
| RESEARCH ARTICLE

Performance of State Vocational School Teachers

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| ABSTRACT

Teachers are one of the most essential components determining the school's success in realizing its vision, mission, and goals. This study aims to determine the performance of teachers in State Vocational Schools. This research is a form of quantitative research to empirically examine the relationship between variables; emotional intelligence (X1), work motivation (X2), and organizational culture (X3) with teacher performance (X4). A quantitative research design was used to collect data. The population in this study is public elementary school teachers in the Cipondoh sub-district, Tangerang City. The population of this study amounted to 332. The results of this study stated that 1) There is a significant relationship between emotional intelligence and the performance of SMKN teachers in Pasar Rebo District, East Jakarta. 2) There is a significant relationship between work motivation and the performance of SMKN teachers in Pasar Rebo District, East Jakarta. 3) There is a significant relationship between organizational culture and the performance of SMKN teachers in Pasar Rebo District, East Jakarta. 4) There is a significant relationship between emotional intelligence, work motivation, and organizational culture of SMKN teachers in Pasar Rebo District, East Jakarta.

| KEYWORDS

Teacher Performance; Emocional Intelligence; Work Motivation; Organizational Culture

| ARTICLE INFORMATION

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1. Introduction

Teachers are one of the most important components determining the school's success in realizing its vision, mission and goals. A teacher can be interpreted as someone who imparts knowledge to his students. His performance can measure the quality of a teacher. The main role of a teacher is to educate, teach, lead, guide, assess, train and evaluate learners so that they can be called professional educators. In addition, the task of a vocational school teacher is to plan learning, carry out quality learning processes, and assess and evaluate learning outcomes. The teacher's main task is planning, carrying out learning, evaluating learning outcomes, and guiding and training students. A teacher is ready to carry out the duties of an educator if he prepares himself to fulfill the tasks assigned to him according to the school's needs. Then the quality of their activity is an important contribution to their role as educators, which determines the success of the educational process at school.

The National Council For Accreditation Of Teacher Education menyatakan yang dapat dijadikan standar kinerja guru di antaranya : 1.). Standard 1: knowledge, Skills and Dispositions 2). Standard 2: Assessment System and Unit Evaluation. Standard 3: Field experience and Clinical Practice 4). Standard 4: Diversity 5). Standard 5: Faculty Qualification, Performance and Development 6). Standard 6: Unit Governance and Resources (Stone, 1964). Byars dan Rue mengemukakan kinerja adalah " is the result a person's efforts are determined by the ability of individual characteristics to their role in the work they do" (Byars, Lloyd LRue, 2000). That is, it is the result of a person's efforts determined by the ability of the individual characteristics to his role in the work he performs.

Menurut Colquitt yang dalam bukunya yang berjudul "Improving Performance and Commitment in the Workplace" Performance is the set of explicit obligations that an employee must fulfill to receive compensation and continued employment.(Colquitt et al., 2015) . Dan mereka juga mendefinisikan tentang kinerja yang kreatif yaitu "Creative task performance is the degree to which individuals develop ideas or physical outcomes that are both novel and useful".(Colquitt et al., 2015). The performance of a creative task is the extent to which an individual must be able to creatively and innovatively develop ideas or physical results that are new and very useful for the progress of his work.

According to Mathis, Robert L, and John H Jackson, performance is basically what employees do or don't do in their jobs (Suwatno, 2019). According to Bernardin, H. John and Joyco E. A. Russell, the work results from the ability, expertise and desire achieved. While according to Robbins Stephen P, performance is related to the amount of effort an individual expends on his job. Gibson, James L, John M. Ivancevich and James H, Jr. Donnelly explained that the factors that affect employee performance are individual, psychological, and organizational variables. Individual variables include physical and mental abilities; backgrounds such as family, social level, and experience; Demographics concern age, origin and gender. Psychological variables include perception, attitude, personality, learning, and motivation. Organizational variables include leadership resources, rewards, structure and job design.

Factors that affect employee performance consist of a number of aspects, according to Mathis, Robert L. and John H. Jackson, which are as follows: 1) Ability to explain Individual, including talents, interests, and personality factors. The level of skill is the raw material possessed by a person in the form of knowledge, understanding, ability, interpersonal skills and technical prowess. Thus, the possibility of an employee having good performance, if the employee's performance has a good level of skill, then the employee will produce something good as well. 2) Effort expended, The effort devoted to employees is when working, attendance and motivation. The level of effort is a picture of the motivation shown by employees to get the job done well. Thus, employees who have the skill level to do the job will not work well if only a little effort is made. This relates to the difference between skill and effort levels. The skill level is a reflection of what is done, while the level of effort is a mirror of what is done. 3) Organizational Environment, in an organizational environment, the organization provides facilities for employees, including training and development, equipment, technology, and management.

Sutermester, R.A. explained that the factors that affect employee performance consist of motivation, ability, knowledge, expertise, education, experience, training, interests, personality attitudes, physical conditions and physiological needs, social needs, and egoistic needs. Meanwhile, according to Milkovich, George T. and Boudreau, employee performance is a function of three-dimensional interaction: 1) Ability, the capacity of an individual to perform various tasks in a job. The overall ability of an individual is co two sets of factors as follows: a) Physical ability, the ability required to perform tasks that demand stamina, dexterity, strength, and skill in the form of dynamic force factors, body strength, static strength, extension flexibility, dynamic flexibility, body coordination, balance and stamina. b) Mental/intellectual abilities, abilities necessary for intellectual activities such as numeric intelligence, verbal comprehension, perceptual speed, inductive reasoning, deductive reasoning, visualization of space and memory. 2) Motivation is the willingness to expend a high level toward organizational goals conditioned by the ability of efforts to meet an individual needs. 3) Opportunity, relating to the opportunities possessed by the employee concerned due to obstacles that will become obstacles in working support work environment, work equipment, availability of adequate materials and supplies, supportive working conditions, helpful colleagues, supportive rules and procedures, sufficient information to make decisions, and adequate working time to work properly.

Teacher performance is according to the organization's interests and considers the employees it assesses. According to Mondy R.W., Noe R.M. Premeaux. S.R, Performance measurement can be done using the following dimensions: 1) Quantity of work, the quantity of work is related to the volume of work and work productivity produced by employees within a certain period of periodicity of work, the quality of work is related to the consideration of accuracy, precision, tidiness, and completeness in handling tasks in the organization 3) Dependability, independence is related to the consideration of the degree of ability of employees to work and carry out tasks independently by minimizing the help of others. Independence also illustrates the depth of commitment possessed by employees. 5) Initiative, the initiative concerned with consideration of independence, flexibility of thought, and willingness to accept responsibility. 6) Adaptability: Adaptability relates to the ability to adapt, considering the ability to react to changing needs and conditions and 7) Cooperation, cooperation relates to the consideration of the ability to cooperate with others.

Many factors influence teacher performance in Emotional Intelligence. Emotional intelligence only became widely known in the mid-90s with the publication of Daniel Goleman's book Emotional Intelligence. According to Goleman, emotional intelligence is a person's ability to regulate his emotional life with intelligence, maintain emotional harmony, and express it through self-awareness, self-control, self-motivation, empathy and social skills. Emotional intelligence is currently an interesting topic in human resource management. Robbins and Judge define emotional intelligence as a person's ability to assess emotions in themselves and others, understand the meaning of those emotions, and regulate one's emotions on a regular basis(Robbins, Stephen & Judge, 2013).

Another factor that affects teacher performance is work motivation. Work motivation is one of the factors that determine a person's performance. Uno (2016) shows that teacher work motivation is nothing more than a process to move teachers so that their behavior can be directed to real efforts towards achieving predetermined goals. Work motivation affects the work of a teacher. Teachers with high work motivation are different from those with low work motivation. Teachers with high work motivation try to achieve optimal results in work and vice versa. Intrinsic motivation consists of responsibility for work, interest in work, needs to be met, and morale. Extrinsic motivation consists of praise from others, the desire to earn money, the desire for recognition, encouragement from superiors, human relations and working conditions. A teacher's internal motivation can only function optimally if it is accompanied by external motivation. Therefore, teachers need both motives in carrying out their duties and responsibilities. Motivation comes from the word motive, which is often interpreted as the driving force that influences the willingness to initiate a series of actions in behavior (Beck, 1990). Motivation can be viewed as a change in energy in a person characterized by the emergence of emotions and preceded by a response to a goal (Sardiman, 1986). In addition, motivation can also be seen as the driving force that moves people to do something to achieve goals. In this case, motivation refers to the symptoms associated with motivation to work towards a specific goal (Koontz, 1997). The need is the movement of the body and soul to act. So, motives are the movers that move a person to behave, and his actions have a specific purpose. Wexley and Yukl define motivation as "the process by which behavior is stimulated and directed". Other experts point out parallels between motives and needs. This limitation suggests that motivation is behind an individual's actions to achieve a particular goal.

The existence of motives results in the emergence of motivation. Behavioral management experts develop a sense of motivation to understand a person's motivation at work. Robbins states, "Motivation is the willingness to do something and is conditioned by this action ability to satisfy some needs for the individual" (Robbins, Stephen & Judge, 2013). Based on this description, it can be stated that motivation is the willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of these efforts to meet an individual need, then what needs to be done by the leader is to maintain morale, so that employees always provide the right motivation to human resources which eventually arises in them the desire to work well in accordance with demands and the desire of the organization. Various characteristics are observed for someone who has work motivation, including the following: a. his performance depends on his efforts and abilities compared to performance through the group, b. can complete difficult tasks, and c. often there is concrete feedback on how he should carry out the task optimally, effectively, and efficiently (Yukl, 1999).

Organizational culture supports individual growth, open communication, collaboration, and following personal goals and passions in projects, as stated by Mickahail & Aquino "The organizational culture supports individual growth, open communication, collaboration, and following personal goals and passions within the projects. (Mickahail & Aquino, 2021). The importance of organizational culture is that even the smartest strategy or tactic can only be successfully implemented if it fits into the prevailing culture. Organizational culture is key to the capacity to innovate and change. If the organizational culture is given to anyone, then as a kind of "job enrichment" In addition to other tasks with a usually higher priority. Meanwhile, organizational culture must be classified as complex, theoretical, abstract or implicit, making it difficult to find and assign the right people. This is in line with what was conveyed by Resyan:

The importance of organizational culture is that even the smartest strategies or tactics cannot be successfully implemented if they don't fit the prevailing culture. Organizational culture is key to the capacity to innovate and change. If organisational culture is assigned to anybody, then as a "job enrichment" Besides other duties with usually higher priorities. Meanwhile, however, organizational culture is to be classified as complex, theoretical, abstract or implicit, which makes it quite a challenge to find and assign the right people to it. (Reisyan, 2016:16-20)

The new concept of organizational culture in schools was replaced, while bureaucratic organizations adapted, in conjunction with the public sector, and adopted the role of leaders to solve more complex and diverse economic and social problems. This statement is as conveyed by kankaew & Treruttanaset:

The new concept of organizational culture in organizations is substituted, while the bureaucratic organizations adapt themselves, in conjunction with the public sector, and adapt the role of leader to solve economic and social problems which are more complex and diverse. (Kankaew & Treruttanaset, 2021) Leslie (2016) defines organizational culture as "what the employees perceive and how this perception creates a pattern of beliefs, values, and exceptions." In line with Leslie's opinion, also explained by Lesinger and Figen (2016), Organizational culture is the system of habits, beliefs, values, behaviors, and norms that shape the manner of people in an organization. Organizational culture is a system of habits, beliefs, values, behaviors, and norms that shape the way people in an organization do. Mishra (2021) explained that Organizational culture is an integral trait of a firm/company, as it can influence employees' conduct, enthusiasm, and ideals. Organizational culture is a trait that cannot be separated from an organization or company because it is capable and influences employees' behavior, spirit, and ideals. This opinion is in line with what Amah (2012) conveyed in Gebretsadik (2020) claims that organizational culture is like the invisible DNA of organizations; it

directs and affects everything that transpires in the organization. Organizational culture is the DNA of the organization; it is invisible, it directs and influences everything that happens in the organization.

Some questions to know about organizational culture, according to Jacobs, Jamiie & Crockett, such as desired organizational culture, the way people communicate, how to see making, the behavior of others, knowledge of organizational values, the appreciation of values in a consistent way, the consequences of someone not fulfilling values, decisions related to values and cultural pillars that are important to the organization. The details of the question are as follows: a. What is your organizational culture today? (This is for your eyes only. Be honest with yourself.); b. What is your desired organizational culture?; c. How would you like people to communicate with one another?; d. How would you like to see decisions made?; e. What behaviours would you like people to demonstrate?; f. Do all employees know the organizational values?; g. Do people believe everyone lives the values consistently?; h. What happens if someone does not live up to a value (or behaves in a way that violates your core values)?; i. How are decisions tied to your values in decision making and communication?; j. What are the pillars of culture that are important to your organization? (Jacobs, Jamiie & Crockett, 2021)

Colquitt (2009) Culture is divided into observable artifacts, espoused values, and basic underlying assumptions. The magnitude of organizational culture's influence on an organization's progress indicates that organizational culture has very important benefits. The benefits of organizational culture include: (1) interpreting the overall profile of organizational culture as the key to improving organizational effectiveness and performance, (2) providing a systematic strategy for renewal agents, (3) managing organizational culture change, (4) facilitating key individuals with better understanding, (5) providing a framework for implementing change, (6) managing organizational culture that is able to measure key cultural dimensions, (7) provide a personal change methodology to organizational change, and (8) provide a systemic step set and a management master methodology. Attitude towards organizations is often referred to as organizational satisfaction.

Robbins in Chatab (2017) mentions seven dimensions of culture, namely: (1) innovation and risk taking, (2) attention to detail, (3) outcome orientation, (4) people orientation, (5) team orientation, (6) aggressiveness, and (7) stability. Organizational culture supports individual growth, open communication, collaboration, and following personal goals and passions in projects; as proposed by Panula, school culture is one of the indicators of organisational effectiveness and the quality of the school. School culture affects the quality of school life (Yli-Panula et al., 2022). Organizational culture plays a role in supporting performance success because the existing organizational culture strongly influences the institution's effectiveness. Everyone will work well and optimally if supported by a good organizational culture because organizational culture and a conducive work environment will provide a feeling of calm, comfortable, safe and feel valued. School culture, for the most part, alludes to the beliefs, insights, relationships, mentalities, and composed & unwritten rules that shape and impact each part of how school functions; however, the term likewise includes more substantial issues like the physical and mental wellbeing of children, the efficiency of study halls and public spaces, or how much a school embraces and celebrates racial, ethnic, linguistic, or social diversity. Like social culture, school culture is formed by both conscious and unconscious attitudes, values, relationships, and practices, and a school's specific institutional history highly influences it. Students, parents, teachers, administrators, and other staff members all contribute to the culture of their school, as do other influences such as the community in which the school is located, the policies that govern how the school operates, or the ideals upon which the school was formed (Verma, 2021).

In general, it can be said that organizational culture is a set of organizational environmental characteristics that are felt either directly or indirectly by all members who are members of an organization and have a major influence on behavior and actions in carrying out tasks so that it will also affect the pattern of performance. Thus, organizational culture has a close relationship with someone in carrying out their duties in connection with achieving organizational goals. The influence of school culture on school effectiveness has also been found in studies concerning school leadership. One study found that the reason why two "sister" schools were so different in terms of learner achievement was that the two principals employed two dramatically different leadership approaches. Furthermore, those two different leadership approaches shape and maintains distinct school cultures. Finally, a study on elementary schools showed that principals could indirectly affect school effectiveness by influencing the school's culture (Duan et al., 2018).

Khedhaouria (2020). Organizational culture is the common values, norms, beliefs, and assumptions that individuals have in an organization that determine how they should behave to conduct their business. Organizational culture is influenced by organizational structure and organizational processes, and a conducive organizational culture can improve morale and performance because with organizational culture and a comfortable and pleasant work atmosphere, all components, in this case, teachers and administrative personnel, will work earnestly, responsibly, and highly motivated. Conversely, an organizational culture that is lacking and unpleasant will negatively affect its achievements and performance.

2. Methods

This research is field research; therefore, it is necessary to determine the place and time of the research. The place and time of research aim to obtain research efficiency and effectiveness so that research objectives can be achieved optimally. The research was conducted at State Vocational High Schools in Pasar Rebo District, East Jakarta. This form of research is a form of quantitative research, with the intention to empirically examine the relationship between variables emotional intelligence (X1), work motivation (X2), and organizational culture (X3) with teacher performance (X4). A quantitative research design was used. The population in this study is public elementary school teachers in the Cipondoh sub-district, Tangerang City. The population of this study amounted to 332. The sampling technique used in the study was a simple random technique where each member of the population had the same opportunity to be sampled and represented by lottery. The sampling in this study is based on the formula developed by Slovin with a margin of error of 5% (0.05); a sample of 241 teachers was obtained.

The research instrument included four variables to be collected: teacher performance, emotional intelligence, work motivation and organizational culture. Teacher **performance** variables consist of ability, motivation, dependability and initiative. Ability indicators are the ability to implement PBM, make lesson plans, use learning media methods and organize school administration. Motivation indicators are encouraging: timely work programs, effective PBM and objective assessment. Dependability consists of serving BK, communicating new things, and managing PBM with communication techniques. The initiative consists of innovation in PBM, the use of innovative media and protective PBM with 25 statements after validation.

Emotional Intelligence Dimension: the desire of a person to remain working and take sides and participate in the organization on effective, sustainable and normative grounds with indicators, the desire to remain active in the organization, the desire to be actively involved in the organization, the desire to contribute to the success of the organization, the desire to identify with the goals and vision of the organization, the desire to remain loyal to the organization, the desire to remain involved Responsible for the organization with a total of 24 statement items after validation.

The Work Motivation dimension consists of responsibility, achievement, self-development and independence in action. Indicator responsibility is working hard, being responsible, wanting to achieve goals and uniting with the task. Achievement indicators are encouragement for success, giving feedback, and excellence. Indicators of self-development are improved skills and encouragement to progress. Indicators of independence in action are independent in work and like challenges with 27 statements after validation.

The dimensions of organizational culture are organizational characteristics, regularity of action, norms adhered to, and dominant values. Indicators of organizational characteristics are spirit and trust. An initiator of the order of action: work commitment, support school rules and respect school traditions. Indicators of norms adopted are socialization, understanding and implementation. The dominant value indicators are ethics and understanding of vision and mission, with 26 statement items after validation.

3. Results and Discussion

From the results of data collection in the field, information was obtained that 221 respondents had S1 education backgrounds, and 20 teachers had S2 education backgrounds. Most respondents aged 41 to 50 years amounted to 73 people. The ages of 20 to 30 were 58 people and 55 people aged 31 to 40 and 51 to 60 years. There were 132 females and 109 males. The most working period is 21 to 30 years of service for 117 people, 0 to 10 years of work for 53 people, 11 to 20 years of work for 39 people and a work period of more than 30 years of 32 people. The descriptive statistics of this study are Mean 93.98, Median 94.00, Mode 88, Std. Deviation 12.240, Variance 149.808, Range 62, Minimum 63, Maximum 125 and sum 22650. The statistical description of Emotional Intelligence Mean 84.20, Median 84.00, Mode 79, Std. Deviation 15.239, Variance 232.213, Range 70, Minimum 50, Maximum 120 and Sum 20293. Descriptive Statistics of Work Motivation with Mean 91.69, Median 92.00, Mode 87, Std. Deviation 14.175, Variance 200.932, Range 71, Minimum 58, Maximum 129 and Sum 22097. For a statistical description of Organizational Culture with Mean 88.64, Median 89.00, Mode 87, Std. Deviation 13.878, Variance 192.590, Range 70, Minimum 54, Maximum 124 and Sum 21362.

3.1 The Relationship between Emotional Intelligence and Teacher Performance

Based on the results of the study, it can be stated that emotional intelligence has a significant relationship with the performance of SMKN teachers in Pasar Rebo District, East Jakarta. This is evidenced by the results of the statistical test of the *r* test for organizational climate with the acquisition of a calculated *r* value of 0.657, a value of $\beta = 0.528$ and a value of *t* = 13.490 with a significant value of 0.000 which is smaller than 0.05 with the following calculation:

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Kecerdasan Emosional ^b	.	Enter

a. Dependent Variable: Kinerja

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,657 ^a	,432	,430	9,242

a. Predictors: (Constant), Kecerdasan Emosional

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	49,517	3,350			14,783	,000
Kecerdasan Emosional	,528	,039	,657		13,490	,000

a. Dependent Variable: Kinerja

The relationship between emotional intelligence and performance is proven. Emotional intelligence is a form of commitment to the implementation of corporate agreements with full responsibility created by all individual components in the implementation of organizational actions. This emotional intelligence can be realized when individuals in the organization use their rights and obligations in their roles and responsibilities because the achievement of organizational goals is the result of the collective work of all members of the organization. Emotional intelligence is an interrelation with organizational goals, tasks and feelings of organizational loyalty. This sense of conformity shows his desire to continue working and survive in the organization. A teacher's emotional intelligence to work leads to a higher sense of responsibility and loyalty. Teachers are able to develop emotional intelligence, and only with high emotional intelligence can government agencies run well. When teachers have high emotional intelligence towards the organization and are satisfied with their work, work efficiency and efficiency also increases. This study's results align with Zhafar's research that emotional intelligence significantly affects teacher performance, both personally and directly. This study concludes that schools must improve their teachers' performance by continuing to improve emotional intelligence and still applying transformational leadership styles. Of course, this research still has many limitations, and it is hoped that future research can reduce these limitations. (Zhafari et al., 2020).

3.2 The Relationship between Teacher Work Motivation and Teacher Performance

Based on the results of the study, it can be stated that work motivation has a significant relationship with the performance of SMKN teachers in Pasar Rebo District, East Jakarta. This is evidenced by the results of the statistical test r test for organizational climate with the acquisition of a calculated r value of 0.465, a value of $\beta = 0.402$ and a value of $t = 8.126$ with a significant value of 0.000 which is smaller than 0.05 with the following calculations:

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Motivasi Kerja ^b	.	Enter

a. Dependent Variable: Kinerja

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,465 ^a	,216	,213	10,857

a. Predictors: (Constant), Motivasi Kerja

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	57,148	4,587			12,460	,000
Motivasi Kerja	,402	,049	,465		8,126	,000

a. Dependent Variable: Kinerja

The relationship between work motivation and performance is proven. The results of this study are in accordance with the research of Sumarmi et al. the results of the study showed the effect of teacher work motivation on teacher performance by 58.8% with a positive regression coefficient, meaning that good and bad teacher performance is influenced by good and bad teacher work motivation, d). The mean value of respondents' perception of school performance is 144.4430, meaning that respondents' perceptions of teacher performance variables are in the high category. Analysis of the highest teacher performance factor in the learning evaluation factor with a contribution of 0.840 (Sumarmi, Wiwiek, 2020).

3.3 The Relationship between Organizational Culture and Teacher Performance

Based on the results of the research above, it can be stated that organizational culture is directly related to the performance of SMKN teachers in Pasar Rebo District, East Jakarta. This is evidenced by the results of the *r* test statistical test for organizational climate with the acquisition of a calculated *r* value of 0.418, a value of $\beta = 0.369$ and a value of *t* = 7.116 with a significant value of 0.000 which is smaller than 0.05 with the following calculation:

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Budaya Organisasi ^b	.	Enter

a. Dependent Variable: Kinerja

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418 ^a	.175	.171	11,142

a. Predictors: (Constant), Budaya Organisasi

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	61,297	4,649			13,184	,000
Budaya Organisasi	,369	,052	,418		7,116	,000

a. Dependent Variable: Kinerja

The relationship between organizational culture and performance is evident. The results of this study are in accordance with the research of Mabruroh et al. (2021), with the results that there is a relationship between organizational culture and teacher teaching performance. This means that the higher the acquisition of organizational culture, the higher the performance of teachers. The results of this study have implications for principals to create an organizational culture conducive to improving teacher performance.

3.4 The relationship between Emotional Intelligence, Work Motivation, and Organizational Culture simultaneously with Teacher Performance

Based on the results of the research above, it can be stated that emotional intelligence, work motivation, and organizational culture are simultaneous with the Performance of SMKN Teachers in Pasar Rebo District, East Jakarta. This is evidenced by the results of the *r* test statistical test for organizational climate with the acquisition of a calculated *r* value of 0.743, β value = 0.425 for emotional intelligence, 0.199 for work motivation and 0.205 for organizational culture and *t* value = 11.369 for emotional intelligence, 4.915 for work motivation and 5.093 for organizational culture with a significant value of 0.000 which is smaller than 0.05 with the following calculation:

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Budaya Organisasi, Kecerdasan Emosional, Motivasi Kerja ^b	.	Enter

a. Dependent Variable: Kinerja

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,743 ^a	,552	,547	8,239

a. Predictors: (Constant), Budaya Organisasi, Kecerdasan Emosional, Motivasi Kerja

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21,729	4,588		4,736	,000
Kecerdasan Emosional	,425	,037	,529	11,369	,000
Motivasi Kerja	,199	,041	,231	4,915	,000
Budaya Organisasi	,205	,040	,233	5,093	,000

a. Dependent Variable: Kinerja

Based on the results of the above research, it can be stated that emotional intelligence, work motivation and organizational culture have a significant relationship with teacher performance. These results align with the review of these results by (Binjei, 2021), which found that organizational culture factors can affect the performance of elementary school teachers in UPT Education and Culture Bureau of Peusangan District, Bireuen Regency. With a large direct and indirect influence, namely 10.23%, the motivation factor of teacher work can affect the performance of elementary school teachers in the UPT Education and Culture Office of Peusangan District, Bireuen Regency, with direct and indirect influences of 13.73%. The simultaneous influence of the principal's academic orientation, organizational culture and teacher work motivation on teacher performance was 47.10%. And the remaining 52.90% can affect teacher performance variables such as environmental aspects, infrastructure, technical advice, etc. This study's results confirm that Utami's research states that there is a significant influence between organizational culture and organizational culture on work motivation. Teacher performance at SD Cluster V Abiansema. Expanding on the research findings, the study shows that teachers are always encouraged to do their best work to fulfill their duties as school teachers. In addition, it is recommended that teachers always increase work motivation so that it positively impacts organizational culture and teacher performance. (Utami & Country, 2021)

4. Conclusions, Implications, and Suggestions

Based on the results of the study, it can be concluded as follows: 1) There is a significant relationship between emotional intelligence and the performance of SMKN teachers in Pasar Rebo District, East Jakarta. 2) There is a significant relationship between work motivation and the performance of SMKN teachers in Pasar Rebo District, East Jakarta. 3) There is a significant relationship between organizational culture and the performance of SMKN teachers in Pasar Rebo District, East Jakarta. 4) There is a significant relationship between emotional intelligence, work motivation and organizational culture of SMKN teachers in Pasar Rebo District, East Jakarta.

The aspects that need to be improved from teacher performance through:

1. Emotional intelligence with
2. Work Motivation by: 1) giving responsibility, 2) improving the achievements achieved, 3) developing teachers, 4) developing independence in action.
3. Organizational culture by: 1) creating school characteristics, 2) creating an order of action, 3) developing adhered norms, and developing and 4) dominant values.

Based on these conclusions and implications, the following researchers can provide advice to: 1) Teachers to increase their work motivation so that the resulting performance will also increase and 2) Principals to be able to optimize organizational culture within the school community to improve teacher performance.

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