

**THE EFFECT OF COMPETENCE AND MOTIVATION ON TEACHER PERFORMANCE WITH
MODERATION OF ORGANIZATIONAL CULTURE
(Study on Madrasah Teachers In LP. Ma'arif NU In Gringsing District, Batang Regency)**

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Abstract - This study aims to determine the effect of competence and motivation on teacher performance by moderating organizational culture. Ma'arif NU throughout Gringsing District, Batang Regency. This research was conducted on 130 teachers of Madrasah Gringsing District, Batang Regency. The sample takes the entire population to be used as a research sample. Data analysis used validity test with component matrix, reliability test with Cronbach alpha, hypothesis was tested by multiple regression analysis.

The results of the study found that competence had a positive effect on performance. Motivation has a positive effect on performance. Organizational culture is proven as a moderating variable both the effect of competence on performance and the effect of motivation on performance

Keywords : *Competence, Motivation, Organizational Culture and Teacher Performance.*

I. INTRODUCTION

In the current era, education is basically a communication process which includes the transformation of knowledge, values, and skills both inside and outside school that lasts a lifetime from generation to generation. Minister of Education and Culture, Nadiem Makarim at the peak of the commemoration of National Teacher's Day, 25 November 2019, Change cannot start from above. Everything starts and ends with the teacher," the statement implied and stated how important the teacher's role was in achieving change. Teachers are the leading agents in a future of change. Future education and its quality and outcomes are greatly influenced by teachers. It is undeniable that the teacher is the most decisive factor in the success of education. The education system may change, the curriculum may change, educational infrastructure may develop, but all is in vain if the quality of teachers is low.

The quality of teachers is the most important thing and cannot be negotiated. No matter how good government policies are, they will not be able to successfully improve the quality of education if they are not followed by improving the quality of teachers. Who is the most responsible and obliged in improving the quality of teachers if not the state or the government as the organizer of state governance. So far, the government has not been negligent in its efforts to improve the quality of teachers. However, it must be admitted that efforts to improve the quality of teachers have not been carried out simultaneously, evenly and continuously.

Education is also very meaningful for the lives of individuals, communities and nations. According to Law no. 20 of 2003 concerning the National Education System (SISDIKNAS), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and morals. glorious. skills needed by himself, society, nation and state. This is in accordance with the 1945 Constitution of the Republic of Indonesia Article 31 paragraph 1 which reads "every citizen has the right to education". To realize these ideals, the government implemented a policy, namely the 9-year compulsory education policy. Education itself is divided into 2 lines, namely formal and non-formal education. Formal education itself can be taken from Elementary School (SD), Junior High School (SMP), and High School (SMA) or Vocational High School (SMK), it can even be reached up to college. Where this education can be taken by all groups, both upper class, middle class, and lower class because education does not recognize the social strata of society. Therefore, it is hoped that the younger generation of Indonesia can get the highest education possible.

In the education system itself, there are several components that support the implementation of education in a country, one of which is the teacher. The teacher is an element that has a major influence on the creation of quality educational processes and outcomes. In this case, teachers are required to improve professionalism in order to achieve educational goals. According to the Law of the Republic of Indonesia Number 14 of 2005 article 1, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education. . education. Overall, teachers are the most important component and have the most influence on the creation of learning processes and outcomes that are steeped in the national education

system, especially those held formally. This can be seen from many people who think that student success depends on the teacher, because the teacher is the most responsible person in determining student success.

Teacher performance is influenced by competence. Competence is According to Spencer in Sudarmanto (2014), the notion of competence is as a basic characteristic of an individual which is causally related to the criterion referenced effective and or very high performance in a job or situation. Research conducted by (Zulaikha, 2013) the results of the study state that competence has a positive effect on performance. Research conducted by (Supiyanto, 2015) the results of the study state that there is no positive influence between competence on performance.

Sweeney & McFarlin (2002) suggest that culture ideally communicates clearly messages about how we do things or act, behave around here ("how we do things around here"). Research conducted by (Omelia, 2021) shows that organizational culture has a positive effect on performance. Research conducted by (Indriyaningrum et al., 2020) that organizational culture moderates the effect of motivation on performance.

II. LITERATURE REVIEW

A. Competence

According to Spencer and Spencer in Sudarmanto (2015) Competence is an underlying characteristic of a person and is related to the effectiveness of an individual's performance in his work (an underlying characteristic's of an individual which is causally related to criterion – referenced effective and or superior performance in a job or situation) . According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 1 paragraph 10 states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties. In addition, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers also describes qualifications, competencies, and certifications.

According to Spencer and Spencer in Sudarmanto (2015) competence consists of 5 (five) characteristics, namely:

1. Motives

It is something that a person consistently thinks so that he takes action. Spencer added that motives are "drive, direct and select behavior toward certain actions or goals and away from others". For example, someone who has achievement motivation consistently develops goals that pose a challenge to himself and is fully responsible for achieving these goals and expects some kind of "feedback" to improve himself.

2. Traits

It is a character that makes people behave or how someone responds to something in a certain way. For example, such as self-confidence, self-control, fortitude or endurance.

3. Self Concept

It is a person's attitudes and values. Attitudes and values are measured through tests to respondents to find out the value a person has and what is interesting for someone to do something.

4. Knowledge

Is information that a person has for a particular field. Knowledge is a complex competency. The knowledge test measures the ability of participants to choose the most correct answer but cannot see whether someone can do the job based on the knowledge they have.

5. Skills

Is the ability to carry out a certain task both physically and mentally. By knowing the level of competence, human resource planning results will be better.

B. Motivation

Motivation is a fundamental psychological process and is one of the elements that can explain a person's behavior. Motivation comes from the word "move" in Latin which means "to move" or "to move".

According to Abraham Sperling in Mangkunegara (2013) suggests that "motive is defined as a tendency to activity, started, by a drive and ended by an adjustment. The adjustment is said to satisfy the motive". Motive is defined as a tendency to move, starting from the drive in oneself and ending with adjustment. Adjustment is said to satisfy motives). In this case it can be concluded that the motive is an encouragement of needs in employees that need to be fulfilled so that the employee can adapt to his environment, while motivation is a condition that moves employees to be able to achieve the goals of their motives. According to William J. Stanton in Hartatik (2014) suggests that a motive is a need that is stimulated and oriented towards individual goals in achieving satisfaction. According to Edwin B. Flippo in Hartatik (2014) work motivation is a skill in directing employees and organizations to want to work successfully, so that the wishes of employees and organizational goals are achieved. According to Hasibuan in Sunyoto (2015) "Motivation is a stimulant of desire (want) the driving force of one's willingness to work; Each motive has a specific goal to be achieved. Wayne F. Cascio in Sunyoto (2015)

says motivation is a force that results from a person's desire to satisfy his needs, for example hunger, thirst and thirst. According to Berelson and Steiner in Sunyoto (2015) "motivation is a conscious effort to influence one's behavior in order to lead to the achievement of organizational goals".

From the above definition, motivation can be defined as a very important problem in every group effort of people working together to achieve organizational goals, the problem of motivation can be considered simple because basically humans are easily motivated, by giving what they want. The problem of motivation, is considered complex, because something is considered important for certain people. In terms of motivation, there are various aspects of human behavior that encourage him to do or not do.

C. Organizational Culture

Organizational culture that is not conducive can result in low employee performance in the company. Organizational culture forms a number of functions, namely culture has a role in setting boundaries, meaning that it creates clear differences between one organization and another, brings a sense of identity to members of the organization, facilitates the emergence of commitment to a wider area than individual interests, can increase system stability and function as a meaning-making mechanism and shape employee attitudes and behavior according to Winanti in (Omelia, 2021). In some literature the use of the term corporate culture can be replaced with the term organizational culture, these two terms have the same meaning. Educational culture is the application of organizational culture to education. According to Kreitner and Kinicki in (Omelia, 2021), organizational culture is a form of perception that is owned, accepted implicitly by a group and determines how the group feels, thinks, and reacts to its diverse environment.

Organizational culture according to Robbins and Judge (2017) is a system of shared meaning held by members that distinguishes the organization from other organizations. Based on the above definition, it can be concluded that organizational culture is the basic pattern of values, expectations, habits and beliefs shared by all members of the organization as a guide in carrying out tasks to achieve organizational goals. Characteristics of organizational culture according to (Robbins and Judge, 2017) stated that there are seven primary characteristics that together capture the nature of organizational culture. The seven characters are: innovation and risk taking, attention to detail, results orientation, people orientation, team orientation, aggressiveness, and stability.

D. Performance

According to (Supardi, 2014) Performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set. According to (Ruky, 2002). Judging from the meaning of the word performance comes from the word performance. The word "performance" gives three meanings, namely: (1) "achievement" as in the context or sentence "high performance car", or "a very fast car"; (2) "performance" as in the context or sentence "Folk dance performance", or "Performance of folk dances"; (3) "implementation of tasks" as in the context or sentence "in performing his/her duties." From the above understanding, performance is defined as achievement, indicating an activity or deed and carrying out the assigned task. Understanding performance is often identified with work performance. Because there are similarities between kinerja with work performance. According to Simanjuntak in (Omelia, 2021) performance is the level of achievement of results on the implementation of certain tasks in this case including individual performance, group performance, performance influenced by internal and external factors. According to Basri in (Omelia, 2021) stated that performance is the willingness of employees to carry out an activity and perfect it according to their responsibilities with the expected results. If it is associated with performance as a noun where one of the entries is the result of a job, the notion of performance is the work that can be achieved by employees of a company in accordance with their respective authorities and responsibilities in an effort to achieve company goals legally, not violating the law and does not conflict with morals or ethics.

E. Teacher Performance

According to Marimba in (Zulaikha, 2013) argues that the teacher is the person who bears the responsibility to educate. Furthermore, Idris and Jamal in (Zulaikha, 2013) explain, teachers are adults who are responsible for providing guidance to students in terms of their physical and spiritual development to reach the level of maturity, fulfill their duties as God's creatures, independent individual beings and social beings. Suparlan in (Zulaikha, 2013) adds, legally formally, a teacher is someone who obtains a decree (SK) both from the government and the private sector to carry out their duties. Therefore he has the right and obligation to carry out teaching and learning activities in school educational institutions. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and education medium.

F. Hypothesis Hypothesis Development

The Effect of Competence on Performance

The results of research conducted by Ali Baba (2012), Markonah and Sunarto (2013), Cecilia and Gekara (2016) obtained the results that the influence of competence has a positive influence on performance. Based on these matters, it is formulated:

H1: Competence has a positive effect on performance

The Effect of Motivation on Performance

The results of research conducted by Suprpto (2009), Anis and Sutomo (2015), Riesminingsih (2013), showed that the effect has a positive influence on performance. Based on these matters, it is formulated:

H2: Motivation has a positive effect on performance.

Organizational culture moderates the influence of competence and motivation on performance.

Organizational culture according to Robbins and Judge (2017) is a meaning-sharing system carried out by members that distinguishes the organization from other organizations. The results of Omelia's (2001) research show that organizational culture has a positive effect on performance. The results of the study (Indriyaningrum et al., 2020) prove that organizational culture moderates the influence of motivation on performance. The results of research conducted (Rusmita & Badera, 2018) Organizational culture strengthens the influence of competence on performance. Therefore, it is formulated:

H3: Organizational culture moderates the effect of competence on performance.

H4: Culture moderates the effect of motivation on performance.

G. Graphical Model of Relationship Between Variables

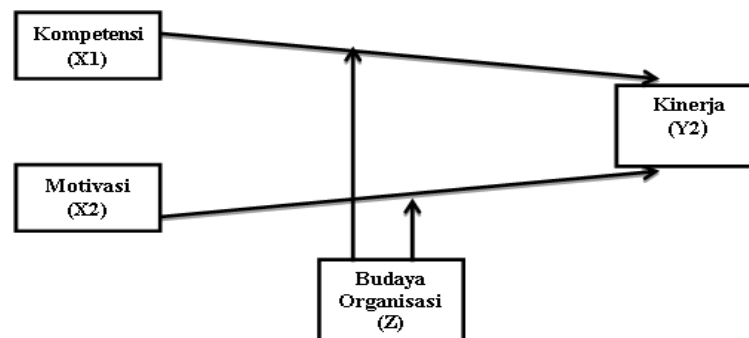


Figure 1. Graphic Design between Variables

H. Mathematical Model

To determine the effect of the independent variable on the dependent variable, make is done by using multiple regression analysis. The multiple regression equation used is as follows:

$$Y = a + 1X1 + 2X2 + e1,$$

$$Y = a2 + 3X1 + 4X1Z + e2$$

$$Y = a3 + 5X2 + 6X2Z + e3$$

Information

Z = Moderating Variable (Organizational Culture)

Y = Dependent Variable (Teacher Performance)

a = Multiple Regression Constant

1 – 6 = Regression Coefficient

X1 = Independent Variable (Competence)

X2 = Independent Variable (Motivation)

e = Variable Outside Research / Standard Error

III. METHOD

The type of data used in this study is primary data obtained from the answers to the questionnaires of each respondent. The data obtained in the form of data recapitulation from questionnaires about Competence, Motivation, Organizational Culture and Performance of all Madrasah Teachers in Gringsing District, Batang Regency. The number of teachers is 130 people. If the population is large, and it is not possible for the researcher to study everything in the population (limited funds, manpower, and time), the researcher can use a sample taken from that population. For this reason, samples taken from the population must be representative (representing) according to Sugiyono in (Maabuat, 2016). The sample in this study amounted to 130 respondents where all teachers in the research object were used as a sample which was called a census or saturated sampling (saturated sampling).

Validity test

The validity test was carried out to test the consistency of the questions so that they could describe the indicators studied. An instrument is said to be valid if it is able to measure what is desired and can reveal data from the variables studied appropriately. The uii tool used to measure the level of intercorrelation between variables and whether or not factor analysis can be done is Kaiser-meyer. Olkin Measure of Sampling Adequacy (KMO MSA). The KMO value varies from 0 to 1. The desired value must be > 0.5 for factor analysis to be carried out. If the value > 0.5 then the adequacy of the sample is met. The value is said to be valid if it produces a loading factor of 04 which is considered a valid indicator (Ghozali, 2012).

Reliability Test

Reliability test is a reliability test that aims to find out how far a measuring instrument can be trusted. Reliability relates to the estimation of the extent to which a measuring instrument is consistent when measurements are made repeatedly on different samples. If the measuring instrument sample is used repeatedly and the measurement results obtained are relatively consistent, the measuring instrument is considered reliable. On the other hand, if a measuring instrument is used repeatedly and the measurement results obtained are inconsistent with the previous results, the measuring instrument is considered unreliable. Reliability testing was carried out using the alpha coefficient with a critical limit of alpha value to determine the reliability of the questionnaire, namely 0.70. So the value of the coefficient of alpha reliable > 0.70 is an indicator that the questionnaire is reliable or reliable (Ghozai, 2012).

Determination Test

The model testing was carried out using the coefficient of determination (adjusted r square) covering the ability of the independent variable to explain the dependent variable and the proportion of variation of the dependent variable explained by the variation of the independent variable. If the R2 obtained from the results of the calculations carried out has shown that it is getting bigger (closer to one), it can be said that the contribution of the determined independent variable to the dependent variation is getting bigger. This means that the larger the model is used to explain the dependent variable. Conversely, if the R2 obtained from the results of the calculations carried out has shown that it is getting smaller, this means that the model used is getting weaker to explain the variation of the dependent variable. In general, it is said that the magnitude of the coefficient of determination (R^2) is between 0-1 or 0 R2 1 (Ghozali, 2012).

F Test

The F test was conducted to test the suitability of the model used for analysis. The model is declared fit if the value of sig F is less than 0.05. The independent variables included in the model have a joint or simultaneous influence on the dependent variable (Ghozali, 2012).

Hypothesis Test

Hypothesis testing using the t-test was carried out to determine whether there was an influence of the independent variable on the dependent variable partially. The criteria for testing the research hypothesis are as follows:

If sig < 0.05 , then the first hypothesis is accepted.

If sig > 0.05 , then the initial hypothesis is rejected (Ghozali, 2012)

Moderation Test

The moderating variable is an independent variable that serves to strengthen or weaken the relationship between the independent variable and the dependent variable (Ghozali, 2012). In this study, the moderation test was carried out using the interaction test. The selected moderation test is interaction moderation which results in the Adjusted R2 value and the calculated F value is greater or an increase in R2 occurs. If the interaction test results produce an adjusted R2 value and the calculated F value is greater than the absolute difference value test, and the residual test, then the model used is selected there is an interaction test, and vice versa Sunarto in (Kaindah, 2013).

Variable Operations

Table 1. Variable Operations

Variable	Dimensions	Indicator	Scale
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Competence	Motives	<ol style="list-style-type: none"> 1. Achievement motivation 2. Self-development motivation 	Interval
	Traits	<ol style="list-style-type: none"> 1. Confident 2. Be patient 	
	Self Concept	<ol style="list-style-type: none"> 1. Have attitude 2. View from the outside 	
	Skill	<ol style="list-style-type: none"> 1. Have physical abilities 2. Have material skills 	
	Knowledge	<ol style="list-style-type: none"> 1. Have good teaching skills 2. Ability to remember well 3. Ability to answer questions well 	
Motivation	Physiological Needs	<ol style="list-style-type: none"> 1. Fulfillment of food. 2. Fulfillment of clothing. 3. Fulfillment of residence. 4. Fulfillment of health, recreation 	Interval
	Safety and Security Needs	<ol style="list-style-type: none"> 1. A sense of security from layoffs. 2. A sense of security from work accidents. 3. Career and future security. 4. A sense of security in old age 	
	Affiliation or Acceptance Needs	<ol style="list-style-type: none"> 1. Well received by others. 2. A sense of belonging to the company. 3. Harmonious working relationship between management levels 4. Dynamic interaction and friendship between people. 	
	Esteem or Status Needs	<ol style="list-style-type: none"> 1. Award for achievement. 2. Conformity of awards with achievements. 3. Delegation of authority in accordance with teacher competence 4. Attention superiors or leaders. 	
	Self Actualization	<ol style="list-style-type: none"> 1. Opportunity for self-development. 2. Opportunity to show talent and work skills. 3. Opportunity for promotion. 4. Supporting policies to work more optimally. 	
Organization Culture	Attention to detail	<ol style="list-style-type: none"> 1. The level of accuracy of the teacher in the teaching and learning process 2. The level of accuracy of the teacher 	Interval
	Result orientation	<ol style="list-style-type: none"> 1. Level of achievement of learning outcomes 2. The level of quality of learning outcomes 	
	People Orientation	<ol style="list-style-type: none"> 1. The level of employee participation in learning activities 2. The level of teacher participation in organizational activities outside of teaching activities 3. The level of teacher participation in management decision making 	
	Team orientation	<ol style="list-style-type: none"> 1. The values of cooperation between colleagues 2. The values of cooperation with superiors 3. Team work appreciation values 	
	Aggressiveness	<ol style="list-style-type: none"> 1. Decision stability values 2. Action stability values 	
	Stability	<ol style="list-style-type: none"> 1. The values of the ability to innovate 2. The values of courage to take risks 	
Teacher Performance	<i>Quantity</i>	<ol style="list-style-type: none"> 1. Reach work targets 2. Able to understand the task 3. Doing work effectively and efficiently 4. Able to do additional tasks outside working hours 	Interval
	<i>Quality</i>	<ol style="list-style-type: none"> 1. Work carefully and thoroughly 2. Have a skill or expertise 3. Mastery at work 4. Minimize mistakes at work 	

	Time Lines	1. Come and go to work according to working hours 2. Completing work on time	
	Cost Effectiveness	1. Utilize company resources to get the job done to the fullest 2. Take advantage of free time for company benefits	
	Relationships Between Individuals	1. Feelings of mutual respect between co-workers 2. Prioritizing cooperation in completing a job	

Source : Primary Data processed, 2022

IV.RESULT AND DISCUSSION

A. Data Description

1. Gender of Respondent

Table 2. Respondent's Gender

No.	Gender	Sum	Percentage
1	Woman	87	66.9 %
2	Man	43	33.1 %
	Total	130	100.0 %

Source : Primary Data processed, 2022

Based on table 2 it can be seen that the respondents in this study were mostly female as many as 87 people (66.9%) and male 43 people (33.1%)

2. Age of Respondent

Table 3. Age of Respondents

No.	Age	Sum	Percentage
1	< 25 Years	13	10.0
2	26-30 Years	23	17.7
3	31-35 Years	46	35.4
4	>35 Years	48	36.9
	Total	130	100.0

Source : Primary Data processed, 2022

Based on table 3 it can be seen that the respondents in this study were the most aged >35 years as many as 48 people (36.9%) and the least aged < 25 years only 13 people (10 people%).

3. Descriptive Education of Respondents

Table 4. Education of Respondents

No.	Recent Education	Sum	Percentage
1	SMA	5	3.8 %
2	Diploma	8	6.2 %
3	S1	117	90.0 %
	Total	130	100.0 %

Source : Primary Data processed, 2022

Based on table 4, it can be seen that the respondents were mostly S1 educated as many as 117 people (90%) and at least 5 people with high school education (3.8%)

4. Descriptive By Length of Service

Table 5. Length of Service

No.	Service Life	Frequency	Percent
1	< 2 Years	16	12.3 %
2	3 – 5 Years	3	2.3 %
3	6 – 10 Years	24	18.5 %
4	10 – 15 Years	87	66.9 %
	Total	130	100. %

Source : Primary Data processed, 2022

Based on table 5 it can be seen that the respondent's Working Period of at most 10 – 15 years is 87 people (%) and the service period of < 2 years is (1, 2.3%).

B. Model Validity Test

Table 6. Validity Test Competence Variable

X1	Validity test							
	Test 1			Ket	Test 2			Ket
	KMO	Sig	Loading Factor		KMO	Sig	Loading Factor	
X1.1	0.823	0,000		Invalid	0.844	0,000		
X1.2			0.449	Valid			0.417	Valid
X1.3			0.779	Valid			0.768	Valid
X1.4			0.821	Valid			0.827	Valid
X1.5			0.699	Valid			0.692	Valid
X1.6			0.753	Valid			0.753	Valid
X1.7			0.834	Valid			0.844	Valid
X1.8			0.867	Valid			0.879	Valid
X1.9			0.841	Valid			0.846	Valid

Source : Primary Data processed, 2022

Based on table 4.9 above the *value of KMO and Bartlett's test*, the competency variable is 0.823 with a significance value of 0.000 because the figure already meets the sample adequacy criteria required in the validity test, namely KMO is more than 0.5 and significance is 0.000 below 0.05 , it can be stated that the existing sample is sufficient, so that the Competency variable can be carried out further validity analysis.

In the invalidity test results of indicator X1.1, a re-validity test is carried out by not including X1.1 with the following results: Based on table 4.9 of test 2 above *the value of KMO and Bartlett's test* the competency variable is 0.844 with a significance value of 0.000 because the figure already meets the sample adequacy criteria required in the validity test, namely KMO is more than 0.5 and significance is 0.000<0.05, it can be stated that the existing sample is sufficient, so that the variable Competencies can already be carried out further validity analysis

Table 7. Validity Test Motivation Variable

X2	Validity test							
	Test 1			Ket	Test 2			Ket
	KMO	Sig	Loading Factor		KMO	Sig	Loading Factor	
X2.1	0.797	0,000		Invalid	0.844	0,000		
X2.2				Invalid				
X2.3				Invalid				
X2.4				Invalid				
X2.5			0.569	Valid			0.535	Valid
X2.6			0.816	Valid			0.811	Valid
X2.7			0.807	Valid			0.799	Valid
X2.8			0.842	Valid			0.849	Valid
X2.9			0.794	Valid			0.805	Valid
X2.10			0.799	Valid			0.798	Valid
X2.11			0.862	Valid			0.871	Valid
X2.12			0.844	Valid			0.862	Valid
X2.13			0.845	Valid			0.867	Valid
X2.14			0.638	Valid			0.642	Valid

Source : Primary Data processed, 2022

Table 8. Validity Test Organizational Culture Variable

Z	Validity test			
	Test 1	Ket	Test 2	Ket

	KMO	Sig	Loading Factor		KMO	Sig	Loading Factor	
Z1	0.729	0,000		Invalid	0.822	0,000		
Z2				Invalid				
Z3				Invalid				
Z4			0.659	Valid			0.682	Valid
Z5			0.697	Valid			0.723	Valid
Z6			0.728	Valid			0.744	Valid
Z7			0.803	Valid			0.807	Valid
Z8			0.758	Valid			0.765	Valid
Z9			0.796	Valid			0.808	Valid
Z10			0.617	Valid			0.619	Valid
Z11			0.540	Valid			0.505	Valid
Z12			0.599	Valid			0.595	Valid
Z13			0.679	Valid			0.678	Valid
Z14			0.732	Valid			0.719	Valid
Z15			0.670	Valid			0.663	Valid
Z16			0.661	Valid			0.656	Valid
Z17			0.600	Valid			0.603	Valid

Source : Primary data processed, 2022

Based on table 8 above the *value of KMO and Bartlett's test* the organizational culture variable is 0.729 with a significance value of $0.000 < 0.05$ because the figure already meets the criteria for the adequacy of the sample, so that further analysis can be carried out. Based on the *component matrix* results in table 4.11, the Organizational Culture indicator items Z.1, Z.2, Z.3 are invalid, because they have a *loading factor* of less than 0.4, so they are not included in further analysis. Based on the *results of the component matrix* in table 4. 11, all items of the Organizational Culture indicator are declared valid, have a *loading factor* of more than 0.4 so that they can be analyzed further

Table 9. Validity Test Teacher Performance Variable

Validity Test								
Test 1					Test 2			
Y	KMO	Sig	Loading Factor	Ket	KMO	Sig	Loading Factor	Ket
Y1	0.819	0,000	0.597	Valid	0.827	0,000	0.603	Valid
Y2			0.688	Valid			0.703	Valid
Y3			0.768	Valid			0.776	Valid
Y4			0.795	Valid			0.811	Valid
Y5			0.802	Valid			0.817	Valid
Y6			0.834	Valid			0.833	Valid
Y7			0.669	Valid			0.659	Valid
Y8			0.57	Valid			0.568	Valid
Y9			0.731	Valid			0.722	Valid
Y10			0.707	Valid			0.705	Valid
Y11			0.698	Valid			0.685	Valid
Y12				Invalid				
Y13				Invalid				

Source : Primary data processed, 2022

Based on Table 9 above *the value of KMO and Bartlett's test* variable Teacher Performance is 0.819 with a significance value of $0.000 < 0.05$ so that it meets the required sample adequacy criteria. Based on the validity test results in *the component matrix* in table 4. 12, The Teacher's performance indicator items Y12, and Y13 are invalid due to loading factors < 0.4 so they are not included in the next analysis. Based on Table 4. 12 2nd test after was issued invalid item the value of *KMO and Bartlett's test* variable Teacher Performance was 0.827 with a significance value of $0.000 < 0.05$ so that it met the sample adequacy criteria. After issuing invalid indicators, the performance indicators are all valid because they have a loading factor of > 0.4 .

C. Reliability Test**Table 10. Reliability Test Results**

No.	Variable	Alpha Cronbach	Rate Of Them	Criterion
1	Competence (X1)	0,898	0,70	Reliable
2	Motivation (X2)	0,926	0,70	Reliable
3	Organizational Culture (Z)	0,911	0,70	Reliable
4	Teacher Performance (Y)	0,895	0,70	Reliable

Source : Primary data processed, 2022

Based on table 10, the results of the reliability test showed that all the variables studied, namely competence, motivation, organizational culture and performance were variable because they had cronbach alpha>0.7.

D. Regression Test**Table 11. Multiple Linear Regression Test Summary**

No.	Variable Relationships	Equation Regression Model I						
		Test Model			Hypothesis Test			
		<i>Adjusted R Square</i>	F	Sig.	B	t	Sig.	Ket
Model 1 $Y = a + b_1 X_1 + b_2 X_2 + e$								
1	The effect of competence on teacher performance	0,702	152,854	0,000	0,273	4,993	0,000	H ₁ accepted
2	The influence of motivation on teacher performance				0,675	12,348	0,000	H ₂ accepted
No.	Variable Relationships	Equation II Regression Model						
		Test Model			Hypothesis Test			
		<i>Adjusted R Square</i>	F	Sig.	B	t	Sig.	Ket
Model 2 $Y = \alpha_2 + \beta_3 X_1 + \beta_4 X_1 Z + e_2$								
1	Organizational culture that moderates the influence of motivation on teacher performance	0,532	74,390	0,000	0,751	7,150	0,000	H ₃ accepted
2	Organizational culture that moderates the influence of motivation on teacher performance	0,669	131,348	0,000	0,444	3,135	0,002	H ₄ accepted

Source : Primary data processed, 2022.

Determination Test

Adjusted R Square value of the determination test for the ability to explain competency and motivation variables towards performance, which is 0.707, this means that 70.7% of the change from the teacher performance variable can be explained by the competency variable and motivation in the model, while the remaining 29.3% is explained outside the model mentioned above, for example leadership, work environment, compensation and so on.

F Test

The results of the simultaneous regression test of competence and motivation variables on teacher performance showed that the significance level was 0.000 less than 0.05, so it can be concluded that the model used meets the requirements of Goodness of Fit.

Hypothesis Test (t Test)

After a regression analysis is carried out based on table 11 further hypothesis tests were carried out as follows:

H1: Competence has a positive effect on teacher performance

The regression results showed a beta value of Competence on performance of 0.273 and a significance level of 0.000 less than 0.05, so it can be concluded that the Competency hypothesis has a positive effect on the performance of madrasah teachers in Gringsing district, Batang Regency. received.

H2 : Motivation has a positive effect on teacher performance

The regression results showed that the beta value of organizational commitments affected performance by 0.675 and the significance level was 0.000 less than 0.05, so it can be concluded that the motivation hypothesis has a positive effect on the performance of madrasah teachers in Gringsing district, Batang Regency received.

E. Moderation Test

Table 12. Organizational Culture Moderation Test against Competence

Coefficients ^a						
Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.475	.536		4.622	.000
	Competence	-.026	.138	-.020	-.189	.850
	X1. Z_Valid	.096	.013	.751	7.150	.000

Source : Primary data processed, 2022

In tabel 12 states that the significance value of organizational culture moderates the influence of motivation on teacher performance, by 0.000, this means that organizational culture is able to increase the influence of competence on teacher performance.

Table 13 Test of Organizational Culture Moderation Against Motivation

Coefficients ^a						
Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.434	.287		8.475	.000
	Motivation	.319	.116	.391	2.757	.007
	X2. Z_Valid	.044	.014	.444	3.135	.002

a. Dependent Variable: Teacher Performance

Table 13 states that the significance value of organizational culture moderating the influence of motivation on teacher performance 0.000 means that organizational culture is able to increase the influence of Motivation on teacher performance.

V. DISCUSSION

1. The Effect of Competence on teacher performance

The results of the analysis , that competence has a positive effect on the performance of madrasah teachers in Kec. Gringsing . teachers who are in the LP. Ma'arif NU Kec. Gringsing, is able to provide a positive response to employees by providing an innovative reward system, the organization provides a conducive work environment, provides opportunities for employees to get challenged jobs (job enrichment) and wider opportunities for self-development, the performance of madrasah teachers will increase.

According to Spencer and Spencer in Sudarmanto (2015) Competence is as a characteristic that underlies a person and is related to the effectiveness of individual performance in his work (an underlying characteristic's of an individual which is causally related to criterion – referenced effective and or superior performance in a job or situation). The results of this study agree with previous research by Cecilia and Gekara (2016) obtained the results of the influence of competency variables has a positive influence on performance.

2. The influence of motivation on performance

The results of the analysis showed that motivation had a positive effect on the performance of madrasah teachers in Kec. Gringsing. Teachers have a positive motivation towards organizational goals, are always active and involved in organizational activities and have loyalty to the organization, so teachers carry out tasks optimally without requiring supervision that wastes time and costs, so their performance will increase. The results of the study agree with Gibson (1997) that a person's commitment to the organization involves three attitudes, namely identification with organizational goals, feelings of involvement in organizational tasks and feelings of loyalty to the organization. The results showed that there is no organizational commitment that can reduce organizational effectiveness. A teacher who has a low commitment, is likely to quit the task or apply for a transfer to another organizational unit. But if a teacher has a high commitment and skill will be able to carry out tasks optimally without the need for supervision that wastes time and costs. Hasibuan dalam (Riesminingsih, 2013) stated that motivation is the provision of driving force that creates a person's passion for work so that they are willing to work together, work effectively and integrated with all their efforts to achieve satisfaction. So it can be concluded that motivation is a force that can provide stimulation or encouragement and morale to teachers so that it can change the person's personal behavior and is used as a goal to increase work productivity in order to work as desired by organizations, agencies or institutions. Thus it can be concluded that the motivation of wanting to work well will make the performance better.

The results of the study agree with previous research by Anis and Sutomo (2015) obtained the results that the influence of motivation has a positive influence on performance.

3. Organizational culture moderates the influence of competence on performance.

The results of the study showed that organizational culture moderated the influence of competence on the performance of madrasah teachers in Gringsing District. Agencies in which there is a positive organizational culture are able to provide a positive response to teachers by providing an innovative reward system, the organization provides opportunities for teachers to get a challenged job (job enrichment) and wider opportunities for self-development, teachers and supported by a positive organizational culture will improve the performance of madrasah teachers.

The results of this study agree with the research (Indriyaningrum, Rijanti, & Sari, 2020) proves that organizational culture moderates the influence of competence on performance.

4. Organizational culture moderates the influence of motivation on performance.

The results of the study showed that organizational culture moderates the influence of motivation on the performance of Gringsing madrasa teachers. A positive organizational culture is able to increase the cultivation of a strong individual organizational commitment to the organization that will improve the performance of madrasah teachers so that organizational goals can be achieved. Organizational culture is a form of assumptions that are owned about the way of thinking and how to work as well as the way each teacher practices in carrying out their respective duties in accordance with the values that exist in the organization. The results of this study agree with the research (Indriyaningrum et al., 2020) prove that organizational culture moderates the influence of motivation on performance.

VI. SUGGESTION

A. Conclusion

Based on the results of research and data analysis, the following conclusions can be drawn:

1. Competence positively affects the performance of madrasah teachers in Gringsing District, Batang Regency. This implies that the higher the competence, the more it will improve teacher performance.
2. Motivation has a positive effect on the performance of madrasah teachers in Gringsing District, Batang Regency. This implies that the more motivation increases, the more it will improve teacher performance
3. Organizational culture moderates the influence of competence on the performance of madrasah teachers in Gringsing District, Batang Regency. This implies that organizational culture strengthens the influence of competence on teacher performance.

4. Organizational culture moderates the influence of motivation on the performance of madrasah teachers in Gringsing District, Batang Regency. This implies that organizational culture amplifies the influence of motivation on performance

B. Research Limitations

1. This research was only carried out at a limited research location, namely madrasah teachers in Gringsing District, Batang Regency, so the results of this study cannot be generalized and must be presented carefully, so for parties who want to use the findings of this study, they need to be careful in making generalizations or analogies of research results, because not necessarily the results of the research are the same if it is carried out on a different object of study.
2. Filling out the questionnaire is voluntary, not a binding rule so that respondents can give incorrect answers and answer well even though their performance is not good.
3. Based on the Adjusted R Square value of 0.707, this means the ability to explain kompetension and motivation towards performance by 70.7 % so that in subsequent studies it is necessary to add other variables outside the model such as: Work environment,

C. Recommendations

Based on the table of the frequency distribution of respondents' answers from the least mean average value, we can suggest the following:

1. Organizational culture is proven to be a variable that strengthens both the influence of competence on performance and motivation on performance. Therefore, LP Maarif NU needs to improve organizational culture in the way this organization emphasizes consistency between words and deeds.
2. By looking at the influence of dominant variables in improving teacher performance, LP Ma'arif NU needs to improve teacher performance by increasing teacher motivation by increasing teacher motivation by means of awards given by the organization must be proportional to teacher achievements, researchers can then add other factors that can affect performance so that the explanation of the model is higher.
3. LP Ma'arif NU also needs to improve teacher performance by improving teacher competence by improving the ability to teach material well.

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