Exploring the Influence of Organizational Culture and Interpersonal Communication on Teacher Performance Through Self-Competency Mediation

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Abstract

This research explores the urgency and influence of organizational culture and interpersonal communication on teacher performance through self-competence. Organizational culture issues often stem from poor communication, a lack of clear vision, resistance to change, and weak collaboration between teams. Ideally, organizational culture should encourage open communication, be rooted in strong values, remain flexible toward innovation, and strengthen teamwork to achieve common goals. The survey method was used to collect data based on probability sampling from 26 teachers from Public Junior High School in Badegan District, Ponorogo, East Java. Data collection was carried out using a questionnaire consisting of a Likert scale with 4 alternative answers. PLS-SEM analysis is used to analyze data and test construction infrastructure. The results of the analysis show that Organizational Culture ($ß=0.086$; $p=0.562$) and self-competence on teacher performance ($ß=0.268$, $p=0.099$) have an insignificant effect. In addition, self-competence was proven not to mediate the influence of organizational culture ($ß=0.145$: $p=0.111$) on teacher performance. The implications of this research highlight the important role of organizational culture and interpersonal communication in improving teacher performance.

Keywords: organization culture, communication interpersonal, teacher performance

Abstrak

Penelitian ini mengkaji urgensi dan pengaruh budaya organisasi dan komunikasi interpersonal terhadap kinerja guru melalui kompetensi diri. Masalah budaya organisasi sering kali terletak pada komunikasi yang buruk, kurangnya visi yang jelas, resistensi terhadap perubahan, dan lemahnya kolaborasi antar tim. Seharusnya, budaya organisasi mendorong komunikasi terbuka, berbasis nilai yang kuat, fleksibel terhadap inovasi, serta memperkuat kerja sama untuk mencapai tujuan bersama. Metode survei digunakan untuk mengumpulkan data berdasarkan probabilitas sampling dari 26 guru SMP Negeri di Kecamatan Badegan, Ponorogo, Jawa Timur. Pengumpulan data dilakukan dengan menggunakan angket yang terdiri dari skala likert dengan 4 alternatif jawaban. Analisis PLS-SEM digunakan untuk menganalisis data dan menguji infrastruktur konstruksi. Hasil analisis menunjukkan bahwa Budaya Organisasi ($ß=0,086$; $p=0,562$) dan kompetensi diri terhadap kinerja guru ($ß=0,268$, $p=0,099$) memiliki pengaruh yang tidak signifikan. Selain itu, kompetensi diri terbukti tidak memediasi pengaruh budaya organisasi ($ß=0,145$: $p=0,111$) terhadap kinerja guru. Implikasi dari penelitian ini menyoroti peran penting budaya organisasi dan komunikasi interpersonal dalam meningkatkan kinerja guru.

Kata Kunci: *budaya organisasi, komunikasi interpersonal, kinerja guru*

Introduction

Education is one of the fundamental elements in building a quality nation [1]. In the educational process, the role of teachers is very crucial because teachers are responsible for educating, guiding and directing students so that they are

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[1] Rochman Achwan et al., "University Reform and the Development of Social Sciences in Indonesia," *International Journal of Educational Development* 78, no. 2 (October 1, 2020): 1–10, https://doi.org/10.1016/j.ijedudev.2020.102269.

able to achieve their maximum potential. [2] . Teacher performance as one of the main factors in the success of the educational process is influenced by various factors, both internal and external. This research focuses on the influence of organizational culture and interpersonal communication on teacher performance, with self-competence as an intervening variable that plays an important role in determining how effective a teacher is in carrying it out.

Organizational culture in the school environment includes values, norms and practices that are upheld by all school members [3]. This culture not only influences teacher behavior, but also creates a work climate that supports or hinders performa [4]. Interpersonal communication, which includes verbal and non-verbal interactions between teachers and colleagues, leaders, and students, also significantly influences teacher performance [5]. Effective communication includes the ability to listen well, provide constructive

feedback, and convey information clearly and precisely [6].

Personal competence plays an important role in determining how effective a teacher is in implementing it [7]. Competent teachers not only understand the subject matter well, but are also able to communicate this knowledge to students effectively. Optimal teacher performance is very dependent on the level of self-competence they have by showing greater commitment to their work [8].

Self-competence has a very important role in mediating the influence of organizational culture and interpersonal communication on teacher performance [9]. Self-competence which includes knowledge, skills, attitudes and self-confidence is the key for teachers to carry out their duties effectively [10]. A positive organizational culture and good interpersonal communication can increase teachers' self-competence which will ultimately have a direct impact on improving their performance. In other words, to achieve optimal teacher performance, it is important for schools and educational institutions to create an

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[2] Katharina-Theresa Lindner, Hannu Savolainen, and Susanne Schwab, "Development of Teachers' Emotional Adjustment Performance Regarding Their Perception of Emotional Experience and Job Satisfaction During Regular School Operations, the First and the Second School Lockdown in Austria," *Frontiers in Psychology* 12, no. 2 (November 15, 2021): 1–16, https://doi.org/10.3389/fpsyg.2021.702606.

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[5] Inmaculada Marín-López et al., "Empathy, Morality and Social and Emotional Competencies in Interpersonal Interactions Online," in *Thriving in Digital Workspaces: Emerging Issues for Research and Practice*, ed. Melinde Coetzee (Cham: Springer International Publishing, 2019), 217–33, https://doi.org/10.1007/978-3-030-24463-7_11.

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environment that supports and encourages effective communication.

Research on the influence of organizational culture and interpersonal communication on teacher performance through self-competence. This research shows that factors such as a strong organizational culture and effective interpersonal communication can make a significant contribution to improving teacher performance. A supportive organizational culture is usually characterized by values, norms and practices that encourage collaboration, innovation and recognition of achievement. Research shows that this positive work environment can increase teachers' motivation and commitment, which in turn leads to improved performance.

Literature Review and Hypothesis Development

The Influence of Organizational Culture on Teacher Personal Competence and Performance

Organizational culture related to self-competence and teacher performance has great urgency for various reasons, namely encouraging motivation, providing support and collaboration, and providing recognition and appreciation[11]. A culture that supports, motivates and values individual achievement can encourage teachers to improve their personal competencies[12]. Teachers who feel valued and supported by the work environment will be more motivated to develop skills and knowledge in the workplace. This will increase their confidence in completing assigned

tasks[13]. The impact of a work environment that is able to appreciate and recognize every contribution made by teachers in improving the quality of education can be an influential factor in improving their performance[14]. In addition, the culture also encourages teachers to exchange ideas and knowledge to develop their competencies through teamwork and professional community.

H-DIR1&3: Organizational Culture Influences Increasing Personal Competence and Teacher Performance

The Influence of Interpersonal Communication on Self-Competence and Teacher Performance

Interpersonal communication is needed to help teachers improve their performance. There are several reasons why the influence of interpersonal communication is so significant, namely openness and communication skills. One of the factors that determine the success rate of teacher performance is the teacher's ability to apply interpersonal communication in the work environment. Interactive communication patterns between colleagues can provide understanding and tolerance in an organization so that it can lead to good performance[15]. Good social communication relationships between teachers will create a sense of openness in conveying information. Strong and positive communication with others can increase a person's self-confidence

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[11] Afdal Afdal et al., "Expectations and Reality Regarding Teacher Personality: Perspectives of Indonesian Students Using Importance-Performance Analysis," *International Journal of Learning, Teaching and Educational Research* 22, no. 5 (June 5, 2023): 1–22, https://doi.org/10.26803/ijlter.22.5.32.

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[14] Mamik Setyani et al., "Exploring the Influence of Self-Competence and Islamic Boarding School Regulations on Student Character: The Mediating Role of Islamic Boarding School Culture," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 22, no. 1 (July 3, 2024): 140–54, https://doi.org/10.21154/cendekia.v22i1.9555.

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and provide necessary social support [16]. This will create feelings of empathy and direct interaction that can affect performance outcomes.

H-DIR2&4: Interpersonal communication has an effect on increasing self-competence and teacher performance

The Influence of Personal Competence on Teacher Performance

Self-competence has a significant positive influence on the formation of the quality of teacher performance by paying attention to factors that can improve skills in teaching [17]. In addition, self-competence is also important in building professionalism at work. Teachers who have confidence in their abilities will be more active in seeking additional training, focusing on developing skills, and participating in ongoing learning activities [18]. Another thing that can influence performance is the use of strategies in teaching [19]. Teachers who have high self-competence tend to be more open to the use of innovative and experimental teaching methods [20].

They feel more confident to try new learning approaches that can increase comfort in their individual performance.

H-DIR5: Self-competence influences teacher performance

The Mediating Role of Self-Competence on the Influence of Organizational Culture and Interpersonal Communication on Teacher Performance

The mediating role of self-competence does not have much influence on organizational culture and interpersonal communication on teacher performance. This is due to other dominant factors, for example in an organizational culture that is too hierarchical or has a rigid structure, efforts to mediate personal competence may not be appreciated or given enough space to develop. [21]. In addition, if interpersonal communication in the work environment is hampered by internal conflict or lack of opportunities to share knowledge and experience, self-competence mediation may be difficult to implement effectively [22]. However, despite its importance, self-competence mediation cannot always directly affect teacher performance if it is not supported by an open organizational culture and effective interpersonal communication.[23].

H-IND1&2: Self-competence has a mediating influence on organizational culture and

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interpersonal communication on teacher performance

Research Method
Research Design and Participants

This research applies a quantitative approach with survey research methods [24]. This research design uses an explanatory and correlational approach using Partial Least Squares Structural Equation Modeling (PLS-SEM), which is an approach used to explore the relationship between variables in a conceptual model [25]. PLS-SEM is a multivariate statistical method used to analyze the relationship between latent or measured variables in a structural model [26]. So this research combines explanatory and correlational elements to better understand the complexity of the relationships between variables in the conceptual model [27]. PLS-SEM allows researchers to test models holistically, including identifying correlation relationships between variables, thereby providing a deeper understanding of the observed phenomena [28]. This research uses a probability sampling technique with random sampling. This research applies a probability sampling method to select a sample of 26 State Middle School teachers in Badegan District, Ponorogo, East Java.

Data collection technique

The data collection technique uses a questionnaire with four variables. The independent variables include Organizational Culture (X1) and Interpersonal Communication (X2), the mediator variable is Personal Competence (Z), and the dependent variable is Teacher Performance (Y). This research uses a Likert scale consisting of 4 alternative answers from strongly disagree (1) to strongly agree (4).[29] Data collection was carried out using a survey method via Google Forms. Research instrument variables are shown in Table 1.

Table 1. The Construct of the Research Variables

No.	Variables	Indicators	Constructs
1.	Organization Culture	Give support	OC1
		Well-being	OC2
		Give appreciation	OC3
		Environmental satisfaction	OC4
		Innovation and change	OC5
		Giving Recognition	OC6
2.	Interpersonal Comunnication	Providing Feedback	IC1
		Delivery of Information	IC2
		Building Relationships	IC3
		Relationship Quality	IC4
		A good listener	IC5
		Feelings of	IC6

[24] Kadek Arief Jayadie Putra, Mochamad Bruri Triyono, and Rihab Wit Daryono, "The Influence of Entrepreneurship Competency and Leadership Challenge to Principals' Leadership Solutions," *Jurnal Pendidikan Dan Pengajaran* 55, no. 2 (July 8, 2022): 385–97, https://doi.org/10.23887/jpp.v55i2.43711.

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[28] Ni'matul Faidah, Siti Rohmaturrosyidah Ratnawati, and Rihab Wit Daryono, "Self-Control Mediation: The Influence of Islamic Learning and Parent's Support on Student's Religious Character,"

EDURELIGIA: Jurnal Pendidikan Agama Islam 8, no. 1 (June 30, 2024): 42–58, https://doi.org/10.33650/edureligia.v8i1.8472.

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No.	Variables	Indicators	Constructs
		Empathy	
		Openness	IC7
3.	Self-Competency	Patience and Resilience	SC1
		Motivation	SC2
		Optimism and Confidence	SC3`
		Awareness	SC4
		Creativity Level	SC5
		Independence	SC6
4.	Teacher Performance	Teaching Skills	TP1
		Professional Competence	TP2
		personality and social	TP3
		Discipline	TP4
		Interaction Capabilities	TP5
		Communication Skills	TP6
		Experience And Seriousness	TP7

Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique. The outer model testing stage is the measurement model testing stage which aims to prove the validity and estimate the reliability of indicators and constructs[30]. Some of the requirements that must be met are the loading factor indicator ($\lambda > 0.70$), and the reflective construct AVE (> 0.50) (Apriliani et al., 2023; Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022)[31]. Reliability estimation uses Cronbach Alpha, Rho_A, and CR values (> 0.70)[32]. The path

analysis testing stage is to test the significance of direct effects (H-DIR1-5) and indirect effects (mediation role of H-IND1-2). Instrument validation is carried out by lecturers from IAIN Ponorogo who are experts in the field of statistics to ensure the validity of the content of the instrument. developed research.

Findings and Discussion

Findings

#### **PLS-SEM Analysis: Evaluation of the Measurement Model (Outer Model)**

Convergent validity in PLS-SEM shows how well the indicators or manifestation variables used to measure the construct correspond to the actual construct[33]. The higher the convergent validity, the better the quality of construct measurement. Researchers can test consistency between indicators used to measure the same construct with measures of convergent validity[34]. Convergent validity helps ensure that the interpretation of PLS-SEM analysis results truly reflects the construct you want to measure[35]. This is important to ensure the accuracy and findings of the research.

[30] Joseph Hair and Abdullah Alamer, "Partial Least Squares Structural Equation Modeling (PLS-SEM) in Second Language and Education Research: Guidelines Using an Applied Example," *Research Methods in Applied Linguistics* 1, no. 3 (December 1, 2022): 1–21, https://doi.org/10.1016/j.rmal.2022.100027.

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Technology and Science Education 12, no. 1 (March 21, 2022): 157–71, https://doi.org/10.3926/jotse.1188.

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[35] Andika Ikhfa Nurdian et al., "Exploring The Influence of Project for Strengthening the Profile of Pancasila Students and School Culture to Character Building: The Mediating Role of Student Self-Awareness," *G-Couns: Jurnal Bimbingan Dan Konseling* 8, no. 3 (June 20, 2024): 1716–32, https://doi.org/10.31316/gcouns.v8i3.6075.
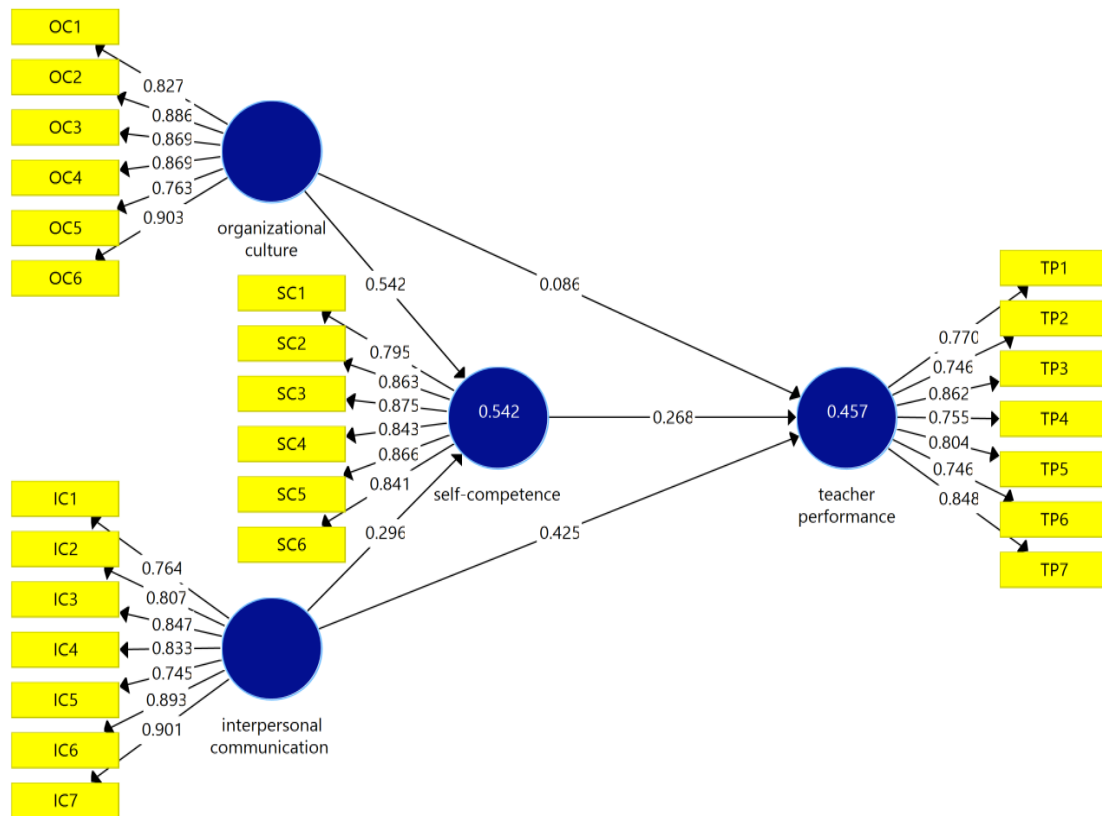
Gambar 1. Evaluation of Measurement Models

Based on Table 2, the overall Loading Factor value for each subvariable is >0.70 (0.745 – Interpersonal Communication to 0.903 – Organizational Culture). The average value of variance extraction (AVE) for each variable has a value of >0.50 (0.626 – Teacher Performance to 0.729 – Organizational Culture). So it can be concluded that each subvariable and variable in the instrument has met the requirements for convergent validity. Based on the factor loading coefficient value, the most dominant statement item measuring the success of self-competence is the organizational culture construct of 0.903 (OC6). This can be interpreted that the organizational culture construct can measure self-competence by 90.30%. Meanwhile, the weakest item was the interpersonal communication construct at 0.745 (IC5 or 74.50%). A variable is declared reliable if it has CA, Rho A and CR values >0.70[36]. The SmartPLS output in Table 2

shows that all variables have CA (0.901 to 0.925), rho_A (0.912 to 0.928), and CR (0.921 to 0.942) values. It can be concluded that the consistency of the internal reliability instrument in 3 aspects has a value of >0.70 so it has good reliability in measuring personal competence.

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[36] Nurul Hidayatul Mukaromah, Athok Fuadi, and Rihab Wit Daryono, "Assessing the Impact of Principal

Leadership and Teacher Performance on Educational Quality: The Role of TQM as a Mediator," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 10, no. 01 (May 31, 2024): 145–60, https://doi.org/10.32678/tarbawi.v10i01.9991.

Tabel 2. Outer Model: Validitas dan Reliabilitas

Variables	Indicator	Convergent Validity		Consistency Reliability		
		FL $\lambda > 0.70$	AVE (>0.50)	CA ($\alpha > 0.70$)	rho_A ($\varphi > 0.70$)	CR ($\delta > 0.70$)
Organization Culture (X1)	OC1	0.827	0.729	0.925	0.928	0.942
	OC2	0.886				
	OC3	0.869				
	OC4	0.869				
	OC5	0.763				
	OC6	0.903				
Interpersonal Comunnication (X2)	IC1	0.764	0.687	0.923	0.924	0.939
	IC2	0.807				
	IC3	0.847				
	IC4	0.833				
	IC5	0.745				
	IC6	0.893				
	IC7	0.901				
Self-Competency (Z)	SC1	0.795	0.719	0.922	0.925	0.939
	SC2	0.863				
	SC3	0.875				
	SC4	0.843				
	SC5	0.866				
	SC6	0.841				
Teacher Performance (Y)	TP1	0.770	0.626	0.901	0.912	0.921
	TP2	0.746				
	TP3	0.862				
	TP4	0.755				
	TP5	0.804				
	TP6	0.746				
	TP7	0.848				

The Fornell-Larcker test is one of the methods used in Partial Least Squares Structural Equation Modeling (PLS-SEM) to distribute the discriminant validity of the constructs in a model [37]. This test aims to ensure that the different constructs in the model can be distinguished from each other [38]. This is done by comparing the variance explained by the construct with the variance explained by the other constructs in the model. The Fornell Larcker value is explained by looking at the correlation value of the latent variable itself with the correlation variable of other latent variables. Based on Table 3, the correlation value of Interpersonal Communication (X2) → Interpersonal Communication has a value of 0.829 which is greater than the correlation value of Organizational Culture (X1) with other variables (Organizational Culture → 0.500; Personal Competence → 0.567; and Teacher Performance → 0.620. And so on for assessing correlation with other variables.

Tabel 3. Discriminant Validity: The Fornell Larcker Test

Variable	IC	OC	SC	TP
Interpersonal	0.829			

[37] Hao Cheng, "Composite Quantile Estimation in PLS-SEM for Environment Sustainable Development Evaluation," *Environment, Development and Sustainability* 25, no. 7 (July 1, 2023): 6249–68, https://doi.org/10.1007/s10668-022-02300-y.

[38] Cuong Quoc Nguyen, Anh Minh Tu Nguyen, and Long Ba Le, "Using Partial Least Squares Structural Equation Modeling (PLS-SEM) to Assess the Effects of Entrepreneurial Education on Engineering Students's Entrepreneurial Intention," *Cogent Education* 9, no. 1 (December 31, 2022): 1–15, https://doi.org/10.1080/2331186X.2022.2122330.

Communication				
Organizational Culture	0.500	0.854		
Self-Competence	0.567	0.690	0.848	
Teacher Performance	0.620	0.483	0.568	0.791

Analisis PLS-SEM: Evaluasi Model Struktural (Inner Model)

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the accuracy of the proposed prediction model [39]. This is done by looking at the extent to which the model is able to explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to increase understanding of the phenomenon under study[40]. By analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop further insight into the dynamics involved.

Table 4. Measurement of Structural Model: R2, F2.

Variables	R2		F2	
	Value	Decision	Value	Decision
OC	-	-	0.007	Small
IC	-	-	0.218	Large
SC	0.542	Subtantial	0.061	Medium
TP	0.457	Medium	-	-

Based on the table above, the R2 coefficient for the Personal Competence variable obtained a value of 0.542, this can be interpreted as Teacher Performance, Interpersonal Communication and Organizational Culture influencing the Personal Competency variable by 54.20% and the remaining 55.80% is influenced by other external variables. research model. So the output effect size shows that the most dominant variable influencing Teacher Performance is Interpersonal Communication (F2= 0.218) in the large category and the weakest variable is Organizational Culture (F2= 0.007) in the small category.

Path Analysis and Hypothesis Testing

The original sample value (β-value) shows how much influence the independent variable has on the dependent variable. The positive or negative sign of the line coefficient indicates the direction of the relationship between the independent and dependent variables. The T statistic value is used to test the statistical significance of the direct effect. This statistical test allows us to determine whether the direct effect is significant [41]. The P value is a measure that determines the statistical significance of a direct effect. A low p value (<0.05) indicates that the effect is statistically significant.

[39] Moh Fawaid et al., "Entrepreneurial Intentions of Vocational Education Students in Indonesia: PLS-SEM Approach," *Journal of Technical Education and Training* 14, no. 2 (September 29, 2022): 91–105, https://publisher.uthm.edu.my/ojs/index.php/JTET/article/view/11375.

[40] Yujun Jiang et al., "Students' Intention toward Self-Regulated Learning under Blended Learning Setting: PLS-SEM Approach," *Sustainability* 14, no. 16 (January 2022): 1–19, https://doi.org/10.3390/su141610140.

[41] Ahmad Kosim Purnomo, Moh Munir, and Rihab Wit Daryono, "The Role of Self-Awareness in Mediating the Influence of Islamic Boarding School Policies and Regulations on the Competency Development of Santri: PLS-SEM Approach," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 3 (July 31, 2024): 3437–52, https://doi.org/10.35445/alishlah.v16i3.5179.
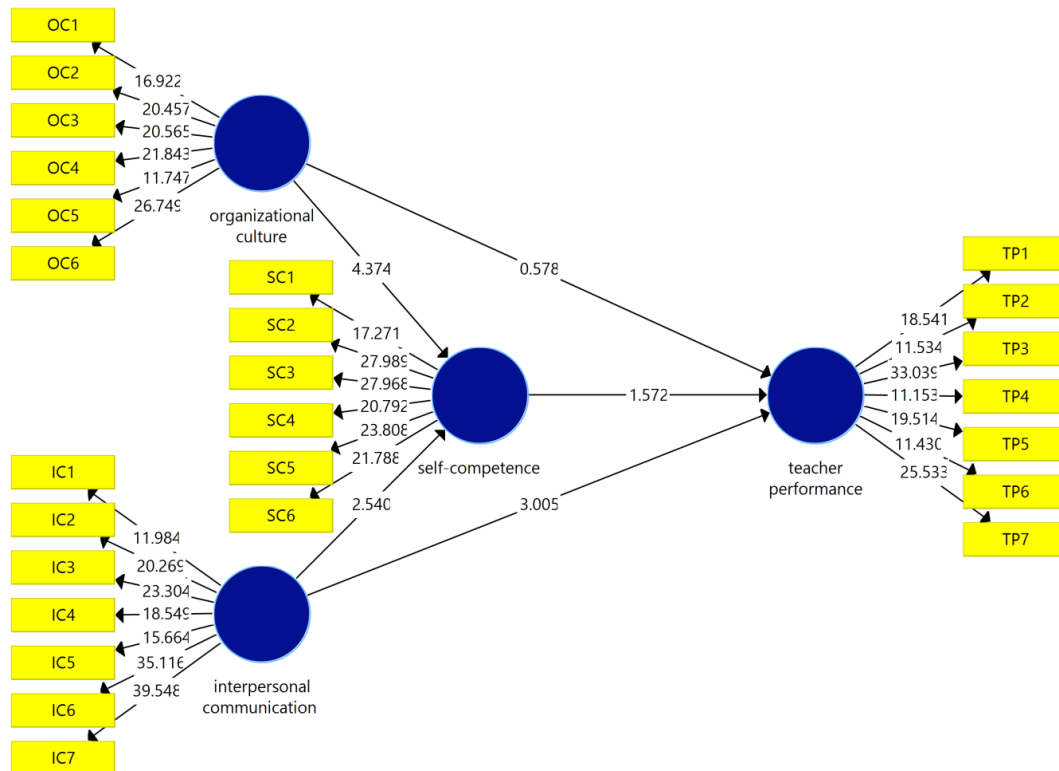
Picture 2. Path Analysis Evaluation

The hypothesis can be accepted with significant criteria if it has a T-statistic > 1.96. The hypothesis can be accepted with positive or negative influence if the B coefficient value shows the direction of positive or negative influence. Based on the table below, the H-DIR1 hypothesis (Organizational Culture (X1) → Teacher Performance (Y) obtained a value of β = 0.086, T-statistic = 0.582 (<1.96), and p value = 0.562 (>0.05). This shows that the Organizational Culture variable does not have a positive and insignificant effect on Teacher Performance. This means that the Organizational Culture variable does not increase, while the Teacher Performance variable will experience an increase and is not significant.

Hypothesis H-DIR3 (Organizational Culture → Personal Competence) obtained a value of β = 0.542, T-statistic = 4.595 (>1.96) and p value = 0.000 (<0.05). This shows that the Organizational Culture variable has a positive and significant effect on Teacher Performance. This can be interpreted as meaning that the Organizational Culture variable will not increase, while the Teacher Performance variable will experience an increase and is not significant. Personal Competence. This can be interpreted as meaning that if the Organizational Culture variable experiences an increase, the Personal Competence variable also experiences a significant increase.

Table 5. Path Coefficient Results: Direct Effects

Hyp.	Path Analysis	β-Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	P-Values (<0,05)	Decision
H-DIR1	OC → TP	0.086	0.096	0.147	0.582	0.562	Rejected
H-DIR2	IC → TP	0.425	0.386	0.136	3.123	0.002	Accepted
H-DIR3	OC → SC	0.542	0.510	0.118	4.595	0.000	Accepted
H-DIR4	IC → SC	0.296	0.340	0.114	2.591	0.011	Accepted
H-DIR5	SC → TP	0.268	0.308	0.161	1.666	0.099	Rejected

Based on Table 6, in the H-IND1 hypothesis, the results of testing the mediating influence of the Personal Competence (Z) variable can be concluded that there is no positive influence (β-value = 0.079 and significant (T-statistic 1.091 (<1.96) and P-value 0.278 (>0.05) between the Interpersonal Communication factor (X2) on Teacher Performance (Y) so that H-IND1 states "there is no positive influence and the role of Personal Competence in mediating is not significant Interpersonal Communication on Teacher Performance. H-IND2, results "testing the mediating influence of the Personal Competence (Z) variable, it can be concluded that there is no positive influence (β-value = 0.145) and is significant (T-statistic 1.607 (<1.96) and P-value 0.111 (>0.05) between the Organizational Culture factor (X1) on Teacher Performance (Y). So H-IND2 states "there is no positive and insignificant influence on the role of Personal Competence in mediate Interpersonal Communication on Teacher Performance ", stating "there is no positive and insignificant influence on the role of Personal Competence in mediating Organizational Culture on Teacher Performance.

Table 6. Results of Path Coeficient: Indirect Effects

Hyp.	Path Analysis	B-Values (+/-)	SDV	T-Statistics (>1,96)	P-Values (<0,05)	Decision	Mediating Role
H-IND1	IC → SC → TP	0.079	0.107	1.091	0.278	Rejected	No Mediation
H-IND2	OC → SC → TP	0.145	0.090	1.607	0.111	Rejected	No Mediation

Discussion

In this research, it was found that interpersonal communication had a positive influence on teacher performance, although not significant. The concept of interpersonal communication includes interactions that occur between teachers and colleagues, which should improve understanding and collaboration in the school environment. The urgency of the results of this research lies in the importance of effective communication in creating a conducive work atmosphere for teachers. Research by Bektiarso et al. (2023), good communication does contribute to teacher motivation, but it is not always directly proportional to increased performance. [42] The implications of this research emphasize the need for schools to develop more effective communication training programs, as well as create an environment that supports interaction between teachers. The novelty of this study lies in emphasizing that while interpersonal communication is important, other factors such as organizational culture may be more influential in certain context.

The results showed that organizational culture has a positive and significant influence on teacher performance. The concept of organizational culture includes values, norms, and practices that exist within schools that can motivate teachers to excel. The urgency of the results of this study is very high, considering that a strong organizational culture can create a supportive work environment and increase teacher motivation. The interpretation of the hypothesis results shows that a positive organizational culture can encourage teachers to collaborate and support each other, which in turn improves their performance. Previous research by Afdal et al. (2023), also found that a strong organizational culture can increase teachers' motivation and commitment, which in turn has a positive impact on their performance. [43] Future predictions suggest that schools that adopt an inclusive and supportive organizational culture

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[42] Bektiarso, Wicaksono, and Budiarso, "The Effect of Job Satisfaction and Work Motivation on the Performance of Junior High School Teachers in Jember Regency."

[43] Afdal et al., "Expectations and Reality Regarding Teacher Personality."

will see more significant improvements in teacher performance. The implications of these findings emphasize the need for the development of a positive organizational culture in schools, which could include reward programs and recognition of teachers' achievements.

This research found that organizational culture has a positive and significant influence on teacher self-competence. The concept of self-competence includes the ability of individuals to manage themselves and adapt to the work environment. The urgency of this research result lies in the fact that high self-competence can improve overall teacher performance. The interpretation of the hypothesis results suggests that a supportive organizational culture can provide encouragement for teachers to develop their skills and knowledge. Previous research by Lindner et al. (2021), also showed that support from organizational culture can increase job satisfaction and teacher motivation. [44] Future predictions suggest that schools that implement a positive organizational culture will see improvements in teachers' self-competence, which in turn will have an impact on their performance. The implications of this study emphasize the importance of creating an organizational culture that supports teachers' professional development through training and self-development programs. Reflections from these results suggest that investment in organizational culture is not only beneficial to teachers but also to the overall quality of education.

The results show that interpersonal communication has a positive and significant influence on teachers' self-competence. The concept of interpersonal communication in this context includes interactions that occur between teachers and their peers, which can increase their confidence and abilities. The urgency of the

results of this study is very important, as high self-competence contributes to better performance. The interpretation of the hypothesized results suggests that effective communication can assist teachers in overcoming workplace challenges and improving their skills. Previous research, as revealed by Huang et al. (2019), also found that effective communication can increase teachers' motivation and confidence. [45] Future predictions suggest that schools that facilitate good communication between teachers and management will see improvements in teachers' self-competence. The implications of this study emphasize the importance of effective communication training for teachers, which can help them in interacting with students and colleagues.

In this research, it was found that self-competence has a positive influence on teacher performance, but not significant. The concept of self-competence includes an individual's ability to self-manage and adapt to the work environment, which should improve performance. The significance of the results lies in the importance of understanding that while self-competence is important, other factors may be more influential in determining teacher performance. The interpretation of the hypothesis results suggests that although teachers with high self-competence tend to have good performance, there are other variables that may be more dominant, such as organizational culture and interpersonal communication. Previous research suggests that self-competence can contribute to performance, but not always directly, as revealed by Bektiarso et al. (2023). [46] Future predictions suggest that to improve teacher performance, there needs to be a more comprehensive approach that involves developing self-competence in a broader context. The implications of this study reflect the need for

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[44] Lindner, Savolainen, and Schwab, "Development of Teachers' Emotional Adjustment Performance Regarding Their Perception of Emotional Experience and Job Satisfaction During Regular School Operations, the First and the Second School Lockdown in Austria."

[45] Huang, Yin, and Lv, "Job Characteristics and Teacher Well-Being."

[46] Bektiarso, Wicaksono, and Budiarso, "The Effect of Job Satisfaction and Work Motivation on the Performance of Junior High School Teachers in Jember Regency."

schools to not only focus on developing self-competence, but also on other factors that can influence teacher performance.

The research results showed that self-competence acts as a mediator between interpersonal communication and teacher performance, but not significantly. This mediation concept suggests that interpersonal communication can influence teacher performance through increased self-competence. The significance of the results of this study lies in the importance of understanding the role of self-competence in the context of interpersonal communication. The interpretation of the hypothesized results suggests that although there is a positive relationship, other factors may be more influential in determining teacher performance. Previous research suggests that while good communication can increase motivation, its impact on teacher performance may be more complex, as revealed by Van Waeyenberg et al. (2022). [47] Future predictions suggest that to improve teacher performance, there needs to be a more integrated approach that combines interpersonal communication with self-competence development. The implications of this study emphasize the need for schools to create an environment that supports effective communication, but should also pay attention to other factors that can affect performance.

This research found hat self-competence acts as a mediator between organizational culture and teacher performance, but not significantly. This mediation concept suggests that organizational culture can influence teacher performance through improving self-competence. The significance of the results of this study lies in the importance of understanding how organizational culture can shape teachers' self-competence. The interpretation of the hypothesis results suggests that although there is a positive influence, other factors may be more dominant in determining teacher performance. Previous research suggests

that a strong organizational culture can improve teacher performance, but the impact may not always be through self-competence, as revealed by Cahapay & Li (2021). [48] Future predictions suggest that to improve teacher performance, there needs to be a more comprehensive approach that combines organizational culture with self-competency development. The implications of this study emphasize the need for schools to create a positive organizational culture, but should also pay attention to other factors that can affect performance. Reflections from these results suggest that although self-competence has potential as a mediator, other factors may be more influential in this context.

Conclusion

The implications of increasing self-competence in mediating the relationship between organizational culture and interpersonal communication on teacher performance emphasize the importance of paying attention to teachers' self-competence abilities. The findings highlight that a strong organizational culture and effective interpersonal communication can greatly improve teacher performance. By understanding their role of self-competence, teachers who feel supported by a positive organizational culture and have good communication skills will develop higher self-competence and, as a result, improve their performance in various aspects of teaching and classroom management.

To improve self-competence as a mediator of the influence of organizational culture and interpersonal communication on teacher performance, schools should implement a comprehensive training program that includes the development of self-competencies such as self-confidence, self-management, and interpersonal skills. In addition, creating a supportive work

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[47] Van Waeyenberg, Peccei, and Decramer, "Performance Management and Teacher Performance."

[48] Michael B. Cahapay and Nathaniel F. Bangoc Ii, "Technostress, Work Performance, Job Satisfaction, and Career Commitment of Teachers amid COVID-19 Crisis in the Philippines," *IJERI: International Journal of Educational Research and Innovation* 9, no. 16 (December 1, 2021): 260–75, https://doi.org/10.46661/ijeri.6145.

environment through a clear vision and mission, as well as fair policies and support is essential. Effective communication skills training, which focuses on listening skills and providing constructive feedback, can strengthen interpersonal communication between teachers and management.

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