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The Effect of Mastery of Information and Technology (IT) and Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi

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ABSTRACT

The purpose of this study was to determine the effect of Mastery of Technology and Information (IT) and Work Culture on Teacher Performance at SMAN 4 Bukittinggi. This study uses a quantitative correlation approach. Data collection in this study the author obtained through questionnaires. The population in this study amounted to 61 teachers. Then the sample in this study was 38 teachers who were taken randomly. The data analysis technique that the author did was the classic assumption test in the form of normality test, multicollinearity test, heteroscedasticity test. Then the final data analysis the author uses is multiple linear regression analysis, F test, and determination test. The results showed that 1) there was an influence of Mastery of Technology and Information (IT) on Teacher Performance at SMAN 4 Bukittinggi with a linear regression equation Y = 22.011 + 0.655X1 and the influence of Mastery of Technology and Information (IT) of 65.5%; 2) there is an influence of Work Culture on Teacher Performance at SMAN 4 Bukittinggi with a linear regression equation Y = 22.011 + 0.548X2 and the influence of Work Culture is 54.8%, and 3) there is a joint influence between Mastery of Technology and Information (IT) (X1) and Work Culture (X2) on Teacher Performance at SMAN 4 Bukittinggi (Y) where the value of Fcount>FTable or 47, 501>3.25 with the regression equation Y = 22.011 + 0.655X1 + 0.548X2, the Coefficient of Determination R2 (R Square) of 0.731 which means that Mastery of Technology and Information (IT) and Work Culture are able to influence Teacher Performance at SMAN 4 Bukittinggi with an influence of 73.1%.

Keywords: Mastery of Information and Technology (IT), Work Culture, Teacher Performance

ABSTRAK

Tujuan penelitian ini untuk mengetahui pengaruh Pengaruh Penguasaan Teknologi dan Informasi (TI) dan Budaya Kerja Islam terhadap Kinerja Guru di SMAN 4 Bukittinggi. Penelitian ini menggunakan pendekatan kuantitatif korelasi. Pengumpulan data dalam penelitian ini penulis memperoleh melalui angket. Populasi dalam penelitian ini berjumlah 61 orang guru. Kemudian sampel dalam penelitian ini berjumalah 38 orang guru yang di ambil secara acak. Teknik analisis data yang penulis lakukan yaitu uji asumsi klasik berupa uji normalitas, uji multikolinearitas, uji heteroskedastisitas. Kemudian analisis data akhir penulis gunakan adalah analisis regresi linier berganda, uji F, dan Uji Determinasi. Hasil penelitian menunjukkan bahwa 1) ada pengaruh Penguasaan Teknologi dan Informasi (TI) terhadap Kinerja Guru di SMAN 4 Bukittinggi dengan persamaan regresi linier Y = 22,011 + 0,655X1 dan pengaruh Penguasaan Teknologi dan Informasi (TI) sebesar 65,5%; 2) ada pengaruh Budaya Kerja Islam terhadap Kinerja Guru di SMAN 4 Bukittinggi dengan persamaan regresi linier Y = 22,011 + 0,548X2 dan pengaruh Budaya Kerja Islam sebesar 54,8%, dan 3) ada pengaruh secara bersama-sama antara Penguasaan Teknologi dan Informasi (TI) (X1) dan Budaya Kerja Islam (X2)

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terhadap Kinerja Guru di SMAN 4 Bukittinggi (Y) dimana nilai Fhitung>FTable atau 47,501>3,25 dengan persamaan regresi Y = 22,011 + 0,655X1 + 0,548X2, Koefisien Determinasi R2 (R Square) sebesar 0,731 yang berarti bahwa Penguasaan Teknologi dan Informasi (TI) dan Budaya Kerja Islam mampu mempengaruhi Kinerja Guru di SMAN 4 Bukittinggi dengan pengaruh sebesar 73,1%.

Kata kunci: *Penguasaan Teknologi dan Informasi (TI), Budaya Kerja Islam, Kinerja Guru.*

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A. INTRODUCTION

Teachers have an important role in determining the quality of education, as a figure responsible for educating and directing students. The success of education is greatly influenced by the competence and performance of teachers in carrying out their duties (Guntoro, 2020). Performance is defined as an effort or charity that a person does in carrying out their duties or responsibilities, both individually and collectively, with the aim of fulfilling the mandate given by Allah SWT and achieving His pleasure. Performance in Islam is not only measured by the end result, but also by the process and intention that underlies it (Umam, 2020). In this context, teacher performance includes various aspects such as teaching ability, interaction with students, and contribution to the development of learners. In accordance with QS. Al-Hasyr: 18, good performance reflects the responsibility and quality of one's work in carrying out their duties. This verse is evidence that the Qur'an views that performance is the quality of work achieved by an employee in carrying out his duties in accordance with the responsibilities that have been given to him.

Teacher performance is the level of success of a teacher in carrying out his/her duties and responsibilities in accordance with established professionalism standards. This performance includes all aspects of teacher activities, both in planning, implementing, and evaluating the learning process, with the main objective of improving the quality of education and the character building of students (Arifandi, 2020). Teacher performance can be measured through an assessment that aims to identify the ability and performance of the teacher's work. This measurement is important to understand the extent of the teacher's efforts and abilities in carrying out learning tasks and other additional tasks. In addition, teacher performance assessment also aims to calculate the credit score that teachers get for their work (Pianda, 2018). Various factors such as mental attitude, education, skills, leadership management, and work environment affect teacher performance, as stated by Hasibuan, (2010). In addition, the rapid development of technology in the era of globalization also adds a new dimension to improving teacher performance..

The demand to master information technology (IT) is becoming increasingly important in supporting a more effective and efficient learning process (Lestari, 2018). However, a Pustekkom survey shows that most teachers in Indonesia still face various obstacles in utilizing this technology, including age, lack of educational technology content, and limited available facilities. This suggests that mastery of technology requires not only training, but also the support of an adequate work environment to support teachers' optimal performance (Nurhayati et al., 2022).

Islamic Work Culture is also an important factor affecting teacher performance. A good

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Islamic Work Culture can create a conducive and productive work environment. Conversely, a lack of discipline, effective communication, and rewards and recognition can hinder teacher performance (Permana & Eliza, 2022). Menurut Kamijan, (2021), teacher performance is influenced by ability, motivation, support, and relationship with the organization. Individual, psychological, and organizational factors also play a role, such as skills, attitudes, motivation, and organizational structure. In the context of teachers, performance is influenced by work culture and skills, especially mastery of Information Technology (IT) to support learning.

The result of observation on November 11, 2023 at SMAN 4 Bukittinggi shows that the work culture and mastery of Information Technology (IT) of teachers are still not good, seen from the lack of discipline during learning, ineffective communication, and the dominance of conventional methods such as lectures. Teachers also lack mastery of educational hardware and software and have not been able to integrate technology in learning. Nevertheless, teachers' performance is still optimal, as seen from their thorough preparation for learning, ability to inspire students, adjustment of teaching methods according to students' needs, and effective post-learning evaluation, including the implementation of formative assessment and professional development.

Based on this background, this study aims to examine the effect of mastery of information technology and Islamic Work Culture on teacher performance at SMAN 4 Bukittinggi. This study is expected to provide a deeper insight into the factors that influence teacher performance and provide recommendations to improve the quality of education in the school.

B. METHOD

This study uses a correlational quantitative approach, which aims to determine the relationship or influence between two independent variables, namely mastery of information technology and Islamic Work Culture, on the dependent variable, namely teacher performance. This approach allows researchers to measure the strength of the relationship between variables objectively through statistical analysis. This research took place from February 2024 to April 2024. The research population consisted of 61 teachers at SMAN 4 Bukittinggi, and the research sample of 38 teachers was taken using simple random sampling technique, which provides equal opportunities for each member of the population to be selected so as to produce a representative sample. The withdrawal of this sample uses the Slovin formula because it is to determine the sample size of a population when the population size is known, but we do not have detailed data for the entire population.. Data were collected through a questionnaire designed using a Likert scale. This questionnaire contains questions that measure the level of mastery of information technology, Islamic Work Culture, and teacher performance based on indicators relevant to the research objectives. Once the data was collected, the analysis was conducted through a series of classical assumption tests, including a normality test to ensure the residual data was normally distributed, a multicollinearity test to check there was no highly linear relationship between the independent variables, and a heteroscedasticity test to ensure the residual variance was constant. The next stage is data analysis with multiple linear regression using SPPS 22 to measure the effect of mastery of information technology and Islamic Work Culture on teacher performance, both simultaneously and partially. The F test was conducted to evaluate the effect of the two independent variables together on the dependent variable, while the determination test (R^2) was used to determine the contribution

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of the independent variable in explaining the variation in the dependent variable. With this approach, the research provides measurable results regarding the relationship and influence between variables, which are relevant to efforts to improve teacher performance.

C. RESULT AND DISCUSION

1. Research Results

a. Analysis of Research Data

To conduct statistical tests, the following criteria were tested:

1) Analysis Prerequisite Test

a) Normality Test

The normality test is part of the classic assumption test. The normality test aims to determine whether the residual value is normally distributed or not. a good regression model is to have a normally distributed residual value. The test criteria are if the significance value (Sig) or probability value (p)> 0.05 then the data is normally distributed. The normality test analysis on each research variable was carried out with the Kolmogorov smirnov test which was processed using SPSS 22, it was found that the test significance value on the Influence variable between Mastery of Technology and Information (IT) was 0.200> from alpha 0.05, and the Islamic Work Culture variable was 0.093> from alpha 0.05, and the Teacher Performance variable at SMAN 4 Bukittinggi was 0.162> from alpha 0.05, so the data was normally distributed. For more details can be seen in the table as follows:

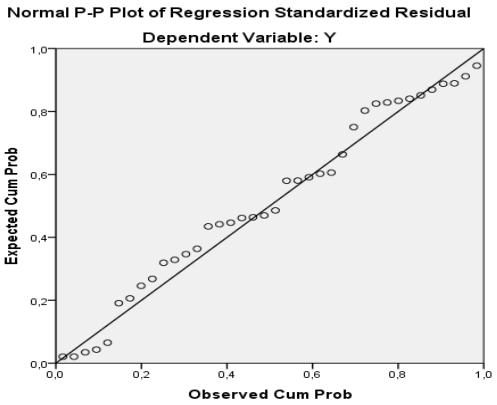
Table 4. 1
Normality Test
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Y	,122	38	,162	,960	38	,184
X2	,132	38	,093	,961	38	,206
X1	,088	38	,200*	,974	38	,506

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Sumber: Test Distribution Is Normal dari SPSS 22

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Grafik 4. 1
Normal P-P Plot



Based on the P-P Plot graph of Variable Y (Teacher Performance at SMAN 4 Bukittinggi) above, it can be concluded that the data is close to the diagonal line, which means it shows that the data is normally distributed.

b) Multicollinearity Test

The multicollinearity test is carried out to determine whether the regression model finds a correlation between the independent variables. If there is a correlation there is a multicollinearity problem that must be overcome. Multicollinearity problems in a system can be seen from:

i. If the Tolerance value is greater than 0.10, then there is no multicollinearity or correlation between the independent variables.
ii. If the VIF value is smaller than 10.00, there is no multicollinearity or correlation between the independent variables.

For more clarity, it can be seen in the following table:

Table 4. 2
Multicollinearity Test

Collinearity Statistics	
Tolerance	VIF
,800	1,250
,800	1,250

a. Dependent Variable: Y

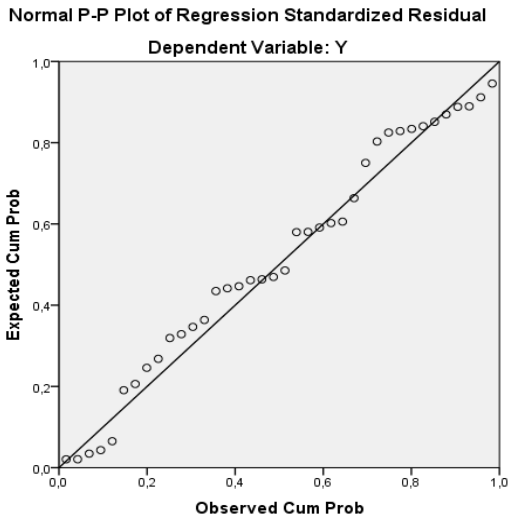
Based on the table above, it can be seen that the tolerance value of the Mastery of Technology and Information (IT) variable is 0.800>0.10 and the tolerance value of the Islamic Work Culture variable is 0.800>0.10, so there is no multicollinearity or correlation between the independent variables. Furthermore, the VIF value of the Mastery of Technology and Information (IT) variable is 1.250 < 10.00 and the VIF value of the Islamic Work Culture variable is 1.250 < 10.00, so there is no multicollinearity or correlation between the independent variables.

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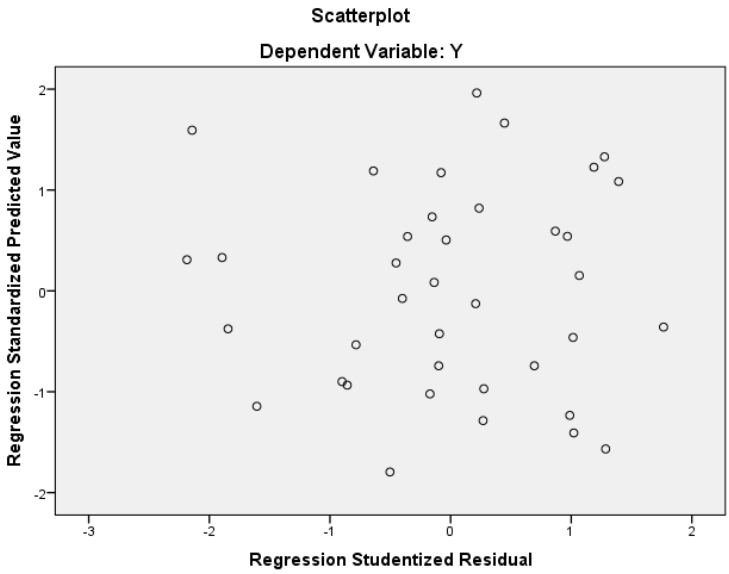
c) Heteroscedasticity Test

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another. If the variance is different, it is called heteroscedasticity. One way to determine the presence or absence of heteroscedasticity in a regression model is by looking at the seccatterplot graph or the predicted value of the related variable, SRESID, with the residual error, ZPRED. If there is no certain pattern and does not spread above and below the number 0 on the y axis, then there is no heteroscedasticity, and if there is a certain pattern and spreads above and below the number 0 on the y axis, then heteroscedasticity occurs. For more details, it can be seen in the graph below.

Grafik 4. 2
Normal P-P Plot



Grafik 4. 3
Scatterplot



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Based on the scatterplot graph obtained from the results of SPSS 22 output, it shows that the distribution data points are above and below or around the number 0. The dots are not clumped above or below the Y axis alone, and the distribution of data points on the graph shows that no clear pattern is formed. Thus it can be concluded that there is no problem with heteroscedasticity in the regression model and this test is feasible.

2) Hypothesis Test

a) Multiple Linear Regression Test

Researchers used multiple lenier regression statistics in the analysis using the SPSS Type 22 program. Simple linear regression explains the relationship between two or more variables which can usually be expressed in a regression line, and is a technique in parameter statistics that is used in general to analyze the average response of the y variable which changes with respect to the magnitude of the intervention of the x variable. In quantitative research, data analysis is about calculations to answer the formulation of problems and propose hypotheses. To analyze the data in this study multiple regression analysis was used, to determine the effect between Mastery of Technology and Information (IT) and Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi as follows:

Table 4. 3
Multiple Linear Regression Test
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-22,011	12,876		-1,709	,096
	X2	,655	,107	,601	6,129	,000
	X1	,548	,136	,396	4,036	,000

a. Dependent Variable: Y

Based on the constant value of 22.011, it means that if the independent variable (Mastery of Technology and Information (IT) and Islamic Work Culture) is assumed to be zero (0) or fixed, then the Teacher Performance at SMAN 4 Bukittinggi is worth 22.01 or 220.11%. The results of multiple regression analysis show that the value of the variables of Mastery of Technology and Information (IT) and Islamic Work Culture is considered constant, it will affect the Performance of Teachers at SMAN 4 Bukittinggi (negative constant results according to Hendry states that negative constant is not a problem and can be ignored as long as the regression model you are testing has met the assumptions (normality for simple regression or other classical assumptions for multiple regression). Then the performance of teachers at SMAN 4 Bukittinggi is constant 22.011 if the value of Mastery of Technology and Information (IT) is 0.655 and Islamic Work Culture is 0.548.

Based on the regression equation shows that the variable Mastery

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of Technology and Information (IT) (X1) has a positive regression coefficient value with the Performance of Teachers at SMAN 4 Bukittinggi at b of 0.655 means that every 1% increase in the value of the variable Performance of Teachers at SMAN 4 Bukittinggi (X1) then the Performance of Teachers at SMAN 4 Bukittinggi will increase by 0.655 or 65.5% assuming other independent variables are constant. Then Ha is accepted and Ho is rejected, so there is an influence between Mastery of Technology and Information (IT) on Teacher Performance at SMAN 4 Bukittinggi.

Based on the regression equation, it shows that the Islamic Work Culture variable (X2) has a positive regression coefficient value on Teacher Performance at SMAN 4 Bukittinggi, namely b of 0.548, which means that if the Islamic Work Culture increases by 1%, the Teacher Performance at SMAN 4 Bukittinggi increases by 0.548 or 54.8%, assuming other independent variables are constant. Then Ha is accepted and Ho is rejected, so there is an influence between Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi.

b) Simultaneous Test (F)

Researchers use multiple lenier regression statistics in the analysis using the SPSS Type 22 program. The F (simultaneous) test is used to determine whether the independent variables together or simultaneously have a significant effect on the dependent variable.

Table 4. 4
Simultaneous Test (F)
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1433,780	2	716,890	47,501	,000[b]
	Residual	528,220	35	15,092		
	Total	1962,000	37			

a. Dependent Variable: Y
b. Predictors: (Constant), X1, X2

Based on the simultaneous test results in the table above in the ANOVA model, the F count is 47.501 which is significantly 0.000. In this test, the hypothesis requirement can be accepted if the significant value is <0.05 or the value of F count> F Table while the value of F Table is 3.25 Because the value of F count (47.501) > F Table (3.25), it can be concluded that the two independent variables, namely Mastery of Technology and Information (IT) and Islamic Work Culture together have an effect on the dependent variable Teacher Performance at SMAN 4 Bukittinggi with a significant level of 0.000 <0.05. Thus it can be concluded that H0 is rejected and Ha is accepted. Thus it can be concluded that H0 is rejected and Ha is accepted. So, there is an influence between Mastery of Technology and Information (IT) and Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi.

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c) Test the Coefficient of Determination (R2)

Determination test is a measurement of how far the model's ability to explain the variation in the dependent variable. The coefficient of determination is 0 < R2 < 1, where a small R2 value means that the ability of the dependent variable is very limited. The independent variable is considered to provide the information needed to predict the dependent variable if R2 is close to 1, so that R2 = 0 then between the independent variable and the dependent variable has no relationship, while if R2 = 1 then between the independent variable and the dependent variable there is a strong relationship.

Table 4. 5
Test the Coefficient of Determination (R2)
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,855[a]	,731	,715	3,885

a. Predictors: (Constant), X1, X2
b. Dependent Variable: Y

Based on the table above, it can be seen that the coefficient of determination or R squere is 0.731 or 73.1%, this shows that the independent variable, namely Mastery of Technology and Information (IT) and Islamic Work Culture, affects the dependent variable, namely Teacher Performance at SMAN 4 Bukittinggi by 73.1% while the remaining 26.9% is influenced by other variables not examined in this study.

2. Discussion

a. The Effect of Mastery of Information and Technology (IT) on Teacher Performance at SMAN 4 Bukittinggi

Based on SPSS calculations, the influence of independent variables, namely, Mastery of Technology and Information (IT) is one of the factors that can affect Teacher Performance at SMAN 4 Bukittinggi. Based on the regression equation shows that the Mastery of Technology and Information (IT) variable (X1) has a positive regression coefficient value with Teacher Performance at SMAN 4 Bukittinggi at b of 0.655, which means that every 1% increase in the value of the Teacher Performance variable at SMAN 4 Bukittinggi (X1), the Teacher Performance at SMAN 4 Bukittinggi will increase by 0.655 or 65.5%, assuming other independent variables are constant. Then Ha is accepted and Ho is rejected, so there is an influence between Mastery of Technology and Information (IT) on Teacher Performance at SMAN 4 Bukittinggi.

With empirical evidence in the form of a positive regression coefficient value of 0.655, this study provides a strong basis to encourage further integration of IT in the education process. This can be used by policy makers and school managers to develop more comprehensive IT training programs for teachers, which in turn can improve teaching effectiveness and student learning outcomes.

Based on the researcher's analysis, this is because Mastery of Technology and Information (IT) is needed in improving Teacher Performance at SMAN 4 Bukittinggi.

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Mastery of Technology and Information (IT) has a significant and positive influence on Teacher Performance at SMAN 4 Bukittinggi. IT mastery is needed to improve teacher performance, which has an impact on effectiveness and productivity in the learning process. Therefore, efforts to improve IT mastery by teachers should be a priority in education policy at SMAN 4 Bukittinggi. Thus, the importance of improving Mastery of Technology and Information (IT) so that Teacher Performance at SMAN 4 Bukittinggi also increases.

The results of this study are in line with Marwan's research on the Effect of Information Technology Utilization and Implementation of Class Supervision on the Performance of Islamic Religious Education Teachers in High Schools in Palu City. The results of this study indicate that the Effect of Information Technology Utilization and Implementation of Classroom Supervision on the Performance of Islamic Religious Education Teachers in High Schools in Palu City (MARWAN, 2017). Then Eko Mujiono's research on the Effect of Perceptions on KTSP, Principal Leadership and Mastery of ICT on High School Teacher Performance (Empirical Study in Cilacap Regency).The results of this study indicate that mastery of information and communication technology has a positive influence and the most dominant on the performance of high school teachers in Cilacap Regency (Mujiyono, 2012).

Similar research was conducted by Kusum et al., (2023) which showed that mastery of information technology by teachers contributes significantly to the effectiveness of learning in schools. In their research, it was found that teachers who are able to use technology optimally, such as learning software and multimedia, tend to have better performance in managing classes and improving student learning outcomes. In addition, research by Hartati et al., (2022) also revealed that the integration of information technology in the teaching process not only improves the quality of learning but also has a positive impact on teachers' work motivation.Both emphasize the importance of mastering information technology as one of the main factors in improving overall teacher performance.

However, this study also has some limitations. Firstly, the assumption that other independent variables remain constant may not be realistic in a real-life context where many factors can simultaneously influence teacher performance. Second, this study may have underestimated other variables that could also be influential, such as work environment, personal motivation, and support from school management. In addition, the results obtained may only be relevant for SMAN 4 Bukittinggi and not necessarily generalizable to other schools with different conditions.Therefore, further research is needed with a wider sample and more comprehensive methods to strengthen these findings.

b. The Effect of Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi

Based on SPSS calculations of the influence of independent variables, namely, Islamic Work Culture Variables that can affect Teacher Performance at SMAN 4 Bukittinggi. Based on the regression equation shows that the Islamic Work Culture variable (X2) has a positive regression coefficient value Teacher Performance at SMAN 4 Bukittinggi, namely b of 0.548 which means that if the Islamic Work Culture increases by 1% then the Teacher Performance at SMAN 4 Bukittinggi increases by

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0.548 or 54.8% assuming other independent variables are constant. Then Ha is accepted and Ho is rejected, so there is an influence between Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi.

With a positive regression coefficient of 0.548, this study shows that an increase in Islamic Work Culture can significantly improve teacher performance. This finding could be a basis for education stakeholders to focus on developing a positive Islamic Work Culture in schools, for example through programs that enhance cooperation, communication, and a supportive work environment. As such, this study provides practical insights that can be implemented to improve teaching effectiveness and educational outcomes. Based on the researcher's analysis, this is because Islamic Work Culture is very decisive in improving Teacher Performance at SMAN 4 Bukittinggi. Islamic Work Culture is a very decisive factor in improving Teacher Performance at SMAN 4 Bukittinggi. Although Mastery of Technology and Information (IT) has a significant influence on teacher performance, the impact can be maximized with a supportive Islamic Work Culture. Therefore, schools should focus on developing a positive Islamic Work Culture to create a conducive environment for improving teacher performance through mastery of technology and information. This effort will have a positive impact not only on teacher performance but also on overall student learning outcomes. Thus, a good Islamic Work Culture will make an improvement in Teacher Performance at SMAN 4 Bukittinggi and can also make the learning process even better.

This research is in accordance with the results of Deke Oktavianus' research on the influence of Islamic Work Culture on Teacher Performance and Learning Achievement of High School Students in Southwest Sumba Regency NTT which shows a significant influence of Islamic Work Culture on teacher performance with a contribution of 33.1% (Deke, 2017). The results of this study are in line with the research of B. Salam, et al about the Effect of Islamic Work Culture on the Performance of Certified Teachers at Madrasah Aliyah Daarul Uluum Lido Cigombong Bogor. The results of this study indicate a significant influence of Islamic Work Culture on the performance of certified teachers at Madrasah Aliyah Daarul Uluum Lido Cigombong Bogor, with a value of 58.8% (Salam et al., 2017).

This study is in line with research conducted by Ambiya et al., (2021) which states that Islamic work culture can affect individual performance, especially teachers, in the context of education. A work culture based on Islamic values, such as discipline, responsibility, and mutual respect, can create a conducive work environment and increase teacher motivation and performance. In addition, research by P. M. Hasibuan & Hadijaya, (2024) also showed that the implementation of a good Islamic work culture in schools can improve relationships between coworkers and management, thus having a positive impact on the quality of learning and teacher performance. These two studies support the finding that Islamic work culture has a significant influence on teacher performance at SMAN 4 Bukittinggi.

c. The Influence between Mastery of Technology and Information (IT) and Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi

Based on the results of the simultaneous test in the ANOVA model, the F count is 47.501 significant at 0.000. In this test, the hypothesis requirement can be accepted

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if the significant value is <0.05 or the value of F count> F Table while the value of F Table is 3.25 Because the value of F count (47.501) > F Table (3.25), it can be concluded that the two independent variables, namely Mastery of Technology and Information (IT) and Islamic Work Culture together have an effect on the dependent variable Teacher Performance at SMAN 4 Bukittinggi with a significant level of 0.000 <0.05. Thus it can be concluded that H0 is rejected and Ha is accepted. Thus it can be concluded that H0 is rejected and Ha is accepted. So, there is an influence between Mastery of Technology and Information (IT) and Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi.

Based on the coefficient of determination or R squere is 0.731 or 73.1%, this shows that the independent variable, namely Mastery of Technology and Information (IT) and Islamic Work Culture, affects the dependent variable, namely Teacher Performance at SMAN 4 Bukittinggi by 73.1% while the remaining 26.9% is influenced by other variables not examined in this study.

Based on the constant value of 22.011, it means that if the independent variable (Mastery of Technology and Information (IT) and Islamic Work Culture) is assumed to be zero (0) or fixed, then the Teacher Performance at SMAN 4 Bukittinggi is worth 22.01 or 220.11%. The results of multiple regression analysis show that the value of the variables of Mastery of Technology and Information (IT) and Islamic Work Culture is considered constant, it will affect the Performance of Teachers at SMAN 4 Bukittinggi (negative constant results according to Hendry states that negative constant is not a problem and can be ignored as long as the regression model you are testing has met the assumptions (normality for simple regression or other classical assumptions for multiple regression). Then the performance of teachers at SMAN 4 Bukittinggi is constant 22.011 if the value of Mastery of Technology and Information (IT) is 0.655 and Islamic Work Culture is 0.548.

The analysis shows that Mastery of Technology and Information (IT) and Islamic Work Culture have a significant influence on Teacher Performance at SMAN 4 Bukittinggi. With a coefficient of determination of 73.1%, most of the variability in teacher performance can be explained by these two variables. A positive constant indicates a basic level of performance, but the positive influence of IT Mastery and Islamic Work Culture remains dominant. Therefore, efforts to improve teacher performance should focus on improving IT mastery and strengthening the Islamic Work Culture in schools. This effort will have an impact

With a calculated F value of 47.501 which is significant at 0.000, this study shows that the two variables together have a significant influence on teacher performance. In addition, the coefficient of determination (R square) value of 0.731 indicates that 73.1% of the variation in teacher performance can be explained by these variables, providing a strong basis for policies to improve the quality of education through the development of good IT and Islamic Work Culture. These results provide strong evidence that can be used by policy makers and school management to focus on developing IT skills and improving Islamic Work Culture as strategies to improve teacher performance.

However, this study also has some weaknesses and limitations. First, the assumption that other variables remain constant may not be entirely realistic in a real-world context, where many other factors influence teacher performance. Second,

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the fact that 26.9% of the variation in teacher performance is influenced by other variables not examined suggests that there are still important factors that have not been identified and analyzed. In addition, the results of this study may not be fully generalizable to other schools with different conditions, so further research is needed with a wider sample and more comprehensive methods to strengthen these findings. The constant value of 22.011 also leads to the interpretation that there is a certain baseline in teacher performance that is not influenced by the IT and Islamic Work Culture variables, which needs to be considered in the analysis and application of the results of this study.

The implications of the results of this study are very important in the development of education at SMAN 4 Bukittinggi and can also be applied in wider education. The finding that Information and Technology (IT) Mastery and Islamic Work Culture have a significant influence on Teacher Performance suggests that efforts to improve the quality of education should take these two factors seriously. First, a direct implication of this finding is the importance of IT competency development for teachers. Schools need to design ongoing training programs and provide adequate resources to ensure that teachers have sufficient technological skills and knowledge to integrate technology in the learning process. This can help increase learning efficiency, improve teaching quality and provide a more meaningful learning experience for students.

Secondly, the findings also highlight the importance of building a positive Islamic Work Culture in schools. An Islamic Work Culture that supports collaboration, innovation and continuous learning is necessary to create an environment conducive to the development of educational quality. Schools should reinforce values such as openness, mutual trust and support in their work environment to encourage teachers' active participation in the use of technology and innovation in learning. In addition, the findings also have important policy implications. Local governments and educational institutions should recognize the importance of IT mastery and Islamic Work Culture in improving teacher performance and student learning outcomes. Therefore, they need to allocate sufficient resources and design supportive policies to support the development of IT competencies and the building of a positive Islamic Work Culture in schools.

The results of this study are in line with research conducted by Andi Subandi on the Effect of Teachers' Information and Communication Technology (ICT) Skills and Islamic Work Culture on Teacher Performance (at Ruhama Islamic School Ciputat South Tangerang). The results of this study are First, there is a positive and significant effect of teachers' ICT skills on teacher performance, with the magnitude of the influence or coefficient of determination (R2) of 30.5%. The direction of influence is shown by a simple linear regression equation (Unstandardized Coefficients B) $\hat{Y}$ = 90.909 + 0.396 X1, which means that each increase in one unit of teacher ICT ability score (X1) will have an effect on increasing the teacher performance score (Y) by 91.305. Second, there is a positive and significant influence of Islamic Work Culture on teacher performance, with the magnitude of the influence or the coefficient of determination (R2) of 61.1%. The direction of influence is shown by a simple linear regression equation (Unstandardized Coefficients B) $\hat{Y}$ = 54.307 + 0.626 X2, which means that each increase of one unit of Islamic Work Culture score (X2) will have an

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effect on increasing the score of teacher performance (Y) by 54.933. Third, there is a positive and significant effect of teachers' ICT skills and Islamic Work Culture simultaneously on teacher performance, with the magnitude of the influence or the double determintasi coefficient (R2) of 65.0%. The direction of influence is shown by the multiple linear regression equation (Unstandardized Coefficients B) $\hat{Y}$ = 43.765 + 0.162 X1 + 0.538 X2, which means that each increase in one unit of teacher ICT ability score (X1) and Islamic Work Culture (X2) will simultaneously influence the increase in teacher performance score (Y) by 44.465 (Subandi, 2021).

According to Malayu S.P Hasibuan, the factors that affect teacher performance include: 1) mental attitude (work motivation, work discipline, work ethics), 2) education, 3) skills, 4) leadership management, 5) income level, 6) salary and health, 7) social security, 8) work climate, 9) facilities and infrastructure, 10) achievement opportunities (M. S. Hasibuan, 2010). Based on Malayu S.P Hasibuan's theory above, it can be said that teacher performance is influenced by the skills of the teacher. Skills here refer to IT (Information And Technology) capabilities in the learning process.

According to Yuyun Kamijan, the factors that influence teacher performance include internal factors, namely talent, personal traits, as well as physical and psychological conditions, knowledge, skills, work ethic, work experience, and work motivation. Organizational internal factors include information technology, compensation systems, work climate, organizational strategy, resource support needed to carry out work, and management and compensation systems. Factors of the organization's external environment are circumstances, events, or situations that occur in the organization's external environment, for example the economic crisis (Kamijan, 2021).

Mulyasa, (2019) argues that factors that can improve teacher performance, both internal and external factors, include: encouragement to work, responsibility for tasks, interest in tasks, appreciation of tasks, opportunities to develop, attention from the principal, interpersonal relationships with fellow teachers, MGMP and KKG, guided discussion groups; and library services. Based on the explanation stated above, it can be said that teacher performance is influenced by Islamic Work Culture such as encouragement to work, responsibility for tasks, interest in tasks, appreciation of tasks, opportunities to develop, attention from the principal, interpersonal relationships with fellow teachers.

Malthis and Jackson argue that there are several factors that influence the performance of individual workers, including: their abilities, motivation, support received, their relationship with the organization. According to Gibson, there are three factors that affect performance, as follows: 1) Individual factors (abilities, skills, family background, work experience, social level and demographics of a person). 2) Psychological factors (perception, role, attitude, personality, motivation and job satisfaction). 3) Organizational factors (organizational structure, job design, leadership management, reward system) (Deke, 2017).

Based on Malthis and Jackson's theory, there are several factors that influence teacher performance, including Islamic Work Culture and the teacher's own skills, including Information and Technology (IT) capabilities. Islamic Work Culture refers to the values, norms, beliefs, and behaviors that define how people work together in a particular organization or work environment. Islamic Work Culture can be seen

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from leadership practices, employee behavior, workplace facilities, and company policies. Meanwhile, Information and Technology (IT) Capability refers to the utilization and mastery of Information and Technology (IT) Capability in the context of the teaching and learning process and school management. IT skills in education aim to improve the efficiency, effectiveness and quality of learning, as well as provide new opportunities to develop more interesting and innovative teaching methods.

This study is in line with research conducted by Efendi & Sholeh, (2023), which shows that mastery of Information and Technology (IT) and a good work culture can have a positive impact on teacher performance in various schools. In the study, it was found that the application of technology in learning and a supportive work culture improved the efficiency and quality of teacher work, which in turn improved student learning outcomes. Research by Faozan, (2022) also shows a similar thing, where a strong work culture, especially one based on Islamic values, can improve teacher motivation and performance in schools. In the study, Islamic work culture was shown to have a significant influence on improving teacher performance through the application of discipline, responsibility, and good interpersonal relationships in the workplace.

D. CONCLUSION

Based on the results of this study, it can be concluded that Mastery of Technology and Information (IT) on Teacher Performance at SMAN 4 Bukittinggi. This is based on the regression equation shows that the Mastery of Technology and Information (IT) variable (X1) has a positive regression coefficient value with Teacher Performance at SMAN 4 Bukittinggi at b of 0.655, which means that every 1% increase in the value of the Teacher Performance variable at SMAN 4 Bukittinggi (X1), the Teacher Performance at SMAN 4 Bukittinggi will increase by 0.655 or 65.5%, assuming that other independent variables are constant. Then Ha is accepted and Ho is rejected, so there is an influence between Mastery of Technology and Information (IT) on Teacher Performance at SMAN 4 Bukittinggi. Islamic Work Culture has an effect on Teacher Performance at SMAN 4 Bukittinggi. This is based on the regression equation shows that the Islamic Work Culture variable (X2) has a positive regression coefficient value Teacher Performance at SMAN 4 Bukittinggi, namely b of 0.548 which means that if the Islamic Work Culture increases by 1% then the Teacher Performance at SMAN 4 Bukittinggi increases by 0.548 or 54.8% assuming other independent variables are constant. Then Ha is accepted and Ho is rejected, so there is an influence between Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi.

Based on the results of simultaneous tests in the ANOVA model obtained F count of 47.501 significant 0.000. In this test the hypothesis requirements can be accepted if the significant value is <0.05 or the value of F count> F Table while the value of F Table is 3.25 Because the value of F count (47.501) > F Table (3.25). In this test, the hypothesis requirement can be accepted if the significant value is <0.05 or the value of F count> F Table while the value of F Table is 3.25 Because the value of F count (47.501) > F Table (3.25), it can be concluded that the two independent variables, namely Mastery of Technology and Information (IT) and Islamic Work Culture together have an effect on the dependent variable Teacher Performance at SMAN 4 Bukittinggi with a significant level of 0.000 <0.05. Thus it can be concluded that H0 is rejected and Ha is accepted. So, there is an influence between Mastery of Technology and

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Information (IT) and Islamic Work Culture on Teacher Performance at SMAN 4 Bukittinggi. Based on the coefficient of determination or R squere is 0.731 or 73.1%, this shows that the independent variable, namely Mastery of Technology and Information (IT) and Islamic Work Culture, affects the dependent variable, namely Teacher Performance at SMAN 4 Bukittinggi by 73.1% while the remaining 26.9% is influenced by other variables not examined in this study.

This study has some weaknesses, such as the assumption that other independent variables remain constant which is not entirely realistic, as well as the lack of attention to other factors such as administrative support, resources, and teacher motivation. In addition, the results may be specific to SMAN 4 Bukittinggi and difficult to generalize to other schools. Further research with a wider sample and a more comprehensive approach is needed to strengthen the findings.

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