

The Effect of Organizational Culture and Teacher Performance on Students' Learning Outcomes

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ABSTRACT

The purpose of this research is to provide an in-depth description of the results of the analysis of the influence of organizational culture and teacher performance on student learning outcomes at SMP Negeri 1 Kayu Agung either partially or simultaneously. To obtain the results as the formulation of this research problem, quantitative research methods were used. The results obtained from the research conducted state that organizational culture partially has a positive and significant influence on student learning outcomes. Teacher performance also has a positive and significant effect on student learning outcomes partially. For simultaneous testing, the results obtained revealed that organizational culture and teacher performance together have a positive and significant influence on student learning outcomes at SMP Negeri 1 Kayuagung. Therefore, all alternative hypotheses in this study are accepted.

Keywords: Organizational Culture, Teacher Performance, Learning Outcomes

1. INTRODUCTION

The rapid development of science that is happening at this time cannot be separated from the role of learning held by educational institutions. Learning is carried out actively and creatively by promoting exploration of the abilities of students. Law Number 20 of 2003 provides an explanation for students in article 1 paragraph (4) that students are members of society who try to develop their potential through the learning process available at certain paths, levels, and types of education [1].

Learners are another word for students as they are commonly known by the public. As a member of society, a student has the right to get a proper education. To obtain this education, one of them is by following formal education which has clear objectives to be achieved. National education is carried out with the aim of developing the potential contained in students so that they become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1].

If a student takes formal education, the rules are binding in every aspect that is held. Learning carried out in formal education has terms and conditions that must be met, both administratively and technically. One of the things that is required is that there is a measure of the success of the implementation of learning in the classroom. The intended success is the achievement

obtained by students after being actively involved in the learning process in the classroom, as evidenced by an understanding of the concepts or material being taught. Proof of this understanding can be done through tests or exams to determine student learning outcomes.

Student learning outcomes are essentially changing in behavior as a result of learning activities in a broader sense covering cognitive, affective, and psychomotor fields [2]. Although the life success of students is not entirely determined by their learning outcomes, as an indicator of the ability or competence to compete in the global world, it is sufficient to illustrate. To achieve good learning outcomes for a student, it is not only determined by himself. Many things can make these students have good learning outcomes.

It was explained that there are significant internal factors in the students themselves so that they can achieve good learning outcomes, such as physical and psychological. However, do not ignore that external or external factors also have a big impact on the achievement of learning outcomes. As the environment is able to influence a person's character, so are the learning outcomes. Among these external factors are parents, the community, schools, of course, with their academic culture and teachers who organize learning [3].

The description above, confirms that there are many factors that need to be considered so that the achievement of student learning outcomes can be

optimal. If traced clearly, the closest factors are family, school culture, and learning organized by the teacher. In this study, focused on these external factors, especially on aspects of school culture or known as organizational culture and the implementation of learning by teachers that can be measured through teacher performance.

These things have a clear connection as the function of the implementation of education, namely to develop abilities and shape the character and civilization of the nation with dignity in the context of educating the nation's life [1]. For this reason, the school culture which is known for its high academic nuances needs to be maintained. The hope is that through such things it will be able to create a nation generation as well as the goals and functions of education nationally.

School culture or organizational culture is a shared system of meaning (perception) held by organizational members, which distinguishes the organization from other organizations [4]. That is why it is believed that the organizational culture held by the school is able to give color to character which has implications for the learning outcomes obtained by students. If the school has a highly disciplined organizational culture, it will gradually influence students to be disciplined. Likewise, if the culture held by a school does not really emphasize the affective aspect but only on cognitive aspects, then discipline is not something that must be obeyed because the measure of success is only determined on the scientific aspects of students.

That way, it is clear that a school that has a good organizational culture will form a good personality and learning outcomes will be better. One component that can also be a reference whether or not a culture applied in schools as an organizational unit is the implementation of learning by teachers in the classroom. If the organizational culture goes well, it is believed that teachers will carry out learning well and optimally in order to achieve both instructional and national education goals.

To measure whether or not the implementation of learning in class organized by the teacher can be done by measuring the performance of the teacher concerned. It is clear that the teacher's performance is intended specifically for the aspects of implementing learning in the classroom. The teacher's performance in the learning process can be stated about the achievements achieved by a teacher in carrying out his duties during a certain period of time which is measured based on three indicators, namely mastery of teaching materials, ability to manage learning and commitment to carrying out tasks [5].

The description above confirms that each aspect has a role in achieving quality learning, until finally it can be accepted by students as knowledge and is aligned with the learning outcomes achieved. In principle, each component is clearly capable of contributing to improving or optimizing student learning outcomes. However, this study provides limitations that are measured considering the limitations that exist in the researcher himself. A similar research was conducted by

Khairani [6], with a focus on the same variables but different in the aspects tested, because he used learning achievement while researchers used learning outcomes. The results of his research stated that the culture of the school organization had an effect on student achievement with indicators of the harmonious environment of the school community, the hopes and optimism of the school community, the cleanliness and beauty of the school environment. Teacher performance affects student achievement.

The description above provides an explanation that it is important to carry out an in-depth study, so that assumptions can be answered and can be proven empirically. That is why the researcher first conducted a preliminary study of the location that was planned to be the object of research. Preliminary studies conducted by researchers reveal several interesting phenomena, that the perception of everyone who is part of SMP Negeri 1 Kayuagung on organizational culture is not yet uniform. Likewise with the results of the overall teacher performance measurement carried out by the principal stated that performance variations were very visible. Judging from the aspect of student learning outcomes, in formal legal records it appears that the minimum criteria are sufficient, but basically these achievements are the result of teacher processing. In fact, according to the teacher, there are still students who have not completed the learning material.

This research was conducted to provide a clear description of the influence of organizational culture and teacher performance on student learning outcomes at SMP Negeri 1 Kayuagung, the role of teachers in SD Negeri 1

2. METHODS

This research was conducted at SMP Negeri 1 Kayuagung, in July - October 2020. To achieve good research, of course, it takes things that are also binding such as a research method. The research method is a procedure or steps in obtaining scientific or scientific knowledge [7]. Therefore, the research method is a systematic way of structuring science. The research method is a scientific way to obtain data with specific purposes and uses [8]. The research method is a method used in conducting research to obtain information which is then processed as needed so that certain objectives and uses can be met.

The appropriate method used by researchers to carry out this research is descriptive method with a quantitative approach. The descriptive method is a method used to look for the elements, characteristics, and properties of a phenomenon [7]. This method begins with collecting data, analyzing data and interpreting it.

Quantitative research methods are defined as research methods based on the philosophy of positivism, used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistics in order to test the hypothesis

that has been set [8]. Quantitative research methods are based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses [9]. A total of 73 samples were used which were obtained through the Taro Yamane technique from a total of 751 people as a population.

The research data were obtained through questionnaires, observation and documentation. Then the data is analyzed through classical assumption test first, then analysis is carried out through simple regression and multiple regression.

3. RESULTS AND DISCUSSION

The data obtained from the study has been tested with the result that the data is normally distributed and there are no heteroscedasticity symptoms. That is why, hypothesis testing can be done through parametric statistical analysis.

Hypothesis testing 1

Hypothesis 1 is meant in this research is a test for the first hypothesis, namely testing the influence of organizational culture on student learning outcomes.

Table 1. Test Results "t test"

Model		Coefficients ^a				t	Sig.
		Unstandardized Coefficients		Standardized Coefficients			
B	Std. Error	Beta					
1 (Constant)	9,290	6,150			1,511	,135	
Budaya Organisasi	,935	,077	,821		12,130	,000	

a. Dependent Variable: Hasil Belajar Siswa

Source: processed data (October, 2020)

The t value for the organizational culture variable is 12.130 > t table, namely 1.994, which means that the alternative hypothesis (Ha) for testing hypothesis 1 is accepted. Therefore, it is stated that organizational culture has a positive and significant influence on student learning outcomes.

Table 2. Determinant Coefficient (H1)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,821 ^a	,675	,670	1,63131

a. Predictors: (Constant), Budaya Organisasi
b. Dependent Variable: Hasil Belajar Siswa

Source: processed data (October, 2020).

The correlation coefficient or the magnitude of the relationship between organizational culture and student learning outcomes is 82.1%, and is included in the very strong relationship category. The determinant coefficient or the magnitude of the influence of organizational culture variables on learning outcomes is 67.5% which means it has a high influence.

Hypothesis testing 2

The test is intended to test the effect of teacher performance on student learning outcomes at SMP Negeri 1 Kayuagung.

Table 3. Test Results "t test"

Model		Coefficients ^a				T	Sig.
		Unstandardized Coefficients		Standardized Coefficients			
B	Std. Error	Beta					
1 (Constant)	4,015	3,715			1,081	,283	
Kinerja Guru	1,000	,046	,931		21,503	,000	

a. Dependent Variable: Hasil Belajar Siswa

Source: processed data (October, 2020)

Value tcount > table; 21,503 > 1,994. Based on this, it is concluded that the alternative hypothesis is accepted, which means that teacher performance has a positive and significant effect on student learning outcomes at SMP Negeri 1 Kayuagung.

Table 4. Determinant Coefficient (H2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,931 ^a	,867	,865	1,04325

a. Predictors: (Constant), Kinerja Guru
b. Dependent Variable: Hasil Belajar Siswa

Source: processed data (October, 2020)

The correlation coefficient or the magnitude of the relationship between teacher performance and student learning outcomes is 93.1%. The magnitude of the relationship falls into the very close category. The determinant coefficient or the magnitude of the influence of teacher performance variables on student learning outcomes is 86.7% which is included in the very high category.

Hypothesis testing 3

Hypothesis testing 3 is hypothesis testing that is simultaneous or testing jointly.

Table 5. Test Results "F test"

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	508,616	2	254,308	247,566	,000 ^b
	Residual	71,906	70	1,027		
	Total	580,522	72			

a. Dependent Variable: Hasil Belajar Siswa
b. Predictors: (Constant), Budaya Organisasi, Kinerja Guru

Source: processed data (October, 2020)

Fcount of 247.566 > FTable of 3.128 which means that there is a positive and significant influence on organizational culture and teacher performance on student learning outcomes at SMP Negeri 1 Kayuagung.

Table 6. Determinant Coefficient (H3)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,936 ^a	,876	,873	1,01352

a. Predictors: (Constant), Budaya Organisasi, Kinerja Guru
b. Dependent Variable: Hasil Belajar Siswa

Source: processed data (October, 2020)

As much as 93.6% of the variables of organizational culture and teacher performance have a relationship with student learning outcomes, thus they fall into the category of a very close relationship. The influence of organizational culture and teacher performance was 87.6% on student learning outcomes at SMP Negeri 1 Kayuagung. This influence is included in the very high category.

The results of this study indicate that each independent variable has a close relationship and a

positive influence on the dependent variable. The magnitude of the relationship and influence between these variables is different, but the substance states that organizational culture and teacher performance have a positive and significant impact on student learning outcomes at SMP Negeri 1 Kayuagung.

If viewed through partial testing, it is clear that the magnitude of the relationship between organizational culture and student learning outcomes is 82.1%, and is included in the very strong relationship category. The magnitude of the influence of the organizational culture variable on learning outcomes is 67.5% which means it has a high influence. This illustrates that a habit or culture that is formed and carried out continuously in schools can have a big impact on students to obtain optimal learning outcomes. That way, it is fitting that the culture that is formed is an academic culture that emphasizes the noble values of national education, as stated in the Law on the National Education System that education is carried out with the aim of forming human beings with noble character.

Likewise, the magnitude of the relationship between teacher performance and student learning outcomes is 93.1%. The magnitude of the relationship falls into the very close category. The magnitude of the influence of the teacher performance variable on student learning outcomes was 86.7% which was included in the very high category. This is of course an important note for every teacher, that it is very important for a teacher to continue to optimize learning. Because, from the results of this study alone, it can be seen how big the impact of teacher performance is in supporting students to get good learning outcomes.

If testing is done simultaneously or together, it is found that organizational culture and teacher performance together have a relationship of 93.6% with student learning outcomes. This shows that the two independent variables have a very close relationship with the dependent variable. The organizational culture and teacher performance had an influence of 87.6% on student learning outcomes at SMP Negeri 1 Kayuagung. This influence is included in the very high category. So, keep in mind that each element has an impact on the achievement of student learning outcomes.

The results of the research conducted provide reinforcement of several previous studies. As was done by Khairani [3], that organizational culture is able to influence learning achievement, as well as teacher performance and influences learning achievement. Through this research, it is emphasized that not only learning achievement is influenced by these two variables but more specifically it also has an impact on student learning outcomes.

Similar results also found by other studies conducted by Juwita [10], Masruri, Abdullah & Egar [11], Zakharia [12], and Maryani [13] focusing on organizational culture on teacher performance. In several previous studies, assessed the variables currently being studied as independent variables. It's just that, the

substance of the research certainly has implications for learning outcomes.

The same thing is confirmed by this study, namely the research of Erisa, Rustiyarso & Purwaningsih [14]. That this research participates in affirming that it is true that organizational culture and teacher performance can have an impact on student learning outcomes, especially in student specialization subjects as well as the results of previous research.

4. CONCLUSION

The conclusion from the implementation of this study is that organizational culture variables have a positive and significant effect on student learning outcomes at SMP Negeri 1 Kayuagung. Teacher performance variables have a positive and significant effect on student learning outcomes at SMP Negeri 1 Kayuagung. The variables of organizational culture and teacher performance together have a positive and significant effect on student learning outcomes at SMP Negeri 1 Kayuagung.

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