

THE EFFECT OF WORK CULTURE, SELF-EFFICACY, AND JOB SATISFACTION ON TEACHERS PERFORMANCE AT AL-IRSYAD 02 ELEMENTARY SCHOOL, CILACAP

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Abstract

This study aims to analyze the effect of work culture, self-efficacy, and job satisfaction on the performance of teachers at Al-Irsyad 02 Elementary School, Cilacap. Teacher performance is a crucial factor in improving the quality of education, as it is directly related to the success of the learning process. This study employed a quantitative approach using a survey method involving 39 teachers of Al-Irsyad 02 Elementary School, Cilacap. Data were collected through questionnaires, interviews, and literature review. Data analysis was conducted using validity and reliability tests, classical assumption tests, multiple linear regression analysis, coefficient of determination, and t-tests. The results show that work culture, self-efficacy, and job satisfaction have a significant effect on teacher performance. The regression equation obtained is $Y = 8.066 + 0.398X_1 + 0.311X_2 + 0.260X_3$. The coefficient of determination value of 73.8% indicates that these three variables strongly explain the variation in teacher performance.

Keywords: Work Culture, Self-Efficacy, Job Satisfaction, Teacher Performance

INTRODUCTION

Education is one of the sectors that plays a crucial role in human resource development. Human resources in a country are the main key to advancing national development. High-quality education contributes significantly to improving the quality of human resources; therefore, education is an essential factor in enhancing a country's human capital.

The quality of education is strongly influenced by teacher performance. Optimal teacher performance is a key factor in improving the quality of education in schools. The success of education is not only determined by the curriculum and school facilities but also by the quality of teachers as the primary implementers of the learning process. Teachers with high performance are able to create effective learning environments, improve students academic achievement, and support the achievement of national education goals.

The Indonesian government has undertaken various efforts to improve the quality of education through the implementation of educational policies, curriculum development, and the enhancement of teacher competencies. However, the quality of education still faces several challenges. One of the key issues is that teacher performance has not yet reached an optimal level in some educational institutions. Therefore, understanding the factors that influence teacher performance is essential for developing strategies to improve educational quality.

Work culture within schools plays an important role in preparing teachers administrative tasks, implementing the teaching and learning process, and conducting learning evaluations. In human resource management, one of the most important aspects in an organization is the creation of job satisfaction among employees (Saragih & Suhendro et al. Iqbal, Ehsan, Rizwan, & Noreen, 2014).

According to Rizal and Nurjaya (2019), work culture is a system of shared meaning embraced by members that distinguishes one organization from another. Meanwhile, according to Nawawi et al. (Jubaedah, 2021), work culture refers to habits that are repeatedly carried out by employees within an organization. Although violations of these habits may not result in formal sanctions, organizational members have morally agreed that such habits should be adhered to in order to achieve organizational goals.

Another factor influencing teacher performance is self-efficacy. Bandura et al. (Arya Firmanu Jendra & Sugiyono, 2020) defines self-efficacy as an individual's belief in their ability to perform tasks and take necessary actions to achieve desired outcomes. This concept is closely related to the effectiveness of the teaching and learning process. In the context of education, teacher self-efficacy is a specific phenomenon that contributes to effective teaching and learning practices.

Furthermore, Hasanah (2015) states that job satisfaction is one of the factors that can influence teacher performance. Ideally, educational institutions should not only impose high demands on teachers but also provide appropriate appreciation, which can be given verbally, in writing, or in the form of tangible rewards. According to Sutrisno (2016), job satisfaction refers to an individual's attitude toward their job, which is related to working conditions, cooperation, compensation, as well as physical and psychological factors.

Al-Irsyad 02 Elementary School in Cilacap is one of the educational institutions committed to improving the quality of education. Based on this phenomenon, this study aims to analyze the effect of work culture, self-efficacy, and job satisfaction on teacher performance in the school.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Performance

According to Nawawi (2003), performance is the result of a series of actions and policies carried out over a certain period of time, encompassing achievements, work accomplishments, and an individual's work capabilities. Teacher performance includes the ability to design lesson plans, implement the learning process, conduct evaluations, and provide guidance to students. Teachers with high performance make a significant contribution to the quality of education. The success of education and student outcomes is closely related to the quality of teacher performance; therefore, educational institutions are obliged to continuously develop and improve teacher performance.

According to Asterina and Sukoco, as cited in Siemze J. et al. (2022), teacher performance refers to a teacher's ability to carry out tasks in accordance with predetermined objectives. This includes aspects such as planning teaching and learning programs, implementing the instructional process, creating and maintaining an optimal classroom environment, and managing conducive learning conditions.

Work Culture

Work culture refers to a set of values, norms, habits, and behaviors that develop within an organization. According to Nawawi (2003), work culture is defined as habitual practices that are repeatedly carried out by employees within an organization. Violations of these habits may not always result in strict sanctions; however, organizational behavior morally recognizes and agrees that such habits are to be upheld in the implementation of work in order to achieve organizational goals.

According to Amna, Sugeng, and Akhirul (2014), work culture represents a mental attitude that continuously seeks improvement or refinement of what has been achieved by applying new methods and maintaining confidence in the progress to be attained.

The strength of work culture can be observed in how teachers perceive and internalize it, which in turn influences behaviors such as motivation, creativity, competence, and commitment. The stronger the work culture, the higher the level of productivity demonstrated by teachers. A strong work culture encourages organizational members to work in a disciplined, responsible, and transparent manner, as well as to collaborate effectively. In the school environment, a positive work culture can enhance the effectiveness of teachers in carrying out their duties.

H1: Work culture has a significant effect on the performance of teachers at Al-Irsyad 02 Elementary School Cilacap.

Self Efficacy

According to Stevani S. and Javar S. (2017), in its development, self-efficacy is defined as an individual's belief in their ability to exercise control over their functioning and events within their environment.

M. Yudana et al. (2013) state that a teacher's self-efficacy influences their performance in the teaching and learning process. Confidence in one's own abilities and a strong belief in achieving success will encourage individuals to work more diligently and consistently produce optimal results. Teachers with high self-efficacy tend to be more confident in managing classrooms, capable of addressing instructional challenges, and able to achieve educational objectives.

H2: Self-efficacy has a significant effect on the performance of teachers at Al-Irsyad 02 Elementary School Cilacap.

Job Satisfaction

Job satisfaction refers to an individual's attitude toward their work, which is related to workplace conditions, cooperation among employees, the rewards received from their job, and factors associated with both physical and psychological aspects (Soetrisno Edy, 2016). It represents a positive attitude of an individual toward their job.

Job satisfaction can also be defined as teachers' feelings of pleasure or dissatisfaction regarding their work and the rewards provided by the school. It may be influenced by salary, relationships with colleagues, opportunities for promotion, supervision, and working conditions. Teachers who are satisfied with their jobs tend to have higher levels of motivation and commitment (M. Yudana, 2013).

According to Jain and Verma, as cited in Rinra and Rini (2017), in the context of education, job satisfaction is reflected in teachers' ability to teach and work in order to fulfill their needs as educators, which in turn contributes to improving their teaching performance, as well as enhancing their knowledge, skills, and other competencies.

H3: Job satisfaction has a significant effect on the performance of teachers at Al-Irsyad 02 Elementary School Cilacap.

RESEARCH METHODS

This study employed a quantitative approach using a survey method. The population of the study consisted of all teachers at Al-Irsyad 02 Elementary School Cilacap, totaling 39 individuals. Due to the relatively small population size, the entire population was used as the research respondents.

Data were collected using a questionnaire based on a five-point Likert scale. In addition, interviews and literature review were also utilized as supporting data. The independent variables in this study consisted of work culture, self-efficacy, and job satisfaction, while the dependent variable was teacher performance. Data analysis was conducted using validity testing, reliability testing, classical assumption tests, multiple linear regression analysis, coefficient of determination, and t-tests.

RESULTS AND DISCUSSION

Characteristic of respondent

a. The characteristics of respondents based on gender are presented in table 1:

Table 1. Respondents by Gender

Gender	Frequency	Percentage (%)
Male	9	23,1%
Female	30	76,9%
Total	39	100%

Source: Processed data, 2025

Based on table 1 above, it can be explained that the teacher respondents at SD Al-Irsyad 02 Cilacap consisted of 9 males (23.1%) and 30 females (76.9%).

b. The characteristics of respondents based on age are presented in table 2:

Table 2. Respondents by Age

Age	Frequency	Percentage (%)
<25 year	7	17,9%
25-30 year	6	15,4%
30-35 year	8	20,5%
35-40 year	10	25,6%
>40 year	8	20,5%
Total	39	100%

Source: Processed data, 2025

Based on table 2 above, it can be explained that the teacher respondents at Al-Irsyad 02 Elementary School Cilacap were aged under 25 years (17.9%), 25–30 years (15.4%), 30–35 years (20.5%), 35–40 years (25.6%), and over 40 years (20.5%).

c. The characteristics of respondents based on educational level are presented in table 3 :

Table 3. Respondents by Educational Level

Age	Frequency	Percentage (%)
Senior High School	1	2,6%
Diploma	1	2,6%
Bachelor	37	94,9%
Total	39	100%

Source: Processed data, 2025

Based on table 3 above, it can be explained that the teacher respondents at Al-Irsyad 02 Elementary School Cilacap had the following educational backgrounds: 1 respondent (2.6%) with a senior high school qualification, 1 respondent (2.6%) with a Diploma, and 37 respondents (94.9%) with a Bachelor.

Validity Test

The results of the validity test in this study, involving 39 respondents, showed that all statements related to work culture, self-efficacy, job satisfaction, and teacher performance were declared valid because the calculated r-value was greater than the r-table value (0.316). Therefore, it can be concluded that the questionnaire is appropriate to be used as a research instrument for measuring the data.

Reliability Test

The results of the reliability test from 39 respondents indicated that the Cronbach's Alpha values for the variables of work culture, self-efficacy, job satisfaction, and teacher performance can be concluded as reliable, as they met the required criterion, namely a Cronbach's Alpha value greater than 0.60.

Classical Assumption Test**Normality Test**

The results of the normality test are presented in table 4 below:

Table 4. Results of the Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardi zed Residual
N		39
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,09964867
Most Extreme Differences	Absolute	,127
	Positive	,127
	Negative	-,105
Test Statistic		,127
Asymp. Sig. (2-tailed)		,116 ^c

Source: Processed data, 2025

Based on table 4 above, the results show that the Sig. value is $0.116 > 0.05$, indicating that the data are normally distributed.

Multicollinearity Test

The results of the multicollinearity test are presented in tabel 5 :

Table 5. Results of the Multicollinearity Test

Variable	Tolerance	VIF	Description
Work Culture	0,503	1,988	No multicollinearity occurred
Self Efficacy	0,531	1,884	No multicollinearity occurred
Job Satisfaction	0,575	1,738	No multicollinearity occurred

Source: Processed data, 2025

The results in table 5 above show that the tolerance values are greater than 0.10 and the VIF values are less than 10; therefore, no multicollinearity is detected.

Linearity Test

The results of the linearity test are presented in table 6 below:

Table 6. Results of the Linearity Test

Variable	Deviation From Linearity	Measurement	Information
Work Culture	0,079	0,05	Linear
Self Efficacy	0,148	0,05	Linear
Job Satisfaction	0,575	0,05	Linear

Source: Processed data, 2025

Based on Table 6 above, it can be seen that the significance value of Deviation from Linearity is greater than 0.05. Therefore, it can be concluded that the data in this study are linear.

Heteroscedasticity Test

The results of the heteroscedasticity test are presented in Table 7 below:

Table 7. Results of the Heteroscedasticity Test

Variable	α	Sig
Work Culture	0,05	0,259
Self Efficacy	0,05	0,473
Job Satisfaction	0,05	0,533

Source: Processed data, 2025

Table 7 shows that the significance values for the variables of work culture, self-efficacy, and job satisfaction are greater than $\alpha = 0.05$. This indicates that there is no heteroscedasticity in the regression model used in this study.

Multiple Linear Regression Analysis

The results of the multiple linear regression analysis are presented as follows:

Table 8. Results of the Multiple Linear Regression Test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	8,066	1,792		4,502
	Work Culture	,398	,130	,375	3,073
	Self Efficacy	,311	,124	,299	2,518
	Job Satisfaction	,260	,091	,324	2,843

a. Dependent Variable: TOTAL Y

Source: Processed data, 2025

Based on Table 8 above, the calculation results are as follows :

$$Y = 8,066 + 0,398 X_1 + 0,311 X_2 + 0,260 X_3$$

Description:

a = 8.066 indicates that teacher performance is at 8.066 units when work culture, self-efficacy, and job satisfaction are equal to zero.

b1 = The regression coefficient of work culture (b1) is positive at 0.398. This indicates that a one-unit increase in the work culture variable will increase teacher performance by 0.398 units, assuming that the self-efficacy and job satisfaction variables remain constant.

b2 = The regression coefficient of self-efficacy (b2) is positive at 0.311. This indicates that a one-unit increase in the self-efficacy variable will increase teacher performance by 0.311 units, assuming that the work culture and job satisfaction variables remain constant.

b3 = The regression coefficient of job satisfaction (b3) is positive at 0.260. This indicates that a one-unit increase in the job satisfaction variable will increase teacher performance by 0.260 units, assuming that the work culture and self-efficacy variables remain constant.

Coefficient of Determination (R²) Analysis

The results of the coefficient of determination analysis are as follows :

Table 9. Results of the Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,859 ^a	,738	,716	1,146
a. Predictors: (Constant), work culture, self efficacy, job satisfaction				

Source: Processed data, 2025

Based on the results of the coefficient of determination test, it is shown that work culture, self-efficacy, and job satisfaction influence teacher performance, as indicated by an R Square value of 0.738. This means that 73.8% of teacher performance is explained by work culture, self-efficacy, and job satisfaction, while the remaining 26.2% (100% – 73.8%) is influenced by other factors not examined in this study

Partial Regression Test (t-test)

The results of the partial regression analysis are as follows:

Table 10. Results of the t-test (Partial Test)

Variable	t statistic	ttable	Discription
Work Culture (X1)	3,073	2,030	Significant
Self Efficacy (X2)	2,518	2,030	Significant
Job Satisfaction (X3)	2,843	2,030	Significant

Source: Processed data, 2025

Based on table 10 above, the results of the t-test can be described as follows: since the calculated t-values (t_{hitung}) for work culture (X1), self-efficacy (X2), and job satisfaction (X3) are greater than the t-table value ($X1 = 3.073, X2 = 2.518, X3 = 2.843 > 2.030$), it indicates that, partially,

the variables of work culture, self-efficacy, and job satisfaction have a significant effect on teacher performance

CONCLUSION

This study concludes that work culture, self-efficacy, and job satisfaction have an effect on the performance of teachers at Al-Irsyad 02 Elementary School Cilacap. These three variables have been proven to improve the quality of teachers task performance.

The implications of this study indicate that Al-Irsyad 02 Elementary School Cilacap. needs to develop a stronger work culture through the improvement of discipline, communication, and collaboration. In addition, enhancing teachers' self-efficacy can be achieved through training, competency development, and providing opportunities to improve professional skills. Al-Irsyad 02 Elementary School Cilacap also needs to pay attention to job satisfaction by providing rewards, a conducive work environment, and harmonious working relationships.

By considering these three aspects, Al-Irsyad 02 Elementary School Cilacap can sustainably improve teacher performance, which in turn will have a positive impact on the quality of education. Future research is recommended to include additional variables such as work motivation, leadership, and organizational commitment in order to obtain a broader understanding of the factors influencing teacher performance.

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