

**THE INFLUENCE OF PERSONALITY AND PROFESSIONAL COMPETENCE TO TEACHERS  
PERFORMANCE MODERATE BY ORGANIZATIONAL CULTURE**  
(A Study on Teacher Vocational School of Business and Management in Semarang)

**Sulistiyawati**

lilis.sulistiyawati58@gmail.com

**Yeye Susilowati**

yeye\_susilowati@yahoo.co.id

**Nur Aini**

nur4ini57@yahoo.co.id

**Universitas Stikubank Semarang, Indonesia**

**ABSTRACT**

This study aims to examine and analyze the influence of personality and professional competence to teachers performance moderate by organizational culture. This research type is an explanatory research using quantitative data. The population in this study were all teachers of SMK Negeri Business and Management in Semarang amounted to 128 as respondents. The techniques of data analyze used in this study include validity, reliability formula Cronbach alpha, test for normality, heteroscedasticity test, a test model (goodness of fit model), test coefisien determination R Square ( $R^2$ ), and hypothesis test (t test). The results showed that personality, professional competence and organizational culture positively influence to teachers performance, but the organizational culture does not moderate the influence of personality and professional competency to teachers performance.

Keywords: personality, professional competence, organizational culture and teachers performance.

**INTRODUCTION**

Referring to the Law of the Republic of Indonesia No. 14 of 2015 on Teachers and Lecturers, Article 1 (1) expressly explained that teachers are professionals with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on the education of children of school age in formal education, basic education, and secondary education. Similarly, according to the Law of the Republic of Indonesia No. 20 of 2003 on National Education System Article 39 paragraph (2), stating that the educators are the professionals in charge of planning and implementing the learning process, learning outcomes, coaching and training, research and community service, particularly for educators at colleges,

Teachers as part of the educational staff is very important in achieving the goal of education in schools. The purpose of the school board is optimally when teachers have competencies that have been assigned the pedagogical competence, social competence, professional competence and personal competence.

Education process occurs if the components of competence that exists in the system moving and interrelated, each movement of the components not yet seen enough, because they have no mutual relationship that is both functional and is an integral part in achieving a goal. One of the components are contained within these elements does not work or less work, then most likely the system is not or less successful in achieving its objectives. Each of the components contained in the national education system should be fully functioning in accordance with its role and paying attention to all of its components.

Teacher quality can be evaluated from two aspects of the process and results. In terms of process, the teacher is successful when able to involve the majority of learners are active, whether physical, mental and social learning. Also, it can be seen from the passion and spirit of teaching and confident. In terms of results, the teacher said to be successful when learning that it provides capable of changing the behavior of some students towards mastery of basic competencies better. Fulfilling these demands requires a variety of learning competencies.

The presence of the teacher as the Main Subject of the development of the nation in creating the next generation that affordable and high quality, is very important. The successful achievement of the objectives of education and teaching can not be separated from the role of teacher. Teachers are educators who have the primary task of educating, teaching, training, and directing students to become the next generation who have the ability, the high quality, and to be able to fight with other nations. To create quality education needed qualified teachers, i.e. teachers who are professional and have a personality.

Professionalism is at stake when facing demands for democratic learning these demands reflect an increasingly complex needs, not simply the ability to master studies only but also other skills that are psychological, strategic, and productive. Such a claim can only be answered by a professional teacher.

Apart from a good teacher professionalism for teachers to achieve optimum performance, personality is also one of the factors that can also contribute to the performance of teachers. Personality will be reflected in the attitudes and actions in building and guiding learners. Personality the better it will look at its dedication in carrying out their duties and responsibilities as a teacher, this means reflected the dedication of teachers in performing their duties and functions as educators.

Teachers who have a good personality can arouse desire and motivation to actively promote the profession and increase its dedication to doing the job of educating so that it can be said that these teachers have good accountability, in other words the behavior of accountability demanded that the job ended with a good result can satisfy the boss who give the task and the other parties concerned or the work carried out both qualitative and quantitative standards that have been set and not arbitrary.

Indicator of a nation is determined by the level of human resources, and human resources indicators determined by the level of education of its people. The level of education in society is strongly influenced by the teacher. The teacher's role is very strategic because teachers are at the forefront of change, especially in the learning activities. Learning activity is one component of teacher performance. Therefore, learning success is largely determined by the performance of teachers.

Teacher performance today more associated with the quality of education. Performance is the result of work of an officer in the execution of the tasks assigned to him. The quality of teacher performance looks of behavior that can be ready to play professionally in the school and community. Teacher performance as the other professions are affected by many things.

When observed in the field, that the majority of teachers have shown maximum performance in carrying out its duties and functions as educators, teachers and trainers. However, there are still some teachers who are not performing well, of course, will indirectly affect the performance of teachers at the macro level. Teacher performance measures can be seen from a sense of responsibility in carrying out the mandate, a profession to which it aspires, a sense of moral responsibility on his shoulders. This attitude will be followed by a sense of responsibility to prepare the equipment before carrying out the teaching and learning process.

Teacher performance can be seen and measured based on the specifications / competency criteria which must be owned by every teacher. Teacher competence consists of pedagogical, personality, social and professional. The four competencies are integrated in the performance of teachers. In connection with the performance of teachers in the classroom, around the behavior in question is the teacher in the learning process: learning activities in the classroom learning program that includes planning, implementation of learning activities, and learning evaluation.

Research on the teacher's personality prev them by Muhammad Irfan Arif, et al (2012), measure the teacher's personality based The big five personality traits that the concept of extraversion (extraversion), the ability to accept an agreement (agreeableness), listen to the inner voice (conscientiousness), stability emotional (neuroticism), and open to experience (openness to experiences), where a fifth of the concept in relation to teacher performance. The results are in line with research conducted Saadu, Usman Tunde (2013), which revealed no influence on the personality of the teacher performance, as well as research results Made Darsana (2013), which states that personality influences performance. However, these results are not in line with the findings Endah Mastuti (2005) which states that personality does not affect the performance. Based on the description above, the writer interested to do more research on how personality influences on teacher performance ?.

The empirical evidence on the effect of the professional competence of the teachers have been investigated by Ruslan Ade et al (2013), Rahman (2014), Eva Zezulkhova (2014), Muhammad Arifin (2015) and Pandi Afandi and Smabang Supeno (2016) states that the professional competence influence teacher performance. Meanwhile, the results of different studies found by Rahardjo (2014) and Anak Agung Ngurah Bagus Darmawan said that professional competence does not affect the performance of teachers. The results of these studies make a difference researchers wanted to examine how the professional competence of the teacher's performance ?.

Research on the influence of organizational culture on performance conducted by Mashal Ahmed (2014), Dimitrios Balias (2014), Windy J Sumak (2015) and Freddy Arifin (2014) states that organizational culture influences the performance of teachers, but the results of different studies found by Made Darsana (2013), Owoyemi (2014) found that organizational culture does not influence to teachers performance, it is interesting researchers conducted a study to find out how organizational culture influences the performance of teachers? Results of research conducted by Alharbi Mohammad Awadh (2013) and Mursanti (2015) states that the organizational culture to strengthen the influence of the professional competence of teachers' performance, it is not in line with the results of research conducted by Joseph (2013) and Muhammad Ilyas (2014) which states that organizational culture is not able to moderate the performance of professional competence. It is interesting to study how the professional competence of the teacher performance organizational culture moderated.

Based on the above phenomenon researchers interested in conducting research on the influence of personality and professional competence to teachers performance moderated by organizational culture to Teacher Vocational School of Business and Management in Semarang.

## **THEORETICAL BASIS**

**Personality** in this study is a depiction of the properties are realized by individuals themselves in their everyday lives (Costa and McCrae, 1985-1992).

Personality according to the concept of the Big Five Personality or Five Factor Model is a simple approach to trying to find the basic unit of personality by analyzing the words that people use in general, which is not only understood by psychologists, but also ordinary people (Costa and McCrae, in Pervin, 2005).

According to McCrae and Costa in Pervin (2005) personality is an association of diverse backgrounds that humans choose. From the various definitions of the above it can be concluded that personality according to researchers is a characteristic within the individual who relativif persist, persist, affecting the individual adjustment to the environment. The environment has an influence in the development of personality. Experiences in childhood and adolescence in a complex has an influence on personality development. Situation, affecting the impact of heredity and environment on personality. A person's personality, although generally steady and consistent, that might change in different situations. Different demands of different situations bring out different aspects of one's personality (Robbins, 2015).

**Professional competence** are the competencies that must be owned by a teacher to actualize themselves as educators summarized in four (4) basic competence of a teacher, as contained in Article 2 of Regulation No. 74 Year 2008 is a set of knowledge, skills, and behaviors that must be owned, lived, dominated, and actualized by the professionalism of teachers in performing the task. Teacher Competence includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education to be holistic. Teacher performance indicators outlined in fourteen basic capabilities work of teachers is as follows:

1. Teachers are required to develop the profession through workshops seminars, training.
2. The teacher is able to use the internet.
3. The teacher is able to develop a model of learning.
4. Teacher training write module.
5. The teacher is able to conduct classroom action research (PTK).
6. Teachers are able to use ICT in learning.
7. The teacher is able to develop props
8. The teacher followed the curriculum development
9. The teacher is able to make the administration of the school.
10. Teachers understand the vision and mission of the school.
11. Teachers understand the functioning of the school
12. Teachers understand the structure of scientific knowledge is taught.
13. Teachers have control over the substance of the subject matter of teaching.
14. Teachers have control over the breadth of the substance according to the needs of students

**Organizational culture** is a common perception held by members of the organization based on what they see, hear and experience within the company (Robbins, 1996; 286).

According to Robbins (2015) within the organization there are seven primary characteristics that constitute the essence of organizational culture, namely:

1. Innovation and risk-taking, namely the extent to which employees are encouraged to always be innovative and take risks.
2. Attention to detail, which is expected to consider the extent to analysis and attention the detail.
3. Orientation results, namely the extent to which management focuses on results rather than on technique or process used to achieve the results.
4. Orientation of people, namely the extent to which management decisions take into account the effect of the success of the people in the organization.
5. Orientation team, namely the extent to which work activities are organized to the team.
6. Aggressiveness, namely the extent of member aggressive and competitive.
7. Stability, namely the extent of the activities to maintain the status quo.

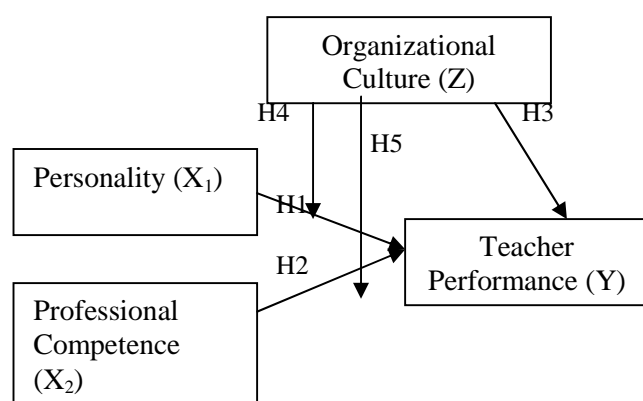
**Teacher performance.** Performance is a form of behavior of a person or organization with achievement orientation. In connection with the performance of teachers, a form of behavior in question is the activities of teachers in the learning process, that is how a teacher making a lesson plan, implement learning activities and how to assess in learning process.

According to Gibson, et al (Supardi, 2014: 31), there are three sets of variables that influence the behavior and job performance or the performance, namely:

1. Variables include the individual skill and ability (mental and physical), background (family, social level, payroll) and demographic (age, origin, gender).
2. Organizational Variables include the resources, leadership, rewards, structure, and design work.
3. Psychological Variables include the perceptions, attitudes, personality, learning and motivation.

All three of these variables relate to one another and interplay. Combined individual variables, organizational, psychological and largely determine how one teacher to actualize themselves.

The Model of Research:



### **The Influence of Personality to Teachers Performance Vocational School of Business and Management in Semarang.**

Personality is one of the requirements for a person because of his position as a teacher educator. The importance of personality that must be possessed by the teacher because he as an educator that forms the character of the nation's generation.

Centered on the teacher's job to educate by providing direction and motivation of achievement through adequate learning experiences, and fosters personal aspects such as attitudes, values, and adjustment. In addition, teachers not only convey knowledge, he was also responsible for the development of personality of students. Teachers often regarded as someone who has the ideal personality as a model.

As a model teacher must have the competence related to personality development (personal competencies). Personality is absolutely necessary for one teacher professionalism in performing their duties.

Research conducted Muhammad Irfan Arif, Aqeela Rashid, Syeda Samina Tahira, Mahnaz Akhter (2012), Made Darsana (2013) Usman Tunde Saadu and Adeday Adesokan (2013) and Rivolan Priyanti Ph (2013), found empirical evidence that personality positive effect on teacher performance. Based on these assumptions, the proposed hypothesis is as follows:

**H1:** personality positively influence to teachers performance.

### **The influence of professional competence to teachers performance**

According to Law No. 14 of 2005 on Teachers and Lecturers, professional competence is the "ability of mastering the subject matter is broad and deep". Surya (2003: 138) argues professional competence is a wide range of capabilities required in order to realize himself as a professional teacher. Professional competencies include expertise or

skill in the art that the mastery of the material should be taught along with the method, a sense of responsibility in his work and a sense of community with other teacher colleagues.

Research conducted Zezulkhova Eva (2014), H. Muhammad Arifin (2014), Rachman Halim Yustiyawan and Desi Nurhikmahyanti (2014) and Pandi Afandi and Smabang Supeno (2016), found empirical evidence that professional competence positive effect on the performance of teachers. Based on the description, the hypothesis put forward are as follows:

**H2:** professional competence positively influence to teachers performance.

### **The influence of organizational culture to teachers performance**

According to Robbins and Judge (2009), culture organizational (organizational culture) is a system of shared meaning held by members that distinguishes the organization with other organizations. Organizational culture is manifested in beliefs and assumptions, values, attitudes and behavior of its members are a valuable source of competitive advantage of companies (Hall, 1993; Peteraf, 1993). Research conducted M. Shakil Ahmad (2012), H. Muhammad Arifin (2014) and Mashal and Saima Ahmed Shafiq (2014), found empirical evidence that organizational culture has positive influence on the performance of teachers. Based on the assumptions above, the proposed hypothesis is as follows:

**H3:** organizational culture positively influence to teachers performance.

### **The influences of personality to teachers performance moderate by organizational culture.**

According to Robbins and Judge (2009), organizational culture is a system of shared meaning held by members that distinguishes the organization with other organizations. This system of shared meaning, when examined more closely is a set of key characteristics that upheld by the organization. Research conducted M. Shakil Ahmad (2012), H. Muhammad Arifin (2014) and Mashal and Saima Ahmed Shafiq (2014), found empirical evidence that organizational culture has positive influence on the performance of teachers. Based on the assumptions above, the proposed hypothesis is as follows:

**H4:** Organizational culture moderates the influence of personality to teachers performance.

### **The influence of professional competence to teachers performance moderate by organizational culture.**

According to Robbins and Judge (2009), organizational culture (organizational culture) is a system of shared meaning held by members that distinguishes the organization with other organizations. This system of shared meaning, when examined more closely is a set of key characteristics that upheld by the organization. The existence of a professional and competent teachers is a must to facilitate the achievement of learning objectives. Teachers are professionals capable of reflecting the figure of keguruannya with extensive knowledge and have a number of competencies that support its work. As for the competencies that must be owned by a teacher to actualize themselves as educators summarized in four (4) basic competence of a teacher, as contained in Article 2 of Regulation No. 74 Year 2008 is a set of knowledge, skills, and behaviors that must be owned, lived, dominated, and actualized by the professionalism of teachers in performing the task. Research conducted Marsanti (2015) find empirical evidence that organizational culture affects strengthen the influence of professional competence on teacher performance.

Based on the description, the fourth hypothesis can be reformulated as follows:

**H5:** organizational culture moderating the influence of professional competence to teachers performance

## **METHODOLOGY**

### **Population**

The population in this study were all the teachers of SMK Business and Management in Semarang, Totaling 128 people as respondents.

### **Datasource**

The data source of primary data. Acquisition of primary data collected directly from the field via a questionnaire respondents. The data used is quantitative data. The scale of measurement used is a Likert scale with a weight of 1 to 5.

### **Instruments Test**

1. Validity Test  
used to test whether a questionnaire submitted to the respondent valid. The test is performed by comparing the value of KMO (Kaiser-Meyer-Olkin and Bartlett's Test) is greater than 0.5. Meanwhile, if the matrix component or loading factornya greater than 0.4 means declared invalid.
- 2.
3. Reliability Test  
used to determine the extent to which the results are consistent instrument, in use, or in other words the instruments have consistent results when used repeatedly at different times.

### **Technical of Analysis**

Using Multiple linear regression analysis:

$$Y = a + b_1.X_1 + b_2.X_2 + b_3.Z + X_1Z + X_2Z + e$$

Note:

Y	=	Teachers Performance
X <sub>1</sub>	=	Personality
X <sub>2</sub>	=	Professional Competence
Z	=	Organizational Culture
X <sub>1</sub> Z	=	Interaction X <sub>1</sub> moderate by Z
X <sub>2</sub> Z	=	Interaction X <sub>2</sub> moderate by Z
e	=	Standard error

### **Test of Model (F Test)**

used to determine whether all the independent variables included in the model have influence together on the dependent variable (Ghozali, 2013). The test by comparing F arithmetic with F table with degrees of freedom in alpha of 0.05. If the significance value less than 0.05, then the independent variables simultaneously have influence on the dependent variable.

### **Coefficient of determination (R square test/ R<sup>2</sup>)**

used to measure the goodness of fit model regression or contributions to the independent variable on the dependent variable test with adjusted R<sup>2</sup> value is between zero and one. Small R<sup>2</sup> adjusted value means the ability of independent variables in explaining the dependent variable is very limited. Mean value approaching one independent variable provide almost all the information needed to predict the dependent variable (Ghozali, 2013).

### **Hypothesis test (t test)**

Hypothesis testing is done by t test. The decision to accept or reject the t test grades were seen from the significant value of output SPSS software that provides the facility of significance. T test criteria are as follows:

1. If the value of sig is less than or equal to 5% (sig ≤ 0.05) then the hypothesis is accepted it means the independent variables are statistically significant effect on the dependent variable.
2. If the sig value is greater than 5% (Sig.> 0.05) then the hypothesis is rejected, meaning that the independent variables are statistically insignificant and has no effect on the dependent variable.

## **ANALYSIS RESULTS AND DISCUSSION**

### **Description of Respondents**

In this study, the identity of respondents who researched include: gender, employment status, education, age, years of experience and class. Description of respondents is intended to find out more respondents in the state of vocational schools ( SMK Negeri ) Business and Management in Semarang.

Most of the respondents were female with 79 people or 14.8%, based on the education i.e. S1 as many as 109 people or

85.2% and S2 as many as 19 people or 14.8%, based on the respondents' age range was 21-30 years as many as 10 people or 7.8%, 31 - 40 years as many as 22 people or 17.2%, and 41-50 years amounted to 50 people or 39.1%, and 50 years and over as many as 46 people or 35.9%, based on length of respondents account for less than 5 years as many as 13 people or 10.2%, 6-10 years as many as 13 people or 10.2%, then 11-20 years as many as 41 people or 58%, and 3 persons or 2.3% is that has a service life of more than 30 years and is based on class are as many as 66 people or 51.6% had class III and 62 or 48.4% were class IV.

### Variable Descriptions

The results of respondents' answers to the personality variables ( $X_1$ ) ranged from 3.70 until 4:53 means that on average respondents chose the answer disagree to strongly agree. It shows that the respondents' perceptions of personality variables the results are good. The result of the respondent's answer to the professional competence variable ( $X_2$ ) ranges from 3:51 until 4:19 means that on average respondents chose the answer disagree to strongly agree with. It shows that the respondents' perceptions of professional competence variable results are good. The results of respondents' answers to the teacher performance variable (Y) ranges from 3:52 until 4:53 means that on average respondents chose the answer disagree to strongly agree. It shows that the respondents' perceptions of teacher performance variable results are good. The result of the respondent's answer to the organizational culture variables (Z) ranging from 3:38 until 4:22 means that on average the respondents chose the answer does not agree to the agreement. It shows that the respondents' perceptions of organizational culture variable results are good.

### Validity of Test Results

Based on the calculation validity test on each item statement, the results obtained are the following personality variables ( $X_1$ ) of 0885, variable professional competence ( $X_2$ ) of 0792, variable organizational culture (Z) of 0901, and the variable performance of teachers (Y) of 0791, all the KMO value is greater than 0.05. This means that that the population eligible population minimal measurement. While the value of loading factor > 0.4 means that all of the item in question is valid and can be used for subsequent testing.

### Reliability Test Results

A variable is said to be reliable if the value of Cronbach Alpha > 0.7. Reliability test results can be seen in the following table:

Variabel	Cronbach Alpha	Alpha Standard	Ket
Personality ( $X_1$ )	0.920	0.7	Reliabel
Professional Competence ( $X_2$ )	0.843	0.7	Reliabel
Organizational Culture (Z)	0.938	0.7	Reliabel
Teachers Performance (Y)	0.841	0.7	Reliabel

Based on the results of testing the reliability of the results obtained with all Cronbach Alpha value of each variable is greater than the value of 0.7. So it can be stated that the instrument's personality ( $X_1$ ), professional competence ( $X_2$ ), organizational culture (Z), and teachers performance (Y) which can be used to produce reliable data or trustworthy.

### Normality Test Results

Normality test data is done by using One-Sample Kolmogorov-Smirnov of 0981 and its Z Asymp.Sig (2-tailed) in 0291. This means that the data is normally distributed residuals (Asymp.Sig = 0.291 > 0.05).

### Heteroskedasticity Test Results

The results showed that the distribution of the data on the independent variable personality and professional competence of the organizational culture moderating variables showed significance value greater than 0.05 (sig > 0.05) so that it can be concluded that in this study free of heteroskedasticity.

### Model Test Results (Test F)

F test results showed the number of 80 600 with a probability of 0.000 is much smaller than 0.05, which means regression model can be used to predict that the variables of personality and professional competence simultaneously affect the variable performance of teachers and the regression model to be eligible or meet the requirements of Goodness of Fit Model.

ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3961,586	5	792,317	80,600	,000 <sup>b</sup>
Residual	1199,289	122	9,830		
Total	5160,875	127			

a. Dependent Variable: Teachers Performance

b. Predictors: (Constant), Interactioni X<sub>2</sub>Z, Professional Competence, Personality, Organizational Culture, Interaction X<sub>1</sub>Z

### Coefficient of determination (Test Results R<sup>2</sup>)

Based on the value of Adjusted R Square can be seen the influence of other variables outside the regression model (Ghozali, 2013). Adjusted R Square value on the regression equation in this study are as follows:

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,876 <sup>a</sup>	,768	,758	3,135

a. Predictors: (Constant), Interactioni X<sub>2</sub>Z, Professional Competence, Personality, Organizational Culture, Interaction X<sub>1</sub>Z

b. Dependent Variable: Teachers Performance

Adjusted R-square value of 0.758 means that 75.8% of teacher performance can be explained by personality, professional competence, organizational culture, as well as the results of moderation moderation 1 and 2. The remaining 24.2% is explained / influenced by other variables outside the research model.

### T test Result

Based on the results of data processing, decision hypothesis can be explained as follows:

1. Test the partial effect of personality on teacher performance significance value 0.000 < 0.05 and 0.548 of Standardized Coefficients Beta is positive. So H1 accepted which means personality positively and significant influence to teachers performance.
2. Test the partial effect between the professional competence of the teacher's performance significance value 0.000 < 0.05 and Standardized Coefficients Beta dominant by 0.213, is positive. H2 so accepted, which means professional competence positively and significant influence to teachers performance.
3. Test the partial effect of organizational culture to teacher performance significance value 0.000 < 0.05 and Standardized Coefficients Beta for 0.305, is positive. so H3 received significant organizational culture positively and significant influence to teachers performance.



4. Test the partial effect of moderating variables 1 on teacher performance significance value  $0.600 > 0.05$ . So H4 rejected, which means the organizational culture does not moderate the influence of personality to teachers performance.
5. Test the partial effect of moderating variable 2 on teacher performance significance value  $0.774 > 0.05$ . So H5 rejected, which means not moderate the influence of organizational culture to the performance of the professional competence of teachers.

## **DISCUSSION**

Results of research on the influence of personality and professional competence to teacher's performance partially moderated organizational culture can be described as follows:

### **The Influence of Personality to Teachers Performance the state of vocational schools (SMK Negeri) Business and Management in Semarang.**

The hypothesis that personality affects the performance of teachers Vocational School of Business and Management in Semarang is received with significant value  $0.000 < 0.05$ . Personality variables have an impact on teacher performance with a regression coefficient of 0.548 or 54.8%. This means that every teachers of the state of vocational schools (SMK Negeri) Business and Management in Semarang will further improve the performance of teachers.

The teacher is a great profession that teachers are required to be a figure professionals must mastery the lesson material that will be delivered to the students, the administration can create and implement learning activities very much. Teachers are also required to provide an objective assessment and educate the students, and many more roles that must be done because of the demands of his profession.

In addition to the previously mentioned demands, the teachers are also required to be a figure who has a strong personality and ideal. Because teachers are often regarded as a model for the students. As a model teacher must have the competence related to personality development (personal competencies), because these competencies associated with idealism and ability to be able to understand themselves in the capacity as an educator.

The successful implementation of education in schools is determined by the personality of the teacher in the school. Personality is a condition that affects the efforts to improve teacher performance. Teachers with a strong personality can transmit personal strength to raise achievement motivation and build positive character and resilient the learners.

The results in this study support the research conducted by Saadu, Usman Tunde (2013) which revealed that there is influence of the teacher's personality of its performance and supported by Made Darsana (2013) which states that the effect on the personality of the teacher's performance.

### **Influence on the Performance of Teachers Professional Competence the state of vocational schools (SMK Negeri) Business and Management in Semarang**

The hypothesis that the professional competence and significant impact on teacher performance Vocational School of Business and Management in Semarang is received with significant value  $0.000 < 0.05$ . Professional competence variables have an impact on teacher performance with a regression coefficient of 0,213 or 21.3% meaning that any increase in professional competence of teachers Vocational School of Business and Management in Semarang will improve the performance of teachers.

Professional competence is an absolute requirement and must be owned by every teacher. Competencies that must be owned by itself should be related to the duties and responsibilities as a professional teachers. Teachers also should professional in carrying out his duties as an educator in sekolah. Sebagai a professional, teachers are also required to have skills concepts and theories of science good, expertise in certain fields according to their expertise. The results of this study support the research conducted by Ruslan Ade, et al (2013), Rachman (2014), Eva Zezulkhova (2014), Muhammad Arifin (2015), as well as Pandi Afandi and Smabang Supeno (2016) states that the professional competence of an effect on teacher performance.

### **Influence of Organizational Culture to teachers performance the state of vocational schools (SMK Negeri) Business and Management in Semarang.**

The hypothesis that the organizational culture and significant impact on teacher performance Vocational School of Business and Management in Semarang accepted the result of which is evidenced by the significant value  $0,000 > 0.05$ . Variable organizational culture has an influence on the performance of teachers with a regression coefficient of 0.305 or 30.5% means that any increase in organizational culture SMK teacher of Business and Management in Semarang will improve the performance of teachers.

Organizational culture is a common perception held by members of the organization based on what they see, hear and experience at the school. Organizational culture is manifested in beliefs and assumptions, values, attitudes and behavior of its members is a valuable resource for schools.

The results support the research conducted by Mashal Ahmed (2014), H. Muhammad Arifin (2014) Balias Dimitrios (2014), and Windy J. Sumaki (2015) which states that the organizational culture influence to teachers performance.

### **The Influence of Personality to Teacher Performance Vocational School of Business and Management in Semarang moderated Organizational Culture.**

The hypothesis that personality and significant effect on the performance of teachers and moderated by the organizational culture at SMK teacher of Business and Management in Semarang is rejected it means organizational culture is not able to moderate the influence of personality on teacher performance. A strong personality and a loving inner teacher while conducting the learning process greatly affect the performance improvement. Personal maturity teachers formed through teaching experience and length of employment indicate various phenomena that occur in the field. Teachers who have experience in teaching and learning in a variety of places tend to have a strong personality and dynamic because it is colored by a variety of organizational culture on the job and can transmit personal strength, raise achievement motivation in those around him primarily on learners. Teachers with a strong personality and know the strengths, advantages and disadvantages so potentially give learners a strong, character and strong personality as well. On the other hand teachers who have teaching experience at only one school with an established status that are in the comfort zone within the organizational culture that has very high confidence levels tend to be affected by the performance improvement of existing organizational culture.

### **Influence on the Performance of Teachers Professional Competence Vocational School of Business and Management in Semarang moderated Organizational Culture.**

The hypothesis that the professional competence and significant influence to teacher performance moderated organizational culture at teachers of Vocational School of Business and Management in Semarang is rejected it means not being able to moderate the organizational culture of professional competence to teacher performance.

Educational success in school is determined by the professional competence controlled by the teacher. Factors affecting teachers' professionalism in performing tasks such as the level of education you have, the training acquired, followed by organizational activities that can build and enhance the professionalism of the work supported by organizational culture conducive. But sometimes for teachers who are already bearing the title of professional teachers tend not affected by the existing organizational culture.

This study supports and reinforces previous studies conducted by Joseph (2013) and Muhammad Ilyas (2014) which states that the organizational culture is not able to moderate influence on the performance of professional competence.

## **CONCLUSION**

Based on the results of research and discussion, conclusions can be drawn as follows:

1. Personality positively influence to teachers performance.
2. Professional competence positively influence to teachers performance.
3. Organizational culture positively influence to teachers performance.
4. Organizational culture does not moderate the influence of personality to teachers performance.
5. The organizational culture does not moderate influence on the performance of teachers' professional competence

## **Implication**

### **1. Theory Implications**

The implications of these findings contribute with regard to human resources education in terms of personality, professional competence, and organizational culture on teacher performance.

### **2. Implications**

The results of this study can be used as information for management to take policy decisions in an effort to improve the performance of teachers relating to personality, professional competence and organizational culture.

## **REFERENCES**

- Brown, A. 1998. *Organisational Culture* (2nd ed.). London: Financial Times Pitman Publishing.
- BSNP Versi 6.0, 2008. *Kerangka Indikator untuk Pelaporan Pencapaian Standar Nasional Pendidikan: Standar Kualifikasi Akademik dan Kompetensi Guru*. Badan Sertifikasi Nasional Pendidikan, Jakarta.
- Carl J. Thoresen, et.al, *The Big Five Personality Traits and Individual Job Performance: Growth Trajectories in Maintenance and Transitional Job Stages*, *Journal of Applied Psychology*, 2005, Vol. 89 No. 5, 835-853
- Evilistriani, Agustina. 2013. *Pengaruh Kepribadian dan Motivasi Berprestasi terhadap Kinerja Pegawai pada Sekretariat Daerah Kabupaten Melawi*. *Jurnal Manajemen dan Bisnis*, Vol. 1, No. 1 Tahun 2013. Diunduh dari jurnal untan.ac.id/index.php/jmdb/ article/view/186/1860-Evilistriani.pdf tanggal 31 Desember 2014.

- Ghozali, Imam. 2013. Aplikasi Analisis Multivariate dengan Program IBM SPSS 21 Update PLS Regresi (Edisi 7). Semarang: Badan Penerbit Universitas Diponegoro Semarang.
- Gibson, Ivancevich & Donnely, 1996. Organisasi dan Manajemen. Jakarta: Erlangga.
- Harycoon Angmalisang. 2011. Pengaruh Kepribadian Guru terhadap Kinerja Mengajar di SMA Kristen "Irene" Manado. *Jurnal Engineering Education Journals (E2-J Unima)*, Vol. 1, No. 3, Maret 2013. Diunduh dari [ejournal.unima.ac.id /index.php/Fatek/article/view/892/harry.pdf](http://ejournal.unima.ac.id/index.php/Fatek/article/view/892/harry.pdf). tanggal 31 Desember 2014.
- Hasibuan, SP. Malayu, 2007. Manajemen Sumber Daya Manusia. Yogyakarta: BPF.
- John, Oliver. P., and Srivastava, Sanjay. 1999. The Big-Five Trait Taxonomy: History, Measurement, and Theoretical Perspectives. University of California at Berkeley.
- Mangkunegoro, AP, 2005. Perilaku Organisasi. Bandung: Refika Aditama
- Pervin, L.A & John, O.P, 2005, Personality: Theory and Research, 8 Ed, New York: John Wiley & Sons, Inc.
- Permendiknas No. 41 Tahun 2007, Standar Proses untuk Satuan Pendidikan Dasar dan Menengah, Kementerian Pendidikan Nasional, Jakarta.
- Peraturan Pemerintah No. 74 Tahun 2008, tentang Guru dan Tenaga Kependidikan, Kementrian Pendidikan Nasional, Jakarta
- Robbins, Stephen P & Judge, Timothy A. 2015. Perilaku Organisasi (Organizational Behavior 16<sup>th</sup> edition). Jakarta: McGraw Hill dan Salemba Empat.
- Sugiyono, 2013, Statistika untuk Penelitian, Bandung: Alfabeta.
- Undang-undang Republik Indonesia No. 20 Tahun 2003. Sistem Pendidikan Nasional. Diundangkan di Jakarta pada Tanggal 8 Juli 2003, Sekretaris Negara Republik Indonesia, Bambang Kesowo (Penjelasan dalam Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
- Undang-undang Republik Indonesia No. 14 Tahun 2005. Guru dan Dosen. Diundangkan di Jakarta pada Tanggal , Sekretaris Negara Republik Indonesia, (Penjelasan dalam Tambahan Lembaran Negara Republik Indonesia Nomor)
- Yamin, Martinis dan Maisah. 2010. Standarisasi Kinerja Guru. Jakarta :Gaung Persada Press.