

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

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## Abstract

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### Keywords:

School Culture;  
Work Motivation;  
School Quality;  
Vocational Schools.

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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 R<sup>2</sup> of 43.9%.

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## Abstrak

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### Kata kunci:

Budaya Sekolah;  
Motivasi kerja;  
Kualitas Sekolah;  
Sekolah kejuruan.

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Artikel ini menjelaskan tentang pengaruh budaya sekolah dan motivasi kerja terhadap mutu sekolah di SMKN 1 Pungging Mojokerto. Artikel ini menggunakan penelitian kuantitatif dengan pendekatan deskriptif. Populasi dalam penelitian ini adalah seluruh guru di SMKN 1 Pungging Mojokerto yang berjumlah 111 orang, sedangkan responden yang digunakan sebanyak 87 orang. Hasil penelitian menunjukkan bahwa 1. Budaya sekolah berpengaruh signifikan terhadap mutu sekolah dengan nilai signifikansi t 0,00. 2. Motivasi kerja berpengaruh signifikan terhadap mutu sekolah dengan nilai signifikansi t sebesar 0,000. 3. Secara simultan budaya sekolah dan motivasi kerja berpengaruh signifikan terhadap mutu sekolah dengan nilai F hitung sebesar 32,876 dengan nilai signifikansi F sebesar 0,000 dan koefisien regresi R<sup>2</sup> sebesar 43,9%.

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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.<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup>

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.<sup>5</sup> 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<sup>6</sup>. 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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<sup>1</sup> Rony Rony, 'Urgensi Manajemen Budaya Organisasi Sekolah Terhadap Pembentukan Karakter Peserta Didik', *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (2021): 98-121, <https://doi.org/10.31538/tijie.v2i1.26>; Christina Thomaidou Pavlidou, 'Investigation of the Components of the Organizational Culture of Secondary Public Schools' 8, no. 1 (2021): 8-22.

<sup>2</sup> Mahlil Nurul Ihsan et al., 'Islamic Boarding School Culture Climate in Forming The Religious Attitude of Islamic Students in Modern and Agrobusiness Islamic Boarding Schools', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (2021): 362-82, <https://doi.org/10.31538/nzh.v4i2.1492>; Tien Rafida Muhammad Yusuf Siregar, Amiruddin Siahaan, 'THE HEAD OF MADRASAH'S STRATEGY IN DEVELOPING A CULTURE OF LOVE READING THE QURAN', *Nidhomul Haq* 6, no. 2 (2021): 483-96, <https://doi.org/10.31538/ndh.v6i2.1675>.

<sup>3</sup> Graziella McCarron and Aoi Yamanaka, 'REFLECTING BACK AND GOING FORWARD: Promising Pedagogical Practices for Culturally Relevant/Sustaining and Equitable Online Leadership Education', *The Journal of Leadership Education* 21, no. 4 (2022), <https://doi.org/10.12806/v21/i4/a3>.

<sup>4</sup> Kenneth Leithwood, Alma Harris, and David Hopkins, 'Seven Strong Claims about Successful School Leadership Revisited', *School Leadership and Management* 40, no. 1 (2020): 5-22, <https://doi.org/10.1080/13632434.2019.1596077>.

<sup>5</sup> Annisa Rizkiana, *Manajemen Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru Di SMA Ma'arif Karanganyar Kabupaten Purbalingga, Skripsi Manajemen Pendidikan Islam*, 2022; Abd. Basir and Abdul Rahman, 'Internalization of Religious Values in The Islam Program Teacher's Family Education of High School and High Vocational School Muhammadiyah Banjarmasin', *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (2020): 180-90, <https://doi.org/10.31538/nzh.v3i2.624>.

<sup>6</sup> Muhammad Amin Fathih, Triyo Supriyatno, and Muhammad Amin Nur, 'Visionary Leadership of The Head of Diniyah Madrasah in Improving The Quality Santri', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (2021): 513-25, <https://doi.org/10.31538/ndh.v6i3.1527>; Agus Idris, Sutaryat Trisnamansyah, and Iim Wasliman, 'Implementation of The Internal Quality Assurance System in Improving School Quality', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2022): 27-34, <https://doi.org/10.31538/munaddhomah.v3i1.96>.

exceed the needs and wants of customers.<sup>7</sup> 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<sup>8</sup>. 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.)<sup>9</sup> 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.<sup>10</sup>

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.<sup>11</sup> Making school culture teacher work motivation an important thing to note in developing quality education. It greatly influences national education, requiring continuous quality improvement.<sup>12</sup>

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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<sup>7</sup> Zahrotul Azkiyah, Ari Kartiko, and Muhammad Mujtaba Mitra Zuana, 'Pengaruh Kualitas Pelayanan Akademik Dan Promosi Terhadap Minat Siswa Baru Di Madrasah', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2020): 290–303, <https://doi.org/10.31538/ndh.v5i2.538>; Abdul Mukti Bisri, 'Studi Analisis Komite Sekolah/Madrasah Dalam Mengawal Kualitas Pendidikan', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2020): 51–64, <https://doi.org/10.31538/munaddhomah.v1i1.31>.

<sup>8</sup> Dian Dian, Irawan Faizal, and N. Dewi Hasanah, 'Leadership and Capacity Building; The Construction of Madrasah Quality Improvement', *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2022): 79–90, <https://doi.org/10.33650/al-tanzim.v6i1.3179>; Muazza Muazza, 'In Search of Quality Human Resources in Education: Professional Competency, Compensation, Working Climate, and Motivation toward Vocational Teachers' Performance', *Indonesian Research Journal in Education |IRJE|* 5, no. 1 (2021): 175–91, <https://doi.org/10.22437/irje.v5i1.12497>.

<sup>9</sup> M Husnur Rofiq and Nuril Ainun Nadliroh, 'Analisis Evaluasi Pembelajaran Aqidah Akhlak Dalam Sistem Kredit Semester Di Madrasah Tsanawiyah Cerdas Istimewa Amanatul Ummah', *FATAWA: Jurnal Pendidikan Agama Islam* 2, no. 1 (2022): 70–92, <https://doi.org/10.37812/fatawa.v2i1.269>; Akhmad Sirojuddin, Ashlahuddin Ashlahuddin, and Andika Aprilianto, 'Manajemen Kurikulum Terpadu Berbasis Multiple Intellegences Di Pondok Pesantren', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2022): 35–42, <https://doi.org/10.31538/munaddhomah.v3i1.143>; Prastio Surya and Muhammad Husnur Rofiq, 'Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul Amanah Pacet Mojokerto', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (2021): 31–37, <https://doi.org/10.31538/munaddhomah.v2i1.65>.

<sup>10</sup> Ewa Skantz-Åberg et al., 'Teachers' Professional Digital Competence: An Overview of Conceptualisations in the Literature', *Cogent Education* 9, no. 1 (2022), <https://doi.org/10.1080/2331186X.2022.2063224>.

<sup>11</sup> Idris, Trisnamansyah, and Wasliman, 'Implementation of The Internal Quality Assurance System in Improving School Quality'; Musdalifah Alwi and Lusia Mumtahana, 'The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (17 April 2023): 66–78, <https://doi.org/10.59373/kharisma.v2i1.18>.

<sup>12</sup> Moh Wardi et al., 'Implementation of Education Based on Religious Moderation', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (7 April 2023): 163–79, <https://doi.org/10.31538/tijie.v4i1.313>; Warti'ah Warti'ah, 'The Implementation of Madrasa Culture in Building Students' Character', *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (27 July 2020): 247–59, <https://doi.org/10.31538/nzh.v3i2.583>.

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.<sup>13</sup>

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.<sup>14</sup>

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.<sup>15</sup>

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<sup>16</sup>. 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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<sup>13</sup> Sanusi Anwar, *Metodologi Penelitian Bisnis* (Jakarta: Salemba Empat, 2011); Ismawati Umi, Narimawati., Sri Dewi, Anggadini., Linna, *Penulisan Karya Ilmiah, Pertama* (Bekasi: Genesis, 2011).

<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, Ed. Rev 20 (Jakarta: Rineka Cipta, 2010); Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. (Bandung: Alfabeta, 2017).

<sup>15</sup> Ankur Joshi et al., 'Likert Scale: Explored and Explained', *British Journal of Applied Science & Technology* 7, no. 4 (2015): 396–403, <https://doi.org/10.9734/bjast/2015/14975>.

<sup>16</sup> William E. Hanson et al., 'Mixed Methods Research Designs in Counseling Psychology', *Journal of Counseling Psychology* 52, no. 2 (2005): 224–35, <https://doi.org/10.1037/0022-0167.52.2.224>.

**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 1 Normality Test**

<b>One-Sample Kolmogorov-Smirnov Test</b>			
			Unstandardize d Residual
N			87
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		2.79121735
	Most Extreme Differences	Absolute Positive Negative	.054 .034 -.054
Test Statistic			.054
Asymp. Sig. (2-tailed)			.200 <sup>c,d</sup>

From

a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.  
 d. This is a lower bound of the true significance.

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 2. Linearity test**

No	Variable		Sig. (Deviation from linierity)	Information
	Bebas	Terikat		
1	X1	Y	0,119	Linier
2	X2	Y	0,409	Linier

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:

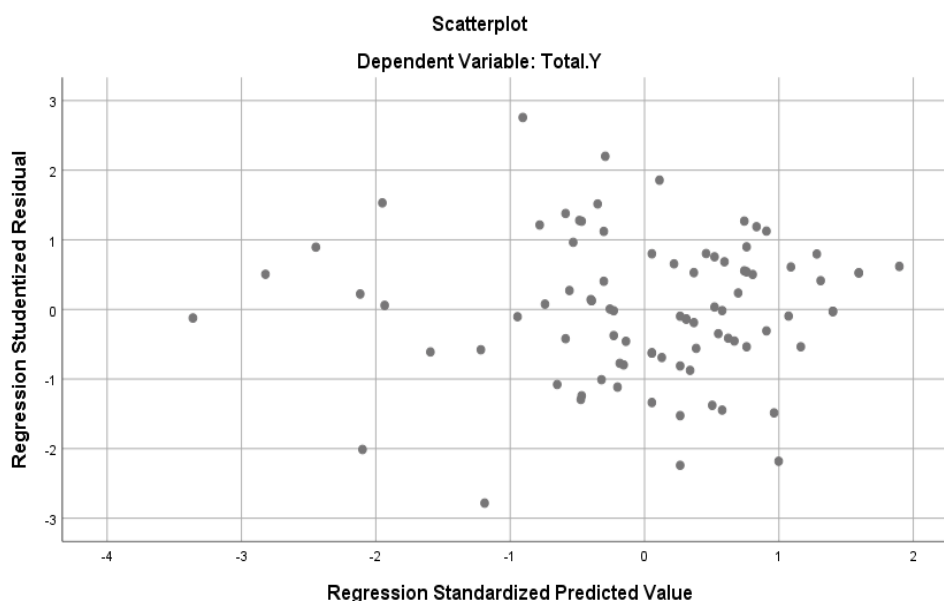


Figure 1 Scatterplot

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

Model	Coefficients <sup>a</sup>						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	27.738	4.710		5.890	0		
Total.X1	-0.295	0.092	-0.263	-3.210	0.002	0.993	1.007
Total.X2	0.407	0.057	0.587	7.161	0	0.993	1.007

**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)

Variabel	Koefisien Regresi (B)	t	Sig.
<b>School Culture</b>	-0,295	-3,210	0,002
<b>Work motivation</b>	0,407	7,161	0,000

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)

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
<b>1</b> Regression	524.466	2	262.233	32.876	.000 <sup>b</sup>
Residual	670.017	84	7.976		
Total	1194.483	86			

a. Dependent Variable: Total.Y  
 b. Predictors: (Constant), Total.X2, Total.X1

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

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.663 <sup>a</sup>	.439	.426		2.824

a. Predictors: (Constant), Total.X2, Total.X1

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.<sup>17</sup> 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.<sup>18</sup>

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.<sup>19</sup> 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.<sup>20</sup>

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.<sup>21</sup> 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,

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<sup>17</sup> Husna Sabila and Cepi Safruddin Abdul Jabar, 'Pengaruh Kepemimpinan Guru, Motivasi Kerja, Dan Efikasi Diri Terhadap Kinerja Guru Di Era Pandemi COVID-19', *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 7, no. 9 (2022): 379–87.

<sup>18</sup> Rokhana Oktiasari, Hasyim Asyari, and M. Afif Zamroni, 'Strategy of Teacher Competency Development Program in Madrasah Tsanawiyah', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2021): 442–56, <https://doi.org/10.31538/ndh.v6i2.1592>; Mahmut Polatcan, 'An Exploration of the Relationship between Distributed Leadership, Teacher Agency, and Professional Learning in Turkey', *Professional Development in Education* 00, no. 00 (2021): 1–15, <https://doi.org/10.1080/19415257.2021.1905050>.

<sup>19</sup> M Anderson, R. C., Katz-Buonincontro, J., Bousset, T., Mattson, D., Beard, N., Land, J., & Livie, 'How Am I A Creative Teacher? Beliefs, Values, and Affect for Integrating Creativity in the Classroom', *Teaching and Teacher Education*, 2006, 1–4, <https://doi.org/10.1016/j.tate.2021.103583>.

<sup>20</sup> Arita Marini, Desy Safitri, and Iskandar Muda, 'Managing School Based on Character Building in the Context of Religious School Culture (Case in Indonesia)', *Journal of Social Studies Education Research* 9, no. 4 (2018): 274–94, <https://doi.org/10.17499/jsser.11668>; Siti Rofifah et al., 'The Influence of Organizational Culture and Work Motivation on Teacher Performance at the International Standard School, Amanatul Ummah Mojokerto', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021): 27–40, <https://doi.org/10.31538/ndh.v6i1.899>.

<sup>21</sup> Ari Kartiko and Jaya Roza Azzukhrufi, 'Pengaruh Budaya Organisasi Dan Kompensasi Terhadap Kinerja Pendidik Di Madrasah Aliyah Nahdlatul Ulama Mazro'atul Ulum Paciran', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (2019): 207–26, <https://doi.org/10.31538/ndh.v4i2.351>; Nariah Nariah, 'The Influence of Organizational Culture and Job Satisfaction on Employee Performance at PT. Mega Sentosa Prima in Jakarta', *Jurnal Ad'ministrare* 7, no. 1 (2020): 151, <https://doi.org/10.26858/ja.v7i1.14473>.



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.<sup>22</sup>

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.<sup>23</sup>

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<sup>24</sup>.

Regarding the explanation that the researchers carefully strengthened previous research conducted by Siti<sup>25</sup> 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, Punggi 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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<sup>22</sup> Isra Adawiyah Siregar, Mesiono Mesiono, and Neliwati Neliwati, 'Visioner Leadership of The Head of Madrasah in Improving Teacher Professionalism', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (2022): 116-25, <https://doi.org/10.31538/munaddhomah.v3i2.232>.

<sup>23</sup> Ayşenur Alp Christ et al., 'Learning Processes and Their Mediating Role between Teaching Quality and Student Achievement: A Systematic Review', *Studies in Educational Evaluation* 75, no. February (2022): 0-2, <https://doi.org/10.1016/j.stueduc.2022.101209>; Huang Wu, 'The Effect of Principal Leadership on Student Achievement: A Multivariate Meta-Analysis' 2, no. August (2020): 1-127.

<sup>24</sup> Amy L. Chapman, 'Awakened Schools: A Theoretical Framework for Engaging Students' Interconnectedness', - *The IAFOR International Conference on Education - Hawaii 2022 Official Conference Proceedings*, 2022, 137-47, <https://doi.org/10.22492/issn.2189-1036.2022.13>; Sri Marmoah and Jenny Indrastoeti Siti Poerwanti, Suharno, 'Literacy Culture Management of Elementary School in Indonesia', *Heliyon* 8, no. 4 (2022): e09315, <https://doi.org/10.1016/j.heliyon.2022.e09315>.

<sup>25</sup> Siti Zubaidah, 'Pengaruh Budaya Sekolah Dan Motivasi Kerja Guru Terhadap Mutu Pendidikan Di SMK N 1 Pabelan', *Prosiding Seminar Nasional Pendidikan 'Meretas Sukses Publikasi Ilmiah Bidang Pendidikan Jurnal Bereputasi'*, no. November (2015): 177-84.

### 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.<sup>26</sup>

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<sup>27</sup>, 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.<sup>28</sup>

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.<sup>29</sup> Work motivation is a desire that arises within oneself, which creates enthusiasm or encouragement to work optimally to achieve the desired goals<sup>30</sup>. Panji defines work motivation as something that creates enthusiasm or encouragement to work. This drive can be internal or external, strong or weak<sup>31</sup>. 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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<sup>26</sup> Ninik Indawati et al., 'Improving The Religious Character of Educators Through Exemplary of Principles', *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (2022): 789–801, <https://doi.org/10.33650/al-tanzim.v6i3.3691>.

<sup>27</sup> Nina Lamatenggo Hamza B. Uno, *Teori Kinerja Dan Pengukurannya* (Jakarta: Bumi Aksara, 2014).

<sup>28</sup> Septi Wahyu Estiani and Enung Hasanah, 'Principal's Leadership Role in Improving Teacher Competence', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2022): 229–41, <https://doi.org/10.31538/ndh.v7i2.2281>; Rahul Sharma et al., 'It's Not Just FaceTime: Core Competencies for the Medical Virtualist', *International Journal of Emergency Medicine* 12, no. 1 (2019), <https://doi.org/10.1186/s12245-019-0226-y>.

<sup>29</sup> Linda Schürmann and Claudia Quaiser-Pohl, 'Out-of-School Learning Levels Prior Achievement and Gender Differences in Secondary School Students' Motivation', *International Journal of Educational Research Open* 3, no. March (2022), <https://doi.org/10.1016/j.ijedro.2022.100158>.

<sup>30</sup> Muazza, 'In Search of Quality Human Resources in Education: Professional Competency, Compensation, Working Climate, and Motivation toward Vocational Teachers' Performance'.

<sup>31</sup> 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<sup>32</sup>. 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<sup>33</sup>, 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, Pematang 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,

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<sup>32</sup> N Vebriani and S Utomo, 'Pengaruh Kepemimpinan Kepala Sekolah Dan Iklim Sekolah Terhadap Kinerja Guru SD Di Kecamatan Jati Kabupaten Kudus', *Jurnal Ilmiah Pendidikan Profesi ...* 11, no. 2 (2022): 83-90.

<sup>33</sup> Retananidyastuti Novel, Fuad1, Muhti2, 'PENGARUH PERAN KEPALA SEKOLAH DAN MOTIVASI KERJA GURU TERHADAP MUTU SMK DI KECAMATAN COMAL KABUPATEN PEMALANG' 9, no. April (2020): 113-30.

have personality, are independent, advanced, tough, intelligent, creative, disciplined, proactive, physically and mentally healthy<sup>34</sup>. Meanwhile, according to Edwards Deming in, 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.<sup>35</sup>

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 Luwu Utara" and the results of the research<sup>36</sup>. 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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<sup>34</sup> Yustinus Sanda, Agustina Pitriyani, and Yesepa, 'Manajemen Pendidik Dan Tenaga Kependidikan Dalam Peningkatan Mutu Perguruan Tinggi Keagamaan Katolik', *Jurnal Penjaminan Mutu* 8, no. 1 (2022): 79-88, <https://doi.org/10.25078/jpm.v8i1.765>; Erlantz Allur et al., 'Quality and Environmental Management Linkage: A Review of the Literature', *Sustainability (Switzerland)* 10, no. 11 (2018): 1-15, <https://doi.org/10.3390/su10114311>; Ender Evta Yuda Prayogi et al., 'Management of Madrasa-Based Education Quality Improvement at the Tahfidz Qur'an Islamic Boarding School in Metro City', *Review of International Geographical Education Online* 11, no. 7 (2021): 480-91, <https://doi.org/10.48047/rigeo.11.07.52>.

<sup>35</sup> Frank J. Lucatelli, 'The Multiple Responsibilities of and within Organizations: An Interpretation of the Structure of W. Edwards Deming's Quality System Including the Correlation of Personality Roles with Quality "Points"', *Procedia - Social and Behavioral Sciences* 65, no. ICIBSoS (2012): 632-37, <https://doi.org/10.1016/j.sbspro.2012.11.176>.

<sup>36</sup> Hj Sukmawati Yuli Budhiarti, Wahyudi, 'Pengaruh Budaya Sekolah Dan Motivasi Kerja Terhadap Mutu Guru Pada Smp Negeri Di Kecamatan Sekayam', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 6, no. 2 (2017): 1-12, <https://doi.org/10.26418/jppk.v6i2.18516>.

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