

Influence of Self-Efficacy, Organizational Culture, and Job Satisfaction on The Performance of Madrasah Aliyah Teachers

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Abstract

There are several problems that occur in the field between the expected performance and the actual performance of MA teachers in Batubara Regency at this time. If this problem does not receive special attention and is handled seriously, the result will weaken the quality of madrasa education and even become a setback for the quality of student graduates. This research uses an explanatory correlational method. The results of this research. The findings of the teacher performance model formulated in this research are novel from the results of research which shows the development of a model for improving teacher performance, especially for Madrasah Aliyah teachers in Batubara Regency. This performance model has been tested for suitability with the most dominant proportion of influence from exogenous variables being organizational culture variables, followed by self-efficacy, and achievement motivation, and followed by the smallest proportion of influence being teacher job satisfaction variables. The order of the most influential exogenous variables shows that if you want to improve the performance of Madrasah Aliyah teachers in Batubara Regency, what needs to be improved first is organizational culture, followed by achievement motivation, job satisfaction, and self-efficacy with a total of direct and indirect influences, Spurious, and Unanalyzed who conducted tests of self-efficacy and organizational culture, achievement motivation and job satisfaction on the performance of Madrasah Aliyah teachers in Batubara Regency

Kata Kunci:

Efikasi Diri,
Budaya Organisasi,
Kepuasan Kerja, Kinerja
Guru

Abstrak

Terdapat beberapa permasalahan yang terjadi di lapangan antara kinerja yang diharapkan dengan kinerja sebenarnya guru MA di Kabupaten Batubara saat ini. Apabila permasalahan ini tidak mendapat perhatian khusus dan ditangani secara serius, maka akibatnya akan melemahkan mutu pendidikan madrasah bahkan menjadi kemunduran bagi mutu lulusan siswa. Penelitian ini menggunakan metode korelasional eksplanatori. Hasil penelitian ini Temuan model kinerja guru yang dirumuskan dalam penelitian ini merupakan novel dari hasil penelitian yang menunjukkan berkembangnya model peningkatan kinerja guru khususnya pada guru Madrasah Aliyah di Kabupaten Batubara. Model kinerja ini telah diuji kesesuaiannya dengan proporsi pengaruh yang paling dominan dari variabel eksogen adalah variabel budaya organisasi, diikuti oleh efikasi diri, motivasi berprestasi dan diikuti dengan proporsi pengaruh yang paling kecil adalah variabel kepuasan kerja guru. Urutan variabel eksogen yang paling berpengaruh menunjukkan bahwa jika ingin meningkatkan kinerja guru Madrasah Aliyah di Kabupaten Batubara maka yang perlu ditingkatkan terlebih dahulu adalah budaya organisasi, kemudian disusul motivasi berprestasi, kepuasan kerja dan efikasi diri dengan total pengaruh langsung dan tidak langsung, Spurious, dan Unanalyzed yang melakukan uji efikasi diri dan budaya organisasi,

INTRODUCTION

The responsibility for improving the quality of education lies primarily with teachers, who play a role as leaders in the learning process at school. The quality of teachers must truly represent human figures who are not only able to teach but also educate by providing concrete examples in social life (Akmalia 2019). Realizing this, teacher performance plays an important role in producing high-caliber graduates (Compris 2016). Not only that, high teacher performance also has the hope of increasing the quality of education (Siahaan, Syukri, and Akmalia 2022). According to Supardi, teacher performance is a measure of his ability to fulfill his obligations (Supardi 2013). This is also a representation of the work carried out by teachers in their capacity as professional educators (Arman, Talib, and Manda 2016). The low performance of teachers today can be seen from the 2022 UKG results data for Batubara Regency, which informs that there are still teachers who are not yet qualified, may not be present, or who have not met standard scores (Has, 2022). Apart from that, if we analyze the UKG results for North Sumatra Province, it is known that the average pedagogical competency score is 48.14, while the average professional competency score is 54.31 (Kompas 2015). This is largely due to the perception that teachers, in general, are not fully competent in fulfilling their responsibilities, particularly in terms of their pedagogical capabilities. Based on the results of the 2019 *Human Development Index (HDI)* assessment, Indonesia is ranked 111th out of 189 countries (UNDP 2019) and 72nd out of 77 countries. This is caused by low teacher competency and an education system that is too outdated (Yohana 2021).

Based on the results of observations that have been made, it was found that almost the average MA teacher in Batubara district has low performance. It is known that teacher performance during learning takes place, teachers more often use the lecture method and only use textbooks and learning media which are still conventional, and are unable to use technology such as infocus, web-based learning, and so on. Even MA teachers aged 40 years and over do not have knowledge in using digital-based learning methods because they are unable to operate laptops and the internet. The way students learn is still classical, where students are still limited to paying attention and seeing the teaching material that is only delivered by the teacher, where the delivery of teaching material is still classical and verbal. Learning planning outlined in the form of learning tools such as lesson plans is still seen to be minimal, in fact in some madrasahs teachers are found who do not prepare lesson plans at all before teaching. The results of interviews with several teachers revealed that their self-confidence in creating lesson plans, media and learning tools is still low, they are worried that they are not feasible, not interesting or not in accordance with students' needs. There is also empirical evidence in the field that administration related to teaching duties is prepared jointly with teachers in the same subject when the school principal or school supervisor will carry out an inspection. Apart from that, when the teaching and learning process takes place, teachers no longer arrive on time because their motivation to achieve has decreased, which is also indicated by a lack of interest in participating in workshops or webinars about teaching.

Several research results also reveal that the teacher's personal efficacy is the main factor that influences a teacher's performance (Attoriri 2020; Batubara 2021; Haq, Tholkhah, and Primarni 2020; Juliansyah 2018; Salimah and Mindarti 2017; Sjamsuri and Mulyani 2019; Sopandi 2019). Asthton and Webb state that teachers who have a high level of self-efficacy demonstrate superior organizational and teaching skills (Cherian and Jacob 2013). They can also easily resolve

academic difficulties and explain complex concepts (Shahzad and Naureen 2017) . In contrast, teachers who lack self-efficacy often feel disoriented, threatened, and unable to defend their methods or manage students effectively. Therefore, teacher performance and self-efficacy are significantly related, which will illustrate that as self-efficacy increases, teacher performance will also increase. Apart from self-efficacy, the impact of organizational culture on teacher performance is a widely accepted idea , many studies reveal that organizational culture in educational institutions has a direct impact on teacher performance with quite a large and positive influence (Indajang, Jufrizen, and Juliandi 2020; Pakpahan et al 2019; Prayoga, S., & Yuniati 2019; Ritonga 2020; Sari, Ahmad, and Harris 2021; Yesinta 2022), even organizational culture has a significant influence on the level of teacher achievement motivation of 61.4% (Ishak, Aunurrahman, and Aunurrahman n.d.) . Meanwhile, research by Saprudin, et al. revealed that self-efficacy has a direct influence on job satisfaction with the assumption that the higher a person's self-efficacy, the higher the person's level of job satisfaction (Saprudin et al. 2021) . Apart from that, there is a very significant positive relationship between teacher motivation and performance (Kamsidik 2019; Ndapaloka, Hardyanto, and Prihatin 2016; Sari et al. 2021) .

Some of the studies described above generally use various data analysis techniques, such as using path analysis, correlation analysis, multiple correlation, as well as using Outer and Inner Models and Bootstrapping. This is the research gap in this research, so it is very interesting and requires further research regarding this research gap with the hope that this will be novel in this research using path analysis data analysis techniques assisted by the SPSS application and testing the model obtained using Smart- PLS. In this regard, in order to improve the performance of Madrasah Aliyah teachers in Batubara Regency, it is necessary to conduct research on performance and the factors that influence it. To test the extent to which these factors can scientifically influence teacher performance, the variables of self-efficacy, organizational culture, achievement motivation and job satisfaction are continued to be researched in order to facilitate the detection of teacher performance so that comprehensive improvements can be made so that the teaching and learning process can run smoothly. effectively and efficiently.

RESEARCH METHODS

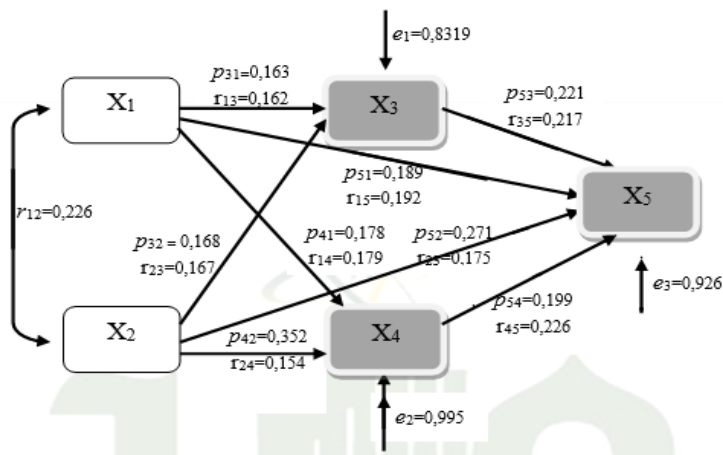
This type of research is quantitative causality research which is ex post facto, because the conditions of the variables studied are conditions that occurred before this research was carried out . This research is also classified as explanatory research which explains cause and effect relationships and tests the magnitude of the influence of exogenous variables on endogenous variables, both direct and indirect effects using path analysis . All Madrasah Aliyah teachers who teach in Batu Bara Regency spread across 12 (twelve) sub-districts, 19 schools with a total of 387 people were used as the population for use in this research. Meanwhile, the sample according to the Slovin formula was taken as many as 197. In this study there were five variables, namely four exogenous variables including self-efficacy, organizational culture, achievement motivation and job satisfaction and one endogenous variable, namely teacher performance.

The tool used in the investigation was a questionnaire. To test the hypothesis in this research, it was carried out using correlation statistical techniques, simple and multiple linear regression and partial correlation to path analysis which was preceded by an analysis requirements test. To be able to use correlation and regression analysis, there are requirements that must be met, including normality, homogeneity, regression linearity and significance tests, independent tests between exogenous variables, and model testing.

RESULTS AND DISCUSSION

Results

The path diagram illustrating the causal relationship between exogenous and endogenous variables is presented in the following figure:



The correlation matrix between variables from the path diagram of the hypothesized research variables is calculated using SPSS version 16 as follows.

Table 1
Matriks Korelasi Antar Variabel

Variable	X_1	X_2	X_3	X_4	X_5
X_1	1	.226	.162	.179	.192
X_2		1	.167	.154	.175
X_3			1	.076	.217
X_4				1	.226
X_5					1

The table above reveals that the strength of the relationship between the self-efficacy variable (X_1) and achievement motivation (X_3) is shown by the correlation coefficient (r_{13}) of 0.162. Based on the significance test (significance) of the correlation coefficient using the t-test, it was obtained that the calculated t was 2.292 and it turned out that $> t_{table}$ was 1.653 at $\alpha=0.05$; thus the correlation coefficient (r_{13}) = 0.162 is significant. The strength of the relationship between organizational culture variables (X_2) and achievement motivation (X_3) is shown by the correlation coefficient (r_{23}) of 0.167. Based on the significance test (significance) of the correlation coefficient using the t-test, it was obtained that the calculated t was 2.365 and it turned out that $> t_{table}$ was 1.653 at $\alpha=0.05$; thus the correlation coefficient (r_{23}) = 0.167 is significant. The strength of the relationship between the self-efficacy variable (X_1) and job satisfaction (X_4) is shown by the correlation coefficient (r_{14}) of 0.179. Based on the significance test (significance) of the correlation coefficient using the t-test, it was obtained that the calculated t was 2.540 and it turned out that $> t_{table}$ was 1.653 at $\alpha=0.05$; thus the correlation coefficient (r_{14}) = 0.179 is significant. The strength of the relationship between organizational culture variables (X_2) and job satisfaction (X_4) is shown

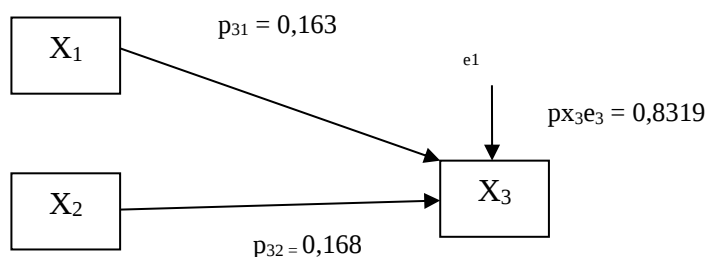
by the correlation coefficient (r_{24}) of 0.154. Based on the significance test (significance) of the correlation coefficient using the t-test, it was obtained that the $t_{\text{calculated}}$ was 2.176 and it turned out that t_{table} was 1.653 at $\alpha=0.05$; thus the correlation coefficient (r_{24}) = 0.154 is significant.

The strength of the relationship between the self-efficacy variable (X_1) and teacher performance (X_5) is shown by the correlation coefficient (r_{15}) of 0.192. Based on the significance test (significance) of the correlation coefficient with the t-test, it was obtained that the $t_{\text{calculated}}$ was 2.731 and it turned out that t_{table} was 1.653 at $\alpha=0.05$; thus the correlation coefficient (r_{15}) = 0.192 is significant. The strength of the relationship between the organizational culture variable (X_2) and teacher performance (X_5) is shown by the correlation coefficient (r_{25}) of 0.175. Based on the significance test (significance) of the correlation coefficient using the t-test, it was obtained that the $t_{\text{calculated}}$ was 2.481 and it turned out that t_{table} was 1.653 at $\alpha=0.05$; thus the correlation coefficient (r_{25}) = 0.175 is significant. The strength of the relationship between the achievement motivation variable (X_3) and teacher performance (X_5) is shown by the correlation coefficient (r_{35}) of 0.217. Based on the significance test (significance) of the correlation coefficient using the t-test, it was obtained that the $t_{\text{calculated}}$ was 3.103 and it turned out that t_{table} was 1.653 at $\alpha=0.05$; thus the correlation coefficient (r_{35}) = 0.217 is significant. The strength of the relationship between the job satisfaction variable (X_4) and teacher performance (X_5) is shown by the correlation coefficient (r_{45}) of 0.226. Based on the significance test (significance) of the correlation coefficient using the t-test, it was obtained that the $t_{\text{calculated}}$ was 3.363 and it turned out that t_{table} was 1.653 at $\alpha=0.05$; thus the correlation coefficient (r_{45}) = 0.226 is significant.

The path coefficient values in the figure above show that all paths have been tested as significant. So the path in the research structure proposed in the research does not need to be modified. Thus, all paths in the research structure have been built based on developing theories (research constructs) and have met the requirements for statistical hypothesis testing.

Simultaneous Sub Structure Test I

The influence of self-efficacy (X_1) and organizational culture (X_2) on achievement motivation (X_3).



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.092 ^a	.308	.062	13,020

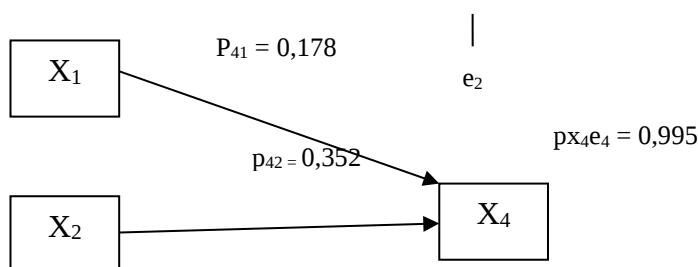
a. Predictors: (Constant), Organizational Culture, Self-Efficacy

The testing criteria are to reject H_0 if the significance of the $\text{calculated } F \text{ value}$ is < 0.050 or accept H_0 if the significance of the $\text{calculated } F \text{ value}$ is > 0.05 . Because the calculation results show $\text{calculated } F = 0.828$ with a significance level of 0.000 ; means H_0 is rejected or H_a is accepted. Thus, it can be concluded that self-efficacy (X_1) and organizational culture (X_2) have a direct positive effect on achievement motivation (X_3), therefore individual testing can be carried out.

The calculation results also show that the Termination Coefficient $R_1^2 = 0.308$. Meanwhile, the size of $\rho_{X_3 e_3} = \sqrt{1 - R^2} = 0.8319$.

Simultaneous Sub Structure Test II

The influence of self-efficacy (X_1) and organizational culture (X_2) on job satisfaction (X_4).



Model Summary

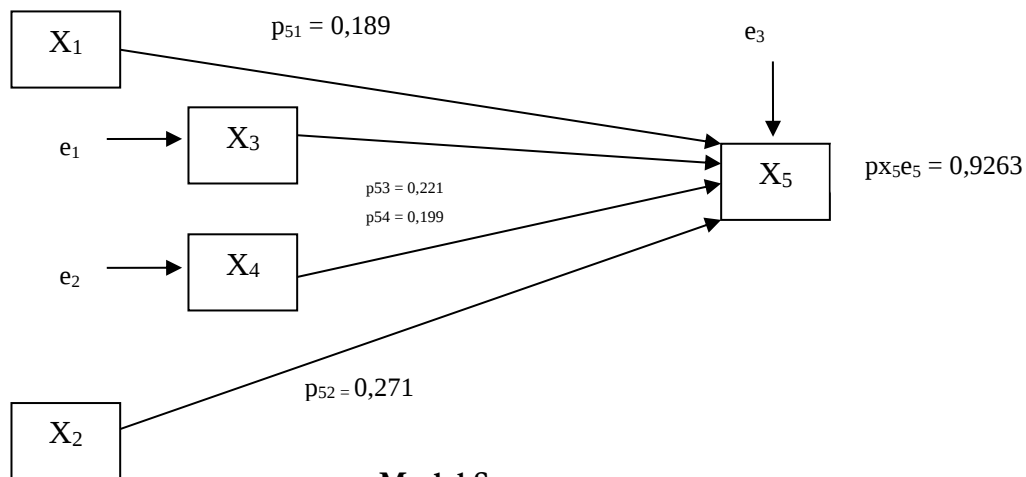
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,095 ^a	,009	,001	8,744

a. Predictors: (Constant), Organizational Culture, Self-Efficacy

The testing criteria are to reject H_0 if the significance of the $\text{calculated } F \text{ value}$ is < 0.05 or accept H_0 if the significance of the $\text{calculated } F \text{ value}$ is > 0.05 . Because the calculation results show $\text{calculated } F = 0.876$ with a significance level of 0.000 ; means H_0 is rejected or H_a is accepted. Thus, it can be concluded that Self-Efficacy (X_1) and Organizational culture (X_2) have a direct positive effect on Job Satisfaction (X_4), therefore individual testing can be carried out. The calculation results also show the Termination Coefficient $R_1^2 = 0.009$. Meanwhile, the size of $\rho_{X_4 e_4} = \sqrt{1 - R^2} = 0.995$.

Simultaneous Sub Structure Test III

The influence of the variables self-efficacy, organizational culture, achievement motivation and job satisfaction on teacher performance, as shown in the following figure.



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.206 ^a	.142	.022	9,299

a. Predictors: (Constant), Job Satisfaction, Organizational Culture, Self-Efficacy, Achievement Motivation

The testing criteria are to reject H_0 if the significance of the $\text{calculated F value}$ is < 0.05 or accept H_0 if the significance of the $\text{calculated F value}$ is > 0.05 . Because the calculation results show $\text{calculated F} = 2.126$ with a significance level of 0.009 ; means H_0 is rejected or H_a is accepted. Thus, it can be concluded that Self-Efficacy (X_1), Organizational Culture (X_2), Achievement Motivation (X_3), Job Satisfaction (X_4) has a direct effect on Teacher Performance (X_5), therefore individual testing can done. The calculation results also show that the Termination Coefficient $R_1^2 = 0.142$. Meanwhile, the size of $q_{x_5 e_5} = \sqrt{1 - R^2} = 0.9263$.

Partial/Individual Test of Sub Structure I: Hypothesis 1 and 2

Based on the calculation results, the path coefficient value $q_{31} = 0.163$ with $\text{calculated } t = 3.887$ and $t_{\text{table}} = 1.960$ at $\alpha = 0.05$. Because $t_{\text{calculated}} = 3.887 > t_{\text{table}} = 1.960$, then $H_0 : q_{31} \leq 0$ is rejected, and $H_a : q_{31} > 0$ is accepted that the path coefficient $q_{31} = 0.163$ is significant at the significance level $\alpha = 0.05$. By testing the acceptance of H_a , it can be concluded that self-efficacy has a direct positive effect on achievement motivation. Based on the calculation results, the path coefficient value $q_{32} = 0.168$ with $\text{calculated } t = 2.955$ and $t_{\text{table}} = 1.960$ at $\alpha = 0.05$. Because $t_{\text{calculated}} = 2.955 > t_{\text{table}} = 1.960$, then $H_0 : q_{32} \leq 0$ is rejected, and $H_a : q_{32} > 0$ is accepted that the path coefficient $q_{32} = 0.168$ is significant at the significance level $\alpha = 0.05$. By testing the acceptance of H_a , it can be concluded that organizational culture has a direct positive effect on achievement motivation.

Partial/Individual Test of Sub Structure II: Hypothesis 3 and 4

Based on the calculation results, the path coefficient value $q_{41} = 0.178$ with $\text{calculated } t = 2.189$ and $t_{\text{table}} = 1.960$ at $\alpha = 0.05$. Because $t_{\text{calculated}} = 2.189 > t_{\text{table}} = 1.960$, then $H_0 : q_{41} \leq 0$ is rejected, and $H_1 : q_{41} > 0$ is accepted that the path coefficient $q_{41} = 0.178$ is significant at the

significance level $\alpha = 0.05$. By testing the acceptance of H1, it can be concluded that self-efficacy has a direct positive effect on job satisfaction. Based on the calculation results, the path coefficient value $\beta_{42} = 0.352$ with $t_{\text{calculated}} = 4.724$ and $t_{\text{table}} = 1.960$ at $\alpha = 0.05$. Because $t_{\text{calculated}} = 4.724 > t_{\text{table}} = 1.960$ then $H_0: \beta_{42} < 0$ is rejected, and $H_1: \beta_{42} > 0$ is accepted that the path coefficient $\beta_{42} = 0.352$ is significant at the significance level $\alpha = 0.05$. By testing the acceptance of H1, it can be concluded that organizational culture has a direct positive effect on job satisfaction.

Partial/Individual Sub Structure Test III: Hypotheses 5, 6, 7 and 8

Based on the calculation results, the path coefficient value $\beta_{51} = 0.189$ with $t_{\text{calculated}} = 2.654$ and $t_{\text{table}} = 1.960$ at $\alpha = 0.05$ is obtained. Because $t_{\text{calculated}} = 3.887 > t_{\text{table}} = 1.960$, then $H_0: \beta_{51} \leq 0$ is rejected, and $H_1: \beta_{51} > 0$ is accepted that the path coefficient $\beta_{51} = 0.189$ is significant at the significance level $\alpha = 0.05$. By testing the acceptance of H1, it can be concluded that self-efficacy has a direct positive effect on performance. The path coefficient value $\beta_{52} = 0.271$ with $t_{\text{calculated}} = 2.005$ and $t_{\text{table}} = 1.960$ at $\alpha = 0.05$. Because $t_{\text{calculated}} = 2.005 > t_{\text{table}} = 1.960$, then $H_0: \beta_{52} \leq 0$ is rejected, and $H_a: \beta_{52} > 0$ is accepted that the path coefficient $\beta_{52} = 0.271$ is significant at the significance level $\alpha = 0.05$. By testing the acceptance of H_a , it can be concluded that organizational culture has a direct positive effect on performance. For the path coefficient value $\beta_{53} = 0.221$ with $t_{\text{calculated}} = 2.294$ and $t_{\text{table}} = 1.960$ at $\alpha = 0.05$. Because $t_{\text{calculated}} = 3.887 > t_{\text{table}} = 1.960$, then $H_0: \beta_{53} \leq 0$ is rejected, and $H_1: \beta_{53} > 0$ is accepted that the path coefficient $\beta_{53} = 0.221$ is significant at the significance level $\alpha = 0.05$. By testing the acceptance of H1, it can be concluded that achievement motivation has a direct positive effect on performance. And the path coefficient value $\beta_{54} = 0.199$ with $t_{\text{calculated}} = 2.122$ and $t_{\text{table}} = 1.960$ at $\alpha = 0.05$. Because $t_{\text{calculated}} = 2.122 > t_{\text{table}} = 1.960$, then $H_0: \beta_{53} \leq 0$ is rejected, and $H_1: \beta_{53} > 0$ is accepted that the path coefficient $\beta_{54} = 0.199$ is significant at the significance level $\alpha = 0.05$. By testing the acceptance of H1, it can be concluded that Job Satisfaction has a direct positive effect on Teacher Performance

DISCUSSION

Overall, the findings of this research show that the main performance problem studied for the population of Madrasah Aliyah (MA) teachers in Batubara Regency has been proven to be causally influenced by four variables, where the most dominant variable that has an influence is the organizational culture variable with a positive direct effect of 9.1%, then followed by the positive direct influence of self-efficacy of 5.0%, the positive direct influence of achievement motivation of 4.9%, and the positive direct influence of job satisfaction of 4.0%. The results of this research indicate that there is conformity between the research results and the theories used as the basis for building the construct of this research. The results of analysis of data using the Madrasah Aliyah (MA) teacher analysis unit in Batubara Regency are in accordance with and support the form of influence path developed by Ivancevich, Konopaske and Matteson (Ivancevich, Konopaske, and Matteson 2008) that self-efficacy, achievement motivation, job satisfaction and organizational culture have a direct influence on the performance of Madrasah Aliyah (MA) teachers in Batubara Regency. Based on the calculation results, the path coefficient value of achievement motivation for self-efficacy (β_{31}) = 0.163 and the correlation coefficient value is 0.162. After testing the significance of the path coefficient through the t test ($t_{\text{ht}} = 3.887 > t_{\text{tb}} (0.05) = 1.960$), it turns out that the path of influence of self-efficacy on achievement

motivation is significant and positive. This is in line with several relevant studies that there is a significant influence between self-efficacy and achievement motivation (Hikam 2021; Kuswadi 2015; Mulyani 2020) .

Organizational culture has a direct positive effect on the achievement motivation of MA teachers in Batubara Regency. This shows that increasing organizational culture indicators will result in an increase in achievement motivation indicators including job creativity, job challenges, enthusiasm for high achievement, the need for pleasant feelings at work, the need for mutual respect and relationships with colleagues. The indicators of organizational culture that can influence increasing achievement motivation are innovation and risk taking, attention to detail, results-oriented, people-oriented, team-oriented, aggressiveness and stability/steadiness. The results of this research are in line with the results of Chiar's research that organizational culture has a significant influence on madrasa teacher motivation (Chiar 2017) and the views of Danial, et al that the reality of madrasa culture is in the conducive category; the reality of teacher motivation is in the high category; and the correlation between madrasa culture and teacher motivation shows a positive correlation (Danial, Damopolii, and Syamsudduha 2019) .

After testing the significance of the path coefficient using the t test ($t_{ht} = 5.976 > t_{tb} (0.05) = 1.960$), it turns out that the path of influence of self-efficacy on job satisfaction is significant and positive. Thus, it has been proven through this research that self-efficacy has a direct positive effect on the job satisfaction of MA teachers in Batubara Regency, where an increase in the self-efficacy indicator results in an increase in the job satisfaction indicator which is interpreted as a person's feeling of pleasure towards their work. The results of this research are in line with the results of research (Zhang, Yin, and Wang 2023) , that there is an influence on teacher self-efficacy and job satisfaction. Alwisol (Alwisol 2012) describes the influence of efficacy on job satisfaction from a person's ability to be able to do something or act in a satisfactory way. This opinion explains that self-efficacy basically influences satisfaction. In line with this opinion, Judge and Bono (Judge and Bono 2001) emphasized that in general self-efficacy influences job satisfaction, meaning that individuals with a high level of self-efficacy will be more effective in overcoming difficulties and able to survive failure. This is in accordance with the expression of Judge, Bono and Locke (Judge and Bono 2001) that there is an indirect influence of self-efficacy on job satisfaction as part of self-evaluations (*core self-evaluations*) which can usually be through job characteristic variables (*perceived job characteristics*) or through job *complexity* .

Based on the calculation results, the path coefficient value for job satisfaction on organizational culture (ρ_{42}) = 0.352 and the correlation coefficient value is 0.154. After testing the significance of the path coefficient using the t test ($t_{ht} = 2.189 > t_{tb} (0.05) = 1.960$), it turns out that the path of influence of organizational culture on job satisfaction is significant and positive. Thus, it has been proven through this research that organizational culture has a direct positive effect on job satisfaction. The results of this research are in line with Macintosh and Doherty's view that the organizational culture model can explain the influence of 14.3% of variations in job satisfaction (Macintosh and Doherty 2010) . More firmly stated by Colquitt, Lapine, and Wesson that organizational culture has a direct influence on job satisfaction, especially in the context of the integrated model of organizational behavior (Colquitt, Lepine, and Wesson 2015) . Apart from that, several relevant studies reveal that there is an influence of organizational culture on job satisfaction (*Organizational culture -> Job satisfaction*) (Siburian 2014; Soomro and Shah 2019) . Based on the relevant research results above, it shows the relevance and further strengthens the results of this research that organizational culture has a direct positive effect on job satisfaction.

Based on the calculation results, the performance path coefficient value for self-efficacy (q_{51}) = 0.189 and the correlation coefficient value is 0.192. After testing the significance of the path coefficient using the t test ($t_{ht} = 2.654 > t_{tb}(0.05) = 1.960$), it turns out that the path of influence of self-efficacy on performance is significant and positive. The results of this research are in accordance with research results (Shahzad and Naureen 2017) that teacher *self-efficacy* is positively and significantly related to student academic performance and achievement. Ivancevich, Konopaske and Matteson (Ivancevich et al. 2008) emphasize the tendency aspect that several findings indicate that the higher an individual's self-efficacy, the tendency for their performance to be higher. Robbins & Judge even say that goal setting theory and self-efficacy theory have a joint effect on improving performance (Robbins and Judge 2009). Thus, if you want to improve performance, you first need to increase one's self-efficacy.

Based on the calculation results, the performance path coefficient value for organizational culture (q_{52}) = 0.271 and the correlation coefficient value is 0.175. After testing the significance of the path coefficient using the t test ($t_{ht} = 2.005 > t_{tb}(0.05) = 1.960$), it turns out that the path of influence of organizational culture on performance is significant and positive. Thus, it has been proven through this research that organizational culture has a direct positive effect on teacher performance. The results of this research support the basic theory of this research as expressed by Ivancevich, Konopaske and Matteson that organizational culture has a direct and indirect effect on performance (Ivancevich et al. 2008). This theory is further strengthened by (Darmawati 2020; Hutabarat 2015; Siburian 2014) that there is a positive direct influence of organizational culture on performance. Several relevant studies above further strengthen the results of this research that the proportion of organizational culture influences changes in teacher performance.

Based on the calculation results, the performance path coefficient value for achievement motivation (q_{53}) = 0.221 and the correlation coefficient value is 0.217. After testing the significance of the path coefficient using the t test ($t_{ht} = 2.294 > t_{tb}(0.05) = 1.960$), it turns out that the path of influence of achievement motivation on performance is significant and positive. Thus, it has been proven through this research that achievement motivation has a direct positive effect on performance. Research results (Adawiyah 2014; Napis and Noor 2021; Pohan 2019) reveal that achievement motivation partially influences teacher performance. Some of the previous research above turns out to be relevant to the test results of this research, namely that achievement motivation has a direct positive effect on performance. So it can be said that the level of achievement motivation of MA teachers has a direct positive effect on the level of performance. The results of the analysis above show that the increase in teacher performance is due to the direct and indirect influence of achievement motivation, both through self-efficacy and through organizational culture, amounting to 92.6%.

Based on the calculation results, the performance path coefficient value for job satisfaction (p_{54}) = 0.199 and the correlation coefficient value is 0.226. After testing the significance of the path coefficient using the t test ($t_{ht} = 2.122 > t_{tb}(0.05) = 1.960$), it turns out that the path of influence of job satisfaction on performance is significant and positive. Thus, it has been proven through this research that job satisfaction has a direct positive effect on teacher performance. The findings of this research are in line with research results (Widayati, Fitria, and Fitriani 2020; Yasinta 2018) that there is a strong influence between job satisfaction and teacher performance. Teachers will feel satisfied if the rewards they receive for their work can meet their living needs, and if the rewards they receive cannot meet their living needs, within a certain time there will be deep frustration, sadness and disappointment, which will result in their performance decreasing. Mullin

said that there tends to be a direct relationship between job satisfaction and increased performance, and even in the human relations approach, satisfaction leads to increased performance (Mullins, 2005). Some of the research results above are relevant to the results of this test, namely that job satisfaction has a direct positive effect on teacher performance. So it can be said that the level of job satisfaction of MA teachers in Batubara Regency has a direct positive effect on the level of teacher performance. The results of the analysis show that there is an increase in teacher performance due to the direct and indirect influence of job satisfaction, both through self-efficacy, organizational culture and through achievement motivation, amounting to 5.8%. Job satisfaction is the portion of influence of the variable that most dominantly influences changes in the performance improvement model that is being developed.

Based on the calculation results, the path coefficient value for teacher performance on self-efficacy (q_{51}) = 0.189 and the path coefficient for the indirect influence of self-efficacy on teacher performance through achievement motivation is 0.036. This provides clarity that self-efficacy has a positive indirect effect on teacher performance through achievement motivation of 3.6%. As previously stated, teacher performance refers to how a teacher carries out their responsibilities in the classroom and the way they interact with students while they are learning (Supardi 2013). Teachers who have high self-efficacy will like challenges that show their interest and involvement in an activity, increase effort when an action taken fails to achieve the goal they want to achieve, look for the causes of failure, and do not experience anxiety in approaching threatening tasks. This will influence the teacher's high achievement motivation, where he or she will have the desire to succeed, dare to face difficulties, dare to take risks, and not be afraid of facing failure. On the other hand, a teacher with low self-efficacy will avoid tasks that are considered difficult, will not try harder to complete the task and will easily give up when facing obstacles, as well as have a high level of anxiety and easily experience stress. As explained by Pervin, Cervone and Jhon, negative self-efficacy will be bad for health, because they cannot manage threatening events and experience great stress (Pervin, Cervone, and Oliver Jhon 2005). This uncondusive condition will have an impact on reducing teacher achievement motivation to carry out their duties optimally. Even Robbins & Judge say that goal setting theory and self-efficacy theory have a joint effect on improving performance (Robbins and Judge 2013). Thus, if you want to improve teacher performance, it is first necessary to increase a person's self-efficacy followed by motivation for achievement. The proof of this shows that people who have a strong sense of self-efficacy are more likely to be successful in their work, resulting in greater job satisfaction (Widyastuti and Wahyuni 2003). Bandura found that those who believed in their own ability to succeed in whatever they set out to do also had higher levels of motivation, clearer goals, more consistent emotional states, and more positive results from their efforts. A high level of job satisfaction is an indication of successful performance in the classroom (Bandura 1991). Robbins' research supports this idea, that teacher performance in achieving organizational goals is greatly influenced by their attitudes towards their work, their ability to do their work, their sense of self-efficacy. and their level of job satisfaction (Robbins 2007).

The unique drives of each educator and worker will shape the habits they develop while working (Timpe 2001). This is because cultural aspects in the workplace are still not seen as the "key" to success in Indonesia (Moeljono 2001). This stability allows an organization to face change but is unable to guarantee the safety and welfare of its constituents (Sutanto 2002). Therefore, high work motivation from each member is very important in creating a strong organizational culture (Ndraha 2005).

According to Siagian's theory, any educator who brings their 'personal culture' into the classroom or school must immediately study the institutional culture to determine what changes are necessary to effectively implement the fundamental premises in their teaching (Siahaan et al. 2021) . Individuals' tendencies, abilities, and desires to adapt their behavior to conform to the norms established in an organization depend largely on their capacity and motivation to achieve their professional goals and feel satisfied in their work. The work results of teachers and other employees at an educational institution will inevitably decline if they are not educated about the school's organizational culture. In general, the variations that occur in the performance of Madrasah Aliyah teachers in Batubara Regency are directly positively influenced by variations in self-efficacy, organizational culture, achievement motivation and job satisfaction. The high and low performance of Madrasah Aliyah teachers in Batubara Regency is influenced by the high and low levels of self-efficacy, organizational culture, achievement motivation and job satisfaction. The variations in the influence of exogenous variables on endogenous variables can then be described by formulating a teacher performance model which is built based on associative causal relationships between exogenous variables and adaptive endogenous variables, to be implemented in improving the performance of MA teachers in Batubara Regency which is influenced by self-efficacy, organizational culture, achievement motivation. and job satisfaction, both directly and indirectly. The MA Teacher performance improvement model that was developed can be seen in the following picture:

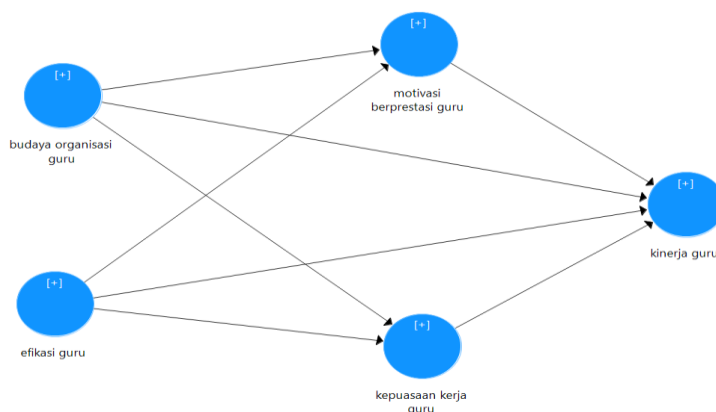


Figure 2. Model for Improving the Performance of MA Teachers in Batubara Regency

The findings of increased performance specifically for Madrasah Aliyah teachers in Batubara Regency have been tested for perfect fit with the dominant proportion of influence of exogenous variables being organizational culture variables, followed by self-efficacy, achievement motivation and followed by the smallest proportion of influence being teacher job satisfaction variables. The order of the most influential exogenous variables indicates that if you want to improve the performance of Madrasah Aliyah teachers in Batubara Regency, what needs to be improved first is the madrasah organizational culture, followed by self-efficacy, achievement motivation and job satisfaction.

CONCLUSION

Based on the research results and discussion of the research results, it can be concluded that there is a causal relationship between self-efficacy, organizational culture, achievement motivation, job satisfaction and performance of Madrasah Aliyah teachers in Batubara Regency. This means

that variations that occur in teacher performance are directly positively influenced by variations in self-efficacy, organizational culture, achievement motivation and job satisfaction. The variations in the influence of exogenous variables on endogenous variables then resulted in the formulation of a model for improving the performance of Madrasah Aliyah teachers in Batubara Regency. The performance improvement model specifically for Madrasah Aliyah teachers in Batubara Regency has been tested for perfect fit with the dominant proportion of influence of the economic variables being the teacher organizational culture variable ($p52 = 0.271$), and followed by achievement motivation ($p53 = 0.221$), job satisfaction ($p54 = 0.199$), and with the smallest proportion of influence is self-efficacy ($p51 = 0.189$).

The order of the most influential exogenous variables indicates that if you want to improve the performance of Madrasah Aliyah teachers in Batubara Regency, what needs to be improved first is organizational culture, then followed by achievement motivation, job satisfaction and self-efficacy with a total of direct and indirect influences, Spurious, and Unanalyzed which carried out self-efficacy and organizational culture, achievement motivation and job satisfaction on the performance of Madrasah Aliyah teachers in Batubara Regency was $R^2 = 0.286$ or 28.6%, while the influence of other factors outside the exogenous variables tested was $0.714 = 71.4\%$, with a path coefficient of $\sqrt{1 - 0.286} = 0.845$. In general, from the problems found above, the causes of low teacher performance can be seen from the aspects of self-confidence/efficacy, organizational culture, low teacher achievement motivation where unhealthy competition between teachers, lack of job satisfaction, interaction between teachers and school principals who are less communicative, poor teaching and learning facilities, low living standards and teacher welfare, and so on. The problems found above result in teacher performance decreasing and being low which will indirectly have an impact on reducing the quality of an educational institution. Therefore, this research is only limited to the causal relationship between self-efficacy, organizational culture, achievement motivation, job satisfaction and performance of Madrasah Aliyah teachers in Batubara Regency.

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