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Organizational Culture as The Basis of Teacher Performance Development

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Abstract:

This study not only measures the relationship between organizational culture and teacher performance but also finds an essential foundation for madrasah in building organizational culture and how to improve their performance. A descriptive quantitative approach is used in this research; data collection is done through surveys and the preparation of research instruments. The results show that, in general, the organizational culture is quite good, the values, teamwork, and work performance are also good, while in performance, teachers generally have various levels of achievement, satisfaction, responsibility, honesty, empathy, and persistence in work. In madrasah, organizational culture is related to teacher performance so a superior organizational culture will affect teachers' performance; on the other hand, educational institutions that cannot build a good culture result in decreased teacher performance.

Keywords: *Madrasah, Organizational Culture, Teacher Performance*

Abstrak:

Penelitian ini tidak sekedar mengukur hubungan antara budaya organisasi dan kinerja guru, namun juga menemukan landasan penting bagi madrasah dalam membangun budaya organisasi, dan bagaimana meningkatkan kinerja mereka. Pendekatan kuantitatif deskriptif digunakan dalam penelitian ini, pengambilan data dilakukan melalui survey dan penyusunan instrumen penelitian. Hasil penelitian menunjukkan bahwa secara umum budaya organisasi tergolong cukup baik, nilai-nilai, kerja tim, dan prestasi kerja juga baik, sedangkan pada kinerja, umumnya para guru memiliki beragam tingkat capaian, baik kepuasan, tanggung jawab, kejujuran, empati, maupun keteguhan dalam bekerja. Di madrasah, budaya organisasi berhubungan dengan kinerja guru, sehingga budaya organisasi yang unggul akan mempengaruhi kinerja para guru, sebaliknya lembaga pendidikan yang tidak dapat membangun budaya yang baik berakibat pada menurunnya kinerja guru.

Kata Kunci: *Madrasah, Budaya Organisasi, Kinerja Guru*

INTRODUCTION

The low quality of graduates in education is thought to be related to the low performance of teachers. In implementing the education and teaching process, employees, especially teachers, play a vital role in determining the success of education because the level of student achievement cannot be

separated from the role of employees. In line with this, Shattock (2010) states that if employees can carry out their duties correctly and with discipline, they can contribute to the progress of academic assignments. For this reason, strategic efforts are needed to improve teacher performance by cultivating an organizational culture in educational institutions in Indonesia.

Organizational culture is a set of habits in an organization that affects the behavior of a member of the organization (Febriantina et al., 2018). According to Muchlas (2008), organizational culture is an organizational characteristic developed by members of a particular organization to overcome problems and adapt to various circumstances. Several other expert opinions regarding organizational culture are; a collection of principles, traditions, and ways of working by a group of people that can influence an organization (Robbins & Coulter, 2010; Sutrisno, 2010). Siswandi (2012) formulates organizational culture as values, beliefs, assumptions, and norms used by organizational members to solve problems that exist within the organization. So organizational culture can be interpreted as a form of habit that exists in organizations in overcoming various problems and being able to adapt and be creative among members of the organization (Muchlas, 2008; Tampubolon, 2004).

In addition, school organizational culture also affects the quality of education because teachers' performance in schools constantly improves. Teacher performance is the behavior carried out by the teacher doing his job (Handayani & Rasyid, 2015). Teacher performance reflects the behavior and expression of individual and group work in their responsibilities (Eros, 2014). Meanwhile, Robbins & Coulter (2010) explained that performance results from activity in producing work performance. Veithzal (2005) says that performance results from a person's work in doing his job within a certain period carried out by members of his organization. Meanwhile, Rusman (2005) suggests that teacher performance results from implementing activities carried out by teachers in learning that are beneficial for schools and students.

In the application of school organizational culture, the interaction of every school member becomes a critical benchmark because one of the functions of school organizational culture aims to adapt between school members. In addition, in applying school organizational culture, the parameter for implementing it is that all school members must develop themselves to achieve the values they aspire to (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 vital 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. The organizational culture aims to achieve goals and contribute to organizational systems, such as improving teacher performance. The results of applying organizational culture in a school in Sabah, Malaysia, which Billy and That studied (2020), show that teacher performance and commitment are still low. So that when there is an effort to improve organizational culture in schools, it can result in increased teacher commitment and performance. 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.

A madrasa organization must be able to create its own organizational culture as self-identity and shared values in organizational life. The principle of democratic collegial deliberation, *ing ngarso sung tulodo, ing madyo mangun karso, tutwuri handayani,* is a solid management system with non-rigid rules, an example of a culture that can bring an organizational atmosphere to work and progress. These are some of the reasons that make organizational culture very important in the journey of an educational organization such as that of a madrasa. As a supporting factor in improving teacher performance, organizational culture can be a determining factor if its existence is implemented correctly.

Good work discipline in educational organizations is primarily determined by the habits embedded in the teacher's work environment. Good habits that have been attached will grow and develop into an organizational culture that no longer needs to be regulated by strict regulations but becomes a standard norm for educational institutions (Sapada et al., 2018). The values and habits that have been embedded will provide motivation and work spirit that encourages the realization of employee performance (Fitrianti, 2016; Pless & Maak, 2004). Some experts argue that organizational culture can have a strong influence on organizational performance (Berberoglu, 2018; Fitria, 2018; Martinez et al., 2015; Meng & Berger, 2019; Oyemomi et al., 2019), but some experts disagree that it is not there is a relationship, in other words, the relationship between the two cannot be measured (Ali et al., 2021; Lasrado & Kassem, 2020; Upadhyay & Kumar, 2020).

This research empirically aims to empirically determine the relationship between organizational culture and teacher performance. What is more important than this research is to find out what is the basis for madrasah's success in building organizational culture and what can be the basis for madrasah's success in improving teacher performance.

RESEARCH METHODS

This research was conducted through a descriptive quantitative approach; data collection was carried out using a direct survey during the research at Madrasah Aliyah Negeri 2 and 3 Yogyakarta. The data is then analyzed and described to what extent the influence of organizational culture variables by processing and analyzing quantitative data through a parametric statistical approach. This study uses two variables: organizational culture as the independent variable X and teacher performance as the dependent variable Y. The population of this study was 105 teachers. While a sample of 70 people was taken using the Solvin formula and randomly. The data was then analyzed descriptively; a quantitative approach was used to test the hypothesis. Hypothesis testing with Pearson's product-moment (r) correlation technique to determine the relationship was then continued through simple regression analysis techniques.

RESULTS AND DISCUSSION

The results of the data analysis include; the mean, median, mode, standard deviation, range, maximum score, and minimum score grouped in the group data distribution. The summary of the results of the analysis of the description of the data in question can be seen in Table 1 below;

Table 1: Summary of Descriptive Analysis Results

No	Statistics	Variabel	
		Organizational culture	Teacher performance
1	Respondent (N)	70	
2	Average (Mean)	110.74	108,34
3	Middle Score (Median)	109	105,5
4	Highest score (Mode)	107	102
5	Standard Deviation (SD)	18,536	17,518
6	Variance	343,61	17,518
7	Maximum Value	155	149
7	Minimum Value	78	83
8	Range	77	66
9	Amount	7752	7483

As shown in table 1, the data findings of each variable are then described to determine the meaning contained in the results of respondents' answers. The description of each variable can be explained as follows; based on the analysis obtained as summarized in table 4.1, the average value (Mean) obtained is 110.74, and the score obtained by most respondents is 107, with an average score of 109. Due to the average score obtained being greater than the average score and the highest score obtained by the respondents, it can be understood that the cluster of data obtained from the respondents describes the state of the organizational culture found in MAN 2 and 3 Yogyakarta is classified as good. The results of further studies are based on the classification of data grouping. Namely, the standard deviation value obtained for organizational culture is 18,536, and the average score (mean) is 110.74. The organizational culture in MAN 2 and 3 Yogyakarta can be grouped as follows:

Table 2: Organizational Culture Score Group Classification Based on Standard Deviation value and Mean value

NO	DATA GROUPS		Respondent	
			Frequency	Percentage
1	Low	< Mean - 1 St. Dev (SD)	13	18,57
2	Medium	Score between high and low	47	67,15
3	High	> Mean + 1 St. Dev (SD)	10	14,28
	Total		70	100

Based on table 2 can be described as follows: the number of respondents who obtained a score classification that is smaller than the Mean-1 standard deviation, as many as 13 people or 18.57%, which in this case can be classified as respondents who have low organizational culture qualifications. Classification of scores greater than Mean + 1 Standard Deviation as many as ten people or 14.28% which can be classified as respondents who have qualifications with high organizational culture, for the classification of scores in

the range, Mean – 1 SD < Organizational Culture > mean + 1 SD is classified into qualifications with a moderate level of organizational culture, as many as 47 people or 67.15%. Based on the qualifications for grouping this data, it can be understood that the organizational culture in MAN 2 and 3 Yogyakarta still has good qualifications. In more detail, information regarding the classification of scores obtained by respondents can be shown through the distribution table of group data as shown in the following table;

Table 3: Organizational Culture Score Frequency Distribution

NO	CLASS RANGE	Statistics		
		Frequency	Percentage	Cumulative Percentage
1	77,5 - 87,5	4	5.714286	5.714286
2	87,5 - 97,5	15	21.42857	27.14286
3	97,5 - 107,5	14	20	47.14286
4	107,5 - 117,5	14	20	67.14286
5	117,5 - 127,5	10	14.28571	81.42857
6	127,5 - 137,5	5	7.142857	88.57143
7	137,5 - 147,5	4	5.714286	94.28571
8	147,5 - 157,5	4	5.714286	100
	Total	70	100 %	

Table 3 above shows that; respondents who scored in the range of 78 to 87 as many as four people or 5.71%, respondents who obtained scores in the range of 88 to 97 as many as 15 people or 21.42%, and respondents who obtained scores in the range of 98 to 107 as many as 14 people or 20%, respondents who got scores ranging from 108 to 117 as many as 14 people or as many as 20%, respondents who got scores in the range 118 to 127 as many as ten people or 14.28%, respondents who got scores ranging from 128 to 137 as many as 5 4 people or 7.14%, respondents who got scores in the range of 138 to 147 as many as four people or 5.71%, respondents who got scores in the range of 148 to 157 as many as four people or 5.71%. From the analysis results obtained, as summarized in table 4.1, the description of employee performance can be described as follows: the average value (Mean) obtained is 108.34, and the score obtained by most respondents is 102 with an average score of 105. Due to the average score obtained being above the middle score and the highest score obtained by the respondents, it can be understood that the cluster of data obtained from the respondents describes the state of employees' performance in MAN 2 and 3 Yogyakarta is still relatively good.

If studied further based on the classification of data grouping, through the standard deviation value obtained for employee performance of 17,518 and the average value (mean) of 106.34, then the performance of MAN 2 and 3 Yogyakarta employees can be grouped as follows;

Table 4: Classification of Employee Performance Score Groups Based on Standard Deviation value and Mean value

NO	DATA GROUPS		Statistics	
			Frequency	Percentage
1	Low	< Mean - 1 St. Dev (SD)	8	11.43
2	Medium	Score between high and low	49	70.00

3	High	> Mean + 1 St. Dev (SD)	13	18.57
		Total	70	100 %

Based on table 4, it can be explained as follows: the number of respondents who obtained a score classification smaller than the Mean – 1 standard deviation is as many as eight people or 11.543%, which in this case can be classified as respondents who have low teacher performance qualifications. Classification scores that are greater than Mean + 1 Standard Deviation are 13 people or 18.57%, which can be classified as respondents who have qualifications with high teacher performance, for the classification of scores in the Mean – 1 SD range < teacher performance > mean + 1 SD classified as qualifications with moderate organizational culture as many as 49 people or 70%.

Through the grouping of qualification data, it can be understood that teachers' performance at MAN 2 and 3 Yogyakarta have quite good qualifications. More specifically, information regarding the classification of scores obtained by respondents can be shown through the distribution table of group data as shown in the following table;

Tabel 5: Distribusi Frekuensi Skor Kinerja Pegawai

NO	CLASS RANGE	Statistics		
		Frequency	Percentage	Cumulative Percentage
1	82,5 - 91,5	11	15.71429	15.71429
2	91,5 - 100,5	15	21.42857	37.14286
3	100,5 - 109,5	17	24.28571	61.42857
4	109,5 - 118,5	11	15.71429	77.14286
5	118,5 - 127,5	4	5.714286	82.85714
6	127,5 - 136,5	4	5.714286	88.57143
7	136,5 - 145,5	7	10	98.57143
8	145,5 - 154,5	1	1.428571	100
	Total	70	100 %	

As mentioned in table 5, it can be explained that; 11 respondents obtained scores ranging from 83 to 91 or 15.71%, 15 respondents obtained scores ranging from 92 to 100 or 21.42%, respondents scored 101 to 109 as many as 17 people or 24.28%, respondents who have scored with a range of 110 to 117 as many as 11 people or as much as 15.71%, respondents who get scores with a range of 119 to 127 as many as four people or by 15.71%, respondents who obtained scores ranging from 128 to 136 as many as four people or 5.71%, respondents who obtained scores ranging from 137 to 145 as many as seven people or by 10%, respondents who obtained scores from 146 to a range of 1455 to 157 as many as one person or 1.42%.

Based on the exposure to the data that has been presented, it is known that there are no habits or behavior patterns that have the potential to hinder performance improvement as follows; openness in conveying and receiving criticism, teachers do not feel awkward conveying criticism to superiors. Habits or patterns of teacher behavior that hinder performance improvement must be eliminated. Efforts to eliminate these habits so far have not been easy; it

requires commitment from all components of the organization to jointly change views, even the belief that specific behavior patterns are not by the demands of improving organizational performance. Cultural development instills fundamental cultural values in both individual teachers and organizations. To determine whether cultural development has been realized, each essential cultural value must be able to measure the level of success of its implementation. The fundamental cultural values that will be developed need to be detailed in their elements and then set indicators of success. Based on the thoughts and research findings stated in the previous discussion, organizational culture characteristics need to be maintained and developed or adapted by MAN 2 and 3 Yogyakarta. The scores on the organizational culture and performance variables as described above show the same trend. An increase follows in the frequency of each organizational culture score in teacher performance scores. This can be predicted based on estimates from the two data. From the estimation of the distribution of data from the two variables, it can be seen that there is an increase in linear changes, although it is known that some data (respondents) are predicted to be different from the habits adopted, by other respondents. In other words, the better the organizational culture of the teacher, the better the performance will be, and this did not happen to some of the respondents mentioned earlier.

To clarify these findings, the following figure 1 illustrates the distribution of the estimated data on the two variables.
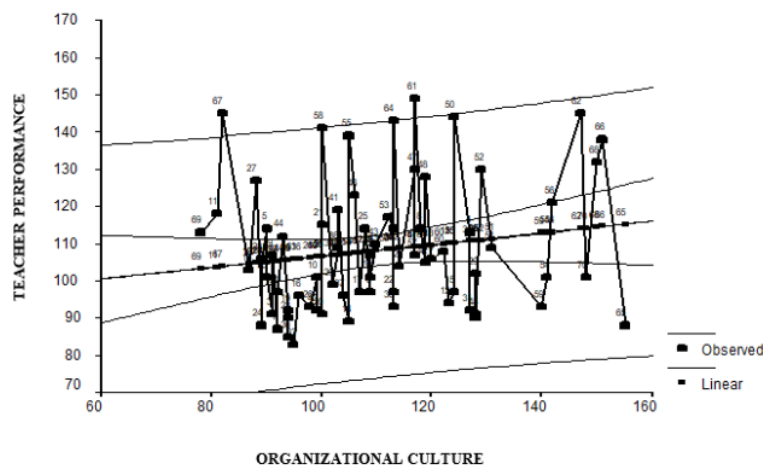

Figure 1: Illustration About Organizational Culture in Improving Teacher Performance

As shown in Figure 1, it can be explained that the distribution of the estimated points produces a linear line that has a certain angle to the horizontal line of organizational culture and forms a diagonal plane whose direction is from bottom left to top right. This means there is a tendency if there is an increase in organizational culture, followed by an increase in teacher

performance. The findings of this empirical analysis are based on the opinion of Bill Creech in Soewarso, who argues that organizational culture is a pillar in efforts to improve teacher performance. On the other hand, performance can improve organizational culture (Chiniara & Bentein, 2018; Handayani & Suryani, 2019). More specifically, it is explained that organizational culture can improve long-term performance if it pays attention to the interests of customers, shareholders, and employees (Njatrijani et al., 2019). Reinforcing this finding, as stated (Saffold, 1988) that a culture appropriate to organizational conditions has the potential to be a driver of high organizational performance.

From these findings, it can be informed that there are differences with some descriptions from previous expert opinions. If the description of the opinion expressed is generally valid, it may be recognized as accurate. However, if you look back, as shown in Figure 1, this kind of tendency does not apply specifically; this situation is evidenced by the two estimated data on the 61st respondent and the 67th respondent; it is known that there are data that deviate from the habits carried out by other respondents related to culture. Organization owned by the performance displayed. This means that the high performance displayed by the two respondents is not due to the excellent culture they have, but it is believed that other variables outside the organizational culture further cause the two respondents to have a reasonably high performance. As stated (McDonnell et al., 2021), several other factors can affect performance, such as the behavior, attitudes, and actions of co-workers, subordinates, and leaders, resource constraints, economic conditions, and so on. In the context of the role of organizational culture, which is essential for the progress of madrasas, a strong madrasa organization requires human resources with high culture. This is necessary because employees who have a high organizational culture will always try their best to work in developing and advancing their organization. Employees with a high organizational culture are more stable and productive so that, in the end, they also contribute more to the organization (Paais & Pattiruhu, 2020). In line with that, Febriani (2021) states that someone with a high culture can provide positive norms; on the other hand, someone who does not have a high culture will show harmful norms in his organization. This is reasonable because organizational culture is the first principle in any quality improvement effort (Mukhsin, 2019). Based on these findings, it can be understood that the teachers at MAN 2 and 3 Yogyakarta already have responsibilities in their tasks. Teachers keep the madrasa facilities together, maintain the facilities neatly and avoid unnecessary jokes. To maintain this condition, the responsibility must be balanced with authority.

Serpell and Ferrada (2007) revealed that performance is the implementation of functions that reveal a person's potential in carrying out his responsibilities. Teachers are required to have the high initiative in their primary duties and functions. Every time a teacher's initiative emerges, it needs to be processed into strengths that can be applied to better individual or organizational work. This attitude is essential in carrying out the task because it can help the completion of the tasks of the institution, both those that are not

covered by various existing policies and in the idea of reform for the development of madrasas. Isensee et al. (2020) said that among the principles and values developed in organizational culture is the management for renewal. The initiative of the teachers has now been realized in the form of treatment; this is the first step in the creativity of teachers who are aware of the need for renewal.

Furthermore, management support in providing straightforward communication about the task details becomes a guideline for every teacher in the madrasa environment. In addition, the management support felt by the teacher in the form of technical guidance and direction, as well as support in the form of providing adequate work facilities and infrastructure, is meaningless if it is not supported by the best performance possessed by each teacher.

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In terms of the pattern of supervision carried out by superiors who are directly based on the organizational structure, it is believed to be effective in monitoring teacher activities. The position of the direct supervisor as a supervisor better understands the characteristics of the duties and functions of the teacher and does not eliminate the teacher's autonomy. The supervision has been directed at improvement efforts so that they are not focused on finding faults in work. This is in line with the statement of Sutrisno (2019), which shows that supervision is a service that fosters hope in members of an organizational unit and positive encouragement to achieve organizational goals and objectives.

MAN 2 and 3 Yogyakarta have characteristics that can be a source of pride so that they can increase the commitment or loyalty of teachers to their duties and organization. Madrasa teachers firmly believe that the success of education is the success of the madrasa. Pride, commitment, and loyalty that have become a culture can ultimately direct teachers' attitudes and behavior in improving their performance. Judging from the madrasah reward system, teachers' ability and work performance are more valued than just seniority.

Teachers believe this condition encourages work performance. Each teacher tries to improve his abilities and shows high work results in the hope of getting appropriate rewards. Teachers are encouraged to be able to resolve conflicts and accept criticism openly. Not a few conflicts can be resolved properly so as not to be fatal or interfere with performance. The research findings above reveal the existence of organizational culture support in improving individual performance, organizational unit performance, and overall organizational performance. Therefore, efforts are needed from various parties to maintain organizational culture support to improve performance.

CONCLUSION

From the findings and data analysis conducted on the research variables, the following conclusions were obtained; the success of madrasas in building organizational culture is based on strengths that can be ranked as follows; a) prioritizing a conducive working atmosphere; b) there is an award from the leadership to every teacher who excels; c) carry out all forms of madrasa regulations jointly determined; d) there is reciprocal communication between teachers and leaders; e) promote good behavior, which is manifested in the form of compliance; f) understand and carry out the vision and mission of the madrasa. The success of madrasas in improving teacher performance is based on strengths that can be ranked as follows; a) cooperation between teachers and leaders; b) focus on work results; c) there is an initiative that can be accounted for by every teacher; d) a high sense of responsibility for all tasks carried out; e) always put the quality of work first. There is the same trend; if there is an increase in the frequency of each organizational culture score, it is followed by an increase in teacher performance scores and vice versa.

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