



THE CONTRIBUTION OF ORGANIZATIONAL CULTURE IN SCHOOLS TO IMPROVING TEACHER PERFORMANCE

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Abstract :

To improving the quality of schools, the role of organizational culture cannot be ignored, such as hard work habits, responsibility, relationships between school members, and improving the quality of students. Teacher performance is very important in the field of education and has an important role in learning and academic achievement of students. This study aims to reveal the extent of the role of organizational culture in schools in improving teacher performance. The approach taken in this research is a qualitative approach using the literature review method. The results of the study indicate that the role of organizational culture on teacher performance is very large. Can ensure that culture has an impact on improving teacher performance, however it does not rule out the possibility of various obstacles in improving teacher performance.

Keywords : School organizational culture, Teacher performance, Literature review.

Abstrak :

Untuk meningkatkan mutu sekolah, peran budaya organisasi tidak bisa diabaikan, seperti kebiasaan kerja keras, tanggungjawab, hubungan antar warga sekolah, dan peningkatan mutu peserta didik. Kinerja guru sangat penting di bidang pendidikan dan memiliki peranan yang penting dalam pembelajaran serta prestasi akademik peserta didik. Penelitian ini bertujuan untuk mengungkap sejauh mana peran budaya organisasi di sekolah dalam meningkatkan kinerja guru. Pendekatan yang dilakukan dalam penelitian ini adalah pendekatan kualitatif menggunakan metode *literature review*. Hasil penelitian menunjukkan bahwa peran budaya organisasi terhadap kinerja guru sangat besar. Dapat disimpulkan bahwa budaya organisasi berdampak pada tingginya kinerja guru dan motivasi guru, namun demikian tidak menutup kemungkinan terjadinya berbagai hambatan dalam peningkatan kinerja guru.

Kata Kunci: Budaya Organisasi Sekolah, Kinerja Guru, Literature review.

INTRODUCTION

Education cannot be separated from human life which is required to be able to develop and be a determinant of the creation of quality humans in order to obtain social skills in a nation. In addition, education means as a transfer of knowledge or transferring knowledge (Ibrahim, 2013). The function of national education is to form the ability, character of a student in the future which aims to develop his potential so that he can become a man of faith, fear of God Almighty and creative, independent and responsible.

In addition, the purpose of national education, based on (MPRS No. XXVII, 1966) is to make a person with the spirit of Pancasila in accordance with

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- 1.Fokus penelitian
- 2.Metode
- 3.Hasil
- 4.Implikasi

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the opening of the 1945 Constitution. While in (UU No. 2, 1989) it is explained that the purpose of national education is to produce intelligent and developing human beings. complete, namely having faith and fear of God Almighty, having knowledge, skills and being physically and mentally healthy.

To achieve these educational goals, a school organizational culture that has a vision and mission is needed, because the vision and mission must contain elements of the organization including teachers (Handayani & Rasyid, 2015). To improve the quality of schools, the organizational culture must also be improved such as a culture of hard work, responsibility, relationships between school members, improving the quality of students and the school's relationship with the surrounding environment (Ginting, 2011). If schools have leaders who are participative, responsible and can motivate, it can improve the performance of teachers (Handayani & Rasyid, 2015).

Organizational culture is a set of customs that exist in an organization and affect the behavior of a member in the organization (Febriantina et al., 2018). According to Muchlas (2008) organizational culture is a trait of an organization that is developed by members of a particular organization to overcome problems and be able to adapt to various circumstances. Some opinions of other experts regarding organizational culture are a collection of principles, traditions, ways of working that a group of people do and affect the organization (Robbins & Coulter, 2010; Sutrisno, 2010). Siswandi (2012) formulates organizational culture as a value, belief, assumption, and norm used by members of the organization to solve problems that exist within the organization. So organizational culture can be interpreted as a form of conjecture found in organizations to overcome various problems and be able to adapt, be creative among members of the organization (Muchlas, 2008; Tampubolon, 2004).

In addition, school organizational culture also affects quality education because the performance of teachers in schools is always improved. Teacher performance is the behavior carried out by the teacher in doing his job (Handayani & Rasyid, 2015). Teacher performance is a reflection of individual and group work behavior and expression in carrying out their responsibilities (Eros, 2014). Meanwhile, Robbins & Coulter (2010) explained that performance is the end result of an activity to produce work performance. Veithzal (2005) said that performance is the result of a person's work in doing his job from a certain period of time by members of the organization. Meanwhile, Rusyan (2005) argues that teacher performance is the implementation of activities carried out by teachers in learning that are beneficial for schools and students in conducting assessments.

In the implementation of school organizational culture, the interaction of each school member becomes a very important benchmark because one of the functions of school organizational culture aims to adapt between school members. In addition, in the implementation of school organizational culture, the parameters of the successful implementation of school organizational culture are that all school members must develop and have values (Kanta et al., 2017). Based on research conducted by Febriantina, Lutfiani, and Zein (2018); Ginting (2011); Eros (2014); Handayani & Rasyid (2015); and (Kanta et al., 2017) that

organizational culture in schools has a very important role in building and improving teacher performance in schools, because the role of school organizational culture is to form a culture that builds cooperation among organizational members, with that organizational culture aims at to achieve goals and contribute to organizational systems such as improving teacher performance.

The results of the implementation of organizational culture in one of the schools in Sabah, Malaysia studied by (Billy & Taat, 2020) show that teacher performance and commitment are still low. So that when there is an effort to improve organizational culture in schools, it causes teacher commitment and performance to increase. This is in line with the research conducted by Febriantina et al. (2018) which shows that the low performance of teachers at SMK Negeri 40 Jakarta is caused by 2 (two) factors, one of which is the weak organizational culture in schools.

School organizational culture has various factors, based on the opinion of Kanta et al., (2017), namely: (1) the nature of the organization (technology), (2) the nature of the organizational environment (internal and external), (3) the nature of employees, and regulations. In addition, indicators that affect teacher performance according to Siagian (1995) are: (1) quality of work in accordance with the objectives, (2) punctuality in completing assignments and planning, (3) initiative in providing ideas, (4) ability to build potential, (5) and have good communication between relationships. So to improve teacher performance through organizational culture, several factors are needed, such as: (1) personal factors (skills, competence, motivation, commitment), (2) leadership factors (support, quality comes from managers), (3) cooperation factors (quality from managers). colleagues), (4) system factors (facilities from the organization), and (5) condition factors (pressure from the environment).

In contrast to previous research, this study seeks to collect and conclude themes to answer questions about the contribution of organizational culture in schools to teacher performance, by means of; see the relationship of organizational culture in schools with improving teacher performance, the relationship of providing motivation in improving teacher performance, and the various obstacles that face in an effort to improve teacher performance.

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RESEARCH METHOD

The approach taken in this research is a qualitative approach using the Literature Review method or literature study. The way to do this is to analyze the results of writings that have been published in national and international journals (Rukmana & Munastiwi, 2020). The advantage of this method is that it can collect information from original research results from various references, such as documents, news, scientific journals, books and so on so that it is more efficient in the process but requires high perseverance in order to get the expected analysis.

In the process of data collection, the researchers searched for scientific articles cited through Google Scholar with the keywords: "School Organizational Culture and Teacher Performance"; "Organizational Culture", "School

Performance"; "Principal's Leadership", "Teacher Performance"; and "Vocational schools". The process of searching for scientific articles is through a selection from researchers which initially obtained around 66,900 articles, then selected with the appropriate theme to 21,500. The search results are then selected according to the closest theme to answer the research question. The selected articles are stated according to the search keyword criteria, the indications are that the discussion and conclusions contained in the article are also in accordance with the theme under study.

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FINDINGS AND DISCUSSION

Inclusion criteria were determined against manuscripts that discussed organizational culture that were not in the area of education. The search results after going through the screening stage found 9 eligible articles. The articles analyzed can be seen in table 1 below:

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Table 1. Grouping of Manuscripts based on Problem/population, Intervention, Comparison, and Outcome (PICO).

Judul	Problem/Populasi	Intervention	Comparison	Outcome
1). School Culture: Its Relationship with Teacher Commitment (Billy & Taat, 2020).	There are 2.686 ordinary daily low school teachers in the kingdom. Based on Krejcie and Morgan's (1970) schedule, 458 sets of inquiry forms were circulated and then processed. Samples were obtained by combining several possible samples including stratified, cluster and easy random methods.	To identify the relationship between school culture and the commitment of low school teachers in the upper hinterland of Sabah, Malaysia.	This non-experimental form of study uses a review method and combines three sampling techniques to obtain a sample	There is a significant difference in teacher commitment. Through the Pearson Correlation test found a positive significant relationship with simple strength ($r = 0.427, p < 0.01$) school culture with teacher commitment
2). The Influence of Organizational	The problem in this study is that the quantity of	To determine whether there was a positive and significant	The research methodology used is a	The results showed that there was a positive influence between teacher performance and

Judul	Problem/Populasi	Intervention	Comparison	Outcome
ional Culture on Teacher Performance (Handayani & Rasyid, 2015).	teachers in Indonesia is quite adequate, but in terms of quality it has not shown significant results.	influence between organizational culture on teacher performance at SMK Negeri 40 Jakarta	survey method selected with a saturated sample technique.	organizational culture with Tcount 6.81 and Ttable 1.70. Based on the correlation coefficient of the organizational culture variable with teacher performance, a strong influence was obtained, namely 0.741. Based on the calculation of the coefficient of determination made to produce 0.5497 or 54.97%, this means that as much as 54.97% of organizational culture affects teacher performance, while the remaining 45.03% is influenced by other variables not described in this model.
3). Relationship between School Organizational Culture and Principal Leadership with Teacher Performance at SMA.N Binjai City (Ginting, 2011).	The problem in this study is that the low quality of education in a nation reflects the low performance of teachers and the poor education management system in a nation	To examine the relationship between organizational culture and principals' leadership with teacher performance	Data were collected using an instrument in the form of a questionnaire. Data analysis was carried out by description and correlation test.	There is a significant positive relationship between principal leadership and teacher performance and a correlation coefficient of 0.719 3) there is a significant positive relationship between school organizational culture and principal leadership together with teacher performance.
4). The Influence of Principal Leadership, Teacher Motivation, and	The problem in this study is that there are several senior high school teachers in Wonosobo district who	To determine the effect of the principal's participatory leadership style, teacher work motivation, and organizational	Data analysis used simple regression and multiple regression	(1) there is a significant effect of the principal's participatory leadership style on teacher performance; , (2) there is a significant effect of teacher work motivation on teacher performance;

Judul	Problem/ Populasi	Intervention	Comparison	Outcome
Organizational Culture on Teacher Performance at SMA.N Wonosobo (Handayani & Rasyid, 2015).	have low work motivation.	culture on the performance of high school teachers.	techniques to test the research hypotheses.	(3) there is a significant influence of organizational culture on teacher performance; (4) there is a significant influence of the principal's leadership style, teacher work motivation, and organizational culture together on teacher performance
5). School organizational culture in improving teacher performance in high school in Banda Aceh city (Kanta et al., 2017)	It is not yet known how the pattern of discipline development carried out by school principals in an effort to improve teacher performance; how schools provide motivation to improve teacher performance; how is the relationship between behavior among school members in implementing school culture; and how the obstacles experienced by principals in shaping school culture.	To determine the pattern of discipline development, perception and motivation as part of organizational culture, behavior in implementing school culture, and inhibiting factors that arise in an effort to improve teacher performance.	This study uses a qualitative descriptive model	(1) The pattern of discipline development in the two SMAs has been carried out in accordance with the regulations. Discipline development is carried out with a persuasive approach, through supervision, guidance and direction, as well as sanctions according to the level of violation. (2) The method of giving motivation to the two high schools has been effective, but there is no reward for teachers and staff who excel. (3) Behavioral relationships between school personnel in the two high schools are carried out in the form of formal and informal interactions, and run in a conducive manner. Working relationships are established through a culture of cooperation, a culture of openness, a culture of caring, a culture of mutual respect, and school activities that increase

Judul	Problem/ Populasi	Intervention	Comparison	Outcome
				the solidarity of school personnel. (4) The obstacle found in the two high schools in improving performance is the culture of teacher work discipline that has not been maximized.
6). The Influence of School Organizational Culture on the Performance of State High School Teachers in Mataram City (Prayoga & Yuniati, 2019).	The problem in this research is the performance of educational institutions, especially public high schools in the city of Mataram has not been fulfilled	To determine the influence of school organizational culture on the performance of public high school teachers in Mataram City	The data analysis technique in this study used statistical analysis, namely simple regression and multiple regression .	The results of this study are organizational culture has a positive effect on the performance of state high school teachers in Mataram City by 55.2%. Thus, it can be concluded that the better the organizational culture of the school, the performance of public high school teachers in Mataram City will increase.
7). The Significance of School Culture in Elementary Schools in terms of Organizational Development (Uğurlu, 2009).	The problem in this research is Semi-configured interviews were taken with 12 teachers working in 6 schools in central Sivas. Interview is held on 18-20 October 2006.	To explore the importance of school culture in terms of organizational development depends on: the point of view of the instructor in the primary education school	In document analysis, school teacher committee records, teacher group records and guardian meeting notes were analyzed.	The behavior of managers has a decisive influence on the cultural structure of the school
8). Relationship between Organization Culture and	The problem in this research is to study the relationship and influence of organizational culture on the	To determine the relationship between organizational culture and affluent secondary school management in	The data were analyzed using descriptive analysis, namely frequency,	The organizational culture and the level of adequacy of school management are at a high level. In addition, the results show that there is a positive and significant

Judul	Problem/Populasi	Intervention	Comparison	Outcome
Sufficiency School Management (Thanomwan & Buncha, 2014)	level of implementation in the management of affluent schools.	cluster 2, upper northeastern province, Thailand.	percentage, mean, standard deviation and inferential analysis such as correlation and stepwise multiple regression.	relationship between organizational culture.
9). Contribution of Adversity Quotient (AQ), Work Ethic, and Organizational Culture on Teacher Performance at SMA.N in Amlapura (Sukardewi et al., 2013).	The problem in this study is the importance of AQ, work ethic and organizational culture in an effort to improve teacher performance.	To determine the contribution of Adversity Quotient to teacher performance; teacher work ethic on teacher performance; organizational culture on teacher performance; and Adversity Quotient, work ethic, organizational culture, together on teacher performance.	The sampling technique used is Simple Random Sampling	There is a significant contribution of adversity quotient, work ethic, and school organizational culture to the performance of public high school teachers in Amlapura City.

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As mentioned in table 1, teacher performance and school organizational culture have a very close relationship. Organizational culture is a collection of customs that exist in an organization and affect the behavior of members in the organization (Febriantina et al., 2018). According to Muchlas (2008) organizational culture is a trait of an organization that is developed by members of a particular organization to overcome problems and be able to adapt to various circumstances.

The role of the school organizational culture is to form a culture that builds cooperation among organizational members, with that organizational culture aims to achieve goals and contribute to the organizational system (Kanta et al., 2017). School organizational culture has factors that affect the organization based on the opinion of Kanta et al., (2017), namely the nature of the organization (technology), the nature of the organizational environment (internal and external environment), the nature of employees, and regulations.

a. Improving teacher performance through organizational culture in schools

Organizational culture is an element that is understood by organizational members and makes an organization different from other organizations (Uğurlu, 2009). In schools, organizational culture is very influential on the success and quality of educational institutions and school organizational culture is a belief, a way of acting from all members of the organization to innovate on detailed matters in competition (Prayoga & Yuniati, 2019).

To make school organizational culture conducive, organizational members must always innovate and adapt to conditions in the field, including teacher performance orientation so that teachers are always enthusiastic and optimize their performance. In addition, school organizational culture also affects quality education because the performance of teachers in schools is always improved. Teacher performance is the behavior carried out by the teacher in doing his job (Handayani & Rasyid, 2015).

The factors that influence the internal factors are personal factors (skills, competence, motivation, commitment), leadership factors (support, quality comes from the manager), cooperation factors (quality from colleagues), system factors (facilities from the organization), condition factors (environmental pressure). Kartini & Kristiawan (2019) also explained that teacher performance indicators include: (1) teachers must be able to plan lessons, (2) teachers must be able to understand learning materials, (3) teachers must have various learning methods, (4) teachers give assignments to students, (5) teachers must be able to control learning in the classroom, (6) teachers must be able to evaluate to the maximum. In addition, indicators that affect teacher performance according to Siagian (1995) are quality of work (work results in accordance with predetermined goals), punctuality (time allocation in completing tasks according to planning), initiative (can provide ideas in solving problems), skill (having various skills and potential to build), and communication (having various relationships in cooperation and completing tasks).

Based on the description above, teacher performance indicators based on school culture are listed in table 2 below:

Table 2. Teacher performance indicators based on school culture

Performance Indicators	Impact
Work quality	Improved school quality
Punctuality	Improved school discipline
Initiative	Terdapat inovasi baru yang diciptakan di sekolah
Ability	Increased school competitiveness
Communication	Relationships with the community are getting better

b. Giving motivation to teachers so that their performance increases

In addition to organizational culture can improve teacher performance, motivation is one of the most influential factors in improving teacher performance. A principal must be able to generate teacher performance through motivation so that teachers feel trusted and can improve their performance

(Handayani & Rasyid, 2015).

Motivation is a desire from a person to produce something maximal, besides that motivation is a stimulus given by a person or himself to achieve goals. In working intensity and diligently, it is very influential to increase work motivation (Eros, 2014); (Soekidjo, 2009). Meanwhile, Wibowo (2007) says that work motivation is an encouragement from oneself and others to be better at work and maximize their potential in order to achieve the goals that have been determined.

Motivation that can be given to organizational members is in the form of compensation from performance, because members in the organization have completed their obligations and have achieved their goals. The form of motivation that exists in schools can be given to teachers, because teachers who have motivation will complete their obligations with full responsibility and produce optimal and effective learning (Eros, 2014).

In practice, the work motivation of teachers according to Zetriuslita & Wahyuni (2013); Purnama (2008) has several indicators such as being responsible for completing their obligations, teachers carrying out their duties according to the planning in the curriculum, teachers having a goal in developing their potential, having an impact on their work, feeling happy when working, trying to be better, enthusiasm in completing their obligations, loyal to their work, proud of their achievements, given freedom of opinion, given the freedom to develop their potential, given decent wages, and get a pleasant working atmosphere.

Based on the description above, indicators of teacher motivation based on school culture are listed in table 3 below:

Table 3. Indicators of teacher motivation by school culture

Motivation Indicator	Impact
Teachers are responsible for their obligations to carry out their duties	The image of the school increases because teachers carry out their duties to the maximum
Teachers have a goal to develop their potential	Able to take advantage of opportunities in various challenges
Teachers have a positive impact on their results and performance	Improving the work of teachers so that welfare increases
Spirit at work	Serving students with totality
Work loyalty	Schools become stable in human resource management
Development of potential and ability	Schools can develop according to the latest conditions
Freedom of expression and ideas	Democracy in schools is getting better and more open
Work atmosphere	All activities in the learning process will be comfortable and there will be no obstacles

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c. Barriers to improving teacher performance through organizational culture

In implementing organizational culture and improving teacher performance, there must be some obstacles/obstacles faced. Barriers in school are something that is not expected by members in the organization that causes obstacles to goals to be achieved and reduces the quality of a school (Patterson, 2001); (Imran, 2010). So it can be concluded that the obstacle is something that hinders the achievement of predetermined goals.

The obstacles faced by school principals in improving teacher performance through organizational culture according to Mukhtar (2015) are: a) policies that are not implemented optimally, motivation is not maximally given to teachers, c) facilities that do not support implementation, d) lack of participation from organization member. According to Hasibuan & Moedjiono (2006) one of the factors that influence teacher performance in carrying out teaching tasks is the teacher's behavior factor. In addition, obstacles in improving teacher performance according to (Munazar, 2018) are teacher qualifications that are not in accordance with what is needed, teacher competencies that are not up to standard, teaching teachers are not in accordance with their expertise, and the allocation of teaching hours in the curriculum is not the same.

To overcome various obstacles in improving teacher performance through organizational culture in schools based on opinions (Munazar, 2018) are to increase teacher qualifications to the required standard, increase teacher competence to the required standard, adjust teacher expertise to the subjects being taught, and divide teaching hours. teachers as needed.

In fact, in schools there are still various problems that hinder teachers in improving teacher performance. Various obstacles faced by schools in improving teacher performance according to (Kanta et al., 2017) can be seen in table 4 below;

Table 4. Barriers to teacher performance based on school culture

Problem	Impact
Inadequate socialization of school rules	- Teachers are often late for work - Teachers are not aware of changes in school rules
Members of the organization who are not disciplined at work	- The teacher's lack of concern and commitment to work
Differences in views of honorary teachers and civil servants on their performance	- There is jealousy between teachers
Differences in rank and position between teachers	- There is jealousy between teachers
The motivation given is not in line with expectations	- The teacher is not enthusiastic in carrying out his duties
Members of the organization who do not take the initiative towards new innovations	- Teachers are not enthusiastic in carrying out their duties
Inadequate service to outsiders	- Outside parties who view the school organization negatively because they are not professional in their work.

CONCLUSION

The role of school organizational culture is to form a culture that builds cooperation among organizational members, with that organizational culture aims to achieve goals and contribute to the organizational system. Schools that have an organizational culture must be able to improve teacher performance through the motivation provided by the school so as to improve the quality of the school. But in the implementation of organizational culture there are obstacles to improving school performance such as socialization of regulations that are not optimal, teachers are not disciplined, and the motivation given to teachers is not optimal. So that organizational culture and teacher performance are closely related, so it can be concluded that organizational culture has an impact on teacher performance, teacher motivation, and obstacles in improving teacher performance. Based on the results of data analysis, it shows that organizational culture in schools contributes enough to teacher performance, therefore it needs to be considered so that the formation of organizational culture in schools can continue to be improved so that it can have a positive effect on teacher performance.

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