

TEACHER PERFORMANCE FROM THE PERSPECTIVE OF GOAL SETTING THEORY: THE INFLUENCE OF COMPETENCE, WORK CULTURE, MOTIVATION, JOB SATISFACTION, AND WORK ENVIRONMENT

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Abstract

Teacher performance plays a crucial role in determining the quality of education. Although some teachers have demonstrated good performance, issues such as low discipline, lack of participation, and weak collaboration among teachers are still found. This study investigates how competence, work culture, motivation, job satisfaction, and work environment affect the performance of teachers at Muhammadiyah high schools in Banyumas Regency. This study involved 149 teachers from Muhammadiyah high schools in Banyumas Regency. A quantitative survey method was used to analyze the SEM-PLS data after collecting data through an online questionnaire. The results show that competence, work culture, and work motivation do not have a significant effect. In contrast, job satisfaction and work environment have a positive and significant influence on teacher performance. These findings highlight that psychological and environmental aspects are more decisive in improving teacher performance than technical factors. In line with Goal Setting Theory, environmental support and individual satisfaction are key to achieving work goals. Practically, these results imply that Muhammadiyah schools should focus more on creating a healthy work environment and improving teacher well-being. Theoretically, this research also enriches the development of performance models based on psychosocial aspects.

Keywords: Competence, Work Culture, Work Motivation, Job Satisfaction, Work Environment, Teacher Performance

INTRODUCTION

One of the most important components in the development of a country is education (Viac & Fraser, 2020). As stated by (Werang et al., 2023), Education serves as a means to improve the quality of human life, where the knowledge and skills gained can produce quality products that contribute to the progress of society. Quality education is able to create positive changes in an individual's life physically, mentally, and spiritually (Apriliani et al., 2024).

According to Ki Hajar Dewantara, the purpose of education is to form individual freedom that remains based on discipline and responsibility in life together (M. Wahib MH et al., 2022). One of the main factors in achieving this goal is the quality of human resources, especially teachers (Ingarianti et al., 2022). As the spearhead in the education system, teacher performance greatly determines the quality of learning and the achievement of educational goals (Saine et al., 2023; Zulmanjaya, 2023; Toha et al., 2024). Therefore, understanding more about the components that affect teacher performance is essential.

Teachers are expected to have adequate competence, strong motivation, a positive work culture, and a conducive work environment support in order to carry out their roles optimally (Susanto et al., 2021; Padang & Kasheem, 2025). Teachers with superior performance contribute to providing effective teaching, guiding the development of students to the maximum, and contributing to the improvement of the quality of education (Viac & Fraser, 2020).

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in Indonesia emphasizes the importance of improving the quality of teachers. Article 20 letter (a), it is explained that teachers are obliged to arrange, implement, and assess the learning process professionally. This indicates that teachers must carry out their duties well and responsibly to achieve quality education. In addition, Article 4 of the same law emphasizes the importance of teacher professionalism in an effort to increase creativity and productivity in carrying out their duties (Latifah, Nur., Supena, 2020).

The change in regulations encourages a more comprehensive teacher performance assessment system, not only focusing on administrative aspects, but also on improving professionalism and learning quality. Teachers are encouraged to continuously improve performance, maintain commitment, and strengthen professional reputations (Zulmanjaya, 2023). Effective human resource management, including increased competence and motivation, is key to producing optimal performance (Putri & Ferdian, 2022).

The Muhammadiyah Primary and Secondary Education Council (DIKDASMEN) is responsible for the management of Muhammadiyah high school schools in Banyumas Regency. Muhammadiyah High School has advantages in the implementation of structured Islamic character education, collegial leadership based on ta'awun values, and strengthening independence through the boarding school system (Hidayati et al., 2022; Kholili, 2024; Sutarna et al., 2021). The five Muhammadiyah high schools managed are SMA Muhammadiyah 1 Purwokerto, SMA Muhammadiyah Tambak, SMA Muhammadiyah Sokaraja, SMK Muhammadiyah 3 Purwokerto and SMA MBS Zam Zam. These five schools play a very important role in forming an intelligent and noble generation, in line with the values and mission of Muhammadiyah. Although most of the teachers in the school showed good performance, there were still obstacles in some schools related to low teacher performance. Based on field observations, problems such as low discipline, weak relationships between colleagues, and lack of participation in school activities were found.

Factors such as low motivation, interpersonal communication problems, and lack of work discipline are suspected to be the main causes (Susanto et al., 2021). This low teacher performance deserves serious attention because it has direct implications for the quality of education received by students (Thanh et al., 2020). Therefore, to improve the quality of schools and education in Banyumas Regency, it is very important to conduct further research on what factors affect the performance of teachers at Muhammadiyah High School in Banyumas Regency.

Conceptually, individual performance is influenced by a number of factors, such as work design, leadership, leadership style, organizational culture, job satisfaction level, work environment, loyalty, commitment, and work discipline, personality, motivation level, ability, insight, (Kasmir, 2016). This research focuses on five factors that are considered to have high relevance in the education sector, namely competence, work culture, work motivation, job satisfaction, and work environment (Elisnawati et al., 2023; Junaidi, 2021; Nurwin & Frianto, 2021; Wibowo et al., 2020).

One of the components of teacher competence is pedagogic competence, which includes skills in designing, implementing, and evaluating the learning process effectively (Alzoraiki et al., 2023; Minarsih & Dekawati, 2024). Teachers with high levels of competence generally show better performance and contribute to improving the quality of student learning outcomes (Arman et al., 2022; T. Hidayat et al., 2020; Susanto et al., 2021). According to Lumanauw (2022), Competence can be used as an indicator in assessing performance, where the higher a person's competence, the better it will produce. This view is reinforced by a number of other studies conducted by (Apriliani et al., 2024; As'ad Ajmal, 2021; Elisnawati et al., 2023; M. J. Hidayat, 2020; T. Hidayat et al., 2020; Lumanauw, 2022; Nurwin & Frianto, 2021; Susanto et al., 2021; Thanh et al., 2020) which found that competence had a positive effect on teacher performance. However, there are also conflicting findings (Setyanti, 2020 : Junaidi, 2021) so further research is still needed.

Work culture is an important factor that affects the pattern of interaction and collaboration between teachers in the school environment. A work environment based on a positive culture will create a harmonious work environment and support the achievement of common goals, while a negative culture has the potential to cause conflict and reduce performance (Anwar et al., 2023; Darmawati et al., 2022). In order to strengthen the organizational culture, the institution or management needs to pay attention to the conditions and needs of its employees so that employees do not feel that they work individually. Efforts that can be made include providing solutions to the problems being faced and providing adequate facilities to encourage employee enthusiasm and work proscupivity (Rohman & Aisyanti, 2022). A number of studies such as (Darmawati et al., 2022; Djaman et al., 2021; Febriani & Ramli, 2023; Firjatullah et al., 2023; T. Hidayat et al., 2020; Mulyana et al., 2021; Putri & Ferdian, 2022; Wibowo et al., 2020) shows that a positive work culture can increase teachers' motivation and commitment in carrying out teaching tasks. On the other hand, the results of the study from (Thanh et al., 2020) revealed that a bad work culture can cause dissatisfaction, decreased performance, and conflicts between individuals in the school environment.

Another factor that affects teacher performance is work motivation, both intrinsic and extrinsic. Teachers who are highly motivated tend to show high work morale, loyalty, and dedication to completing their tasks (Djaman et al., 2021; Melianah et al., 2020; Sukiyah et

al., 2021). Some studies have also found that high motivation can increase productivity and work effectiveness, which ultimately has a positive impact on the quality of education (Solihatun et al., 2021). These findings are in line with research (Apriliani et al., 2024; As'ad Ajmal, 2021; Djaman et al., 2021; Elisnawati et al., 2023; M. J. Hidayat, 2020; T. Hidayat et al., 2020; Junaidi, 2021; Nurwin & Frianto, 2021; Sukiyah et al., 2021; Suryawan & Salsabilla, 2022; Susanto et al., 2021; Thanh et al., 2020) which concluded that work motivation has a positive impact on improving teacher performance. However, research findings regarding motivation for performance are not always consistent (Maharani et al., 2024; Mulyana et al., 2021; Setyanti, 2020).

Job satisfaction is a factor that also affects the performance of teachers in carrying out their duties. Satisfied teachers usually show high enthusiasm for their profession and actively contribute to various activities in the school environment (Paparang et al., 2021; Solihatun et al., 2021) The level of satisfaction is influenced by various factors, such as harmonious interpersonal relationships with colleagues, support from leadership, the availability of adequate facilities, and appreciation for the performance received (Bagis et al., 2023). Similarly, a number of studies by Junaidi (2021); Stuart et al., 2021; Stuart & Stuart (2022) shows that teacher performance is positively influenced by job satisfaction. However, a study from Haekel Awwali et al., (2024) shows that teacher performance is not affected by job satisfaction.

Another factor that affects teacher performance is the work environment. A conducive environment, both physical and non-physical, can create a sense of comfort, lower stress levels, and encourage increased productivity (Firjatullah et al., 2023; Sutrisno et al., 2023). According to Darmawati et al., (2022), social support, open communication, and the availability of adequate infrastructure and facilities are important components of a healthy work environment. In addition to increasing motivation and enthusiasm for teaching, a conducive work environment also improves the relationship between educators and students, which ultimately leads to better performance (Jopanda, 2021; Wibowo et al., 2020). Research results of As'ad Ajmal, (2021); Darmawati et al., (2022); Firjatullah et al., (2023); Putri & Ferdian, (2022); Sinambela & Lestari, (2021); Thanh et al., (2020); Wibowo et al., (2020), strengthened this research, by showing that a positive work environment significantly improves performance. However, Junaidi (2021) also found that performance can be negatively affected by the work environment. According to Maharani et al. (2024) the work environment has a positive and insignificant effect on performance.

Based on the above background, the purpose of this study is to investigate how the performance of teachers at Muhammadiyah High School in Banyumas Regency is influenced by competence, work culture, work motivation, job satisfaction, and work environment. This study is a development of the previous research by Hidayat et al., (2020), by adding two variables, namely, job satisfaction and work environment suggestions from the research of (Sholihin & Arida, 2021). It is hoped that the findings of this research can significantly improve the quality of education, especially in Muhammadiyah schools, especially Muhammadiyah Banyumas High School.

REVIEW OF LITERATURE

Goal Setting Theory

This research is based on the Goal Setting Theory proposed by Locke (1968), who explains that goal setting has a significant effect on individual performance because a person's behavior is guided by the values and goals he sets (Wagiyono et al., 2020). In the context of education, teachers who understand and accept work goals tend to have a higher commitment to achieving the expected results (Syukron, Hendriani, & Maulida, 2022). A conducive work environment also strengthens the relationship between goals and performance, as it can increase comfort, productivity, and motivation (Wibowo et al., 2020). Therefore, Goal Setting Theory is relevant to explain the influence of competence, work culture, motivation, job satisfaction, and work environment on teacher performance.

Teacher Competence and Performance

Competencies, which consist of knowledge, skills, and abilities, are important factors that significantly contribute to the improvement of individual performance within a company. According to Arman et. al (2022), Competency is a basic characteristic of individuals that is related to the effectiveness of performance in work. A teacher with high abilities tends to carry out tasks effectively and efficiently and has the ability to find the right solutions to problems in the workplace (Beram et al., 2023). Workers with superior competence not only show higher levels of productivity, but they are also able to adapt to dynamic and difficult work environments (Susanto et al., 2021). In addition, strong competence also plays a role in minimizing the risk of work errors and improving the quality produced, thus indirectly supporting the achievement of optimal organizational targets (Elisnawati et al., 2023).

Therefore, a person's contribution to the achievement of organizational performance and productivity is positively correlated with the level of competence possessed by the individual. Various empirical findings from several previous researchers (Apriliani et al., 2024; As'ad Ajmal, 2021; M. J. Hidayat, 2020; T. Hidayat et al., 2020; Lumanauw, 2022; Nurwin & Frianto, 2021), these empirical results consistently prove that there is a positive and significant relationship between competence and employee performance.

H1: Competence has a positive effect on teacher performance

Organizational Culture and Teacher Performance

Organizational culture plays a role in influencing individual performance because it forms a system of values, norms, and work practices that direct the behavior of members within the organization (Mulyana et al., 2021). Harahap & Amanah (2018) defines organizational culture as a form of attitude owned by the organization as a value built by sub-units or members of the organization. A strong and positive organizational culture can increase employee emotional bonds and foster a sense of ownership of the organization's vision and mission (Wibowo et al., 2020). According to Robbins and Judge (2013), a supportive organizational culture can help create a good work atmosphere. A good working atmosphere will encourage the workforce, including teachers, to achieve the set performance standards. In situations like these, a healthy work culture encourages people to be proactive, cooperative, and responsible. As a result, productivity and quality of work increase significantly (Febriani & Ramli, 2023).

Therefore, a strong and positive organizational culture has a greater impact on improving individual performance. Ultimately, this has a direct impact on the achievement of organizational goals and the overall success of the organization (Firjatullah et al., 2023).

Previous studies, such as (Darmawati et al., 2022; Djaman et al., 2021; Febriani & Ramli, 2023; Firjatullah et al., 2023; T. Hidayat et al., 2020; Mulyana et al., 2021; Putri & Ferdian, 2022; Wibowo et al., 2020), consistently found that organizational culture contributes significantly and positively to improving employee performance.

H2: Organizational culture has a positive effect on teacher performance

Work Motivation and Teacher Performance

Motivation in the workplace is essential for increasing individual productivity because it encourages people to work harder, be more diligent, and be more assertive to achieve their goals (Haxhihyseni et al., 2023). The encouragement that encourages members of the organization to be willing and ready to dedicate their knowledge, abilities, time, and energy to complete various tasks under their responsibility and fulfill their commitments in order to achieve the goals and objectives of the institution is known as teacher work motivation, according to Siagian (2015). Educators with high enthusiasm tend to be more enthusiastic, resilient to pressure and difficulties and have a positive outlook (Hartati et al., 2020; Sukiyah et al., 2021). In addition, motivation increases accountability and reduces work delays which have an impact on the quality and results of work (Djaman et al., 2021). Therefore, the higher the work motivation possessed by teachers, the better the performance produced, which ultimately supports the achievement of organizational goals effectively and efficiently (Basuki et al., 2022). Thus, the higher the work motivation possessed by teachers, the better the performance produced, which ultimately supports the achievement of organizational goals effectively and efficiently (Bagis et al., 2023). Various previous studies (Apriliani et al., 2024; As'ad Ajmal, 2021; Elisnawati et al., 2023) consistently show that work motivation has a positive and significant effect on employee performance.

H3: Work motivation has a positive effect on teacher performance

Job satisfaction and teacher performance

Job satisfaction plays an important role in improving individual performance in the organization, because satisfied workers tend to have higher enthusiasm and commitment in completing tasks (Slameto et al., 2017). Junaidi (2021) Job satisfaction is the feeling of being happy or unhappy with employees when they see and carry out their responsibilities. Factors that shape job satisfaction include rewards, comfortable work environments, good interpersonal relationships, and self-development opportunities (Fitriana et al., 2024a). The fulfillment of these aspects increases work motivation which has an impact on productivity and work quality (Junaidi, 2021) In education, teachers' job satisfaction contributes directly to the effective performance and achievement of organizational goals (Bin Nordin et al., 2020), in accordance with the findings of various previous studies that show a positive influence of job satisfaction on performance (Firjatullah et al., 2023; Junaidi, 2021; Paparang et al., 2021; Suryawan & Salsabilla, 2022)

H4: Job satisfaction has a positive effect on teacher performance

Work environment and teacher performance

A good work environment greatly affects teacher performance because it can provide a sense of comfort and security and encourage them to perform tasks optimally (Sutrisno et al., 2023). Nurrohmah & Hernawati (2024) the work environment is defined as all conditions and elements around the workplace that can affect the activities, comfort, safety, and productivity of employees in carrying out their duties. According to (M. J. Hidayat, 2020), an ideal work environment includes good teacher relationships, adequate facilities, and

supportive physical and psychological conditions. According to Robbins and Judge (2013), a positive work environment can help teachers become happier and more motivated, which in turn improves their performance. In addition, a friendly work environment also helps reduce stress and fatigue, which in turn improves work quality and productivity (Hulu et al., 2022). Previous research has shown that the Lestari work environment has a significant positive effect on teacher performance As'ad Ajmal, (2021); Darmawati et al., (2022); Firjatullah et al., (2023); Putri & Ferdian, (2022); Sinambela & Lestari, (2021); Thanh et al., (2020); Wibowo et al., (2020) so that the improvement of the work environment contributes to the success of achieving organizational goals.

H5: Work environment has a positive effect on teacher performance

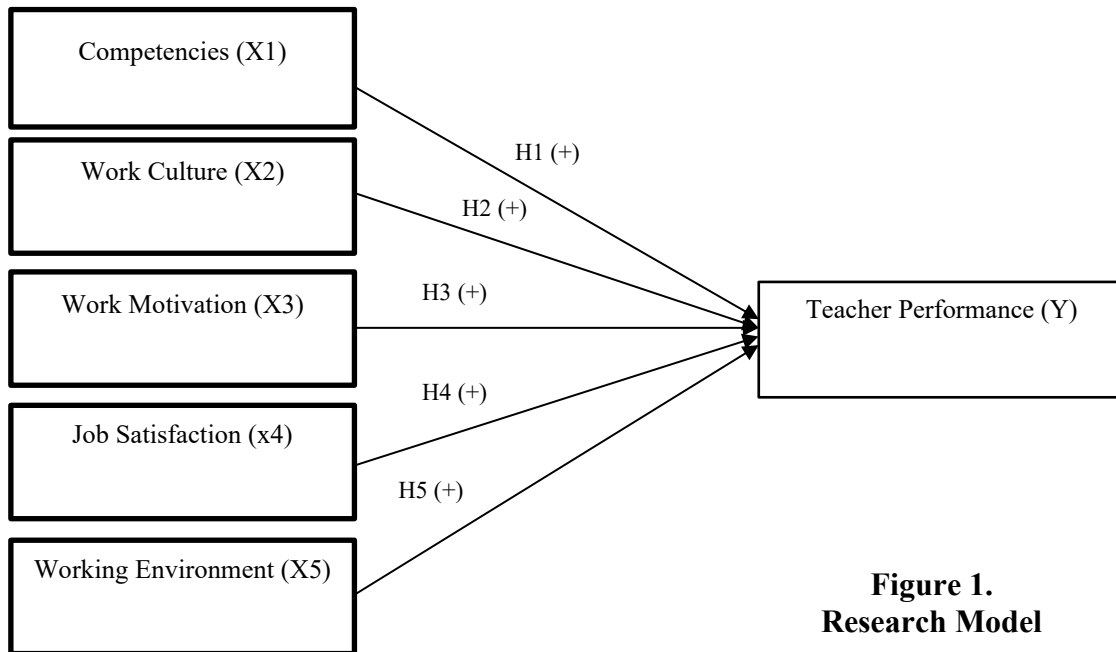


Figure 1.
Research Model

RESEARCH METHOD

This study uses a quantitative approach to determine whether there is a statistically significant relationship between competence, work culture, work motivation, job satisfaction, and work environment. The population of this study is 149 teachers. Data collection uses primary data obtained directly through a digital questionnaire (Google Forms) containing statements related to the research variables, then distributed to Muhammadiyah High School teachers in the former Banyumas Province in 2025. The sampling technique of this study uses the saturated sampling method (Sugiyono, 2018). The questionnaire consists of 37 items, with a five-point Likert scale (Sugiyono, 2018). The research instrument was developed from various references: competence (3 indicators, 5 items, Arman et. al, 2022); work culture (4 indicators, 6 items, Arman et. al, 2022), work motivation (4 indicators, 6 items, Fransiska & Tupti, 2020), job satisfaction (5 indicators, 5 items, Robbin & Judge, 2015); work environment (7 indicators, 7 items, Fachrezi & Khair, 2020); and teacher performance (8 indicators, 8 items, Zuhri et al., 2023). Data analysis was carried out using SmartPLS with the SEM-PLS version 3.0 method (Hair et al., 2017).

RESULTS AND DISCUSSION

This study uses Partial Least Square or PLS, with the aim of reducing the variance of dependent variables when expressing parameter models (Ghozali, 2015). In this study, 149 respondents filled in. All questionnaire data is prepared for analysis and collected with a 100% return rate.

Table 1.
Respondent Demographics

Identitas	Information	Frequency	Percentage
School Origin	SMA MBZ Zam – zam Cilongok	62	41.6%
	SMA Muh. 1 Purwokerto	35	23.5%
	SMA Muh. Sokaraja	17	11.4%
	SMA Muh. Tambak	16	10.7%
	SMK Muh. 3 Purwokerto	19	12.8%
Gender	Male	75	50.3%
	Female	74	49.7%
Age	25 – 30 Year	62	41.6%
	30 – 35 Year	17	11.4%
	35 – 40 Year	17	11.4%
	> 40 Year	53	35.6%
Education Level	Diploma I	12	8.1%
	Diploma III	1	0.7%
	S1	117	78.5
	S2	19	12.8%
Tenure	1 - 5 Year	76	51%
	5 - 10 Year	26	17%
	>10 Year	47	32%

Table 1 shows the demographic results of most respondents. Most of the respondents came from SMA MBZ Zam-zam Cilongok, namely 62 respondents (41.6%). This is because the number of students is larger and has more diverse learning programs such as boarding schools, extracurricular activities so that additional educators are needed. Based on gender, the majority of respondents were male as many as 75 people (50.3%). This is because assertive attitudes towards men are more easily considered as a leadership trait than women who behave the same way (Bagis et al., 2025). Regarding age, most of the respondents between the ages of 20 and 30 were 62 people (41.6%), followed by respondents with the age of >40 years as many as 53 people (35.6%). Based on the working period, the most respondents with a working period of 1-5 years were 76 people (51%) and a working period of >10 years as many as 47 people (32%). This condition reflects the combination of teacher educators and young teachers who are just starting their careers with experienced senior teachers, as a process of regeneration to replace teachers who are about to retire or the addition of new teaching staff, so that the continuity between knowledge and experience in the school environment remains stable (Anvarovna, 2024) Judging from the level of education, the most respondents with a S1 education level were 117 people (78.5%).

The following is data management carried out by applying the PLS 3 method. The purpose of this PLS data analysis is to gain a deeper understanding of the relationships between variables. PLS testing can also generate new information that can be communicated through simple analysis (Ghozali, 2015). The following are the findings of the review.

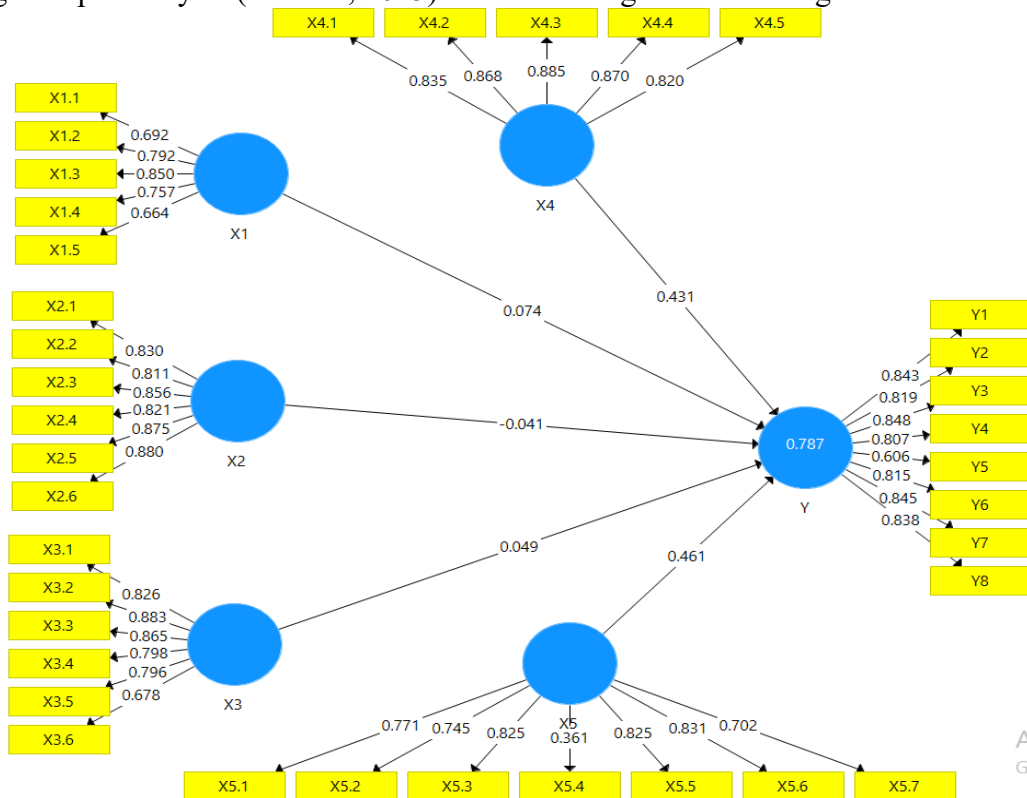


Figure 2.

Structural Model Results

Looking at figure 2, the results of outer loading for each variable studied. The data is analyzed in 2 rounds and omits the X1.1 indicator; X1.5; X3.6; X5.4; Y.5 and X5.7. Because the indicator has an outer loading value below 0.7. If the outer loading is above 0.7, the indicator is appropriate (Hair et al., 2019).

In addition, the reliability testing of the construct also showed very satisfactory results. For the construct as a whole, Cronbach's Alpha value is above 0.90 which signifies high internal consistency. The Composite Reliability value also exceeds the recommended minimum value, which is above 0.90 for all constructs. Meanwhile, the Average Variance Extracted (AVE) value has exceeded the minimum value for each of the four structures of 0.50. These findings suggest that each construct can explain more than 50% of the variance of its indicators. The following is presented Table 2 which summarizes the outer loading values, reliability (Cronbach's Alpha, rho_A, Composite Reliability), and convergent validate (AVE) of each construct:

Table 2.
Loading Factor – Construct Reliability and Validity

Items	Factor Loading	Cronbach's Alpha	rho_A	Composite Reliability	The Average Variance Extracted (AVE)
X1.2	0.817				
X1.3	0.899	0.921	0.927	0.938	0.716
X1.4	0.852				
X2.1	0.830				
X2.2	0.812				
X2.3	0.856	0.909	0.909	0.932	0.733
X2.4	0.820				
X2.5	0.875				
X2.6	0.880				
X3.1	0.826				
X3.2	0.904				
X3.3	0.883	0.927	0.928	0.941	0.696
X3.4	0.838				
X3.5	0.827				
X4.1	0.835				
X4.2	0.868				
X4.3	0.885	0.818	0.823	0.892	0.734
X4.4	0.871				
X4.5	0.820				
X5.1	0.797				
X5.2	0.802				
X5.3	0.859	0.882	0.886	0.914	0.680
X5.5	0.824				
X5.6	0.839				
Y1	0.849				
Y2	0.820				
Y3	0.853				
Y4	0.821	0.909	0.915	0.932	0.733
Y6	0.807				
Y7	0.855				
Y8	0.834				

Source: SmartPLS Output

Table 3.
Uji Goodness of fit

	Saturated Model	Estimated Model
SRMR	0.061	0.061
d ULS	1.833	1.833

d_G	1.185	1.185
Chi-Square	935.041	935.041
NFI	0.783	0.783

Source: SmartPLS Output

Based on the results of the analysis in Table 3, the results of the mode suitability test showed an SRMR value of 0.061. This result is smaller than the 0.08 threshold recommended by (Hair et al., 2017). Thus, it can be said that the fit of the model is already good. Thus, it can be concluded that this research model in general has a fairly good level of model suitability and is feasible to be used in further analysis.

Table 4.
R Square

Variabel	R Square	R Square Adjusted
Teacher Performance	0.763	0.755

Source: SmartPLS Output

Based on the results of the analysis in Table 4, it can be seen that the R square Adjusted value for the teacher performance variable reaches 0.755. This value shows that competence, work culture, work motivation, job satisfaction, and work environment are able to explain the teacher performance variable by 75.5%. Therefore, the value of R R-squared adjusted can be said to be strong.

Table 5.
Hypothesis Test

Hypothesis	Original Sample (O)	T Statistics ((O/STDEV))	T Tabel	P Values	Result
H1 Competence -> Teacher Performance	0.058	1.060	1.655	0.290	Rejected
H2 Work Culture -> Teacher Performance	0.010	0.109	1.655	0.923	Rejected
H3 Work Motivation -> Teacher Performance	0.017	0.114	1.655	0.885	Rejected
H4 Job Satisfaction -> Teacher Performance	0.537	7.894	1.655	0.000	Accepted
H5 Work Environment -> Teacher Performance	0.362	5.312	1.655	0.000	Accepted

Source: SmartPLS Output

Based on the results of the analysis in Table 5. To test the acceptance and rejection of the hypothesis, if the P value is less than 0.05, then the hypothesis condition can be accepted and considered significant (Bagis, Adawiyah, & Sudjadi, 2024). The results of the study on the first hypothesis showed that there was no influence between competence and teacher performance, because the t-statistical value < t-table (1,060 < 1,655) and the p-value > 0.05, which was 0.290 > 0.05, then hypothesis one was rejected. Based on the second hypothesis, work culture had no effect on teacher performance, the t-statistical value < t-table (0.114 < 1.655) and the p-value was 0.885 > 0.05. These results suggest that the second hypothesis is rejected. The third hypothesis is that there are insignificant positive results with a t-statistical value < t-table (0.114 < 1.655) and a p-value of 0.885 > 0.05. In addition, the fourth hypothesis is accepted with a t-statistical value > t-table (7,894 > 1,655) and a p-value

of ($0.000 < 0.05$ and the fifth hypothesis has a t-statistical value $> t\text{-table}$ ($5,312 > 1,655$) and a p-value of $0.000 < 0.05$. It is said that hypotheses four and five are accepted.

Teacher competence and teacher performance

According to the Goal Setting Theory developed by Locke and Latham (1990), the achievement of optimal performance is highly dependent on the existence of specific and challenging goals. However, the results of this study indicate that teacher competence does not have a significant effect on performance. These findings suggest that competencies, without being supported by a structured and clear direction of work objectives, do not automatically result in improved performance. This is in line with the findings of Susanto et al., (2021) and Setyanti (2020), who emphasize that non-technical factors such as intrinsic motivation, organizational policies, and work environment support also play a crucial role in determining individual performance levels.

In the institutional context, Muhammadiyah also gives a unique dimension to the work orientation of teachers, which is more based on the values of devotion and sincerity, rather than solely on the achievement of formal targets. As a result, the correlation between competence and performance tends to be statistically insignificant. The rejection of goal setting theory in the research results is supported by researchers (Rahim & Ho, 2023; Tang & Li, 2021). The results of the interview with the principal revealed that although teachers have adequate professional capacity and are active in competency development activities, there has not been a substantial improvement in performance. This is allegedly due to the absence of challenging and measurable work goals. In addition, the results of statistical analysis show that teachers still do not have adequate skills in managing classroom learning, and are still limited in receiving criticism and suggestions from students and colleagues. These results are reinforced by previous research (R. Hidayat, 2021; Junaidi, 2021; Setyanti, 2020) which also found that the influence of competence on performance was positive but not significant.

Work Culture on Teacher Performance

The results of research at SMA Muhammadiyah show that work culture has been proven to have no significant influence on teacher performance. This is reinforced by the findings of Darmawati et al., (2022) and Thanh et al., (2020) which emphasize that factors such as organizational structure, leadership, and intrinsic motivation are more decisive in driving performance than the work culture itself.

Foundation-based institutions tend to be hierarchical and uphold seniority. As a result, many teachers are not involved in goal setting and decision-making takes place on a top-down basis. Teachers' attachment to organizational goals becomes less due to low teacher involvement. Interviews with senior teachers show that, although the stability of the work culture creates a harmonious atmosphere, it does not provide enough stimulus for teachers to develop professionally. The absence of significant challenges makes teachers tend to stay in their comfort zone and do not show significant performance improvements.

According to Goal Setting Theory, a work culture that is too stable without the support of a goal system that demands higher achievement can hinder performance. This is in line with research (Rohman & Aisyanti, 2022; Thanh et al., 2020) which indicate that the contribution of work culture to performance improvement is positive but not strong enough to produce a significant impact. The rejection of this goal setting theory is supported by researchers (Wibowo, 2020).

Work motivation for teacher performance

The results of this study show that the work motivation of teachers in Muhammadiyah High School does not have a significant influence on performance. These findings are in line with the study of M. S. Hidayat et al., (2024) which revealed that aspects such as curriculum quality, organizational order, and effective leadership play a greater role in determining the success of teacher performance (Komma et al., 2025; Melianah et al., 2020).

Based on the results of the interviews, the motivation of teachers tends to be internal, such as the desire to teach, but it is not always accompanied by a directed work goal. In addition, there are limited welfare, especially for non-civil servant teachers, such as the amount of salary, job security and supporting facilities that are obstacles in realizing maximum work performance. In addition, the statistical results show that teachers are not fully prepared to face challenges to improve the quality of their teaching. In the perspective of Goal Setting Theory, motivation that is not supported by measurable goals and adequate systemic support is not capable of producing real performance improvements. This is reinforced by the results of previous research (R. Hidayat, 2021; Mulyana et al., 2021; Setyanti, 2020; Maharani. et al., 2024) which states that the influence of motivation does not always have a significant contribution to teacher performance.

Job Satisfaction with teacher performance

The level of job satisfaction of teachers in SMA Muhammadiyah reflects the main principle in the Goal Setting Theory put forward by Locke and Latham (1990), namely that optimal performance is achieved if individuals have clear goals and are supported by positive psychological conditions. The results of the interviews showed that well-being, which is reflected through teachers' levels of satisfaction, is influenced by harmonious interpersonal relationships, a supportive work environment, and recognition of their work. These factors increase the motivation, discipline, and participation of teachers in the school program. Job satisfaction theoretically encourages commitment in setting and achieving goals (Slameto et al, 2017).

In addition, Goal Setting Theory emphasizes that evaluation and feedback are an important part of the goal achievement process. In situations like this, the availability of adequate facilities and a supportive work environment is an important factor to improve teacher performance (Junaidi, 2021 & Fitriana et al., 2024). The results of a study by Bin Nordin et al., (2020) found that productivity and learning innovation were positively correlated with the level of job satisfaction. This finding is also strengthened by Firjatullah et al. (2023); Junaidi (2021); Paparang et al., (2021); Suryawan & Salsabilla, (2022). Therefore, efforts to improve teacher performance depend on the integration between job satisfaction, clarity of goals, and an effective evaluation system in accordance with the principles of Goal Setting Theory. In line with that, the application of Islamic Spiritual Well-Being (ISWB) can also strengthen the psychological well-being of teachers through the internalization of the values of sincerity, gratitude, trust, and patience, which in turn supports the achievement of work goals in a more meaningful and ethical manner (Bagis et al., 2024).

Work environment on Teacher Performance

Research at Muhammadiyah High School shows that the work environment has a significant influence on teacher performance. This is in accordance with the goal setting theory of Locke and Latham (1990), which emphasizes the importance of a work environment that supports the achievement of performance goals. The existence of adequate

facilities, support from the principal is considered to be able to create a safe working atmosphere and teachers feel valued, thus encouraging productivity in achieving work goals (M. J. Hidayat, 2020). The results of the interviews showed that teachers felt valued and encouraged to increase productivity when they were in a safe, supportive, and cooperative work environment. The principal also noted that teachers who are satisfied with environmental conditions tend to be more enthusiastic, innovative, and responsible in carrying out their duties.

Furthermore, Robbin & Judge (2015) emphasize that a positive work environment contributes to increased satisfaction and commitment to learning goals. Other supporting factors such as a structured evaluation system and constructive feedback also strengthen the effectiveness of goal implementation. Hulu et al., (2022) added that a healthy work environment serves as a buffer against work pressure, thus supporting performance sustainability. In the context of educational organizations, Darmawati et al., (2022) emphasized that a conducive work environment is a strategic element that strengthens the achievement of institutional goals. The findings of the study are strengthened by (As'ad Ajmal, 2021; Darmawati et al., 2022; Firjatullah et al., 2023; Putri & Ferdian, 2022; Sinambela & Lestari, 2021; Thanh et al., 2020; Wibowo et al., 2020) show that the work environment has a significant effect on teacher performance. When associated with Goal Setting Theory, a supportive work environment allows teachers to stay motivated, have a clear work direction, and be able to overcome challenges in achieving maximum work results.

CONCLUSION

This study concluded that competence, work culture, and work motivation did not have a significant effect on teacher performance, while job satisfaction and work environment showed a significant positive influence. These findings confirm that psychological and situational aspects, such as environmental comfort and job satisfaction, are more dominant in influencing performance than technical factors such as competence. From a theoretical perspective, the findings of this study support the Goal Setting Theory, which emphasizes that competence, motivation, job satisfaction, culture, and work environment will have an impact on performance if directed to clear, measurable, and challenging goals. Teacher competence must be linked to work targets, work culture needs to support the achievement of goals, motivation is focused on real goals, job satisfaction is the basis for goal acceptance, and a supportive work environment will strengthen these achievements. Meanwhile, on the practical side for SMA Muhammadiyah, these results are the basis for implementing a goal-based work system, setting measurable targets, linking training with performance indicators, building a competitive and productive work culture, maintaining teacher satisfaction through awards and support, and creating a conducive work environment so that teachers can work more purposefully and optimally in achieving targets. The limitation of this study lies in the scope of respondents which is limited to Muhammadiyah High School teachers, which cannot be controlled by the researcher. Therefore, the next study is recommended to use a longitudinal approach by involving a wider and more diverse respondent to obtain a more comprehensive generalization.

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