

The Influence of Competence, Organization Culture and Work Environment to Teacher's Performance As Well As Its Implication on Grad Competence of State Senior Islam Schools on Padang City

Pandi Afandi¹ & Bambang Supeno¹

¹ Post Graduate Management Program, University Lancang Kuning Pekanbaru Riau, Indonesia

Correspondence: Priyono, Post Graduate Management Program, University Bina Darma Palembang, Indonesia. Tel: 62-812-1697-4878. E-mail: priyono.unu_sidoarjo@yahoo.com

Received: February 28, 2016

Accepted: March 9, 2016

Online Published: April 18, 2016

doi:10.5539/ijbm.v11n5p283

URL: <http://dx.doi.org/10.5539/ijbm.v11n5p283>

Abstract

The purpose of this study was to determine and analyze the competence, organizational culture, work environment, performance, MAN teacher graduates competence of Padang.

This research uses methods of descriptive and explanatory survey that the nature of this research is descriptive and verification, which is collect, present, analyze and test hypotheses to obtain conclusions and suggestions by using path analysis. This research was conducted on state Senior Islam Schools On Padang City. The sample of the research were 150 respondents, represented by teachers with the total population of 245. Data were obtained 5 point ordinal scale questionnaire.

The result of data analysis show that during the descriptive analysis of teacher's competence is moderate to good, school organizational behavior moderate to good, work environment moderate to good, teacher's performance is moderate to good, grad competence is moderate to good. The result of verification analysis: There is a significant influence of teacher's competence towards teacher's performance (21 percent), school organizational behavior towards teacher's performance (84 percent), work environment towards teacher's performance (56 percent), teacher's competence, school organizational behavior, work environment towards teacher's performance (83,6 percent), teacher's performance towards grad competence (71,2 percent) State Senior Islam Schools On City In Padang.

Keywords: competence, organization culture, work environment, teacher's performance, grad competence

1. Introduction

Education plays an important role in the process of improving the quality of Human Resources (HR) for the government and let people try to bring qualified human resources. This is in accordance with the Constitution of the Republic of Indonesia Year 1945 Article 31, paragraph 3 explains that: The Government shall manage and organize national education, which increase the faith and devotion and noble morality in the context of the intellectual life of the nation, which is regulated by law. Law on National Education System No. 20 of 2003 Section 1 states: That education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble morality, skills of self, society, nation and state. West Sumatra Province is located in the central part of the southern coast of the island of Sumatra, which is along the shores of the Indian Ocean. West Sumatra province today is one of the rich provinces in Indonesia, and its resources are dominated by natural resources, especially coal, gold, rubber, palm oil and plantation fiber. West Sumatra Province consists of 7 cities and 12 districts. Therefore, the Government of West Sumatra Province is always trying to improve the quality of the population through increased formal Islamic education. Madrasah Aliyah state number as many as 18 schools with 10,985 students altogether, as the number of Private Madrasah Aliyah as much as 235 to 20 992 the number of students entirely. Teachers owned by Madrasah Aliyah in West Sumatra in the implementation of the learning process on the basis of Islamic specializing in local curriculum. With the local curriculum in absorbing material Islam illustrate the direction of culture to be achieved by the organization is the Islamic atmosphere. Islamic culture is carried out by teachers as the culture of the organization, so it can be emulated by the students. Overall organizational culture and competencies expected to

improve organizational performance; strong organizational culture affects every behavior. It not only had an impact on profit school organization in general, but also will have an impact on development effectiveness and performance capabilities of teachers themselves. Cultural values instilled leadership will be able to increase the willingness, loyalty, and motivation and further entrench the effectiveness and performance of teachers.

To create an atmosphere of learning and the learning process is good and right, it is necessary to management education. According Engkoswara and Aan (2012, p. 93) that the management functions in accordance with the general educational performance is acted upon functions of planning, organizing, staffing, coordinating, leading, reporting, and controlling.

According to Diane Massel in Danim and Khairil (2010, p. 103), explaining that there are seven elements of the capacity to improve the quality of education, namely: 1) the knowledge and skills of teachers; 2) motivation of students; 3) curriculum materials; 4) the quality and type of people who support the learning process in the classroom; 5) The quantity and quality of the interaction at the level of the school organization; 6) material resources; and 7) the organization and allocation of resources at the school level institutions.

Education is a complex process with many variables that influence. There are 12 kinds of personnel that affect the educational process, namely: 1) the school superintendent; 2) the principal; 3) subject teachers; 4) teacher BK; 5) The head of the TU; 6) librarian; 7) laboratory; 8) technicians learning resources; 9) the school committee; 10) parents; 11) student organization committee; 12) and the caretaker. They are important people who can show productivity significantly (Danim, 2010, p. 41).

So many factors that affect the productivity of the school and the human factor is the leading sector of his who has the incredible power that the movement is influenced by factors originating from the individual (internal) or factor that comes from outside the individual itself (external). Productive people are equipped with the background of relevant education, job experience and training that a lot of support track record professions, skills and abilities that qualified derived from relevant disciplines, attitudes, interests, motivation, discipline, work ethic, morale, commitment and conditions excellent physical (Danim, 2010, p. 42).

Teachers practice the forefront of education in the school plays an important role towards the development of human resources. This is quite reasonable because one of the most defining elements of educational success is the teacher. No matter how full school systems, curricula, educational facilities, but all that does not mean if it is not supported by a good teacher competence. Without the teachers and other elements in education will not have much meaning.

Education as a medium for the preparation of human resources continues to face a difficult situation. It is caused by a lack of qualified teachers, school facilities and infrastructure are inadequate, schools are paying less attention level needs of the user community, the education budget that is less targeted, and the emergence of a variety of social problems, the school management is not optimal. Seeing this condition, certainly needed a serious and should be resolved as soon as possible to improve the quality of learning.

Teachers as a professional educational staff set a good learning techniques to students, high and low quality of education that takes place in a school depends on the degree of professional possessed by the teachers. So schools are competing to improve the quality of its teachers (Suryana, 2012, p. 25).

The performance assessment refers to the formal and structured systems that measure, assess and influence the properties associated with the work, conduct, results and attendance. Performance assessment of how productive a teacher meant carrying out an effective job in the future so that organizations and society benefit (Canto & Suryana, 2012, p. 25). Teacher is a condition that is positioned as the frontline and central to the implementation of the learning process. Then the teacher will be the talk of many people, which is related to the performance, the totality of dedication and loyalty devotion.

In the Law of the Republic of Indonesia number 14 of 2005 Article 20, that task should be undertaken by a teacher is: a) planning a quality learning, assess and evaluate the learning outcomes; b) improve and develop the academic qualifications and competence on an ongoing basis in line with the development of science, technology and the arts; c) act objectively and do not discriminate on the basis of sex, religion, family background and socioeconomic status of students in learning; d) uphold the laws and regulations, laws, codes of conduct of teachers, religious values and ethics; e) maintain and foster national unity.

But the condition of the teacher's performance on the field has not been as expected. Empirically teacher performance Madrasah Aliyah state Cities in West Sumatra by MAN teacher performance appraisal of Padang can be explained as follows:

Data obtained from the Ministry of Religion of West Sumatra that only 28 teachers only from 245 teachers MAN

Padang City who have obtained the ladder IV / b while the ranks of teachers has piled on III / a as many as 117 people.

Furthermore, the average value of Teacher Performance Assessment (PKG) MAN Padang City Education Supervisor implemented at 46 of the 56 values ideally consisting of 14 items of 4 competency assessment that is pedagogical, professional, personal, and social.

Similarly Teacher Competency Test (UKG) MAN Padang City held the Ministry of National Education in 2015 obtained an average value of 49.22 while 70.00 ideally.

Similarly, when viewed from the average yield of the acquisition of the National Examination MAN level of Padang in 2014 only reached 4.54. This indication is still not maximal performance of teachers MAN Padang. Although teachers and teachers are not the only determinants of educational success but teaching is the central point of education and qualification as a reflection of the quality of teachers contributes very big on the quality of education which they are responsible. The quality of teachers and low teacher was also affected by the low level of teachers' welfare.

1.1 Formulation of the Problem

Based on the background of the problem, identification and restrictions aforementioned problems, the researchers formulate the problem as follows:

1. How is the competency of teachers MAN city Padang?
2. How does the organization's culture MAN city Padang?
3. How does the work environment MAN city Padang?
4. How is the performance of teachers MAN city Padang?
5. How is the competence of graduates MAN city Padang?
6. How much influence the competence of teachers on teacher performance MAN city Padang?
7. How big is the influence of organizational culture on teacher performance MAN city Padang?
8. How much influence does the work environment on teacher performance MAN city Padang?
9. How much influence teachers' competencies, organizational culture, work environment on teacher performance MAN city Padang?
10. How much influence teachers' performance against competencies of graduates MAN city Padang?

2. Research Methods

The method used in this research is quantitative research. M. Sidik Priadana and Saludin Muis, (2009, p. 3) explains that the research paradigm that emphasizes the understanding of issues in social life based on the conditions of reality or a natural setting that is holistic, complex and detailed.

The total samples are 150 respondents out of the total population of 245 people. The Describes technique of determining the data sampling technique used in this study. Technique Data determination do with probability sampling technique with proportional stratified cluster random sampling is to determine the cluster first, then determine the size of the sample will be drawn at random from each stratum in accordance with the proportions. The primary data obtained through interviews using a structured questionnaire and in-depth interviews (in-depth interviews) to the selected respondents. Secondary data were obtained through library research on various references such as textbooks, annual reports, and the publication of official documents, journals, magazines, and relevant scientific articles. Verification analysis was to examine the influence of teacher competence, organizational culture and working environment influences the performance of teachers and teachers' performance against competencies of graduates.

To test the hypothesis in this study used path analysis (path analysis). Consideration of using path analysis is:

- a. The relationship between variables is linear, adaptive, and is normal.
- b. Residual variable is not correlated with variables that preceded it and is not correlated with other variables.
- c. Relationship model variables there are only causal pathway / causal direction.
- d. Data analyzed each variable is interval data and come from the same source.
- e. The correlation between the independent variables and the data are cross-sectional.

Model structure path analysis can be described as follows:

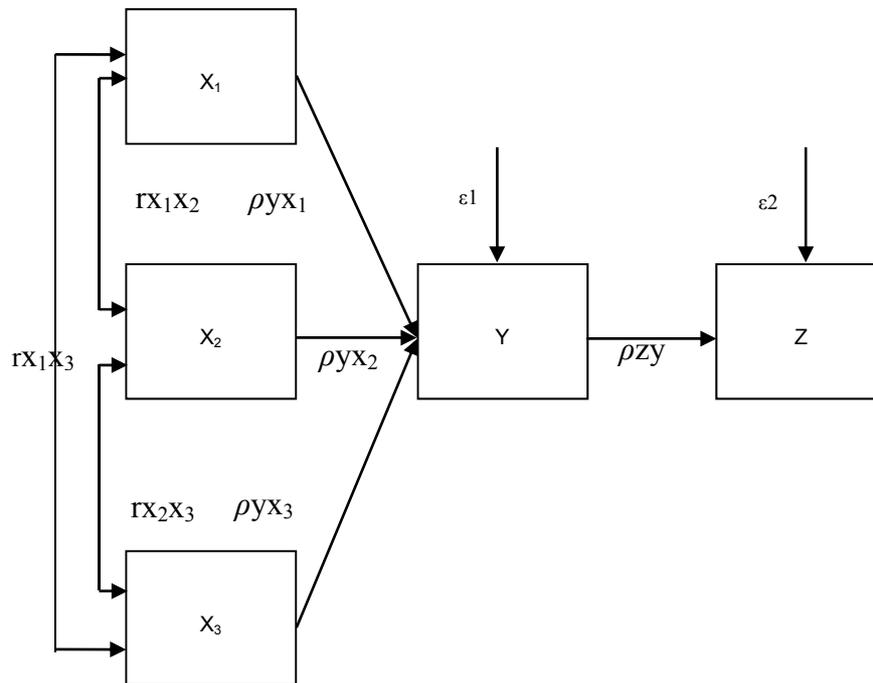


Figure 1. Coefficient line

In Figure 1 which shows the path diagram, where the variables X1, X2, and X3 is an independent variable. Variable Y is an intervening variable. Variable Z is a dependent variable.

Information:

X1 : Competence of teachers;

X2 : The organizational culture;

X3 : The work environment;

Y : Performance of teachers;

Z : Competence of graduates;

ρ_{YX1} : The path coefficients between the variables x1 with a variable Y;

ρ_{YX2} : The path coefficients between the variables x2 with a variable Y;

ρ_{ZY} : The path coefficients between variable Y with variable Z;

r_{X1X2} : The correlation coefficient between the variables x1 to x2;

r_{X2X3} : The correlation coefficient between the variables x2 to x3;

r_{X1X3} : The correlation coefficient between the variables x1 to x3;

ϵ_1 : Epsilon, which shows the variables or factors that explain the residual influence of other variables that have identified by theory, but was not studied or other variables that have not been identified by theory, or arise as a result of measurement error variables (Kusnendi, 2005).

Based on the pathway diagram above, then the structural equation for the path diagram as follows:

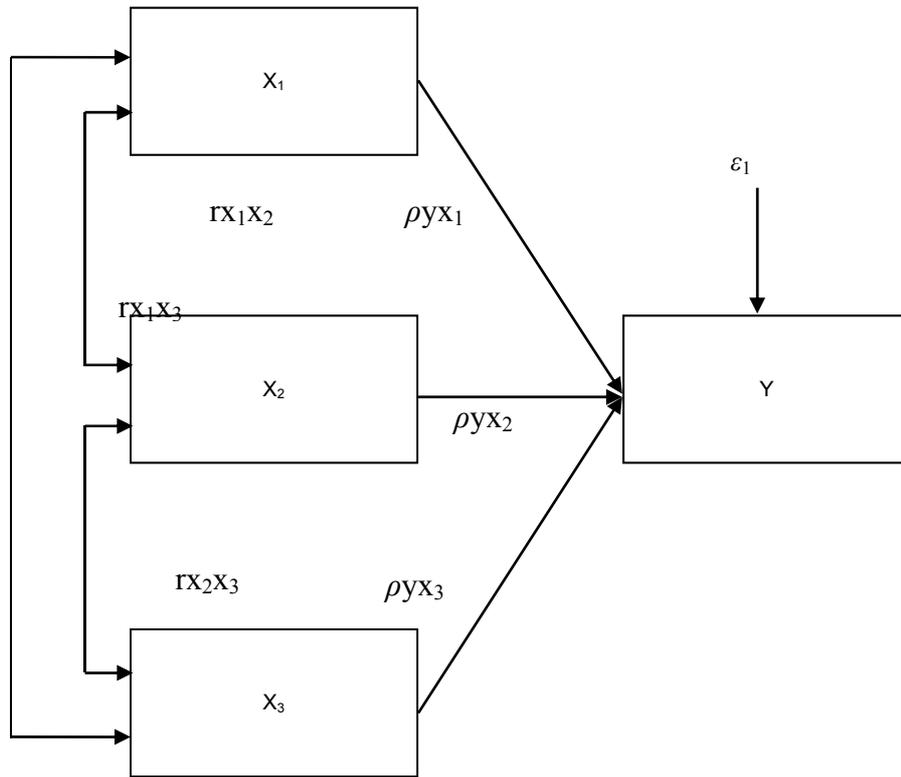


Figure 2. The coefficient of sub-structure line 1

In sub-structure 1, the variable X1, X2, X3 is as exogenous. Variable Y is endogenous variables.

Equation 1 is a sub-structure:

$$Y = f(X1, X2, X3)$$

Sub-structure linear equation 1 becomes:

$$Y = \rho_{yx1}X1 + \rho_{yx2}X2 + \rho_{yx3}X3 + \epsilon1$$

Information:

X1 = the competency of teachers;

X2 = organizational culture;

X3 = the working environment;

Y = Performance of teachers;

$\epsilon1$ = epsilon measurement error.

Image sub-structure 2:

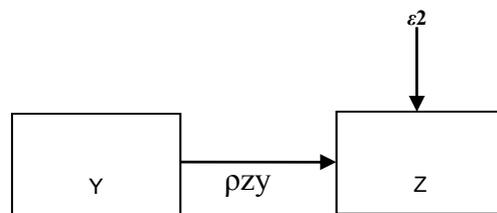


Figure 3. The coefficient of sub-structure line 2

In sub-structure 2, Y variables as exogenous and endogenous variables Z are variable.

Equation 2 is a sub-structure:

$$Z = f(Y)$$

Sub-structure linear equation 2 becomes:

$$Z = \rho_{zy}Y + \varepsilon_2$$

Information:

Y = Performance of teachers;

Z = Competence of graduates;

ε_2 = epsilon, which shows the variables or factors that explain the residual influence of other variables that have identified by theory, but was not studied or other variables that have not been identified by theory, or arise as a result of measurement error variables (Kusnendi, 2005).

The variables of this study consisted of five variables, namely:

Independent Variables:

Variable (X1) : Competence of teachers;

Variable (X2) : Organizational Culture;

Variable (X3) : The work environment;

Mediating variables:

Variable (Y) : Performance of teachers;

Dependent Variables:

Variable (Z) : Competence of graduates;

The hypotheses in this study are:

Hypothesis 1:

Ho: $\rho_{yx1} = 0$, No there is the influence of teacher competence on teacher performance MAN Padang.

Ho: $\rho_{yx1} \neq 0$, influences of teacher competence on teacher performance MAN Padang.

Later this hypothesis was tested using the t test statistic with the provisions Ho is rejected if t count > t table for $\alpha = 0.05$.

Hypothesis 2:

Ho: $\rho_{yx2} = 0$. There is no influence of organizational culture on teacher performance MAN Padang.

Ho: $\rho_{yx2} \neq 0$, influences of organizational culture on teacher performance MAN Padang.

Later this hypothesis was tested using the t test statistic with the provisions Ho is rejected if t count > t table for $\alpha = 0.05$.

Hypothesis 3:

Ho: $\rho_{yx3} = 0$. There is no effect on the performance of teachers' working environment MAN Padang.

Ho: $\rho_{yx3} \neq 0$, influences of the working environment on teacher performance MAN Padang.

Later this hypothesis was tested using the t test statistic with the provisions Ho is rejected if t count > t table for $\alpha = 0.05$.

Hypothesis 4:

Ho: $\rho_{yx1} = \rho_{yx2} = \rho_{yx3} = 0$,

There is no influence of competence, organizational culture and work environment on the performance of teachers MAN Padang.

Ho: $\rho_{yx1} \neq \rho_{yx2} \neq \rho_{yx3} \neq 0$,

There is the influence of competence, organizational culture and work environment on the performance of teachers MAN Padang.

Later this hypothesis was tested by using the test statistic F with the provisions Ho is rejected if F count > F table (k, n-k-1).

Hypothesis 5:

Ho: $ZY = 0$. There is no influence of teachers' performance against competencies of graduates of teachers MAN Padang.

Ho: $ZY \neq 0$, influences of teachers' performance against competencies of graduates MAN Padang.

Later this hypothesis was tested using the t test statistic with the provisions Ho is rejected if $t \text{ count} > t \text{ table}$ for $\alpha = 0.05$.

Table 1. Operational variables

Variable	Dimension	Indicator	No Item	
1	2	3	4	
Teacher competence (X1) theory: E. Mulyasa, (2011), Abdorrahman Ginting (2010)	Professional	1. Mastering the runway Education	1	
		2. Mastering teaching materials	2	
		3. Mastering of education management	3	
		4. Mastering Modern education technology	4	
	personality	1. Obey religion	5	
		2. Obeying the law	6	
		3. Social Life	7	
		4. The national Cultured	8	
		5. Adults and exemplary	9	
		6. Responsible	10	
		7. Proud to be a teacher	11	
	Pedagogic	1. Understanding of the participants learners	12	
		2. The development of the curriculum	13	
		3. Designing learning	14	
		4. Evaluation of learning outcomes	15	
Social	1. Ability to communicate	16		
	2. Using Technology	17		
	3. Hanging out effectively	18		
	4. Courtesy	19		
Organizational culture (X2) theory: Lunar and Triatna (2008), Wibowo (2005)	value	1. Value of Sincerity	20	
		2. The value of Worship	1	
		3. Value Achievement	2	
		4. The Competition	3	
		5. The value of discipline	4	
		6. Value Prestige	5	
		7. The value of Honesty	6	
	attitude	1. Strive to be the best	7	
		2. Giving attention	8	
		3. Do not stay away from students and parents	9	
conviction	4. Triggering innovation	10		
	5. Tolerance to students	11		
	1. commitment	12		
	2. Loyalty	13		
	3. dedication	14,15,16,17		
Work environment (X3) Sedarmayanti (2011)	light	1. Lighting teachers' room	18,19,20	
		2. Lighting classrooms	1,2	
	colour	1. The color of the walls of the building	3,4,5	
		2. Color classrooms	6,7	
	air	1. The air-conditioned classrooms	8,9,10	
		2. The rooms are air conditioned teachers	11,12	
				13,14,15

	sound	1. Voice vehicle	16,17
		2. Voice workshop practice	18
		3. Voices from the field	19,20
Teacher performance (Y) Source: Gintings (2010)	Plan learning	1. Plan objectives	1
		2. Planning for teaching materials	2
		3. Planning methods	3
		4. Planning ratings	4
	Implement learning	1. Knowledge of learning theory	5
		2. Skills technique Teach	6
		3. Skills assess	7
			8
	assessing the results Learn	1. Assessment of illuminative	9-10
		2. Assessment of structural	11
		3. Evaluation of PBM	12
	fostering and train learners	1. Guidance learning	13-14
		2. Guidance intracurricular	15
		3. Guidance extracurricular	16
	Carrying out additional tasks	1. Carry out the duties structural	17
		2. Carry out the duties Special	18
			19
			20
competency (Z) Source: Afnil Guza (2005)	knowledge	1. Knowledge creative	1,2,3
		2. Innovative Knowledge	4,5,6
		3. Knowledge of religion	7
	skills	1. Communicate orally, in writing	8,9,10
		2. The creative work	11,12,13
		3. Develop yourself	14,15
	attitude	1. Be competitive and sportive	16,17,18
		2. Respect for religious diversity	19
		3. Confident and responsibilities	20

3. Results and Discussion

3.1 Calculation of Correlation Coefficient

Calculation of the correlation coefficient using correlation analysis Pearson Product Moment, to find out how strong the relationship between several independent variables studied. Calculation of the correlation coefficient using SPSS version 20, with the results as shown in Table 2 below:

Table 2. Correlation between variables

Correlations		teacher competency	Organizational culture	Work environment	teacher performance
teacher competency	Pearson Correlation	1	,589**	,549**	,634**
	Sig. (2-tailed)		,000	,000	,000
	Sum of Squares and Cross-products	27,438	18,958	14,921	17,643
	Covariance	,184	,127	,100	,118
	N	150	150	150	150
Organizational culture	Pearson Correlation	,589**	1	,653**	,862**
	Sig. (2-tailed)	,000		,000	,000
	Sum of Squares and Cross-products	18,958	37,716	20,780	28,142
	Covariance	,127	,253	,139	,189
	N	150	150	150	150
Work environment	Pearson Correlation	,549**	,653**	1	,781**
	Sig. (2-tailed)	,000	,000		,000
	Sum of Squares and Cross-products	14,921	20,780	26,890	21,538
	Covariance	,100	,139	,180	,145
	N	150	150	150	150

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

From the table above interpretation criteria can be explained as follows:

1) The relationship between the variables of teacher competence (X1) with variable organizational culture (X2) obtained a value of 0.598 is at the level of interpretation between .40 to .599 on the correlation coefficient table that has a medium level of relationship and the direction if its value is positive. X1 and X2 significant correlation for significance 0.000 0.01. The statement can be interpreted that the competence of the teachers have a moderate level of correlation (0.598) with the organization's culture.

2) The relationship between the variables of teacher competence (X1) with the work environment variables (X3) obtained a value of 0.549 is at the level of interpretation between 0.40 to 0.599 on the correlation coefficient table that has a medium level of relationship and the direction if its value is positive. X1 and X3 significant correlation for significance 0.000 0.01. The statement can be interpreted that the competence of the teachers have a moderate level of correlation (0.549) with the working environment.

3) The relationship between organizational culture variables (X2) the work environment variables (X3) obtained a value of 0.653 is at the level of interpretation between 0.60 to 0.799 on the correlation coefficient table that has the level of a strong and direct relationship if the value is positive. X2 and X3 significant correlation for significance 0.000 0.01. The statement can be interpreted that organizational culture has a strong degree of correlation (0.653) with the working environment.

3.2 Calculation of Path Analysis (Path Analysis)

The results of path coefficient calculation using SPSS software version 20 can be seen in Table 3 below:

Table 3. Line calculation results

Variable	Coefficient Line
Teacher competence (X ₁)	0,107
Organizational culture (X ₂)	0,586
Work environment (X ₃)	0,335

Source: Statistical Calculation Results.

Based on the table above has described the results of the calculation of the path, where the teacher's competence variable (X1) that is equal to the lowest path coefficient 0.107, variable organizational culture (X2) path coefficient of 0.586, and the work environment variables (X3) path coefficient of 0.335. As for the influence of each Independent variable on the dependent variable influence either directly (Direct Effect) as well as indirect effect (indirect effect) can be seen in the following picture:

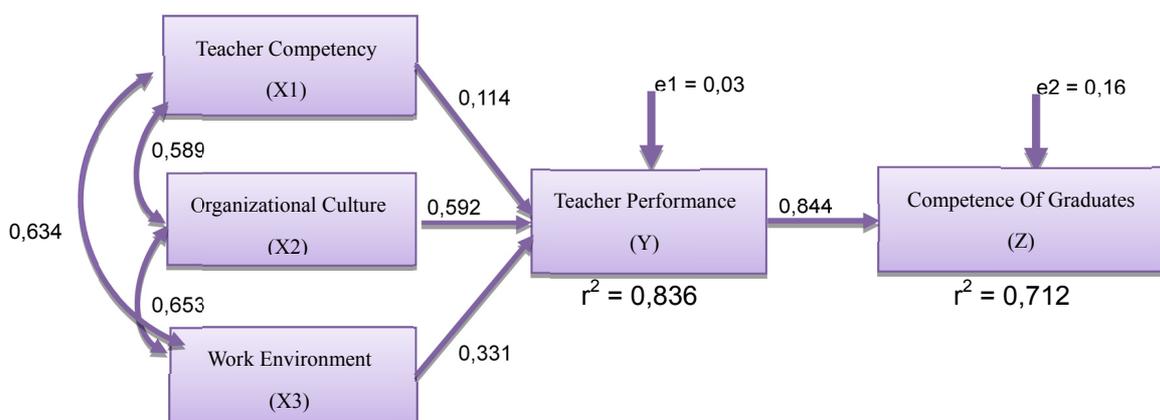


Figure 4. Path analysis diagram in overall

The path diagram above, consists of two sub-structures that form 2 lanes as the following equation: Equation substructures path of unity:

$$Y = 0,11X1 + 0,59X2 + \epsilon1 + 0,33X3$$

Equation substructures path of unity:

$$Z = 0,844Y + \varepsilon_2$$

Based on Figure 4.1, above explained the flow of research results, which consist of the amount of correlation values, the value of each coefficient (beta), the coefficient of determination (R²) and the value epsilon.

As to know the effect of direct and indirect effect of variable X to Y, variable X to Z can be seen in the following table:

Table 4. Value direct and indirect influence

Variabel	Direct influence to Y	Indirect Influence			Total Indirect Influence	Total Effect
		X1	X2	X3		
X1	0,11		0,06	0,04	0,10	0,21
X2	0,59	0,06		0,19	0,25	0,84
X3	0,33	0,04	0,19		0,23	0,56
Total Effect X To Y						0,836
Total Effect Y To Z						0,712

4. Discussion Amount of Influence

1) Effect of Teacher Competency\Path analysis calculation results can be seen the influence of direct, indirect influence, the influence of total and partial effect of variable competence of teachers on teacher performance by 21%. Based on the coefficient of determination mentioned above, illustrates the improving teacher competence, it will provide a degree of confidence in the performance of teachers.

2) Influence of Organizational Culture

Path analysis calculation results can be seen the influence of direct, indirect influence, the influence of total and partial variable of organizational culture influences the performance of teachers by 84%. Based on the above determination coefficient, describe improvements in the culture of the organization, it will provide a degree of confidence in the performance of teachers.

3) Working Environment

Path analysis calculation results can be seen the influence of direct, indirect influence, the influence of total and partial influence of environmental variables on the performance of teachers' work by 56%. Based on the above determination coefficient, describe improvements in the culture of the organization, it will provide a degree of confidence in the performance of teachers.

4) Effect of Teacher Competence, Organizational Culture and Environment Performance against Teachers

Based on the analysis, stating that the variable teacher competence, organizational culture and working environment on the performance of teachers have a significant influence.

As for the influence together of variables X1, X2, X3 to Y 83.6%. While the influence of other variables by 16.4% due to the effect of other variables outside the model is not examined. As for the other variables outside the model include: communication, infrastructure, leadership, compensation received by teachers and other aspects.

Equation lines together (simultaneously) the influence of teacher competence, organizational culture and working environment on the performance of teachers to track the following equation:

$$Y = 0,11X1 + 0,59X2 + \varepsilon1 + 0,33X3$$

If these lines see equation above, then all the variables have a significant contribution. This means that any increase in the efforts of teachers' competencies, organizational culture and working environment, it will provide a significant impact to the improved performance of teachers MAN Padang.

5) Effect of Teacher Performance Against Competency

Based on the calculation of path analysis can know the amount of influence the performance of teachers (Y) on the competence of graduates (Z), while the magnitude of the effect of variable Y to variable Z by 71.2%. While the influence of other variables by 28.8% due to the effect of other variables outside the model is not examined. As for the other variables outside the model include: work ethic, loyalty work, the regulations relating to education, community support and other aspects.

Equation second track on the structure are:

$$Z = 0,844Y + \varepsilon_2$$

The equation of these lines, when variables describe the teacher's performance is getting better, the competence and quality of graduates is increasing.

5. Conclusions and Recommendations

5.1 Conclusion

From the analysis based on observation, interview and questionnaire data processing of the 150 respondents, can be summed up some of the following:

- 1). Condition of the competency of teachers that are in pretty good criteria to the criteria, but there are aspects that are still weak among others aspects; the teacher is not able to get along well with learners with, while the second weakest teachers lack the personality steady, stable and mature.
- 2). Conditions organizational culture that are in pretty good criteria to the criteria, but there are aspects that are still weak among others aspects; teachers lack the ability to perform analysis in school activities, while the second weakest teachers rarely make learning plan in detail.
- 3). The environmental conditions of work that are in pretty good criteria to the criteria, but there are aspects that are still weak among others aspects; School location close to the airfield which has a high noise level; while the second room weakest teachers have not had a glass window bright and clear.
- 4). Conditions that are in the teacher's performance is good enough criterion to the criteria, but there are aspects that are still weak among others aspects; teachers are rarely given the additional task by the leadership in the form of guiding student practice. While the second weakest teachers are rarely given the task of education to attend scientific meetings.
- 5). Conditions graduate competencies that are in pretty good criteria to the criteria, but there are aspects that are still weak among others aspects; graduates of a lack of confidence and responsibility for their work. While the second weakest graduates less competitive and fair attitude in producing the best.
- 6). There is a significant influence on the competence of teachers on teacher performance MAN city of Padang to 21%. Competence of teachers contributed a third (smallest) on teacher performance.
- 7). There is a significant influence of organizational culture on teacher performance of Padang MAN of 84%. Cultural organizations contribute to the first (largest) on teacher performance.
- 8). There is a significant influence of the working environment on teacher performance MAN city of Padang is 56%. The work environment contributes to the second (major) on teacher performance.
- 9). There is the influence of teachers' competencies, organizational culture and working environment on the performance of teachers MAN city of Padang has a significant influence. As for the influence together of variables X1, X2, X3 to Y 83.6%. While the influence of other variables by 16.4% due to the effect of other variables outside the model is not examined.
- 10). There that significant influence on the performance of teachers (Y) on the competence of graduates (Z), while the magnitude of the effect of variable Y to variable Z by 71.2%. While the influence of other variables by 28.8% due to the effect of other variables outside the model is not examined.

5.2 Suggestions

Suggestions for MAN city Padang:

- 1) It is necessary to increase the competence of teachers MAN Padang city by improving education and training of teachers is carried out continuously accompanied by an evaluation of the competency of teachers and develop social competence in the form of hanging out with learners, educators hang out with and get along with the surrounding community.
- 2) It is necessary to increase organizational culture MAN Padang city by improving education and training of teachers thereby enhancing the ability to critically of developing a new perspective to the existing culture. Cultural organizations should encourage the growth of creative and innovative culture.
- 3) It is necessary to increase the working environment MAN Padang city through planning facilities and infrastructure layout laid out neatly like a study room light, staining the building bright and clean, clean air must circulate properly, the room to drown out the sound of the noisy coming from the outside. With the hope of stimulating learning and tranquility during the process of teaching and learning takes place.

4) It should be an increase in performance of Padang MAN teachers by improving education and training of teachers so that increasing responsibility for the performance of duties as educators as well as an increase in the willingness and ability to develop patterns of teaching and education to enhance the capacity of learners.

5) It is necessary to increase the competence of graduates MAN Padang city by improving education and training graduates include: creative work, arts and cultural activities, reading and writing skills of English and Arabic, and develop their potential to improve the competence of graduates.

b. Advice for Others to Develop Scientific Research

To enhance scientific development and benefits to the study, the researchers need to suggest things as follows:

1) The existence of more specific research studies and in-depth and wider scope not only on variables that have been studied, but need to add independent variables and the dependent variable.

2) In further studies need to use the object and the wider research area, the number of more samples and using the tool of SEM, AMOS and LISREL.

3) In future studies should conduct in-depth interviews and a thorough intended to respondents and other parties concerned, and can engage in proper education activities, as well as involving the business world.

References

- Abdorrakhman, G. (2010). *Teaching and Learning*. Humanities, Bandung.
- Abutoyo, A. (2010). *Organizational Culture and Management (Subjects)*. Postgraduate UPI YPTK Padang
- Arikunto, S. (2010). *Research Procedure A Practical Approach*. Publisher Rineka Cipta, Jakarta.
- As'ad, M. (2004). *Psychology and motivation*. Liberty, Yogyakarta
- Deni, K. H. (2008). *How to Be Creative Master*. Bandung: Natives Blooms.
- Elfijasri. (2008). Influence of Organizational Culture, Creativity against Discipline of work and job satisfaction high school teacher Se-Tebo. *Unpublished thesis*. PPS-Bung Hatta University.
- Ghozali, I. (2009). *Multivariate Analysis Applications With SPSS*. Semarang: Diponegoro University Publishers Agency.
- Gray, & Erik, W. L. (2007). *Leadership, Motivation*. London: HayGroup.
- Hadari, N. (2006). *Human Resource Management*. Gajah Mada: Yogyakarta Press.
- Hamzah, B. U. (2006). *Lesson Planning*. Jakarta: Earth Literacy.
- Hasibuan, M. (2006). *Human resource management*. Andi, Yogyakarta.
- Hasri, S. (2004). *Education Management: Approach Values and Culture organization*. Makassar: Education Foundation Makassar.
- Herzberg in Sunyoto. (2013). *Leadership and Motivation, Moulds III*, Publisher Ghalia Indonesia, Ciawi-Bogor.
- Indriawan, I. (2002). Relationships Motivation, Employee Capabilities, Organizational Culture with Employee Work Effectiveness in Sub Department of Foreign Trade Department of Industry and Trade of Central Java Province. *Unpublished thesis*. PPS - Diponegoro University of Semarang.
- Kamisa. (2005). *Complete Dictionary Indonesian*. Surabaya: Kartika.
- Lunar, C., & Triatna, A. C. (2008). *Visionary Leadership towards Effective Schools*. Jakarta: PT. Earth Literacy.
- Mangkunagara, A. A., & Anwar, K. (2002). *Human Resource Management Company, Moulds Second*. Bandung: Youth Rosdakarya.
- Martinis et al. (2007). *Teacher Performance Standards*. Jakarta: Echoes Persada Press.
- Mathis & Jackson. (2006). *Human Resources Management*. New Jersey: Prentice Hall Inc.
- Mulyasa, E. (2011). *Menjadi Principal Professional: Law on Teachers and Lecturers*. Bandung: young Rosdakarya.
- Nasir, M. (2011). *The research method, the mold to seven*. Ghalia Indonesia Bogor.
- Nature. (2010). *Motivation and Factors that influence*. Jakarta: Publisher Ghalia.
- Ngalim, P. (2006). *Influence Factors of Job Satisfaction on Employee Performance*. Publisher, Pabelan, Surakarta.

- Rahmadhani. (2006). Contributions Discipline Work and Organizational Culture on Employee Job Performance in the UNP. *Unpublished thesis*. PPS-UNP.
- Robbins, S. P. (2008). *Organizational Behavior*. Jakarta: PT. Macananjaya Fantastic.
- Sardiman. (2007). *Leadership through Employee Motivation*. Yogyakarta: Publisher Canisius.
- Sedarmayanti. (2011). *Human Resources and Work Productivity*. Bandung: Mandar Maju.
- Siagian, S. (2006). *The theory of motivation and its application*. Jakarta: Rineka Copyright.
- Simamora, H. (2004). *Human Resource Management* (3rd ed.). Moulds 1, Section Publishing STIE YKPN, Yogyakarta.
- Sondra, P. S. (2007). *The Theory of Organization Development*. Jakarta: PT. Earth Literacy.
- Sujarweni. (2014). *SPSS Version 20 for Research, Moulds 1*. Yogyakarta: Publisher New Library Press.
- Sunyoto, D. (2013). *Theory, Questionnaires, and Organizational Behavior Data analysis process*. PT. Intriguing book, Yogyakarta.
- Sutikno, M. S. (2007). *Lessons method Efektif and Meaningful*. Mataram: NTP Press.
- Timpe, A. D. (2000). *Human Resource Research*. Jakarta: PT.Gramedia Pustaka Utama.
- Uma. (2003). Research Methodology for Business. In Sugiyono & Hair (Eds.), *Data Source Edition 4*. Jakarta: Four Salemba.
- Umar. (2011). *Methods*. Jakarta: Publisher Ghalia.
- Usman, D. (2008). *According to Al Zarnudzi Learning Concepts: Study of Psychology-Ethics Ta'lim Kitab Al Muta'allim*. Yogyakarta: Graduate UIN.
- Usman, M. U. (2001). *Being a Teacher Professional* (2nd ed). Bandung: PT. Teens Rosdakarya.
- Wahjono. (2008). *Personnel Management and Human Resources*. Yogyakarta: BPF.
- Wibowo. (2007). *Performance Management*. Jakarta: PT. King Grafindo Persada.
- Winardi. (2001). *Motivation and motivating in management*. Jakarta: King Grafindo Persada.
- Zainul, A. (2010). Analysis Levels in Professional Competence, Commitment kerjaSerta And Its Effect on Teacher Performance. In *Cluster VI above Nagari Alahan Panjang Lake District of Okanagan Gumanti Solok regency*, PPS-University Putera Indonesia.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).