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The Influence of Organizational Culture and Human Resource Quality on the Performance of Public Junior High School Teachers in Rambutan District, Banyuasin Regency

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Abstract

This study aims to examine the influence of organizational culture and the quality of human resources on the performance of public junior high school teachers in Rambutan District, Banyuasin Regency. Teacher performance is an essential factor in improving the quality of education because it is directly related to the effectiveness of the teaching and learning process in schools. A supportive organizational culture and high-quality human resources are believed to enhance teachers' performance in carrying out their professional duties and responsibilities. This study employed a quantitative approach using a causal associative method. The population consisted of all public junior high school teachers in Rambutan District, Banyuasin Regency. The sample was determined using a probability sampling technique with the Slovin formula at a 5% margin of error, resulting in 82 respondents. Data were collected through questionnaires developed based on the indicators of each research variable. The collected data were then analyzed using IBM SPSS Statistics version 26 with multiple linear regression analysis. The results showed that the coefficient of determination (R^2) was 0.783, indicating that 78.3% of the variation in teacher performance could be explained by organizational culture and the quality of human resources, while the remaining 21.7% was influenced by other variables not included in this study. The regression analysis also revealed that the quality of human resources had a more dominant effect on teacher performance ($\beta = 0.499$) than organizational culture ($\beta = 0.422$). Based on the partial test (t-test), organizational culture had a positive and significant effect on teacher performance, with a

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significance value of 0.000 < 0.05. Likewise, the quality of human resources also had a positive and significant effect on teacher performance, with a significance value of 0.000 < 0.05. Simultaneously, the F-test indicated that both variables had a significant effect on teacher performance. In conclusion, organizational culture and the quality of human resources play an important role in improving teacher performance, both partially and simultaneously.

Keywords: ***organizational culture, human resource quality, teacher performance*.**

INTRODUCTION

The quality of education has become increasingly important with the development of technology and globalization, as it is considered crucial for preparing high-quality human resources. The goal of education is to develop students into individuals with faith, knowledge, and noble character, as stated in Law No. 20 of 2003 on the National Education System (SISDIKNAS). This goal emphasizes the importance of collaboration between educational institutions, teaching staff, and the community to provide a comprehensive and high-quality education process (Murniati et al., 2021).

Teachers play a crucial role in the success of the learning process. A teacher's success in the learning process can be measured by achieving learning objectives. One of these objectives is for students to understand and comprehend what is taught by the teacher (Afiani et al., 2022). Therefore, providing services requires the role of high-quality teachers. The school's strategy for achieving these objectives relies on the quality of its teachers. Teacher quality is reflected in how they provide the best possible teaching and guidance to their students. One measure of a teacher's success is their dedication to carrying out their duties responsibly and to the best of their ability to achieve the organization's goals, aligned with its vision and mission (Alfrizal et al., 2022).

Teacher performance is a key human resource in education, playing a role as a developer, implementer, and influencer in achieving educational goals. Teacher performance is essential for learning and communication with students, guardians, and individuals, enabling them to realize the nation's aspirations (Suryadin et al., 2023). Efforts to improve teacher performance are inseparable from various internal and external factors, including the organizational culture of the madrasah and the quality of the teachers themselves.

Teacher performance is a crucial human resource in education, serving as a developer, implementer, and influencer in achieving educational goals. Teacher performance is crucial for learning and communication with students, guardians, and other individuals, fulfilling the nation's

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aspirations (Suryadin et al., 2023). According to Wahab and Umiarso (2011), teacher performance is defined as a teacher's ability to carry out their duties and responsibilities. Teacher performance is considered good and satisfactory. if the results meet established standards. According to Andriana et al. (2023), teacher competency in the learning process includes the ability to understand learning, plan learning, implement learning, evaluate learning outcomes, and develop student potential. These capabilities demonstrate that teacher performance is not only measured by the classroom teaching process, but also by the teacher's ability to plan, implement, and evaluate learning effectively. Handayani (2021) also states that teacher performance influences student learning outcomes in schools.

Organizational culture serves as a glue for all elements within the organization, enabling people to feel comfortable working and collaborate harmoniously (Hasibuan et al. 2024). Madrasahs with a positive organizational culture—such as high discipline, a commitment to quality, cooperation, innovation, and harmonious communication—tend to create a conducive work environment. This work environment can encourage teachers to work optimally, be motivated, and have a strong sense of responsibility towards their professional duties. Conversely, a weak organizational culture can lead to low motivation, a lack of synergy among teachers, and ultimately lead to decreased performance.

In addition to organizational culture, high-quality human resources are also crucial. Pedagogical, professional, social, and personal skills are components of the quality of teacher human resources. Teachers with the right skills will be able to plan and manage lessons effectively, use innovative methods, and conduct appropriate evaluations. Teachers' ability to manage classes and develop innovative learning strategies is also a crucial component of their performance. Mastery of technology is crucial in modern learning. To improve learning outcomes, the use of digital devices and interactive media is increasingly important. Studies (Herlina & Setyawan 2020) show that education is key to creating active, dynamic, productive, and skilled human resources (HR) with knowledge and technology. This is supported by formal education elements such as education and industry elements (Almushally, 2021).

As a vital part of the education system, teachers play a crucial role. They are not only responsible for conveying information but also for developing the personality, ethics, and skills necessary for students to contribute to development.

METODELOGI PENELITIAN

The type of research is quantitative research with a causal associative approach. Causal

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associative research is research that aims to determine the influence between two or more variables (Umar, 2005:189). A causal relationship is a cause-and-effect relationship, where one variable (independent) influences another variable (dependent) (Sugiono, 2016). In this study, the population used was all 103 teachers of public junior high schools in Rambutan District, Banyuasin Regency. Based on calculations carried out to determine the sample, a sample of 82 teachers was obtained, which was considered to be able to adequately represent the population. Data collection techniques were through questionnaires and documentation. Data analysis techniques used the classical assumption test with a normality test, multicollinearity test, and heteroscedasticity test. Continued with multiple linear regression tests, according to Bunafit Nugroho (2005:131), multiple linear regression analysis is used to determine the relationship and the magnitude of the influence of one or more independent variables on the dependent variable.

HASIL DAN PEMBAHASAN

Research Findings

The results of data collection on 82 respondents can be summarized based on their characteristics, such as gender, age, education level, length of service, and job title. Several characteristics were identified among the respondents of public junior high school teachers in Rambutan District, Banyuasin Regency. In this study, female respondents were more numerous, at 74%, while males were only 26%. The majority of respondents in this study had a bachelor's degree (90%), and 10% had a master's degree.

a. **The frequency distribution of organizational culture variables is shown in the following table:**

Table 1. Frequency Distribution of Organizational Culture Variables (X1)

Organizational Culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	117	1	1.2	1.2	1.2
	120	2	2.4	2.4	3.7
	121	4	4.9	4.9	8.5
	123	1	1.2	1.2	9.8
	124	1	1.2	1.2	11.0
	127	2	2.4	2.4	13.4
	128	6	7.3	7.3	20.7
	129	1	1.2	1.2	22.0

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	132	2	2.4	2.4	24.4
	134	1	1.2	1.2	25.6
	135	1	1.2	1.2	26.8
	136	4	4.9	4.9	31.7
	137	5	6.1	6.1	37.8
	138	4	4.9	4.9	42.7
	139	4	4.9	4.9	47.6
	140	7	8.5	8.5	56.1
	141	2	2.4	2.4	58.5
	142	3	3.7	3.7	62.2
	143	2	2.4	2.4	64.6
	144	2	2.4	2.4	67.1
	145	5	6.1	6.1	73.2
	146	2	2.4	2.4	75.6
	147	4	4.9	4.9	80.5
	148	6	7.3	7.3	87.8
	149	7	8.5	8.5	96.3
	150	3	3.7	3.7	100.0
	Total	82	100.0	100.0	

Based on Table 1, the highest total score was 150, with a response rate of three people (3.7%), and the lowest was 117, with one person (1.2%). The following table summarizes the scores:

Table 2. Descriptive Statistics of the Organizational Culture Variable (X1)Table 1 Frequency Distribution

Statistics		
N	Valid	82
	Missing	0
Mean		138.50
Std. Error of Mean		.988
Median		140.00
Mode		140[a]

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Std. Deviation		8.946
Variance		80.031
Skewness		-.694
Std. Error of Skewness		.266
Kurtosis		-.476
Std. Error of Kurtosis		.526
Range		33
Minimum		117
Maximum		150
Sum		11357
Percentiles	10	123.30
	25	133.50
	50	140.00
	75	146.25
	90	149.00
a. Multiple modes exist. The smallest value is shown		

Based on the results of descriptive analysis of organizational culture variables, it is known that the total score obtained is 11357. The organizational culture variable measured from 82 respondents shows a minimum value of 117 and a maximum value of 150. The average value (mean) obtained is 138.50 with a standard deviation of 8.946. This shows that in general the organizational culture is in a fairly high category, with a relatively small level of data distribution, so that the data tends to be homogeneous. The following is a frequency histogram of scores based on organizational culture variables.

b. Frequency Distribution of Human Resource Quality Variables

Respondents also measured the quality of human resources (HR) on a five-point Likert scale to assess their perception of the situation. To determine the proportion of responses used, the table below illustrates the frequency distribution of the HR quality variable.

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Table 3. Frequency Distribution of Human Resource Quality Variables (x2)

Human Resources Quality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	108	1	1.2	1.2	1.2
	109	4	4.9	4.9	6.1
	111	4	4.9	4.9	11.0
	113	3	3.7	3.7	14.6
	114	1	1.2	1.2	15.9
	116	2	2.4	2.4	18.3
	118	1	1.2	1.2	19.5
	119	1	1.2	1.2	20.7
	120	1	1.2	1.2	22.0
	122	2	2.4	2.4	24.4
	123	2	2.4	2.4	26.8
	124	4	4.9	4.9	31.7
	125	1	1.2	1.2	32.9
	126	1	1.2	1.2	34.1
	127	7	8.5	8.5	42.7
	128	4	4.9	4.9	47.6
	129	2	2.4	2.4	50.0
	130	2	2.4	2.4	52.4
	131	8	9.8	9.8	62.2
	132	8	9.8	9.8	72.0
	133	11	13.4	13.4	85.4
	134	6	7.3	7.3	92.7
	135	6	7.3	7.3	100.0
	Total	82	100.0	100.0	

The data shows that the highest HR quality score was 135, with a response rate of one person per six people per 7.3%, and the lowest HR quality score was 108, with a response rate of

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one person per 1.2%. The summary of the numbers is as follows:

Table 4. Descriptive Statistics of Human Resources Quality (X2)

Statistics		
Human Resources Quality		
N	Valid	82
	Missing	0
Mean		126.43
Standard Error of Mean		.902
Median		129.50
Mode		133
Standard Deviation		8,167
Variance		66,692
Skewness		-1.007
Standard Error of Skewness		.266
Kurtosis		-.272
Standard Error of Kurtosis		.526
Range		27
Minimum		108
Maximum		135
Sum		10367
Percentiles	10	111.00
	25	122.75
	50	129.50
	75	133.00
	90	134.00

Based on the results of the descriptive statistical analysis above, the HR quality variable of 82 respondents has a minimum value of 108 and a maximum value of 135. The average value (mean) is 126.43 with a standard deviation of 8.167.

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Based on the histogram presented above, it can be concluded that the distribution of the human resource quality variable is normal, as it forms a symmetrical curve. This indicates that human resource quality is improving. This is evident in the middle distribution of the histogram, with a high ratio, and other indicators, such as the human resource quality ratio, between high and low levels.

c. Frequency Distribution of Teacher Performance Variables

The research results obtained data based on organizational culture (X1) and HR Quality (X2) related to Teacher Performance (Y). Based on this information, the results of the questionnaire research were presented to 82 respondents using a research tool that had been developed previously. Based on the information provided by respondents in this study, descriptive data was obtained about Teacher Performance (Y).

Table 5. Descriptive Statistics of Teacher Performance Variables (Y)

Statistics		
Teacher Performance		
N	Valid	82
	Missing	0
Mean		136.63
Standard Error of Mean		.996
Median		140.50
Mode		145
Standard Deviation		9,023
Variance		81,420
Skewness		-1,046
Standard Error of Skewness		.266
Kurtosis		-.191
Standard Error of Kurtosis		.526
Range		29
Minimum		116
Maximum		145
Sum		11204
Percentiles	10	120.30

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	25	132.50
	50	140.50
	75	144.00
	90	145.00

Based on the results of descriptive statistical analysis, the teacher performance variable of 82 respondents has a minimum value of 116 and a maximum value of 145. The average value (mean) is 136.63 with a standard deviation of 9.023. This indicates that teacher performance is in the high category, with a relatively even distribution of data. The results of the frequency distribution and frequency histogram are as follows:

Table 6. Frequency distribution of Teacher Performance Variable (Y)

Teacher Performance					
		Frequency	P=ercent	Valid Percent	Cumulative Percent
Valid	116	3	3.7	3.7	3.7
	117	1	1.2	1.2	4.9
	118	1	1.2	1.2	6.1
	119	2	2.4	2.4	8.5
	120	1	1.2	1.2	9.8
	121	1	1.2	1.2	11.0
	123	4	4.9	4.9	15.9
	124	1	1.2	1.2	17.1
	126	1	1.2	1.2	18.3
	127	2	2.4	2.4	20.7
	130	2	2.4	2.4	23.2
	131	1	1.2	1.2	24.4
	133	2	2.4	2.4	26.8
	134	3	3.7	3.7	30.5
	135	3	3.7	3.7	34.1
	136	1	1.2	1.2	35.4
	138	6	7.3	7.3	42.7

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	139	3	3.7	3.7	46.3
	140	3	3.7	3.7	50.0
	141	9	11.0	11.0	61.0
	142	3	3.7	3.7	64.6
	143	7	8.5	8.5	73.2
	144	5	6.1	6.1	79.3
	145	17	20.7	20.7	100.0
	Total	82	100.0	100.0	

The table shows that the highest number of teacher performance was 145 with seventeen people (20.7%), and the lowest level was 116 with three people (3.7%).

Data Analysis Prerequisite Testing

Normality Test

Table 7. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		82
Normal Parameters [a,b]	Mean	.0000000
	Standard Deviation	4.20063903
Most Extreme Differences	Absolute	.094
	Positive	.094
	Negative	-.046
Test Statistics		.094
Asymp. Sig. (2-tailed)		.072 [c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on these results, the Asymp. Sig. value is 0.072 > 0.05, thus it can be concluded that the residual data in this study is normally distributed. Thus, the regression model meets the assumption of normality and can proceed to the next testing stage.

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Homogeneity Test

Table 8. Results of Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Organizational culture	Based on Mean	.876	15	58	.593
	Based on Median	.594	15	58	.868
	Based on Median and with adjusted df	.594	15	34,703	.860
	Based on trimmed mean	.865	15	58	.605
Human Resources Quality	Based on Mean	.739	15	58	.735
	Based on Median	.434	15	58	.962
	Based on Median and with adjusted df	.434	15	40,691	.959
	Based on trimmed mean	.692	15	58	.781

For the Organizational Culture variable, the significance value obtained was greater than 0.05, indicating that the data were considered homogeneous. Similar results were also found for the Human Resources Quality variable, where the significance value was above 0.05. Therefore, it can be concluded that both research variables have homogeneous data variance.

Linearity Test

Table 9. Linearity Test Results

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Organizational Culture * Teacher Performance	Between Groups	(Combined)	5027.752	23	218,598	8,715	.000
		Linearity	4621,884	1	4621,884	184,272	.000
		Deviation from Linearity	405,868	22	18,449	.736	.785
	Within Groups		1454,748	58	25,082		
	Total		6482.500	81			

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Human Resources Quality * Teacher Performance	Between Groups	(Combined)	4475.025	23	194,566	12,173	.000
		Linearity	3959.061	1	3959.061	247,699	.000
		Deviation from Linearity	515,964	22	23,453	1,467	.124
	Within Groups		927,036	58	15,983		
	Total		5402.061	81			

Based on the results of the linearity test in Table 9, it can be seen that the relationship between the Organizational Culture variable and Teacher Performance is linear, because the significance value of the Deviation from Linearity is above 0.05.

The same thing happened with the relationship between Human Resources Quality and Teacher Performance, where the significance value was greater than 0.05, indicating a linear relationship. Thus, all research variables met the linearity assumption and were suitable for use in regression analysis.

Multicollinearity Test

Table 10. Multicollinearity Test Results

Coefficients [a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8,014	7,628		1,051	.297		
	Organizational culture	.426	.099	.422	4,286	.000	.283	3,536
	Human Resources Quality	.551	.109	.499	5,062	.000	.283	3,536
a. Dependent Variable: Teacher Performance								

Based on the results of the multicollinearity test presented in the Coefficients table, it is known that the Tolerance value for the Organizational Culture and Human Resource Quality variables is 0.283, which is greater than the minimum limit of 0.10. Furthermore, the Variance

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Inflation Factor (VIF) value obtained is 3.536, which is still below the maximum limit of 10.

These results indicate no signs of multicollinearity among the independent variables in the regression model. Therefore, it can be concluded that the Organizational Culture and Human Resource Quality variables have a tolerable level of correlation and do not interfere with the model estimation process. Therefore, both variables are suitable for use in regression analysis to explain their influence on Teacher Performance.

Based on the scatterplot graph between the Regression Standardized Predicted Value and the Regression Studentized Residual, it can be seen that the points are randomly distributed and do not form a specific pattern, either conical or wide. Furthermore, the points are distributed both above and below the zero line on the Y-axis.

This indicates that there are no symptoms of heteroscedasticity in the regression model used. Therefore, the regression model meets the assumption of homoscedasticity and is therefore suitable for use in further analysis.

Hypothesis Testing

a. Multiple Correlation Statistical Analysis

Table 11 Correlation Test Results

The criteria for hypothesis testing are as follows:

Correlations				
		Organizational culture	Human Resources Quality	Teacher Performance
Organizational culture	Pearson Correlation	1	.847 **	.844 **
	Sig. (2-tailed)		.000	.000
	N	82	82	82
Human Resources Quality	Pearson Correlation	.847 **	1	.856 **
	Sig. (2-tailed)	.000		.000
	N	82	82	82
Teacher Performance	Pearson Correlation	.844 **	.856 **	1

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	Sig. (2-tailed)	.000	.000	
	N	82	82	82
**. Correlation is significant at the 0.01 level (2-tailed).				

a) Ho is accepted if the sig $\geq \alpha(\alpha = 0{,}05)$and

b) Ho is rejected if the sig value$< \alpha(\alpha = 0{,}05)$

Hypothesis Testing 1

Based on the table above, it can be seen that the significance value of the correlation between the organizational culture variable and teacher performance is <0.000 where this value is <0.05, so Ho is rejected, thus there is a correlation between organizational culture and the performance of junior high school teachers in Rambutan District, Banyuasin Regency.

Testing the 2nd Hypothesis

It can be seen that the significance value of the correlation between the quality of human resources and teacher performance is <0.000 where this value is <0.05 then Ho is rejected, it is concluded that there is a correlation between the variables of human resource quality and the performance of state junior high school teachers in Rambutan District, Banyuasin Regency.

Table 12. ANOVA Test Results

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5165.750	2	2582.875	142,763	.000 [b]
	Residual	1429.275	79	18,092		
	Total	6595.024	81			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Human Resource Quality, Organizational Culture						

Judging from the table, the significance value is <0.000 <0.05, so Ho is rejected, indicating that there is a significant correlation between organizational culture, HR quality and teacher performance.

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b. Multiple linear regression analysis

Table 13. Results of the t-test

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,014	7,628		1,051	.297
	Organizational culture	.426	.099	.422	4,286	.000
	Human Resources Quality	.551	.109	.499	5,062	.000
a. Dependent Variable: Teacher Performance						

It can be said that Organizational Culture and Human Resource Quality have a strong role in improving teacher performance and this means that both variables have experienced a positive increase.

c. F test (simultaneous)

Table 14. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5165.750	2	2582.875	142,763	.000 [b]
	Residual	1429.275	79	18,092		
	Total	6595.024	81			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Human Resource Quality, Organizational Culture						

Based on the table above, the regression model used in this study is appropriate and can be used to explain the influence of organizational culture and human resource quality on teacher performance. This means that better organizational culture and human resource quality simultaneously contribute to improved teacher performance.

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Table 15. Summary of Organizational Culture and Human Resource Quality Variables

Model Summary				
Model		R Square	Adjusted R Square	Standard Error of the Estimate
1	885[a]	.783	.778	4,253
a. Predictors: (Constant), Human Resource Quality, Organizational Culture				

The table above displays the R value, which represents the correlation coefficient. The correlation value is 0.885. This value indicates that the relationship between the two research variables is strong. This table also provides the R-square value, or coefficient of determination (KD), which indicates the robustness of the regression model formed by the interaction of the independent and dependent variables. The KD value obtained is 0.783, which indicates that the independent variable X contributes 78.3% to variable Y. The remaining 21.7% (100% - 78.3%) is influenced by factors external to the study.

DISCUSSION

The Influence of Organizational Culture on Teacher Performance

The results of statistical analysis in the SPSS version 26 program include linear regression analysis, multiple correlation analysis, t-test analysis (Partial), F analysis (Simultaneous), and coefficient of determination. Based on these results, the level of sig <0.000 <0.05 shows that there is a positive influence of organizational culture on the performance of junior high school teachers in Rambutan District, Banyuasin Regency.

Based on the results of the regression analysis, it can be concluded that there is a significant influence between organizational culture and teacher performance. Furthermore, to determine the magnitude of the impact of organizational culture on teacher performance, the R Square value of 0.783 is used with a coefficient of determination of 78.3%, indicating that the impact of organizational culture on the performance of junior high school teachers in Rambutan District, Banyuasin Regency will bring positive changes.

The results of this study indicate that the better the organizational culture implemented in schools, the higher the teacher performance. A conducive organizational culture can create a comfortable work environment, increase collaboration between teachers, and encourage teachers to perform more optimally.

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This finding aligns with Mu'alimin's (2024) opinion that organizational culture is the foundation underlying interactions, actions, and decisions that reflect the organization's norms, practices, and core values. Furthermore, teachers' success in improving educational quality will lead to a sense of satisfaction with their work (Ahmad Ardi et al. 2023).

Likewise with the results of research conducted by Tiara Indy Cahyani (2023). The purpose of this study was to determine the relationship between organizational culture and teacher performance at SMK An-Nurmaniyah Ciledug, Tangerang City. The final results in the study showed a significant and positive relationship between organizational culture and teacher performance at SMK An-Nurmaniyah Ciledug, this was evidenced by a positive relationship or r count of 0.815> r table of 0.388, a relationship obtained from the results of a simple linear regression test of 1.066, and the results of the coefficient of determination test which explained the magnitude of the contribution of organizational culture to teacher performance was 66.4%. This means that the results of the study indicate that variable X (Organizational Culture) and variable Y (Teacher Performance) have a positive influence on each other.

Furthermore, research conducted by Melda Permata Sari Tambunan (2024) aims to examine the influence of accounting information system quality, work discipline, and organizational culture on employee performance in Sumbul Pegagan District, Dairi Regency. In this study, Variable Y is equally associated with employee performance. The results of this study indicate that Organizational Culture Influences Employee Performance. The results of the t-test and F-test in this study indicate that organizational culture greatly influences employee performance in Sumbul Pegagan District, Dairi Regency.

Thus, it can be concluded that organizational culture has an important role in improving teacher performance, especially in creating a work environment that supports teacher productivity and professionalism.

The Influence of Human Resources Quality on Teacher Performance

The second hypothesis test found a significant relationship between the quality of human resources and the performance of public junior high school teachers in Rambutan District, Banyuasin Regency (sig=0.000 <0.05). It can be said that the increase in the performance of public junior high school teachers in Rambutan District, Banyuasin Regency is caused by the increase in the quality of human resources from individual teachers.

Furthermore, the magnitude of the relationship between human resource quality and teacher performance can be determined based on the results of an analysis using SPSS version 26.

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In other words, human resource quality has a significant influence on performance. This indicates that good teacher quality will directly impact performance improvements in the learning process.

High quality human resources, such as adequate education levels, work experience, and good competence, enable teachers to carry out their duties more effectively and efficiently.

The results of this study align with Widjaja's findings in Diah et al., 2021, which state that the quality and capabilities of human resources (HR) play a significant role in an organization's progress. Furthermore, Mangkunegara (2017) also stated that an individual's performance is influenced by their abilities and competencies.

In a previous study conducted by Yossi Eris Kurniawan, Dyah Sawitri, Moch. Saleh (2021) entitled The Influence of Human Resources Quality on Employee Performance with Organizational Culture Mediation During the Covid-19 Pandemic at the PMD Office of Probolinggo Regency, this type of research is descriptive quantitative, with path analysis stages. Before conducting the path analysis, a linear regression analysis was first carried out using the t-test and R2 test. This study showed the same results, obtained with a relatively high value of 79.6%, which means that the X variable has a very significant influence on employee performance at the Community and Village Empowerment Office of Probolinggo Regency during the Covid-19 pandemic.

In other previous research, Widiyantika, Syafrizal, M. Prasetyo Wibowo (2024) also conducted a study to determine the influence of human resource development and competency on teacher performance at Al-Washliyah Amplas College. The results showed that all independent variables—competence and human resource development—had positive coefficients. This indicates that all independent variables have a unidirectional influence on variable Y—teacher performance. The results of the analysis and testing can be explained in more detail. Thus, the human resource development variable has a positive influence on the teacher performance variable, as indicated by the t value = 2.279, while the t table value with dk 38 is 1.686, so 2.279 is greater than 1.686. This means that this relationship shows that the greater or better (human resource development) the better the teacher's performance.

Thus, the higher the quality of human resources that teachers have, the higher the performance produced in the learning process.

The Influence of Organizational Culture and Human Resource Quality on Teacher Performance

In this study, the third hypothesis test states that there is an influence of organizational culture and the quality of human resources (HR) on the performance of public junior high school teachers in Rambutan District, Banyuasin Regency.

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Based on the analysis, it was found that the influence of organizational culture and human resource quality on teacher performance was 78.3%. The significance value obtained was 0.000, indicating a significant influence between organizational culture and human resource quality on teacher performance.

The results of the regression test produce the following equation: $Y = 8.014 + 0.426X_1 + 0.551X_2$ This equation shows that organizational culture (X_1) and human resource quality (X_2) have a positive influence on teacher performance (Y). Teacher performance itself is the result of work reflected in knowledge, skills, values, and attitudes in carrying out their duties and functions.

Additionally, there are other factors, amounting to 21.7% (100% - 78.3%), that influence teacher performance, but are not included in this study's variables. These factors include principal leadership and the availability of adequate school facilities.

The discussion above shows that these two variables mutually support each other in improving teacher performance. A good organizational culture without adequate human resource quality will not produce optimal performance, and vice versa.

This finding aligns with Mangkunegara's (2017) theory, which states that performance is influenced by both ability and work environment factors. Organizational culture reflects the work environment, while the quality of human resources reflects individual abilities.

Similarly, research conducted by Zerni Mandasari Br. Ritonga, Magdalena, and Zulhammi (2023) showed that teacher quality positively influences the performance of Islamic Religious Education teachers, with a significance value of 0.000 <0.05. Furthermore, organizational culture also positively influences teacher performance. Thus, teacher competence and organizational culture have a positive relationship with teacher performance. In conclusion, the improvement in Islamic Religious Education teacher performance is influenced by teacher competence and organizational culture with a contribution of 99.7%, while 0.3% is influenced by other factors. Therefore, teachers need to continue to build and maintain a good organizational culture to provide optimal quality education to students.

Thus, the combination of a conducive organizational culture and good quality human resources will result in optimal teacher performance.

CONCLUSION

From the results of the research and data analysis that the author has conducted covering three variables, namely organizational culture (X1), human resource quality (X2), and teacher performance (Y) of Public Junior High Schools in Rambutan District, Banyuasin Regency, it can be

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said that the frequency distribution of the data tends to be normal and the level of achievement of respondents is generally in the good category. From the three hypotheses in this study, empirical truth can be accepted and the following conclusions can be drawn:

a. There is a significant influence between organizational culture on the performance of public junior high school teachers in Rambutan District, Banyuasin Regency. The results of statistical analysis include linear regression analysis, multiple correlation analysis, t-test analysis (Partial), F analysis (simultaneous), and coefficient of determination. Based on these results, the level of sig <0.000 <0.05 shows that there is a positive influence of organizational culture on the performance of public junior high school teachers in Rambutan District, Banyuasin Regency. Based on data processing, the coefficient of determination value is 78.3%, this indicates that the performance of teachers in public junior high schools in Rambutan District, Banyuasin Regency is influenced by organizational culture by 78.3% and has a positive impact on improving teacher performance. Factors that influence that organizational culture has a positive impact include the existence of good management support, as well as control over all actions taken by residents. In addition, it is also influenced by communication patterns that have been running quite well in the public junior high school environment in Rambutan District, Banyuasin Regency.
b. There is a significant influence of human resource quality on the performance of public junior high school teachers in Rambutan District, Banyuasin Regency. The second hypothesis test found a significant relationship between human resource quality and the performance of public junior high school teachers in Rambutan District, Banyuasin Regency with a significance level of 0.000 <0.05. It can be said that the improvement in the performance of public junior high school teachers in Rambutan District, Banyuasin Regency is caused by the improvement in the quality of human resources from individual teachers. This is indicated by the enthusiasm and dedication of school residents in carrying out their respective duties and responsibilities.
c. There is a significant influence of organizational culture and human resource quality on the performance of public junior high school teachers in Rambutan District, Banyuasin Regency. This can be seen from the results of the F test, the F count value = 142.763 > F table 3.112 with a significance level of <0.000 <0.05. The significance level of <0.000 less than 0.05 indicates that the variables of organizational culture and human resource quality affect teacher performance variables. Based on the R square value of 0.783 and the coefficient of determination of 78.3%, it is concluded that there is a significant influence of organizational

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culture and human resource quality on the performance of public junior high school teachers in Rambutan District, Banyuasin Regency. From the regression test, it was found that organizational culture with (standard beta coefficient = 0.422) shows that variable X1 is lower on improving teacher performance compared to the quality of human resources having (standard beta coefficient = 0.499) meaning that variable X2 shows the strongest variable influence.

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