

# HOW DOES ATTITUDE, WORK-CULTURE AND WORK-MOTIVATION EFFECT ON TEACHER'S COMPETENCE? CASE STUDY AT SOUTH THAILAND

Syuhada Che Wae<sup>1</sup>, Rahmawati<sup>2</sup>, Ratna Tri Hardaningtyas<sup>3</sup>, Muhyidin<sup>4</sup>, Muslihul Hadi<sup>5</sup>

Faculty Economic and Business Universitas Islam Malang  
Email : [Rahmawati@unisma.ac.id](mailto:Rahmawati@unisma.ac.id)

## ABSTRACT

*A school is an educational organization that aims to frame the school's mission, manage teaching and learning, and train teachers and students to achieve the same goals. Nowadays, many schools identify the problem of "Human" because it plays a significant role in the organization. With policies focusing on human resources, the executives responsible for specific jobs and the recruitment system for human resource development will be determined. The purpose of this research is to describe Attitude, Work Culture, and Motivation, to know and analyze the effects of Attitude, Work Culture, and Motivation, to know and analyze the effects of attitude on teacher competence, To know and analyze the effects of work culture on teacher competence, to know and analyze the effects of Motivation on teacher competence. Research shows that Attitudes, Work Culture, and Motivation experiences are simultaneously optimistic and significant to the teacher competence variables; attitude has a positive and significant impact on teacher competence, Work culture has a positive and significant impact on teacher competence, and Motivation has a positive and significant impact on preparedness to enter the work world.*

*Keywords: Attitudes, Work Culture, Motivation, Teacher Competence.*

## INTRODUCTION

School is an educational organization that aims to frame the school's mission for teaching and learning management and train teachers and students to achieve the same goal. Today, many schools identified the problem of "Humans" because it is so crucial in the organization. With policies focusing on human resources, it will be determined that there are executives responsible for specific jobs. There is a recruitment system for human resource development.

Teachers are an essential resource for the teaching and learning process. They are factors that affect the effectiveness of school management because the organizers of the teaching system directly teach children. It is essential to develop people and society towards a quality society by improving the quality of human beings to promote knowledge as a driving force for economic and social development. The behavior of teachers in educational institutions is an essential component of the

development of school effectiveness.

Examining the elements that influence teacher behavior, including attitudes, work culture, and work motivation, is necessary.

Teacher competence, according to Mulyasa (2012), is the ability to apply philosophical, psychological, and sociological foundations of education, apply learning theory according to the level of student development, develop themselves and assist students in creating an upbeat personality, all indications of a competent teacher and all signs of an effective instructor.

One of the teacher's competencies is an attitude that determines behavior because it relates to perception, personality, and motivation. Attitudes are positive and negative. The mental state that is ready to learn and adapt to the organization by experience exerts a characteristic influence on an individual's response to an individual and a person's feelings towards a particular stimulus.

Research by Alim and Muhammad (2010) explains that teacher attitudes and workplace culture significantly impact how competent teachers are. Building a work culture is essential because it is vital in encouraging the organization to grow. It can be seen that the organization has a transparent culture. Personnel in the organization all consciously understand access and exhibit behaviors that demonstrate the organization's identity. Motivation and job satisfaction are critical factors in the workplace having a good attitude towards the organization. Therefore, we want quality personnel to have full awareness in carrying out their duties, which makes the organization work with complete willingness and dedication.

### **THEORETICAL BASIS**

First, Prasetyo (2020), in a study entitled "The Influence of Motivation, Leadership and Work Environment on Teacher Performance Through Teacher Competence at Sekar State Vocational High School, Bojonegoro Regency." The results showed that direct motivation did not significantly affect teacher competence. Second, Sinaga (2020), in a study entitled "The Influence of Teacher Attitudes Against the Competence of Budi Murni 2 Elementary School Teachers in Medan,". The results showed a significant influence between teacher attitudes and teacher competence.

Third, Fatimah (2021), in a study entitled "The Influence of Attitude, Work Culture and Work Motivation on the Competence of Kindergarten Teachers in Sukun District, Malang City," The results showed that: 1) Attitude, work culture, and work motivation had a significant simultaneous effect on teacher competence, 2) Work motivation had an insignificant and positive effect on teacher competence. Attitude had a significant and positive effect on teacher competence, 3) Attitude had a significant and positive effect on teacher competence. Positive on teacher competence, 4) Work culture has a

significant and positive effect on teacher competence.

### **Teacher's Competence**

A teacher's Competence is the mastery of knowledge, values, skills, and attitudes manifested in a person's thinking and acting habits to fulfill his calling as a teacher (Tedjawati: 2011). Teachers are competent if they have the necessary skills and abilities to do their job. For a teacher to be able to occupy a functional role by the field of duty, qualification, and level of education, it has been determined or mandated that they must demonstrate mastery of knowledge and behavior.

### **Attitude**

Attitudes as individual characteristics can lead to a tendency to behave a certain way towards the subject. The teacher must be an example for the children. Comparing him to other characters, such as painters, it is good to imitate his approach and attitude. The politeness of teachers, in addition to their knowledge, is beneficial for education (Rahman, 2011). A person's ideas, habits, and feelings can be used to find specific environmental characteristics that often last long because they are difficult to change (Andani & Juhaepa, 2019).

### **Work Culture**

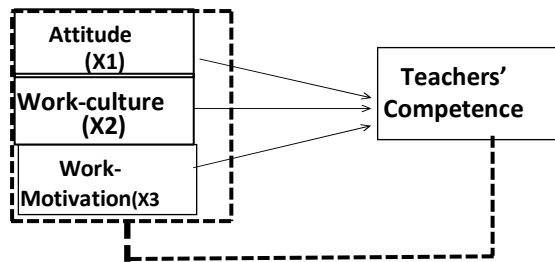
In the Human Resource Management book *Understanding Work Culture*, the author states: "Work culture is the habit of following work culture." Although there is no harsh punishment for breaking this habit, the company's moral leadership has decided that it is a habit that must be followed when working to achieve goals (Hadari Nawawi, 2003).

### **Work -Motivation**

Motivation for teachers is essential because it can facilitate the efficient implementation of their duties as educators, which impacts their performance. Therefore, leaders must always try to increase the motivation of their employees to do their best work. They must also understand various aspects of motivation,

especially the demands that drive employee behavior while performing tasks. The interactions between leaders and subordinates, as well as between subordinates and other subordinates, are what contribute to teacher behavior. Thus, teacher performance can be influenced by the level of their work motivation (Rita, 2017: 145).

Based on the theoretical basis and according to previous research, a conceptual framework that describes the relationship of the independent variables is Attitude (X1), Work Culture (X2), and Work Motivation (X3). The dependent variable is Teacher Competence (Y). The conceptual framework in this study is described as follows:



## HYPHOTHESES

- H1 : Effect of Attitude, Work Culture and Work Motivation Simultaneously Influence on Teacher Competence at Thama Vitya Mulniti Yala School, South Thailand.
- H2: Attitudes have a positive and significant influence on teacher competence at Thama Vitya Mulniti Yala School, South Thailand.
- H3 : Partially, work culture has a positive and significant impact on teacher competency readiness at Thama Vitya Mulniti Yala School, South Thailand.
- H4 : Partially, Work Motivation has a Positive and Significant Effect on Teacher Competence at Thama Vitya Mulniti Yala School, South Thailand.

## METHOD

This research uses quantitative research. In addition, this study uses *explanatory research*. This research was carried out at the Thama Vitya Mulniti Yala School, South Thailand and the method of collecting data from this study used questionnaires. The populations used in this study were all teachers of the Thama Vitya Mulniti Yala School in South Thailand with a total of 481 people, both academic teachers and religious teachers. To measure the number of samples needed, the researchers calculated using the Slovin formula, with a sample of 80 teachers.

## RESULTS AND DISCUSSION

### Reliability and Validity Test

Based on the validity test, it can be seen that all items per question on the questionnaire of each variable used are Teachers' Competence (Y), Attitude (X1), Work-Culture (X2), Work-Motivation (X3), resulting in  $r$  arithmetic or table correlations more significant than  $r$  table, which was 0.2199. So, it can be concluded that all statement items from each variable in this study are said to be valid. Based on the reliability test, it can be seen that all items the statement of each variable used Teachers' Competence (Y), Attitude (X1), Work-Culture (X2), Work-Motivation (X3) has an alpha coefficient of 0,689 to 0,810 greater than 0.60 thus, it says that this measuring tool can produce reliable data.

Based on the table above, the results of the normality test can be obtained with a significant value of 0.066. In the test criteria the data is normally distributed because the significant value is  $> 0.05$ .

Based on the table above, the multicollinearity test found that the VIF value was 1.931, 2.670, 1.861. Which shows that the Attitude variable (X1) Work Culture (X2) Work Motivation (X3) has a VIF value  $< 10$  with a *tolerance*  $> 0.1$ . So it can be concluded that the results of the multicollinearity test show that there

is no high correlation or there is no multicollinearity.

Based on the table above, the t-test table above can be seen: The heteroscedasticity test shows that the Attitude variable (X1) has a significant level of  $<0.05$ , which means that this variable indicates that there is heteroscedasticity. Heteroscedasticity test can be seen that the Attitude variable (X1) Work Culture (X2) Work Motivation (X3) has a significance level  $> 0.05$ , which means that this test indicates that the regression used in this study does not occur heteroscedasticity.

Based on the results of table 4.15 analysis, multiple linear regression equations can be arranged as follows:

$$Y = (-1.101) + 0.284 X1 + 0.359 X2 + 0.384 X3 + e$$

Based on the table above, the F test is known that the calculated F value is 48.394  $> F$  table is 2.725 with a significance value of  $0.000 < 0.05$  then it can be said that all independent variables have a joint influence -same or simultaneous to the dependent variable.

Based on the table above, the t-test table above can be seen that:

1. Attitude (X1) it is known that the t-test value obtained is 2.982 with a significance level of  $0.004 < 0.05$ .
2. Work Culture (X2) is known that the t-test value obtained is 3.260 with a significance level of  $0.002 < 0.05$ .
3. Work Motivation (X3) is known that the calculated t-test value is 3.207 with a significance level of  $0.002 > 0.05$ .

Based on the table above, the Coefficient of Determination (*Adj. R Square*) can be seen that the value of the Coefficient of Determination (*Adj. R Square*) 0.643. This means that the independent variable Attitude (X1) Work Culture (X2) Work Motivation (X3) has a joint influence of 64.3% on the dependent variable (Y) Teacher Competence and 35.7% is influenced by other independent variables besides Teacher Attitude, Work Culture, and Work Motivation.

### **The Influence of Attitude, Work Culture and Work Motivation on Teacher Competence at Thama Vitya Mulniti Yala School, South Thailand**

Attitude variable, Work Culture variable and Work Motivation variable simultaneously have a positive and significant effect on the Teacher Competence variable. And the variable indicator of teacher competence that has more contribution is the indicator of personality competence with an average number of 4.19.

### **The Effect of Attitude on Teacher Competence at Thama Vitya Mulniti School Yala South Thailand**

Attitude partially affects the positive and significant variable of Teachers' Competence. Moreover, the indicator of the attitude variable with the most contribution is the discipline indicator, with an average of 4.54. This proves that attitude has a close relationship with teacher competence because a teacher's attitude can affect how well they teach; it is essential for them to have a positive outlook. They also need to be able to control their emotions, keep commitments and talk to everyone with respect. Teachers who have a positive attitude will carry out their responsibilities honestly and sincerely and will not do things that can harm their work. These results are from Sinaga's (2020) research, which states a significant influence between teacher attitudes and teacher competence.

### **The Influence of Work Culture on Teacher Competence at Thama Vitya Mulniti School Yala South Thailand**

Work Culture has a positive and significant effect on the Teacher Competency variable. Moreover, the work culture variable with the most contribution is the indicator of cooperation, with an average of 4.25. This proves that work culture has a close relationship with teacher competence. Work culture can be an instrument of competitive advantage in organizations; each teacher comes from a



different place, religion, and culture. They have an impact on different thoughts and expenses in the organization. Teachers need to overcome these differences by instilling tolerance to overcome adaptation problems and working together effectively and efficiently. These results are from the research conducted by Jubaedah et al. (2021), who stated that competence has a direct positive effect on work culture.

### **The Influence of Work Motivation on Teacher Competence at Thama Vitya Mulniti Yala School, South Thailand**

Work Motivation has a positive and significant effect on the Teacher Competency variable. Moreover, the indicator of the Work Motivation variable, which has more contribution, is the external motivation indicator with an average number of 4.31. This proves that work motivation has a close relationship with teacher competence. Motivation is essential in every organization, so employees or teachers remain enthusiastic about daily tasks and activities. Motivational research proves that motivation is essential for teachers; the higher the motivation, the more enthusiastic the teacher is in his work, namely teaching and educating students to become quality human beings. These results are from research conducted by Nurul Siti Fatimah (2021), who stated that work motivation has an effect but is not significant and positive on teacher competence.

### **CONCLUSIONS**

Based on the results of research and testing conducted regarding the influence of attitudes, work culture and work motivation on teacher competence using SPSS 26.0, it can be concluded as follows:

Attitude, Work Culture, and Work Motivation simultaneously have a positive and significant effect on variables of Teacher Competence. Attitude has a positive and significant effect on Teacher Competence. Work Culture has a positive and significant effect on Teacher Competence. Work Motivation has a

positive and significant effect on Teacher Competence. Moreover, based on the research results and conclusions, it can be suggested as follows: For further researchers, it is hoped that they can expand the sample and add other variables that contribute more to influencing teacher competence. For further researchers, it is also expected to use the language according to the conditions of the research place.

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