

The Influence Of Work Culture, Emotional Intelligence, Individual Characteristics And Career Development On State Mts Teacher Performance In The Deli Serdang District

Mansyur Hidayat Pasaribu, Didik Santoso, Candra Wijaya

^{1,2,3}Universitas Islam Negeri Sumatera Utara Medan

¹*mansyurpasaribu@yahoo.co.id*, ²*didiksantoso@uinsu.ac.id*, ³*candrawijaya@uinsu.ac.id*

ABSTRACT

There is a gap between the expected performance and the current performance of state MTs teachers in Deli Serdang Regency. If this problem does not receive serious attention and is not addressed immediately, the consequences will affect efforts in the field of education and are the main source for decreasing the quality of graduates. This study uses the explanatory correlational method because it aims to describe and measure the degree of relationship between variables in causal modeling using path analysis. Tests were carried out using SMART PLS to obtain the results of the most dominant indicators of the variables studied. The results showed that work culture has a positive effect on teacher performance with a path coefficient value of 0.171 (original sample column) and is significant with a P-value of 0.033 <0.05 (accepted hypotheses). Work culture has a positive effect on career development with a path coefficient value of 0.275 (original sample column) and is significant with a P-value of 0.009 <0.05 (accepted hypotheses). Individual characteristics have a positive effect on teacher performance with a path coefficient value of 0.282 (original sample column) and are significant with a P-value of 0.012 <0.05 (accepted hypothesis). Individual characteristics have a positive effect on career development with a path coefficient value of 0.399 (original sample column) and are significant with a P-value of 0.001 <0.05 (accepted hypothesis). Emotional intelligence has a positive effect on teacher performance with a path coefficient value of 0.138 (original sample column) and is significant with a P-value of 0.037 <0.05 (accepted hypothesis). Emotional intelligence has a positive effect on career development with a path coefficient value of 0.227 (original sample column) and is significant with a P-value of 0.028 <0.05 (accepted hypothesis). Career development has a positive effect on teacher performance with a path coefficient value of 0.371 (original sample column) and is significant with a P-value of 0.001 <0.05 (accepted hypotheses).

Keywords: *Teacher Performance, Culture, Charateristics, Career*

A. INTRODUCTION

One of the determining factors in improving teacher performance is work culture. Work culture is a philosophical statement; it can function as a binding requirement for teachers because it can be used as rules and regulations applied in schools. Teachers who have a high work culture will increase their performance. Work culture can foster how quality and performance are carried out by a teacher who is in an organizational unit. A professional teacher always obeys the rules, adheres to the work culture, and has a work ethic based on an awareness of responsibility and integrity. Teacher professionalism is needed to strengthen the work culture. Vice versa, a work culture is needed to increase teacher professionalism. This work culture is intended as an identity in improving and developing schools in general, one of which is reflected in the professionalism of the teachers. So it is hoped that the existence of a work culture that is believed and can be implemented with full awareness will be able to increase the professionalism of teachers.

Another factor that is thought to influence teacher performance is emotional intelligence. According to (Wibowo,2007), both internal and external factors have an impact on teacher performance. The dominant internal factor is ability or competence. Emotional intelligence is also an internal factor and has an important role in teacher performance. Meanwhile, according to (Ginanjar,2007), emotional intelligence is activating our deepest values and then changing them from something we think about into something we live. The heart knows things that the mind cannot. The heart is a source of energy and deep feelings that demand that we learn, create partnerships, lead, and serve. So the heart is a source of energy and deep feelings that demand that we learn to work together, lead, and provide the best service.

In addition to work culture and emotional intelligence, individual characteristics also affect teacher performance. Individual characteristics are individual differences with other individuals. Individual characteristics in schools are a real thing, and this is because every teacher in the school has a different character. (Thoha,2012) states that individual characteristics include abilities, needs, beliefs, experiences, and expectations. Meanwhile, according to (Armstrong,2010), individual characteristics are the subject's perception of their ability to obtain the expected work results from the tasks that have been given. Individual characteristics: the subjects' perception of their ability to perform the required task Individual characteristics of teachers are characteristics of individual teachers consisting of demographics such as gender, age, and social status such as level of education, occupation, and economic status.

B. LITERATURE REVIEW

With regard to career development, which is also an indicator of improving teacher performance, (Dessler,2007) defines career development as a series of activities (such as workshops) that contribute to the exploration, consolidation, success, and fulfillment of one's career. Meanwhile, (Rahmanita,2014) says ideal career development can be done through two paths, namely individual career development and organizational career development. Career development is a staffing activity that helps teachers plan their future careers at school so that the organization and the teacher concerned can develop themselves to the fullest. Individuals who want their careers to develop must work as much as possible, namely by showing good performance. The purpose of career development as a human resource management activity basically aims to improve and increase the effectiveness of work implementation so that it is increasingly able to make the best contribution to realizing organizational goals. The results of Padendenan's research (2017) show that there is an effect of career development on performance. While the results of research by (Yustiawan, 2016) showed that there is a direct relationship between career development and teacher performance,

The phenomenon found at the state MTs level in Deli Serdang Regency is that there is uneven teacher performance. There are three state MTs where the teacher's performance is not optimal. Several indicators found that 64% of teachers were still not certified educators. In terms of career advancement, there are still many teachers who hold the academic positions of junior teachers and young teachers; meanwhile, the position of middle teachers is still quite vacant. Furthermore, there are no teachers who hold the position of main teacher. From initial observations, it can be seen that the work culture created does not show professionalism as a teacher. The indiscipline of teachers at times is marked by arriving late and leaving early before school hours are over. Researchers also saw that the teachers unpreparedness to make lesson plans on time had become entrenched and a characteristic of the school. In addition, the results of the Teacher Competency Test (UKG) in 2019 showed that the average teacher score at the secondary level was 54.79. This shows the low pedagogic competence and professional competence of teachers in the Deli Serdang district.

The description above shows that there are various factors that can affect teacher performance, both based on research results and based on theory. Based on various existing studies, there are still gaps in teacher performance research efforts. Existing research on teacher performance has yet to show that there is comprehensive research that uncovers and examines variables related to teacher performance. Such as leadership research on improving teacher performance (Khair, 2021), Eljuang and Hartini, 2019), (Sukmawati, 2018). Furthermore,

research on the impact of culture or organizational culture in efforts to develop teacher performance (Dee, 2012), (Liang and Zhang, 2009) is lacking. Research on the relationship between teacher performance and individual characteristics (Hawer, 2013). Career development is also an aspect that can have a determining effect on teacher performance (Burns, 2016), (M. Schellings & J. Mommers, 2018), (Varadharajan, John and Schuck: 2020). From the various explanations of the results of studies on teacher performance, the existing research on teacher performance is still partial; therefore, it is necessary to develop comprehensive research to look at efforts to develop teacher performance.

In addition, the description above also shows that there is a gap between the expected performance and the current performance of state MTs teachers in Deli Serdang Regency. If this problem does not receive serious attention and is not addressed immediately, the consequences will affect efforts in the field of education and are the main source for decreasing the quality of graduates. Therefore, in order to improve the performance of state MTs teachers in Deli Serdang Regency, research on the development of a theoretical model of teacher performance can be carried out. As explained above, performance is influenced by various factors, including work culture, emotional intelligence, individual characteristics, and career development. For this reason, it is necessary to conduct research on the influence of work culture, emotional intelligence, individual characteristics, and career development on the performance of Madrasah Tsanawiyah Ngeri teachers in Deli Serdang Regency.

C. RESEACRH METHOD

In accordance with the nature of the research variables and the stated research objectives, where the research was conducted to examine events that had occurred and then traced back to find out the causal factors, this research was included in ex post facto research. According to (Sugiyono, 2001), ex post facto research is research conducted to examine events that have occurred and then trace back to find out the factors that led to these events. Meanwhile, according to (Sukadinata, 2008), ex post facto research is a research method used to examine cause-and-effect relationships that are not manipulated or given no treatment.

This research design is included in the explanatory correlational research because it aims to describe and measure the degree of relationship between variables in causal modeling using path analysis. This is in accordance with Sarwono's explanation (Sarwono, 2012) which says that research that aims to calculate the magnitude of the influence of one or more exogenous independent variables on other endogenous dependent variables can use path analysis.

According to (Sugiyono, 2009), the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are applied by researchers to study, and then conclusions are drawn. In this study, the population consisted of all State MTs teachers in Deli Serdang Regency, namely 170 teachers spread across 3 State MTs in Deli Serdang Regency. In detail, members of the study population can be seen in Table 1.

Table 1. Distribution of the Total Study Population

No	Madrassa Name	Total
1	MTs Negeri 1	55
2	MTs Negeri 2	67
3	MTs Negeri 3	48
	Total	170

The research sample was taken using a proportional random sampling technique so that the number of samples in each school was obtained as follows, and the results of the computational summary can be seen in Table 2.

1. MTs Negeri 1 $= \frac{55}{170} \times 118 = 38 \text{ peoples}$
2. MTs Negeri 1 $= \frac{67}{170} \times 118 = 47 \text{ peoples}$
3. MTs Negeri 1 $= \frac{48}{170} \times 118 = 33 \text{ peoples}$

Table 2. Sample of State MTs Teachers in Deli Serdang Regency

No	Madrassa Name	Population	Samples
1	MTs Negeri 1	55	38
2	MTs Negeri 2	67	47
3	MTs Negeri 3	48	33
	Total	170	118

3.1 Research Hypothesis Test

According to the theoretical model developed in this study, there are seven hypotheses tested by path analysis. In connection with the use of path analysis, Al-Rasjid suggests that when conducting an analysis, it must first be described diagrammatically as to the structure of the causal relationship between causal variables and effect variables. Then, to test the research

hypothesis, first test each indicator of each variable (Hair et al., 2013). Tests were carried out using SMART PLS to obtain the results of the most dominant indicators of the variables studied (Gio: 2015). According to Sholihin and Ratmono (2013), the estimated coefficient in the AVE table that is greater than 0.5 is declared to have a significant path coefficient.

Therefore, based on the theoretical model developed in this study as stated in Chapter II, a path diagram of the research variables is made, as shown in Figure 1 below.

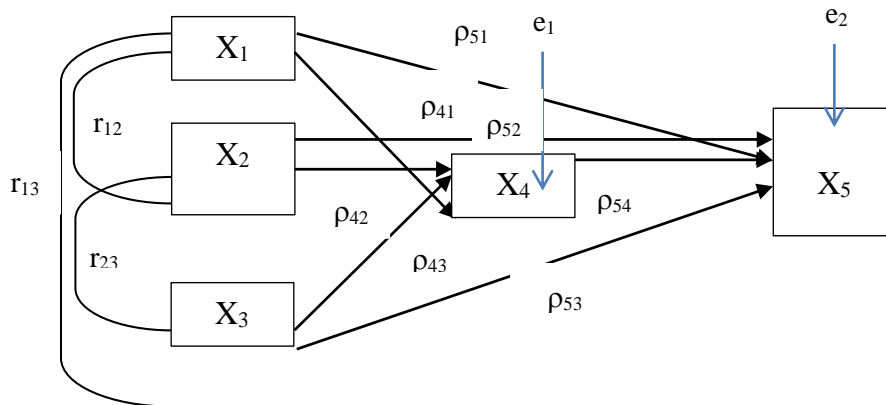


Figure 1. Research Path Diagram Model

Information:

X₁ = Work Culture

X₂ = Emotional Intelligence

X₃ = Individual Characteristics

X₄ = Career Development

X₅ = Teacher Performance

e_1 = Other factors that affect X₄ beyond X₁, X₂, and X₃.

e_2 = Other factors that influence X₅ beyond X₁, X₂, X₃, and X₄

According to the path diagram above, two structural equations are made where X₁, X₂, and X₃ are exogenous variables and X₄ and X₅ are endogenous variables. The structural equation can be seen as follows:

$$1. X_4 = p_{41} X_1 + p_{42} X_2 + p_{43} X_3 + e_1$$

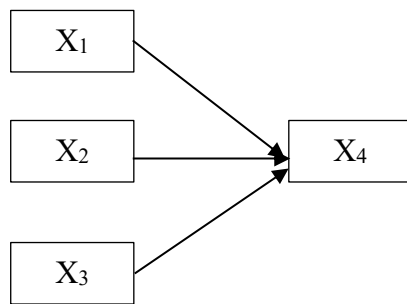


Figure 2. Structural Equation 1/Model 1

$$2. X_5 = p_{51} X_1 + p_{52} X_2 + p_{53} X_3 + p_{54} X_4 + e_2 \quad (\text{Structural Equation 2/Model 2})$$

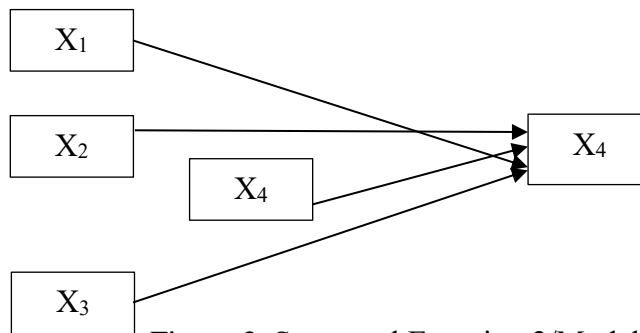


Figure 3. Structural Equation 2/Model 2

Based on the path diagram above, the path coefficient values are determined as follows:

$$r_{12} = p_{21}$$

$$r_{13} = p_{31}$$

$$r_{23} = p_{32}$$

$$r_{14} = p_{41} + p_{42} r_{12} + p_{43} r_{13}$$

$$r_{24} = p_{41} r_{12} + p_{42} + p_{43} r_{23}$$

$$r_{34} = p_{41} r_{13} + p_{42} r_{23} + p_{43}$$

$$r_{15} = p_{51} + p_{52} r_{12} + p_{53} r_{13} + p_{54} r_{14}$$

$$r_{25} = p_{51} r_{12} + p_{52} + p_{53} r_{23} + p_{54} r_{24}$$

$$r_{35} = p_{51} r_{13} + p_{52} r_{23} + p_{53} + p_{54} r_{34}$$

$$r_{45} = p_{51} r_{14} + p_{52} r_{24} + p_{53} r_{34} + p_{54}$$

Information :

r : correlation

p : path coefficient.

By using the SPSS for Windows version 25 application program computer aids, the results of correlation analysis and path analysis between exogenous and endogenous variables will be obtained through Correlations Tables, Model Summary, Anova, and Coefficients. Based on these results, the hypothesis test was carried out.

D. RESULT AND DISCUSSION

Based on the objectives that have been determined, a path test is carried out based on all indicators, which is called testing the model, with the aim of finding the fixed model or main model. As for the indicators in this study, there are as many as 20 indicators from all variables. If this model is considered fixed, then a direct and indirect effect tracing of indicators is carried out on latent variables and between other latent variables. The following is a list of all latent variables and all indicators for each latent variable included in the model. According to the description of Figure 2.

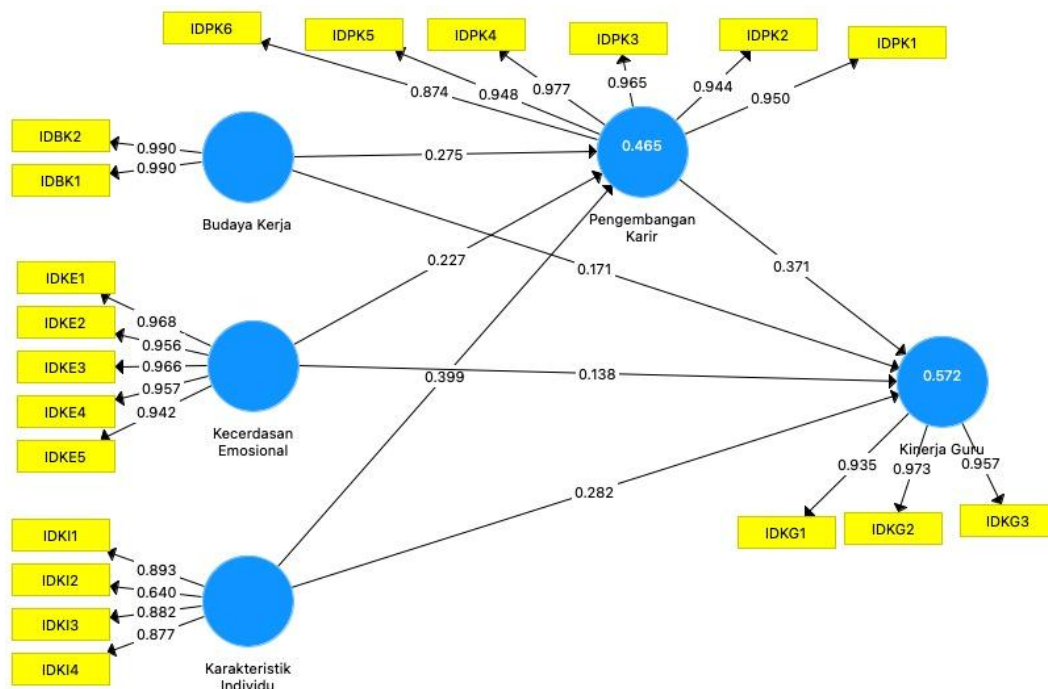


Figure 4. Latent variables, and all indicators

It is known that all loading values are > 0.700 , except for the individual characteristic variable in the second indicator, namely perception; even so, the value of 0.640 has also been raised quite well, meaning that all indicators have met the requirements based on the loading value. Furthermore, testing the significance of the influence based on the average variance

extracted (AVE) value was carried out. The results of this study were obtained as shown in Table 3.

Table 3. Significance test of influence based on the average variance extracted (AVE) value

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Work Culture (X ₁) -> Teacher Performance (X ₅)	0,171	0,167	0,080	2,139	0,033
Work Culture (X ₁) -> Career Development (X ₄)	0,275	0,264	0,105	2,613	0,009
Individual Characteristics (X ₃) -> Teacher Performance (X ₅)	0,282	0,283	0,111	2,528	0,012
Individual Characteristics (X ₃) -> Career Development (X ₄)	0,399	0,399	0,119	3,357	0,001
Emotional Intelligence (X ₂) -> Teacher Performance (X ₅)	0,138	0,127	0,075	1,837	0,037
Emotional Intelligence (X ₂) -> Career Development (X ₄)	0,227	0,215	0,103	2,207	0,028
Career Development (X ₄) -> Teacher Performance (X ₅)	0,371	0,371	0,109	3,394	0,001

From the table above, it is found that work culture has a positive effect on teacher performance with a path coefficient value of 0.171 (original sample column) and is significant with a P-value of 0.033 <0.05 (accepted hypotheses). Work culture has a positive effect on career development with a path coefficient value of 0.275 (original sample column) and is significant with a P-value of 0.009 <0.05 (accepted hypotheses). Individual characteristics have a positive effect on teacher performance with a path coefficient value of 0.282 (original sample column) and are significant with a P-value of 0.012 <0.05 (accepted hypothesis). Individual characteristics have a positive effect on career development with a path coefficient value of 0.399 (original sample column) and are significant with a P-value of 0.001 <0.05 (accepted

hypothesis). Emotional intelligence has a positive effect on teacher performance with a path coefficient value of 0.138 (original sample column) and is significant with a P-value of 0.037 <0.05 (accepted hypothesis). Emotional intelligence has a positive effect on career development with a path coefficient value of 0.227 (original sample column) and is significant with a P-value of 0.028 <0.05 (accepted hypothesis). Career development has a positive effect on teacher performance with a path coefficient value of 0.371 (original sample column) and is significant with a P-value of 0.001 <0.05 (accepted hypotheses).

4.1. The Influence of Work Culture on Teacher Career Development

Based on the results of the research, it shows that work culture has a significant direct effect on the career development of a teacher. If the culture in all organizations or schools is created in such a way as to create an atmosphere that will inspire teachers to carry out their duties, it will certainly have an impact on the development of a teacher's career. This is in accordance with the results of research conducted by Rusby and Hamzah, which found that career development through job satisfaction has an indirect positive and significant effect on teacher performance. In addition, organizational culture as expressed through job satisfaction also indirectly has a positive and significant effect on teacher performance. (Ruzby and Hamzah, 2017)

Likewise with the results of research conducted by (Triatmanto, 2017), which concluded that leadership, organizational culture, and work performance have a significant effect on career development in government organizations. Leadership in career development acts as a mentor and sponsor for employees, as well as providing opportunities for employees to grow or develop. The influence of organizational culture on career development is in terms of forming loyalty or commitment to the organization, while work performance is a requirement for an employee to be able to occupy a certain position as a promotion step.

Even though it is not the only factor that influences career development, the work culture has a very positive impact because, when work conditions are applied properly, it will increase the performance of these members. As stated by (Triatmanto, 2017), work culture is a variable. which has a dominant influence on career development, meaning that career development is mainly determined by how the work culture can be achieved by employees so far. A strong employee work culture will reflect the employee's ability to assume greater responsibility in the new position he will occupy.

1.2. The effect of Emotional Intelligence on Teacher Career Development;

Based on the results of this study, it shows that emotional intelligence has a significant effect on career development. This shows that if a person can control his emotions well, he will create a supportive environment and a very conducive and comfortable work atmosphere. Emotions must be controlled through greater abilities, higher or lower, and requires a separate ability (Goleman, 2015) Emotional intelligence is an important aspect of a person's personality because this is the intelligence that a person has about an object that occurs. Emotional intelligence often means a person's tendency to be happy or hate something that is faced or exposed to it. Emotional intelligence (EI) is a person's ability to detect and manage emotional clues or information, according to (Robbins, 2009).

(Endang Andrian, 2017) expressed this in his research with the results of experience having a significant effect on employee performance; emotional intelligence has a significant effect on employee performance; simultaneously significant effect between experience and emotional intelligence on employee performance, Kasmir's research (2016) revealed this in his research with the results of experience having a significant effect on employee performance; There was a positive effect of emotional intelligence on performance, and there is a positive influence of personality on employee performance at PT Bank Danamon Indonesia Tbk, Unit KM 12 Palembang.

1.3. The Effect of Individual Characteristics on Teacher Career Development

The results of the study show that there is a significant influence between individual characteristics and teacher career development. This means that individual characteristics have an impact on teacher career development. To achieve a good career, a teacher requires a hard-working attitude and strong motivation. It is stated that if a teacher has a strong desire to develop or advance his career, then the attitude of working is more diligent and continuously improving achievement in an institution, school, or madrasah in the hope that career advancement goals can be realized. A teacher who has an attitude towards career development that tends to be positive, in the sense that the teacher has good work performance, is loyal to the organization, is able to complete assignments, and has high responsibility and optimism (Ans & Soens, 2008).

Someone who has an attitude towards career development that tends to be positive, then this will greatly impact their achievement. These results are in accordance with the theory that attitudes towards career development are a trait that tends to change, where a person will struggle to carry out his self-concept by choosing a job that is in accordance with his abilities

or that is almost similar to his self-expression so that the company and the employee concerned can develop themselves to the fullest (Rhebergen & Wognum, 2013). Research conducted by (Rizka, 2013) shows that characteristics or attitudes have an effective contribution to career development.

The characteristics of each individual towards career development are a trait that tends to change when a teacher and the institution concerned are able to develop themselves optimally so that the goals of the school and the teacher can be achieved simultaneously. A teacher is expected to continuously hone skills, improve attitudes towards career development, and always be motivated to make changes that tend to be positive, which will have a positive impact on both the individual and the organization.

1.4. The Influence of Work Culture on Teacher Performance

The results of the study show that there is a significant influence of work culture on the development of teacher performance. This means that work culture has an impact on the development of teacher performance. The cultural system that is built as a role model by members of an organization is a feature or differentiator from other organizations. The culture that has been attached will become the main characteristic and a highly valued feature. (Slowcum W John. Hellrigel Don, 2009) work culture as a form of core values, understanding assumptions and ways of thinking that are owned by the organization and its members, and implementing them within the organizational environment. Work culture also includes commitment and consistency, authority and responsibility, sincerity and honesty, integrity and professionalism, creativity and sensitivity, rationality and emotional intelligence, firmness and firmness, discipline, and work regularity (Aminbeidokhti, 2016; Miller, 2009).

The results of research by (Rizal & Nurjaya, 2019) show that there is a good contribution between work culture and teacher performance at the Tadika Puri Foundation, with a good level of presentation. A good work culture from the organizational environment and leadership policies will also have a good impact on all elements of the school community, such as teachers, committees, parents of students, and the community members who participate in the school (Djafri, 2020; Zaini & Syafaruddin, 2020).

It can be concluded that work culture is able to increase the spirit of mutual cooperation, increase togetherness, be open to each other, increase the spirit of kinship, increase the sense of kinship, build better communication, increase work productivity, and be responsive to developments in the outside world.

1.5. The Effect of Emotional Intelligence on Teacher Performance;

Emotional intelligence is an individual's ability to recognize, understand his own feelings and those of others, control his own feelings, establish relationships, and motivate himself to be better. This study shows that emotional intelligence has a significant impact on teacher performance. The findings of this study are consistent with earlier research that showed emotional intelligence to be a factor in teacher performance (Satrioyono dan Vitasromo, 2018). Furthermore Jurana (2017) found that there is a positive relationship between the emotional intelligence of teachers and teacher performance.

Meanwhile, (Ginanjar, 2007) says that emotional intelligence is activating our deepest values, then changing them from something we think into something we live. The heart knows things that the mind cannot. The heart is a source of energy and deep feelings that demand that we learn, create partnerships, lead, and serve. Another opinion was put forward by (Goleman, 2001), who stated that emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves, and the ability to motivate others. Thus, emotional intelligence includes abilities that are different from but complementary to those of intellectual intelligence.

According to (Suharsono, 2004), emotional intelligence does not only function for self-control but also reflects the ability to manage ideas, concepts, works, and products. There are many advantages if a person has adequate emotional intelligence, including: 1) being able to be a tool for self-control, so that a person does not fall into stupid actions that harm himself or others; 2) being implemented as a way to market or raise ideas, concepts, or even products; and 3) capital is important for someone to develop leadership talent in any field.

The characteristics of emotional intelligence, according to (Goleman, 2001), include having the ability to motivate oneself, endure frustration, control impulses, not exaggerate pleasures, regulate moods, and keep the burden of stress from reducing the ability to think, empathize, and pray. Being able to empathize with others and then inspire oneself to live and persevere in the face of adversity is what it means to be emotionally intelligent as a teacher. as well as having social skills, with indicators namely: (1) recognizing one's own emotions; (2) managing emotions; (3) being self-motivated; (4) recognizing the emotions of others; and (5) building relationships.

1.6. The Effect of Emotional Intelligence on Teacher Performance

Emotional intelligence is an individual's ability to recognize, understand his own feelings and those of others, control his own feelings, establish relationships, and motivate himself to be better. This study shows that emotional intelligence has a significant impact on teacher performance. The findings of this study are consistent with earlier research that showed emotional intelligence to be a factor in teacher performance (Satriyono and Vitasromo, 2018). Furthermore, (Jurana, 2017) found that there is a positive relationship between the emotional intelligence of teachers and teacher performance.

The influence of individual characteristics on teacher performance individual characteristics are the character of an individual and the perspective with which he interprets what he sees according to his character. The results of this study are in line with the findings of previous research that teacher performance is influenced by individual characteristics (Hidayah, 2021). Furthermore, (Ratnasari, 2020). That there is an influence of individual characteristics on teacher performance.

Meanwhile, (Hurriyati, 2005) states that individual characteristics are psychological processes that affect individuals in obtaining, consuming, and receiving goods, services, and experiences. related to individual characteristics, that individuals influence organizational structure, abilities, self-confidence, expectations of needs, and experiences.

According to (Pangabean, 2004), individual characteristics are the character as follows: of an individual who has distinctive characteristics according to certain traits. Meanwhile, (Robbins, 2006) states that individual characteristics are the way of looking at certain objects and trying to interpret what they see. Individual characteristics) are: interests, attitudes, and needs that are brought by a person into a work situation. (Robbins, 2012) mentions these individual characteristic indicators include 1) Ability (ability) is the capacity of an individual to carry out various tasks in a job, 2) Value is based on satisfying, enjoyable work, relationships with people, intellectual development, and time for family. 3) Attitude (attitude) is an evaluative statement—both favorable and unfavorable—about objects, people, or events. 4) Interest (interest) is an attitude that makes people happy about the object situation or certain ideas. 5) education, a person's level of education that influences the mindset, which will have an impact on the level of job satisfaction in accordance with job demands, 6) needs are everything that is needed by humans for the welfare of their lives.

Individual characteristics are individual differences with other individuals. Individual characteristics in an organization are a real thing because each individual has a different character. Individual characteristics are one's interests and attitudes towards oneself,

work, work situations, individual needs, abilities or competencies, knowledge about work, moods, feelings, beliefs, and values.

1.7. The Effect of Career Development on Teacher Performance

The findings in this study indicate that teacher career development has a significant impact on performance. The results of this study are consistent with those of earlier studies (Dumitriu et al., 2014; Pradana Lutfiyanto et al., 2020; Wardhani & Wijaya, 2020), which have shown that a teacher's career development affects their performance. The teacher has always been at the core of the educational process. Yet teacher career development continues to be a key issue in the education system. It is important to note that to help increase student achievement, teachers need to continue to develop knowledge and skills to gain complete competence. Therefore, career development for teachers is an important part of the education system itself.

Career development is an activity carried out to assist an employee in an effort to develop himself to the maximum by planning his future career in an institution (Mangkunegara, 2004). In the educational context, teacher career development should center on measuring student achievement with field knowledge and solving pedagogical problems arising from organizational or educational methods. It is more important to examine the methods that will make a positive contribution to student success, especially in career development (Celik, 2017). According to Hasan, there are 2 types of teacher careers: (1) structural careers and (2) functional careers. Structural career related to the position in the school structure. Meanwhile, functional careers are related to formal achievements in the profession (Hasan, 2017). The development of a teacher's expertise is generally classified into several stages: new teachers, novice teachers, competent teachers, skilled teachers, and expert teachers, while the teacher career development model includes pre-service, recruitment, assignment/selection of teachers, professional development, and lifelong education (Raduan & Na, 2020).

Developing a teacher's career will have an impact on their skills. The teacher's skills in the learning process in the classroom will make the delivery of lessons more interesting and informative. In the end, the findings of this study explain the importance of career development in the teaching profession, which certainly correlates with improving student achievement.

1.8. Teacher Performance Development Model at State MTs Deli Serdang Regency

From the results of the research analysis conducted, this study found a theoretical model of teacher performance. So the findings of this study provide a new model in efforts to

improve teacher performance, starting with individual intelligence, work culture, emotional intelligence, and career development. This model was designed based on the greatest impact among the variables in influencing the teacher's performance. More details can be seen in Figure 5, as follows:

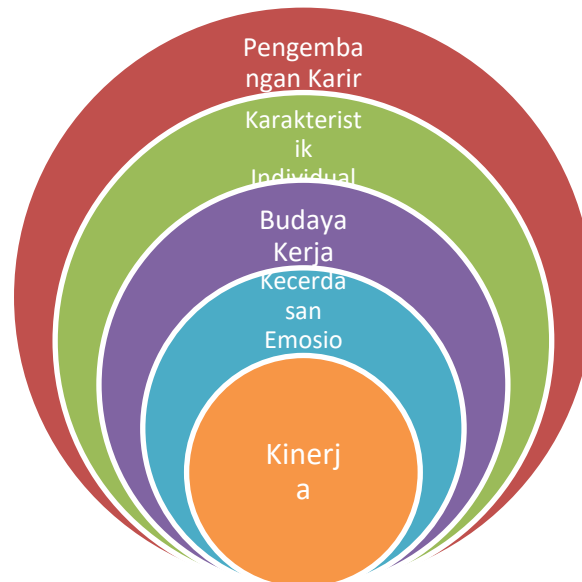


Figure 5. MTs Teacher Performance Improvement Model

E. CONCLUSION

Based on the data and results of the analysis that have been described, it can be concluded as follows:

1. Work culture has a direct effect on teacher career development, so the more conducive the teacher's work culture is, the career development of teachers at MTs Negeri Deli Serdang Regency will also increase.
2. Emotional intelligence has a direct effect on teacher career development, so the higher the emotional intelligence of the teacher, the faster the career development of the teacher at MTs Negeri Deli Serdang Regency will also increase.
3. Individual characteristics have a direct effect on teacher career development, so the better the individual characteristics of teachers, the faster the career development of teachers at MTs Negeri Deli Serdang Regency will also increase.
4. Work culture has a direct effect on teacher performance, so the more conducive the teacher's work culture is, the higher the performance of teachers at MTs Negeri Deli Serdang Regency.

5. Emotional intelligence has a direct effect on teacher performance, so the higher the teacher's emotional intelligence, the higher the performance of teachers at State MTs Deli Serdang Regency.
6. Individual characteristics have a direct effect on teacher performance, so the better the individual characteristics of a teacher, the higher the performance of teachers at the State MTs Deli Serdang Regency.
7. Career development has a direct effect on teacher performance, so the better the teacher's career development, the higher the performance of teachers at the State MTs Deli Serdang Regency.

REFERENCES

- Aminbeidokhti, A. (2016). The Effect Of The Total Quality Management On Organizational Innovation In Higher Education Mediated By Organizational Learning. *Studies in Higher Education*, 41(7). <https://doi.org/10.1080/03075079.2014.966667>
- Ans, V. De, & Soens. (2008). Protean attitude and career success: The mediating role of self-management. *Journal of Vocational Behavior*, 7(3), 449–456.
- Celik, B. (2017). Career Development of Teachers: Importance and Benefits. *International Journal of Social Sciences & Educational Studies*, 4(1), 131–135. <https://doi.org/10.23918/ijsses.v4i1p131>
- Djafri, N. (2020). Pengaruh Gaya Kepemimpinan dan Budaya Kerja Kepala Sekolah di Pendidikan Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 940. <https://doi.org/10.31004/obsesi.v4i2.494>
- Dumitriu, C., Dumitriu, G., & Timofti, I. C. (2014). Teachers' Professional Development and Career Advancement. Limitations of the Current Model of Professional Competences Assessment. *Procedia - Social and Behavioral Sciences*, 116, 864–868. <https://doi.org/10.1016/j.sbspro.2014.01.311>
- Miller, K. (2009). *Organizational Communication: Approach and Processes fifth edition*.
- Pradana Lutfiyanto, R., Huda, N., & Hulmansyah, H. (2020). Pengaruh Pengembangan Karir dan Gaya Kepemimpinan Terhadap Kinerja Guru dengan Organizational Citizenhsip Behavior sebagai variabel mediasi (Study Pada Guru Sekolah Menengah Kejuruan). *JEBA (Journal of Economics and Business Aseanomics)*, 5(2). <https://doi.org/10.33476/j.e.b.a.v5i2.1658>
- Raduan, N. A., & Na, S.-I. (2020). An integrative review of the models for teacher expertise and career development. *European Journal of Teacher Education*, 43(3), 428–451.

<https://doi.org/10.1080/02619768.2020.1728740>

- Rhebergen, & Wognum. (2013). Supporting the career development of older employees: an HRD study in a dutch company. *Training and Development*, 1(3).
- Rizal, A. S., & Nurjaya, N. (2019). PENGARUH KETERAMPILAN KEPALA SEKOLAH, BUDAYA KERJA, DAN FASILITAS PEMBELAJARAN TERHADAP KINERJA GURU SD PADA YAYASAN TADIKA PURI. 67–77. <http://openjournal.unpam.ac.id/index.php/Proceedings/article/view/5250>
- Rizka, Z. (2013). SIKAP TERHADAP PENGEMBANGAN KARIR DENGAN BURNOUT PADA KARYAWAN. *Journal Ilmiah Psikologi Terapa*, 1(2). <https://doi.org/https://doi.org/10.22219/jipt.v1i2.1582>
- Slowcum W John. Hellrigel Don. (2009). *Principles Organizational Behavior*. South Western.
- Sutanto, & Eddy. (2003). Hubungan antara temperament karyawan, pemberian kompensasi, dan jenjang karier yang tersedia terhadap prestasi kerja karyawan. *Jurnal Manajemen & Kewirausahaan*, 5(1).
- Wardhani, R. A. N., & Wijaya, S. A. (2020). Pengaruh Kompetensi Terhadap Pengembangan Karir Dan Kinerja Guru Ekonomi SMA Negeri di Kota Jember. *Jurnal Pendidikan Ekonomi Undiksha*, 12(1), 148. <https://doi.org/10.23887/jjpe.v12i1.24797>
- Zaini, M. F., & Syafaruddin, S. (2020). The Leadership Behavior of Madrasah Principals in Improving the Quality of Education in MAN 3 Medan. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5(2), 95–106. <https://doi.org/10.25217/ji.v5i2.649>