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# The Role of Organizational Commitment in Mediating The Relationship Between Competence and Organizational Culture with Teachers Performance

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## Abstract

*The aim of this research was to examine the effect of competence on organizational commitment, the effect of organizational culture on organizational commitment, the effect of competence on teachers performance, the effect of organizational culture on teachers performance, the effect of competence through organizational commitment to teachers performance, and the effect of organizational culture through organizational commitment to teachers performance. This explanatory research explains the relationship between the variables studied. The population in this study were 364 junior high school science teachers in Jember Regency and 150 teachers were taken as samples. The data collection method used is a questionnaire with a Likert scale. The data analysis method used in this study is a structural equation model using SEM-AMOS and an indirect effect analysis using the Sobel test. The results of this study indicate that competence has a significant effect on organizational commitment, organizational culture has a significant effect on organizational commitment, competence has a significant effect on teachers performance, organizational culture has no significant effect on teachers performance, competence has no significant effect on organizational commitment on teachers performance, and organizational culture does not significant effect through organizational commitment to teachers performance.*

**Key Word:** competence, organizational culture, organizational commitment, performance.

## Introduction

Human resource development is needed to improve the quality of organizational performance. The theory of organizational behavior in the field of management science. It contains the topic of analyzing individual behavior in an organization as a group of people with shared activities and the same vision. Previous research conducted by Ludwig (2015) reported that behavioral systems in organizations affect individual behavior in organizations. It determines the consequences of his behavior. Hence it can be said that the behavior of individuals in the organization has an impact on organizational achievements as well as positive and negative consequences for members of the organization. In conclusion, there is a relationship between the activities of a group of people in society and the management function of the organization. This conclusion is in accordance with the opinion of Gibson et al. (1996). This opinion explains that organizational behavior is related to human behavior, attitudes and the results of their work in the organizational environment.

Robbins and Judge (2015) show that organizational behavior is a field that investigates the impact of individuals, groups and structures on organizations to increase organizational effectiveness. It means that organizational behavior is closely related to the phenomenon of organizational activities associated with the impact of individual behavior factors in organizational activities that are structured within the organization. Thau et al. (2014) explained earlier that

the purpose of research in the field of organizational behavior is to solve problems about the work of employees in the organization. Core study of organizational behavior is solving problems in the organization of the organization to achieve organizational goals. Based on the theoretical study of organizational behavior, the variables included in the scope of organizational behavior are abilities, skills, personal background, and demographics. Thus, the conclusion is that the nature of organizational behavior is a concept that discusses the results of behavior and relationships between humans in an organization with agreed organizational norms to achieve organizational goals, namely the performance and productivity of organizational resources that have been determined by the organization.

The success of Indonesian education is implied by several factors: schools, teachers, students, and other factors (Slameto, 2015). The teacher is an important factor in the implementation of education and learning. The teacher's task is to educate, teach, train, and direct students to achieve learning objectives. The ability of teachers to determine the success of the process of education and learning in schools. Competence, organizational culture, and teacher commitment can support organizational success.

Junior high school science teachers have the task of teaching, guiding, and training science concepts and practices. The success of students in learning science is effected by many factors including student, teacher, curriculum, and



environmental factors. Teacher performance is effected by ability, competence, organizational culture, and commitment. This opinion is supported by data on the results of the national exam as a reflection of the success of teacher performance. Thus, if student learning outcomes are poor, it means that the

teacher's performance is not good.

The results of the national science exam in Jember Regency in 2019 can be observed in the following table.

No	Regency	Average Science Score on National Examination
1	Banyuwangi	52,83
2	Situbondo	47,25
3	Bondowoso	44,50
4	Jember	49,05
5	Lumajang	50,04

Table 1. National Science Exam Scores in the area of the former Besuki Residency and Lumajang

Based on Table 1, the science scores on the Jember Regency Junior High School national exam are not good because the average score is still below 50, which is 49.05. Of the 5 (five) regencies in the table, Jember is ranked 3 (three) under Banyuwangi Regency and Lumajang Regency. Thus, the performance of science teachers in the perspective of student learning outcomes on the national exam scores for science subjects, especially in Jember Regency, is still not

optimal. Thus, the performance of junior high school science teachers in Jember Regency is still not good.

One of the factors that can affect teacher performance is competence. The data on the competency exams for junior high school teachers in the districts in the former Besuki and Lumajang residencies can be shown in the following table.

No	Regency	Average score of Teacher Competency Test
1	Banyuwangi	60,78
2	Situbondo	60,24
3	Bondowoso	61,16
4	Jember	60,55
5	Lumajang	62,64

Table 2. Junior High School Teacher Competency Test Scores in 2019

Based on table 2, it can be observed that the average value of the junior high school teacher competency test in Jember district is 60.55. That means, their competency scores are included in the less category. The average value is ranked 4 out of 5 districts in the former Besuki and Lumajang residencies. Rank 4 shows that the competence of junior high school teachers is relatively lagging behind other districts. In conclusion, the competence of junior high school teachers in Jember Regency is not yet good.

Research on the relationship between performance and competence variables, organizational culture and organizational commitment can provide an overview of the relationship between competence and performance. Sudarso et al. (2020) reported that competence has a significant effect on performance. Marampa and Kananda (2021), in their research report that organizational culture has a significant effect on performance. Likewise, the results of Violita's research (2020). The results of his research indicate that organizational commitment has a significant effect on performance. Some of the results of this study indicate that the factors of competence, organizational culture, organizational commitment, and performance are variables of organizational behavior that are interrelated. In other words, the factors of competence, organizational culture, and organizational commitment have a role or effect on performance. On the other hand, based on facts on the ground (table 1 and table 2), it shows that the competence and performance of junior high school teachers in Jember Regency is still not optimal. Thus, further studies are needed on the relationship between the variables of competence, organizational culture and organizational commitment with teacher performance.

## Literature Review and Hypotheses

The relationship between variables determines the meaning of this study. Relationships between variables are used to establish hypotheses. This research begins with a review of the relationship between competence and organizational commitment, the relationship between organizational culture and commitment, the relationship between competence and performance, the relationship between organizational culture and performance, and the relationship between organizational commitment and performance.

### 2.1 The Relationship Competence and Organizational Commitment

The concept of competence which refers to the point of a person's ability to carry out work in accordance with his duties and responsibilities, has implications for the ability to carry out work. Competence is related to the concept of knowledge and skills (Wibowo, 2017). Factors that underlie one's competence include knowledge, understanding, skills, attitudes and interests. Robbin and Judge (2015) define competence as a person's capacity to perform various tasks. The main factors that determine competence are physical condition and intelligence. Thus it can be interpreted that organizational commitment is a strong will, positive attitude and belief of a person to remain a member of the organization. Furthermore, high linkage and attachment to the organization can encourage sustainable organizational success.

Alfrian's research (2017) reported that competence has a

significant effect on the organizational commitment of PT Wahana Meta Hijau employees in Pekanbaru. Likewise the research results of Sahrum et al. (2016). The research shows that competence has a significant effect on organizational commitment in Makassar city government employees. Research by Nurlaely and Riani (2016), Silen (2016), Yamali (2017), Andriani & Djamil. (2018), Pramukti (2019), Rumawas, (2020), Putra et al. (2020). This study reported that competence has a significant effect on organizational commitment.

Based on the relationship between competence and organizational commitment above, the following hypothesis can be proposed. H1: Competence has a significant effect on organizational commitment.

## 2.2 The Relationship Organizational Culture and Organizational Commitment

Organizational culture is a pattern of behavior, habits carried out by employees in organizations or companies that are not regulated in organizational regulations. It can also be said that organizational culture is a habit that is usually done by employees or employees in the organization. Organizational commitment is a person's feeling to remain loyal and loyal to the organization. Thus, someone who has a high commitment to the organization is more likely to contribute to the achievement of organizational goals. Organizations with a strong organizational culture have the possibility of growing a person's strong desire to survive and be loyal to the organization.

Based on the description above, it can be interpreted that organizational culture and commitment have a strong relationship with a positive culture of daily behavior. It will foster a bond of loyalty or organizational commitment in a person. Thus, organizational culture can encourage organizational commitment owned by a person. Furthermore, loyalty will foster commitment.

Research by Syahrudin et al. (2016) about the effect of organizational culture on organizational commitment, shows that organizational culture has a significant effect on organizational commitment in Makassar city government employees. Likewise, the results of Putriana's research (2015). The research reported that organizational culture is significantly related to organizational commitment among Japanese motorcycle employees in Jakarta. Several other research results also reported that organizational culture has a significant effect on organizational commitment. Silverthorne (2004), Koesmono (2014), Siswanto (2015), Giri et al. (2016), Dewi & Surya (2017), Wibawa & Putra (2018), Suradi (2019).

Based on the description of the relationship between organizational culture and organizational commitment above, the following hypothesis can be proposed. H2: Organizational culture has a significant effect on organizational commitment.

## 2.3 The Relationship Competence and Job Performance

Job performance is the result of work as a task of the organization that must be carried out based on an employee's employment agreement with the organization or company. Many factors can affect a person's performance, one of which

is competence. Competence is the ability of an employee or employee which is realized in the conception, verbal explanation, and real action in carrying out the work that is his duty and responsibility. A person's competence is determined by several factors, namely innate talent and learning experience through interaction with the environment.

Competence affects performance. Sinambela (2016) states that the benchmark for performance is the implementation of work and the improvement of work. From the aspect of ability achievement, Robbin and Judge (2015) explain that performance is the optimal achievement of organizational goals in accordance with the potential of organizational resources. Ardiansyah & Sulistiyowati (2018) reported their research that competence has a significant effect on teacher performance in Kuningan Regency. Likewise Rantesalu et al. (2016) reported that competence has a significant effect on performance. Arifin (2015), Afandi & Supeno (2016), Pandaleke (2016), Jeffrey & Ruliyanto. (2017), Sabil et al. (2021) proved in their research about the significant effect of competence on performance.

Based on the description of the relationship between competence and teacher performance, the following hypothesis can be proposed. H3: competence has a significant effect on teachers' performance.

## 2.4 The Relationship Organizational Culture and Job Performance

Organizational culture is a pattern of habits, behavior that occurs in an organization. Organizational culture is one of the factors that can encourage a person's performance in carrying out organizational tasks. Sengke (2016) reported that competitive culture, entrepreneurial culture, bureaucratic culture, and consensus culture simultaneously significantly effect organizational performance. Meanwhile, the results of the research by Shahzad and Luqman (2019) show that organizational culture has a significant positive effect on employee performance. Other studies conducted by Emeka & Philemon (2012), Awadh & Saad (2013), Pascal & Nisham (2016), Rantesalu et al. (2016), Shahzad et al. (2017), Ilham (2018) also reported that organizational culture has a significant effect on performance.

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## 2.5 The Relationship Organizational commitment and Job Performance

Organizational commitment is a positive attitude of someone who is loyal, loyal and still wants to be a member of the organization. This attitude can be a driving force for

employees in carrying out organizational performance tasks. It means that organizational commitment can encourage job performance. Someone who has high organizational commitment can be assumed to produce high performance as well. This is due to the internal drive of the individual who remains loyal to work well for the organization.

Suharto et al. (2019) states that organizational commitment has a significant effect on employee performance. Likewise, the results of research by Sani & Maharani (2012), reported the effect of organizational commitment on employee performance. Research by Susanty & Miradipta (2013), Rafiei et al. (2014), Sapitri (2016), Kapanradja and Wijaya (2017), Mukhlis et al. (2020), Amri et al (2021), Ginanjar and Berliana

(2021) show that organizational commitment has a significant positive effect on employee performance.

Based on the description of the relationship between organizational commitment and teachers performance, the following hypothesis can be proposed. H5: Organizational commitment has a significant effect on teachers' performance.

## 2.6 Research Conceptual Framework

The relationship between the research framework and the research hypothesis can be shown in the following figure.

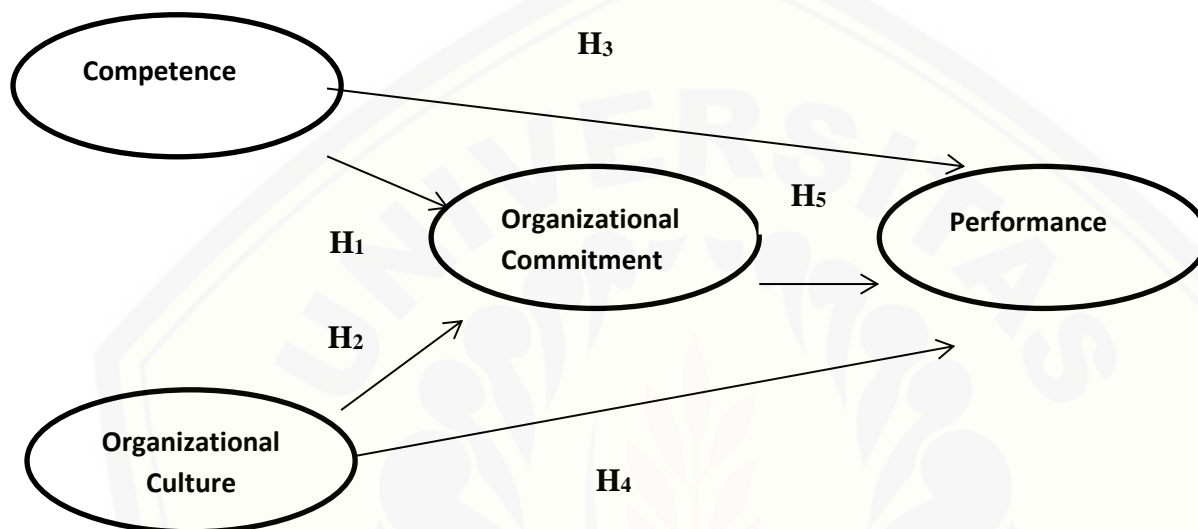


Figure 1: Research Conceptual Framework

## Method

This research is an explanatory research. The purpose of explanatory research is to explain the relationship between variables. The variables of this research are competence, organizational culture, organizational commitment, and performance.

### 3.1 Population and Sampel

The population in this study were all junior high school science teachers in Jember Regency. The population was spread over five regions, namely west 50 people (14%), middle 88 people (24%), south 80 people (22%), east 88 people (24%), and north 58 people (16%). The total number of respondents in the population is 364 people (100%). Ferdinand (2014) states that the sample size can be determined by calculating 5 times to 10 times the number of indicators studied. The indicator of this research is 22. Based on this

statement, the sample size in this study is 150 respondents. Furthermore, the determination of the research sample was carried out through proportional simple random sampling with a lottery technique. The results of the research sample were taken by region, namely west 21 people (14%), middle 36 people (24%), south 33 people (22%), east, 36 people (24%), and north 24 people (16%). The total number of samples in this study was 150 people (100%).

### 3.2 Description of Research Variable

The variables of this study consisted of exogenous variables, exogenous variables, and intervening variables. Exogenous variables include competence and organizational culture variables. The endogenous variable is performance. Intervening organizational commitment variable,. Based on the literature review, the indicators for each variable were obtained. Indicators of these variables can be displayed in the following table.

No	Variable	Indicators	Source
1	Competence (X1)	X1.1 Motives X1.2 Traits X1.3 Self Concept X1.4 Knowledge X1.5 Skills	Spencer & Spencer (1993)
2	Organizational Culture (X2)	X2.1 Innovation and risk taking X2.2 Attention to details X2.3 Result orientation X2.4 People orientation X2.5 Team orientation X2.6 Aggressiveness X2.7 Stability	Robbin & Judge (2015)
3	Organizational Commitment (Z)	Z1 Justice and support Z2 Shared values Z3 Trust Z4 Organizational comprehension Z5 Employee involment	Wibowo (2017)
4	Perfor Performance (Y)	Y1 Quality Y2 Quantity Y3 Punctuality Y4 Effectiveness Y5 Presence	Mathis & Jackson (2016)

Table 3: Variable Indicators

Based on table 3, the measurement of variables is carried out by identifying and measuring the indicators of all variables. Thus, the value of the variable can be known by providing answer choices to respondents for each indicator. The value or score of the variable size is obtained from the ordinal scale with the Likert scale technique. The rubric for the measurement of variables was measured using a Likert scale with a description of 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree.

### 3.4 Data Analysis

Based on data collection using a questionnaire, the data obtained for each indicator. Furthermore, a recapitulation of the indicator values was carried out to produce values for each variable, namely competence, organizational culture, organizational commitment, and performance. Data analysis through the SEM-AMOS structural equation modeling test was carried out according to opinion (Ferdinand, 2014). The steps are,

1. Test the feasibility of the model based on the goodness

fit index indicator

2. Cofirmatory Factor Analysis (CFA) to determine the validity and reliability of the instrument

3. Test the direct effect hypothesis based on the critical ratio and p-value on the AMOS SEM output. This step is to test the hypothesis of the effect of exogenous variables on endogenous variables;

4. Sobel analysis to examine the impact of the mediating variable on the effect of the independent variable on the dependent variable Uji kelayakan model dengan berdasarkan indicator goodness fit index

## Result and Discussion

### 4.1 Validity and Reliability

Based on data analysis using SEM AMOS, it can be seen the validity and reliability of the research data. The results are in the following table.

Variabel	Indicator	Loading (l)	$\lambda$ □	$1 - \lambda$ 2	CR
X1		0,982	0,964	0,036	0,844
	X12	0,781	0,610	0,390	
	X13	0,609	0,371	0,629	
	X14	0,575	0,331	0,669	
	X15	0,612	0,375	0,625	
	number	3,559		2,350	
X2	X21	0,806	0,650	0,350	0,930
	X22	0,838	0,702	0,298	
	X23	0,797	0,635	0,365	
	X24	0,871	0,759	0,241	

	X25	0,805	0,648	0,352	
	X26	0,752	0,566	0,434	
	X27	0,788	0,621	0,379	
	number	5,657		2,420	
Z	Z1	0,845	0,714	0,286	0,929
	Z2	0,871	0,759	0,241	
	Z3	0,831	0,691	0,309	
	Z4	0,796	0,634	0,366	
	Z5	0,910	0,828	0,172	
	number	4,253		1,375	
Y	Y1	0,783	0,613	0,387	0,894
	Y2	0,719	0,517	0,483	
	Y3	0,877	0,769	0,231	
	Y4	0,706	0,498	0,502	
	Y5	0,867	0,752	0,248	
	number	3,952		1,851	

Table 4. Validity and Reliability Test Results

Based on Table 4, the loading factor value is greater than 0.50 for all indicators. This is in accordance with the opinion of Ghozali (2018) which states that the validity of the instrument can be seen based on the loading factor of the variable indicator. If the instrument has a loading factor value above 0.50 then it is declared valid. So, it can be concluded that each of these indicators is valid to be used as a data collector.

Solimun (2017) confirms that an instrument is said to be reliable, if it has a composite (construct) reliability value of at least 0.70. Based on Table 4, the CR value above the cut-off value is 0.7 for each latent variable used in the study. So, it can

be said that the latent variable is reliable.

## 4.2 Structural Equation Modelling

Analysis of direct effect between variables using SEM-AMOS analysis. Based on the results of data processing using SEM-AMOS analysis, a structural model was obtained. The model can be seen in Figure 2.

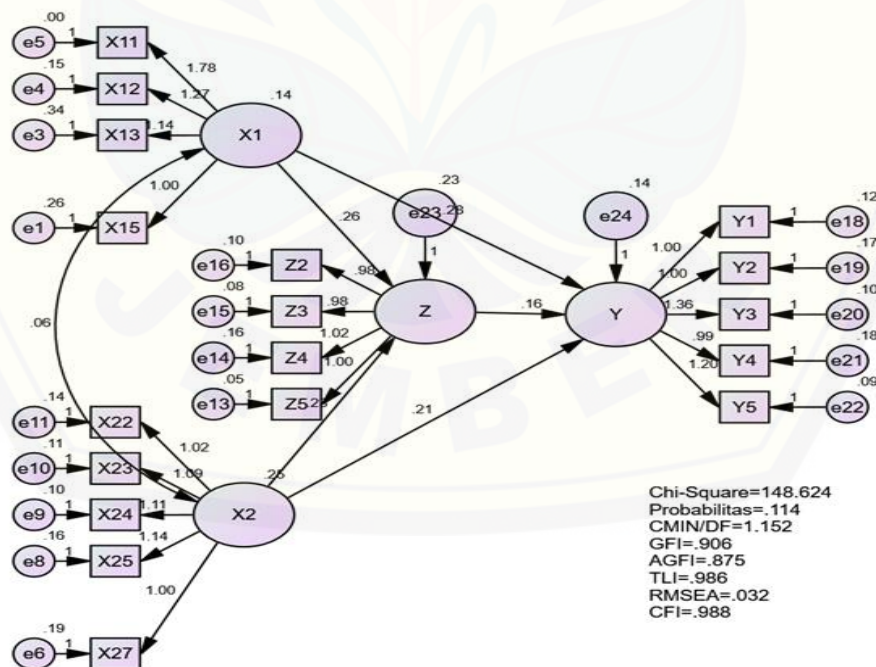


Figure 2. Structural Equation Modelling (SEM)

Based on Figure 2, the results of the feasibility of the model in this study can be confirmed with standard model feasibility

indicators. The results of testing the goodness of fit index value can be shown in table 5.

Goodness of Fit Index	Acceptable Level	Score	Conclusion
Chi-square	Kecil	148,624	Good
Probability	≥ 0,05	0,114	Good
CMIN/DF	≤ 2	1,152	Good
GFI	≥ 0,9	0,906	Good
AGFI	≥ 0,9	0,875	Average
TLI	≥ 0,95	0,986	Good
RMSEA	≤ 0,08	0,032	Good
CFI	≥ 0,95	0,988	Good

Table 5. Value of Goodness Of Fit Index Structural Model

Based on table 5, the results of the model's feasibility test for all indicators are mostly good. Of the 8 (eight) indicators of the feasibility of the model, only one obtained average, namely the adjusted goodness of fit index (AGFI) indicator. One of the contributing factors is the number of respondents. On the one hand, Ferdinand (2014) says that if most of the indicators of the feasibility of the measurement model are fit, then we can conclude that the feasibility of the model is good. Thus, this

study has met the requirements of the feasibility of the model. The next step is to test the direct effect hypothesis between variables by confirming the CR (critical ratio) and P-value values.

The results of testing the effect between variables with SEM-AMOS analysis can be seen in the following table.

Effect	Estimate	S.E.	C.R.	P-value	Result
Z <--- X1	0,263	0,118	2,232	0,026	H1 accepted
Z <--- X2	0,232	0,092	2,518	0,012	H2 accepted
Y <--- X1	0,284	0,100	2,838	0,005	H3 accepted
Y <--- X2	0,212	0,078	2,733	0,006	H4 accepted
Y <--- Z	0,163	0,074	2,218	0,027	H5 accepted

Table 6: Causality Test Results

Based on Table 6, the results of the path coefficient test for the effect of competence (X1) on organizational commitment (Z) have a positive path = 0.263 with C.R = 2.232 and probability (p) 0.026. It means that competence (X1) has a significant effect on organizational commitment (Z). So, the hypothesis which states that competence has a significant effect on organizational commitment is proven true (H1 is accepted). That is, the better the competence, the better the organizational commitment.

The results of the path coefficient test for the effect of organizational culture (X2) on organizational commitment (Z) have a positive path = 0.232 with C.R = 2.518 and probability (p) 0.012. That is, organizational culture (X2) has a significant effect on organizational commitment (Z). So, the hypothesis which states that organizational culture has a significant effect on organizational commitment is proven true (H2 is accepted). So, the better the organizational culture, the better the organizational commitment.

The results of the path coefficient test for the effect of competence (X1) on performance (Y) have a positive path = 0.284 with C.R = 2.838 and probability (p) 0.005. It means that competence (X1) has a significant effect on performance (Y). The hypothesis which states that performance has a significant effect on performance is proven true (H3 is accepted). In other words, the better the competence, the better the organizational commitment.

The results of the path coefficient test for the effect of

organizational culture (X2) on performance (Y) have a positive path = 0.212 with C.R = 2.733 and probability (p) 0.006 which means that organizational culture (X2) has a significant effect on Performance (Y). The conclusion for this analysis is that the hypothesis which states that organizational culture has a significant effect on performance is proven true (H4 is accepted). This condition means that the better the organizational culture, the better the performance.

The results of the path coefficient test for the effect of organizational commitment (Z) on performance (Y) have a positive path = 0.163 with C.R = 2.218 and probability (p) 0.027. That is, organizational commitment (Z) has a significant effect on Performance (Y). The hypothesis which states that organizational commitment has a significant effect on performance is proven true (H5 is accepted). In conclusion, the better the organizational commitment, the better the performance.

### 4.3 Mediation Effect

Analysis of the indirect effect between variables using Sobel analysis. Based on the calculation of the Sobel formula, the following results are obtained.

Effect X1 on Y through Z

$$S_b = \sqrt{b^2 S_a^2 + a^2 S_b^2 - S_a^2 S_b^2}$$

$$S_b = \sqrt{(0,163)^2(0,118)^2 + (0,263)^2(0,074)^2 - (0,118)^2(0,074)^2}$$

$$S_b = 0,0274$$

$$t = \frac{ab}{S_{ab}}$$

$$t = \frac{(0,263)(0,163)}{0,0274}$$

$$t = 1,567$$

The results of the Sobel test calculation for the effect of competence (X1) on performance (Y) through organizational commitment (Z) is the t-count value of 1.567. That means that it is smaller than 1.96, it can be said that organizational commitment does not function as an intervening variable related to the indirect effect of competence on performance.

Effect X2 on Y through Z

$$S_b = \sqrt{b^2S_a^2 + a^2S_b^2 - S_a^2S_b^2}$$

$$S_b = \sqrt{(0,163)^2(0,092)^2 + (0,232)^2(0,074)^2 - (0,092)^2(0,074)^2}$$

$$S_b = 0,0228$$

$$t = \frac{ab}{S_{ab}}$$

$$t = \frac{(0,232)(0,163)}{0,0228}$$

$$t = 1,659$$

The results of the Sobel test calculation for the effect of organizational culture (X2) on performance (Y) through organizational commitment (Z) obtained t value = 1.659. That means, Z is less than 1.96. It can be said that organizational commitment does not function as an intervening variable related to the indirect effect of organizational culture on performance.

## Discussion

### 5.1 The Effect of Competence on Organizational Commitment

The results of the analysis show that competence has a significant effect on organizational commitment. This means that the better the competence of junior high school science teachers in Jember Regency, the better the organizational commitment. Characteristics of respondents based on education level also affect the results of this study. Most of the respondents have a bachelor's degree and a few have a master's degree. It can have an impact on better competence. It can be concluded that good competence produces better organizational commitment.

The theoretical implication of this research is that competence is an important factor in supporting organizational commitment. The results of this analysis are in accordance with the results of Anwar and Aima's (2019) research which says that competence has a significant effect on organizational commitment. Anwar and Aima (2019) used employees of the Directorate General of Customs and Excise, Ministry of

Finance of the Republic of Indonesia, as research objects.

Furthermore, the managerial implications of the results of this study are the need to improve employee competence to support organizational commitment, innovation in employee recruitment is needed to consider aspects of competence, intelligence, and creativity of prospective employees, efforts are needed to improve the function of employee work supervision to create good work skills. This is in accordance with the results of research by Budiningsih et al. (2017). The research states that competence is related to training. Good competence increases organizational commitment.

### 5.2 The Effect of Organizational Culture on Organizational Commitment

The analysis of this study shows that organizational culture has a significant effect on organizational commitment. This means that if the organizational culture of junior high school science teachers in Jember Regency is getting better, the better the organizational commitment. Observational data analysis shows that educational activities and educational support in the Jember Regency Junior High School are quite good. The junior high school science teacher association in Jember Regency has the potential to create a positive organizational culture for teachers. The conclusion of this research is that a good organizational culture can increase organizational commitment.

The theoretical implication of the results of this study is that organizational culture is an important factor in creating organizational commitment. The results of this study show the same opinion as the research of Nasrun and Ambaritab (2017) which says that organizational culture has a significant effect on organizational commitment of State Junior High School in Tebing Tinggi, Sumatera. Furthermore, the managerial implication of the results of this study is to encourage school principals to create a good organizational culture so that all teachers have a commitment to work well. This agrees with the results of the research by Dash and Vohra (2018) which says that the role of the principal is to encourage active teachers in the school environment. Empowerment of teachers in school activities will foster teacher work commitment.

### 5.3 The Effect of Competence on Performance

The results of the analysis show that competence has a significant effect on performance. This means that the better the competence of the junior high school science teacher in Jember Regency, the better the performance. The theoretical implication of this research is competence has a very important role in supporting performance. Robbin and Judge (2015) say that one of the factors that can affect performance is competence. The better the competence, the easier it is to carry out the task. Thus, competence has a very good impact on performance.

The managerial implication of the results of this research is that the principal must create activities to increase competence. These activities have an impact on improving performance. Thus, this study agrees with the results of Putra et al. (2021) which said that competence had a significant effect on the performance of the Marsudirini Junior High School teacher in Bogor. Likewise, the results of research by Susanto

et al. (2021) said that competence had a significant effect on the quality of work of Bank BRI Jember Indonesia employees. Characteristics of respondents indicate that most of the teachers have a long teaching experience, which is more than 10 years. Long teaching experience provides good practice for the development of professional competence. It also has an impact on his performance as a teacher. Maulana's research (2021) reported that work experience has an effect on employee performance. Thus, competence has a very important role in performance.

#### 5.4 The Effect of Organizational Culture on Performance

The results of the analysis show that organizational culture has a significant effect on performance. This means that the better the organizational culture of junior high school science teachers in Jember Regency, the better the performance. The theoretical implication of the results of this study is the importance of organizational culture in supporting performance. Bakrie et al. (2017) said that one of the factors that support performance is organizational culture. A strong organizational culture will encourage positive behavior. Positive behavior will encourage performance. Thus, a strong organizational culture will encourage its performance. These results are in accordance with the research of Setyowati et al. (2021) which says that organizational culture has a significant effect on the performance of lecturers at the University of Muhammadiyah in East Java. Likewise, the results of research by Sakti et al. (2021) which says that organizational culture has a significant effect on teacher performance at SMP Makarti Jaya District.

The managerial implications of the results of this study are important for school principals to develop school culture. The development of organizational culture can be a capital for performance improvement. Principals as managers in schools have the obligation to manage a positive organizational culture in schools to make it more conducive. Fitria (2018) states that a good school organizational culture environment will foster better teacher performance. The results of the observations show that the organizational culture in the junior high school science teacher environment in Jember Regency is quite supportive of the implementation of the teacher's duties. Thus, teacher performance is also determined by organizational culture. Based on this statement, it can be concluded that organizational culture has a positive role on performance.

#### 5.5 The Role of Organizational Commitment As A Mediating Variable on Performance

The results of Sobel's analysis show that the organizational commitment of junior high school science teachers in Jember Regency cannot significantly mediate the effect of competence on their performance. It means that the effect of competence on work performance directly. In other words, the organizational commitment of junior high school science teachers in Jember Regency is not needed to mediate the effect of competence on their performance. Furthermore, organizational commitment is also unable to mediate the effect of organizational culture on performance. It means that the effect of organizational culture on work performance directly. That means, organizational commitment is not needed to mediate the effect of organizational culture on performance.

The theoretical implication of the results of this study is that

organizational commitment is not a mediator factor on the effect of competence and organizational culture variables on performance. In other words, this study is not in line with the results of Adam et al. (2019) which states that organizational commitment can significantly mediate the effect of organizational culture. The research took the object of performance of employees of regional drinking water companies or PDAM in Purwakarta, Central Java. This study is also not in line with the results of research by Rakhmawati (2021) which states that organizational commitment significantly mediates the effect of competence on employee performance of the poverty reduction coordination team of the Planning and Development Agency or Bappeda in Bondowoso, East Java. There are two causes for the discrepancy in the results of this study. The first, research respondents are not used to filling out research statement questionnaires. The second, many respondents believe that performance is a task that must be carried out without having a good commitment. The managerial implication of the results of this study is the importance of principals to emphasize competency development and organizational culture for improving performance without having to depend on the commitment of each individual. Thereby, the central role of the principal is very dominant in developing competence and organizational culture.

The managerial implication of this research is the importance of the principal's function to improve teacher competence and organizational culture to encourage their performance without having to be mediated by organizational commitment. This is in line with the research results of Dewi et al. (2021) who states that the role of the principal is important to improve competence and organizational culture in order to achieve good performance. The results of this study are in accordance with the research results of Kusriantini, et al. (2021). The opinion shows that organizational commitment is not able to mediate the effect of exogenous variables on teacher performance. Implikasi manajerial penelitian ini adalah pentingnya fungsi kepala sekolah untuk meningkatkan kompetensi guru dan budaya organisasi untuk mendorong kinerjanya tanpa harus dimediasi oleh organizational commitment.

### Conclusion and Suggestion

Based on the analysis and discussion, it can be concluded that competence has a significant effect on organizational commitment. Organizational culture has a significant effect on organizational commitment. Competence has a significant effect on teachers' performance. Organizational culture has a significant effect on teachers' performance. Organizational commitment has a significant effect on teachers' performance. Based on the analysis of indirect effects, organizational commitment does not mediate the effect of competence on performance. Likewise, organizational commitment does not mediate the effect of organizational culture on performance. Several suggestions were put forward in this research. This research was conducted in a junior high school in Jember district. It is better if further research expands the object by involving schools in several districts in East Java to obtain broader and more comprehensive findings.

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