

The Influence of Teacher Performance and School Culture on School Quality

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ABSTRACT

This research aims to examine the influence of teacher's performance and school culture on the school quality. This research used a quantitative approach with ex post facto design. The population in this research is educators (teachers) as many as 66 people. Sampling techniques in this research use saturated sampling. The technique of collecting data as a scale is using Likert scales, observation, and documentation study. Prerequisite test data was using the normality test and linearity test. Data analysis techniques used multiple regression analysis, F test analysis, and T-test analysis. The results of the research are as follows: 1) the teacher's performance partially has a positive and significant influence on the schools quality as many as 3,517; 2) school culture partially has a positive and significant influence to the schools quality as many as 4,689; 3) teacher's performance and school culture simultaneously have a positive and significant influence to the schools quality as many as 87,89% and the and the rest are influenced by other variables.

Keywords: *Teacher Performance, School Culture, School Quality*

1. INTRODUCTION

The quality of education in Indonesia is still quite apprehensive, especially when compared with countries in the world. This can be seen from the ranking of the world education system, Indonesia is in the 108th position. Indonesia's score is 603. The quality of education in Indonesia is below Samoa, Mongolia, and Palestine. Therefore, the government needs to give special attention to improve the quality of education. To improve the quality of education in 2015, the government issued Government Regulation number 13 of 2015 on the second amendment to Government Regulation No. 19 of 2005 on National Education Standards. This regulation is a government effort to improve the quality of education in Indonesia. One educational institution that organizes 8 national standards of education with a maximum of SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya.

Both institutions are strengthening several aspects of school programs such as teacher performance and school culture, as both have an important role in achieving school quality and achieving educational goals. Hoy and Miskel suggest Organizational Culture is a system of shared orientation that unifies its unit and gives it a special identity [1]. Organizational culture is embodied

in norms, shared values, and basic assumptions, each taking place at different levels of abstraction. The existence of school culture has a very important role in improving the quality of schools. This condition is given that school culture is closely related to the behavior and habits of school people to make adjustments to the environment, as well as how to view problems and solve them in the school environment to provide a basis and direction in the ongoing process of effective and efficient education. Culture developed in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya consists of two types, namely common culture, and religious culture. It is this religious culture that is strengthened in the achievement of school quality and the formation of identity in the eyes of society.

Concerning school culture, teachers as school program implementers also play an important role in establishing school culture. Teachers are required to have a performance that can provide and realize the hopes and desires of all parties, especially the general public who has trusted the school and teachers in fostering students. Anderson [2] suggests that a teacher must have three important things that color the effectiveness of performance that is the personal quality (personal qualities), knowledge (knowledge), skills (skills). These three things are a form of competence that should color

teachers in their performance. Through the assessment results are expected to be a reflection related to improvements in teacher performance. The quality of good education is strongly influenced by the performance of teachers in performing their duties so that teacher performance becomes an important demand to achieve educational success. The performance of teachers in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya is always under the supervision of the school and foundation. Monitoring and evaluation activities are conducted regularly, aiming to maintain the professionalism of teacher performance. Besides, development activities are also undertaken to improve the competence and skills of teachers through seminars, training, and teacher working groups (KKG). Also, coaching is done through the provision of rewards (inspiring award) and enforcement of the rules.

Referring to the phenomenon, the researcher is interested to conduct a research titled "The Influence of Teacher Performance and School Culture on School Quality in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya." Based on the above description, the problem of this research is formulated as follows: a) Is there any influence of teacher performance on school quality in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya?; b) Is there any influence of school culture on school quality in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya?; c) Is there any influence of teacher performance and school culture on school quality in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya?

2. METHOD

This study used a quantitative approach with ex post facto design. There are three variables in this research are teacher performance (X1), school culture (X2), and school quality (Y). The population in this research is educators at SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya as many 66 people by using a saturated sampling technique. Saturated sampling is a technique of determining the sample if all members of the population serve as a sample of the study. Data were collected using Likert scales, observation, and documentation study.

The prerequisite analysis test uses the normality test with the product-moment correlation formula and linearity test with alpha Cronbach's formula. The data analysis technique uses multiple regression analysis to predict how the state (rise and fall) of the school quality variables, if the teacher performance variable and school culture as a predictor factor manipulated, T-test or partial test used to determine the influence of each independent variable to the variable tied partially, and F-test is used to know the influence of independent variable to the dependent variable simultaneously or together.

3. RESULTS AND DISCUSSION

The results showed for the performance variable (X1) of teachers as respondents answered score 1 showed very not agree as much as 0%, score 2 shows not agree as much as 1.6%, score 3 show agree as much as 65.2%, score 4 shows strongly agree as much 33.2%. Based on the results of the description of the data can be concluded that most respondents consider the performance of teachers in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya very good because the respondents tend to choose the number 3 and 4 as much as 98.2%. The school culture variables (X2) of respondents answered the score of 1 showed strongly disagree as much as 0%, score 2 shows not agree as much as 2.3%, score 3 shows agree as much as 65.6%, score 4 shows strongly agree as much as 32.1%. Based on the results of the description of the data it can be concluded that most of the respondents consider the school culture in elementary school Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya very good because the respondents tend to choose the number 3 and 4 amount 97.77. The variable of school quality (Y) 1 shows strongly disagree as much as 0%, score 2 shows disagree as many as 2.5%, score 3 shows agree as much as 64.2%, score 4 shows strongly agree as much as 33.3%. Based on the result of the description of the data, it can be concluded that most of the respondents consider the school quality in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya are very good because respondents tend to choose number 3 and 4 as many as 97.5%.

Before the calculation of multiple regression, F test, and T-test, calculation of data analysis requirement test. the data in this study meet the normality test as for the result of normality test calculation value i.e. Asymp value. Sig. (2-tailed) for unstandardized residual is $0.621 > 0.05$ it can be concluded that the data is normally distributed because the data meet the criteria of normality test with Asymp value. Sig. (2-tailed) > 0.05 . The test of linearity also fulfilled because all variables of sig value $> 0,05$ is teacher performance variable obtained by Sig value. 0,229 and school culture variables obtained by Sig value. 0,386. The result of data analysis for regression test is obtained by the value of regression equation is $Y = 3,863 + 0,439 X1 + 0,506 X2$, from that equation can be interpreted that teacher performance variable (X1) and school culture (X2), each variable has average result in his experiment on school quality variables (Y) in SD Muhammadiyah 15 and SD Raden Patah Surabaya. Results of calculation F test get $F_{count} > F_{table}$ that is equal to $106,304 > 3,14$ with a significant value equal to $0,000 < 0,05$ so H_0 is rejected and H_1 accepted meaning that the performance of teacher and school culture give positive and significant influence to school quality simultaneously. The amount of influence can be seen from the coefficient of determination of 0.771 or 77.1%. While in the calculation of the T-test obtained by T-count

value of each variable as follows: Performance teacher 3,517 and school culture 4,689. T-count value > T-table value (1,99) so that H₀ hypothesis is rejected and H₁ accepted which means both teacher's performance and school culture each have a positive and significant effect on school quality.

3.1. The Effect of Teacher Performance and School Culture on School Quality in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya

Based on the calculations done, it can be concluded that teacher performance has a positive and significant effect on school quality. This is in line with Anderson's opinion that a teacher must have three important things that characterize the effectiveness of his performance, namely personal qualities, knowledge, skills [2]. These three are forms of competence that should color teachers in their performance. Through these three things, the teacher's performance will contribute positively to the quality of the school. The theory is reinforced by Supardi which explains that teachers determine the quality of education, success, or failure of the learning process, whether or not achieved the purpose of education and learning, organized infrastructure facilities, learners, media, tools, and learning resources [3]. Good teacher performance can create effectiveness and efficiency of learning and can shape the discipline of students and teachers themselves. The indicator of teacher performance variable that is used in this research is a theory about teacher competence which has become base in teacher performance appraisal as stated by Spencer and Spencer that competence is a characteristic underlying someone and related to the effectiveness of individual performance in their works [4]. Teacher competence in Indonesia has been stipulated in Indonesian Republic Law number 14, 2005 about teacher and lecturer further explained in Regulation of Minister of National Education No. 16, 2007 about Academic Qualification Standard and Competency Teacher that is pedagogic competence, social competence, personal competence, and professional competence. The four competencies of teachers have colored and reflected teacher behavior in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya in carrying out their duties and functions, especially in learning and mentoring activities. This can be proven through the score of research results of teacher performance variables (X₁) obtained from 66 teachers in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya as respondents.

Based on the data analysis results obtained data that most respondents consider the performance of teachers in SD Muhammadiyah Surabaya and SD Raden Patah Surabaya very good because the respondents tend to choose the number 3 and 4 as many as 98.2%. Therefore, the performance of qualified teachers will be created to improve the quality of schools in SD Muhammadiyah 15

Surabaya and SD Raden Patah Surabaya. The results of this study are also supported by previous research conducted by Brown which suggests that performance is a concrete manifestation and can be observed openly or the realization of competence [5]. Where competence is used as a measuring tool to determine the level of performance of a teacher. Teacher competence is a picture of what a teacher can do in carrying out his work, whether in the form of activities, behaviors, or outcomes that can be demonstrated. Fang Lai, Elisabeth Sadoulet et al. [6] also conducted a study relevant to this research, titled *The Effects of School and Teacher Quality on Student Performance: Using a Natural Experiment from the Middle School Reforms in Beijing* quality influential in student achievement increase of 10% -14%. The improvement of student achievement will contribute greatly to improve school quality.

Calculations that have been done show that the school culture has an influence on the quality of schools in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya. This is in line with the opinion of Hoy and Miskel [1]) which explains that school culture is directed toward school change and improvement and assumes that understanding culture is a prerequisite for making schools more effective. School culture can be understood through four types of school cultures: cultures of reliability, belief, academic optimism, control. The reliability, confidence, and academic optimism cultures enhance student achievement, while humanistic control culture supports the socio-emotional development of students. Both the achievement and socio-emotional development of students will contribute greatly to improving the quality of schools. This is supported by Zamroni [7] which states that the quality of schools is determined by three variables, namely school culture, learning, and school realities. School cultures can be used to deal with problems in adapting to new environments and internal integration, so that these values and assumptions can be taught to new members and generations to have the right view of how they should understand, think, feel and act against the situation and environment.

The results of this study are also supported by previous research conducted by Vislocky [8] with the title *The Relationship Between School Culture and Student Achievement In Middle Schools* stating that based on extensive literature review and research results, it is concluded that sixth, seventh, and eighth who attended schools with higher cultural values had higher achievements. Vice versa students of sixth, seventh, and eighth grade who attend schools with low cultural values have lower achievements.

3.2. The Influence of Teacher Performance and School Culture on School Quality at SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya

The results of research on the influence of teacher performance and school culture on the quality of schools in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya showed that there is a positive and significant influence of Teacher Performance (X1) and School Culture (X2) on school quality (Y). Many aspects relate to the quality of education, and many have a comprehensive view of the quality of education. This is consistent with that put forward by Sallis [9] stating that there are indeed many sources of quality in education. To empower these sources of quality, there is a need for maximal teacher performance and a positive application of school culture. Implementation of teacher's performance (X1) and school culture (X2) is maximal and will give a positive influence on improving school quality.

This is in line with the opinion expressed by Supardi [3] that teachers determine the quality of education, the success or failure of the learning process, whether or not the goals of education and learning, organized infrastructure, students, media, tools, and learning resources. Teachers play an important role in the education process in school, especially in the learning process, so the performance of a teacher is very determined by the quality of the school. Good teacher performance can create effectiveness and efficiency of learning and can shape the discipline of students and teachers themselves. Furthermore, Hoy and Miskel [1] explain that the school culture is directed toward school change and improvement and assumes that understanding cultural efforts are a prerequisite for making schools more effective. School culture can be understood through four types of school cultures: cultures of reliability, belief, academic optimism, and control. Cultural reliability, confidence, and academic optimism of the school enhance student achievement, while the humanistic control culture supports the socio-emotional development of students. The four types of culture have been reflected in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya through the mindset, the rules or norms until the habit of the whole school community either teachers, students, and school employees

The results of this study were also supported by research conducted by Karen Durrence Bland [10] with the title Relationship of Collaborative School Culture and School Achievement. This study explains the relationship of collaborative school culture or cooperation and school achievement. The achievements referred to here lead to the achievements and quality of schools. The results show that collaborative school culture contributes to school achievement with a correlation value of 0.89. The value of this correlation is

close to 1 so that the relationship between culture and quality is very strong. Diane Yvonne Hatchett [11] also conducted research relevant to this research under the title The Impact of school culture, teacher job satisfaction, and student attendance rates on academic achievement of middle school students. The results of the study explain that school culture and teacher job satisfaction have a positive influence on school achievement. The school culture here is explained through the habituation of existing habits in schools and the values shared by all the citizens of the school. Through the achievement of school performance will contribute to the achievement of better school quality.

4. CONCLUSION

Based on the results of calculations on the effect of teacher performance and school culture on the quality of schools can be concluded that a) Based on the analysis obtained significance value of 0.001 significance value is smaller than 0.05, meaning teacher performance (X1) positively and significantly influence on quality school (Y) at SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya. b) Based on the analysis, the significance value of 0.000 value of this significance is less than 0.05, meaning that school culture has a positive and significant effect on the school quality in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya, c) Based on the analysis obtained the significance value of 0.001 this significance value is smaller than 0.05, meaning the performance of teachers and school culture together affect the quality of schools in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya. The value of determination (R Square) shows that teacher performance variables (X1) and school culture (X2) together contribute more to the quality of school (Y) in SD Muhammadiyah 15 Surabaya and SD Raden Patah Surabaya which is equal to 77.1%. While the rest of 22.9% explained by other variables that are not proposed in this study.

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