



# The Development Model of public Junior High School Teacher Performance in Semarang City

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### Abstract

The research aim teacher performance that is influenced by various factors, including principal leadership, organizational culture, MGMP participation, and job satisfaction. This study focuses on exploring the direct and indirect effects of these factors on the performance of Junior High School teachers in Semarang City. The sampling using proportional random sampling, selecting 220 teachers from seven state schools in Semarang City. Path analysis using the Amos 23.0 program was utilized for data analysis, with questionnaires serving as the primary data collection tool. The research reveals that principal leadership has a direct impact on both organizational culture and MGMP participation. Organizational culture directly affects MGMP participation, and the principal's leadership directly influences job satisfaction. Organizational culture also has a direct effect on job satisfaction. However, MGMP participation does not significantly affect job satisfaction. Job satisfaction plays a vital role in influencing teacher performance, with a direct impact on performance. MGMP participation, on the other hand, also directly affects teacher performance. Regarding indirect effects, job satisfaction acts as a mediator between principal leadership and teacher performance, as well as between organizational culture and teacher performance. However, it is not a significant mediator in the relationship between MGMP participation and teacher performance.

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## INTRODUCTION

Teachers are educators who have the main task of teaching, educating, guiding, building, helping to direct and even form the character and personality of the pupils. Teacher who has an important role in the educational process should be managed well, accurately, and correctly, so that the main tasks of teachers as educators and teachers can be carried out efficiently and effectively. That's why teachers are called upon to be more professional in doing their job (Riadi, 2016).

Based on data from the Regional Education Balance, (Kemendikbud, 2019) that the problems that the nation is facing today in creating professional teachers, appears to still not meet the target expectations. The government has made various efforts to improve the performance of teachers, including through grading activities, technical counselling, training, education grading and income increases through teacher certification programmes, but the reality is still not to maximize teacher performance, especially in managing learning. The high performance of teachers is demonstrated through the professionalism of the teachers in mastering the competence of the teacher. One of the competences that must be mastered by the guru is the planning of learning. (Peraturan Pemerintah Nomor 19 Tahun 2005, n.d.). UKG Value of Provincial Capital in Java Island

**Table 1.** Indonesian Education Balance, Kemendikbud, 2019

Teacher Competence Test Value of the Provincial Capital of Java Island		Province	Score
No	Region Name	Province	Score
1	DIY	Yogyakarta City	70,95
2	Central Java	Semarang City	68,69
3	West Java	Bandung City	65,55
4	East Java	Surabaya City	63,54
5	DKI Jakarta	DKI Jakarta	63,37
6	Banten	Banten City	61

Based on Table 1. it can be explained that the UKG rating in Semarang city of 68.69 occupies second place compared to Bandung city of 65,55, Surabaya city of 63,54, Jakarta province DKI of 63.37 and Banten province of 61. Semarang is the capital of central Java as a prototype city, expected to be able to provide significant value compared to the area in central Java. (Kemendikbud, 2019). In the majority of the presentations of teachers (PNS and Non PNS) in Semarang, almost 50% are not certified or certified. Teachers who have already certified 52,0%, while those who have not been certified are 48,0%. (Kemendikbud, 2021).

With a large number of teachers, optimum learning activities can be achieved. Teachers are the most influential component in creating quality educational processes and outcomes. Therefore, to significantly improve the quality of education, there is a need for the support of professional and qualified teachers. When teachers are really charged to have high performance. With high performance then the level of human resources in Indonesia will start to increase slightly especially in the field of education. This is in line with the research carried out by (Komalasari et al., 2020) that the current educational conditions are at a mediocre and conservative level of change. However, in

connection with efforts to improve the quality of human resources, this must be addressed immediately. The head of the school faces a greater challenge than in the past in carrying out its daily duties and functions.

The success of the head of the school in improving the quality of learning is a joint task between the teacher and the head. (Khasanah et al., 2019). The head of the school plays a very important role in moving the various components in the school so that the learning process of teaching at the school goes smoothly. The head of school as a leader has the authority and policy to improve the quality of education (Asvio et al., 2019). In his role as the head of the school should be able to understand the needs and feelings of the people who work especially the performance of teachers to improve the success of quality and educational activities.

Performance is influenced by organizational culture positively and significantly (Muis et al., 2018). Later in the study (Handayani & Rasyid, 2015) showed that the head of school's organizational culture significantly affects the performance of teachers. This is in line with research (Fadhillah & Fahmi, 2017) suggesting that there is a positive and significant difference between organizational culture and teacher performance. The result of the regression is 0.704, which means that any change in the culture of the organization will relatively affect the performance of teachers by 70.4%. The results show that the more organizational culture is formed, the higher the teacher's performance and, instead, the lower the organization's culture, the less the teacher is performing.

The tendency of the emergence of various issues that occur in schools is due to the uncertainty between the performance program of the head of the school and the teacher in the school regarding their duties, functions and authority, which can have an impact on the pupils. Then it is necessary a container or place as a tool of gathering in the field to carry out various activities aimed at collecting various information and experiences through the study of understanding so as to emerge new ideas or ideas.

The development of insights can be done through meeting forums (MGMP), training or self-development and learning efforts. The tasks and roles of teachers from day to day are becoming heavier, as science and technology develop. MGMP is an association or association for teachers of subjects that serves as a means of communicating, learning and exchanging thoughts and experiences in order to improve teacher performance. (Najri, 2020). According to the research carried out by (Sitisyarah, 2018) there is a significant positive relationship of teacher participation in MGMP with the performance of Mathematics teachers in the State High School of Palembang with a correlation of 0.420% or a moderate positive relationship.

In addition to the leadership factors of the head of the school, the organizational culture and the participation of the MGMP, there are also important and influential factors that maximize the performance of a teacher is job satisfaction. Teacher performance can also be enhanced by job satisfaction (Hamidi et al., 2019). Employment satisfaction expresses a number of correlations between a person's expectations of his or her work which can be the performance of the work provided by the organization and the reward given by the organisation and the compensation given for his/her work. (Sukidi & Wajdi, 2017).

In fact, one is encouraged to be active because he hopes that such a thing will bring a better and more satisfying situation than the present one (Poceratu, 2021). Job satisfaction is an impact or result of performance efficiency and success in work (Saputri et al., 2016). There is a close relationship between need, action or behavior and satisfaction. Therefore, satisfaction is pleasant with the conformity of one's expectations with the reward provided. Teacher satisfaction affects performance, discipline, and quality of performance. (Lismeida & Meilani, 2017). How would someone feel enjoying what they do, so that they can then give a positive impact to what is expected. The

head of school needs to pay attention to this so that then there is a culture that triggers a positive impact on the teacher's performance. A

teacher who feels the job satisfaction will always improve his performance. Job satisfaction can affect the achievement of the target time to complete the job and optimize the quality. Teachers who feel dissatisfied tend to have no incentive to maximum performance. So the teacher doesn't feel enthusiastic about doing his job.

Based on the phenomenon of gap and research gap it is necessary to conduct a study to study the research that has been done first, then the researchers took the title “The development Model of Public Junior High School; Teacher Performance in Semarang City”.

**METHOD**

A quantitative approach is a study that consolidates its analysis on numerical data or numbers processed by statistical methods and is carried out on inferential research or in order to test the hypothesis so as to obtain a significant relationship between the variables studied (Sugiyono, 2016), the method of analysis used in this study is path analysis.

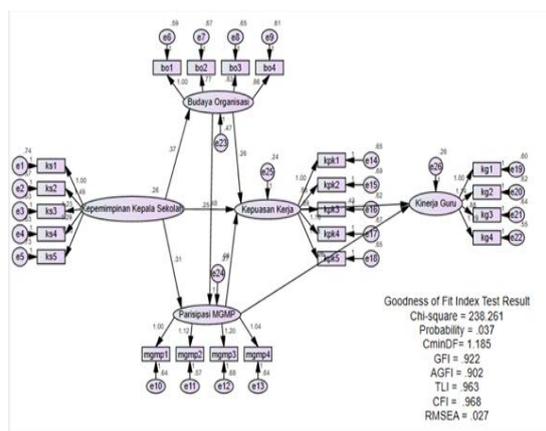
The population data of this study consisting of teachers who are in the State High School of Semarang city as many as 1614 teachers, with the number of samples used as much as 220 people. The technique used this study is using Proportionate Stratified Random Sampling on State High school in Semarang City. In the data collection, the authors compiled a number of lists of questions written through google forms of a total of 22 questions. The evaluation technique uses the Likert Scale which includes the options Very Agree (5), Agree (4), Neutral (3), Disagree (2), Very Disagrees (1).

The analytical tests used are prerequisite tests related to validity tests, reliability tests and goodness of fit models. Hypothesis tests is used path analysis techniques that include direct and indirect influence tests.

**RESULTS AND DISCUSSIONS**

Before testing the hypothesis, a goodness index of fit model is tested to determine the validity of the proposed research model.

The goodness of fit test results on the structural model are as shown in the figure below.



**Figure 1.** Structural Equation Model

Based on table 2 it can be seen the test results meet the standard values, so the above model is declared good or fit. Therefore, the above models can be used in this study.

**Table 2.** Goodness of Fit Index Test Result

Goodness of fit index	Cut-off value	Results	Model Evaluation
X <sup>2</sup> chi square	Small	238.261	Marginal
RMSEA	≤ 0.08	0.027	Good
GFI	≥ 0.90	0,922	Good
AGFI	≥ 0.90	0.902	Good
CMIN/DF	≤ 2.0	1.185	Good
TLI	≥ 0.90	0.963	Good
CFI	≥ 0.90	0.968	Good
NFI	≥ 0,90	0.829	Marginal

Source: Processed data, 2023

The direct influence analysis aims to test whether the variables of the head of school leadership, organizational culture, MGMP participation, job satisfaction have a direct impact on teacher performance. Direct influence results can be seen in Table 3

**Table 3.** Direct Effect Analysis Results

Influence	Estimate	P	hypothesis
Leadership of Head of School > Organizational Culture	0,369	0,007	Accepted
Leadership of Head of School > MGMP Participation	0,312	0,005	Accepted
Organizational Culture > MGMP Participation	0,248	0,002	Accepted
Leadership of Head of School > Job Satisfaction	0,483	0,000	Accepted
Organizational Culture > Job Satisfaction	0,258	0,001	Accepted
MGMP Participation > Job Satisfaction	0,062	0,004	Unaccepted
Job Satisfaction > Teacher Performance	0,431	0,000	Accepted
MGMP Participation > Teacher Performance	0,261	0,007	Accepted

**Dirrect effect analysis**

**The leadership of the head of school has a significant influence on the culture of the organization.**

The results of the research show that the leadership of the head of school has an influence on the culture of the organization. The success of education in schools is largely determined by the success of the head of school in managing the educational resources available in the school (Channing, 2020); (Zakiy, 2022). This is in line with the research (Ilmasari & Alhadi, 2019) which suggests that the role of the Head of school is very important and influential in developing the culture of the school because the head himself is the leader in every decision making that is to be achieved. The head of school was very influential in implementing and informing school citizens about the new policy on school culture. Most Junior High School teachers in Semarang consider the leadership of the current head of school to be the right target, especially in an effort to build a good school culture by constantly coordinating with teachers or other element of the school. The head of school often involves teachers in decision-making, so that the desired goal can be achieved with the cooperation of various parties. The organizational culture shown by the teacher of the Junior High School in Semarang can be seen from within considering a decision observed in detail and carefully. Besides, in completing the job, most teachers are already doing their job by creating new innovations.

**The leadership of the head of school has a significant influence on teacher participation in the MGMP.**

The results of the test of the relationship between the two variables showed that the leadership of the head of the school significantly influenced the participation of teachers in the MGMP. This is in line with the research (Setiadin, 2018) suggesting that the influential head of school gave advantage in the follow-up of the teacher's dissertation of subjects (MGMP), training and seminars by motivating teachers to pursue higher education according to the study of expertise. The findings are in line with the

research carried out by (A. A. M. P. Ida et al., 2014) stating that the leadership of the head of school and the teacher's activity in following the teachers' discussion of subjects (MGMP) against the performance of the economics/accounting teacher of the Junior High School of the Kendal District simultaneously and partially. The results of this study show that the leadership of the head of the school is able to provide incentive, consistency to teachers to continue to participate in the teachers' discussion of subjects (MGMP) in the city of Semarang so that the goal of the vision and mission of school can be achieved well.

**Organizational culture has a significant influence on teacher participation in MGMP.**

The results of testing the relationship between the two variables have a significant impact on MGMP participation. Organizational culture is a basic pattern created, discovered or developed by a particular group as a learning to address the problems of external adaptation and formal and well-implemented internal integration. (Yuswani, 2016). This is in line with a study conducted by Luthfiyya (2021) stating that organizational cultural variables influence MGMP participation. Organizational culture also becomes a link between members within the organization so that it can channel positive energy, as well as better guide organizations to lead. The results of this study show that the organizational culture that was created in the Semarang Junior High School has been running well. This can be reinforced by the statement that the organizational culture in the school has been conditioned to support the implementation of the programmes in participating MGMP. So that the culture of the school that is well embedded in the Junior High School Semarang can support the learning process in each school.

**The leadership of the head of school has a significant influence on job satisfaction.**

The test results of the relationship between the two variables showed that head leadership had a significant influence on job satisfaction. When the head of the school plays a good role in

job satisfaction, then job contentment will increase. This is in line with a study conducted by Irvawan & Sutarya, (2021) showing that head of school leadership collectively contributes to improved job satisfaction. This research reinforces the theory that school as a system, in achieving optimum job satisfaction, is not free from the leadership factor of the head of school.

The results of this study show that the leadership role of the head of school in the Junior High School in the city of Semarang has already worked properly. It can be seen from the statement that the head of the school gives the teacher an opportunity to improve knowledge of the learning material and model, so that the teacher has a sense of satisfaction in working to improve their knowledge. This is in line with (Mulyasa, 2008) that the head of the school is an innovator.

**Organizational culture has a significant influence on job satisfaction.**

Research conducted by (Wijaya, 2018), which states that a good organizational culture will have a major influence on the behavior of its members due to its high level of cohesion and intensity to create an internal climate. Organizational culture also creates, improves, and ins high performance. This finding is in line with research conducted by (Khustina & Devi, 2023) stating that the better the organizational culture perceived by the Digital Agency employees, then the performance of the employees will improve or and vice versa. The results of this study show that organizational culture plays a major role in improving the job satisfaction of high school teachers in the city of Semarang. This can be seen from the statement that teachers respect each other's individual rights, teachers are able to complete tasks according to their skills, and teachers can provide innovative ideas to support the learning process. This is in line with the statement (Sopiah, 2008) that organizational culture is an organizational value system that produces an environment conducive and sustainable quality improvement so that there is satisfaction with the results achieved.

**MGMP participation had no significant impact on job satisfaction.**

The test results of the relationship between the two variables showed that MGMP's participation did not have a significant effect on employment satisfaction. It can be seen from the results of the statement that the lack of facilities and facilities in the activities of MGMP in the State Department of Semarang city. By this it can be concluded that the level of teacher satisfaction in MGMP participation is less than maximum. The scope of MGMP's activities, as described in the MGMP (2008) technical guidelines, is that there are actual means of disseminating new information, but they do not actually correspond to the conditions in the field.

**Jobs satisfaction has a significant positive impact on teacher performance.**

The results of the test of the relationship between the two variables show that job satisfaction significantly affects teacher performance. This is in line with research carried out by (Rahmasari & Hastuti, 2023) stated that work satisfaction affects the performance of teachers. The teacher's performance is influenced by the level of teacher satisfaction that he feels during the school. The results of this study showed that the teacher job satisfaction rate in Semarang Junior High School has increased by looking at the data of teacher increases received as PNS and PP3K staff each year. Thus the still honourable teacher continues to struggle to obtain the desired position so that later satisfaction will appear in him. This is in line with a study carried out by Aziizah, (2018) which states that job satisfaction influences teacher performance characterized by leadership attention to subordinates, co-workers, salary/wage, the job itself and the increase of posts so that it can improve the performance of teachers.

**MGMP participation has a significant impact on teacher performance.**

The test of the relationship between the two variables shows that MGMP involvement significantly affects teacher performance. This is in line with research carried out by (Manurung, 2020) stating that Teacher's Eyes of Teaching has a positive and significant influence on teacher performance. The role of participation in MGMP is urgently needed to improve the performance of teachers. MGMP's activities as a container exchange of picks and evaluates the learning system in the school. The results of this study show that in the participation of MGMP, state high school teachers in the city of Semarang participated in the follow-up to MGMP. This can be seen from the statement that this MGMP activity is very necessary teacher participation, because by participating teachers can exchange ideas about the learning system in the school. Furthermore, the MGMP activities can be used as a place to solve problems related to more innovative and evolving systems. It is in line with (Dian, 2015) proposal that MGMP is a necessary forum as a container for teachers to improve knowledge for smooth teaching learning process in accordance with educational purposes.

**Indirect Effect Analysis****The leadership of the head of school has a significant influence on the performance of teachers through job satisfaction.**

This study is in line with Nababan et al., (2022) which states that there is a significant influence between the leadership of the head of the school through the job satisfaction on the performance of the teacher.

The results of this study show that the role of the head of the Junior High School in the city of Semarang is very necessary in terms of improving the performance of teachers based on job satisfaction. From the results of the statement can be shown that the head of the junior high school in the city of Semarang has played a very good role in improving the performance of teachers, that is to say, the process of learning in the school goes smoothly and as expected.

**Organizational culture significantly influences teacher performance through job satisfaction.**

This is in line with a study conducted by Satata et al., (2022) showing that there is a significant influence between organizational cultures on the performance of teachers. This positive value can be used as a prediction that if the cultural value of an organization increases then the value of teacher performance will also increase. The results of this study show that the organizational culture carried out by every school that exists in the Junior High School of Semarang city, has been well implemented. This can be seen from the statement that teachers are capable of implementing new innovations, besides teachers can complete tasks both individually and with teams.

**MGMP participation has no significant impact on teacher performance through job satisfaction.**

The results of this study show that MGMP participation has no significant influence on teacher performance through job satisfaction. This means that employment satisfaction is not able to mediate the influence of MGMP's participation on the performance of teachers. This can be seen from the statement that not all teachers are present and are able to pay close attention when participating in MGMP in Semarang Junior High School. By this it can be concluded that the level of teacher satisfaction in MGMP participation is less than maximum. According to (Afandi, 2018) job satisfaction is a positive attitude of the workforce covering feelings and behaviour towards his work through the evaluation of one job as appreciation in achieving one of the important values in work. Job satisfaction is known to be achieved when teachers are able to engage in decision-making and policy making at school. The involvement in the work is a psychological measure of the individual's work and has regarded the performance as a measure for their self-esteem. This is in line with the statement (Scott et al., 2003) that the employee's work involvement with his working group, and the nature of the decision-

making process. This study is in line with the research carried out by (Aulia & Savitri, 2021) which states that MGMP participation shows a positive and significant relationship between the involvement in MGMP activities. When there is a desire of a teacher who plays a role in decision-making to participate in the MGMP, then the performance of Junior High School Teachers in Semarang City will improve. Based on the description above, previous research results are inconsistent with the results of this study that found the impact of job satisfaction can mediate MGMP participation on teacher performance.

**CONCLUSION**

Based on the results and interpretation of the research, the study concluded that the leadership of the head of the school has a direct influence on the organizational culture and participation of MGMP, the culture of the organization has an influence over the satisfaction of the work and the participation in MGMP; the MGMP participation has no direct impact on employment satisfaction, the job satisfaction has an impact directly on the performance of teachers, and the MGMP participation directly affects teacher performance.

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