
Performance Improvement through Strengthening Organizational Culture, Interpersonal Communication, Self-Efficacy, and Job Satisfaction

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ABSTRACT

The purpose of this study is to improve performance through strengthening organizational culture, interpersonal communication, self-efficacy, and job satisfaction. The method used in this research is quantitative, with path analysis, then continued with SITOREM analysis to analyze the variable indicator items that affect performance. The results of this study are that there is a direct influence of organizational culture, interpersonal communication, self-efficacy, and job satisfaction variables on performance; there is a direct influence of organizational culture, interpersonal communication, and self-efficacy on job satisfaction; there is an indirect influence of organizational culture, interpersonal communication, and self-efficacy on performance through job satisfaction.

Keywords: Performance, Organizational Culture, Interpersonal Communication, Self-efficacy, Job Satisfaction

INTRODUCTION

The National Education Goals are written in Law No. 20/2003 Article 1 paragraph 2 which is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. According to Law no. 20 of 2003 article 1 paragraph 2 mentions the meaning of national education which reads, "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times Education functions to develop abilities and shape the character and civilization of a dignified nation, in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In an effort to realize the goals and functions of national education above, the role of teachers is one of the most strategic components. Teachers who are professional and have good performance will be able to determine the achievement of the goals and

functions of education. This is in line with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (Sisdiknas) Article 39 paragraph (2) states that educators are professionals. The position of teachers and lecturers as professionals has a vision of realizing the implementation of learning in accordance with the principles of professionalism to fulfill the same rights for every citizen in obtaining quality education.

One important component in improving the quality of education in Indonesia is teacher performance. Teacher performance is the work achieved by teachers in carrying out their main duties, functions and responsibilities in managing the group (class) they supervise. The results of the teacher's work are a reflection of the competencies possessed. (Nurmalasari, 2019).

Teacher performance can be seen and measured based on the competency specifications that each teacher must have. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, the Academic Qualification Standards and Teacher Competencies are



developed as a whole into 4 main competencies, namely (1) pedagogical competence, (2) personality, (3) social, and (4) professional. In relation to teacher performance, the form of behavior in question is the teacher's activities in managing the learning process starting from how a teacher assesses learning to improvement and enrichment.

One of the determinants in achieving the goals and functions of education is by maximizing teacher performance. There needs to be more attention to teacher resources in order to improve their performance in order to achieve the goals and functions of education. Therefore, the theme of teacher performance is considered very interesting to be raised in research. The teacher performance in question does not only lead to the factors that influence it. However, it is more about how to improve teacher performance so that it can support the achievement of the goals and functions of education in Indonesia. Teachers are the most decisive component in the education system as a whole, which must receive central attention, because teachers are always related to any component in the education system. Teachers play a major role in educational development, especially in determining the success of students, especially in relation to the teaching and learning process. Teachers are also the most influential component in the creation of quality educational processes and outcomes. Therefore, any improvement efforts to improve the quality of education will not make a significant contribution without being supported by professional teachers.

In the Indonesian Education Portrait report, Education Statistics in 2021 issued by the Central Bureau of Statistics, the quality of teachers is the main factor that must be considered to ensure a quality and competitive education system. The report states that the percentage of teachers who are not eligible to teach at the high school level is 4.22% in the 2020/2021 academic year and based on data from the High School Teacher Competency Test in Depok city, the average score is 67.34. Of course, based on this, we can assume that the

performance of teachers still has to be improved.

Meanwhile, based on the results of the 2018 PISA report, one of the successes of education is the role of teachers in the classroom, which of course also relates to teacher performance. Teachers' subject knowledge and teaching quality have a greater impact and are more closely related to student achievement than factors such as level of education, experience, qualifications, employment status or salary.

Based on a preliminary study of educational institutions in senior high schools, especially in Depok City, the performance of senior high school teachers has not reached the expected optimal condition because the following issues are still found: There are still many teachers who complete work according to targets, have not completed additional tasks, still work picky work, have not completed work according to work plans, have not checked work results, have not improved services to students, do not have the willingness to learn new things, do not use existing facilities in completing work.

The description of performance above is also reinforced by the existence of previous studies on performance, based on the results of research conducted by Maryani et.al. (2021) shows that the performance of ASN employees in the Bogor City secretariat affects work motivation and work discipline. The results showed: (a) There is a positive and significant relationship between work motivation and employee performance as indicated by the correlation coefficient $r_{y.1} = 0.531$ with the degree of strength of the relationship "medium" and $\hat{Y} = 59.707 + 0.531 X_1$. Work motivation contributes 28.2% to employee performance, (b) There is a positive and significant relationship between work discipline and employee performance as shown by the correlation coefficient $r_{y.2} = 0.676$ with the degree of strength of the relationship "strong" and $\hat{Y} = 27.852 + 0.922 X_2$. Work discipline contributes 45.6% to employee performance, and (c) There is a positive and significant relationship between work motivation and work discipline together with employee performance as shown by the multiple correlation coefficient

$r_{y1.2} = 0.810$ with the degree of relationship strength "Very strong" and $\hat{Y} = 49.244 + 0.450 X_1 + 0.841 X_2$. Work motivation and work discipline together have a contribution of 65.6% to employee performance.

Meanwhile, the results of research by Tajudin et.al. (2021) show that there is a positive and significant relationship between work motivation and work discipline on performance. The results showed: (a) There is a positive and significant relationship between work motivation and employee performance as indicated by the correlation coefficient $r_{y1} = 0.531$ with a "moderate" degree of relationship strength and $Y = 59.707 + 0.531 X_1$. Work motivation contributes 28.2% to employee performance, (b) There is a positive and significant relationship between work discipline and employee performance as indicated by the correlation coefficient $r_{y2} = 0.676$ with a degree of relationship strength of "strong" and $Y = 27.852 + 0.922 X_2$. Work discipline contributes 45.6% to employee performance, and (c) There is a positive and significant relationship between work motivation and work discipline together with employee performance as indicated by a multiple correlation coefficient of $r_{y1,2} = 0.810$ with a degree of relationship strength. "Very strong" and $Y = 49.244 + 0.450 X_1 + 0.841 X_2$. Work motivation and work discipline together have a contribution of 65.6% to employee performance.

Meanwhile, based on the results of research related to teacher performance in East Jakarta (Sayuti et al., 2021), it shows that. From the quote, it is explained that 74.5% of the teacher performance value is the result of the principal's decision-making factor, learning organization, and self-efficacy, while 25.5% of the performance value is contributed by other factors that have a relationship with improving teacher performance.

From the description above, it shows that teacher performance is a variable that is still an important concern today in various regions in Indonesia. If teacher performance is not good, then student learning outcomes will not be good, which results in poor quality graduates. The impact of this is not achieving the goals of

national education. The form of teacher performance can be observed through the teacher's role in the teaching and learning process. Teacher performance is the result of work, which can be observed and measured, achieved by a teacher in carrying out the main tasks and functions that are his responsibility to achieve goals. However, based on the results of a preliminary study with a sample of 30 private high school teachers in Depok city, information was obtained that:

1. There are 23.3% of teachers who have problems in the quantity indicator, which can be seen from teachers who have not completed the work according to the target, have not completed additional tasks, and are still working by picking and choosing work.
2. There are 31.1% of teachers who have problems in the quality indicator, which can be seen from teachers who have not completed the work according to the work plan, have not checked the work results, and have not improved services to students.
3. There are 27.8% of teachers who have problems in the effectiveness indicator, which can be seen from teachers who choose to chat about other things with co-workers, do not complete work before the deadline, and have no willingness to learn new things.
4. There are 21.1% of teachers who have problems in the efficiency indicator, which can be seen from teachers who have not completed work using existing facilities, not completing work before the set time schedule, and not using raw materials as needed.

Based on the data above, it shows that teacher performance is still not optimal. Suntor (Prawiro Suntor, 2009), Performance is the result of work that can be achieved by a person or group of people in an organization in order to achieve organizational goals within a certain time. Quality of work is measured by employee perceptions of the quality of work produced and the perfection of tasks against employee skills and abilities. Quantity, Is the amount produced expressed in terms such as the number of units, the number of activity cycles completed.

Timeliness. Is the degree to which activities are completed at the beginning of the stated time, seen from the angle of coordination with output results and maximizing the time available for other activities. Effectiveness, Is the degree to which the use of organizational resources (manpower, money, technology, raw materials) is maximized with the intention of increasing the results of each unit in the use of resources. In addition, Colquitt, Jason A. And Lepine, Jeffery A., (2009) states Performance is in terms of results rather than behaviors. This is because results seem more "objective" and are more connected to the central concern of managers- "the bottom line." Performance is a number of behaviors and contributions of organizational members for the achievement of organizational goals. Performance is reflected in the work results shown by employees. Debra L. Nelson, (2018). Managers must clearly define performance if their employees are to perform well at work. Most work performance is multidimensional.

Teacher performance is the work achieved by teachers in carrying out their main duties, functions and responsibilities in managing the group (class) they teach. The results of the teacher's work are a reflection of the competencies possessed. Teacher performance is shown by work results in a concrete and observable form and can be measured, both in quality and quantity. (Mathis, Robert L and Jackson, John H, 2011). Performance is a description of the level of achievement of the implementation of an activity / program / policy in realizing the goals, objectives, mission and vision of the organization as stated in the strategic planning of an organization. Work quantity, which is the volume of work produced under normal conditions, Work quality, which can be in the form of neatness accuracy and relevance of results by not ignoring the volume of work, Time utilization, which is the use of working time adjusted to the policies of the organization or government agency, and Cooperation, which is the ability to handle relationships with other people at work. (Nawawi H. Hadari, 2008)

Researchers suspect that one of the factors that can improve teacher performance is Organizational Culture. Organizational culture is the values, norms, beliefs, assumptions, principles, and traditions that influence the way organizational members act, which are discovered, created or developed by the organization to guide the behavior of organizational members, with indicators: (1) symbols, which are objects, actions, or events that serve to transmit cultural meanings, (2) stories, which are narratives based on real events and are often repeated and shared among organizational members, (3) rituals, which are programmed routines of daily organizational life that dramatize the organization's culture, (3) 4) values, (4) beliefs, assumptions, principles, and traditions that influence the way organizational members act, which are found, created or developed by the organization to guide the behavior of organizational members, with indicators. culture, (3) 4) values, which are stable beliefs that guide the preferences of organizational members to take action in various situations, (5) philosophy, which are espoused beliefs that become guidelines that guide organizational members in dealing with certain situations, and in training new members how to behave, (6) Assumptions, which are values that guide policy and management decision making.

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certain situations, and in training new members how to behave, (6) assumptions, i.e. values that guide policy and management decision making. (Mustofa, Billy Tunas, Widodo Sunaryo, Zaenal Abidin, Muzhir Ihsan, Muhamad Riyad, 2020).

According to Robbins (2019), *A system of shared meaning held by members that distinguishes the organization from other organizations*. Organizational culture is a system of shared meaning held by members that distinguishes the organization from other organizations. 1. Innovation and risk-taking. The extent to which employees are encouraged to be innovative and take risks. 2. Diligence to detail The extent to which employees are expected to demonstrate accuracy, analysis, and depth of attention to detail. 3. Results orientation The extent to which management focuses on results or outcomes rather than the techniques and processes to achieve those results. 4. Orientation to individuals. The extent to which management decisions consider the impact of work outcomes on people in the organization. 5. Team orientation. The extent to which work activities are coordinated in teams rather than individually. 6. Aggressiveness for advancement. The extent to which people are aggressive and competitive rather than just working for the easy way out. 7. Situational stability, the extent to which organizational activities emphasize the importance of maintaining stability rather than growth. According to Wirawan (2007), organizational culture is the norms, values, beliefs, and ways of behaving that characterize the way individuals work together to complete tasks.

According to Wood, Wallace, Zeffane (2001), for the management of an organization, organizational culture is as important as strategy and organizational structure. Organizational culture is the shared beliefs and values that guide and direct the behavior of members. Organizational culture can strongly influence the daily behavior and performance of the organization.

In addition to organizational culture, researchers also suspect that in improving Teacher Performance, good communication between school members is needed.

Interpersonal Communication is believed to improve teamwork and understanding between school members because it can make someone work more effectively and efficiently in achieving goals. Previous research shows that in all companies and organizations, Interpersonal Communication is a verbal interaction between two or more interconnected individuals that not only involves the exchange of messages but involves the creation and exchange of meanings that are partly or entirely intentional in the process of empathy, with indicators of interpersonal communication are: (1) Openness, which includes the willingness to express oneself, listen openly, and react honestly to people's messages, (2) Empathic behavior (empathy), which is the behavior of putting oneself in the role of others and considering individual points of view and emotions. This involves the receiver being oriented towards the communicator, (3) supportive behavior, which is treating others with sympathy and respect. Resist the temptation to rush in with biased judgments, interpretations and criticisms (4) Positive behavior (positiveness), which is the use of positive messages that express attitudes such as praising others accompanied by acceptance and approval, (5) Equality, which is building an atmosphere of equality and recognizing that everyone is valuable, (6) Feedback, which is making sure to get messages back from recipients that convey how much has been understood.

Some experts describe the definition of Interpersonal Communication as follows: Littlejohn and Foss (2008), *Communication (in Interpersonal terms) is the verbal interchange of thought or idea*. Communication (in Interpersonal terms) is the verbal exchange of thoughts or ideas. Interpersonal communication can take place effectively, if there are several aspects that must be considered by the perpetrators of interpersonal communication, namely: *Openness, empathy, supportiveness, and positiveness*. Schermerhorn (2011), suggests *Communication is an interpersonal process of ending and receiving symbols with messages attached to them*.

Communication is an interpersonal process of sending and receiving symbols with accompanying messages. There are four dimensions that affect interpersonal communication, namely: *self-image, the image of the others, the physical environment, and the social environment*. Then, Gibson et al (2009), *Interpersonal Communication means Communications that flow between individuals in face-to-face and group situations. Interpersonal Communication means Communication that flows between individuals in face-to-face and group situations. The general process of communication contains five elements: the communicator, the message, the medium, the receiver, and feedback*. The general process of communication contains five elements: the communicator, the message, the medium, the receiver, and feedback.

Another expert revealed, Kumar, R. (2017), *In all companies and organizations, interpersonal communication determines whether a team can operate effectively and accomplish core business goals. In all companies and organizations, Interpersonal communication determines whether a team can operate effectively and achieve core goals. For increasing the interpersonal communication skill, the first and foremost thing is trust. Trust is especially necessary for open and effective communication. When we have a high degree of trust in the other person, we tend to be willing to share our thoughts, feelings, and ideas. To improve interpersonal communication skills, the first and foremost thing is trust*.

Interpersonal Communication is a verbal interaction between two or more interconnected individuals that not only involves the exchange of messages but involves the creation and exchange of meanings that are partly or wholly intentional in the empathy process, with indicators of interpersonal communication being: (1) Openness, which includes the willingness to express oneself, listen openly, and react honestly to people's messages, (2) Empathetic behavior (empathy), which is the behavior to put oneself in the other person's role and assume the individual's point of view and emotions. This involves the receiver being

oriented towards the communicator, (3) supportive behavior, which is treating others with sympathy and respect. Resist the temptation to rush in with biased judgments, interpretations and criticisms (4) Positive behavior (positiveness), namely the use of positive messages that express attitudes such as praising others accompanied by acceptance and approval, (5) Equality, namely building an atmosphere of equality and recognition that everyone is valuable, (6) Feedback, namely making sure to get messages back from recipients that convey how much has been understood. (Mustofa, Billy Tunas, Widodo Sunaryo, Zaenal Abidin, Muzhir Ihsan, Muhamad Riyad, 2020).

In addition to the two things already mentioned, researchers also suspect that Self-Efficacy also affects Teacher Performance. Self-efficacy is related to a person's belief that he or she is capable of performing a given task. Organizational members who have high self-efficacy are confident of their success and will be more motivated to improve their skills so that they have a significant impact on improving their performance. Self-efficacy or self-efficacy relates to a person's belief that he is able to perform a given task. Organizational members who have high self-efficacy are confident of their success and will be more motivated to improve their skills so that they have a significant impact on improving their performance. (Retnowati, 2021).

Self-efficacy is a person's belief that he can successfully complete a task (McShane Steven & Von Glinow Marry Ann, 2010, p. 45). There are three dimensions of self-efficacy according to them, namely 1) Level dimension: relates to the degree of difficulty of the task when the individual feels capable of doing it. The indicator is by believing the effort or action he can do. 2) The *strength* dimension: relates to the level of strength of individual beliefs or expectations about their abilities. Indicators are a) Strong belief in their abilities will be steadfast in trying to override the difficulties faced, b) Not easily overwhelmed in the face of difficulties. 3) The

dimension of generalization (*generality*): related to the broad field of behavior in which individuals feel confident in their abilities. The indicator is being able to understand his ability is limited to certain activities and situations that vary.

According to Feist et al. (2013), self-efficacy is a person's belief in their ability to use a number of control functions of themselves and their environment. There are four dimensions of self-efficacy according to Feist et al, namely 1) *Past Performance*: Includes new things that employees receive as a result of accumulated previous performance. In this dimension, there are several indicators, namely a) Challenging tasks, b) Training, and c) Supportive leadership. 2) *Vicarious Experience*: Covers the perceived success of both coworkers and company success. Observation of the success of others with comparable abilities in doing a task will increase individual self-efficacy in doing the same task. In this dimension, there are several indicators, namely a) Coworker success, and b) Company success.

3) *Verbal Persuasion*: Includes the perceived attitude or communication style of the leader. In verbal persuasion, individuals are directed with advice, advice, and guidance so as to increase their confidence about their abilities that can help achieve the desired goals. In this dimension, there are several indicators, namely: a) The relationship between superiors and employees, b) The role of the leader. 4) *Emotional Cues*: Covers the emotional attitude felt at work. Strong emotions, fear, anxiety, stress, can reduce self-efficacy. However, it can happen, increased emotions (which are not excessive) can increase self-efficacy. In this dimension there are indicators, namely belief in the ability to achieve goals.

There are also other factors that are thought to affect teacher performance, namely job satisfaction, the low achievement of teacher performance is caused by the job satisfaction factor felt by teachers. Job Satisfaction is a person's positive feeling towards his job as a result of his perception of the job itself. Job satisfaction can be measured through indicators: (a) Wages include the amount of salary, time of salary payment, method of salary

payment, (b) Working conditions, namely whether the job is seen as a challenge or just a boring routine, (c). Promotion opportunities, including promotion period, competition for promotion, limited available positions, and evaluation from superiors, (d) Supervision, namely the ability and professionalism of supervisors in technical and psychological and social matters, (e). Work partners, namely compatibility, mutual development and being able to work together and have bonding attachments, and (f). Awards, namely an objective assessment of the award, the time of delivery and the type of award received. Job Satisfaction is the definition of job satisfaction is a person's positive feelings towards his job as a result of his perception of the job itself. Job satisfaction can be measured through indicators: (a) Wages include the amount of salary, time of salary payment, method of salary payment, (b) Working conditions, namely whether work is seen as a challenge or just a boring routine, (c). Promotion opportunities, including promotion period, competition for promotion, limited available positions, and evaluation from superiors, (d) Supervision, namely the ability and professionalism of supervisors in technical and psychological and social terms, (e). Working partners, namely compatibility, mutual development and being able to work together and have binding attachments, and (f). Awards, namely an objective assessment of the award, the time of delivery and the type of award received. (Djami et al., 2019) Job satisfaction is one of the topics often discussed among experts in corporate psychology and management. It is evident that these experts continuously conduct job satisfaction surveys in large companies and in government agencies. The study of the problem of job satisfaction is seen as quite interesting and important, because of the perceived benefits both for individuals, companies or organizations and society in general. (Hasnah, 2018).

Some of the previous studies that have been submitted above show that Organizational Culture, Interpersonal Communication, Self-Efficacy, and Job Satisfaction can affect

Performance. However, all of the above studies, each unit of analysis is civil servant teachers, lecturers and employees who work in companies so that there are still opportunities for updates with private teacher analysis units, of course with indicators that are in accordance with the unit of analysis. Another opportunity for renewal is to use path analysis and SITOREM analysis.

Based on the background described above, researchers are interested in examining Performance Improvement through Strengthening Organizational Culture, Interpersonal Communication, Self-Efficacy, and Job Satisfaction. The study will focus on finding the strengths of both direct and indirect effects between these variables. Thus, indicators of each variable will be found to be

improved so that they have an impact on improving performance.

Obtaining data on teacher performance and several factors related to performance is expected to provide benefits for improving the quality of education in Depok City, especially for senior high school education.

METHOD

This research design consists of two stages: 1) Quantitative research to prove the hypothesis. 2) This research also uses SITOREM Analysis to follow up the results of quantitative research in detail on the indicators of the research variables, so as to find indicators that need to be immediately improved and maintained or developed. The steps in this research are presented in the following figure.

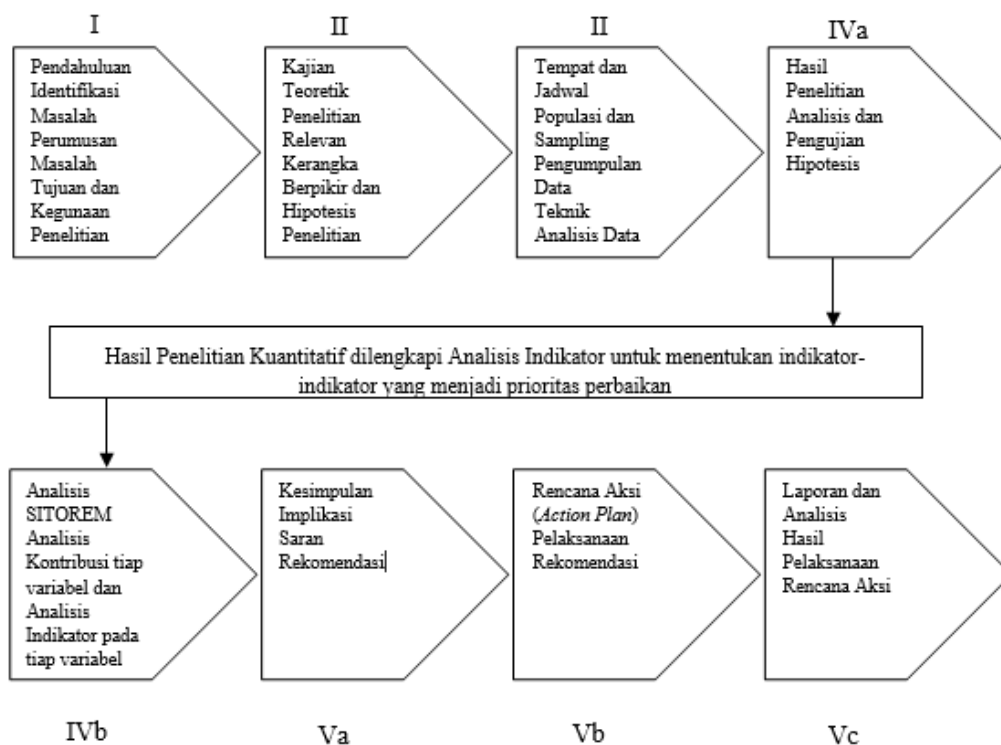


Figure 1 Quantitative Research Steps with SITOREM Analysis Source: Widodo Sunaryo and Sri Setyaningsih (2018: 3)

RESULT and DICUSSION

1. Hypothesis Test

a. First Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_1 = 0.189$. The results of testing the meaning of the coefficient obtained tcount of 4.218 and t

table ($dk = 171$, with $\alpha = 0.05$) of 1.974 and t table ($dk = 171$, with $\alpha = 0.01$) of 2.604.

b. Second Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_2 = 0.105$. The results of testing the meaning of the coefficient obtained tcount of 2.707 and t

table ($dk = 171$, with $\alpha = 0.05$) of 1.974 and t table ($dk = 171$, with $\alpha = 0.01$) of 2.604.

c. **Third Hypothesis Testing**

From the calculation results obtained the path coefficient value with $\beta_3 = 0.128$. The results of testing the meaning of the coefficient obtained tcount of 3.862 and t table ($dk = 171$, with $\alpha = 0.05$) of 1.974 and t table ($dk = 171$, with $\alpha = 0.01$) of 2.604.

d. **Testing the Fourth Hypothesis**

From the calculation results obtained the path coefficient value with $\beta_4 = 0.383$. The results of testing the meaning of the coefficient obtained tcount of 4.933 and t table ($dk = 171$, with $\alpha = 0.05$) of 1.974 and t table ($dk = 171$, with $\alpha = 0.01$) of 2.604.

e. **Fifth Hypothesis Testing**

From the calculation results obtained the path coefficient value with $\beta_1 = 0.220$. The results of testing the meaning of the coefficient obtained tcount of 3.646 and t table ($dk = 171$, with $\alpha = 0.05$) of 1.974 and t table ($dk = 171$, with $\alpha = 0.01$) of 2.604.

f. **Sixth Hypothesis Testing**

From the calculation results obtained the path coefficient value with $\beta_2 = 0.163$. The results of testing the meaning of the coefficient obtained tcount of 2.921 and t table ($dk = 171$, with $\alpha = 0.05$) of 1.974 and t table ($dk = 171$, with $\alpha = 0.01$) of 2.604.

g. **Seventh Hypothesis Testing**

From the calculation results obtained the path coefficient value with $\beta_3 = 0.375$. The results of testing the meaning of the coefficient obtained tcount of 4.396 and t table ($dk = 171$, with $\alpha = 0.05$) of 1.974 and t table ($dk = 171$, with $\alpha = 0.01$) of 2.604.

h. **Eighth Hypothesis Testing**

From the calculation results, the *Z statistic* value is 3.32, then the test results obtained *Z statistic* $3.32 > 1.96$. Thus, it

can be concluded that Job Satisfaction functions effectively as an intervening variable on the indirect effect of Organizational Culture on Performance. Then, the *Indirect Coefficient* value is 0.072, which means that the amount of indirect effect of X1 on Y through X4 is 7.2%.

i. **Ninth Hypothesis Testing**

From the calculation results, the *Z statistic* value is 2.019, then the test results obtained *Z statistic* $2.019 > 1.96$. Thus, it can be concluded that Job Satisfaction functions effectively as an intervening variable on the indirect effect of Interpersonal Communication on Performance. Then, the *Indirect Coefficient* value is 0.04, which means that the amount of indirect effect of X1 on Y through X4 is 4%.

j. **Tenth Hypothesis Testing**

From the calculation results, the *Z statistic* value is 2.391, then the test results obtained *Z statistic* $2.391 > 1.96$. Thus, it can be concluded that Job Satisfaction functions effectively as an intervening variable on the indirect effect of Self-Efficacy on Performance. Then, the *Indirect Coefficient* value is 0.049, which means that the amount of indirect effect of X1 on Y through X4 is 4.9%.

2. SITOREM Analysis

After obtaining the average school research results on each indicator and the weight (%) of each indicator, an analysis can then be carried out to determine the classification of the research variable indicators, namely into (a) a team of indicators that need immediate improvement (high weight and low score), and (b) a team of indicators that need to be maintained or developed (high weight and high score), as described in the table below.

Table 1 Sitorem Analysis Results

Teacher Performance



Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Quantity	1 st Quantity (27.50%)	3,71
2. Quality	2 nd Quality (25%)	4,02
3. Effectiveness	3 rd Effectiveness (25%)	4,14
4. Efficiency	4 th Efficiency (22.50%)	4,01
Organizational Culture ($\beta=0.189$) Rank II		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Organization Policy	1 st Organizational Policies (15.38%)	3,61
2. Values and Norms	2 nd Attention (14.51%)	4,01
3. Innovation and Stability	3 rd People and Team Orientation (14.29%)	4,08
4. Attention	4 th Values and Norms (13.99%)	4,15
5. Results Orientation	5 th Innovation and Stability (13.99%)	4,06
6. People and Team Orientation	6 th Result Orientation (13.99%)	4,16
7. Aggressiveness	7 th Aggressiveness (13.99%)	4,12
Interpersonal Communication ($\beta=0.105$) Rank IV		
Initial Indicators	Indicator After Expert Assessment	Indicator Value
1. Information Delivery	1 st Effective Use of Time (18.18%)	4,12
2. Empathy	2 nd Information Reception (17.61%)	4,20
3. Feedback on Information Delivered	3 rd Empathy (16.48%)	3,98
4. Receiving Information	4 th Feedback on Information Provided (16.48%)	4,13
5. Effective Use of Time	5 th Same Perception of Information conveyed (15.91%)	4,14
6. Equal Perception of the Information Conveyed	6 th Information Delivery (15.34%)	4,15
Self-efficacy ($\beta=0.128$) Rank III		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Frequency and Complexity of tasks	1 st Optimism (15.5%)	4,05
2. Task completion time	2 nd Success behavior model (15.05%)	3,61
3. Previous experience	3 rd Task frequency and complexity (14%)	4,08
4. Social Persuasion and Psychic States	4 th Task completion time (14%)	4,19
5. Successful behavior model	5 th Previous experience (14%)	4,19
6. Prestige of success	6 th Social Persuasion and Psychic States (14%)	4,18
7. Optimism	7 th Prestige of success (14%)	4,01
Job Satisfaction ($\beta=0.383$) Rank I		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Salary	1 st Salary (17.51%)	4,12
2. Career Development	2 nd Career Development (17.51%)	4,03
3. Working Conditions	3 rd Coworkers (16.95%)	4,18
4. Coworkers	4 th Job Security (16.95%)	4,15
5. The Work Itself	5 th Working Conditions (15.82%)	4,19
6. Job Security	6 th The Work Itself (15.25%)	4,20

DISCUSSION



1. Hypothesis Test Results

a. Direct Effect of Organizational Culture (X1) on Performance (Y)

From the calculation results, the path coefficient value is obtained with $\beta_{y1} = 0.189$. The results of testing the meaning of the coefficient obtained tcount of 4.218 and t table (dk = 172, with $\alpha = 0.05$) of 1.974 and t table (dk = 172, with $\alpha = 0.01$) of 2.604. Based on the calculation results as shown in the table above, it is obtained that tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Organizational Culture (X1) has a direct positive and significant effect on Performance (Y).

b. Direct Effect of Interpersonal Communication (X2) on Performance (Y)

From the calculation results, the path coefficient value is obtained with $\beta_{y2} = 0.105$. The results of testing the meaning of the coefficient obtained tcount of 2.707 and t table (dk = 172, with $\alpha = 0.05$) of 1.974 and t table (dk = 172, with $\alpha = 0.01$) of 2.604. Based on the calculation results as shown in the table above, it is obtained that tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Interpersonal Communication (X2) has a direct positive and significant effect on Performance (Y).

c. Direct Effect of Self-Efficacy (X3) on Performance (Y)

From the calculation results, the path coefficient value is obtained with $\beta_{y3} = 0.128$. The results of testing the meaning of the coefficient obtained tcount of 3.862 and t table (dk = 172, with $\alpha = 0.05$) of 1.974 and t table (dk = 172, with $\alpha = 0.01$) of 2.604. Based on the calculation results as shown in the table above, it is obtained that tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Self-Efficacy (X3) has a direct positive and significant effect on Performance (Y).

d. Direct Effect of Job Satisfaction (X4) on Performance (Y)

From the calculation results obtained the path coefficient value with $\beta_{y4} = 0.383$. The results of testing the meaning of the coefficient obtained tcount of 4.933 and t table (dk = 172, with $\alpha = 0.05$) of 1.974 and t table (dk = 172, with $\alpha = 0.01$) of 2.604. Based on the calculation results as shown in the table above, it is obtained that tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Job Satisfaction (X4) has a direct positive and significant effect on Performance (Y).

e. Direct Effect of Organizational Culture (X1) on Job Satisfaction (X4)

From the calculation results obtained the path coefficient value with $\beta_{41} = 0.220$. The results of testing the meaning of the coefficient obtained tcount of 3.646 and t table (dk = 172, with $\alpha = 0.05$) of 1.974 and t table (dk = 172, with $\alpha = 0.01$) of 2.604. Based on the calculation results as shown in the table above, it is obtained that tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Organizational Culture (X1) has a direct positive and significant effect on Job Satisfaction (X4).

f. Direct Effect of Interpersonal Communication (X2) on Job Satisfaction (X4)

From the calculation results obtained the path coefficient value with $\beta_{42} = 0.163$. The results of testing the meaning of the coefficient obtained tcount of 2.921 and t table (dk = 172, with $\alpha = 0.05$) of 1.974 and t table (dk = 172, with $\alpha = 0.01$) of 2.604. Based on the calculation results as shown in the table above, it is obtained that tcount > ttable, then H0 is rejected and H1 is accepted. Thus it can be concluded that Interpersonal Communication (X2) has a direct positive and significant effect on Job Satisfaction (X4).

g. Direct Effect of Self-Efficacy (X3) on Job Satisfaction (X4)

From the calculation results obtained the path coefficient value with $\beta_{43} = 0.375$. The results of testing the meaning of the coefficient obtained tcount of 4.396 and t table ($dk = 172$, with $\alpha = 0.05$) of 1.974 and t table ($dk = 172$, with $\alpha = 0.01$) of 2.604. Based on the calculation results as shown in the table above, it is obtained that $tcount > ttable$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that Self-Efficacy (X3) has a direct positive and significant effect on Job Satisfaction (X4).

h. Indirect Effect of Organizational Culture (X1) on Performance (Y) through Job Satisfaction (X4)

From the calculation results, the path coefficient value $\beta_{y41} = 0.072$ was obtained. The test results obtained $Z_{statistic}$ of 3.32 and Z_{tabel} of 1.96. Based on the calculation results as seen, the $Z_{statistic} > Z_{tabel}$ is obtained. Thus, it can be concluded that Job Satisfaction functions effectively as an intervening variable on the indirect effect of Organizational Culture on Performance.

i. Indirect Effect of Interpersonal Communication (X2) on Performance (Y) through Job Satisfaction (X4)

From the calculation results, the path coefficient value $\beta_{y42} = 0.04$ was obtained. The test results obtained $Z_{statistic}$ of 2.019 and Z_{tabel} of 1.96. Based on the calculation results as seen, the $Z_{statistic} > Z_{tabel}$ is obtained. Thus, it can be concluded that Job Satisfaction functions effectively as an intervening variable on the indirect effect of Interpersonal Communication on Performance.

j. Indirect Effect of Self-Efficacy (X3) on Performance (Y) through Job Satisfaction (X4)

From the calculation results, the path coefficient value $\beta_{y43} = 0.049$ was obtained. The test results obtained $Z_{statistic}$ of 2.391 and Z_{tabel} of 1.96. Based on the calculation results as seen, the $Z_{statistic} > Z_{tabel}$ is obtained. Thus, it can be concluded that Job Satisfaction functions effectively as an intervening variable on the indirect effect of Self-Efficacy on Performance.

2. SITOREM Analysis Results

The following are the results of the SITOREM analysis to determine which indicators need to be maintained and improved.

Table 2 Sitorem Analysis Results

SITOREM ANALYSIS RESULTS	
Priority order of indicators to be strengthened	Indicator retained/developed
1 st Quantity	1 st Quality
2 nd Organizational Policies	2 nd Effectiveness
3 rd Empathy	3 rd Efficiency
4 th Success behavior model	4 th Values and Norms
	5 th Innovation and Stability
	6 th Attention
	7 th Results Orientation
	8 th People and Team Orientation
	9 th Aggressiveness
	10 th Information Delivery
	11 th Feedback on Information Provided
	12 th Information Reception
	13 th Effective Use of Time

	14 th Same Perception of Information Delivered
	15 th Task frequency and complexity
	16 th Task completion time
	17 th Previous experience
	18 th Social Persuasion & Psychic States
	19 th Prestige of success
	20 th Optimism
	21 st Salary
	22 nd Career Development
	23 rd Job Security
	24 th Working Conditions
	25 th Coworkers
	26 th The Work Itself

CONCLUSION

The following are the conclusions of this study:

1. There is a direct and significant effect of organizational culture on performance with a path coefficient value $\beta_{y_1} = 0.189$, p (sig) $<0.05 = 0.046 <0.05$. This means that a strong organizational culture can improve teacher performance, so that the stronger the organizational culture implemented, the stronger the teacher performance.
2. There is a direct and significant effect of interpersonal communication on performance with a path coefficient value $\beta_{y_2} = 0.105$, p (sig) $<0.05 = 0.032 <0.05$. This means that strong interpersonal communication can improve teacher performance, so that the stronger the interpersonal communication applied, the stronger the teacher's performance.
3. There is a direct and significant effect of self-efficacy on performance with a path coefficient value of $\beta_{y_3} = 0.128$, p (sig) $<0.05 = 0.030 <0.05$. This means that strong self-efficacy can improve teacher performance, so that the stronger the self-efficacy applied, the stronger the teacher's performance.
4. There is a direct and significant effect of job satisfaction on performance with a path coefficient value of $\beta_{y_4} = 0.383$, p (sig) $<0.05 = 0.028 <0.05$. This means that strong job satisfaction can improve teacher performance,
5. There is a direct and significant effect of organizational culture on job satisfaction with a path coefficient value of $\beta_{41} = 0.220$, p (sig) $<0.05 = 0.009 <0.05$. This means that a strong organizational culture can increase job satisfaction, so that the stronger the organizational culture implemented, the stronger job satisfaction.
6. There is a direct and significant effect of interpersonal communication on job satisfaction with a path coefficient value of $\beta_{42} = 0.168$, p (sig) $<0.05 = 0.038 <0.05$. This means that strong interpersonal communication can increase job satisfaction, so that the stronger the interpersonal communication *that is* applied, the stronger the job satisfaction.
7. There is a direct and significant effect of self-efficacy on job satisfaction with a path coefficient value of $\beta_{43} = 0.375$, p (sig) $<0.05 = 0.000 <0.05$. This means that strong self-efficacy can increase job satisfaction, so that the stronger the self-efficacy applied, the stronger the job satisfaction.
8. Effective functioning of job satisfaction as an intervening variable on the indirect effect of organizational culture on teacher performance. This is evidenced by the value of $Z_{hitung} > Z_{tabel}$ ($3.320 > 1.96$) with a path coefficient value of $\beta_{y_{41}} = 0.072$.



9. Effective functioning of job satisfaction as an intervening variable on the indirect effect of interpersonal communication on teacher performance. This is evidenced by the value of $Z_{hitung} > Z_{tabel}$ ($2.019 > 1.96$) with a path coefficient value of $\beta_{y42} = 0.040$.
10. Effective functioning of job satisfaction as an intervening variable on the indirect effect of self-efficacy on teacher performance. This is evidenced by the value of $Z_{hitung} > Z_{tabel}$ ($2.391 > 1.96$) with a path coefficient value of $\beta_{y43} = 0.049$.

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