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The influence of compensation, competency and organizational culture on commitment, and the implications for the performance of vocational school teachers

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ABSTRACT

This study aims to explore the influence of compensation, competence, and school culture on teachers' work commitment and performance at vocational high schools (SMKs) in Tangerang Raya. Using a quantitative research design, data were collected from 330 permanent teachers through structured questionnaires. The analysis, conducted using Structural Equation Modeling (SEM), revealed that compensation, competence, and school culture significantly impact teachers' work commitment and performance. Among these variables, competence has the greatest influence, followed by compensation and school culture. The findings indicate that improving teacher competence through training and continuing education is crucial for enhancing their commitment and performance. Additionally, supportive school culture and adequate compensation are essential factors that can drive better teacher performance. This research provides valuable insights for education policymakers to formulate more effective strategies for enhancing vocational education quality in Indonesia, particularly in the Tangerang Raya region. The study underscores the importance of integrated efforts in improving compensation, competence, and school culture to enhance teacher commitment and performance, ultimately contributing to better education quality and more competent graduates.



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Introduction

Education plays an important role in building and improving the quality of Indonesia's human resources (HR). Based on the mandate of the 1945 Constitution, every citizen has the right and obligation to receive education. Quality education is expected to be able to prepare Indonesian human resources to compete in the era of globalization (Tamrin, 2019). In the context of secondary education,

Vocational High Schools (SMK) are one of the institutions that play a role in producing graduates who are ready to work and highly competitive.

The era of globalization and Industrial Revolution 4.0 demands adjustments to the education system that can support work demands. Education is expected to produce human resources who have abilities and skills that are relevant to industry needs (Haryadi, Santoso, Fatimah, Ettyani, & Hidayanti, 2024; Lase, 2019). Therefore, the quality of vocational school graduates is largely determined by the quality of teachers who play a direct role in the teaching and learning process. According to data from BPS Banten (2024), the number of vocational schools in the Greater Tangerang area is quite large, but their quality needs to be improved, especially in terms of teacher performance and readiness to face global challenges.

According to Anwar (2018), change is something that cannot be avoided and is essential for the survival of an organization (Pudjiarti, 2023). In the context of education, this change includes improving teacher competence and adapting to technological developments and industry needs. Quality teachers are expected to enhance students' enthusiasm for learning and produce high-quality graduates. Additionally, Suhardan (2010) emphasizes that a collegial climate that fosters mutual respect and appreciation among education professionals is crucial in improving the quality of education. Furthermore, research by Fakhururiza Lubis Idris (2020) shows that training and employee competence, both simultaneously and partially, significantly affect employee commitment and performance at the Pidie Regency Education Office. Another study by Veeriah & Li Siaw (2017) also found that school culture and organizational commitment are significantly correlated, indicating that collaborative leadership and professional development are two dimensions of school culture that significantly contribute to teacher commitment. All of this indicates that improving teacher competence through appropriate training and developing a supportive school culture is essential to enhancing teacher performance and commitment, which will ultimately produce high-quality graduates.

Besides competence, adequate compensation is also an important factor in improving teacher performance. According to Usman (2023), a good compensation system will increase job satisfaction and motivate teachers to achieve organizational goals. However, in many schools, including vocational schools in Greater Tangerang, the salaries received by teachers are still below the expected standard, thus affecting their performance.

Research conducted by Wenno (2017) shows a high correlation between compensation and teacher performance. Regression analysis in the study indicates that the independent variable of compensation significantly contributes to the performance of high school teachers in the Baguala District, Ambon. Adequate compensation not only enhances performance but also helps retain teachers in the organization and reduces absenteeism and other complaints.

According to Sunarsi (2022), the dimensions of compensation include salaries, bonuses, incentives, and additional allowances. A salary is a monetary reward received by employees as a consequence of their position as employees who contribute labor and thought to achieve the company's goals. A bonus is an additional payment given for meeting performance targets or as a reward for work performed above target. An incentive is a direct reward given for performance exceeding the set standards. Additional allowances are provided to improve employee welfare, such as insurance, pensions, and other facilities.

Mercer (2023) highlights that the low salaries received by teachers, especially private teachers, negatively impact their well-being and ultimately affect their performance as educators. The inability to meet daily needs prevents teachers from enjoying their work, which then impacts their performance in educating and teaching.

Moreover, research by Charles (2022) shows that well-managed compensation can help companies or organizations achieve their goals. Adequate compensation not only serves as a reward but also as motivation for employees to increase their work productivity.

In the context of schools in Greater Tangerang, this condition is very relevant. Low and below-standard salaries cause many teachers to seek additional jobs to meet their living needs. This can disrupt their focus on their main duties as educators. According to Mahapatro (2021), the success of an

organization greatly depends on the human resources performing the work, so it is important to provide compensation that matches the nature and conditions of the employees and their competencies.

Therefore, increasing compensation for teachers is not just a matter of welfare but also a crucial strategy to improve the quality of education. Studies have shown that compensation significantly influences teachers' job satisfaction and organizational commitment, which in turn affects their performance and dedication to teaching (Sunarsi, 2018). Teachers who are satisfied with the compensation they receive are more motivated and dedicated, ultimately enhancing their performance in teaching and educating students (Wenno, 2017). For instance, research indicates that there is a high correlation between compensation and teacher performance, suggesting that adequate compensation can significantly boost the effectiveness of teaching staff (Sihotang & others, 2017).

To address this issue, more supportive policies from the government and schools are needed to improve the teacher compensation system. Such policies could include financial incentives, bonuses, and non-financial benefits that can enhance job satisfaction and reduce turnover intentions (Hung, Lee, & Lee, 2018). By implementing these policies, it is hoped that teacher performance will improve, which will positively impact the quality of education in schools, especially in Greater Tangerang. Furthermore, it is essential to consider the role of managerial leadership in schools, as effective leadership combined with fair compensation has been shown to contribute significantly to teacher performance (Wenno, 2017).

Moreover, the relationship between compensation and organizational commitment should not be underestimated. Teachers with high organizational commitment are more likely to go above and beyond their duties, ensuring better educational outcomes for students (Werang, Agung, & Agung, 2017). This commitment can be fostered through a comprehensive compensation strategy that addresses both financial and non-financial needs of teachers (Fakhruriza et al., 2020).

In conclusion, improving teacher compensation is a multifaceted strategy that requires collaboration between government bodies and educational institutions. By ensuring that teachers are adequately compensated, we can enhance their job satisfaction, commitment, and performance, ultimately leading to better educational outcomes for students in Greater Tangerang.

Organizational culture also plays an important role in improving teacher performance. According to Hariani (2021), a strong organizational culture will create a conducive work environment and support the achievement of common goals. At Tangerang Raya Vocational School, weaknesses are still found in organizational culture that affect teacher commitment and performance.

Based on a pre-survey conducted on 30 vocational school teachers in the Greater Tangerang area, it was found that teacher performance was still not optimal. The quality dimension of teacher work is the lowest with an average score of 286, indicating that teachers have not succeeded in achieving the goals and targets set (Pre-Survey Results, 2024). The low quality of teacher performance is caused by weak commitment and support from school organizations.

Teacher work commitment is also an important factor that influences performance (Permana & Eliza, 2022). According to the pre-survey results, the dimension of willingness to strive for the benefit of the organization is still low with an average value of 323 (Pre-Survey Results, 2024). This shows that there are still many teachers who lack high commitment to their work, which has an impact on the low quality of education.

Through this research, it is hoped that a clearer picture can be obtained regarding the conditions of compensation, competence and organizational culture and their influence on the commitment and performance of vocational school teachers in the Greater Tangerang area. This research also aims to provide recommendations that can be used by vocational school managers and administrators to improve teacher performance and the quality of graduates.

Thus, this research not only provides a theoretical contribution to the development of HR management science in the educational context, but also provides a practical contribution to improving the quality of education in vocational schools. It is hoped that the results of this research can become

a reference for policy makers in developing programs that are more effective in increasing competence, providing appropriate compensation, and strengthening organizational culture in vocational schools.

This research also aims to examine the magnitude of the simultaneous influence of compensation, competency and school culture variables on teacher work commitment in private vocational schools in the Greater Tangerang area. Apart from that, this research wants to know the magnitude of the influence of each variable individually on teacher commitment and performance. Thus, it is hoped that this research can provide comprehensive insight into the factors that influence teacher performance and provide recommendations that can be implemented by schools.

In the era of globalization and rapid technological development, education is expected to be able to produce graduates who are competent and ready to compete in the global job market (Wati, Sukestiyarno, Sugiharto, & Pramono, 2022). Therefore, improving teacher quality through providing appropriate compensation, increasing competence, and strengthening organizational culture is the main key in achieving this goal. It is hoped that this research can make a significant contribution to efforts to improve the quality of education in Indonesia, especially in the Greater Tangerang area.

To understand the context of this research, it is necessary to look further at the role of education in improving the quality of human resources. Education in Indonesia has experienced various changes and reforms to meet the demands of the times. According to Law Number 20 of 2003 concerning the National Education System, education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. democratic and responsible.

In facing the free market era and the ASEAN Economic Community (AEC), the Indonesian nation is faced with the problem of the readiness and capability of human resources who have competitiveness and supporting competencies. Education is a bridge to having quality human resources that can play a role in realizing superior human behavior and quality (Andriyani, Arifin, & Wahyuningsih, 2021). Quality education will produce graduates who have knowledge, skills and attitudes that suit the needs of industry and society.

Vocational Schools as formal educational institutions have a strategic role in producing graduates who are ready to work and highly competitive. According to Government Regulation no. 17 of 2010 concerning Management and Implementation of Education, Vocational School is a level of education in the formal education pathway which is a continuation of basic education in the form of High School, Madrasah Aliyah, Vocational High School, and Vocational Madrasah Aliyah. Vocational Schools provide education at secondary education level as a continuation of SMP or MTs, or other equivalent forms.

In practice, the quality of education in vocational schools is largely determined by teacher performance. Teachers are the spearhead of education because they interact directly with students. According to the Minister of National Education Regulation Number 23 of 2006 concerning Graduate Competency Standards for Primary and Secondary Education Units, the importance of quality competency for vocational school graduates is to be able to work and be highly competitive so that they can face regional and global competition.

Improving the quality of vocational school teacher performance can be done through various efforts, one of which is providing appropriate compensation. Fair and appropriate compensation will increase teachers' work motivation so that they can work better and achieve the educational goals that have been set (Sinambela, 2018). Apart from that, teacher competence also needs to be improved through education and training that is relevant to developments in science and technology.

A strong organizational culture will also support improving teacher performance. Organizational culture includes the values, norms and behavior implemented in the school environment which can influence teacher morale and commitment (Komar, 2020). With a conducive organizational culture, teachers will feel more motivated and connected to the school, so they can work better in educating students.

This research will examine the influence of compensation, competency and organizational culture on teacher work commitment and the implications for the performance of vocational school teachers in the Greater Tangerang area. Through a quantitative approach, this research will measure the

magnitude of the influence of each variable on teacher commitment and performance. It is hoped that the data obtained from this research can provide a clearer picture of existing conditions and provide recommendations that can be implemented by vocational school managers in improving the quality of education.

Thus, it is hoped that this research can make a significant contribution to efforts to improve the quality of education in Indonesia. It is hoped that the results of this research can become a reference for policy makers in developing programs that are more effective in increasing teacher competency, providing appropriate compensation, and strengthening organizational culture in vocational schools. By improving the quality of education, it is hoped that Indonesia can have superior human resources and be ready to compete in the global job market.

The role of education in improving the quality of human resources in Indonesia cannot be separated from government policy and its implementation in the field. The Indonesian government has committed to improving the quality of education through various programs and policies that support increasing teacher competence and welfare. One important policy is the provision of teacher professional allowances which aims to increase teacher motivation and performance in carrying out their duties.

Apart from that, the government has also established national education standards which include core competencies and basic competencies that must be achieved by students at each level of education. This standard is a reference for teachers in planning and implementing the learning process. In the vocational school context, graduate competency standards set by the government include professional, pedagogical, social and personality competencies that teachers must possess.

Increasing teacher competency is not only through formal education, but also through various training and professional development programs. The government and educational institutions need to work together in providing training that is relevant to developments in science and technology. This training not only increases teachers' knowledge and skills, but also strengthens their commitment to the profession and the organization.

Organizational culture in schools also influences teacher performance and commitment. A strong and positive culture will create a conducive work environment, where teachers feel valued and supported in carrying out their duties. Values such as cooperation, integrity and commitment to quality education must be upheld and implemented in every aspect of school activities.

In vocational schools, a strong organizational culture can encourage innovation and creativity in the learning process. Teachers who feel supported and appreciated will be more motivated to develop learning methods that are innovative and relevant to industry needs. This will improve the quality of learning and prepare students to face challenges in the world of work.

Apart from internal factors such as compensation, competence, and organizational culture, external factors such as support from parents and the community also play an important role in improving teacher performance and the quality of education. Collaboration between schools, parents and the community can create an environment that supports the learning process and student development.

This research is expected to provide comprehensive insight into the factors that influence teacher performance and commitment in vocational schools. By understanding existing conditions, policy makers and school managers can design programs and policies that are more effective in improving the quality of education. By improving the quality of teachers and the work environment, it is hoped that vocational school graduates will have the competencies and skills needed by industry and society.

In the long term, improving the quality of education in vocational schools will have a positive impact on the economy and social welfare. Graduates who are competent and ready to work will find it easier to find work and contribute to economic development. Apart from that, quality education will also improve the quality of life and overall welfare of society.

The aim of the research is addressed by elaborating on the interrelationship between variables as proposed in the research framework, shown as follows:

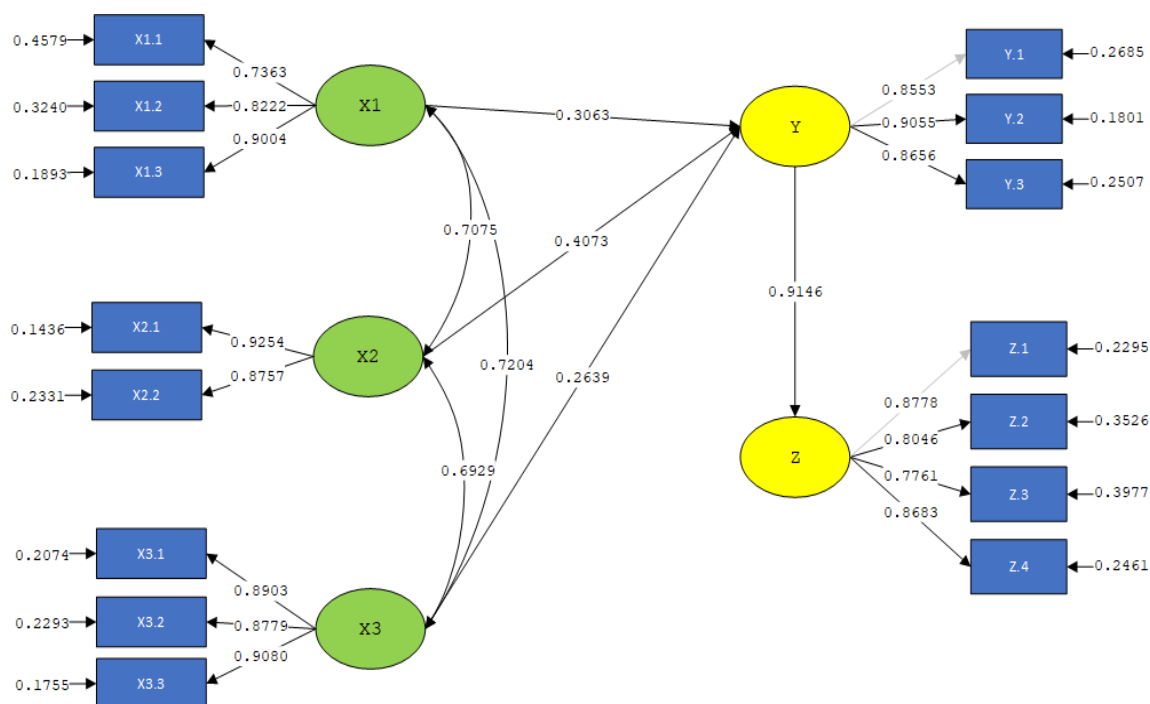


Figure 1. Relationship Structure of All Research Variables

Method

This research uses a quantitative approach to test hypotheses regarding the influence of compensation, competency and organizational culture on teacher work commitment and its implications for teacher performance in private Vocational High Schools (SMK) in the Greater Tangerang area, Banten Province. This research design is descriptive and verification with an explanatory approach. This approach was chosen to gain deeper insight into the problem under study and to analyze how the research variables are related to each other.

This research was carried out for six months, starting from October 2021 to April 2022, and included various stages from preparation, data collection, data analysis, to preparing a research report. The research location is a private vocational school in the Greater Tangerang area, which includes Tangerang Regency, Tangerang City and South Tangerang. The selection of this location was based on the consideration that there are a significant number of private vocational schools in the area with 189 schools and 1,879 teachers, so it is hoped that they can provide representative data.

The variables examined in this research include independent variables (compensation, competence, and school culture), dependent variables (teacher work commitment), and intervening variables (teacher performance). Compensation includes wages/salaries, incentives and benefits, while competencies include pedagogical, professional and social competencies. School culture includes norms, rules, and organizational climate. Teacher work commitment is measured through trust and support for organizational values, the desire to make serious efforts, and the willingness to work for the benefit of the organization. Teacher performance is measured through quality, quantity, use of time, and collaboration.

Variable operationalization was carried out using a five-level Likert scale to measure indicators of the research variables. An ordinal scale is used to indicate the order of judgment or relative level of preference. The data used in this research consists of primary data obtained directly from respondents through questionnaires, and secondary data obtained from journals, proceedings, annual reports and other literature.

The sampling technique used was non-probability sampling with purposive sampling technique. This method was chosen because it provides a greater opportunity to select samples that meet the criteria which are desired. The population in this study were all private vocational school teachers in

Tangerang Raya, totaling 1,879 people. From this population, a sample of 330 teachers was determined using the Slovin formula with an error rate of 5%.

Data collection was carried out through several techniques, namely observation, documentation and interviews. Observations are carried out to obtain data that is not limited to humans but also other relevant objects. Documentation techniques are used to obtain secondary data from pre-existing sources. Semi-structured interviews were conducted to obtain more in-depth data and support information from the questionnaire. The data collected was then analyzed using the Structural Equation Modeling (SEM) method with the help of LISREL software to test the causal relationship between latent variables.

This research procedure includes several stages, starting from a preliminary study to understand the themes and variables to be researched, preparing the research background based on theoretical and empirical foundations, to formulating research problems and hypotheses. Next, field data was collected through questionnaires distributed to selected respondents. The collected data is then processed and analyzed to test the hypothesis that has been formulated.

The research instrument was tested for validity and reliability before being used to collect data. The validity of the instrument was tested using Pearson Product Moment correlation, while reliability was tested using Cronbach's Alpha. The instrument is declared valid if the correlation coefficient is more than 0.3 and reliable if the Cronbach's alpha value is more than 0.6. Data normality testing was carried out to ensure that the data was normally distributed before further analysis.

Descriptive analysis is used to describe the data that has been collected without making general conclusions. The Likert scale is used to measure respondents' attitudes, opinions and perceptions of the phenomenon under study. The results of the descriptive analysis are presented in the form of tables and graphs to facilitate interpretation.

Structural models are used to predict causal relationships between latent variables. This model was evaluated by looking at the percentage of variance explained by the R² value for the dependent variable and using the Stone-Geisser Q-Square Test to measure model predictions. The structural model in this research involves several parameters that are estimated to determine the causal relationship between variables.

Hypothesis testing is carried out to determine the direct and indirect influence of exogenous variables on endogenous variables. The t test and F test are used to test the significance of the regression coefficient. The test results are interpreted to provide conclusions regarding the causal relationship between variables and provide recommendations based on research findings.

Model feasibility testing is carried out through several steps, including theoretical testing to ensure the suitability of the model to the underlying theory, as well as testing the accuracy of parameter estimates and the model's ability to explain the phenomenon under study. The model is considered feasible if it meets the specified goodness of fit criteria.

By using this comprehensive research method, it is hoped that valid and reliable research results can be obtained, as well as making a meaningful contribution to efforts to improve the quality of education in private vocational schools in the Greater Tangerang area. It is hoped that this research can become a reference for policy makers in developing more effective programs to improve teacher performance through providing adequate compensation, increasing competence, and strengthening organizational culture.

Results and Discussions

The Greater Tangerang Region is a regional government unit consisting of Tangerang Regency, Tangerang City and South Tangerang City. Development in this region is very rapid compared to other regions in Banten Province. This is due to the large population, high mobility, higher economic activity, as well as the proximity to DKI Jakarta Province as the center of government and business, as well as the Soekarno-Hatta Airport Area as the entry and exit point from Indonesia.

Table 1. Shows a general overview of the Greater Tangerang Region

Regional Name	Description	Amount
Tangerang Regency	An area	1,011.86 km ²
	Total population	3,245,619
	Number of sub-districts/villages	29 / 274
	Regional Income	5,843,672,646
	Regional Shopping	5,338,015,766
Tangerang City	An area	153.93 km ²
	Total population	1,895,486
	Number of sub-districts/villages	13 / 104
	Regional Income	4,277,659,354
	Regional Shopping	4,368,716,816
South Tangerang City	An area	147.19 km ²
	Total population	1,354,350
	Number of sub-districts/villages	Jul-54
	Regional Income	3,444,240,657
	Regional Shopping	3,632,897,364

Source: BPS, Banten in Figures 2023 (data processed by researchers)

From this table, it can be seen that even though Tangerang Regency has a larger area and population than Tangerang City, the regional income and expenditure of the two regions is not much different. This shows that development activities and population mobility as well as investment activities in Tangerang City are higher and more active compared to Tangerang Regency. Meanwhile, South Tangerang City's activities have not developed well because the government has only just developed.

General Description and Profile of Secondary Schools in the Greater Tangerang Area

Based on the table 2, the number of public and private secondary schools in Tangerang Regency in 2022/2023 is 454 units, with a total of 7,784 teachers. The expected length of schooling in Tangerang Regency in 2022 reaches 12.85 years (Banten Province in Figures 2023). In Tangerang City, there are 90 vocational school units with 2,690 teachers and 27,220 students. In South Tangerang City, there are 82 vocational schools with 31,648 active students and 1,541 teachers. The existence of vocational schools in South Tangerang City is spread across seven sub-districts, with Ciputat District having the largest number of schools (16 vocational schools), 8,470 students and 359 teachers.

Table 2. Number of Secondary Schools, Teachers and Students in the Greater Tangerang Region (2022/2023)

Region	Number of Schools	Number of Teachers	The number of students	Expected Years of Schooling (years)	District with the Most Schools	The largest number of schools in the district	The highest number of students in the district	The highest number of teachers in the district
Tangerang Regency	454	7,784	-	12.85	-	-	-	-
Tangerang City	90	2,690	27,220	-	-	-	-	-
South Tangerang City	82	1,541	31,648	-	Ciputat	16	8,470	359

Source: Banten Province in Figures, 2023

Characteristics of Respondents Based on Gender

This research collected data from 330 teachers at vocational schools in the Greater Tangerang area. The following is the composition of respondents according to gender:

Table 3. Respondents Based on Gender

No	Gender	Frequency	Percentage
1	Man	157	47.58%
2	Woman	173	52.42%
Total		330	100.00%

Source: Data processed by researchers in 2024

Characteristics of Respondents Based on Teacher Age

The following is the composition of respondents based on age:

Table 4. Respondents Based on Age

No	Teacher Age	Amount	Percentage
1	21 – 30 years	73	22.12%
2	31 – 40 years	85	25.76%
3	41 – 50 years	106	32.12%
4	More than 50 years	66	20.00%
Total		330	100.00%

Source: Data processed by researchers in 2024

Characteristics of Respondents Based on Education Level

The following is the composition of respondents based on education level:

Table 5. Respondents Based on Education Level

No	Level of education	Frequency	Percentage
1	High School/Equivalent	25	7.58%
2	Bachelor	111	33.64%
3	Masters	137	41.52%
4	Doctoral	57	17.27%
Total		330	100.00%

Source: Data processed by researchers in 2024

Characteristics of Respondents Based on Years of Work

The following is the composition of respondents based on length of service:

Table 6. Respondents Based on Years of Work

No	Years of service	Frequency	Percentage
1	Less than 2 years	34	10.30%
2	25 years	86	26.06%
3	6 – 10 years	106	32.12%
4	10 – 15 years	104	31.52%
Total		330	100.00%

Source: Data processed by researchers in 2024

Normality test

The normality test was carried out using the one sample Kolmogorov-Smirnov formula with the help of SPSS 27.0 software. The results show that all variables follow a normal distribution with p-value > 0.05.

Table 7. Normality Test Results
One-Sample Kolmogrov-Smirnov Test

		Compensation	Competence	School Culture	Teacher Work Commitment	Z total
N		330	330	330	330	330
Normal Parameters, b	Mean	47.5606	49.5091	49.403	48.4212	53.1545
	Std. Deviation	8.96113	9.96506	11.14472	10.77801	11.01327
Most Extreme Differences	Absolute	0.061	0.066	0.086	0.061	0.125
	Positive negative	0.061 -0.042	0.066 -0.06	0.05 -0.086	0.053 -0.061	0.055 -0.125
Statistical Tests		0.061	0.066	0.066	0.061	0.125
Asymp. Sig. (2-tailed)		0.095	0.071	0.064	0.095	0.053

a. Test Distribution is Normal

b. Calculated from Data

c. Lilliefors Significance Correction

Descriptive Analysis

Respondents' Responses Regarding Compensation

Compensation is measured by 15 question items divided into 10 dimensions: wages and salaries, incentives and benefits. The results showed an average of 3.171, falling into the "Fair to Good" category.

Table 8. Responses Regarding Compensation

Dimensions	5	4	3	2	1	Average	Category
Total Dimensions of Wages and Salaries	141	409	729	306	65	3,155	Pretty good
Total Incentive Dimensions	167	448	624	337	74	3,180	Pretty good
Total Allowance Dimensions	157	436	668	321	68	3,178	Pretty good
Total Compensation Score							15,695
Average							3,171
Standard Deviation							0.395
Range							2,776 to 3,566
Category							Fairly Good To Good

Respondents' Responses Regarding Competence

Competence is measured by 15 question items divided into two dimensions: pedagogical competence and social competence. Results showed an average of 3.301, falling into the "Fair to Good" category.

Table 9. Responses Regarding Competence

Dimensions	5	4	3	2	1	Average	Category
Total Dimensions of Pedagogical Competency	338	643	1205	356	98	3,291	Pretty good
Total Dimensions of Professional and Social Competence	238	752	891	351	78	3,312	Pretty good
Total Competency Score							16,338
Average							3,301
Standard Deviation							0.387
Range							2,914 to 3,688
Category							Fairly Good To Good

Respondents' Responses Regarding School Culture

School culture is measured by 15 question items divided into three dimensions: norms, rules, and organizational climate. Results showed an average of 3.294, falling into the "Fair to Good" category.

Table 10. Responses Regarding School Culture

Dimensions	5	4	3	2	1	Average	Category	
Total Dimension Norms	158	612	530	245	105	3,287	Pretty good	
Total Dimensions Philosophy rule (rules)	183	567	566	245	89	3,309	Pretty good	
Total Dimensions of Organizational Climate	174	536	615	236	89	3,285	Pretty good	
Total School Culture Score							16,303	
Average							3,294	
Standard Deviation							0.403	
Range							2,891 to 3,697	
Category							Fairly Good To Good	

Respondents' Responses Regarding Teacher Work Commitment

Table. 10. Responses Regarding Teacher Work Commitment

Dimensions	5	4	3	2	1	Average	Category	
Total Dimensions Trust and support for high organizational values	175	466	602	323	84	3,197	Pretty good	
Total Dimensions Desire to strive seriously for organizational norms	232	456	613	233	116	3,276	Pretty good	
Total Dimensions Willingness to try as best as possible for the benefit of the organization	138	519	637	266	90	3,212	Pretty good	
Total Teacher Work Commitment Score							15,979	
Average							3,228	
Standard Deviation							0.388	
Range							2,840 to 3,616	
Category							Fairly Good To Good	

Respondents' Responses Regarding Teacher Performance

Table 11. Responses Regarding Teacher Performance

Dimensions	5	4	3	2	1	Average	Category	
Total Quality Dimensions	166	456	428	187	83	3,330	Pretty good	
Total Dimension Quantity	147	440	496	163	74	3,320	Pretty good	
Total Dimensions of Time Use at Work	159	404	519	182	56	3,324	Pretty good	
Total Dimensions of Cooperation	150	421	512	168	69	3,314	Pretty good	
Total Teacher Performance Score							17,541	
Average							3,322	
Standard Deviation							0.373	
Range							2,949 to 3,695	
Category							Fairly Good To Good	

Correlation Coefficient Analysis

Table 12. Correlation Coefficient Between Substructure Independent Variables 1 Correlation

		Compensation	Competence	School Culture
Compensation	Pearson Correlation		.708**	.720**
	Sig. (2-tailed)		<.001	<.001
	N		330	330
Competence	Pearson Correlation	.708**		.693**
	Sig. (2-tailed)	<.001		<.001
	N	330		330
School Culture	Pearson Correlation	.720**	.693**	
	Sig. (2-tailed)	<.001	<.001	
	N	330	330	

** Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient value between the Compensation and Competency variables is 0.708 or 70.8%. The correlation coefficient value is included in the Strong category. The correlation coefficient

value between the Compensation and School Culture variables is 0.720 or 72.0%. The correlation coefficient value is included in the Strong category. The correlation coefficient value between the Competency and School Culture variables is 0.693 or 69.3%. The correlation coefficient value is included in the Strong category.

Structural Model Analysis (Structural Model)

Table 13. Results of Goodness of Fit Research Model

GOF Size	Estimate	Test results	Condition
Chi-Square Statistics (X2)	37,864	<i>Good Fit</i>	
P-Value	0.0773	<i>Good Fit</i>	>0.05
<i>Goodness-of-fit Index</i> (GFI)	0.9807	<i>Good Fit</i>	>= 0.90
<i>Root mean square error of approximation</i> (RMSEA)	0.0759	<i>Good Fit</i>	>=0.05
<i>Expected cross-validation index</i> (ECVI)	12,411	<i>Good Fit</i>	~1
<i>Tucker-Lewis Index</i> (TLI) or Non-Normed Fit Index (NNFI)	0.9791	<i>Good Fit</i>	>= 0.90
<i>Normed Fit Index</i> (NFI)	0.9782	<i>Good Fit</i>	>= 0.90
<i>Adjusted Goodness of Fit Index</i> (AGFI)	0.9275	<i>Good Fit</i>	>= 0.90
<i>Incremental Fit Index</i> (IFI)	0.9835	<i>Good Fit</i>	>= 0.90
<i>Comparative Fit Index</i> (CFI)	0.9835	<i>Good Fit</i>	>= 0.90
<i>Parsimonius Goodness of Fit</i> (PGFI)	0.9091	<i>Good Fit</i>	~1
<i>Parsimonious Normed Fit Index</i> (PNFI)	0.9373	<i>Good Fit</i>	~1

The Influence of Compensation, Competency, and School Culture on Teacher Work Commitment

Based on the results of calculating the direct influence and indirect influence of the variables Compensation (X1) Competency (X2) and School Culture (X3) on Teacher Work Commitment (Y), it can be seen that: 1) Direct influence of variables Compensation (X1) Competency (X2) and School Culture (X3) on Teacher Work Commitment (Y), has a total value of 32.94 percent; 2) Indirect influence of variables Compensation (X1) Competency (X2) and School Culture (X3) on Teacher Work Commitment (Y), has a total value of 44.19 percent

Total influence of variables Compensation (X1) Competency (X2) and School Culture (X3) on Teacher Work Commitment (Y), is a combination of direct and indirect influences, namely 79.59 percent. This can also be seen from the coefficient of determination for sub-structure 1 which shows 0.7713. This means that Compensation (X1), Competency (X2) and School Culture (X3) have a direct and indirect influence on Teacher Work Commitment (Y) of 77.13 percent, while the remaining 22m87 percent is influenced by other variables or factors. These other variables include Leadership, Work Environment, Motivation and Use of Information Technology.

The biggest influence is Competency was 32.86 percent. This means that the Work Commitment of Teachers in Vocational Schools in the Greater Tangerang area is greatly influenced by Competency. The formation of Teacher Work Commitment is greatly influenced by Competency, so that this Competency makes the biggest contribution to Teacher Work Commitment. The Competency variable is also the dominant variable, meaning that its influence is very significant in this research model.

The second biggest influence is Compensation is 24.03 percent. This means that compensation has a fairly large role. School culture makes a fairly large and significant contribution to teacher work commitment. However, the Compensation variable is also not the dominant variable, because the magnitude of the direct influence is smaller than the indirect influence.

The smallest influence is School Culture is 20.24 percent. This means that school culture has a fairly big role. School culture makes a fairly large and significant contribution to teacher work commitment. However, the School Culture variable is also not a dominant variable, because the magnitude of the direct influence is smaller than the indirect influence.

In an effort to increase the Teacher Work Commitment variable in Vocational Schools in the Greater Tangerang area, the following steps must be taken: 1) Performance-Based Incentives: Fair, performance-based compensation can increase teacher job satisfaction and loyalty. By feeling that their efforts and achievements are appreciated, teachers will be more committed to their work and more motivated to achieve school goals; 2) Continuous Professional Development Program: By improving their competencies, teachers will feel more confident and satisfied with their work. This not only improves

their performance but also builds their commitment to their school and profession as they feel valued and supported in their career development.

Increase Open Communication: Open communication creates a transparent and inclusive work environment, where teachers feel heard and valued. This will increase their sense of belonging and commitment to the school as they feel like they are an integral part of the school community.

Conclusions

The conclusion of this research shows that compensation, competency and school culture have a significant influence on teacher work commitment and teacher performance in vocational schools in the Greater Tangerang area. The results of data analysis show that the compensation given to teachers is quite good but still needs improvement to reach a more satisfactory level. Teachers' competence also shows a significant influence on their work commitment, with the path coefficient indicating that increasing competence will substantially increase teachers' work commitment. School culture also has an important role in influencing teacher work commitment, although its influence is not as big as compensation and competence.

Specifically, the results of hypothesis testing through Structural Equation Modeling (SEM) show that compensation, competency and school culture simultaneously contribute 77.13% to teacher work commitment. Among these three variables, competency has the greatest influence on teacher work commitment, followed by compensation and school culture. This indicates that increasing teacher competence through training and further education is very important to increase their commitment and performance. Apart from that, a supportive school culture and adequate compensation are also important factors that can encourage improved teacher performance.

This research provides a significant contribution in understanding the factors that influence teacher performance in vocational schools in the Greater Tangerang area. The results can be used as a reference for policy makers in formulating more effective strategies to improve the quality of vocational secondary education in Indonesia. By improving compensation, competence and school culture, it is hoped that teacher performance and work commitment can be improved, which in turn will have a positive impact on the quality of education and the graduates produced. This is important in preparing human resources who are competent and able to compete in regional and global markets.

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