an individual's satisfaction with their type of work, related to the nature of their tasks, the achieved results, and the supervision received for the work they engage in (Fung, et al., 2020).

Certainly, institutions desire productive teachers in carrying out their duties and responsibilities. The institution's efforts to achieve this include providing job satisfaction to its teachers. This is because job satisfaction is seen as an attitude towards how they perceive their work. Satisfaction can have benefits, including creating a harmonious relationship between the company and employees.

Self-efficacy is an individual's belief that they can perform their responsibilities effectively (Wicaksono & Lutfi, 2022). Self-efficacy implies effectiveness, meaning that individuals, in this case teachers, can assess themselves, have enough strength to produce something useful, and eventually have the desired impact. High perceived self-efficacy motivates individuals cognitively to act more accurately and purposefully, especially when the goals to be achieved are clear.

Among the many factors or aspects considered by an institution is performance assessment. This assessment must be conducted by an institution to determine the

performance achievements made by each teacher and which aspects still need improvement. Whether the achievements made by teachers fall into the categories of "good, moderate, or insufficient." Performance assessment is important for every teacher and useful for the institution to determine its next actions.

Training is crucial to improve the quality of human resources in advancing the institution. It is a significant factor in both domestic and international competition. The rapid development of conditions, knowledge, and technology in an institution needs to be balanced with efforts to develop human resources to handle and run the company (Rohmat, et al., 2022). The adjustment of abilities to perform tasks according to new standards, new technologies, and new procedural systems drives every institution to provide training to teachers. This is understandable as the appropriate means to transfer all the new developments happening in the institution.

The training provided to teachers and other staff so far will encourage teachers to work even harder to achieve the school's goals. This is because teachers who are familiar with their duties and responsibilities will strive to achieve a higher level of work morale. The knowledge of teachers, as well as general knowledge influencing the implementation of teaching duties, significantly determines the success of the intended targets. In addition to training methods, training participants must also be selected selectively and carried out alternately evenly so that all teachers and other staff have sufficient and improving abilities and skills.

Another factor suspected of causing a decline in teacher job satisfaction is the cultural factor of the institution/organization. The organizational work culture factor plays a crucial role in creating smoothness in all aspects within the institution. The institutional culture is the foundation that contains norms, values, teacher work methods, and habits that lead to the quality performance of the organization. A concept in culture as a basic shared pattern that teachers need to collectively solve problems in the institution and be able to adapt externally and internally integrate to realize ways of thinking and feeling in relation to these problems.

Organizational culture as a collection of traditions, values, beliefs, policies, and attitudes that provide a broad context for everything done and thought of in an organization. With the support of organizational culture, teachers will be able to explore their abilities to become more developed. This is one of the factors that can increase

self-efficacy because organizational culture is a "value and assumption system that guides how the organization conducts its business. Organizational culture helps teachers understand the organization's functions by sharing norms, values, and rules and regulations of the organization.

Organizational culture also influences the performance of teachers within the organization or institution, but human resource performance is highly determined by the internal and external environmental conditions of the organization, including organizational culture. Organizational culture is a habit that has been going on for a long time and is used and applied in work activities as one of the ways to improve work quality (Zuraida & Retnowati, 2020).

THEORETICAL BASIS

Self-Efficacy

According to Samudi (2022), self-efficacy is the level of belief or confidence that an individual has in their own capabilities (self-confidence) to perform and execute a specific task or job. Self-efficacy is related to an individual's belief or confidence in their ability to succeed in a task or job. Individuals with high levels of self-efficacy tend to have a strong belief that they can overcome challenges and achieve good results. Self-efficacy reflects the extent to which an individual feels confident and certain about their own abilities and skills. If someone has high self-efficacy, they are likely to feel capable of tackling tasks or problems they encounter. Self-efficacy influences the motivation and behavior of individuals. Someone with high self-efficacy will be more motivated to try and make an effort, even when facing difficulties.

They tend to be more willing to take risks and seek solutions when confronted with challenges. Self-efficacy is related to an individual's assessment of their own abilities and skills. If someone feels confident that they have sufficient abilities to perform a specific task, then they are likely to have high self-efficacy. Self-efficacy is a crucial psychological factor in the world of work. Employees with high levels of self-efficacy are generally more motivated, more willing to take initiative, and more confident in facing challenges. On the contrary, low self-efficacy can hinder performance and goal achievement (Yumus, 2022).

Training

According to Simorangkir (2022), training is defined as any effort to improve job performance in a specific task that is within one's responsibility. The goal of training is to enhance or improve an individual's performance in the job they are currently undertaking. This includes the improvement of skills, knowledge, and abilities relevant to the tasks of the job. The purpose of training is to achieve an improvement in performance or better job efficiency. Through training, individuals are expected to become more efficient, effective, and competent in carrying out their job responsibilities.

Training is a crucial strategy in human resource development within an organization. By providing relevant and appropriate training, an organization can enhance the quality of its workforce, increase productivity, and better achieve organizational goals. Training is directed towards specific job responsibilities within one's scope of work. It focuses on the particular aspects of the job that require improvement. Training also aids employees in facing changes and challenges in the continuously evolving work environment. Therefore, training is a significant investment for the progress and success of the organization (Lubis, et al., 2022).

Organizational Culture

According to Surahman (2022), he suggests that "organizational culture is a set of values, principles, traditions, and ways of working collectively embraced by the members of an organization, influencing their actions." Organizational culture encompasses beliefs held and adopted by organizational members. These values are shared principles or beliefs that guide the behavior and decisions of organizational members. Organizational culture has a significant impact on how members of the organization act and behave. This culture shapes social norms and work ethics within the organization.

Organizational culture is a crucial aspect in shaping the identity, values, and character of an organization. A strong and positive culture can help create a pleasant and supportive work environment, enhance employee performance, and achieve organizational goals. A positive and strong organizational culture can have a positive impact on the overall performance of the organization. A culture that encourages cooperation, innovation, and openness will contribute to improving productivity and

achieving organizational goals (Sabella, 2022). Organizational culture can change over time in response to environmental demands. Cultural changes may be necessary if an organization wants to adapt to changes in the market, technology, or employee needs.

Job Satisfaction

According to (Sulaeman & Surahman, 2022), "Job satisfaction is the feeling and assessment of an individual regarding their work, particularly concerning the working conditions, in relation to whether the job can meet expectations, needs, and desires." Job satisfaction is related to the extent to which the job fulfills the expectations, needs, and desires of the individual. If the job can meet expectations and provide the desired benefits for the individual, then job satisfaction is likely to be high. Job satisfaction is the evaluation and feelings of individuals towards their work based on factors such as working conditions, alignment with expectations, personal needs, and desires (Sembiring, 2022). Improving job satisfaction can have a positive impact on the performance and productivity of individuals in the workplace.

Therefore, it is important for organizations and human resource management to pay attention to and create a supportive work environment to enhance employee job satisfaction. Job satisfaction refers to the level of happiness, contentment, and emotional satisfaction of an individual towards their work. It is a subjective evaluation conducted by individuals on the conditions of their work, including factors such as the work environment, relationships with colleagues and superiors, compensation, career development opportunities, and the achievement of work goals.

Teacher Performance

According to Rahmawati & Sobri (2021), they state that "Performance is the result of work that has a strong strategic relationship with the organization, customer satisfaction, and contributes to the economy." Performance refers to what has been achieved or produced by an individual, team, or organization in carrying out their work. This includes all outputs or results that have been produced, such as products, services, or the achievement of specific targets. Performance has a strategic and crucial relationship with the organization where an individual or team works. This means that good job performance will directly impact the achievement of goals and the overall success of the organization.

If the performance of employees or teams is effective and productive, it will help the organization achieve its vision, mission, and set goals. The performance of teachers plays a very important role in achieving the desired educational goals. Teachers who perform well will be able to create meaningful learning experiences and have a positive impact on the intellectual and socio-emotional development of students. Teachers must be able to explain concepts clearly, connect materials to students' real-life experiences, and use varied teaching methods so that students can more easily understand and remember information (Rosdiana et al., 2021).

METHOD

This research is designed using a quantitative method that focuses on the analysis of data in the form of numbers and statistics. In associative research, the researcher explores the relationship between two or more variables without any effort to control or manipulate those variables. Thus, associative research aims to explain, predict, and control a phenomenon. However, this research still makes a significant contribution to understanding the factors influencing job satisfaction among vocational high school (SMKN) employees in West Jakarta and can serve as a basis for decision-making and improvement in human resource management.

The population of this study includes all SMKN (Vocational High School) teachers, totaling 432 teachers in the West Jakarta area. Sample: The study uses non-probability sampling, meaning that the sample is not randomly selected. The sample size used in this study is 208 SMKN teachers in the West Jakarta area. The data analysis techniques used in this research include validity testing, reliability testing, classical assumption testing, regression analysis, coefficient of determination analysis, and hypothesis testing. By employing the data analysis techniques mentioned above, this research can identify the relationship between self-efficacy, training, and organizational culture with job satisfaction among SMKN teachers in the West Jakarta area.

RESULT

The Influence of Self-Efficacy (X1) on Job Satisfaction (Y)

Based on the results of the hypothesis test, it is indicated that the calculated t-value (10.620) is greater than the tabulated t-value (1.971). Furthermore, the probability

value (p-value) obtained is 0.000, which is much smaller than the predetermined significance level (usually 0.05). This indicates that the observed difference between self-efficacy and job satisfaction did not occur by chance. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This means that, partially, self-efficacy has a significant effect on job satisfaction at SMKN in West Jakarta.

The analysis results show that self-efficacy (X_1) significantly influences job satisfaction (Y) of employees at SMKN in West Jakarta. If employees have a high level of self-efficacy, they tend to feel more confident in facing job tasks and are more satisfied with the work they do. Conversely, if the level of self-efficacy is low, it can negatively affect the level of job satisfaction among employees. The coefficient of determination, at 0.354 or 35.4%, indicates how much variation in job satisfaction can be explained by self-efficacy. In other words, around 35.4% of the variation in job satisfaction among employees at SMKN in West Jakarta can be attributed to their level of self-efficacy. However, the remaining 64.6% is likely influenced by other factors not included in this analysis.

The Partial Effect of Training (X_2) on Job Satisfaction (Y)

Based on the results of hypothesis testing, it is shown that the t-value (14.349) is greater than the critical t-value (1.971). Additionally, the probability value (p-value) obtained is 0.000, which is much smaller than the predetermined significance level (usually 0.05). This indicates that the observed difference between training and job satisfaction does not occur by chance. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_2) is accepted.

This means that, partially, training has a significant influence on job satisfaction at Vocational High Schools (SMKN) in West Jakarta. The analysis results indicate that training significantly influences employee job satisfaction at SMKN in West Jakarta. The better the training provided, the higher the level of job satisfaction that employees can achieve. The coefficient of determination value of 0.500 or 50.0% indicates that approximately 50.0% of the variation in job satisfaction can be explained by the training provided. The remaining 50.0%, approximately, is likely influenced by other factors not included in this analysis.

The Partial Influence of Organizational Culture (X_3) on Job Satisfaction (Y)

Based on the results of hypothesis testing, it is shown that the calculated t-value (10.387) is greater than the tabulated t-value (1.971). Additionally, the probability value (p-value) obtained is 0.000, which is significantly smaller than the predetermined significance level (usually 0.05). This indicates that the observed difference between organizational culture and job satisfaction does not occur by chance. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_3) is accepted. This means that, partially, organizational culture has a significant influence on job satisfaction in vocational high schools (SMKN) in West Jakarta. Organizational culture has a significant influence on employee job satisfaction in SMKN in West Jakarta. If the organizational culture in the school is supportive, positive, and pleasant, employee job satisfaction tends to increase.

Conversely, if the organizational culture is less supportive or not positive, it can negatively affect employee job satisfaction. The coefficient of determination, 0.344 or 34.4%, indicates how much variation in job satisfaction can be explained by organizational culture. In other words, approximately 34.4% of the variation in employee job satisfaction in SMKN in West Jakarta can be attributed to organizational culture. However, the remaining 65.6% is likely influenced by other factors not included in this analysis. By creating a positive, inclusive, and supportive organizational culture, schools can create a more productive and enjoyable work environment for employees, which, in turn, can have a positive impact on school performance and educational outcomes.

Simultaneous Influence of Self-Efficacy (X1), Training (X2), and Organizational Culture (X3) on Job Satisfaction (Y)

Based on the hypothesis test results, it is shown that the calculated F-value (92.490) is greater than the tabulated F-value (2.260). Additionally, the probability value (p-value) obtained is 0.000, which is much smaller than the predetermined significance level (usually 0.05). This indicates that the observed differences between these variables do not occur by chance. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_4) is accepted. This means that simultaneously, self-efficacy, training, and organizational culture have a significant effect on job satisfaction in vocational schools (SMKN) in West Jakarta.

Self-Efficacy (X1) has a positive regression coefficient of 0.205. This implies that for every one-unit increase in self-efficacy, there is a subsequent increase of 0.205 units in job satisfaction. Training (X2) has a positive regression coefficient of 0.453. This indicates that for every one-unit increase in training, there is a subsequent increase of 0.453 units in job satisfaction. Organizational Culture (X3) has a positive regression coefficient of 0.215. This means that for every one-unit increase in organizational culture, there is a subsequent increase of 0.215 units in job satisfaction.

The coefficient of determination value of 57.0% indicates that the combination of self-efficacy (X1), training (X2), and organizational culture (X3) can explain approximately 57.0% of the variation in job satisfaction (Y) among employees in vocational schools in West Jakarta. The remaining 43.0%, approximately, may be influenced by other factors not included in this analysis. By creating a supportive and empowering environment, schools can enhance the performance of teachers and staff, ultimately achieving better educational goals.

The Influence of Job Satisfaction (Y) on Teacher Performance (Z)

Based on the results of hypothesis testing, it is shown that the calculated t-value (11.424) is greater than the tabulated t-value (1.971). Furthermore, the probability value (p-value) obtained is 0.000, which is much smaller than the predetermined level of significance (usually 0.05). This indicates that the observed difference between job satisfaction and teacher performance did not occur by chance. Therefore, H0 (no influence) is rejected, and H5 (significant influence) is accepted. The coefficient of determination of 0.388 or 38.8% indicates how much variation in teacher performance can be explained by job satisfaction.

In other words, around 38.8% of the variation in teacher performance can be attributed to their level of job satisfaction. However, about 61.2% of other variations are likely influenced by other factors not included in this analysis. The research shows that teacher job satisfaction significantly influences their performance. If the level of teacher job satisfaction increases, then teacher performance is also likely to increase. Conversely, if the level of job satisfaction decreases, it can have a negative impact on teacher performance. By improving teacher job satisfaction, it is expected that their performance will increase, which in turn will have a positive impact on the quality of education and student learning outcomes.

CONCLUSION

The analysis results indicate that self-efficacy (X1) positively influences employee job satisfaction (Y). Employees who believe in their ability to face and complete job tasks tend to have a higher tendency to feel satisfied with their work. The analysis results show that training (X2) has a significant positive impact on the level of job satisfaction (Y). When employees are given the opportunity to develop themselves through training, they feel more skilled, confident, and satisfied with the work they do. The analysis results indicate that organizational culture (X3) significantly influences employee job satisfaction (Y).

If the work environment is supported by a positive, inclusive, and supportive culture, employees are likely to feel more comfortable, motivated, and satisfied in carrying out their tasks. The determination coefficient value of 57.0% indicates that approximately 57.0% of the variation in the level of job satisfaction (Y) can be explained by the combination of self-efficacy (X1), training (X2), and organizational culture (X3). This means that these factors have a significant contribution to influencing employee job satisfaction. However, there is still about 43.0% of other variations that may be influenced by other factors not included in this analysis.

REFERENCES

- Fung, B. K., Neolaka, A., & Sihotang, H. (2020). Pengaruh Efikasi Diri Dan Kepuasan Kerja Guru Terhadap Komitmen Organisasi Pada Spk Sd Dan Smp Di Kecamatan Kalideres Dan Cengkareng Provinsi Jakarta. *Jurnal Manajemen Pendidikan*, 9(2), 154-172.
- Ianaturodiah, I., & Wahjudi, E. (2020). Pengaruh Efikasi Diri Terhadap Kinerja Guru Dengan Motivasi Kerja Sebagai Variabel Mediasi Pada Guru Akuntansi SMK Negeri di Surabaya. *JPEKA: Jurnal Pendidikan Ekonomi, Manajemen dan Keuangan*, 4(2), 11-121.
- Lubis, S. H. H., Purba, S., Siburian, P., & Sinaga, O. (2022). Pengaruh Efikasi Diri Dan Motivasi Kerja Terhadap Kinerja Guru Penggerak Angkatan 4 Kabupaten Mandailing Natal. *Syntax Idea*, 4(9), 1322-1330.
- Rahmawati, D. R., & Sobri, A. Y. (2021). Pengaruh Budaya Organisasi Sekolah dan Efikasi Diri Guru terhadap Etos Kerja Guru. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 1(6), 476-484.
- Rohmat, R., Utomo, S., & Setiadi, G. (2022). Pengaruh Kepemimpinan Kepala Sekolah, Budaya Organisasi dan Motivasi Kerja Terhadap Kinerja Guru di Yayasan Al Asyhar Tulakan Donorojo Jepara. *Jurnal Ilmiah Wahana Pendidikan*, 8(18), 335-346.
- Rosdiana, D., Rahmawati, A., & Novitasari, D. (2021). Pengaruh Kepemimpinan dan Budaya Organisasi Terhadap Kinerja Guru: Narrative Literature Review. *Journal*

- of Information Systems and Management (JISMA)*, 2(3), 41-48.
- Sabella, R. I. (2022). Peran Kesiapan Individu untuk Berubah pada Pengaruh Perubahan Budaya Organisasi dan Motivasi Kerja Terhadap Kinerja Guru Yayasan Buana Wedoro Waru Sidoarjo. *COMSERVA: Jurnal Penelitian dan Pengabdian Masyarakat*, 2(09), 1639-1649.
- Samudi, S. (2022). Pengaruh Kepuasan Kerja, Budaya Organisasi Dan Efikasi Diri, Terhadap Kinerja Guru Pada Sekolah Menengah Atas Di Kabupaten Pendeglang Banten. *Aksioma Ad Diniyah: The Indonesian Journal Of Islamic Studies*, 10(1).
- Sembiring, J. M. (2022). Pengaruh Efikasi Diri Dan Beban Kerja Terhadap Kinerja Melalui Kepuasan Kerja Pegawai Pada Kantor Dinas Ketahanan Pangan Dan Peternakan Provinsi Sumatera Utara. *Jesya (Jurnal Ekonomi Dan Ekonomi Syariah)*, 5(1), 185-199.
- Simorangkir, S. T. (2022). Pengaruh Kerjasama Tim dan Efikasi Diri terhadap Kinerja Guru SMP Negeri di Kecamatan Jonggat Kabupaten Lombok Tengah Tahun Ajaran 2020/2021. *Formosa Journal of Science and Technology*, 1(4), 305-314.
- Sulaeman, M., & Surahman, M. (2022). PENGARUH MOTIVASI, KEPUASAN KERJA, DAN SERTIFIKASI TERHADAP KINERJA GURU MADRASAH ALIYAH DI KOTA BANJAR. *Perwira Journal of Economics & Business*, 2(1), 20-30.
- Surahman, M. (2022). PENGARUH KEPEMIMPINAN DAN BUDAYA ORGANISASI TERHADAP KINERJA. *Perwira Journal of Economics & Business*, 2(1), 12-19.
- Wicaksono, A., & Lutfi, L. (2022). Pengaruh Efikasi Diri Dan Kompetensi Intelektual Terhadap Kinerja Guru Dengan Dukungan Organisasi Sebagai Pemoderasi (Studi pada Yayasan Pendidikan Nurul Falah Kemuning Kecamatan Tunjung Teja). *Jurnal Riset Bisnis dan Manajemen Tirtayasa*, 6(1), 14-27.
- Yumus, A. A. H. (2022). Pengaruh pemberdayaan, efikasi diri dan budaya organisasi terhadap kinerja guru smkn 1 balikpapan. *Jurnal Manajerial Bisnis*, 5(2), 98-105.
- Zuraida, I., & Retnowati, R. (2020). Peningkatan komitmen profesional guru SMP melalui penguatan efikasi diri dan budaya organisasi. *Jurnal Manajemen Pendidikan*, 8(2), 110-114.