

Analysis of the Influence of Competency, Work Discipline, and Organizational Culture on Teacher Performance Through the Quality of Graduates as a Moderating Variable

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ABSTRACT

Vocational education plays an important role in preparing the younger generation to enter the workforce with skills that are relevant and needed by industry. Vocational High Schools (SMK) have a very important role in preparing the younger generation to enter the workforce with skills that are relevant and needed by industry. Teacher performance in vocational schools is the determining factor in delivering quality education to students. This research aims to analyze the influence of competence, work discipline and organizational culture on performance, by considering the role of graduate quality as a moderating variable. The research method used is a quantitative approach using a questionnaire as a data collection instrument. The research sample consisted of teachers, staff and students from SMK YPM 1 Taman who were selected using purposive sampling. Data were analyzed using multiple regression to test the relationship between competence, work discipline, organizational culture, graduate quality, partnerships, and teacher performance, as well as moderation analysis to test the moderating role of graduate quality. The results of this research can provide valuable insights for policymakers and stakeholders in vocational education in their efforts to improve the quality of graduates and prepare a skilled workforce ready to face industrial challenges.

1. INTRODUCTION

National education, in relation to its role in fostering skills and shaping the attitudes and culture of a respectable nation, serves as a means to enlighten society. It aims to cultivate the ability of all learners to become individuals who have faith and respect for God, exhibit noble characteristics, maintain good health, acquire knowledge, demonstrate competence, develop autonomy, and ultimately grow into democratic and accountable members of the nation. Education is an instrument towards a knowledgeable and prosperous society (Sutrisna, 2020).

Based on the Annual Reports of SMK YPM 1 Taman for 2022 and 2023, over the past two years, there has been an increase in teacher absenteeism due to reasons such as leave, illness, or unexplained absences. This has resulted in empty teaching hours as teachers were unable to attend classes. Additionally, teacher loyalty has declined, evidenced by teachers only teaching during their assigned hours and leaving without participating in other school programs or considering school development. This indicates a decline in teacher performance, which impacts the quality of graduates. Performance is the measure or result of efforts or activities carried out by an individual, team, or organization in achieving specific goals or standards. This term encompasses various aspects, including the effectiveness, efficiency, productivity, and quality of what has been done.

Meanwhile, previous research by Alimmudin (2022), It can be concluded that teacher competence, work discipline, and work motivation significantly affect teacher performance. Meanwhile, research by Arifin (2014) which provides an analysis result that teacher competence, motivation, and organizational culture have a significant positive impact on teacher performance and job satisfaction in senior high schools. Another study by Sinulingga et al. (2023), summarizing, the leadership of the principal, work motivation, and discipline have a positive impact on teacher performance. And lastly, research by Ardali (2023), the research findings indicate that the leadership of the principal, workplace discipline, and the overall organizational atmosphere have a beneficial impact on teacher performance, while also considering the quality of graduates from vocational high schools and collaboration with the professional environment as moderating factors.

Although there have been previous studies investigating the influence of teacher competence, work discipline, work motivation, organizational culture, and leadership on teacher performance and job satisfaction, no research has specifically analyzed the impact of these factors on teacher performance with the quality of graduates as a moderating variable. This study aims to fill that gap by exploring the influence of competence, work discipline, and organizational culture on teacher performance at SMK YPM 1 Taman, and by analyzing the role of graduate quality as a moderating variable. Thus, this research provides a new perspective in understanding the factors that affect teacher performance and how the quality of graduates

can moderate these effects, thereby contributing to the development of vocational education science and practice.

The quality of education provided by vocational high schools is reflected not only in the achievements of students at school but also in the quality of graduates who are able to compete in the job market (F.X Susanto, 2022). To achieve this goal, factors such as teacher competence, work discipline, and organizational culture play a very important role (Rachmawati & Kaluge, 2020). The readiness of graduates from Vocational High Schools (SMK) encompasses various aspects that determine their preparedness to enter the workforce or to continue their education to a higher level (Sunarto & Mulyono, 2023). By possessing a combination of technical, intellectual, and social skills, graduates of vocational schools can become quality workers ready to compete in the competitive job market (Fidiah et al., 2022).

Teacher competence includes not only understanding the subject matter but also the ability to use effective teaching methods that are relevant to the needs of the job market (Rifaid, 2023). Competence refers to the combination of knowledge, skills, attitudes, and personality traits that enable a person to successfully perform specific tasks or achieve desired outcomes in a particular context (Naranata, 2022). In the workplace, competence is often used to describe the qualifications or abilities required to perform a job well (Rosli et al., 2022). A good understanding of competencies helps organizations ensure that employees have the appropriate qualifications and can contribute maximally to the organization's goals (Wardana & Anindita, 2022).

Work discipline serves as the foundation for consistency and dedication in carrying out educational tasks, while organizational culture influences the motivation and enthusiasm of teachers (Ferdinal, 2022). Work discipline refers to the quality or level of obedience and discipline demonstrated by an individual in performing their duties in the workplace (Saing & Hidayat, 2023). This involves several aspects including responsibility, timeliness, integrity, motivation, consistency, and commitment to the standards and procedures established by the organization (Prasetya & Alkadri Kusaleन्द्रa Siharis, 2023). Therefore, the management and enhancement of work discipline are important aspects of human resource management in every organization (Sulistyo & Kesdu AC, 2022).

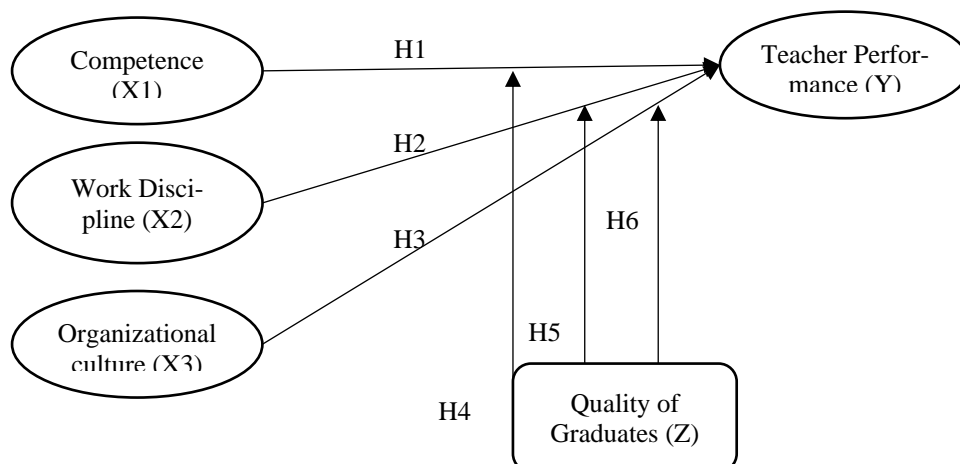
Organizational culture refers to a set of values, norms, beliefs, traditions, and behaviors that develop within an organization (Fahrisani et al., 2022). This includes how people work together, interact with each other, as well as how decisions are made and tasks are executed within the organization (Yoyo, 2022). Organizational culture creates a unique work environment and plays a crucial role in shaping the organization's identity, influencing employee behavior, and creating a competitive advantage (Irfan, 2022). Organizational culture is not something static, but it evolves over time through interactions between members of the organization, experiences, and changes in the external environment (Lintang A et al., 2023).

This study has five variables: competency, work discipline, and organizational culture as independent variables, performance as the dependent variable, and the quality of graduates as the moderating variable. However, this research differs from previous studies because there is

a moderating variable that has an indirect effect on the dependent variable. Therefore, the novelty of this study is the moderating variable, which is the quality of graduates. Thus, the researcher chose the title: “Analysis of the Influence of Competency, Work Discipline, and Organizational Culture on Teacher Performance through the Quality of Graduates as a Moderating Variable”.

The formulation of the problems in this study is as follows: Does competence affect the performance of teachers at SMK YPM 1 Taman Sidoarjo? Does work discipline affect the performance of teachers at SMK YPM 1 Taman Sidoarjo? Does organizational culture affect the performance of teachers at SMK YPM 1 Taman Sidoarjo? Does the quality of graduates moderate the effect of competence on the performance of teachers at SMK YPM 1 Taman Sidoarjo? Does the quality of graduates moderate the effect of work discipline on the performance of teachers at SMK YPM 1 Taman Sidoarjo? Does the quality of graduates moderate the effect of organizational culture on the performance of teachers at SMK YPM 1 Taman Sidoarjo?

Conceptual Framework



Picture 1. Conceptual Framework

Source: Researcher, 2024

Hypothesis

H1: The influence of competency on teacher performance

H2: The influence of work discipline on teacher performance

H3: The influence of organizational culture on teacher performance

H4: Graduate quality moderates the influence of competency on teacher performance

H5: Graduate quality moderates the influence of work discipline on teacher performance

H6: Graduate quality moderates the influence of organizational culture on teacher performance

2. RESEARCH METHODS

In this study, the author uses a type of research with a quantitative descriptive approach, utilizing primary data. The author will write questions on a questionnaire that will be distributed to the respondents (Husein, 2004). Quantitative data is a hypothesis test where analysis is conducted to strengthen the relationship between one variable and another. (Firmansyah & Dede, 2022) Thus, this study aims to describe and quantitatively analyze a phenomenon by collecting data from respondents through questionnaires and processing this data to test hypotheses and examine the relationships between the variables being studied.

The population is a collection consisting of several objects that have specific characteristics. (AI Agustina, 2022) A sample is a subset of a population selected for use in a study. The population in this study consists of all the students, teachers, and staff at SMK YPM 1 Taman, totaling 1,753 students, 55 teachers, and 18 staff members. In this study, purposive sampling was used to select the samples of students, teachers, and staff at the school in SMK YPM 1 Taman-Sidoarjo. Data management in this study used a program with SmartPLS (L. K. Harahap, 2018). The steps include: creating a new project, importing a data file, formatting CSV, drawing a research model in the diagram field, testing validity and reliability, testing multiple linear regression, and moderation testing. In validity and reliability tests, it is considered valid if the significance value is > 0.5 and reliable if the significance value is > 0.7 . Using this software, the author can process data systematically and obtain accurate analysis results in line with the research needs.

The research location where the author conducted the study to test the hypothesis is at SMK YPM 1 Taman, located in Ngelom Village, Taman District, Sidoarjo Regency, East Java. In this study, the author collected data using questionnaires. The results from these questionnaires are not direct responses from respondents, but are used to determine the average for each indicator. Next, these average results are processed using SMARTPLS 3.0 software to assess the normality, validity, and reliability of the data, so further analysis can be performed. By using SmartPLS software, this research will evaluate the measurement model (outer model) and the structural model (inner model), as well as test the hypothesis by analyzing the direct and indirect effects among variables. (Ghozali & Latan, 2020)

The research instrument used in this study is a questionnaire utilizing the Likert scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of an individual or a group of people about social phenomena (Sugiyono, 2019). The Likert scale used in this study has five levels, which are: 1 meaning Strongly Disagree, 2 meaning Disagree, 3 meaning Neutral, 4 meaning Agree, and 5 meaning Strongly Agree.

3. RESULTS & DISCUSSION

Respondent Identification. The description of the research subjects in this study includes gender, age, and length of employment. Below are the respondent data from the questionnaire distribution among 143 people, consisting of 52 teachers, 16 staff, and 75 students from the 12th grade. The following presents the characteristics of the research sample. The respondent

composition is predominantly male (84.62%). This reflects the characteristics of the SMK YPM 1 Taman environment, which has vocational programs that are more appealing to males. Most respondents are under 25 years old (55.24%). This indicates that the respondents are mostly students or recent graduates who are teenagers or in their early productive years. In terms of education, respondents are divided into two main groups: high school graduates (58.04%) and bachelor's degree holders (37.06%). This is in line with the characteristics of vocational schools that recruit students from high school graduates and also involve teachers who have at least a bachelor's degree. The majority of respondents have a work experience of 1-5 years (65.03%) and more than 15 years (18.18%). This shows a combination of teachers who are new to their teaching careers and those who are experienced and senior at SMK YPM 1 Taman.

Measurement Model Analysis. The instrument tests used in this study are validity and reliability tests distributed to 143 respondents at SMK YPM 1 Taman Si-dorjo, for analyzing their validity and reliability. The results from this analysis are used as references in obtaining data for further analysis. Factors influencing teacher performance include competence, work discipline, organizational culture, and the moderation of graduate quality, analyzed using SmartPLS 3.0 for Windows. The evaluation of the measurement model in this study consists of the evaluation of the outer model, the evaluation of the inner model, and hypothesis testing:

Evaluate the Outer Model. The stages in SEM PLS analysis according to Ghazali (2014) evaluate the outer model using criteria such as testing the validity of variables through convergent validity testing (observing the factor loading values for each indicator, the AVE/average variance extracted for each variable), discriminant validity testing (observing the cross loading values, Fornell-Larcker criterion, and HTMT values for each variable). Meanwhile, reliability is tested through reliability testing (observing the composite reliability values and Cronbach's alpha values for each variable).

Evaluation of the Measurement Model (Outer Model). At this stage, the evaluation focuses on the validity and reliability of the indicators that form the latent construct (latent variable). This evaluation includes the test of convergent validity, which is assessed by looking at the factor loading values that should be greater than 0.7 and the Average Variance Extracted (AVE) values that should be greater than 0.5. Meanwhile, the test of discriminant validity is conducted by considering three aspects: the cross loading value of an indicator on its own construct should be higher than its cross loading on other constructs, the square root of the AVE should be greater than the correlation value among latent constructs, and the Heterotrait-Monotrait Ratio (HTMT) should be less than 0.9. Finally, the reliability test is performed by examining the Cronbach's Alpha value, which should be greater than 0.6, and the Composite Reliability, which should be greater than 0.7.

Test the validity using the convergence loading factor. To test convergent validity, the loading factor value is used. The convergent validity of the measurement model with reflective indicators can be observed from the correlation between the item scores or their construct indicators. A construct indicator is considered valid if it has a correlation value above 0.70. (Hair et al., 2019). A factor loading value between 0.60 and 0.70 is considered adequate

to meet the requirements for convergent validity (Chin, 2010; Hair et al., 2011). The SmartPLS output for factor loading can be seen in Table 1 as follows:

Table 1. Convergent Validity Test Results

Variable	Average
Organizational culture	0,851
Work Discipline	0,914
Teacher Performance	0,885
Competence	0,944
Quality of Graduates	0,827

Source: Research Data (2024)

The results of the model evaluation for factor loading in Table 1 indicate that all indicators in this study were not removed because they comply with the conditions recommended by (Hair et al., 2019). The factor loading values have met the recommended criteria, so all factor loadings support the reliability of the construct.

Test the validity of convergence using the Average Variance Extracted (AVE). To test convergent validity, the value of AVE or average variance extracted is used. An indicator is considered to meet convergent validity in a good category if the value of $AVE > 0.50$. (Fornell & Larcker, 1981). The output from SmartPLS for discriminant validity can be seen in the following Table 2:

Table 2. Convergent Validity Test Results (AVE value)

Construct Validity	Average Variance Extracted (AVE)	Information
Competency (X1)	0.884	Valid
Work Discipline (X2)	0.837	Valid
Organizational Culture (X3)	0.699	Valid
Teacher Performance (Y1)	0.783	Valid
Quality of Graduates (Z1)	0.677	Valid

Source: Research Data (2024)

Based on the data presented in Table 2, it can be observed that the AVE value for the Competency variable is greater than 0.5, or 0.884; for the Work Discipline variable, it is greater than 0.5, or 0.837; for the Organizational Culture variable, it is greater than 0.5, or 0.699; for the Graduate Quality variable, it is greater than 0.5, or 0.677; and for the Performance variable, it is greater than 0.5, or 0.783. This indicates that each variable has good convergent validity.

Discriminant Validity Test

Table 3. Discriminant Validity Test Results

Variable	Organizational culture	Work Discipline	Teacher Performance	Competence	Graduate quality
Organizational culture	0.836				
Work Discipline	0.867	0.915			
Teacher Performance	0.770	0.666	0.885		
Competence	0.664	0.705	0.835	0.940	
Quality of Graduates	0.884	0.850	0.698	0.631	0.823

Source: Research Data (2024)

Based on the presentation in Table 3, it can be observed that the highest Fornell-Larcker value in each column is greater than the Fornell-Larcker value in the column below it, and the highest Fornell-Larcker value in each row is greater than the Fornell-Larcker value to its left. This indicates that each variable has good discriminant validity according to the Fornell-Larcker criteria (Fornell & Larcker, 1981).

Reliability Test. Composite reliability and Cronbach's alpha are used to test reliability. An indicator is considered reliable in the good category if the composite reliability value is > 0.70 (Chin, 2010). An indicator is considered to have good reliability in the category when the Cronbach's alpha value is greater than 0.60 (Chin, 2010).

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability
Organizational culture	0.969	0.972
Work Discipline	0.972	0.976
Teacher Performance	0.969	0.973
Competence	0.974	0.979
Quality of Graduates	0.940	0.950

Source: Research Data, 2024

Based on the data in Table 4, it can be observed that the Cronbach's alpha values for the variables are as follows: Competence > 0.6 or 0.974, Work Discipline > 0.6 or 0.972, Organizational Culture > 0.6 or 0.969, Graduate Quality > 0.6 or 0.940, and Performance > 0.6 or 0.969. This indicates that each variable has a good Cronbach's alpha. The composite reliability values are: Competence > 0.7 or 0.979, Work Discipline > 0.7 or 0.976, Organizational Culture > 0.7 or 0.972, Graduate Quality > 0.7 or 0.950, and Performance > 0.7 or 0.973. This shows that each variable has good composite reliability. Table 4 also shows the construct reliability values for each construct, where all values are greater than 0.7. This indicates that variables with a composite reliability > 0.7 have high reliability (Hair et al., 2019) thus, it can be concluded that the overall value of the variables in this study can be considered reliable (Hair et al., 2019).

Evaluation of the Inner Model. At this stage, the evaluation focuses on the relationships between latent constructs as per the structural model that has been built. This evaluation includes: (a) Coefficient of Determination (R-square): An R^2 value of 0.67 is considered good, 0.33 moderate, and 0.19 weak, (b) Predictive Relevance (Q-square): A Q^2 value greater than 0 indicates good predictive relevance, (c) Hypothesis Testing: (1) Reviewing the values of path coefficients, t-statistics, and p-values, where path coefficients indicate the direction of relationships, (2) A t-statistic value greater than 1.96 and a p-value less than 0.05 indicate a significant effect.

Since all variables have passed the measurement model test (outer model) in the first stage, the structural model test (inner model) will now proceed in the second stage. The inner model test is conducted to examine the relationships among the variables as shown in Figure 2 below:

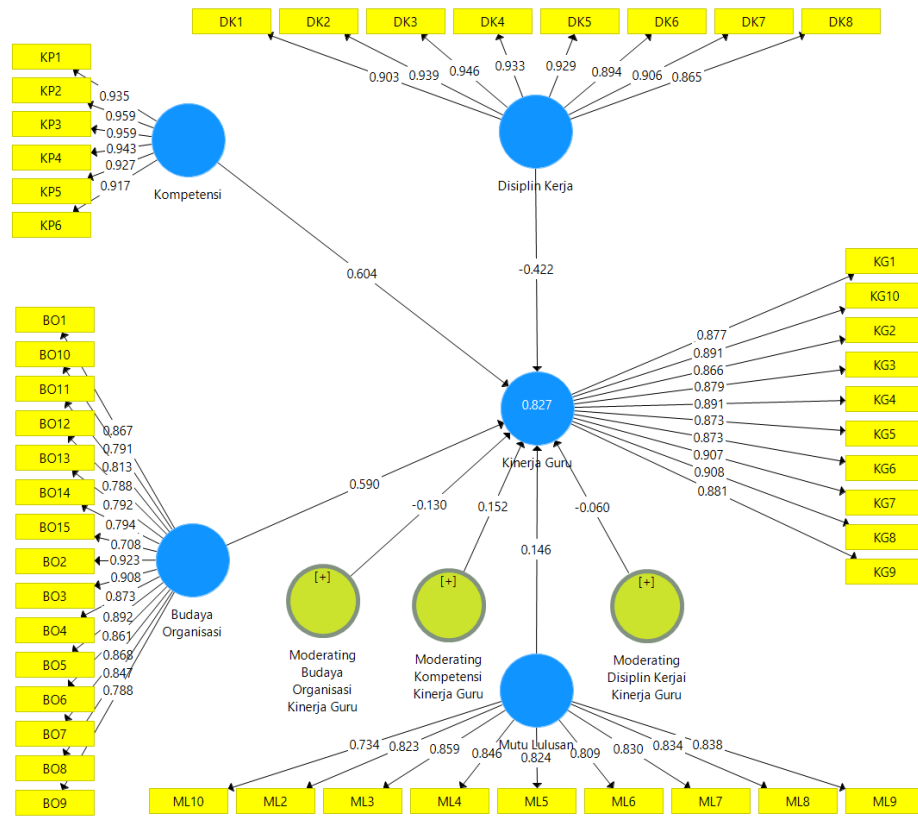


Figure 2. Structural Model Analysis (Inner Model)

Source: Research Data, 2024

A The structural validity test (inner model) includes tests such as:

Test R2 (R-Squared). The magnitude of the determination coefficient (R-square) is used to measure how much the dependent variable is explained by other variables. Chin mentions that an R2 result of 0.67 or higher for latent dependent variables in the structural model indicates a good influence of the independent variables (which affect) on the dependent variable (which is affected). If the result is between 0.33 and 0.67, it is considered moderate, and if it is between 0.19 and 0.33, it is considered weak. Based on the analysis results, the R2 value for performance is 0.827, or 82.7%. This means that the influence of the variables of competence, work discipline, and organizational culture on the performance of teachers at SMK YPM 1 Taman is categorized as good. An R2 value of 82.7% indicates that the independent variables—competence, work discipline, and organizational culture—explain 82.7% of the performance variable. This means that the remaining 17.3% of the influence is explained by other variables not discussed in this study.

Q2 Test (Predictive Relevance). To test Q2, the value of Predictive Relevance is used. A variable and data are said to predict the model well if the value of Q2 > 0, whereas, conversely, a variable and data are said not to predict the model well if the value of Q2 < 0 (Chin, 1998 in Ghazali and Latan, 2015). Based on the analysis results, the Q2 value for performance is Q2 > 0, at 0.635. Therefore, it can be concluded that the variable "Teacher Performance" influenced by competence, work discipline, and organizational culture can predict the model well or is

consistent with the research model depiction in the field.

Hypothesis Testing. Based on the data processing conducted, the results can be used to answer the hypotheses in this study. Hypothesis testing in this study is performed by examining the t Statistics and P Values. This hypothesis can be considered accepted if the P Values are less than 0.05. In this study, there are both direct and indirect effects because there are independent variables, dependent variables, and intervening variables. In the smartPLS program, the results of hypothesis testing can be viewed through the Path Coefficients using the Bootstrapping technique as follows:

Table 5. Path Analysis Test Results

	Hypothesis	Path Coefficient	t-value	p-value	Conclusion
H1	Competency → Teacher Performance	0.604	9.539	0,000	Supported
H2	Work Discipline → Teacher Performance	-0.422	4.066	0,000	Supported
H3	Organizational Culture → Teacher Performance	0.590	5.550	0,000	Supported
H4	Quality of Graduates Moderating Competency → Teacher Performance	0.152	2.209	0,028	Supported
H5	Quality of Graduates Moderating Work Discipline → Teacher Performance	-0.060	0.359	0,720	Not supported
H6	Quality of Graduates Moderating Organizational Culture → Teacher Performance	-0.130	0.804	0,422	Not supported

Source: Research Data (2024)

Competence on Teacher Performance (H1). The results of the statistical test can be seen in Table 5, which shows that the coefficient of the competence variable on teacher performance is 0.604, where the t-value is $9.539 > t\text{-table} (1.96)$ with a p-value of $0.000 < 0.05$. These results indicate that competence influences the performance of teachers at SMK YPM 1 Taman. This follows the findings of the research by (Andriani, 2021; Khoirurrahman et al., 2022; Naranata, 2022) who states that competence affects teacher performance.

Work Discipline on Teacher Performance (H2). The results of the statistical test can be seen in Table 5, where the coefficient value of the work discipline variable on performance is -0.422, with a t-value of $4.066 > t\text{ table} (1.96)$ and a p-value of $0.000 < 0.05$. These results indicate that work discipline affects the performance of teachers at SMK YPM 1 Taman. This follows the findings of research by (Ferdinal, 2022; Hasan, 2019; Heryyanto, 2022) which states that work discipline affects teacher performance.

Organizational Culture on Teacher Performance (H3). The statistical test results can be seen in Table 5, where the coefficient value of the organizational culture variable on teacher performance is 0.590, with a t-value of $5.550 > t\text{-table} (1.96)$ and a p-value of $0.000 < 0.05$. These results indicate that organizational culture influences the performance of teachers at SMK

YPM 1 Taman. This follows the findings of research by (Arfandi et al., 2022; Ferdinal, 2022; Lesmana et al., 2023; Rahayu et al., 2022) who states that organizational culture affects teacher performance.

Moderating Graduate Quality Competency on Teacher Performance (H4). The statistical test results, as shown in Table 5, reveal that the coefficient for the quality of graduates moderating competency in teacher performance is 0.152, where the t-value is $2.209 > t\text{-table}$ (1.96) with a p-value of $0.028 < 0.05$. This result indicates that the quality of graduates can moderate competency in the performance of teachers at SMK YPM 1 Taman.

Moderating Effect of Graduate Quality on Work Discipline on Teacher Performance (H5). The statistical test results, as shown in Table 5, reveal a coefficient of -0.060 for the moderating effect of graduate quality on work discipline in teacher performance, where the t-value is $0.359 > t\text{-table}$ (1.96) with a p-value of $0.720 > 0.05$. This indicates that the quality of graduates cannot moderate the effect of work discipline on the performance of teachers at SMK YPM 1 Taman.

Moderation of Organizational Culture by Graduate Quality on Teacher Performance (H6). The statistical test results, as shown in Table 5, indicate that the coefficient of graduate quality moderating organizational culture on teacher performance is -0.130, where the t value is 0.804, which is greater than the table t value of 1.96, with a p-value of 0.422, which is greater than 0.05. This result suggests that the quality of graduates cannot moderate the organizational culture on the performance of teachers at SMK YPM 1 Taman.

DISCUSSION

This study was conducted in line with recommendations from previous research. It has six important findings related to that:

The influence of competence on teacher performance. The influence of competence on teacher performance shows a p-value ($\text{sig. } 0.000 < \alpha$ (0.05)), and the t-value ($9.539 > t\text{-table}$ (1.97944)). Based on these results, it can be concluded that hypothesis 1 is accepted, which means there is a significant positive effect of competence on teacher performance. Based on the results of the questionnaire distribution at SMK YPM 1 Taman, it was found that the indicator "Having skills appropriate to the department" had the highest value, as evidenced by the responses of the majority of respondents who stated Strongly Agree, thereby supporting the improvement of teacher performance at SMK YPM 1 Taman.

Research result (Andriani, 2021) shows that teacher performance will be more professional if supported by routine and structured academic supervision services for principals as a culture of quality schools. In addition, research (Suherman et al., 2022) shows that good academic supervision will improve teacher performance. Research conducted by (Rachmawati & Kaluge, 2020) it also concludes that the better the implementation of academic supervision, the more the teacher's performance will improve. In his research, the low value dimension of academic supervision is setting goals, as it requires careful planning in the implementation of academic supervision. This study is also supported by research from (Rosli et al., 2022), the results show

that competence significantly affects teacher performance. According to him, the ability to master teaching materials is essential, non-negotiable.

The influence of work discipline on teacher performance. The influence of work discipline on teacher performance shows a p-value (sig. 0.000) $< \alpha$ (0.05), and the calculated t-value (4.066) $>$ the table t-value (1.97944). Based on these results, it can be concluded that hypothesis 2 is accepted, which means there is a significant positive effect of work discipline on teacher performance. Based on the results of the questionnaire distribution at SMK YPM 1 Taman, it was found that the indicator "Mastering the field of work currently being undertaken" had the highest value, as evidenced by the responses of most respondents who strongly agreed, thereby supporting the improvement in the performance of teachers at SMK YPM 1 Taman.

Based on the results of the respondent analysis, it is known that the average respondent gave very high feedback to statements designed to measure the variable of work discipline at SMK YPM 1 Taman. This is consistent with the feedback on teacher performance, where the average respondent also gave very high responses to statements intended to measure the variable of teacher performance at SMK YPM 1 Taman. Based on the hypothesis testing results, it can be explained that work discipline has a positive and significant effect on teacher performance. Therefore, it can be explained that good work discipline can significantly impact the improvement of teacher performance in schools. These results are consistent with findings from research conducted by (Ardali, 2023; Ferdinal, 2022; Hasan, 2019; Saing & Hidayat, 2023) which states that good work discipline can impact teacher performance. However, it contrasts with the results of research conducted by (Dharma et al., 2023; Fathurahman, 2020; Heryyanto, 2022) it states that good work discipline is not capable of having a positive impact on improving teacher performance.

The influence of organizational culture on teacher performance. The effect of organizational culture on teacher performance shows that the p-value (sig. 0.000) $< \alpha$ (0.05), and the t-value (5.550) $>$ t-table (1.97944). Based on these results, it can be concluded that hypothesis 3 is accepted, which means that there is a significant positive influence of organizational culture on teacher performance. Based on the survey results at SMK YPM 1 Taman, it was found that the indicator "Creating innovative ideas in work" had the highest value, as evidenced by most respondents strongly agreeing, thereby supporting the improvement of teacher performance at SMK YPM 1 Taman.

The results of this study indicate that organizational culture has a positive impact on teacher performance. These findings provide direction that organizational culture is closely related to the enhancement of teacher performance. Path analysis also shows similar results, as there is a significant influence between school culture and teacher performance, with a value obtained at 82.7%. This demonstrates that teacher performance is influenced by school culture. In other words, the expectations and demands to improve teacher performance are also greatly determined by the support of the school culture (Supardi et al., 2023). A healthy, dynamic, and creative school culture will naturally encourage teacher performance in both the process and outcomes of learning. This finding aligns with previous research indicating that improvements in

teacher performance are not solely due to each teacher's intrinsic motivation, but also require a dynamically, creatively, and innovatively created atmosphere, climate, and school culture (Ferdinal, 2022; Kurniati & Rojuaniah, 2023; Lintang A et al., 2023; Rahayu et al., 2022; Safitri, 2022).

The quality of graduates moderates the relationship between competence and teacher performance. The research findings indicate that the quality of graduates plays a role in moderating the impact of competence on teacher performance at SMK YPM 1 Taman. This is evidenced by the p-value (sig. 0.028) being less than α (0.05) and the calculated t-value (2.209) being greater than the t-table value (1.97944). Therefore, hypothesis 4, which states that the quality of graduates moderates the effect of competence on teacher performance, can be accepted. These findings suggest that high-quality graduates will strengthen the influence of teacher competence on their performance. The higher the competence of the teacher, supported by excellent graduate quality, the more it will enhance the teacher's performance in carrying out their duties and responsibilities.

This result indicates that the quality of graduates is one of the indicators of the effectiveness of teachers' performance in the learning process. Competent teachers will be able to produce quality graduates, and quality graduates will also encourage teachers to continuously improve their competencies and performance. Thus, there is a reciprocal relationship between teacher competence, teacher performance, and the quality of graduates that mutually reinforce each other. These findings have significant implications for schools to continually improve the quality of graduates, both through enhancing teacher competence and other aspects related to the learning process and education at schools. With good graduate quality, a positive cycle will be created that encourages the continuous improvement of teacher competence and performance, thereby allowing the quality of education in schools to be continuously improved over time.

The quality of graduates moderates the relationship between work discipline and teacher performance. Research findings indicate that the quality of graduates does not play a role in moderating the impact of work discipline on teacher performance at SMK YPM 1 Taman. This is evident from the p-value (sig. 0.720), which is greater than α (0.05), and the calculated t-value (0.359), which is less than the t-table value (1.97944). Thus, hypothesis 5, which states that the quality of graduates moderates the impact of work discipline on teacher performance, is rejected. This finding suggests that the quality of graduates does not have a significant effect in strengthening or weakening the relationship between teacher work discipline and performance. In other words, the level of teacher work discipline will have the same impact on performance, regardless of whether the quality of the graduates produced is good or poor. Work discipline is an internal factor originating from within the teacher themselves, so its impact on performance is not moderated by external factors such as the quality of graduates.

Nevertheless, these results do not diminish the importance of work discipline for teacher performance. Previous research has proven that work discipline significantly affects teacher performance directly. However, this influence is not moderated by the quality of graduates produced. In other words, teachers with high work discipline will continue to excel and

demonstrate good performance, regardless of whether the quality of graduates is good or poor. These findings imply that schools should continue to enhance teacher work discipline through various efforts such as mentoring, supervision, and the implementation of strict rules.

The influence of graduate quality moderates organizational culture on teacher performance. The research findings reveal that the quality of graduates does not play a role in moderating the effect of organizational culture on teacher performance at SMK YPM 1 Taman. This can be seen from the p-value (sig. 0.422) which is greater than α (0.05) and the t-value (0.804) which is less than the t-table value (1.97944). Thus, hypothesis 6, which states that the quality of graduates moderates the effect of organizational culture on teacher performance, is rejected. These findings indicate that the quality of graduates does not have a significant influence in strengthening or weakening the relationship between organizational culture and teacher performance. In other words, the quality of graduates produced will not affect the connection between the organizational culture in the school and the performance of the teachers. Organizational culture is an internal factor that is already embedded in the school environment, so its influence on teacher performance is not moderated by external factors such as graduate quality.

However, these findings do not diminish the importance of organizational culture for teacher performance. Previous research has shown that organizational culture significantly affects teacher performance directly. A strong and positive organizational culture creates a conducive work environment, thereby encouraging teachers to work optimally and demonstrate good performance. However, this effect is not moderated by the quality of graduates produced. These findings imply that schools should continue to build and strengthen a positive organizational culture, such as a culture of hard work, discipline, collaboration, and achievement orientation.

4. CONCLUSIONS & RECOMMENDATIONS

Based on the discussion presented above, several conclusions can be drawn. First, competence, work discipline, and organizational culture have been proven to have a positive and significant impact on teacher performance at SMK YPM 1 Taman Sidoarjo. This indicates the importance of efforts to enhance these three aspects so that teacher performance can be continuously improved. Second, the quality of graduates acts as a moderating variable that strengthens the influence of competence on teacher performance. This means that the higher the competence of teachers, supported by excellent graduate quality, the more it will enhance teacher performance in carrying out their duties and responsibilities. This finding suggests a reciprocal relationship between teacher competence, teacher performance, and the quality of graduates, which mutually reinforce each other. Third, the quality of graduates does not play a role in moderating the effect of work discipline and organizational culture on teacher performance. This implies that work discipline and organizational culture are internal factors whose influence on teacher performance is not moderated by external factors such as graduate quality. Fourth, although graduate quality does not moderate the influence of work discipline and organizational culture on teacher performance, this does not diminish the importance of these two aspects for directly improving teacher performance. Previous research has proven the significant impact of work discipline and organizational culture on teacher performance. Based on these conclusions,

it can be said that efforts to improve teacher performance at SMK YPM 1 Taman Sidoarjo need to be comprehensive, through enhancing teacher competence, positive organizational culture, work discipline, and the quality of graduates as indicators of teacher performance success. Thus, it is expected that a positive cycle will be created, encouraging continuous improvement in teacher performance, so that the quality of education at the school can be consistently enhanced over time.

Based on research findings that indicate the quality of graduates does not moderate the influence of work discipline and organizational culture on teacher performance, schools should focus on separately enhancing work discipline and building a strong organizational culture. To improve teacher work discipline, schools can implement stricter regulations and impose severe penalties for violations, as well as instill values of discipline from the outset through guidance and socialization. Meanwhile, to build a positive organizational culture, the involvement of the entire school community is necessary to realize values such as integrity, hard work, collaboration, and a focus on achievement. Although the quality of graduates does not moderate the impact of work discipline and organizational culture on teacher performance, efforts to improve graduate quality should still be a primary priority for schools. Schools can enhance the quality of graduates by improving the quality of the learning process, equipping educational facilities and infrastructure, and developing a curriculum that aligns with industry needs and the job market. Additionally, schools should also establish close partnerships with the industrial world and other stakeholders to prepare graduates who are competent and ready to work.

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