THE TRANSFORMATION OF TEACHER PERFORMANCE:
Mapping on the Effect of Training, Motivation, and Organizational Culture

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Abstract

Teacher is one of the determining factors for the success of an education. In this case, teacher is assigned to educate the life of the nation. Many factors affect teacher performance. In this study, researchers focused on aspects of training, motivation, and organizational culture because they are relevant to the problems that exist at SDN Ngaliyan 01 Semarang. This study aims to determine: 1) the effect of training on teacher performance at SDN Ngaliyan 01 Semarang, 2) the effect of motivation on teacher performance at SDN Ngaliyan 01 Semarang, 3) the effect of organizational culture on teacher performance at SDN Ngaliyan 01 Semarang. This research used quantitative research method by involving a population of 32 teachers. The questionnaire was prepared using a Likert scale of 1-5. The method of analysis in this study used Structural Equation Modeling (SEM) – Partial Least Square (PLS) through SmartPLS 4 software. The results of the analysis of the data obtained are training did not have a significant effect on teacher performance at SDN Ngaliyan 01 Semarang because the $t_{Statistic}$ value was 0.420 <1.96 and P values 0.675 > 0.05, while motivation has a significant effect on teacher performance at SDN Ngaliyan 01 Semarang with $t_{Statistic}$ value 2.209 > 1.96 and P Values 0.029 < 0.05, and organizational culture has a significant effect on teacher performance at SDN Ngaliyan 01 Semarang with $t_{Statistic}$ value 3.008 > 1.96 and the value of P Values 0.003 < 0.05. The suggestions that can be given are the school leaders should conduct training of teacher performance, increase and maintain intrinsic and extrinsic motivation so that teacher performance is improved, maintain and improve organizational culture and service to customers, and minimize individualism and seniority among teachers so as not to affect their performance.

Keywords: Training, Motivation, Organizational Culture, and Teacher Performance.

INTRODUCTION

Teacher is one of the key successes of education. A teacher devotes him/herself to teach, educate, direct, and train the students to understand the knowledge. In this case, the teacher must not only teach but also able to be a role model for the students. This is in line with the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers which stated that teachers are professional educators with the main duty to educate, teach, guide, direct, train, assess and evaluate the students (Rindra Risdiantoro, 2021)

Teacher performance reflects a successful implementation of vision, mission and goals that have been pioneered by the school. Basically, performance can be seen and assessed if the teacher has characterized the benchmarks set by the organization. To achieve good teacher performance, it is necessary to increase human resources so that all the goals that have been targeted and initiated can be achieved. In fact, excellent teacher performance is one of the important factors for the school to bring high-quality graduates for the nation.

The demand for a professional performance of teacher is also regulated in Law Number 14 of 2005 concerning Teachers and Lecturers, which stated four competencies that must be owned by the teachers namely pedagogic competence, personal competence, social competence, and professional competence through professional education. Unfortunately, these heavy requirements can actually cause several problems to the teachers, including in preparing

lesson plans, implementing teaching learning, using learning media, providing student handbooks (handout/ textbook), assessing the students, as well as maintaining relationship despite of different perceptions among teachers, between administrators and teachers, also between teachers and the principal.

According to Mahmud, teacher professionalism can be achieved through training. The term training derives from the word "train", which has a close meaning with "teach" or learn. It then becomes the word "training", which is an activity that is associated with learning and the learning process (Artha, 2021). According to Gary Dessler, "training is the process of teaching the basic skills to new or old employees that are needed to carry out their jobs" (Dikri Gifari & Pancasasti, 2019). Thus, it can be concluded that training is a program that is structurally designed with the objective of increasing and developing the knowledge, abilities and skills of human resources to achieve the stated goals.

It is widely known that the world keeps changing and education must be ready for it. Teacher, as the one who deals with the students, is expected to provide excellent education services in line with the advancement of science and technology. In this term, trainings are needed to improve teachers' professionalism, so that they can educate the students to have spiritual, social, intellectual, and emotional intelligence, as well as to be excellent graduates.

This research discusses some indicators in training. They are:
   a. instructor,
   b. participant,
   c. material,
   d. method,
   e. facility, and
   f. the goal of the training.

On the other hand, motivation also serves important role in teacher performance. Work motivation can influence teacher performance. Motivation can be defined as an encouragement inside oneself to do something (Pianda, 2018). Motivation is the driving force to do something; without motivation, the teacher will not be enthusiast and, instead, has no passion in doing the job. According to Herzbeg's theory of motivation, there are two factors that encourage people to be motivated. These two factors are hygiene (extrinsic factor) and motivator (intrinsic factor).

Intrinsic motivation is motivation that comes from within the teacher. Meanwhile, extrinsic motivation comes from other things outside the teacher, such as support from the principal and fellow teachers, awards, praise, certificates, and so on. Teachers who have high motivation will make use of their maximum energy and provide the best service to their students in order to create quality graduates. Teacher motivation in carrying out their duties is divided into two, namely intrinsic motivation and extrinsic motivation (Wartini, 2022).

The indicators of motivation in this research are:
   a. responsibility,
   b. award and wage;
   c. policy and work relationship;
   d. supervision.

Achieving good teacher performance cannot be separated from the organizational culture in the school environment. Gareth R. Jones mentioned that organizational culture is a shared perception held by each member of the organization, so that an organizational system is formed. Meanwhile, according to Robbins and Judge, organizational culture is "*a system of shared meaning held by members that distinguishes the organization from other organizations*" (Surianto, 2021). Organizational culture is also commonly referred to as work climate, which shows the work relationship among teachers, between teachers and school principals, as well as between teachers and other office stakeholders. According to Luthans,

organizational culture includes rules of behavior, norms, dominant values, philosophies, regulations, and climate or organization (Siregar, 2022). Besides, Robbins mentioned seven indicators of organizational culture, including: innovation and risk-taking, attention to detail, result orientation, people orientation, team orientation, aggressiveness, and stability (Bahri, 2018). Referring to these theories, this research uses some indicators that are relevant to the situation in the field, which are:

    a. innovation and risk-taking;

    b. attention to detail; and

    c. aggressiveness.

Relevant Research Results:

This research discusses the effect of training, motivation and organizational culture on teacher performance at SDN Ngaliyan 01 Semarang. There are numbers of previous researches that were used as reference:

The research of Yesi R. entitled *"Pengaruh Pelatihan Guru terhadap Peningkatan Kinerja Guru di SMA Datok Sulaiman Putri Palopo"* discussed the effect of training on teacher performance in SMA Datok Sulaiman Putri Palopo. The research showed that there was a positive effect of teacher's training on their performance in Modern Islamic Boarding School of Datok Sulaiman Palopo. The result showed t_{count} = 6,284, while the t_{table} = 1.701 with the significance value = 0,000 < 0,05 (Yesi, 2021).

The research of Rahmadi Ihsan entitled *"Pengaruh Budaya Organisasi dan Motivasi dalam meningkatkan Kinerja Guru Melalui Variabel Intervening Kepuasan Kerja SMP Negeri 2 Gamping Kabupaten Sleman"* discussed the effect of organizational culture and motivation on teacher performance through Intervening variable of work satisfaction in SMPN 2 Gamping. The research showed that the t-test of work motivation gained p-value for 0,001 < 0,05, so that it was concluded that work motivation positively affected the performance (Ihsan, 2018).

The research of Nasrul Ansyary entitled "*Pengaruh Kepemimpinan, Budaya Organisasi, dan Motivasi Kerja terhadap Kinerja Guru pada Yayasan H. Datuk Abdullah Tanjung Morawa"* discussed the effect of leadership, organizational culture, and work motivation on teacher performance in the foundation of H. Datuk Abdullah Tanjung Morawa". The result of multiple regression equation test showed that work motivation variable has a partial and simultaneous significant effect on teacher performance, and based on the results of multiple linear regression test, organizational culture variables also have a partial and significant effect on teacher performance (Ansyary, 2021)

The research of Deva Darnitasari entitled *"Pengaruh Motivasi Kerja terhadap Kinerja Guru di SMK Negeri Se-Kota Makassar"* discussed the effect of motivation on teachers' performance in vocational high school in Makassar. It showed that teacher's motivation significantly affected the teacher performance. The value of a simple regression analysis showed the significance value from the coefficients table was 0.001 <0.05, so it could be concluded that the variable of Work Motivation (X) had a significant effect on the Teacher Performance variable (Y) (Darnitasari, 2020).

The research of Edy Cahyana entitled *"Pengaruh Budaya Orgaisasi dan Motivasi Kerja terhadap Kinerja Guru di SMK Muhammadiyah 5 Purwantoro Kabupaten Wonogiri"* discussed the effect of organizational culture and work motivation on teacher performance in SMK Muhammadiyah 5 Purwantoro. First, there was a significant effect of organizational culture on teacher performance, which was proven by the value of $t_{count} > t_{table}$ (6,406 >1,680), with the effectiveness of 48,3%. Second, there was a significant effect of motivation of work performance with the value of $t_{count} > t_{able}$ (9,942 > 1,680), with the effectiveness 69,2%. Third, there was a significant effect of organizational culture and work motivation altogether on teacher performance with $f_{count} > f_{table}$ (51.405 > 3.230) with an effective contribution of

70.5%. On the basis of the t test and f test, it could be concluded that there was a significant effect of organizational culture and work motivation on teacher performance partially and simultaneously (Cahyana, 2018).

Based on the explanation above, there are differences and similarities with this research. The research gap is in the object of the study, number and aspects of independent variables, tool/ application used in processing the data, and indicator of the research. In this research, the subject of the study is SD Negeri Ngaliyan 01 Semarang by using three independent variables namely training, motivation, and organizational culture. The application used to process the data was SEM (Structural Equation Modeling) - PLS (Partial Least Square). According to the literature above, the researchers used rarely-used indicators that are still relevant to the condition in SD Negeri Ngaliyan 01 Semarang.

RESEARCH METHODS

Method, Setting and Time of the Study

This research employed quantitative research. Quantitative research is a study that uses quantitative data so that the analysis is done quantitatively (inferential), or by using statistical mathematic formula (Kurniawan, 2018). Furthermore, this study applied associative research since it is used to combine two variables or more to know any relationship or effect which takes place. It is aimed to explain, predict, and control a phenomenon.

The research was done in SDN Ngaliyan 01 Semarang, located in Jalan Prof. Hamka, District of Ngaliyan, Semarang, Central Java. It was conducted in odd semester or semester I in academic year 2022/2023 for two weeks, from November 21 to December 5, 2022.

Population and Sample

Sugiyono stated that population is a generalized region that consists of object or subject that has certain quality and characteristic that has been set by the researchers to be studied and then drawn as a conclusion (Widiasworo, 2018). The population in this study were all teachers of SDN Ngaliyan 01, with a total of 32 teachers. Sample is part of a subject or object that represents the population. Sampling must be in line with the quality and characteristics of a population. This study used saturated or census sampling techniques. Saturated sampling technique is a sampling technique when all members of the population are used as samples. Another term for saturated sampling technique is census (Hermawan, 2019). Therefore, the sample was all the 32 teachers, because there was a relatively small number of teachers in SDN Ngaliyan 01.

Data Source

Arikunto explained that the source of research data is the subject from which the data can be obtained (Mukhtazar, 2020). In this study, questionnaires were used to collect data so that the data sources were called respondents, namely people who are willing to answer questions from researchers.

The data sources are divided into two, namely primary and secondary. Primary data is data obtained by researchers directly (first-hand), while secondary data is data obtained by researchers from existing sources. The primary data in this study were interviews with informants and questionnaires, while the secondary data in this study were employee data at SDN Ngaliyan 01 Semarang. In addition, researchers also use books, journals, theses as references in supporting research.

Data Collection Technique

This research data was collected through questionnaires. Arikunto defined a questionnaire as a set of questions used to obtain information from respondents, related to their personality and

other matters related to research material (Nugroho, 2018). This study used a Likert scale for measurement. The Likert scale is often used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Sugiyono argued that the measured variables will be translated into variable indicators which are then used as benchmarks for compiling instrument questions or statements. The answers to the Likert scale instrument have the following gradations (levels):

Table 1. Likert Scale

No.	Alternative Answers	Score/ Weight
1.	Completely Agree	5
2.	Agree	4
3.	Uncertain	3
4.	Disagree	2
5.	Completely Disagree	1

Source: (Anshori, 2018)

The use of a questionnaire in this study aimed to obtain data from teachers about three factors, namely training (X1), motivation (X2) and organizational culture (X3) on teacher performance at SDN Ngaliyan 01 Semarang (Y). The questionnaires were distributed and collected by directly visiting all the teachers.

Data Analysis Technique
In this study, researchers used the PLS-SEM model analysis with SmartPLS 4 software. As for this model, researchers used the abbreviation P for training variables, M for motivation variables, BO for organizational culture and KG for teacher performance variables. The stages of analysis in measuring the outer and inner models are as follows:

Table 2.
Stages of Analysis in the Measurement of Inner and Outer Models

No.	Criteria	Explanation
1.	**Testing of Measurement Model (*Outer Model*)**	
	a. Evaluation of Reflective Measurement Model	
	Convergent Validity	• Indicator loading value must be greater than 0.70. • The Average Variance Extracted (AVE) is expected to be greater than 0.50.
	Internal Consistency Reliability	Composite Reliability and Cronbachs's Alpha must be greater than >0.70.
	Discriminant Validity	The square root value of AVE must be greater than the correlation value between latent variables
	b. Evaluation of Formative Measurement Model	
	Multicollinearity	Each *Variance Inflation Faktor* (VIF) indicator value must be lower than 10. VIF value greater than 10 indicates multicollinearity.
2.	**Testing of Structural Model (*Inner Model*)**	
	Determinant Coefficient (R^2)	R^2 which has value of 0.67, 0.33, 0.19 for endogen latent variable in structural model

		can be describe as good, moderate, or weak.
	Estimation of Path Coefficient	The estimated values for the path relationships in the structural model must be significant. This significance level is assessed by using bootstrapping. The critical t-value for the significance test is 1.96 (significant level = 5 percent).

Source: (Musyaffi, 2021)

RESULTS AND DISCUSSION

1. Evaluation of Measurement Model (Outer Model)

Measurement model aims to explain how each indicator block relates to its latent variable. Based on measurement theory, this stage is often called as Outer model, or in PLS-SEM it is also known as outer relation or measurement model.

   a. Testing of Reflective Indicator
      1. Convergent Validity
         Convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between the item score/ component score and the construct score that is calculated by using PLS. The individual reflexive measure is categorized as high if the construct score (loading factor) is more than 0.70 with a construct that can be measured. The number of indicators per construct is not large, around 3 to 7 indicators (Harahap, 2018). Following are the results of outer loading by exogenous and endogenous variables processed using SmartPLS4. The following is a figure of the evaluation results of the measurement model (outer model).
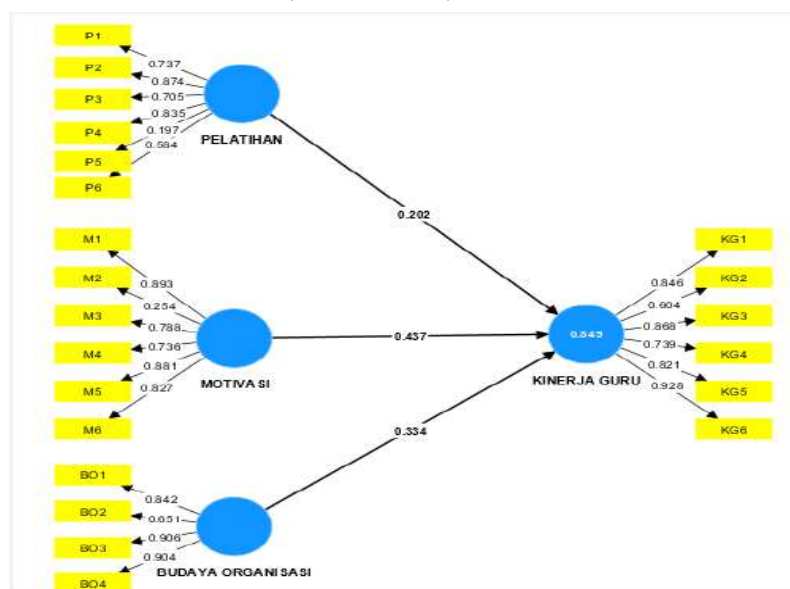

Figure 1. Outer Model
Source: Documentation of Researchers (2022)

Figure 1 is the result of evaluation of measurement model, or known as outer model. The explanation of the figure can be seen in the table below:

Table 3.
Result of Outer Model Evaluation

Variable	Indicator	Value	Explanation
Training (P)	P1= Trainer's Professionality	0.737	Valid
	P2= Training Participant	0.874	Valid
	P3= Training Material	0.705	Valid
	P4= Training Method	0.835	Valid
	P5 = Training Facilities	0.197	Invalid
	P6 = Training Goal	0.584	Invalid
Motivation (M)	M1= Responsibility	0.893	Valid
	M2 = Award	0.254	Invalid
	M3 = Wage	0.788	Valid
	M4 = Policy	0.736	Valid
	M5 = Work Relationship	0.881	Valid
	M6 = Supervision	0.827	Valid
Organizational Culture (BO)	BO1 = Innovation and Risk Taking	0.842	Valid
	BO2 = Attention to Detail	0.651	Invalid
	BO3 = Fast and Responsive Work	0.906	Valid
	BO4 = Aggressive and Competitive	0.904	Valid
Teacher performance	KG1 = Planning on learning process	0.879	Valid
	KG2 = Implementing and managing the learning process	0.604	Invalid
	KG3 = Evaluating/ Assessing the learning result	0.858	Valid
	KG4 = Supervising Beginner Teacher	0.744	Valid
	KG5 = Developing Personality	0.823	Valid
	KG6= Improving Professionality	0.934	Valid

Source: Researcher (2022)

According to the result, there were values that did not meet the outer model requirements (below 0.7). It indicates that there were indicators that were invalid and must be removed, namely indicators of P5, P6, M2, BO2 and KG2. The display of the outer model after the indicators were removed is shown in Figure 2. The figure showed the model as the result of removing the indicators of P5, P6, M2, BO2 and KG2 due to invalid results.
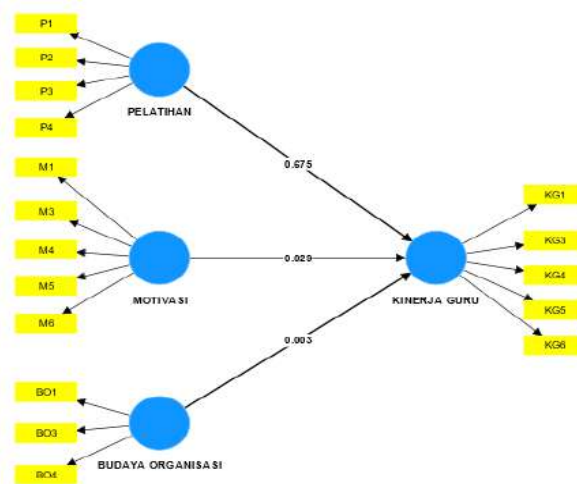
Figure 2. Outer Model Display after Removing the Invalid Indicators
Source: Documentation of Researchers (2022)

The results of re-generating the outer model after removing the indicators can be seen as follows:
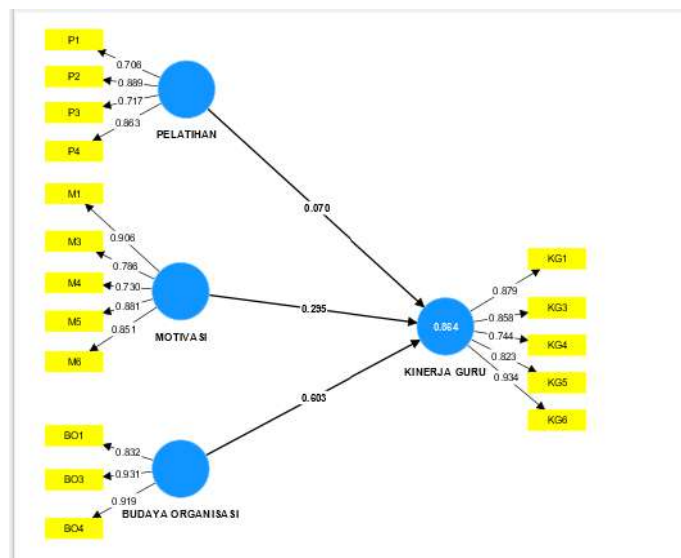

Figure 3. The Result of Re-Generating after Removing the Invalid Indicators

Source: Documentation of Researchers (2022)

The figure showed the result of re-generating outer model after removing the invalid indicators. The explanation from the figure can be read in the following table:

Table. 4
The Explanation of The Result of Re-Generating after Removing the Invalid Indicators

Variable	Indicator	Value	Explanation
Training (P)	P1= Trainer's Professionality	0.706	Valid
	P2= Training Participant	0.889	Valid
	P3= Training Material	0.717	Valid
	P4= Training Method	0.863	Valid
	M1= Responsibility	0.906	Valid

Motivation (M)	M3 = Wage	0.786	Valid
	M4 = Policy	0.730	Valid
	M5 = Work Relationship	0.881	Valid
	M6 = Supervision	0.851	Valid
Organizational Culture (BO)	BO1 = Innovation and Risk Taking	0.832	Valid
	BO3 = Fast and Responsive Work	0.931	Valid
	BO4 = Aggressive and Competitive	0.919	Valid
Teacher performance	KG1 = Planning on learning process	0.879	Valid
	KG3 = Evaluating/ Assessing the learning result	0.858	Valid
	KG4 = Supervising Beginner Teacher	0.744	Valid
	KG5 = Developing Personality	0.823	Valid
	KG6= Improving Professionality	0.934	Valid

Source: Researcher (2022)

From the table above, it can be interpreted that the loading factor P1 (trainer professionalism) was 0.706 > 0.7 indicating that this item was valid for measuring training variables. Any change in the training variable would be reflected in P1 (trainer professionalism) of (0.706 x 0.706 = 49.8%), as well as other variables and indicators. As for the overall indicators for each variable, it was feasible to be used in the research (valid) because all variables already have a loading factor value of > 0.7. Besides from the loading factor, convergent validity can also be seen from the Average Variance Extracted (AVE) value, which must be above 0.50. AVE is the average loading squared from construct indicators (Pahlevi, 2021).

The AVE result is shown in this table:

No	Variable	Average Variance Extracted (AVE)
1.	Organizational Culture	0.801
2.	Teacher performance	0.722
3.	Motivation	0.694
4.	Training	0.637

Table 5.
Value of *Average Variance Extracted (AVE)*

Source: Researcher (2022)

The data on the table above can be interpreted that AVE value of organizational culture was 0.801, which means that the variation in the measurement items BO1, BO2, BO3 and BO4 of organizational culture variables was 80.1%. Because the AVE value of organizational culture was 0.801 > 0.50, the requirement for good convergent validity was met, so did the other variables. All of the variables above had an Average Variance Extracted (AVE) value that met the required value of > 0.50. Thus, the variable was considered valid.

2. Discriminant Validity

Discriminant validity indicates the degree to which a latent variable or construct differs from other constructs. Discriminant validity can be measured through the value of cross-loadings, which is the loading of an indicator on the construct being measured that must be greater than the loading on other constructs (Sholihin, 2021). Measuring discriminant validity was done by firstly selecting the PLS-SEM algorithm, then selecting the Discriminant Validity menu and clicked on the Cross loadings.

Table 6.
Cross Loadings Value

	Organizational Culture	Teacher performance	Motivation	Training
BO1	0.832	0.734	0.802	0.683
BO3	0.931	0.870	0.763	0.767
BO4	0.919	0.849	0.783	0.710
KG1	0.843	0.879	0.806	0.615
KG3	0.832	0.858	0.751	0.646
KG4	0.676	0.744	0.713	0.630
KG5	0.711	0.823	0.696	0.699
KG6	0.814	0.934	0.733	0.697
M1	0.766	0.747	0.906	0.714
M3	0.665	0.659	0.786	0.525
M4	0.704	0.707	0.730	0.632
M5	0.789	0.728	0.881	0.654
M6	0.685	0.681	0.851	0.497
P1	0.467	0.449	0.472	0.706
P2	0.789	0.815	0.721	0.889
P3	0.512	0.388	0.328	0.717
P4	0.712	0.670	0.692	0.863

Source: Researcher (2022)

Based on the table above, it can be concluded that the relationship between constructs and indicators was greater than the relationship to other constructs. For example, each item measuring organizational culture (BO1, BO2, BO3, and BO4) had a higher correlation with organizational culture variables than it correlated with other variables. Overall, each indicator had a higher correlation with the

measured variable, so that it can be said that the evaluation of discriminant validity was fulfilled.

Another test in assessing discriminant validity was to look at the AVE value. The AVE value can be considered good if each construct has a value greater than 0.5. Based on the data above, the AVE value met the criteria, that was above 0.5. Thus, it can be concluded that there was no problem found in discriminant validity.

3. Reliability Test

After testing the construct validity, the next step was to test the construct reliability by composite reliability and Cronbach alpha. The construct is considered to be reliable if the value of composite reliability and Cronbach alpha is above 0.70 (Musyaffi, 2021). The values of composite reliability and Cronbach alpha can be seen in the following table:

Table 7.
Value of Composite Reliability and Cronbach Alpha

No	Variable	*Composite Reliability*	*Cronbach's Alpha*
1	Organizational Culture	0.923	0.875
2	Teacher performance	0.928	0.902
3	Motivation	0.919	0.888
4	Training	0.874	0.814

Source: Researcher (2022)

Based on the data above, all constructs had a value above 0.70 so that it can be concluded that the construct was reliable, in other words the construct had good reliability.

b. Testing on Reflective Indicator

Testing on formative indicators can be done with a multicollinearity test. Multicollinearity test can be done by finding the value of the Variance Inflation Factor (VIF). The VIF value above 10 can indicate the occurrence of multicollinear (Sholihin, 2021). The results of the value of the Variance Inflation Factor (VIF) can be seen in the following table:

Table 8.
Value of *Variance Inflation Factor* (VIF)

Teacher performance	VIF
Training	2.879
Motivation	4.207
Organizational Culture	5.546

Source: Researcher (2022)

According to the table, all variables had VIF value < 10. Thus, it can be concluded that there was no multicollinearity among the variables that affected teacher performance.

2. **Evaluation of Structural Model (Inner Model)**

Testing on the structural model/inner model aims to examine the relationship between constructs/latent variables so as to ensure that the structural model is good and accurate. It can be done by looking at the R^2 value of which is a goodness-fit model test. If the R^2 result was 0.67, it indicates that the model is "good", while the R^2 result of 0.33 indicates that the model is "moderate", and the R^2 result of 0.19 indicates that the model is "weak".(Musyaffi, 2021)

The result of the R^2 construct of teacher performance can be seen in the following table:

Table 9.
Value of R^2 Construct on Teacher performance

Construct	R-square
Teacher performance	0.864

Source: Researcher (2022)

Based on the table above, it implies that the R-square result was 0.864 (exceeding the value of 0.67), thus the model was in a good category. Teacher performance gave an R-square value of 0.864, which can be interpreted that the construct variability of teacher performance (KG) could be influenced by the construct of training (P), motivation (M), and organizational culture (BO) of 86.4%. Meanwhile, 13.6% was influenced by other variables that could affect teacher performance.

The second test was done to look at the significance value of the relationship constructs of training, motivation, and organizational culture on the construct of teacher performance. It can be seen from the Estimated for Path Coefficients obtained through the bootstrapping procedure by assuming that it was significant, if the $t_{Statistic}$ value was greater than 1.96 (significance table 5%) (Musyaffi, 2021)

Table 10.
Value of Path Coefficients

	T statistics (|O/STDEV|)
Training → Teacher performance	0.420
Motivation → Teacher performance	2.209
Organizational Culture → Teacher performance	3.008

Source: Researcher (2022)

Based on the table, the results are:
- The effect of training on teacher performance had a $t_{Statistic}$ value of 0.420 where the value was <1.96, so it can be concluded that training has **no significant relationship** to teacher performance.
- The effect of motivation on teacher performance had a $t_{Statistic}$ value of 2.209 where the value was > 1.96, so it can be concluded that motivation has a **significant relationship** to teacher performance.
- The effect of organizational culture on teacher performance has a $t_{Statistic}$ value of 3.008 where the value was > 1.96, so it can be concluded that organizational culture has a **significant relationship** to teacher performance.

3. Hypothesis Testing

After testing the outer model to see construct validity and reliability, and inner model to ensure that the structural model is good and accurate, the next step was to test the hypothesis by looking at $t_{Statistics}$ and P values.

The hypothesis can be accepted if the $t_{Statistic}$ value is > 1.96 and P Values < 0.05. (Harahap, 2018). The results of the hypothesis testing in this study are:

a.   Hypothesis testing 1 (H1)

Table 11.
Hypothesis Testing 1 (H1)

	Original sample (O)	*T Statistics (|O/STDEV|)*	*P values*
Training → Teacher performance	0.070	0.420	0.675

Source: Researcher (2022)

The table indicates that:

Training affected teacher performance by 0.070 with a $t_{Statistic}$ of 0.420 indicating that the value was < 1.96 and the value of the P values was 0.675 indicating that the value was > 0.05. Thus, it can be said that there is **no significant effect** between training on teacher performance at SDN Ngaliyan 01 Semarang, so hypothesis 1 is **rejected**.

b. Hypothesis Testing 2 (H2)

Table 12.
Hypothesis Testing 2 (H2)

	Original sample (O)	*T Statistics (|O/STDEV|)*	*P values*
Motivation → Teacher performance	0.295	2.209	0.029

Source: Researcher (2022)

Based on the table above, motivation had an effect on teacher performance of 0.295 with a $t_{Statistic}$ value of 2.209 indicating that the value was > 1.96. The value of P Values was 0.029 indicating that the value was <0.05. Thus, it can be concluded that there is a **significant effect** between motivation on teacher performance at SDN Ngaliyan 01 Semarang, so hypothesis 2 is **accepted**.

The results of the hypothesis in this study are also in line with the research conducted by Diya Andira Nanda Pertiwi entitled "Pengaruh Motivasi Kerja terhadap Kinerja Guru di SMP Negeri 4 Sungguminasa" that stated work motivation had a significant effect on improving teacher performance at SMP Negeri 4 Sungguminasa. It was caused by a growing sense of responsibility and understanding to the goals of work at SMP Negeri 4 Sungguminasab(Pertiwi, 2019). Then, based on field observations, teachers were fully responsible for carrying out their duties, both in teaching and learning process and administrative tasks, such as preparation of financial budget, curriculum, entrepreneurship program, and so forth.

The results of this research indicate that the indicator of responsibility on the motivation variable has the highest factor loading among the other intrinsic factors, which was equal to 0.906. It indicates that any change in the motivational variable

will be reflected in the responsibility indicator, as in this research was 0.906 x 0.906 = 82%. Following these performance results, the principal of SDN Ngaliyan 01 took the initiative in giving reward to the teachers who are competent and have high dedication to improve the school.

c. Hypothesis Testing 3 (H3)

Table 13.
Hypothesis Testing 3 (H3)

	Original sample (O)	*T Statistics (|O/STDEV|)*	*P values*
Organizational Culture → teacher performance	0.603	3.008	0.003

Source: Researcher (2022)

Organizational culture had an influence on teacher performance for by 0.603 with a $t_{Statistic}$ value of 3.008 indicating that the value was > 1.96 and the value of P Values was 0.003 indicating that the value was <0.05. Thus, it can be concluded that there is **a significant effect** between organizational culture on teacher performance at SDN Ngaliyan 01 Semarang, so hypothesis 3 is **accepted**.

This result is in line with research conducted by Sugeng Prayoga and Safrida Yuniati on *"Pengaruh Budaya Organisasi Sekolah terhadap kinerja Guru SMA Negeri di Kota Mataram"* that organizational culture had a positive effect on the performance of State High School teachers in Mataram City by 55.2% (Prayoga & Yuniati, 2019). In the study, the fast and responsive work indicator had the highest factor loading value of the other indicators in the organizational culture variable of 0.931, which indicated that any change in the organizational culture variable would be reflected in fast and responsive work by (0.931 x0.931=86.6%.

Based on field observations, the teachers were used to do fast and responsive work in serving students, parents, and even the community. This was reflected during the distribution of the report card which was held on December 16 2022. The teacher did the best service to parents who came to collect the report card.

CONCLUSION
Conclusion
This study aims to examine the effect of training, motivation, and organizational culture on teacher performance at SDN Ngaliyan 01 Semarang. Based on the analysis and discussion of the research results, the researchers concluded:

The results of the first hypothesis testing showed that training had an effect on teacher performance by 0.070 with a $t_{Statistic}$ of 0.420, indicating that the value was < 1.96 and the value of the P values was 0.675, indicating that the value was > 0.05. Thus, it can be concluded that there is no significant effect between training on teacher performance at SDN Ngaliyan 01 Semarang, so hypothesis 1 is rejected.

The results of the second hypothesis test showed that motivation affected teacher performance by 0.295 with a $t_{Statistic}$ value of 2.209, indicating that the value was > 1.96 and the value of P Values was 0.029, indicating that the value was <0.05. Thus, it can be concluded that there is a significant effect between motivation on teacher performance at SDN Ngaliyan 01 Semarang, so hypothesis 2 is accepted.

The results of the third hypothesis test showed that organizational culture had an effect on teacher performance by 0.603 with a $t_{Statistic}$ value of 3.008, indicating that the value was > 1.96 and the value of P Values was 0.003, indicating that the value was <0.05. Thus, it can be

concluded that there is a significant effect between organizational culture on teacher performance at SDN Ngaliyan 01 Semarang, so hypothesis 3 is accepted

Suggestion

The training for the teachers of SDN Ngaliyan 01 Semarang has already good, but it would be better if the training also refers to the indicators of improving teacher performance. Therefore, the positive effect of the training can improve the teacher performance, especially for the teaching and learning process, so as to create effective and innovative learning to follow the development of the real world.

Teachers of SDN Ngaliyan 01 Semarang must maintain and improve the supporting factors in increasing motivation from the factors of responsibility, awards, wages, policies, work relations, supervision, and so on, in order to improve teacher performance so as to improve the school quality.

All stakeholders of SDN Ngaliyan 01 Semarang must maintain and improve organizational culture and good service, so that a harmonious work environment and optimal customer satisfaction can be achieved. Individualism and seniority embedded among the teachers and school members must be minimized since it can hinder the performance.

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