Impact of Business Management Implementation Based on Quality Culture on The Performance of Educators at Widya Karya Taman Vocational School Sidoarjo

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Abstract:
The aim of this study is to determine the impact of culture-based administrative management quality which includes planning, organizing school administration with a quality culture, implementing content standards, implementing process standards, and administering school infrastructure standards simultaneously which have a significant effect on teacher performance at Widya Karya Taman Sidoarjo Vocational School. This type of research was used quantitative, with a total sample of 84 teachers at Widya Karya Taman Sidoarjo Vocational School, with total sampling, with the analysis technique used using multiple linear regression with t test and F test tools. Partial and simultaneous research results show that quality culture-based administrative management includes planning, organizing school administration with a quality culture, implementing content standards, implementing process standards, and administering school infrastructure standards simultaneously has a significant effect on teacher performance, this is evidenced by a significance value of <0.05. It is hoped that the results of this study can improve the quality of human resources capable of playing a role in administrative management with a culture of quality. In an effort to increase administrative professionalism, it is necessary to develop collegial supervision, in addition to the supervision activities that have been carried out all this time.

Introduction

In its current development, office management has developed following current technological advances. One of the studies put forward by (Zainuddin et al., 2019 in (Edi Ahyani, 2023) regarding modern office management, that modern office management is an absolute necessity that must be implemented. This means that the need for modern infrastructure to support modern offices is not enough, without the support of competent human resources in carrying out modern office management functions, namely process standard administration.

Process standards are national education standards relating to the implementation of learning in educational units to achieve graduate competency standards (PPRI No. 19 of 2005 concerning National Education Standards, Article 1, paragraph 6). Standard administrative process includes administration of: (1) planning the learning process, (2) implementing the learning process, (3) evaluating learning outcomes and (4) monitoring the learning process.

Achieving the above requires the participation of all education provider stakeholders in synergy within an organization. So, in the future it is hoped that the organization of the implementation of education will be formed from the existence of various elements that meet quality standards. Because with it, a quality culture is born, which also supports a demand for professional performance. The rationalization above indicates a root problem, namely the Importance of Culture and Professional Performance Quality (Susilo et al., 2023).

Management of improving the quality of school administration is a form of administering education in an orderly and regular manner, to improve the ability to manage education for school principals, vice principals, school treasurers, teachers, administrative heads and administrative staff (Sumantri, 2015). Increasing the ability in administration will have positive results, namely increasing efficiency, quality and expanding performance in the world of education (Rahmawati, 2018). To expedite the above activities to be more effective and efficient need adequate information. This information system in the world of education concerns two main things, namely data recording activities (recording system) and reporting (reporting system). Various facts about the low quality of schools are influenced by various factors, one of which is education management (Sianturi, 2021). Education management includes management in a narrow sense or school management which has so far been centralized which has placed schools in a marginal position, less empowered but instead empowered, less independent, passive or always waiting for instructions from the center, even the initiative and creativity of supervisors and principals and teachers are limited to developing their potential. For this reason, administrative management is needed (Ernawati, 2020).

School administration is basically part of the technical implementation unit for education administration and school information system administration. Information managed by the school administration is important as a basis for services and school decision-making materials. In the Decree of the Director General of Basic Education Numbers 260 and 261 of 1996, the main duties of the Managing Director are as follows:

1) Develop a school administration work program.

2) Management of school finances

3) Staff and student management

4) Career development and School administrators' development.

5) Preparation of school supplies management.

6) Compilation and presentation of school data or statistics.

7) Coordinate and carry out school administration tasks.

8) Preparation of periodic reports on the implementation of administrative management

Administration (TU) is one of the supporting work units in the organization and has a strategic position in achieving organizational goals. The duties and functions of TU as a supporting unit make this unit as important as other units in the organization. Therefore, it is imperative that this unit always be able to provide good service to its internal and external customers. The school's internal customers are school members, namely students, teachers, and education staff. External customers of the school are students' parents, government, businessmen, alumni, community leaders, communities, school supervisors, school committees, non-governmental organizations, and professional associations. The problem of quality in the world of education is a need that must be conveyed and felt by students, teachers, parents, the community, and education stakeholders (Nurseha, 2021).

Education is practically inseparable from cultural values. In maintaining and preserving one's own culture, the transfer process is most effective by means of education. Both are very closely related because they complement and support one another. One of the goals of education is to preserve and always improve the culture itself, with education we can transfer the culture itself from generation to generation. We as a society aspire to the realization of a better society and culture in the future, so naturally our education must be even better. Sasongko, (2016) in (Ernawati, 2020) The culture and environment of good traditional schools and the surrounding atmosphere at school influence student behavior. For example, the 6S culture (Greet, Smile, Polite, Polite, Polite, Polite, and Ready), 5K (Discipline, Cleanliness, Health, Beauty, Order, and so on). The school environment, for example school friends, playgrounds, places for students to do activities, places to rest, student seats, places to study, places of worship, places to exercise, conditions around the school location and so on (Rafid & Tinus, 2019).
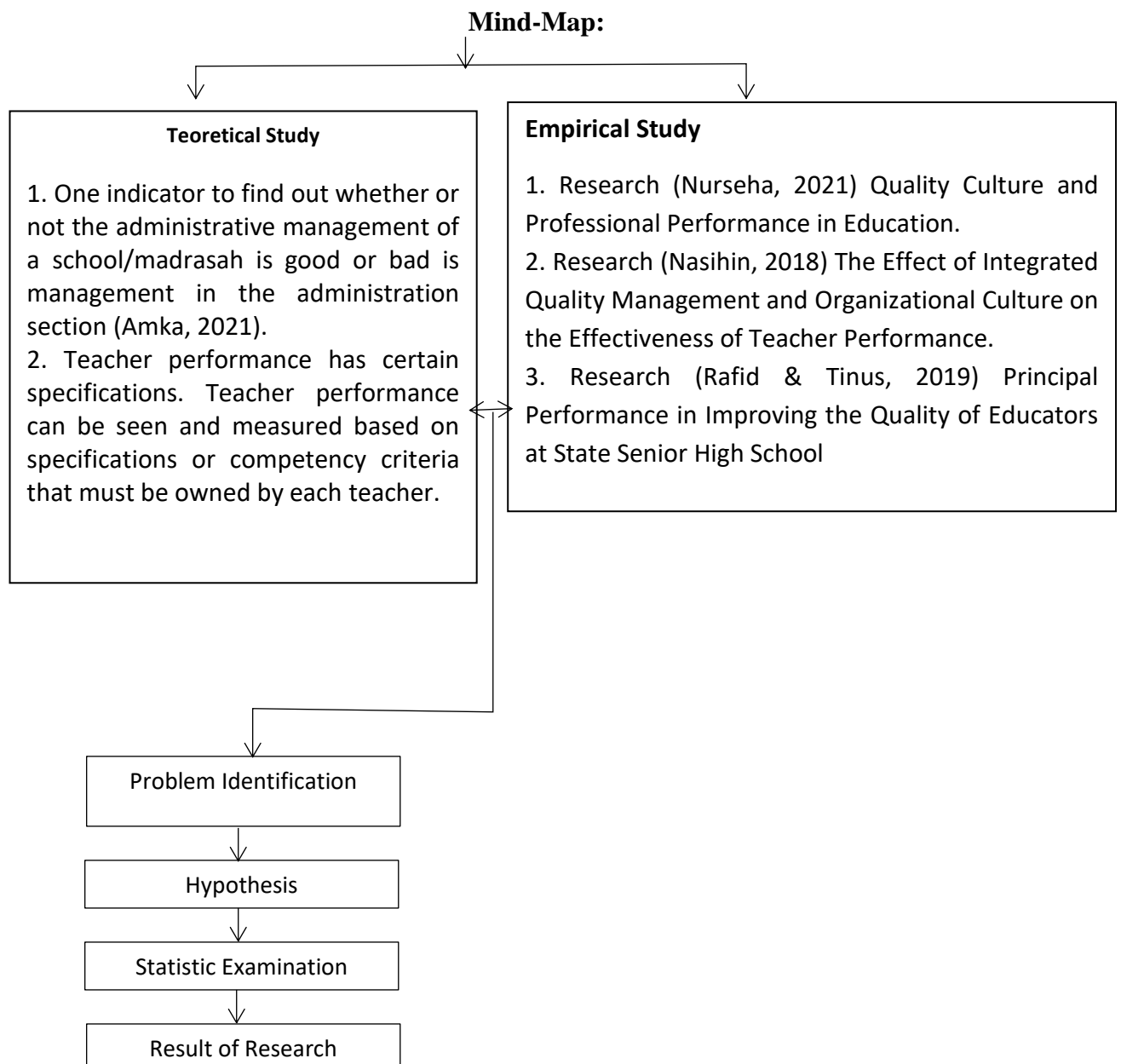
Literature Review

Semantically, the word management that is commonly used today comes from the verb to manage which means managing and managing, driving, controlling, handling managing, organizing, executing, implementing, and leading. The word management comes from the Latin language, namely mano which means hands become human means to work many times using hands, added the affix agree which means to do something, then becomes managiare which means to do something many times using hands (Rahmawati, 2018).

Management is a certain process that uses abilities or expertise to achieve a goal which in its implementation can follow scientific paths scientifically and can also highlight or style managers in utilizing the abilities of other people or expertise which in turn becomes the
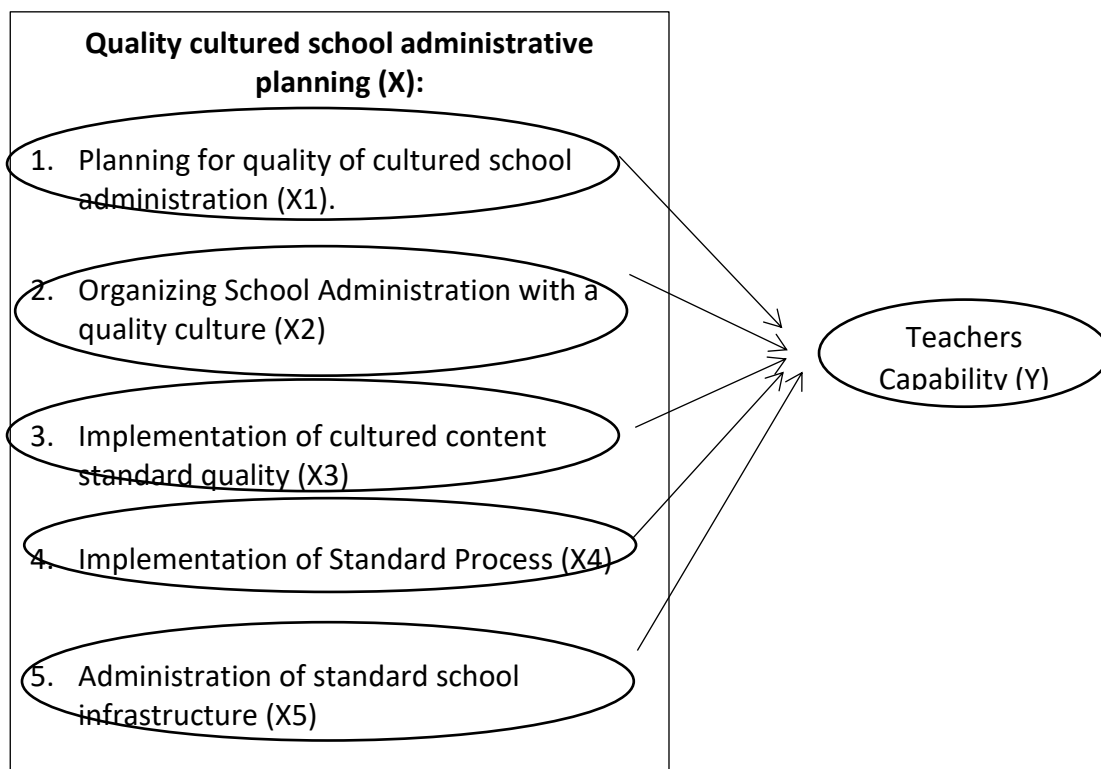
hallmark of management as a profession. Management as a science emphasizes attention to managerial skills and abilities which are classified into technical, human and conceptual abilities or skills (Sumantri, 2015)

According to Harold Koontz and Cyril O'Donel in (Amka, 2021), management is an effort to achieve a certain goal through the activities of other people. Thus, the manager coordinates a number of other people's activities which include planning, directing, and controlling. Management is a process for organizing and overseeing a certain goal.

Mind-Map:

Teoretical Study	Empirical Study
1. One indicator to find out whether or not the administrative management of a school/madrasah is good or bad is management in the administration section (Amka, 2021). 2. Teacher performance has certain specifications. Teacher performance can be seen and measured based on specifications or competency criteria that must be owned by each teacher.	1. Research (Nurseha, 2021) Quality Culture and Professional Performance in Education. 2. Research (Nasihin, 2018) The Effect of Integrated Quality Management and Organizational Culture on the Effectiveness of Teacher Performance. 3. Research (Rafid & Tinus, 2019) Principal Performance in Improving the Quality of Educators at State Senior High School

Problem Identification

Hypothesis

Statistic Examination

Result of Research

According to Notoatmodjo, the conceptual framework is a formulation or simplification of the theoretical framework or theories that support the research (Notoadmodjo, 2015). The link between these variables is then formulated in the form of a research paradigm.

Therefore, every preparation of the research paradigm must be based on a framework of thinking (Sugiono, 2019).

Quality cultured school administrative planning (X):

1. Planning for quality of cultured school administration (X1).
2. Organizing School Administration with a quality culture (X2)
3. Implementation of cultured content standard quality (X3)
4. Implementation of Standard Process (X4)
5. Administration of standard school infrastructure (X5)

Teachers Capability (Y)

Keterangan:

⟶   Indirect Influence

---------▸   Direct Influence

Research Method

Analysis Model

Research requires data analysis and interpretation that will be used to answer research questions to uncover certain social phenomena, so data analysis is a process of simplifying data into a form that is easier to read and interpret. The research model that will be used in this study is multiple linear regression (Sugiono, 2014):

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_4 + \beta_4 X_4 + \beta_5 X_5$$

Approach

Judging from the approach used, field research is quantitative research. Quantitative research methods can be interpreted as research methods used to examine certain populations or samples (Budiarto, 2019), data collection uses research instruments, data

analysis is statistical, with the aim of testing predetermined hypotheses (Hardani. Ustiawaty, 2017). Data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing the hypotheses that have been set. This approach is called a quantitative approach because the research data is in the form of numbers and the analysis uses statistics (Sugiyono, 2012: 7).

This type of research is associative in nature and seeks to measure the influence between variables, namely trying to measure the impact of implementing quality culture-based administrative management on the performance of educators at SMK Widya Karya Taman Sidoarjo (Sukesi, 2020)

Data Source

According to Sukesi (2020) Definitively data can be interpreted as a collection of figures, facts, phenomena or circumstances which are the result of observations, measurements, or enumeration of the characteristics or properties of objects, which can serve to distinguish one object from another of the same nature.

The types and sources of data used in this study consisted of primary data and secondary data (Hardani, 2017).

a. Primary Data

According to Sukesi (2020) Derived from original sources and collected specifically for research purposes that are being carried out. An excess of primary data, researchers can collect data according to what the researcher wants. The downside is that collecting primary data is generally more expensive, takes a long time and is impractical compared to secondary data.

Primary data is research data obtained directly from original sources (not through intermediaries). Primary data is specifically collected by researchers to answer research or relate directly to the problems studied (Sugiono, 2014, p. 54). The primary data needed in this research is data related to the variables of compensation, work environment, organizational commitment and employee performance. This data was obtained from a questionnaire that had been prepared by the researcher and answered by the respondents. The respondents who answered the questionnaire were Widya Karya Taman Sidoarjo Vocational School teachers using a liker scale with the following questionnaire criteria:

1. Score 1 respondent means strongly disagree
2. The score of 2 respondents means that they do not agree
3. The score of 3 respondents means that they do not agree
4. Score 4 respondents mean agree
5. Score 5 respondents means strongly agree

b. Secondary Data

Secondary data is data obtained by researchers indirectly through intermediary media (obtained and recorded by other parties). According to Sukesi (2020) Secondary data sources can be grouped into internal data sources and organizational external data sources. The advantages of secondary data sources are generally faster and cheaper to obtain than primary data.

This data can be obtained through literature, journals, and sources that support this research. In addition, secondary data is generally in the form of evidence, historical records or reports that have been compiled in published and unpublished archives (documentary data) which are useful as additional logical arguments. The secondary data obtained by researchers are company documents in the form of company profiles consisting of vision, mission, company structure and those related to this research (Sugiono, 2014, p. 55).

Analysis Technique

The data analysis method used is quantitative data analysis, carried out in the following steps (Ghozali, 2016):

1. **Research Instrument**

a. Validity test

Validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire (Ghozali, 2013).

Decision making for validity is determined if:

1) If r count > r table (at a significant level of 5%), then the questionnaire items are valid.

2) If r count > r table (at a significant level of 5%), then the questionnaire items are invalid.

b. Reliability Test

Reliability is a tool for measuring a questionnaire which is an indicator of the variable. A questionnaire is said to be reliable or reliable if one's answers to the questions are consistent or stable from time to time (Ghozali, 2013, p. 184).

The method used to test the reliability of the questionnaire in this study was to use the Alpha Cronbach coefficient formula. To find out if the questionnaire is reliable, a questionnaire reliability test will be carried out with the help of the SPSS program computer.

The reliability test assessment criteria are (Ghozali, 2013):

1. If the Alpha coefficient > significant level is 60% or 0.6, then the questionnaire is reliable.

2. If the Alpha coefficient < 60% or 0.6 significant level, then the questionnaire is not reliable.

2. **Classic Assumption Validity**

Classical assumption testing is done before testing the hypothesis with regression analysis (Ghozali, 2013: 157). This classical assumption test is intended to ensure that the model obtained really meets the classical assumptions or not, namely the assumptions underlying the regression analysis.

a) Normality Test

This test aims to determine whether in the regression model, the dependent variables, independent variables, and both have a normal distribution. There are two ways to detect whether the residuals are normally distributed or not, namely by graphical analysis and statistical tests. In this study, the normality test was carried out using statistical tests and graphical analysis, namely the Kolmogorov-Smirnov test and histogram graphs.

b) Kolmogorov-Smirnov Validity

The Kolmogorov-Smirnov test is a test for normality by comparing the distribution of the data (which will be tested for normality) with the standard normal distribution. The standard normal distribution is data that has been transformed into a Z-Score and is assumed to be normal. If the significance value is above 0.05 it indicates that there is no significant

difference and if the significant value is below 0.05 then there is a significant difference, or the results are not normal, so it is necessary to do a histogram chart test to find out the slope of the graph (to the right or to the left).

c) Histogram Graphic

The histogram graph compares the observed data with a distribution that is close to the normal distribution. With this test, it can be seen whether the data is normally distributed or not based on the slope of the graph, either to the left or to the right. In addition, histogram graphs can be used to determine the form of data transformation that will be used to normalize data that is not normally distributed another opg.

If the observation variance from one residual to another observation remains, then it is called homoscedasticity and vice versa if it is different, it is called heteroscedasticity. A good regression model is one where heteroscedasticity does not occur, and the symptoms can be tested by looking at the presence or absence of certain patterns depicted on the scatterplot graph. If the dots form a certain pattern that is regular or in the sense of wavy, widens, then narrows, then it indicates that heteroscedasticity has occurred. Whereas if there is no clear pattern, and the points spread above and below the number 0 on the Y axis, then heteroscedasticity does not occur (Ghozali, 2013: 148).

d) Autocorrelation Validity

The autocorrelation test aims to test whether in a regression model there is a correlation between the confounding errors in the current period (t) and the errors in the previous period (t-1). If there is a correlation, it is called an autocorrelation problem. autocorrelation A good regression model is a regression that is free from autocorrelation, (Ghozali, 2013: 149).

In this study, the autocorrelation test was carried out using the Durbin-Watson (DW test), namely by comparing the DW test values with the values in the Difficult table at the existing k (number of independent variables), n (number of samples), and α (significance level) levels. The decision making whether there is autocorrelation is:

a. A DW number above +2 means there is a negative autocorrelation.

b. DW numbers between -2 to +2 means there is no autocorrelation.

c. DW numbers below -2 mean there is a positive autocorrelation.

Result and Discussion

In this thesis, research was carried out on the influence of quality-cultured school administrative management on the performance of educators at SMK WIDYA KARYA Taman Sidoarjo (Sumantri, 2015). This research involved school principals and teachers at SMK WIDYA KARYA Taman Sidoarjo as respondents. Based on the number of instruments that were filled out by the respondents and returned to the researchers, out of the 84 instruments distributed to the respondents, all of them returned the instruments, so that the respondents used as data in this study were 84 teachers. Demographically, the results of the research profile on a number of SMK WIDYA KARYA teachers in Sidoarjo (Handoko, 2011).

In this study, the sample was SMK WIDYA KARYA teachers in Sidoarjo. The number of questionnaires distributed is 83 respondents. To obtain data from respondents by distributing questionnaires. From the collected data will be identified based on gender, age, length of work. The following is the data of 84 respondents who participated in this study (Tuala, 2018):

Table 1.
Gender

Gender	Accumulation	Percentage (%)
Male	52	61.90
Female	32	38.10
Total	84	100

Source: Anlysed Primary Data

From table 4.1. it appears that the most dominant sex is male as many as 52 people (61.90%), while women are as many as 32 people (38.10%). This indicates that most of the teachers at SMK WIDYA KARYA Taman Sidoarjo are dominated by men.

Table 1.
Respondent Age

Age	Accumulation	Percentage (%)
20 -30	6	7.14
31-40	46	54.76
41-50	32	38.10
Total	84	100

Source: Analysed Primary Data

From table 4.2. it can be seen that there are 6 people aged 20-20 years (7.14%), aged between 31-40 years as many as 46 people (54.76%), aged between 41-50 years as many as 32 people (38.10%) This indicates that most of the teachers at SMK WIDYA KARYA Taman Sidoarjo are of productive age.

Table 2.
Duration of work

Duration	Accumulation	Percentage (%)
1-5 years	10	11.90
6-10 years	46	57.76
> 10 years	28	33.33
Total	84	100

Source: Analysed Primary Data

From table 4.3. It can be seen that 10 people (11.90%) worked between 1-5 years, 46 people (57.76%) worked 6-10 years and worked more than 10 years 28 people (33.33%). The longer the teacher's span of teaching is actually, the longer the teacher teaches, the more professional he is in teaching because in this case he already has more expertise and skills compared to new teachers who still need training and experience.

In order for the data obtained to have meaning and can be interpreted, it is necessary to analyze the data. In this data analysis, hypothesis testing was carried out on all the variables studied, this was intended to prove that there was an influence between the independent

variable and the dependent variable as a whole as stated in the hypothesis stated in the previous chapter. The several statistical tests carried out are as follows:

1.Validity Examination

The validity test was carried out to see whether each instrument was valid or not in the variables of planning (X1), organizing (X2), implementation of content standards (X3), implementation of process standards (X4), and administration of school infrastructure standards (X5) employee performance variable (Y). The critical value of this test is at a significance level of 5% or α: 0.05 or r count > r table (n-1). The instrument item is said to be valid if the correlation number obtained is above the critical correlation number or the probability value is less than 0.05. (Burhan Nurgiyantoro, 2010). The validity test results in this test are:

Table 4.
Independent Variable Validity Test Based on Product Moment Correlation

Item	Validity (r count)	r table	Details
X1.1	0.877	0.1403	Valid
X1.2	0.766	0.1403	Valid
X1.3	0.807	0.1403	Valid
X1.4	0.858	0.1403	Valid
X1.5	0.808	0.1403	Valid
X2.1	0.754	0.1403	Valid
X2.2	0.823	0.1403	Valid
X2.3	0.851	0.1403	Valid
X2.4	0.786	0.1403	Valid
X2.5	0.783	0.1403	Valid
X3.1	0.893	0.1403	Valid
X3.2	0.870	0.1403	Valid
X3.3	0.675	0.1403	Valid
X3.4	0.848	0.1403	Valid
X3.5	0.849	0.1403	Valid
X4.1	0.819	0.1403	Valid
X4.2	0.871	0.1403	Valid
X4.3	0.807	0.1403	Valid
X4.4	0.819	0.1403	Valid
X4.5	0.656	0.1403	Valid
X5.1	0.333	0.1403	Valid
X5.2	0.807	0.1403	Valid
X5.3	0.776	0.1403	Valid
X5.4	0.804	0.1403	Valid
X5.5	0.640	0.1403	Valid
Y.1	0.833	0.1403	Valid
Y.2	0.783	0.1403	Valid
Y.3	0.865	0.1403	Valid
Y.4	0.796	0.1403	Valid
Y.5	0.614	0.1403	Valid

Source: Appendix 4 SPSS calculations – Validity

From table 4.10 above, it can be concluded that all instruments in the independent variables are valid, this is evidenced by the value of each correlation coefficient of each item r count > r table, so that it can be used in subsequent tests, so that all variables can be measured.

2. Reliable Test

The reliability test is an index that shows the extent to which a measuring instrument can be trusted or relied upon. The results obtained from the SPSS analysis tool on the reliability test obtained the following results:

Table 5.
Reliability Test

No	Variable	Alpha Value	Details
1	Planning (X_1)	0.931	Reliable
2	Organizing (X_2)	0.923	Reliable
3	Standard Content Implementation (X_3)	0.933	Reliable
4	Process Implementation Standard (X_4)	0.919	Reliable
5	Facilities and Infrastructure Standard (X_5)	0.851	Reliable
6	Teachers Capability (Y)	0.913	Reliable

Source: Appendix 5, SPSS calculation – Reliability

From each variable, the alpha coefficient is greater than 0.6. For instruments in the form of test kits or questionnaires, if the alpha coefficient is above 0.6 – 0.7, it can be concluded that the measuring instrument is said to be reliable. (Burhan Nurgiyantoro, 2010). Thus, the data from the population that the author studied are included in the valid and reliable categories, so that it is feasible to do further testing.

Discussion

Based on the results of the study, it is shown that the administrative planning variable of a school with a quality culture influences teacher performance. This can be proven by tcount = (4.826) > ttable (1.664) and a significance value of 0.000 < ⍺: 0.05. This research supports research conducted by (Sianturi, 2021) showing that planning, monitoring and evaluating the management of improving teacher performance runs effectively.

The results of the descriptive research show that the response of the majority of respondents to the administrative planning of a school with a quality culture is "agree" because all statements have an average value of 3.69. The highest average of 3.90 is in the statement "Management planning for quality-cultured school administration" (Agatha et al., 2023). These results indicate that the planning carried out in order to improve teacher performance at SMK Widya Karya Taman Sidoarjo is carried out through a teacher council meeting. In this meeting, several agendas were discussed, including goals for improving teacher performance, time schedules for improving teacher performance, targets to be

achieved, supporting facilities and infrastructure, activity agendas, and financing. In realizing and carrying out all activities of an agency or organization, organizational structure is very important because each agency is a work unit to achieve a certain goal requires good management. Therefore, for activities to be run in accordance with the main tasks and functions so that they are coordinated, each member in an agency must know their respective duties, authorities and functions.

In an effort to carry out administrative activities, a work program is created that is systematic, directed, clear, realistic, and can be implemented by administrative officers so that services to teachers, employees, students, parents of students, related institutions, and other communities can run as optimally as possible (Hidayat et al., 2023). School Administration is part of the technical implementation unit for the administration and education data information that needs to be managed by the school principal as well as possible in accordance with applicable regulations. The duties and functions of the school principal are to direct the administration of the school so that it is able to provide excellent administrative services and carry out the 7K services, namely Cleanliness, Health, Security, Order, Beauty, Family and Shade. To carry out these activities, it is necessary to make a work program that is systematic, directed, clear, realistic, and can be implemented by administrative officers so that services to teachers, employees, students, parents of students, related institutions, and other communities can run as optimally as possible.

Making a school administration work plan aims to:

1) The experience of the school principal directing his administration.

2) Work guidelines for school administrators to carry out their duties.

3) Benchmarks to measure the performance of school administration

Background, objectives and functions of the administrative work program:

1) Know the objective state of the school's administration

2) Administrative Work Program for one academic year which includes types

3) Activities, indicators, results achieved, person in charge, cost, and schedule of activities create a clear difference between one organization and another, (1) bring a sense of identity for members of the sub-organization, (2) attach importance to the organization behind one's personal self-interest, and (3) increase organizational stability.

Organizing school administration with a quality culture has a significant effect on teacher performance at Widya Karya Taman Sidoarjo Vocational School.

Based on the results of the study, it was shown that the organizational variables of school administration with a quality culture had an effect on teacher performance. This can be proven by tcount = (3.921) > ttable (1.664) and a significance value of 0.000 <α: 0.05. This research supports research conducted by (Rahmawati, 2018) organizing administrative management influences teacher performance. Organizing in administration is a process of dividing work that is structured to build cooperative relationships between indrivuals or groups in an administrative activity that is formed in a certain structure to achieve the goals that have been planned. So that the placement in the distribution of work tasks and

responsibilities is in accordance with the expertise of each TAS member of staff, then organizing within the scope of administrative management is very much needed.

Implementation of quality cultured content standards has a significant effect on teacher performance at SMK Widya Karya Taman Sidoarjo.

Based on the results of the study, it was shown that the variable implementation of school administration content standards with a quality culture had an effect on teacher performance. This can be proven by tcount = (2.299) > ttable (1.664) and a significance value of 0.024 <α: 0.05. This research supports research conducted by (Dewi & Sifa, 2022) in implementation of administrative content standards has a significant effect on school administrative performance.

The results of the descriptive research found that the response of the majority of respondents to the Implementation of Quality Cultured Content Standards was "agree" because all statements had an average value of 3.49. and the highest average of 3.63 in the statement "Implementation of quality cultured self-development".

The results of research regarding implementation in administration mean moving or directing and motivating TAS staff in achieving goals. So that all forms of administrative activities such as recording, collection, filing and services can be carried out properly and are useful for school principals in making decisions, the principal of SMK Widya Karya Taman Sidoarjo seeks to improve school administration performance. In an effort to improve the performance of school administration is certainly not an easy step to take. To be able to realize school administrative staff who have quality and quantity in their performance, the school principal must be directly involved in implementing administration both verbally and in behavior that supports improving school administration performance.

Implementation of process standards with a quality culture has a significant effect on teacher performance at SMK Widya Karya Taman Sidoarjo.

Based on the results of the study, it was shown that the variable implementation of school administration process standards with a quality culture affected teacher performance. This research supports research conducted by (Dewi & Sifa, 2022) implementation of standardized administrative processes has a significant effect on school administrative performance.

The results of the descriptive research found that the response of the majority of respondents to the Standard Implementation of quality cultured processes was "agree" because of all the statements it has an average value of 3.43. and the highest average of 3.54 in the statement "Contextual Learning".

The process of developing a quality culture at SMK Widya Karya Taman Sidoarjo can be carried out through three levels, namely (1) development at the level of spirit and values; (2) development at the technical level; and (3) development at the social level. At the first level, the process of developing a school quality culture can be started by developing at the spirit

and values level, namely by identifying the various spirits and values of the quality of school life that the school adheres to.

Administration of school infrastructure standards has a significant effect on teacher performance at SMK Widya Karya Taman Sidoarjo

Based on the results of the study, it was shown that the standard administration variable for school infrastructure and school administration with a quality culture had an effect on teacher performance. This can be proven by tcount = (2.004) > ttable (1.664) and a significance value of 0.049 <◻:0.05. This research supports research conducted by (Dewi & Sifa, 2022) Standard administration of administrative school infrastructure facilities have a significant effect on school administrative performance.

The results of the descriptive research found that the response of the majority of respondents to the standard administration of quality cultured infrastructure facilities was "agree" because of all statements it has an average value of 3.57. The highest score is 3.90 in the statement "Transparency in the management of school infrastructure".

The administration of standard facilities and infrastructure at the Widya Karya Taman Sidoarjo Vocational School is transparent. This can be seen from the facilities related to the minimum criteria regarding study rooms, sports areas, places of worship, libraries, laboratories, workshops, playgrounds, places for creativity and recreation as well as other learning resources, which are needed to support the learning process, including the use of technology and communication (Indrasari, 2021).

Administration of facilities and infrastructure standards. Facilities and infrastructure standards are national education standards relating to minimum criteria regarding study rooms, sports areas, places of worship, libraries, laboratories, workshops, playgrounds, creative and recreational areas and other learning resources, which are needed to support the learning process, including the use of technology and communication. (PPRI No. 19 of 2005 concerning National Education Standards, Article 1 paragraph 8). Standard administration of facilities includes furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support an orderly and continuous learning process (Merlita, 2023). Administration of infrastructure standards includes land, classrooms, leadership rooms, educational units, teaching rooms, administration rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, power and service installations, creative areas, and other spaces/places needed to support an orderly and continuous learning process (Mangkunegara, 2012).

Planning, organizing school administration with a quality culture, implementing content standards, implementing process standards, and administering school infrastructure standards simultaneously have a significant effect on teacher performance at SMK Widya Karya Taman Sidoarjo

Simultaneous test results show that planning, organizing school administration with a quality culture, implementing content standards, implementing process standards, and administering school infrastructure standards simultaneously have a significant effect on teacher performance at SMK Widya Karya Taman Sidoarjo, this is evidenced by Fcount (491.659) > Ftable (2.3317) and a significance value of 0.000 < ⍰: 0.05. The research results are supported by (Dewi & Sifa, 2022) administrative management has an effect on improving the performance of school administration (Modelu, 2019).

In quality-based administrative management at Widya Karya Taman Sidoarjo Vocational School, service is something that must be prioritized, always trying to be the best, giving full attention to things that seem small, not creating distance between school members, doing things as well as possible, and tolerance towards fellow school members (Munirom, 2021).

According to Owens, (1995: 81), schools that have excellence or educational success are more influenced by individual and organizational performance which includes values, beliefs, culture, and behavioral norms which are referred to as the human side of organization (human and organizational aspects).

Thus, school culture can be said to be of quality when it allows the growth and development of schools in achieving educational success. School quality culture is the overall physical background, environment, atmosphere, taste, nature and climate of the school productively able to provide experience and the growth of the school to achieve educational success based on the spirit and values espoused by the school (Nasihin, 2018).

Conclusion

Based on the results of the research in the previous chapter, the formulation, objectives and hypotheses put forward in the previous chapter, a conclusion can be drawn as follows:

1. The results of the study show that the administrative planning variable of a school with a quality culture influences the performance of teachers at Widya Karya Taman Sidoarjo Vocational School, this can be proven by a significance value of 0.000 < ⍰: 0.05

2. The results of the study show that the variable of organizing school administration with a quality culture influences the performance of teachers at Widya Karya Taman Sidoarjo Vocational School, this can be proven by a significance value of 0.000 < ⍰: 0.05

3. The results of the study show that the variable implementation of school administration content standards with a quality culture influences the performance of teachers at Widya Karya Taman Sidoarjo Vocational School, this can be proven by a significance value of 0.024 < ⍰: 0.05

4. The results showed that the variable implementation of school administration process standards with a quality culture had an effect on teacher performance at Widya Karya

Taman Sidoarjo Vocational School, this could be proven by a significance value of 0.039 < ⍺: 0.05

5. The results of the study show that the administrative variable standard of school administration facilities and infrastructure of a quality-cultured school affects the performance of teachers at Widya Karya Taman Sidoarjo Vocational School, this can be proven by a significance value of 0.039 < ⍺: 0.05

6. The results of simultaneous testing of quality culture-based administrative management affect the performance of educators at Widya Karya Taman Sidoarjo Vocational School, this is evidenced by the test results Fcount (491.659) > F table (2.3317) and a significance value of 0.000 <⍺: 0.05.

Based on the results of the research, the authors provide several suggestions, including:

1. Administrative staff should maintain the quality of their performance which leads to positive activities, so that efforts to improve the quality of school administration have a quality culture.

2. School principals need to maintain the quality of their leadership, especially in order to improve the quality of human resources who are able to play a role in administrative management with a culture of quality (Notoadmodjo, 2015).

3. In an effort to increase administrative professionalism, it is necessary to develop collegial supervision, in addition to the supervision activities that have been carried out so far.

4. For all parties related to the implementation of school administration management, it is necessary to make more effective efforts through various innovative strategies.

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