

The Role of Competency in Mediating the Influence of Organizational Culture on Teacher Performance at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah

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Abstract- This study investigates the role of teacher competence in mediating the influence of organizational culture on teacher performance at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah in Bener Meriah Regency, Indonesia. Utilizing a quantitative research approach, data were collected from a population of 78 teachers through questionnaires. The findings reveal that organizational culture exerts a significant positive effect on both teacher performance and competence, with competence further enhancing teacher performance. The results suggest that fostering a supportive organizational culture and enhancing teacher competencies are essential for optimizing educational outcomes. This research contributes valuable insights for educational institutions in developing effective strategies to improve teacher performance.

Keyword- Teacher Performance; Organizational Culture; Competence; Mediation; Education Improvement.

I. INTRODUCTION

Improving the quality of education in Indonesia is inseparable from the role of teachers as the main implementers of the teaching and learning process. Good teacher performance is one of the indicators of achieving educational goals. According to Sutrisno (2020), teacher performance is the result of work achieved by teachers in carrying out their main tasks, including planning, implementing, and evaluating learning. Therefore, teacher performance needs to receive serious attention from schools and education policy makers.

One of the important factors that affect teacher performance is organizational culture. Susanto & Rahmawati (2021) state that organizational culture is a system of values, beliefs, and norms that guide the behavior of organizational members at work. A positive organizational culture can form a conducive work environment, increase a sense of belonging, loyalty, and cooperation between teachers. Research by Putri and Handayani (2022) shows that organizational culture has a positive influence on teacher performance in junior high schools in West Sumatra.

However, the influence of organizational culture on teacher performance often does not stand alone, but is strengthened by the teacher's internal factor, namely

competence. Teacher competencies include knowledge, skills, work values and attitudes, as well as personal characteristics that support teachers in carrying out their duties professionally (Sutrisno, 2020). Teachers with good competence will be better able to understand and apply organizational cultural values into real actions at work.

Recent research also supports this view. Pratiwi & Nugroho (2022) found that teacher competence mediates the influence of organizational culture on teacher performance in State Junior High Schools in Central Java. Similar findings were also revealed by Hasibuan et al. (2021) which proved that teachers with high competence are able to maximize the positive impact of organizational culture on performance improvement.

SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah as educational institutions in Bener Meriah Regency continue to strive to build an organizational culture that supports the creation of a harmonious, disciplined, and quality-oriented work environment. However, variations in teacher performance are still visible, which is suspected to be related to the level of competence of each teacher in applying organizational cultural values in daily work activities.

Based on the description above, the researcher is interested in conducting a research entitled "The Role of Competency in Mediating the Influence of Organizational Culture on Teacher Performance at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah". The results of this research are expected to contribute to schools in formulating organizational culture development strategies as well as improving teacher competence to support more optimal teacher performance.

II. LITERATURE REVIEW

A. Theoretical Framework

1) Teacher Performance

a) Definition of Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of success of teachers in achieving learning goals, carrying out



administrative tasks, and fostering social relationships in the school environment. Teacher performance is a tangible ability shown in carrying out all their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

b) *Teacher Performance Indicators*

Sutrisno (2020) explained that teacher performance indicators according to Sutrisno can be grouped into the following aspects:

- 1) **Working Quantity**
Describes the amount of work completed in a given time.
- 2) **Quality of Work**
Refers to the quality of the work results and conformity with the specified standards.
- 3) **Punctuality**
Assess how quickly the work is completed according to the predetermined schedule.
- 4) **Kehadiran (Attendance)**
Frequency of attendance and discipline in carrying out duties.
- 5) **Cooperation Ability**
Ability to work closely with peers, principals, and other related parties.

B. *Competence*

1) *Definition of Competence*

Spencer & Spencer (2020) Competency is a profound characteristic of a person that relates to effective or superior performance in a particular job or situation, which includes knowledge, skills, motivation, values, and behavior patterns.

2) *Competency Indicators*

Competency indicators according to Spencer & Spencer (2020) that can be used to measure a person's competence in the context of work:

- a) **Motivation**
Motivation is an internal drive that makes a person want and strive to achieve a certain goal. In the context of work, motivation reflects an individual's desire to deliver the best results, a passion to continue learning and growing, and the initiative to take responsibility without having to be asked. Highly motivated individuals usually have the determination to achieve their goals, actively seek opportunities for self-development, and are willing to work more than just formal obligations.
- b) **Values and Attitudes**
Values and attitudes are moral principles, beliefs, and behavior patterns that are the foundation of a person at work. A high value of integrity and work ethic indicates a commitment to work honestly, responsibly, and professionally. A positive attitude towards work and co-workers reflects enthusiasm, mutual respect, and supports a conducive work environment. In addition, the ability to adapt to change indicates mental readiness to face new task dynamics, technologies, and policies in the work environment.
- c) **Knowledge**
Knowledge is a collection of information, theories, concepts, and insights that individuals have related to their field of work. A deep understanding ensures one knows what to do and how to do it correctly. The ability

to apply theory and relevant information shows that knowledge is not only memorized but applied to solve work problems. Awareness of work standards and procedures means that workers understand the rules of the game, guidelines, and policies that must be followed to maintain the quality of work results.

- d) **Skills**
Skills are practical abilities to carry out tasks effectively. It includes technical skills directly related to the execution of work (e.g. teaching, typing, operating equipment). In addition, the ability to use tools and technology supports efficiency and relevance to the times. Effective communication skills are very important so that information can be conveyed clearly, both in team coordination and service to other parties.
- e) **Personal Characteristics**
Personal characteristics are innate traits and personalities that support a person's performance. The ability to manage emotions and stress helps individuals stay productive despite work pressure. The ability to work together in a team shows a readiness to collaborate, respect the opinions of others, and achieve common goals. Finally, leadership and decision-making ability describe the courage and decisiveness to lead others, make the right choices, and take responsibility for those decisions.

C. *Organizational Culture*

1) *Understanding Organizational Culture*

Zaelani et al. (2024) organizational culture is a shared perception that is used as a handle by all employees in the company, which affects the way they work and behavior, so that it differentiates them from other organizations.

2) *Organizational Culture Indicators*

Zaelani et al. (2024) refer to the opinion of Andayani & Tirtayasa (2019) which mentions the following organizational culture indicators:

- a) **Innovation**
The ability of the organization to create new ideas and adapt to change.
- b) **Pay attention to detail or detail**
Level of precision and attention to detail in the execution of tasks.
- c) **Focus on results**
The organization's focus is on achieving goals and performance.
- d) **Individual orientation**
Organizational attention to individual needs and development.
- e) **Team orientation**
The importance of cooperation and collaboration between team members.
- f) **Aggressiveness**
The level of courage and proactivity in facing challenges.
- g) **Stability**
The organization's ability to maintain consistency and resilience in the long term.

D. Conceptual Framework

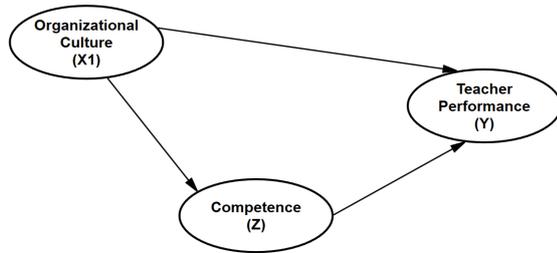


Figure 1. Conceptual Framework

E. Research Hypothesis

- H1: Organizational culture has a positive and significant effect on teacher performance at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.
- H2: Organizational culture has a positive and significant effect on competence at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.
- H3: Competence has a positive and significant effect on teacher performance at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.
- H4: Organizational culture has a positive and significant effect on teacher performance through competencies at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.

III. RESEARCH METHODS

A. Types of Research

The type of research that the researcher uses is quantitative research. This type of quantitative research is carried out to make a study that aims to adjust a research and to analyze the leadership style and organizational culture on the performance of teachers with competence as an intervening variable in SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.

B. Research Location and Research Time

The location of the research was conducted at the Fostered Unggul State High School, which is located in Burni Telong, Wih Pesam District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

C. Population and Sample

In this study, the population is 78 people, consisting of 64 ASN teachers and 14 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

D. Data Collection Techniques

Data collection by distributing questionnaires to respondents using a likert scale with primary data sources.

IV. RESULTS AND DISCUSSION

A. Outer Model Review

Outer Model analysis using the PLS Algorithm, yielding:

1) Validity Test

Table 1. Value of Outer Loadings

	Competence	Organizational Culture	Teacher Performance
X2.1		0,860	
X2.2		0,888	
X2.3		0,826	
X2.4		0,854	
X2.5		0,865	
X2.6		0,748	
X2.7		0,882	
Y.1			0,860
Y.2			0,864
Y.3			0,810
Y.4			0,815
Y.5			0,857
Z.1	0,826		
Z.2	0,881		
Z.3	0,901		
Z.4	0,786		
Z.5	0,853		

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer loadings value, all indicators in each variable have a loading value ≥ 0.70 . This shows that each indicator is able to represent a measured construct validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the criteria of convergent validity and can be used in subsequent analysis. For more details on the above value, you can also see the following figure.

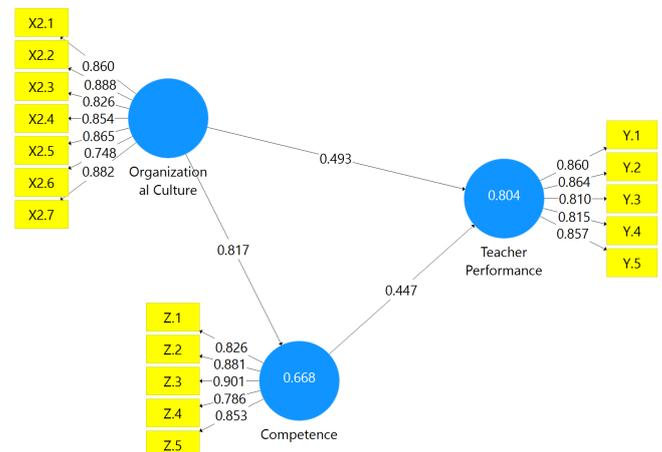


Figure 2. Outer Loadings

2) Reliability Test

Tabel 2. Uji Construct Reliability and Validity

	Cronbach's Alpha	rho A	Composite Reliability	Average Variance Extracted (AVE)
Competence	0,903	0,905	0,929	0,723
Organizational Culture	0,934	0,937	0,947	0,718
Teacher Performance	0,897	0,899	0,924	0,708

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and feasible for use in structural model testing.

B. Coefficient of Determination (R²)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Competence	0,668	0,666
Teacher Performance	0,804	0,801

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables for the competency variable, there is an R square value of 0.704, meaning that the influence of organizational culture is 0.668 or 66.8%, the rest is in other variables outside the model. The R square value of teacher performance is 0.804, meaning that the influence of organizational culture and competence is 0.804 or 80.4%, the rest is on other variables outside the model.

C. Structural Model Testing (Inner Model)

1) Hypothesis Testing

a) Direct Influence Between Variables

The direct influence between variables can be seen in the value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

Table 4. Path Coefficients (Direct Influence)

	Original Sample	T Statistics	P Values	Conclusion
Organizational Culture -> Teacher Performance	0,493	6,031	0,000	Accepted
Organizational Culture -> Competence	0,817	16,987	0,000	Accepted
Competence -> Teacher Performance	0,447	5,621	0,000	Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there is a direct influence value which will be explained as follows:

- Organizational culture has a positive and significant effect on teacher performance with a t-statistical value of 6.031 above 1.96 and a significance of 0.000 below 0.05, meaning that organizational culture has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with research conducted by Rahayu (2023) which states that organizational culture has a positive and significant effect on teacher performance.

- Organizational culture has a positive and significant effect on competence with a t-statistical value of 16.987 above 1.96 and a significance of 0.000 below 0.05, meaning that organizational culture has a positive and significant effect on competence because the significance value is below 0.05. The results of this study are also in accordance with research conducted by Siregar & Sihombing (2021) which states that organizational culture has a positive and significant effect on competence.
- Competency has a positive and significant effect on teacher performance with a t-statistical value of 5.621 above 1.96 and a significance of 0.000 below 0.05, meaning that competence has a positive and significant effect on teacher performance because the significance value is below 0.05. Research by Firmansyah et al (2023) also states that competence has a positive and significant effect on performance.

D. Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Organizational Culture -> Competence -> Teacher Performance	0,365	5,091	0,000	Accepted

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables which will be explained as follows:

Organizational culture has a positive and significant effect on teacher performance through competencies with a t-statistical value of 5.091 and a significance value of 0.000, meaning that competence plays a role as an intervening variable between organizational culture and teacher performance. Basa & Indrawan (2023) also stated in their research that organizational culture has a positive and significant effect on teacher performance through competence.

V. CONCLUSION

- Organizational culture has a positive and significant effect on teacher performance at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.
- Organizational culture has a positive and significant effect on competence at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.
- Competence has a positive and significant effect on teacher performance at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.
- Organizational culture has a positive and significant effect on teacher performance through competencies at SMP Negeri 1 Wih Pesam and SMP Negeri 1 Timang Gajah.

VI. SUGGESTION

- Teacher performance with the lowest statement "I always complete administrative tasks on time. The

advice is to maintain this discipline and complement it with good time management so that the quality of administration remains neat and not only completed on time but also accurate.

- 2) The competency with the lowest statement is "I am able to use technology to support teaching activities". What can be suggested is that schools, namely teachers, should continue to follow the latest technology training so that the use of technology in teaching is more effective and in line with the times.
- 3) Organizational culture with the lowest statement "Schools encourage healthy competition between teachers in improving performance". Suggestions that can be made by schools are that schools should complement healthy competition with fair and transparent awards, such as objective performance assessments and merit-based rewards. This will keep the competition motivating, not cause conflict, and encourage all teachers to compete to improve the quality of work positively.

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