The Influence of School Culture and Work Motivation on School Quality in Vocational Schools

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Abstract

This article describes the influence of school culture and work motivation on school quality at SMKN 1 Pungging Mojokerto. This article has used quantitative research with a descriptive approach. The population in this study were all teachers at SMKN 1 Pungging Mojokerto, totaling 111, while the people used 87 respondents. The results showed that 1. School culture significantly influences school quality with a significance value of t of 0.00. 2. Work motivation significantly affects school quality with a significance value of t of 0.000. 3. Simultaneously, school culture and work motivation significantly influence school quality with a calculated F value of 32.876 with an F significance value of 0.000 and a regression coefficient R² of 43.9%.

Kata kunci: Budaya Sekolah; Motivasi kerja; Kualitas Sekolah; Sekolah kejuruan.

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INTRODUCTION

School culture plays a role in improving school performance if the culture that develops in the school meets the qualifications of being healthy, solid, strong, positive, and professional. The school’s culture that meets these qualifications reflects the identity, personality, and broad commitment to the school. A good school culture in the school environment will encourage teachers and students to work and achieve the highest target results. School culture is a school’s soul (spirit) that gives meaning to its educational activities. If the school culture is weak, it is not conducive to forming an effective school. Conversely, a strong school culture will become a facilitator for improving effective schools.

The distinctive characteristics of a school can be identified through the values it adheres to, the attitudes it has, the habits it displays, and the actions shown by all members of the school that form a special unit of the school system.

For this reason, it is necessary to organize teacher performance by motivating the increase in teacher competence as educators and educational facilitators. The teacher is a facilitator of information needed by students. Teachers play a major role in fostering students' good mental and intellectual attitudes. The results of the Research Center for Informatics, Ministry of Education and Culture, show that qualified teachers have a relationship with the quality of education.

Quality or quality can be seen from the concept in absolute and relative terms. In the fundamental idea, something (goods) is called qualified if it meets the highest and excellent standards. That is, the item is no longer exceeded. Meanwhile, in a relative concept, quality means meeting the established specifications and fit for their purpose. Quality in a relative concept relates to the manufacturer, so quality means according to the specifications set by the customer. Sallis defines quality as best suited to satisfy and

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Quality is conformity with market needs, product compatibility, and agreement with what is required (quality is customer satisfaction). Quality cannot be separated from customer satisfaction; quality is a level of excellence. Efforts to improve school quality must start from the internal school itself, which must pay attention to the values that live as a school culture. One of the values adopted is the value of discipline.

Discipline in the school culture is taking care of all the people around the school so they know which are important and prioritized and which are not important and must be left behind.

Based on some of the views above, the quality of education always refers to everything that determines satisfaction, so quality education is education whose products follow the customer's wishes, can be put to good use, and are produced in a good and right way. Making school culture teacher work motivation an important thing to note in developing quality education. It greatly influences national education, requiring continuous quality improvement.

Researchers are interested in investigating the influence of school culture and teacher work motivation on improving the quality of education and simultaneously investigating the effect of school culture and teacher work motivation in improving the quality of education at SMKN 1 Pungging. The school has been accredited by A. It is located in a relatively conducive and strategic environment for the development and quality of education. In this study, the researchers chose the title because SMKN 1 Pungging has a good school culture in the sense that within the institution itself, there is

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a harmonious communication relationship between the principal and teachers as well as fellow teachers and employees. In addition, the facilities at SMKN 1 Pungging are also a factor in improving school quality because the facilities are adequate and facilitate teacher performance, as well as having good achievements on a district to national scale. Data on the website of SMKN 1 Pungging stated that in 2 years, they could have 10 achievements; 2 of them are at the district level, 7 at the provincial level, and 1 at the national level.

**METHOD**

This research is quantitative and descriptive. To explain the research variables, a descriptive and correlative level of explanation was carried out. The descriptive explanation level aims to describe the findings of the independent variables from research on school culture, work motivation, and school quality. In contrast, a correlative explanation is used to find the relationship between school culture and work motivation variables on school quality variables.\(^\text{13}\)

The population in this study was 111 teachers at SMKN 1 Pungging Mojokerto. Sampling in this study was random sampling, a sampling technique based on coincidence, so the sample in this study totaled 87 teachers. The data used in this research is primary data. Obtained through direct visits or surveys conducted at research sites, which were examined with a questionnaire. And the sampling method used, namely the non-probability sampling method, was used to collect data from (judgment sampling) teachers who were used as respondents, totaling 87 people.\(^\text{14}\)

Research Data collection techniques are techniques or methods that researchers can use to collect data. The data collection technique used in this study was a questionnaire (questionnaire). Scoring and measurement of alternative answers using a Likert scale. The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena. The questionnaire in this study used 5 alternative instrument answers: SS = Strongly agree, S = Agree, N = Neutral, TS = Disagree, and STS = Strongly disagree.\(^\text{15}\)

To test the hypothesis data using a significance level determined by \(\alpha = 5\%\). You can do it in another way, namely the t-test. The t-test is a hypothesis test used to determine whether or not there is a clear difference between the two sample means.\(^\text{16}\)

Suppose the t count of each independent variable, namely the layout/layout and maintenance system, is greater than the t table. In that case, the independent variable partially has a convincing influence (\(\alpha = 5\%\)) on the dependent variable.

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RESEARCH RESULTS AND DISCUSSION

Results
The results of the first classical assumption test are to carry out a normality test which can be seen in Table 1 below:

<table>
<thead>
<tr>
<th>Table 1 Normality Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Sample Kolmogorov-Smirnov Test</td>
</tr>
<tr>
<td>Unstandardized Residual</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>Normal Parameters&lt;sup&gt;ab&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Most Extreme Differences</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Test Statistic</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

From the table above, it can be said that the data from each variable is normally distributed with an Asymp sig value of more than 0.05, namely 0.200.

The linearity test was carried out to determine whether the independent variable (X) and the dependent variable (Y) had a linear relationship. The variable is said to be linear if the sig deviation from the linearity value is more than or equal to 0.05 or the calculated F value is greater than the F table value. The calculation of the linearity test in this study was carried out with the help of the SPSS version 25.00 program. The results of the linearity test can be seen in the following table:

<table>
<thead>
<tr>
<th>Table 2. Linearity test</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Source: Results of SPSS research data processing (2023).

From the table above, it can be seen that all sig. Deviation from linearity is more than 0.05, so it can be concluded that all independent variables have a linear relationship with the dependent variable.

The results of the next classic assumption test are the Heteroscedasticity Test which can be seen in the following figure:
The Influence of School Culture and Work Motivation on School Quality in Vocational Schools

Figure 1 Scatterplot

From the graph above, the results of the tests carried out using SPSS show that the points on the graph spread above and below the number 0 on the Y-axis. From the scatterplot graphic, it can be concluded that there are no symptoms of heteroscedasticity in the regression model, so the regression model is feasible to use.

Multicollinearity test was conducted to determine whether or not there is a linear relationship between the independent variables. The tolerance value measures the variability of the selected independent variables, which other independent variables cannot explain. To find out whether or not multicollinearity exists by looking at the Variance Inflation Factor (VIF) value with the help of the SPSS program, the results of the multicollinearity test are as follows:

Table 3. Multicollinearity Test Results

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td>Tolerance</td>
<td>VIF</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>27.738</td>
<td>4.710</td>
<td>5.890</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total.X1</td>
<td>-0.295</td>
<td>0.092</td>
<td>-0.263</td>
<td>-3.210</td>
</tr>
<tr>
<td></td>
<td>Total.X2</td>
<td>0.407</td>
<td>0.057</td>
<td>0.587</td>
<td>7.161</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Total.Y

Source: Results of SPSS research data processing (2023)

From the table above, it can be seen that the VIF value is less than 10 and the tolerance value is more than 0.10, so it can be concluded that there is no multicollinearity between the independent variables in this study.

The t-test was conducted to test the significance of the constants of each independent variable that would affect the dependent variable.
Table 5. regression test results (T-test)

<table>
<thead>
<tr>
<th>Variabel</th>
<th>Koefisien Regresi (B)</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Culture</td>
<td>-0.295</td>
<td>-3.210</td>
<td>0.002</td>
</tr>
<tr>
<td>Work motivation</td>
<td>0.407</td>
<td>7.161</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Based on the T-test results table above, it can be seen that the test results show a t-count value of -3.210 with a t-significance value of 0.002 and a regression coefficient (b1) of -0.295. Because the significance value of t <0.05, it can be concluded that school culture significantly influences the quality of schools at SMKN 1 Pungging Mojokerto.

Based on the T-test results table above, it can be seen that the test results show a calculated t-value of 7.161 with a significance value of 0.000 and a regression coefficient (b1) of 0.407. Because the significance value of t <0.05, it can be concluded that schoolwork motivation influences school quality at SMKN 1 Pungging Mojokerto.

F-test (simultaneous test) to see whether the independent variables simultaneously have a positive and significant effect on the dependent variable. Below is a table of F-test results using the SPSS program

Table 6. regression test results (F-test)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>524.466</td>
<td>2</td>
<td>262.233</td>
<td>32.876</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>670.017</td>
<td>84</td>
<td>7.976</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1194.483</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the F test results table above, it can be seen that the test results show a calculated F value of 32.876 with an F significance value of 0.000. Because of the importance of sig. F <0.05, it can be concluded that school culture and work motivation jointly affect the quality of schools at SMKN 1 Pungging Mojokerto.

Table 6. Coefficient of Determination

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.663a</td>
<td>.439</td>
<td>.426</td>
<td>2.824</td>
</tr>
</tbody>
</table>

Based on the test results table above, it can be seen that the coefficient of determination R2 (R Square) is 0.439 or 43.9%, which means that school culture and work motivation can explain or influence the variable school quality together by 43.9%. While the rest (100% - 43.9), 56.1% were affected by variables outside this study

Discussion

The Influence of School Culture on School Quality at SMKN Pungging Mojokerto

Based on the frequency distribution of school culture variables at SMKN 1 Pungging, it was found that the average school culture variable was 4.26, this value was categorized as relatively high, where the indicator with the highest score was the initiative indicator of 4.43, and it needs to be maintained, the initiative is defined as the
ability to develop ideas and new ways of solving problems and finding opportunities, in this case at SMKN 1 Pungging is marked by teachers who are encouraged to have the initiative to be able to complete their tasks properly so that there will be a sense of responsibility for good work to the superiors and fellow teachers besides that every teacher is also encouraged to be able to think creatively in doing his work this is evidenced by the existence of a learning process that involves students by doing outdoor learning or carrying out activities that encourage creativity for students so that learning does not seem boring and monotonous. Following the function of school culture described above, school culture will support school identity, and one of them is influencing achievement school culture does not create itself but needs to be formed, namely a creative, innovative, visionary process to create a school culture. There is the highest indicator with the acquisition of the same value, namely the management system of 4.43. The management system is interpreted as a form of school principals who always support teachers in developing their careers by continuing their level of education. This development is necessary because SMKN 1 should pay attention to each teacher's career path in carrying out a job, which is also useful for increasing school progress through human resources. Intelligent human beings in it, and the principal always supports teachers to improve their competencies with various methods such as seminars, training, and so on. Competency development supports teachers to think more creatively and take advantage of developments from the current digital era. For this reason, training is needed to support teachers in updating their skills and competencies. School culture is built from the result of a meeting between the values held by the principal as a leader and the values shared by teachers and employees in the school. School culture becomes an organizational personality that distinguishes one school from another. How all members of the school organization play a role in carrying out their duties depends on the beliefs, values, and norms that are part of the school's culture. Culture has an important function in schools because culture will provide support for school identity. So that a well-maintained school culture can display faith,

holiness, and creative and innovative behavior that must be developed continuously. For this reason, principals and teachers can pay attention to how habits will shape students' behavior as a characteristic of an institution.22

Furthermore, the indicators with the lowest scores were found, namely commitment and loyalty; these two things are related to commitment which is defined as a form of behavior always to support the institution, and loyalty as a form of teacher loyalty to the school, but at SMKN 1 Pungging it is not very visible as evidenced by the teacher doing the assignment is not following the time given by the school principal this needs to be considered given the importance of considering the time of work and the accuracy of completing a given task, besides that the teacher does not fully have work targets that are under the provisions in the school, adjustments between targets and provisions schools are given more attention and synchronized so that misunderstandings do not occur. As one of the movers, the teacher must also pay attention to his achievements with students.23

A good and quality school culture can certainly improve a school's performance and will, trigger the creativity of students and teachers, and can change the perspective in taking and making a policy. Vice versa, bad school culture can reduce the achievement and creativity of students and teachers and can hinder educational success in schools.24

Regarding the explanation that the researchers carefully strengthened previous research conducted by Siti25 with the title "the influence of school culture and teacher work motivation on the quality of education at SMKN 1 Pabelan" with the results of the research that there was an influence of school culture on the quality of education in the moderate category. Furthermore, it also supports the research conducted by (Meryati et al., 2018), with the research title "Analysis of the Influence of School Organizational Culture and Teacher Work Motivation on Quality of Education in Bekasi," with the results of the research namely that there is a correlation between school organizational culture and work motivation on the quality of education in Integrated Islamic Elementary Schools Baitul Jihad which is positively related and very strong.

From the similarities in the research above, it can be concluded that organizational culture influences school quality because organizational culture will form good or bad habits depending on the organization's treatment of its students. At SMKN 1, Pungging pays attention to what forms and factors can shape organizational culture in schools. Paying attention to school culture is a very important instrument for a school. Based on the explanation above, it can be concluded that school culture influences school quality at SMKN 1 Pungging Mojokerto.

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The Effect of Work Motivation on School Quality at SMKN 1 Pungging Mojokerto

Based on the frequency distribution of work motivation variables at SMKN 1 Pungging, it was found that the average work motivation variable was 4.07 and was stated to be relatively high. The indicator with the highest score was an indicator of physical (physiological) needs 4.35. Physical needs to survive life from death, the most basic needs such as eating, drinking, housing, clothing, and other physical needs follow the following understanding of motivation. Namely, motivation is a force that results from a person's desire to satisfy his needs, for example, hunger and thirst.  

At SMKN 1 Pungging regarding the physical needs, it is proven that the school provides several incentives to teachers who excel, and the physical needs of the school provide compensation following the workload. Rewards for teachers who excel support the motivation of each teacher, which indirectly will foster a positive environment. Sportsmanship within the institution. Meanwhile, according to Hamzah B, the motivational factors is work performance, taking into account the potential that can be developed to prepare oneself for the future and the existence of awards to trigger employee passion can be in the form of recognition of skills, awards for achievements and so on as well as recognition of abilities and expertise for employees.  

Furthermore, there is an indicator with the lowest score, namely the need for self-actualization (self-actualization) of 3.89. This indicator is evidenced by the teacher getting a workload beyond his abilities, namely paying attention to the teacher's ability as a consideration for whether the work can be completed on time, then the teacher always tries. To develop competencies in the context of career development, every teacher with organizational support has made efforts to develop competencies. However, it is still an effort that must be maximized, and then there is an award for teachers with achievements.

Motivation is the willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of these efforts to fulfill an individual need. Work motivation is a desire that arises within oneself, which creates enthusiasm or encouragement to work optimally to achieve the desired goals. Panji defines work motivation as something that creates enthusiasm or encouragement to work. This drive can be internal or external, strong or weak. So motivation is a model in moving and directing teachers so they can carry out their duties in achieving the goals/goals that have been set with full awareness and responsibility.

The research results show that work motivation significantly affects school quality at SMKN 1 Pungging Mojokerto. The results of this study indicate that work motivation is an important instrument for improving the quality of a school. With good work

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30 Muazza, ‘In Search of Quality Human Resources in Education: Professional Competency, Compensation, Working Climate, and Motivation toward Vocational Teachers’ Performance’.
31 Widiyanti Ninik Anorogo Panji, Psikologi Dalam Perusahaan (Jakarta: Jakarta Rineka Cipta, 1993).
motivation, it is hoped to improve the quality of teachers, students, and members of organizations within the school. With good quality teachers, students, and all members of the organization within the school, it will make it easier for school institutions to achieve the vision and mission set by the school.

The above explanation supports previous research conducted by Utari Dineke Fatmasari\(^\text{32}\). with the research title "The Influence of Principal Leadership, Teacher Performance and Work Motivation on School Quality in Public Elementary Schools throughout the Marangin Regency, Jambi Province in the Context of Improving Quality Management" and the research results There is a positive influence and simultaneously significant to school quality. There is a significant influence between work motivation on school quality. Furthermore, the results of research conducted by Fuada Novel, Mahdi, and Retananidyastuti\(^\text{33}\), with the research title "The Influence of the Role of the Principal and Teacher Work Motivation on the Quality of Vocational High Schools in Comal District, Pemalang Regency" with the research results There is a significant influence of the principal and teacher work motivation partially and simultaneously on the quality of education.

The similarities in the research above show that the work motivation of a teacher has a good impact on improving the quality of education because motivation has a lot of influence on performance for maximum results. For this reason, teacher work motivation must continue to be considered and improved as a form of support in advancing school goals. Based on the explanation above, it can be concluded that work motivation influences school quality at SMKN 1 Pungging Mojokerto.

The Influence of School Culture and Work Motivation on School Quality at SMKN 1 Pungging Mojokerto

Based on the frequency distribution of the school quality variable at SMKN 1 Pungging, it was found that the average was 3.95. It was said to be quite high, with the highest indicator, namely graduates being accepted at tertiary institutions, as evidenced by teachers providing character education to students by providing real examples in the school environment, as well as outside of school. That way, every student will be able to recognize and develop positive character and cannot be separated from school support. Furthermore, the assignments given to students are result-oriented in fulfilling the demands of graduate standards, as evidenced by vocational schools creating students with expertise in their respective fields and making the most of their learning. Community needs and meets the expectations of each parent.

The indicator with the lowest score is the high graduate score of 3.71, which needs to be considered by every teacher and student who always arrives on time, as evidenced by digital attendance. Sometimes each teacher invites students to study outside the classroom, such as in prayer rooms, parks, etc. This activity also needs to be considered, given the effectiveness and achievement of learning.

The quality of education is defined as one of the frameworks carried out in the teaching and learning process in every educational institution to improve human quality, namely: people who believe in and fear God Almighty, have a noble character,


have personality, are independent, advanced, tough, intelligent, creative, disciplined, proactive, physically and mentally healthy. Meanwhile, according to Edwards Deming, the quality of education is a process of solving problems to achieve continuous improvement, so there is a need for continuous evaluation to achieve the goals of education, which is certainly not easy, so it must pay attention to the educational inputs of the educational process educational outputs of school outcomes.

From the explanation previously explained, this study supports previous research conducted by (Budhiarti et al) with the title "The Influence of School Culture and Teacher Work Motivation on the Quality of Education in SMA N 2 Luvu Utara" and the results of the research. The results showed a significant influence of school culture on the quality of education and a significant effect on teacher work motivation. Simultaneously, variables X1 and X2 influence variable Y.

The similarity of the results of the research above provides an overview of the culture created by schools, and the work motivation of each teacher will influence the quality of graduates besides that as a form of identity that differentiates one school from another. Perceived influence on school quality. Based on the explanation above, it can be concluded that organizational culture and work motivation affect the quality of schools at SMKN 1 Pungging Mojokerto

CONCLUSION

The school culture variable statistically obtained a significance t of 0.002 and a regression coefficient (b1) of -0.295. So it is partially proven that school culture variables affect school quality at SMKN 1 Pungging Mojokerto. The variable of work motivation statistically obtained a significant t result of 0.000 and a regression coefficient (b1) of 0.407, so it is partially proven that the variable of work motivation has a partial effect on the quality of schools at SMKN 1 Pungging Mojokerto.

Simultaneously, the results of the tests that have been carried out also show that school culture and work motivation significantly influence school quality. This influence can be seen from the calculated F value of 32,876 with an F significance value of 0.000. The test results indicate that school culture and work motivation significantly influence school quality with an R-squared coefficient of 0.439, which means that school culture and work motivation can explain or influence school quality variables jointly by 43.9%. While the rest (100% - 43.9), 56.1%, were influenced by variables outside this study

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