

The Influence of Work Culture and Achievement Motivation on the Quality of Learning at Public Vocational High Schools in Serang City

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Abstract	Article Info
This study was driven by three critical issues: (1) the weak implementation of work culture among vocational high school (SMK) teachers, despite their role as student role models; (2) the need to enhance teachers' achievement motivation to continuously improve competencies and adapt to the rapid advancement of industrial technology; and (3) the suboptimal learning quality in public SMKs in Serang City, as evidenced by the low employment absorption of graduates. The purpose of this research was to examine the influence of work culture and achievement motivation—both individually and jointly—on the quality of learning. A descriptive quantitative research design was employed, utilizing multiple linear regression analysis with SPSS Statistics version 23. The research instrument, tested for validity and reliability on 30 teachers, produced 60 valid items across three variables and was subsequently distributed to 86 teachers from public SMKs in Serang City. The partial test (t-test) results showed that work culture ($p = 0.002$) and achievement motivation ($p = 0.000$) had significant individual effects on the quality of learning. Furthermore, the simultaneous test (F-test) yielded an F value of 84.179 with a significance level of 0.000, confirming that both factors had a strong and significant combined influence on learning quality. These findings underscore the importance of fostering a positive work culture and strengthening teachers' achievement motivation to enhance the educational outcomes in vocational high schools.	Article History <i>Received:</i> February 02, 2025 <i>Revised:</i> April 03, 2025 <i>Accepted:</i> April 28, 2025 Keywords: <i>Work Culture;</i> <i>Achievement</i> <i>Motivation;</i> <i>Quality of</i> <i>Learning</i>

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INTRODUCTION

As part of the national education system, Vocational High Schools (SMK) play an important role in preparing students with competencies that align with the needs of the Industrial World, Business World, and the Workforce. Vocational High Schools (SMK) are established with the aim of producing graduates who are job-ready, educated, and skilled in accordance with industrial demands (Law No. 20:2003). The availability of practical equipment in SMKs often does not keep pace with the technological advancements present in industries. This leads the learning process to rely heavily on theory, images, or videos to introduce students to the technological developments in industry, resulting in students not fully understanding the components of industrial equipment and lacking the ability to operate them in real-world settings. Such conditions are one of the reasons why SMK graduates often lack strong competencies in their field of expertise. Consequently, it is not surprising that

many SMK graduates end up working in areas unrelated to their specialization. This issue is highlighted in the study "Charting Vocational Education: Impact of Agglomeration Economies on Job-Education in Indonesia", which reveals a mismatch between education and employment among vocational school graduates in Indonesia (Paramitasari et al., 2024).

The technological gap between vocational high schools (SMKs) and industry can be addressed through the implementation of a link and match program. One of the key activities of this program is the synchronization of the SMK curriculum with industrial needs. This program aims to ensure alignment between graduates' competencies and the demands of the workforce, so that graduates are highly competitive and professionally prepared to enter the job market. This synchronization seeks to reduce the gap between education and industry requirements (link and match), while also encouraging the development of practice-based learning that is relevant to technological advancements and current industrial standards. The foundation for implementing this synchronization is outlined in Presidential Regulation No. 68 of 2022 concerning the Revitalization of Vocational Education and Training, which emphasizes the importance of partnerships between vocational education institutions and the business/industrial sector (DUDI). In addition, according to Hidayat and Suyatno (2020), industrial involvement in curriculum development can enhance the quality of learning and accelerate graduates' adaptation to the dynamics of the labor market.

Teacher internships in industry are an integral part of the link and match program. This initiative serves as a strategy to strengthen the work culture in vocational high schools (SMKs) by updating teachers' knowledge and skills in accordance with the needs of the labor market. By participating directly in industrial business processes and operations, teachers can adapt their teaching methods, enrich practice-based instructional materials, and foster a professional work ethic in students. This activity aligns with the policy of strengthening the role of vocational teachers in the revitalization of SMKs, as outlined in Presidential Instruction No. 9 of 2016 concerning the Revitalization of Vocational High Schools. According to Wibowo and Suryadi(2021), teacher internships have proven effective in enhancing the relevance of learning to the needs of the business and industrial sectors (DUDI).

Teachers are learning leaders. They serve as initiators, stimulators, executors, and role models. The implementation of work culture in schools is part of the learning process that students will apply once they graduate and enter the workforce. A positive culture established in schools will naturally influence not only students but also teachers. A strong work culture among teachers can foster a positive and productive educational environment, which is expected to enhance the quality and outcomes of learning. A study titled "The Influence of Organizational Culture and Work Motivation on Teacher Performance" found that organizational culture and motivation significantly affect teacher performance (Puspita Sari et al., 2021).

Achievement motivation in teachers is an internal drive that encourages them to achieve optimal performance in their teaching duties. Motivation plays a crucial role in the learning process because it has the power to drive behavioral changes in students, spark enthusiasm, and foster persistence and active participation in learning. In the study titled "The Effect of Teacher Motivation on Students' Mathematics Learning Outcomes", the results showed that teacher motivation had a significant influence on students' performance in learning fractions (Bwarnirun &

Santoso, 2021). Another study concluded that the analysis of the influence of work motivation on learning outcomes showed a significant value. This indicates that teachers' work motivation is one of the key drivers that encourages students to achieve academic success. Highly motivated teachers inspire students to study diligently. Every student desires to succeed in learning, but they also need the role of teachers who motivate them to excel in their studies (Amtu et al., 2020).

The success of education can be measured by the quality of its graduates. At the vocational high school (SMK) level, the benchmark for educational success is the number of graduates absorbed into the industry. Naturally, educational success cannot be separated from the teaching and learning process. Teachers are the key to the success of this process. In a study titled "The Influence of Teacher Competence, Work Culture, and Teacher Motivation on the Job Preparedness of Vocational School Students," the objective was to analyze the impact of work culture on the quality of learning, the impact of teacher motivation on the quality of learning, and the combined impact of teacher competence, work culture, and teacher motivation on the quality of learning. The findings revealed that work culture affects the quality of learning, teacher motivation influences the quality of learning, and collectively, teacher competence, work culture, and teacher motivation significantly impact the quality of learning (Sumarno et al., 2020a).

In Serang City, Banten, there are eight public vocational high schools (SMK Negeri). These schools face several significant challenges in improving the quality of their graduates. Issues related to the quality of learning remain a major concern. Practical activities in each vocational program are carried out using limited facilities, which are still far from meeting industry standards. In addition, students' literacy and numeracy skills also require serious attention. Moreover, the work culture within the school environment remains relatively weak, both among students and teachers, which hinders the creation of a productive learning environment that aligns with the needs of the workforce. Teachers' motivation in delivering lessons also needs improvement, as it directly influences the success of the learning process. Efforts to strengthen work culture, enhance teachers' achievement motivation, and introduce innovations in teaching methods are necessary steps to address these issues and to develop vocational schools capable of producing high-quality, job-ready graduates.

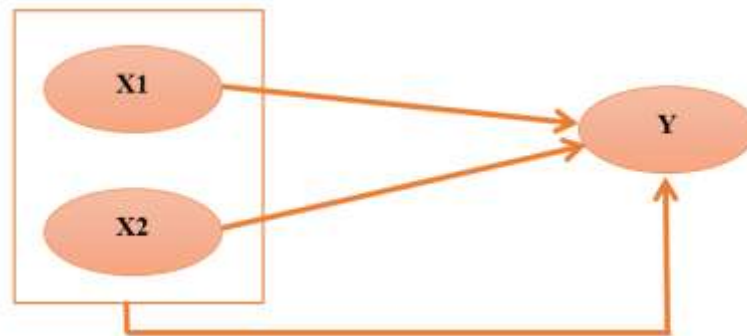
Based on the explanation above, the work culture established in schools will impact teacher performance and help instill discipline in students, ultimately shaping students with strong character. Work culture and teacher motivation significantly influence student learning outcomes (Amtu et al., 2020). A positive work culture can be sustained through the ongoing motivation of both teachers and students in the learning process. Highly motivated teachers will strive to create an engaging learning environment, deliver instruction that meets students' needs, and make every effort to help students develop good character. Therefore, it is necessary to conduct a study on the influence of work culture and teachers' achievement motivation on the quality of learning in vocational high schools (SMK).

METHOD

This study employs a quantitative approach using the explanatory method. This approach is chosen to objectively and measurably explain the influence of the independent variables (work culture and achievement motivation) on the dependent variable (quality of learning). This method enables the researcher to test hypotheses

and examine causal relationships between variables.

Figure 1. Relationship Between Variables



Based on the figure above, the research hypotheses are as follows:

1. $H_0: \rho_{x_1y} \leq 0$, there is no effect, meaning that work culture has no influence on the quality of learning.
 $H_1: \rho_{x_1y} > 0$, there is an effect, meaning that work culture influences the quality of learning.
2. $H_0: \rho_{x_2y} \leq 0$, there is no effect, meaning that achievement motivation has no influence on the quality of learning.
 $H_1: \rho_{x_2y} > 0$, there is an effect, meaning that achievement motivation influences the quality of learning.
3. $H_0: \rho_{x_1x_2y} \leq 0$, there is no effect, meaning that work culture and achievement motivation together have no influence on the quality of learning.
 $H_1: \rho_{x_1x_2y} > 0$, there is an effect, meaning that work culture and achievement motivation together influence the quality of learning.

The population in this study consists of all public vocational high school (SMK Negeri) teachers in Serang City, totaling 602 teachers from 8 SMK Negeri. The sample was determined using the proportional random sampling technique from the existing public vocational schools, ensuring that each teacher had an equal chance of being selected as a respondent.

The sample size was determined using the Slovin formula with a margin of error of 10%. From a population of 602 teachers, a sample of 86 teachers was obtained. This sample is considered representative of the population and allows for the generalization of results. Data were collected from the questionnaire responses of the 86 participants. Each variable consisted of 20 statement items. The questionnaire results were analyzed using IBM SPSS Statistics 23.

RESULT AND DISCUSSION

The hypothesis testing in this study uses multiple linear regression with a two-tailed test, including the t-test, F-test, and the coefficient of determination test.

t-Test

The t-test was conducted to determine whether the independent variables (Work Culture and Achievement Motivation) have a partial (individual) effect on the dependent variable (Quality of Learning).

Table 1. Results of the t-Test (Partial Test)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.090	6.432		2.191	.031
Budaya Kerja	.375	.115	.348	3.255	.002
Motivasi Berprestasi	.461	.097	.511	4.773	.000

a. Dependent Variable: Kualitas Pembelajaran

For the Work Culture variable, the table above shows a significance value of 0.002. Since $\text{Sig. } 0.002 < 0.05$, then: H_0 is rejected, H_1 is accepted. This means that Work Culture has a significant effect on the Quality of Learning. The regression coefficient (B) value of 0.375 indicates that for every one-unit increase in Work Culture, the Quality of Learning increases by 0.375 units, assuming other variables remain constant. Furthermore, the standardized Beta coefficient value of 0.348 shows that the contribution of Work Culture to the Quality of Learning falls into the moderate category. For the Achievement Motivation variable, the t-test results also show that the significance value is 0.000, which is less than 0.05. Therefore, Achievement Motivation also has a significant effect on the Quality of Learning. The regression coefficient (B) value of 0.461 indicates that for every one-unit increase in Achievement Motivation, the Quality of Learning increases by 0.461 units, assuming other variables remain constant. The standardized Beta coefficient value of 0.511 shows that the effect of Achievement Motivation on the Quality of Learning is greater than that of Work Culture and falls into the strong category. The comparison between the critical t-values (t-table) and the computed t-values for the independent variables in this study is as follows:

Table 2. t-Table and t-Calculated Values

Variable	t-Calculated	t-Table ($\alpha = 0.05$)	Decision
Work Culture	3.255	1.989	$3.255 > 1.989 \rightarrow$ Significant
Achievement Motivation	4.773	1.989	$4.773 > 1.989 \rightarrow$ Significant

Based on the table above, it is shown that $t\text{-calculated} > t\text{-table}$ for both variables. Therefore, Work Culture and Achievement Motivation have a significant partial effect on the Quality of Learning.

F-test

The F-test in multiple linear regression is used to determine whether the overall regression model is significant, that is, whether the independent variables (Achievement Motivation and Work Culture) simultaneously have an effect on the dependent variable (Quality of Learning).

Table 3. Results of the F-Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2906.067	2	1453.033	84.179	.000 ^b
	Residual	1432.689	83	17.261		
	Total	4338.756	85			

a. Dependent Variable: Kualitas Pembelajaran

b. Predictors: (Constant), Motivasi Berprestasi, Budaya Kerja

Based on the table above, the calculated F-value is 84.179. The F-table value is obtained from the F-distribution based on the following:

df1 (numerator) = number of independent variables = 2

df2 (denominator) = $n - k - 1 = 86 - 2 - 1 = 83$

α (level of significance) = 0.05 (commonly used)

From the F-distribution table or using a statistical calculator, we find:

F-table (df1 = 2, df2 = 83, $\alpha = 0.05$) ≈ 3.11

Thus, the calculated F value of 84.179 is greater than the F-table value of 3.11, which means that H_0 is rejected. This indicates that Achievement Motivation and Work Culture simultaneously have a significant effect on the Quality of Learning.

In the calculation of the significance value, the basis for decision-making is that if the p-value < 0.05, then the regression model is significant; and if the p-value ≥ 0.05 , then the regression model is not significant. The result shows that since the p-value = $0.000 < 0.05$, the model is statistically significant. Therefore, based on the F-test, Achievement Motivation and Work Culture simultaneously have a significant effect on the Quality of Learning in Public Vocational High Schools (SMK Negeri) in the City of Serang.

Multiple Regression Equation

Based on the partial t-test (Table 4.10) and the simultaneous F-test (Table 4.11), the values of the regression coefficients (Unstandardized Coefficients) result in the following regression equation:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 14.090 + 0.375X_1 + 0.461X_2$$

Based on the equation above, it can be interpreted that if Work Culture and Achievement Motivation are both zero, the estimated value of Learning Quality is 14.090. Each one-unit increase in Work Culture will increase Learning Quality by 0.375. Similarly, each one-unit increase in Achievement Motivation will increase Learning Quality by 0.461.

The Most Dominant Variable. Based on the values of the Standardized Coefficients (Beta), it is found that:

$$\text{Beta for Work Culture} = 0.348$$

$$\text{Beta for Achievement Motivation} = 0.511$$

This indicates that Achievement Motivation is the most dominant variable influencing the Quality of Learning.

This indicates that Achievement Motivation is the most dominant variable influencing the Quality of Learning, as it has the highest beta value. It suggests that

teachers or educators with a strong drive to achieve tend to make greater efforts in preparing, implementing, and evaluating the learning process to the fullest extent

Coefficient of Determination (R^2 or Adjusted R^2)

Based on the results of the multiple linear regression analysis conducted to examine the effect of Achievement Motivation and Work Culture on the Quality of Learning, the following output was obtained:

Table 4. Test of the Coefficient of Determination

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 ^a	.670	.662	4.155

a. Predictors: (Constant), Motivasi Berprestasi, Budaya Kerja

b. Dependent Variable: Kualitas Pembelajaran

The results show that the correlation coefficient (R) is 0.818, which indicates a very strong relationship between the variables of Achievement Motivation and Work Culture and the Quality of Learning. The guideline for statistical interpretation is as follows:

Table 5. Statistical Interpretation of R Values

R Value Range	Relationship
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The R Square value (coefficient of determination) of 0.670 indicates that 67% of the variation in the Learning Quality variable can be explained by the two independent variables, namely Achievement Motivation and Work Culture. Meanwhile, the remaining 33% is explained by other variables not included in this model.

The Adjusted R Square value of 0.662 indicates that, after adjusting for the number of independent variables in the model, the contribution of the two variables to the quality of learning remains very high, at 66.2%.

The Standard Error of the Estimate value of 4.155 indicates the extent of deviation between the actual data and the predicted data. The smaller this value, the more accurate the model's predictions of the dependent variable.

Therefore, it can be concluded that the regression model has a very strong predictive power, and both independent variables (Achievement Motivation and Work Culture) simultaneously make a significant contribution to improving the quality of learning at public vocational high schools (SMK Negeri) in the city of Serang.

DISCUSSION

Based on the results of the t-test and F-test, this study shows, first, that there is an influence of work culture on the quality of learning. Second, there is an influence of achievement motivation on the quality of learning. Third, there is a joint influence of work culture and achievement motivation on the quality of learning at public vocational high schools (SMK) in the city of Serang.

The Influence of Work Culture on the Quality of Learning at Public Vocational High Schools (SMK Negeri) in the City of Serang

The results of the partial t-test show that the Work Culture variable (X1), as presented in Table 1, has a significant influence on the Quality of Learning. This is indicated by a significance value of 0.002, which is lower than the threshold of 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that improvements in teachers' work culture at school—such as discipline, responsibility, collaboration, and integrity—are positively correlated with enhancements in the quality of learning received by students. These findings underscore the importance of fostering a professional and ethical work environment for teachers, as it is reflected in how they deliver material, interact with students, and manage their classrooms overall.

The regression coefficient (B) value of 0.375 indicates that for every one-unit increase in the Work Culture score, the Quality of Learning increases by 0.375 units, assuming other variables remain constant. This suggests a fairly strong relationship, although it is not the only influencing factor. Meanwhile, the standardized beta coefficient value of 0.348 indicates that Work Culture contributes at a moderate level to the improvement of learning quality compared to other variables in the regression model. This shows that work culture is an important aspect, but it must be complemented by other factors such as achievement motivation, teachers' professional competence, and school management support. Thus, the results of this study indicate that work culture has a significant effect on the quality of learning at public vocational high schools (SMK) in the city of Serang.

These findings are consistent with the research conducted by Sumarno (2022), which showed that work culture has a positive and significant influence on the quality of learning in vocational high schools. This is evidenced by the value of the t-statistic (3.204) being greater than the t-table (1.972), and the significance value (0.020) being less than 0.05. Similarly, a study by Maria Satia Prayitna et al. (2024) also indicated that the implementation of organizational culture positively impacts pedagogical competence, which in turn benefits the quality of learning received by students. Therefore, schools need to continuously instill and strengthen work culture values among all educators to drive comprehensive improvements in educational quality. In a study on the implementation of the 5S Industrial Culture (Seiri, Seiton, Seiso, Seiketsu, and Shitsuke) to improve the effectiveness of student practice in Class XII Ototronik 4 at SMK Taman Karya Madya Pertambangan Kebumen, the results showed a t-statistic of 2.173 and a t-table value of 2.05, leading to the conclusion that the correlation coefficient between the implementation of the 5S Industrial Culture and practice effectiveness is significant. It is important to note that practical subjects in vocational schools involve a larger portion of learning compared to theory. Thus, the results of this study are closely related to the quality of learning produced.

The Influence of Achievement Motivation on the Quality of Learning at Public Vocational Schools in Serang City

This study shows that Achievement Motivation has a significant influence on the Quality of Learning in vocational high schools. The t-test results, with a significance value of 0.000 (< 0.05), indicate that there is a statistically strong relationship between Achievement Motivation and the improvement of learning quality. This means that the higher an individual's motivation to achieve, the greater their ability to create high-quality learning experiences. Achievement motivation reflects the internal drive of teachers or students to meet certain standards, complete tasks effectively, and continuously develop themselves. In the context of education, this motivation can enhance the effectiveness of teaching strategies, the attainment of basic competencies, and foster innovation in the teaching and learning process.

A regression coefficient of 0.461 indicates that the contribution of achievement motivation to the quality of learning is considerable. For every one-unit increase in achievement motivation, there is a corresponding increase of 0.461 units in learning quality, assuming other variables remain constant. Meanwhile, the standardized beta coefficient of 0.511 suggests that this variable has a more dominant influence compared to the work culture variable. This value falls into the strong category based on standard interpretations of beta coefficients, indicating that Achievement Motivation is a key factor in shaping effective and high-quality learning. The results indicate that achievement motivation has a strong influence on the quality of learning at public vocational high schools (SMK) in the city of Serang.

This finding is in line with McClelland's theory (1961), which states that individuals with high achievement motivation tend to set challenging goals and strive diligently to achieve them. In the educational context, this tendency positively impacts the quality of learning.

In the study *Teacher Competence, Work Culture, and Teacher Motivation Influence the Job Readiness of Vocational School Students* by Sumarno (2022), the t-statistic value was 7.776, which is greater than the t-table value of 1.972. This indicates that motivation has a significant effect on the quality of learning. This finding is also supported by the research of Fitriani & Suryani (2021), which showed that achievement motivation has a positive and significant effect on teacher performance, which in turn contributes to improving the quality of learning. Furthermore, a study by Nurfadillah (2020) in secondary schools found that teachers with high motivation are more capable of creating a supportive and enjoyable learning environment and are more innovative in their teaching methods. Thus, it can be concluded that achievement motivation is not only important for individuals but also plays a significant role in shaping a better and more responsive education system that meets students' needs.

The Influence of Achievement Motivation and Work Culture on the Quality of Learning at Public Vocational Schools in Serang City

Based on the results of the simultaneous F-test, the F-value obtained is 84.179, which is far greater than the F-table value of 3.11. This indicates that, statistically, the regression model used in this study is significant overall. This means that the independent variables, namely Achievement Motivation and Work Culture, jointly have a significant influence on the dependent variable, which is the Quality of Learning. Furthermore, the p-value of 0.000, which is smaller than the significance

level of 0.05, further strengthens the conclusion that both independent variables indeed have a real contribution to the improvement of learning quality in vocational schools. Thus, it is concluded that both work culture and achievement motivation have a strong influence on the quality of learning at public vocational high schools (SMK) in the city of Serang.

These findings are in line with the research conducted by Mulyasa (2013), which states that achievement motivation is an important factor in shaping the character of both teachers and students to achieve better educational quality. In addition, a positive work culture within the school environment creates an atmosphere that supports an effective teaching and learning process. As stated by Suyanto and Asep Jihad (2012), a strong work culture plays a role in improving teacher performance and fostering meaningful learning. Thus, the combination of intrinsic motivation and a conducive work environment can create synergy in achieving high-quality learning.

Practically, these results imply that efforts to improve the quality of learning in vocational schools cannot rely on a single factor alone, but must consider various aspects simultaneously, including enhancing teacher motivation and fostering a professional work culture. Motivation can be increased through training, recognition, and career development, while work culture can be strengthened through visionary leadership, effective communication, and the creation of positive institutional values. Therefore, school management needs to develop a comprehensive and sustainable strategy to promote these two factors as the main foundation for improving the quality of education.

Theoretically, this research contributes to enriching academic insight into the relationship between work culture, achievement motivation, and the quality of learning, particularly in the context of vocational education at vocational high schools (SMK). This study can also serve as a reference for vocational schools in their efforts to improve the quality of learning.

Practically, the results of this study are expected to provide guidance for several parties:

First, for teachers: this research can serve as a guideline for improving learning quality through the implementation of a positive work culture and the enhancement of achievement motivation. Teachers can better understand the factors that influence learning quality, thereby enabling them to design more effective, interactive, and meaningful learning strategies for students.

Second, for school principals or school managers: the results of this study can be used as a basis for policy-making to create a conducive work environment that supports the professional development of teachers. Principals can design relevant training and development programs and foster a collaborative and innovative work culture to enhance the quality of education in the school. Third, for school supervisors: this research provides a clear picture of the state of work culture and achievement motivation in schools, enabling supervisors to conduct more targeted monitoring and evaluation. In addition, the findings of this study can be used as a reference for formulating policy recommendations aimed at continuously improving the quality of education at the vocational high school level.

This study limits the scope of learning quality to two aspects only: work culture and achievement motivation. However, there are still many other factors that influence learning quality, including the quality of leadership, learning facilities, teaching

methods, learning environment, students' family backgrounds, and many more. This opens up opportunities for further research to investigate other variables.

The finding that Work Culture and Achievement Motivation have a significant influence on Learning Quality indicates that strengthening the work culture of teachers and educational staff should become a priority in school policy. A positive work culture reflects values such as discipline, responsibility, collaboration, and commitment to duties, which ultimately enhances the quality of both the learning process and outcomes. Schools need to develop programs to strengthen work culture through training, regular performance evaluations, and the instillation of professional values among teachers and staff.

Achievement Motivation exerts a greater influence than Work Culture (Beta 0.511 vs. 0.348), suggesting that the intrinsic motivation of both teachers and students to achieve excellence has a substantial impact on learning quality. Therefore, it is essential for school leaders to create an environment that supports the recognition of achievement, provision of rewards, career advancement opportunities, and a healthy competitive climate among teachers.

Learning quality is not solely determined by the curriculum or facilities but is also significantly influenced by the culture and individual motivation within the educational environment. Consequently, in designing the school's operational curriculum (KOS), it is necessary to integrate approaches that foster a positive work culture and achievement motivation among both educators and students.

CONCLUSIONS

Based on the research findings, the conclusions are as follows: There is a positive and significant influence of work culture on the quality of learning at public vocational schools in Serang City. This means that every one-unit increase in work culture will improve the quality of learning by 0.375 units, assuming other variables remain constant. The contribution of work culture to learning quality falls into the moderate category. There is a positive and significant influence of achievement motivation on the quality of learning at public vocational schools in Serang City. This means that every one-unit increase in achievement motivation will improve the quality of learning by 0.461 units, assuming other variables remain constant. The contribution of achievement motivation falls into the strong category. There is a strong influence of both work culture and achievement motivation on the quality of learning at public vocational schools in Serang City, as indicated by an R-value of 0.818.

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