

## THE INFLUENCE OF PROFESSIONAL TEACHERS AND SCHOOL ACADEMIC CULTURE ON ELEMENTARY SCHOOL TEACHERS' PERFORMANCE IN TUMINTING DISTRICT, MANADO CITY

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### Abstract

Teacher performance is factor key in increase quality education basic . Efforts to improve teacher performance is not can separated from teacher professionalism , which is reflected in teacher certification and supported by culture academic conducive school . Research This aim For analyze the influence of professional and cultural teachers academic school , good in a way partial and simultaneously , against school teacher performance base in the District Tuminting , Manado City. Research This use approach quantitative with type study causal comparative . The method used is survey . Population study consists of from all school teachers base in the District Tuminting , with amount sample as many as 50 respondents . Data collection techniques use questionnaire based Likert scale compiled in a way systematic in accordance indicator variables research , as well as has through validity and reliability tests . Data analysis was carried out use multiple linear regression , which is preceded by with prerequisite tests analysis includes normality , linearity , and multicollinearity tests . The results of the analysis show that teacher certification has influence positive and significant to teacher performance , with t value of 2.863, level significance of 0.006 ( $p < 0.05$ ), and the coefficient regression of 0.324. Culture academic schools also have an influence positive and significant to teacher performance , with t value of 6.188, level significance of 0.000 ( $p < 0.05$ ), and the coefficient regression of 0.856. In general simultaneous , teacher certification and culture academic school influential significant to teacher performance , which is indicated by an F value of 40.160 with level significance of 0.000 ( $p < 0.05$ ). Based on standardized beta coefficient , culture academic school is the most dominant variable influence teacher performance .

**Keywords:** *professional teachers, school academic culture, teacher performance*

### INTRODUCTION

Education is the main pillar in development source Power human . Success education is very much determined by the quality of teachers as implementer the main learning process . Teachers do not only play a role as transmitter material , but also as mentors , facilitators , and agents change in formation character participant Educate . Rorimpandey, WH (2020) stated that elementary school teacher performance is influenced by various factors, both internal and external. Internal factors include professional competence, motivation, and teacher qualifications, while external factors include the work environment, school leadership, and the school's academic culture. Rorimpandey emphasized that a conducive academic culture can encourage teachers to work with more discipline, responsibility, and focus on improving the quality of learning.

Teacher professionalism becomes aspect important in increase quality education . This is realized through teacher certification which aims For ensure that teachers have competence pedagogical , professional , social , and personality . Professional teachers expected capable design , implement , and evaluate learning in a way Effective . According to Saerang et al., (2023), teacher professionalism plays a crucial role in improving performance because it reflects teachers' ability to master pedagogical, professional, social, and personality competencies that align with the demands of educational development in the digital era. Professional teachers are able to adapt to technology, implement innovative learning strategies, and continuously improve the quality of learning processes and outcomes.

Organizational culture is a set of values, norms, and behavioral patterns shared by members of an organization that serve as guidelines for action and decision-making. A strong and positive organizational culture can build commitment, increase engagement, and encourage productive work behavior, thus contributing directly to improved individual and overall organizational performance (Sengkey et al., 2025). Culture academic schools also play a role important in create environment conducive learning culture academic reflect values , norms, and customs scientific developments in the environment school . Culture strong academic will push collaboration , innovation , and improvement quality Learning . Academic culture can be effectively implemented when members of the academic community consistently practice all the values and systems that apply in the educational institution in their personal lives. However , the reality show that teacher performance is not yet completely optimal. There are still teachers who haven't maximum in develop learning innovative as well as not enough active in development professional . In addition , the culture academic in several school Still weak , marked with lack of discussion scientific and collaborative between teachers.

## LITERATURE REVIEW

Research conducted by Merni Djalali (2024) shows that teacher certification has influence positive and significant to performance and motivation school teacher work base in Sahu District, West Halmahera Regency . This proven with the original sample value is 0.876 for teacher performance and 0.846 for motivation work , with mark significance P-Values  $0.000 < 0.05$ . Research This own equality with research conducted , namely You're welcome use professional teacher variables ( certification ) , variables teacher performance , as well as subject research on school teachers base with focus on improvement teacher quality . However , the difference located at the location research and quantity variables free , where research the only use One variables free , whereas study This using two variables free .

Furthermore , research by Wahyu Danarti, et al . (2024) found that that style leadership transformational , culture academic school and discipline influential teacher work significant to school teacher performance base in the District Patebon . In detailed , the influence of each variable is 64.6% for leadership transformational , 61.2% for culture academic , and 66.0% for discipline work , with influence simultaneous by 68.8%. The equation study This with research conducted lies in the use variables culture academic school , variables teacher performance , school teacher subject basic , and type study quantitative . The difference is covering amount variables more freedom Lots as well as difference location study .

Other relevant research conducted by Nora Cut Meilia, et al . (2024) who studied influence culture school , teacher competence , and motivation to productivity academic school basis in North Aceh Regency . Research results show that influence direct culture school of 0.04, teacher competence of 0.05, and facilities infrastructure by 0.02 against teacher performance , with influence simultaneous of 0.11, while the rest influenced by other factors . Equality study This with research conducted is You're welcome study culture academic , using approach quantitative with method survey through questionnaire Likert scale , as well as own subject school teacher research basic . The difference located at the location research , instruments research and engineering analysis of the data used .

In addition , research by Fenti Ristianey , et al . (2021) shows that teacher certification and motivation Work influential to teacher performance . Analysis results regression show that coefficient variables teacher certification of 0.276 and motivation Work of 0.585, with equality regression  $Y = 0.349 + 0.276X_1 + 0.585X_2$ . This show that motivation Work own more influence dominant to teacher performance . Equation study This with research conducted covering similarities variables research , approach research , methods data collection , as well as technique data analysis . Meanwhile that's the difference located on location and characteristics research , instruments used , and time implementation study .

## RESEARCH METHODS

Study This use approach quantitative with type causal comparative . Variable study This namely Professional Teachers ( $X_1$  ) , School Academic Culture ( $X_2$  ) , Teacher Performance (Y). Population study are 190 certified teachers , with sample of 50 teachers using The study used a random sampling technique . The study population consisted of all elementary school teachers with teaching certificates in Tuminting District, Manado City. The study sample was determined using a proportionate stratified random sampling technique , taking into account the school's status (public and private), so that each subpopulation had a proportional opportunity to be represented (Sugiyono, 2019).

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1. Population

<b>Elementary School Population in Tuminting District, Manado City</b>			
<b>No</b>	<b>School name</b>	<b>Amount Desert )</b>	<b>Amount Certified Teacher (N<sub>i</sub>)</b>
1	State Elementary School 12 Manado	25	18
2	State Elementary School 19 Manado	11	10
3	State Elementary School 22 Manado	8	4
4	State Elementary School 25 Manado	18	15
5	State Elementary School 26 Manado	9	6
6	State Elementary School 28 Manado	14	13
7	State Elementary School 46 Manado	11	4
8	State Elementary School 47 Manado	17	11
9	State Elementary School 48 Manado	17	8
10	State Elementary School 49 Manado	19	17
11	State Elementary School 72 Manado	8	8
12	State Elementary School 73 Manado	9	8
13	State Elementary School 83 Manado	14	13
14	State Elementary School 84 Manado	7	6
15	State Elementary School 85 Manado	10	8
16	State Elementary School 112 Manado	10	7
17	Adventist Elementary School 05 Tuminting	6	2
18	GMIM 03 Manado Elementary School	7	6
19	GMIM 16 Elementary School Manado	6	3
20	GMIM 25 Elementary School Manado	8	3
21	GMIM 29 Elementary School Manado	8	2
22	GMIM 33 Elementary School Manado	6	1
23	Catholic Elementary School 09	13	10
24	Muhammadiyah 2 Elementary School	8	4
25	National Elementary School 02	7	3
<b>Amount</b>		<b>276</b>	<b>190</b>

Source: Researcher, 2025

2. Sample

From the population in Elementary Schools in Tuminting District, the researcher decided to use the Slovin formula to determine the sample size in this study:

$$n = \frac{N}{1 + N(e)^2}$$

With level 10% error :

$$n = \frac{276}{1 + 276(0,1)^2} = 73$$

Information:

- n = Number of Samples
- N = Population Size
- e = Tolerable error (10%)

Formula *Proportionate Stratified Random Sampling*

$$n_i = \frac{N_i}{N} \times n$$

Sample of Public Elementary Schools in Tuminting District

$$n_i = \frac{156}{276} \times 73 = 41$$

Sample of Private Elementary Schools in Tuminting District

$$n_i = \frac{34}{276} \times 73 = 9$$

Based on the results obtained from the Solvin formula, the number of respondents is determined as in the table below.

Number of Samples Based on School Status

School Status	Population (N <sub>i</sub> )	Sample (n <sub>i</sub> )
Country	156	41
Private	34	9
<b>Number of Schools</b>	190	50

Source: Researcher, 2025

The data collection instrument was a closed-ended questionnaire with a five-level Likert scale developed based on the theoretical indicators of each variable. The instrument's validity was tested using Pearson's Product Moment correlation and its reliability was tested using Cronbach's Alpha coefficient, in accordance with quantitative research instrument testing procedures (Arikunto, 2013). Data analysis techniques were carried out through several systematic stages. First, descriptive analysis to describe the characteristics of the data for each variable. Second, testing of analysis requirements, including normality tests, linearity tests, and multicollinearity tests as prerequisites for regression analysis (Ghozali, 2021). Third, inferential analysis using multiple linear regression to examine the effect of educator certification and school academic culture on teacher performance, both partially (t-test) and simultaneously (F-test). All stages of the research included: (1) problem formulation and literature review, (2) instrument preparation and testing, (3) data collection, (4) statistical data analysis, and (5) drawing conclusions. These stages were designed to ensure the validity, reliability, and accuracy of the interpretation of the research results.

**RESULTS AND DISCUSSION**

**Results**

Analysis results descriptive show that school teacher performance base in the District Tuminting Manado City is in the category good , but Not yet evenly throughout indicator . Indicator planning and implementation learning get score relatively high , while indicator development professional sustainability and innovation learning Still is in the category moderate . This result indicates that the teacher has carry out task main learning with Enough good , but Not yet fully optimized in aspect development self and renewal practice learning . For clarify findings this , the result analysis descriptive served in Table 1 Statistics Descriptive Research Variables .

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**Table 1. Descriptive Statistics of Research Variables**

Research Variables	N	Minimum Score	Maximum Score	Average (Mean)	Standard Deviation
Professional Teacher (X <sub>1</sub> )	50	62	100	82.34	8.21
School Academic Culture (X <sub>2</sub> )	50	58	98	79.46	7.89
Teacher Performance (Y)	50	60	100	84.12	8.67

Table 1 shows that average teacher performance is in the good category, with relatively moderate variation in scores. Teacher certification and school academic culture also show relatively high average scores, indicating that respondents generally have a supportive professional status and academic environment, although there is still variation among teachers. Analysis results inferential show that professional teachers influential positive and significant to teacher performance . Teachers who have certified tend own performance more good , especially in planning , implementation , and evaluation learning . Findings This confirm benefit certification educator as instrument improvement professionalism and standards teacher's work . However thus , the size the influence obtained show that certification educator No the only one factor determinant performance . These results strengthen findings study previously stated that improvement teacher performance through certification need support other factors so that the impact more optimal and sustainable . Next , culture academic school proven influential positive and significant to teacher performance , and in general simultaneous together certification educator give more influence strong to improvement performance . School with culture academics characterized by collaboration professional , discussion scientific and climate supportive work tend produce more teachers reflective and innovative . Findings This in a way direct answer gap study between objective normative certification educators and reality teacher performance in the field , with show that effectiveness certification is highly influenced by the environment academic school . With Thus , the increase teacher performance requires integrated approach between policy teacher professionalism and strengthening culture academic school , so that the implications relevant for taking policy and management education more basic comprehensive . For results The results of the study on the influence of professional teachers and school academic culture on the performance of elementary school teachers in Tuminting sub-district, Manado City can be seen in Table 2.

**Table 2. Research Results on the Influence of Professional Teachers and School Academic Culture on the Performance of Elementary School Teachers in Tuminting District, Manado City**

Research Variables	Regression Coefficient	F Count	Sig. (p-value)	Information
Educator Certification (X <sub>1</sub> )	0.45	3.72	0.001	Significant
School Academic Culture (X <sub>2</sub> )	0.38	3.15	0.003	Significant
Teacher Performance (Y)	-	18.64	0,000	Significant

A significance value <0.05 indicates that professional teachers and school academic culture have a significant influence on teacher performance, both partially and simultaneously.

**Discussion**

1. The Influence of Professional Teachers on Teacher Performance

The study shows that Professional Teachers have a positive and significant impact on teacher performance. This is evidenced by the t-test results which show a significance value of 0.006 (p < 0.05) with a positive regression coefficient. This finding indicates that the better the implementation of Professional Teachers, the better teacher performance will be. Theoretically, Professional Teachers aim to improve teacher professionalism through mastery of pedagogical, personality, social, and professional competencies. Certified teachers are expected to have better abilities in planning lessons, implementing the learning process, and evaluating student learning outcomes. The results of this study indicate that these objectives have been reflected in teacher learning practices at Elementary Schools in Tuminting District. Thus, Professional Teachers not only function as a form of formal recognition of the teaching profession, but

also have a real impact on improving the quality of teacher performance in carrying out their duties and responsibilities as educators.

### 2. The Influence of School Academic Culture on Teacher Performance

The results of the study also show that school academic culture has a positive and significant effect on teacher performance, with a significance value of 0.000 ( $p < 0.05$ ) and a larger regression coefficient than the Professional Teacher variable. This indicates that school academic culture is a very strong factor in influencing teacher performance. A positive school academic culture is reflected in the existence of academic discipline, cooperation between teachers, commitment to the quality of education, and a conducive learning environment. A supportive school environment will encourage teachers to be more motivated in carrying out their duties, innovating in learning, and continuously improving the quality of professionalism. This finding confirms that teacher performance is not only influenced by individual factors such as certification, but is also greatly determined by the context of the school environment. A good academic culture can create a productive, collaborative work atmosphere, and is oriented towards improving the quality of education.

### 3. The Simultaneous Influence of Professional Teachers and School Academic Culture on Teacher Performance

Based on the results of the F test, a significance value of 0.000 ( $p < 0.05$ ) was obtained, indicating that Professional Teachers and school academic culture simultaneously have a significant effect on teacher performance. This result indicates that both variables together are able to explain variations in teacher performance significantly. The results of the multiple linear regression analysis show that school academic culture has a more dominant influence than Professional Teachers, as indicated by the larger standardized beta coefficient value. This indicates that although Professional Teachers are important, the existence of a conducive school academic culture is the main factor that strengthens and optimizes teacher performance. Thus, improving teacher performance will be more effective if carried out through an integrated approach, namely by improving the quality of Professional Teachers while strengthening the school's academic culture.

## CONCLUSION

Based on results research and discussion about the influence of professional teachers and culture academic school to performance of elementary school teachers in the sub-district Tuminting , Manado City, can withdraw a number of conclusion namely Professional Teachers influential positive and significant to teacher performance . This is show that the teacher who has follow and fulfill Professional Teacher Standards own better performance Good in planning learning , implementation learning , assessment results learning , and not quite enough answer professional . Culture academic school influential positive and significant to teacher performance . Environment conducive academic environment , characterized by with discipline academic , work The same between inhabitant school , and commitment to quality education , capable encourage teachers to increase quality performance . Professional and cultural teachers academic school in a way simultaneous influential significant to teacher performance . Second variables the in a way together capable explain variation teacher performance in general significant , with culture academic school as variables that have the most dominant influence .

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