

The Influence of Self-Development, School Organizational Culture, and Work Environment on Teacher Performance at SMP Negeri 1 Jabon Sidoarjo

If'alul Naufal¹, Onik Farida Ni'matullah², Yuli Ifana Sari³
^{1,2,3}PGRI Kanjuruhan University of Malang, Indonesia



DOI : <https://doi.org/10.61796/acjoure.v4i2.517>



Sections Info

Article history:

Submitted: April 20, 2026
Final Revised: May 15, 2026
Accepted: June 25, 2026
Published: July 21, 2026

Keywords:

Self-development
School organizational culture
Work environment
Teacher performance

ABSTRACT

Objective: This study aims to analyze the influence of self-development, school organizational culture, and work environment on teacher performance at SMP Negeri 1 Jabon. **Method:** The research method used is quantitative with a descriptive correlational approach. The research sample consisted of 42 teachers selected using random sampling techniques. The research instrument was a questionnaire with a Likert scale. Data analysis used multiple linear regression to test the simultaneous and partial influence of the three independent variables on teacher performance. **Results:** The results showed that self-development, school organizational culture, and work environment simultaneously had a significant effect on teacher performance, with a significance value of 0.000. While partially, the self-development variable had a significant effect on teacher performance with a value of $0.10 < 0.05$ and a calculated T value of $2.710 > 2.024$. The school organizational culture variable did not have a significant effect on teacher performance with a value of $-0.36 < 2.024$ and a calculated T value of $0.971 > 0.05$. The work environment variable significantly influences teacher performance with a value of $0.02 > 0.05$ and a calculated T value of $3.250 > 2.024$. **Novelty:** The implications of this study provide recommendations for schools to strengthen teacher self-development programs and create a conducive work environment to improve performance.

INTRODUCTION

Teacher performance is one of the determining factors for the quality of education in schools. Teachers who have good pedagogical, professional, social, and personality competencies will be able to create effective and meaningful learning [1], [2]. However, in practice, teacher performance is often influenced by various factors, both internal and external. Internal factors such as motivation, competence, and willingness to develop themselves greatly determine the quality of learning. Meanwhile, external factors such as school organizational culture and work environment also have an important role in supporting the success of teachers' duties [3], [4].

Self-development is a conscious and planned effort made by teachers to improve their professional competence through training, seminars, workshops, and formal education. The results of the study show that self-development has a positive and significant effect on quality teaching. The culture of the school organization reflects the values, norms, and habits that are shared by all school residents, which can encourage or hinder teacher performance [5]. The results of the study prove that there is a positive influence of work discipline, work motivation, and organizational culture respectively on the performance of PAUD teachers [6], [7]. The work environment, both in terms of

physical aspects such as facilities and infrastructure, and in terms of non-physical aspects such as interpersonal relationships and leadership support, also affect teacher comfort and productivity. The results of the research that has been conducted by state that simultaneously organizational culture and the work environment have an effect on teacher performance [8], [9], [10].

Some previous research has shown that self-development and work environment have a positive relationship with teacher performance. However, findings related to the influence of school organizational culture still vary. Some studies found significant effects, while others did not. These differences in results show that there are research gaps that need to be bridged, especially in the context of public junior high schools in certain areas, such as SMP Negeri 1 Jabon, which have their own environmental characteristics and work culture.

Based on this background, this study aims to analyze the influence of self-development, school organizational culture, and work environment on teacher performance at SMP Negeri 1 Jabon. This research is expected to contribute to the development of education management theory and provide practical recommendations for schools in an effort to improve teacher performance through self-development strategies, strengthening organizational culture, and creating a conducive work environment.

RESEARCH METHOD

This study uses a quantitative approach with a correlational descriptive design. This design was chosen to analyze the relationship and influence between independent variables, namely self-development (X1), school organizational culture (X2), and work environment (X3), on the bound variable, namely teacher performance (Y).

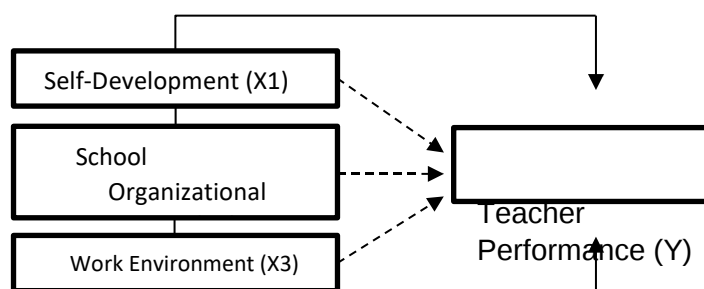


Figure 1. Frame of Mind

—————→ = Partially

- - - - -→ = Simultaneously

The research population is all teachers of SMP Negeri 1 Jabon which is 47 people. The sampling technique used simple random sampling based on the Slovin formula with an error rate of 5%, so that a sample of 42 respondents was obtained. Data collection was carried out with a questionnaire using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree".

Table 1. Likert Scale Instrument

Score	Answer	Code
1	Strongly Disagree	STS
2	Disagree	TS
3	Less Agree	KS
4	Agree	S
5	Strongly Agree	SS

The procedure for filling out the questionnaire will be listed at the beginning of the questionnaire. The grids for the questionnaire instrument are as follows:

Table 2. Teacher Development Instrument (X1)

Variable	Operational Definition	Indicator	Item
Self-development (Busro, 2018)	Self-development is an effort to improve a person's technical, theoretical, conceptual, potential, and social-emotional abilities in order to develop through educational and training activities.	Opportunities to take part in various trainings	1, 2, 3, 4
Self-development (Busro, 2018)	Self-development is an effort to improve a person's technical, theoretical, conceptual, potential, and social-emotional abilities in order to develop through educational and training activities.	Opportunities to continue education	5, 6
Self-development (Busro, 2018)	Self-development is an effort to improve a person's technical, theoretical, conceptual, potential, and social-emotional abilities in order to develop through educational and training activities.	Opportunities to participate in various seminars, discussions, and workshops	8, 9, 10
Self-development (Busro, 2018)	Self-development is an effort to improve a person's technical, theoretical, conceptual, potential, and social-emotional abilities in order to develop through educational and training activities.	Opportunities to participate in various courses	-
Self-development (Busro, 2018)	Self-development is an effort to improve a person's technical, theoretical, conceptual, potential, and social-emotional abilities in order to develop through educational and training activities.	Competencies to obtain a certificate	-

Table 3. School Organizational Cultural Instrument Grid (X2)

Variable	Operational Definition	Indicator	Item
School Organizational Culture (Wirawan, 2007)	School organizational culture is a set of values, attitudes, and behaviors that are understood and practiced by all school residents in accordance with their goals.	Implementation of norms	1, 2
School Organizational Culture (Wirawan, 2007)	School organizational culture is a set of values, attitudes, and behaviors that are understood and practiced by all school residents in accordance with their goals.	Implementation of values	3, 4
School Organizational Culture (Wirawan, 2007)	School organizational culture is a set of values, attitudes, and behaviors that are understood and practiced by all school residents in accordance with their goals.	Trust	5, 6
School Organizational Culture (Wirawan, 2007)	School organizational culture is a set of values, attitudes, and behaviors that are understood and practiced by all school residents in accordance with their goals.	Oriented to all members' interests	7, 8, 9
School Organizational Culture (Wirawan, 2007)	School organizational culture is a set of values, attitudes, and behaviors that are understood and practiced by all school residents in accordance with their goals.	Aggressive at work	10, 11
School Organizational Culture (Wirawan, 2007)	School organizational culture is a set of values, attitudes, and behaviors that are understood and practiced by all school residents in accordance with their goals.	Maintaining work stability	12

Table 4. Work Environment Cultural Instrument Grid (X3)

Variable	Operational Definition	Indicator	Item
Work Environment (Nitisemito, 2013)	A work environment is a place where individuals work and interact with each other, both of which influence performance, either directly or indirectly.	Work atmosphere	1
Work Environment (Nitisemito, 2013)	A work environment is a place where individuals work and interact with each other, both of which influence performance, either directly or indirectly.	Facilities and tools to help work	2

Table 5. Teacher Performance Instrument Grid (Y)

Variable	Operational Definition	Indicator	Item
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Mastering the teaching materials	1
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Managing the learning process	2
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Managing a class	3
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Using media or learning resources	4
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Mastering educational foundations	5
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Planning a teaching program	6
Teacher Performance	Teacher performance is the ability and proficiency of teachers in	Leading the class	7

Variable	Operational Definition	Indicator	Item
(Hamzah B. Uno, 2011)	carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.		
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Managing learning interactions	8
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Conducting assessments of student learning outcomes	9
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Using a variety of methods in learning	10
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Understanding and carrying out the functions and services of counseling guidance	11
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Understanding and organizing school administration	12
Teacher Performance (Hamzah B. Uno, 2011)	Teacher performance is the ability and proficiency of teachers in carrying out tasks that include planning, implementation, and assessment in learning to achieve teaching goals.	Understanding and being able to interpret research results to improve the quality of learning	13

Variable	Operational Definition	Indicator	Item
	assessment in learning to achieve teaching goals.		

Data analysis was performed by multiple linear regression using the help of SPSS software version 22. The F test is used to test the simultaneous influence of independent variables on the dependent variables, while the t-test is used to test the partial influence of each independent variable. The significance level used was 5% ($\alpha = 0.05$).

RESULTS AND DISCUSSION

Result

The analysis of questionnaire data in this study aims to find out the picture of self-development, school organizational culture, and work environment on teacher performance at SMP Negeri 1 Jabon. For each variable, a criterion analysis will be carried out based on the weight value of the questionnaire results calculated from the frequency of respondents' answers multiplied by the Linkert scale score. Then the average weight and index are calculated. After that, the criteria index is determined with the following formula:

$$\text{Index formula} = \text{Total score} / n$$

Before completing it, we also need to know the interval (distance range) and percent interpretation in order to know the assessment by the method of finding Intervals with 4 intervals.

The following are the criteria for interpreting the score based on the interval in the primary data:

Score 1.00-2.15 = Very (disagree/poor/not very good)

Score 2.16-3.50 = poor/low/difficult

Numbers 3.51-4.25 = good/high

Numbers 4.25-5.00 = very (good/high)

1. Self-development (X1)

The following are the results of the questionnaire on the self-development variable:

Table 6. Results of the Self-Development Variables Questionnaire

Statement	Strongly Agree	Agree	Disagree	Disagree	Strongly Disagree	Number of Frequencies	Total Weight	Average %	Criteria
Statement 1	14	25	2	0	1	42	177	4,21%	Good
Statement 2	20	22	0	0	0	42	188	4,48%	Excellent
Statement 3	18	24	0	0	0	42	186	4,43%	Excellent
Statement 4	20	22	0	0	0	42	188	4,48%	Excellent
Statement 5	26	16	0	0	0	42	194	4,62%	Excellent
Statement 6	23	19	0	0	0	42	191	4,55%	Excellent
Statement 7	14	25	3	0	0	42	179	4,26%	Excellent

Statement	Strongly Agree	Agree	Disagree	Disagree	Strongly Disagree	Number of Frequencies	Total Weight	Average %	Criteria
Statement 8	17	19	6	0	0	42	179	4,26%	Excellent
Statement 9	13	28	1	0	0	42	180	4,29%	Excellent
Statement 10	14	21	6	1	0	42	173	4,12%	Good
Average Self-Development Variables								4,37%	Excellent

Based on table 6, the self-development variable has an average of 4.37% and is in the very good category. While the lowest score in statement 10 with a value of 4.12% is "I feel successful if after taking a competency course I get a certificate". This shows that self-development such as participating in training, continuing education, seminars, workshops can improve professionalism and performance as a teacher. In addition, such activities cannot be separated from the main duties and functions of a teacher. Thus, the experience gained from participating in the training makes a positive contribution to improving performance.

2. School Culture (X2)

The following are the results of the questionnaire on the cultural variables of the school organization:

Table 7. Results of the School Organizational Culture Variables Questionnaire

Statement	Strongly Agree	Agree	Disagree	Disagree	Strongly Disagree	Number of Frequencies	Total Weight	Average %	Criteria
Statement 1	11	27	4	0	0	42	175	4,17%	Good
Statement 2	11	31	0	0	0	42	179	4,26%	Excellent
Statement 3	19	21	2	0	0	42	185	4,40%	Excellent
Statement 4	15	26	1	0	0	42	182	4,33%	Excellent
Statement 5	15	25	2	0	0	42	181	4,31%	Excellent
Statement 6	21	20	1	0	0	42	188	4,48%	Excellent
Statement 7	13	27	2	0	0	42	179	4,26%	Excellent
Statement 8	15	24	3	0	0	42	180	4,29%	Excellent
Statement 9	12	29	1	0	0	42	179	4,26%	Excellent
Statement 10	18	24	0	0	0	42	186	4,43%	Excellent
Statement 11	18	23	1	0	0	42	185	4,40%	Excellent
Statement 12	16	24	2	0	0	42	182	4,33%	Excellent
Average variables of the culture of the school organization								4,33%	Excellent

Based on table 7 of the organizational culture variables, the school has an average of 4.33% and is included in the very good category. 'Meanwhile, the lowest score in statement 1 with a value of 4.17% is "I feel that the rules/rules imposed in this school, both for teachers and for students, are seen as effective enough to control the behavior of teachers and students". This shows that the culture of school organization such as discipline, example, trust, work motivation, and freedom of opinion is a habit that is carried out well at SMP Negeri 1 Jabon and can be understood by all school residents, especially teachers. The level of trust plays an important role in establishing good working relationships with colleagues.

3. Work environment (X3)

The following are the results of the questionnaire on the work environment variable:

Table 8. Results of the Work Environment Variables Questionnaire

Statement	Strongly Agree	Agree	Disagree	Disagree	Strongly Disagree	Number of Frequencies	Total Weight	Average %	Criteria
Statement 1	26	16	0	0	0	42	194	4,62%	Excellent
Statement 2	16	22	4	0	0	42	180	4,29%	Excellent
Statement 3	20	20	2	0	0	42	186	4,43%	Excellent
Statement 4	14	27	1	0	0	42	181	4,31%	Excellent
Statement 5	21	20	1	0	0	42	188	4,48%	Excellent
Statement 6	25	15	2	0	0	42	191	4,55%	Excellent
Statement 7	23	18	0	1	0	42	189	4,50%	Excellent
Statement 8	18	24	0	0	0	42	186	4,43%	Excellent
Statement 9	14	28	0	0	0	42	182	4,33%	Excellent
Statement 10	14	27	1	0	0	42	181	4,31%	Excellent
Average variable work environment								4,42%	Excellent

Based on table 8, the work environment has an average of 4.42% and is in the very good category. Meanwhile, the lowest value in statement 2 with a value of 4.29% is "the facilities and infrastructure in the workplace are adequate and support work. The work environment which includes the atmosphere of the place, facilities and infrastructure, lighting, tranquility, working relationships, and security is classified as very good. The relationship between colleagues at SMP Negeri 1 Jabon is very well established for the success of the job.

4. Teacher performance (Y)

The following are the results of the questionnaire on the teacher performance variables:
Respondent's Answer

Table 9. Results of the Teacher Performance Variables Questionnaire

Statement	Agree	Agree	Disagree	Disagree	Strongly Disagree	Number of Frequencies	Total Weight	Average %	Criteria
Statement 12	14	26	2	0	0	42	180	4,29%	Excellent
Statement 13	19	23	0	0	0	42	187	4,45%	Excellent
Average variable teacher performance								4,37%	Excellent

Based on table 9 variables, teacher performance has an average of 4.37% and is included in the very good category. Meanwhile, the lowest score in statement 12 with a value of 4.29% is "I manage school and classroom administration by creating a new way that I can easily understand and compile it in the form of SOPs (Standard Operating Procedures) so that it can also be understood by fellow teachers. Teacher performance indicators at SMP Negeri 1 Jabon are very good based on the results of the questionnaire which contains a statement of learning implementation, provides opportunities for students to actively participate in learning, and updates information that is useful for students. Teacher performance is not only administrative but also planning, implementation, and assessment.

The results of multiple linear regression analysis showed that simultaneously the variables of self-development, school organizational culture, and work environment had a significant effect on teacher performance (significance value $0.000 < 0.05$).

Table 10. Multiple Linear Test Results

Models	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	7.206	5.895		1.222	.229
pengembangan_diri	.548	.202	.439	2.710	.010
budaya_organisasi	-.006	.172	-.006	-.036	.971
lingkungan_kerja	.586	.180	.450	3.250	.002

Coefficient

a. Dependent Variable: kinerja_guru

Based on the results of the multiple linear regression test in the table above, the equation $Y = 7.206 + 0.548 X_1 + -0.06 X_2 + 0.586 X_3 + e$ can be taken

Partially, self-development had a significant effect (t count $2,710 > t$ table $2,024$), school organizational culture had no significant effect (t count $0.971 < t$ table $2,024$), and work environment had a significant effect (t count $3,250 > t$ table $2,024$) on teacher performance.

To find out the contribution of the free variable to the bound variable, it can be seen in the following R2 test results:

Table 11. R2 Test Results

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811a	.657	.630	3.056

Model Summary

a. Predictors: (Constant), lingkungan_kerja, pengembangan_diri, budaya_organisasi
From the analysis in the table above, the result of R2 (coefficient of determination) of 0.657 was obtained, meaning that 65.7% of the teacher performance variables were influenced by independent variables, namely self-development (X1), school organizational culture (X2), and work environment (X3). While the rest, 34.3%, comes from the influence of other factors.

Next, the F test is performed to determine whether all the independent variables included in the model have a significant influence together on the dependent variables.

Here are the results of the F test:

Table 12. F Test Results

Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	680.785	3	226.928	24.302	.000b
	Residual	354.834	38	9.338		
	Total	1035.619	41			

NEW ERA

a. Dependent Variable: kinerja_guru

b. Predictors: (Constant), lingkungan_kerja, pengembangan_diri, budaya_or Ganization
The value of $F_{cal} > F_{table}$ ($24.302 > 2.84$) and significance value ($0.000 < 0.05$). So it can be concluded that the variables tied to teacher performance can be significantly influenced by independent variables, namely self-development, school organizational culture, and work environment.

Discussion

The results of multiple linear regression analysis showed an R^2 value of 0.652, which means that 65.2% of the variation in teacher performance can be explained by self-development, school organizational culture, and work environment. The remaining 34.8% was influenced by other factors outside of this study. The F_{cal} value of 24.895 with a significance of 0.000 (< 0.05) shows that simultaneously the three independent variables have a significant influence on teacher performance [11], [12], [13], [14], [15].

Partially, the self-development variable had a t_{cal} value of 2.710 ($> t_{table}$ 2.024) with a significance of 0.010, so that it had a significant effect on teacher performance. This shows that the more actively teachers participate in professional development activities, the higher their performance [16], [17], [18]. These findings support the research of Tri Nuryanti et al. who stated that self-development contributes directly to increasing learning effectiveness, pedagogic skills, and teaching method innovation.

The cultural variable of the school organization has a t_{cal} value of 0.971 ($< t_{table}$ 2.024) with a significance of 0.337, which means that it has no significant effect on teacher performance. This can be caused by the cultural homogeneity in SMP Negeri 1 Jabon which is well established, so that the variation in perception of organizational culture is relatively small and does not sufficiently affect the difference in performance between teachers. However, the existence of A good organizational culture remains essential to create a harmonious and orderly work environment [19], [20], [21], [22], [23].

The work environment variable has a t_{cal} value of 3.250 ($> table$ 2.024) with a significance of 0.002, which means that it has a significant effect on teacher performance [24], [25], [26], [27]. A conducive work environment, both in terms of physical facilities such as adequate facilities, and non-physical such as good interpersonal relationships and support from leaders, has been proven to be able to increase teacher motivation, comfort, and productivity [28], [29], [30], [31]. This finding is in line with the research of Dewi Sartje Koloay who confirms that the work environment plays an important role in improving the performance of educators [32], [33], [34], [35].

Based on these findings, the strategy to improve teacher performance at SMP Negeri 1 Jabon should prioritize sustainable self-development programs and the creation of a supportive work environment. Schools can develop annual teacher training plans, provide further study opportunities, and ensure adequate physical facilities and work climate.

CONCLUSION

Fundamental Finding : This study concludes that self-development, school organizational culture, and work environment simultaneously have a significant effect on teacher performance at SMP Negeri 1 Jabon. Partially, self-development and work environment have a significant effect, while the culture of the school organization has no significant effect. **Implication :** Schools are advised to prioritize teacher self-development programs and improve the quality of the work environment in order to optimize teacher performance. **Limitation :** This study is limited to teacher performance at SMP Negeri 1 Jabon and focuses only on self-development, school organizational culture, and work environment as the main influencing variables. **Future Research :** Future research can examine other factors that may influence teacher performance and involve broader school contexts to obtain more comprehensive findings.

REFERENCES

- [1] W. W. I. Utama, N. Dhieni, and M. S. Sumantri, "Sustainable professional development in the self-development of PAUD teachers," *Indonesian Journal of Early Childhood: World Journal of Early Childhood*, vol. 4, no. 2, pp. 352–360, 2022.
- [2] A. Susanto, *Teacher performance improvement management: Concepts, strategies, and implementation*. Jakarta: Kencana, 2016.
- [3] P. Wulandari and P. J. Nugroho, "Development of the organizational culture of private superior schools," *Journal of Educational Management and Supervision*, 2020, doi: 10.17977/um025v4i32020p240.
- [4] P. Widya and J. P. A. Dini, "Performance and self-development of RA Al Falah Karangtengah Demak teachers."
- [5] Supardi, *Teacher performance*. Bandung: Rajawali Press, 2013.
- [6] Sugiyono, *Educational research methods: Quantitative, qualitative, and R&D approaches*. 2009.
- [7] J. E. Sirait, "Analysis of the influence of teacher competence on learning success at Bethel Tanjung Priok Elementary School, North Jakarta," *Diegesis: Journal of Theology*, 2021, doi: 10.46933/dgs.vol6i149-69.
- [8] Sedarmiyanti, *Human resource management*. Bandung: Refika Aditama, 2017.
- [9] Y. Sari, "Increased cooperation in elementary schools," *Journal of Educational Administration*, 2018.
- [10] S. Safruddin, S. Suaedi, and M. Ilyas, "The influence of teachers' professional attitudes and perceptions of self-development activities on mathematics teacher's performance in high school," *Proximal: Journal of Mathematics Research and Mathematics Education*, vol. 3, no. 1, pp. 37–46, 2020.
- [11] S. Lubis, "The influence of work environment, work discipline, and work motivation on the performance of teachers of Madrasah Aliyah Negeri 2 Model Medan," *EduTech: Journal of Educational and Social Sciences*, vol. 6, no. 1, pp. 17–25, 2020.
- [12] K. O. Locker and S. K. Kaczmarek, *Business communication: Building critical skills*. 2014.
- [13] A. S. Lisvian Sari, C. Pramesti, Suryanti, and R. S. R. Suliana, "Socialization of the independent teaching platform as a forum for learning and teacher creation," *Journal of Penamas Adi Buana*, 2022, doi: 10.36456/penamas.vol6.no01.a6105.
- [14] Y. Kasmawati, "Improving student achievement through teacher professional development: A literature review," *Journal of Aksipreneur: Management, Cooperatives, and Entrepreneurship*, 2020, doi: 10.30588/jmp.v10i1.648.
- [15] A. Husnah, E. Harapan, and R. Rohana, "The influence of the principal's leadership and organizational culture on the teacher's commitment to carry out their duties," *Journal of Educational Management: Scientific Journal of Educational Administration, Management and Leadership*, vol. 3, no. 1, pp. 19–30, 2021.
- [16] D. H. Mubarraq and A. B. Santosa, "Improving school performance through teacher development management," *Scientific Journal of Educational Vehicles*, 2021.
- [17] Muhaimin and others, *Education management: Application in the preparation of school/madrasah development plans*. Jakarta: Kencana, 2011.
- [18] A. Maryani, B. Lian, and R. Wardarita, "The influence of the principal's leadership style and the culture of the school organization on teacher performance," *Journal of Innovation in Teaching and Instructional Media*, vol. 1, no. 1, pp. 18–25, 2020.
- [19] R. Ruhita, D. Priyanto, and A. Supriadi, "The influence of principal supervision and teacher self-development on teachers' professional competence," *Edum Journal*, 2023, doi: 10.31943/edumjournal.v6i2.150.
- [20] T. S. Ramdhona, K. A. Rahwana, and A. Sutrisna, "The influence of work environment and work motivation on teachers' work discipline," *Journal of Valuation: Scientific Journal of Management and Entrepreneurship Sciences*, vol. 2, no. 2, pp. 891–914, 2022.
- [21] B. H. Priyono, N. Qomariah, and P. Winahyu, "The influence of leadership style, teacher motivation, and physical work environment on the performance of teachers of SMAN 1

- Tanggul Jember," *Indonesian Journal of Management and Business*, vol. 4, no. 2, pp. 144–160, 2018.
- [22] A. A. M. Sitorus, A. R. Siregar, B. B. Lubis, R. Efendi, and S. Permadi, "The influence of school organizational culture on the performance of teachers at Labura State High School," *Journal of Non-Formal Education*, 2023.
- [23] A. A. A. P. Mangkunegara, *Enterprise resource management*. Bandung: PT Refika Aditama, 2004.
- [24] Y. H. Djatmiko, *Organizational behavior*. Bandung: Alfabeta, 2005.
- [25] E. Damayanti and I. Ismiyati, "The influence of compensation, work environment, and organizational culture on teacher job satisfaction," *Economic Education Analysis Journal*, vol. 9, no. 1, pp. 33–49, 2020.
- [26] P. Astuti, "The relationship between self-development and loyalty to elementary school teachers' performance," *Perspectives on Education*, vol. 33, no. 2, pp. 107–112, 2019.
- [27] S. Arikunto, *Research procedure: A practical approach*. Jakarta: PT Rineka Cipta, 2002.
- [28] A. Husni, A. Akmaluddin, S. Syarfuni, and S. M. Sari, "The influence of the principal's leadership style and organizational culture on the performance of the teachers of Group VI of Lampandah State Elementary School," *Indo-MathEdu Intellectuals Journal*, vol. 4, no. 3, pp. 1843–1853, 2023.
- [29] D. Harefa, "The influence of physics science teachers' perception of the work environment and work motivation on the performance of high school teachers in South Nias Regency," *Education and Development*, 2020.
- [30] G. Ginting and V. Siagian, "The influence of motivation and work environment on teacher job satisfaction at the Air Bersih Medan Adventist School during the Covid-19 pandemic," *Scientific Journal of Ubhara Management*, vol. 3, no. 2, pp. 96–107, 2021.
- [31] H. Fitria, "The influence of organizational culture and trust through the teacher performance in the private secondary school in Palembang," *International Journal of Scientific & Technology Research*, vol. 7, no. 7, pp. 82–86, 2018.
- [32] S. Prayoga and S. Yuniati, "The influence of school organizational culture on the performance of State High School teachers in Mataram City," *Journal of Education: Journal of Research and Literature Review in the Field of Education, Teaching and Learning*, vol. 5, no. 1, pp. 54–60, 2019.
- [33] T. Nuryanti, G. Abdullah, and N. A. N. Murniati, "The effect of self-development on the teaching quality of early childhood education teachers," *Journal of Paedagogia Initiative*, vol. 5, no. 1, pp. 12–21, 2022.
- [34] A. S. Nitish, *Personnel management*. Jakarta: Ghalia Indonesia, 2013.
- [35] T. Murwaningsih, "The influence of teacher professional attitude, welfare, continuous self-development, and job satisfaction on high school teachers' performance," *International Journal of Instruction*, vol. 17, no. 1, pp. 229–252, 2024.

***If'alul Naufal (Corresponding Author)**

PGRI Kanjuruhan University of Malang, Indonesia

Email: naufalsurabaya20@gmail.com

Onik Farida Ni'matullah

PGRI Kanjuruhan University of Malang, Indonesia

Email: onikfarida@unikama.ac.id

Yuli Ifana Sari

PGRI Kanjuruhan University of Malang, Indonesia

Email: ifana@unikama.ac.id
