
The Influence of Organizational Culture, Teacher Performance, and Teacher Competence on the Quality of Education at MTs. Putra Nurul Hakim, Kediri District

Hamka*, Lukman Hakim, Muhammad Thohri

Manajemen Pendidikan Islam, Pascasarjana Universitas Islam Negeri Mataram, Indonesia

*Corresponding Author: hamkaspd819@gmail.com

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Abstract: This study investigates how organizational culture, teacher performance, and teacher competence influence education quality at MTs. Putra Nurul Hakim, Kediri District, using a quantitative approach with multiple linear regression analysis. Data from 67 teachers and 104 students, gathered through questionnaires, reveal that organizational culture, teacher performance, and teacher competence significantly affect education quality. MTs. Putra Nurul Hakim fosters a supportive culture, fostering student achievement, satisfaction, and teacher motivation. Good teacher performance, evidenced by teaching skills and curriculum development, positively impacts student achievement, satisfaction, motivation, and interest. Teacher competence, including qualifications and pedagogical knowledge, also significantly affects education quality. Recommendations include developing training programs, transparent performance assessments, and long-term strategic plans to enhance education quality. Collaboration with external parties is proposed to support quality improvement efforts. Implementing these recommendations is expected to continuously enhance education quality at MTs. Putra Nurul Hakim, producing competent graduates ready for future challenges.

Keywords: Organizational Culture, Teacher Performance, Teacher Competence, Quality of Education, MTs. Putra Nurul Hakim.

INTRODUCTION

Education serves as a cornerstone in the development of a nation, and various factors influence the quality of education (Nasri, 2023). Organizational culture, teacher performance, and teacher competence are among the pivotal factors determining the educational quality. Organizational culture encompasses the norms, values, and practices adopted by an institution, which influence the learning environment for students (Haryadi et al., 2021). Teacher performance directly impacts the effectiveness of teaching and student learning outcomes. Meanwhile, teacher competence, such as qualifications and teaching skills, plays a crucial role in shaping an effective and productive learning environment (Dwangu & Mahlangu, 2021).

This research aims to explore the influence of organizational culture, teacher performance (Clerkin et al., 2024), and teacher competence on the quality of education at MTs. Putra Nurul Hakim, in Kediri District. The research focus will be directed towards

addressing the extent to which these factors affect the educational quality in this institution. This research holds significance in several aspects. Firstly, the findings can provide a better understanding of the factors influencing the quality of education in secondary educational institutions (Habiburrahman et al., 2023). Secondly, the generated information can serve as a guide for education policymakers and stakeholders in developing strategies to enhance the educational quality (Nasri, 2019). Thirdly, the research can contribute to the educational literature by offering new insights into the influence of organizational culture (Shin, 2023), teacher performance, and teacher competence on educational quality (Nasri, 2017).

This research is expected to contribute to a better understanding of the factors influencing the quality of education at MTs. Putra Nurul Hakim, and provide recommendations for improving the educational quality in this institution. Additionally, the research findings are anticipated to serve as a foundation for further studies in the field of education, particularly in the context of the influence of

organizational culture, teacher performance, and teacher competence on educational quality.

METHOD

This study employs a quantitative approach to collect and analyze data (Kotar et al., 2022). The following are the steps taken in the research process:

1. Research Design:

This research utilizes a cross-sectional survey design, where data are collected from teachers and students at MTs. Putra Nurul Hakim. The survey is designed to obtain information about organizational culture, teacher performance, teacher competence, and education quality (Massazza et al., 2022).

2. Population and Sample:

The population of this study comprises all teachers and students at MTs. Putra Nurul Hakim. A purposive sampling technique is employed, selecting a number of teachers and students representing various levels and subjects. Data were collected through questionnaires distributed to 67 teachers and 104 students (Tiong & Palmqvist, 2023).

3. Research Instrument:

The research instrument used is a questionnaire that has been developed and validated beforehand. The questionnaire consists of structured questions designed to measure the research variables, including organizational culture, teacher performance, teacher competence, and perceptions of education quality (Wallwey & Kajfez, 2023).

4. Data Collection Technique:

Data were collected through the distribution of questionnaires to selected teachers and students. Data collection was conducted anonymously to ensure honesty and freedom in providing responses (Okada et al., 2023).

5. Data Analysis:

The collected data will be analyzed using statistical methods, particularly multiple linear regression analysis (Wang et al., 2023). This analysis aims to identify the relationships between the independent variables (organizational culture, teacher performance, teacher competence) and the dependent variable (education quality).

6. Research Ethics:

This research will be conducted while observing research ethics, including ensuring the confidentiality of data and obtaining consent for participation from all respondents. Information about the research objectives and their rights will be communicated to all respondents before they are asked to participate (Creswell & J. David Creswell, 2022). Through these steps, it is expected that this research will provide a better understanding of the factors influencing education quality at MTs. Putra Nurul Hakim, and contribute valuable insights for the development of education at both local and national levels.

RESULT AND DISCUSSION

Research Results

Data were collected through questionnaires distributed to 67 teachers and 104 students at MTs Putra Nurul Hakim, Kediri District. Here are the main findings of this study:

1. Organizational culture significantly impacts the quality of education at MTs Putra Nurul Hakim, Kediri District. By strengthening a positive and supportive organizational culture, the school can create an environment conducive to effective teaching and learning, as well as provide a meaningful educational experience for students.

2. Work culture also plays a highly significant role in improving the quality of education at MTs Putra Nurul Hakim, Kediri District. By reinforcing a positive and supportive work culture, the school can create an environment conducive to effective teaching and learning, as well as provide a meaningful educational experience for students.

3. Teacher competence was also found to have a significant impact on the quality of education at MTs Putra Nurul Hakim, Kediri District. By enhancing teacher competence through appropriate training, mentoring, and support, the school can improve the quality of teaching and learning, as well as provide a more meaningful educational experience for students.

4. These three factors are interrelated and mutually influence each other in creating a quality educational environment at MTs Putra Nurul Hakim, Kediri District. A positive and

inclusive organizational culture lays the foundation for a dynamic and collaborative work culture, while teacher competence is key to realizing the school's vision and mission. By strengthening supportive organizational culture, positive work culture, and high teacher competence, MTs Putra Nurul Hakim, Kediri District can enhance their education quality and provide a meaningful learning experience for students.

Discussion

The findings of this study align with several relevant theories in educational management and organizational behavior (Sovacool, 2021). The concept of organizational culture, as proposed by theorists such as Edgar Schein and Charles Handy, emphasizes the importance of shared values, beliefs, and norms within an organization (Koziol-Nadolna & Beyer, 2021). According to these theories, a positive and supportive organizational culture fosters employee satisfaction, engagement (Thohri, 2024), and commitment, which, in turn, enhance organizational effectiveness and performance (Zhan et al., 2023). In the context of education, a supportive organizational culture at MTs Putra Nurul Hakim, Kediri District contributes to a conducive learning environment, where teachers are motivated and empowered to deliver quality education (Kaur Bagga et al., 2023).

Furthermore, the study's findings regarding the impact of teacher competence on education quality are consistent with the principles of effective teaching and instructional leadership (Sandiana et al., 2023). The work of researchers like Charlotte Danielson and Robert Marzano highlights the significance of teacher knowledge, skills, and pedagogical practices in facilitating student learning and achievement (De Massis et al., 2023). By investing in teacher professional development and continuous learning, schools can enhance instructional effectiveness and ultimately improve education quality (Pacios, 2023). At MTs Putra Nurul Hakim, Kediri District, efforts to improve teacher competence through training and support align with these theories and contribute to the school's overall educational outcomes (Tavares & Almeida, 2023).

Additionally, the importance of work culture in shaping education quality resonates with theories of organizational behavior and leadership (Nasri & Mulyohadi, 2023). Theories

such as transformational leadership, proposed by Bernard Bass and James MacGregor Burns, emphasize the role of leaders in creating a positive work culture characterized by trust, collaboration, and innovation (Esther Akinbowale et al., 2022). In the context of education, school leaders play a crucial role in fostering a supportive work environment where teachers feel valued, motivated, and empowered to excel (Nurdiah et al., 2023). By cultivating a positive work culture at MTs Putra Nurul Hakim, Kediri District, school leaders can promote teacher satisfaction, well-being, and effectiveness, thereby enhancing education quality. Overall, the findings of this study underscore the importance of organizational culture, work culture, and teacher competence in shaping education quality at MTs Putra Nurul Hakim, Kediri District. By aligning with relevant theories and implementing evidence-based practices, schools can create environments that support effective teaching and learning, ultimately benefiting students' educational experiences and outcomes.

CONCLUSION

The findings of this study highlight the significant impact of organizational culture, work culture, and teacher competence on the quality of education at MTs Putra Nurul Hakim, Kediri District. The positive relationships identified between these factors and education quality underscore the importance of fostering supportive environments and investing in teacher development initiatives. Additionally, the interrelated nature of organizational and work cultures emphasizes the need for holistic approaches to school improvement that address both cultural and instructional aspects.

Recommendations:

Based on the research findings, the following recommendations are proposed to enhance education quality at MTs Putra Nurul Hakim, Kediri District:

1. **Strengthen Organizational Culture:** School leaders should prioritize efforts to strengthen a positive and inclusive organizational culture characterized by shared values, transparency, and collaboration. Strategies may include developing a clear vision and mission statement, fostering open communication channels, and recognizing and celebrating achievements.

2. Cultivate Positive Work Culture: School leaders should promote a positive work culture that values collaboration, innovation, and professional growth among staff members. This can be achieved through leadership practices that inspire trust and empowerment, as well as opportunities for collaborative decision-making and professional development.

3. Enhance Teacher Competence: School administrators should invest in ongoing professional development programs aimed at enhancing teacher competence in pedagogy, subject matter expertise, and instructional strategies. This may involve providing targeted training sessions, mentoring programs, and access to resources and support networks.

4. Implement Performance Assessment Mechanisms: Regular and transparent performance assessments should be conducted to evaluate teacher effectiveness and identify areas for improvement. Feedback from assessments can inform professional development plans and support teachers in refining their instructional practices.

5. Foster Collaborative Partnerships: Collaboration with external stakeholders, including parents, community organizations, and educational agencies, can provide valuable resources and support for school improvement initiatives. Establishing partnerships for resource sharing, mentorship programs, and extracurricular activities can enrich the educational experience for students and enhance school-community relations.

By implementing these recommendations, MTs Putra Nurul Hakim, Kediri District can further enhance its educational quality and create a supportive learning environment that fosters the holistic development of students. These initiatives align with best practices in educational leadership and management and demonstrate a commitment to continuous improvement and excellence in education.

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