

The Role of Organizational Culture in the Effort of Improving Teachers' Performance

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ABSTRACT

The problem in this study was how the role of organizational culture in improving teacher performance at SMA Negeri 2 OKU. The purpose of this study was to determine and describe the role of organizational culture in improving teacher performance at SMA Negeri 2 OKU. The research method in this study was qualitative method, which means that the findings were not obtained from statistical results, and aimed to reveal data symptoms holistically-contextually through natural data collection. The key instruments in the research were the researchers of the study themselves. The results of this research concluded that a good organizational culture would improve the performance of the organization's members, wherein this context were the teachers. Organizational culture played a role in improving teachers' performance at SMA Negeri 2 OganKomerang Ulu. The principal was very instrumental in implementing organizational culture, which resulted in the improvement of teachers' performance. The organizational culture applied by teachers at SMA Negeri 2 OganKomerang Ulu was a means to improve their performance.

Keywords: Organizational Culture, Teachers' Performance.

1. INTRODUCTION

The writing of this article is inspired by the various sources of relevant research and the realities that occur in the related field. Everyone has a right to quality as it is a fundamental human right of people in Indonesia. Quality is a very important issue in the world of education. Professional teachers are those who have good performance [1]. The problems in performance always get a greater proportion of attention from management. This is because performance is closely related to the productivity of an institution/school. One of the interesting aspects to discuss from a teacher is the aspect of performance because teachers' performance is the most important input in the implementation of education [2]. However, it is revealed that teachers' performance in Indonesia is still not optimal.

[3] found that the correlation coefficient between school organizational culture and teachers' performance is greater than the correlation coefficient between school leadership and teachers' performance. This is an indication that the organizational culture of the school has a wider scope compared with the principals' leadership at the school.

Schools as institutions and social systems have their own cultural characteristics (culture of school) which is an integration of the school organizational culture and the individual culture.

Individual culture is different from one teacher to another. So, school as a social system has a diverse culture and is influenced by value systems, perceptions, habits, educational policies, and the behavior of the members of the schools.

In his research [4] found out that the significant positive effect of school organizational culture and compensation and pedagogical competence on teacher performance was 46.8%. It indicates that there is an improvement in schools' organizational culture, compensation, the competence of pedagogy, and the performance of the teacher.

[5] revealed that motivation and organizational culture in schools have a positive and significant effect on teachers' performance, both either and simultaneously. Therefore, teachers' performance can be improved through increasing organizational culture and motivation. The implication is that there is a great need for the school principal or in taking action to improve teachers' performance.

Every school has its own organizational culture. Organizational culture is basically the values that become habits and the standard of the quality of a person in the organization. Values can come from customs, religious teachings, norms, and rules that apply in society. In the world of education, organizational culture is the primary culture of the school. [6] states that school culture

is the dominant values supported by schools or philosophies that demand school policies regarding all school elements and components, including education stakeholders, as well as carrying out the work at school as well as assumptions or basic beliefs held by school community members.

[7] revealed that culture literally comes from the Latin language *Collere*, which means working the soil, cultivating, or maintaining the fields. In other terms, culture or *budaya* has a meaning as things related to human minds and reasonings. This is because *budaya* comes from *Sanksekerta budhhayah*, which is the plural word of *buddhi*. According to [7] culture is the whole system of ideas of action and the results of human work in the context of social life which becomes the property of human beings obtained through the learning process.

According to [8] organizational culture can be interpreted as norms, values, philosophy, rules, and employee working climate. [9] revealed that organizational culture, values, opinions, belief, philosophy, and organizational habits developed over a long period of time by founders, leaders, and members of the organization are introduced and directed by the leader to the members who have to be involved in organizational thinking in terms of organizational activities, and influencing organizational activities, and to achieve organizational goals.

Jones in [10] stated that organizational culture is: "*A set of shared values and norms that controls organizational members' interactions with each other and with people outside the organization*". [10] said that organizational culture is a system that has common meanings and is embraced by members who differentiate the organization from other organizations. A system of shared meaning is shaped by its members that differentiate from other organizations. The common meaning system is a set of key characters of the value of an organization.

Some of the benefits of organizational culture were outlined by [11] 1) Limiting the roles that distinguish one organization from another. Each organization has a different role-so it is necessary to have strong cultural roots within the systems and activities that exist in the organization; 2) Generating a sense of identity for all members of the organization. With a strong organizational culture, members of the organization will feel that they have an identity that becomes the hallmark of the organization; 3) Concerning collective goals with prioritizing individual interests; 4) Maintaining organizational stability. The unity of organizational components held together by a common cultural understanding makes the organization relatively stable.

From the benefits stated above, it can be identified that organizational culture can shape the

behavior and actions of employees in carrying out their activities in the organization so that the values that exist in organizational culture need to be instilled from the beginning to each organization.

According to [12], cultural strengths related to performance embrace these three principles: (a). goal adjustment; (b). work motivation; and (c). strong culture. The following describes the standard of these three ideas:

a. Alignment of objectives

In an organization/institution, most workers tend to follow the others. Most of them follow what their leaders do. Leaders are the most influential people to determine the activities and policies that must be carried out by workers.

According to [11], the role of leaders is urgently needed to provide proper support and coordination for workers, especially in understanding organizational culture. To maintain a good culture, several important steps can be done: 1) The leader has to encourage to implement the culture of an organization in every important event, especially those of a ritual nature; 2) Leaders must provide role models primarily in a paternalistic environment that places a leader as a central figure; 3) Institutions/organizations must be adaptive to the existing subcultures and participate in enriching the main or dominant culture in the institution; 4) The leader guides so that the group has a certain subculture and can understand and tolerate other groups with different subcultures, even trying to help in solving problems that occur; 5) The leader will always explain and emphasize that the institutions that are owned will be strong because they are developed from existing subcultures.

b. Work motivation

Often this determination is exercised so that shared values and behavior make people feel at home in working for the company. Feelings of commitment or loyalty will make people work harder. [11] stated that commitment is (1) a strong desire to become a member of an organization; (2) high dedication for the organization; (3) a certain belief and acceptance of the values and goals of the organization. Involving people in decision-making and identifying their contribution is a common example.

[13] stated that organizational motivation is the willingness to make high efforts to achieve organizational goals that are conditioned by the ability to work to meet individual needs. In Susanto, Djatmiko mentions at least five factors that influence the level of motivation at work for employees, they are organizational structure, leadership climate, organizational efficiency, personnel policies, and communication.

The organizational structure serves as a representative representation of the fields of work as well as the scope of the authority and

supervision of individual personnel with other personnel. The leadership climate is a work climate of the highest ranks which greatly influences the work environment.

Organizational efficiency is related to the payment of services following the performance. Personnel policies include recruitment, selection, placement, identification of work, work and training standards, salary levels, job evaluation, incentives, and promotions. Communication relates to the development of mutual understanding to achieve warm relationships between personnel through two-way communication.

c. Strong cultures

Strong cultures help the workforce provide the necessary structure and control that have an emphasis on rigid formal bureaucracies and can reduce the motivation and innovation of workers.

Based on the preliminary research of observation, SMA Negeri 2 OKU was one of the schools that has accreditation A and was the favorite school in the Sub-district of Lubuk Raja. Based on the results of the interviews, the performance of teachers teaching at SMA Negeri 2 OganKomerling Ulu was not categorized as optimal yet. It was found that the percentage of teacher attendance, learning administration, work initiative, and working ability was equal to 80%. This data was still far below the school target, which is 100%. This indicates that the teachers' performance of all qualities is not yet optimal. It was shown in a simple example how the awareness of teachers in terms of the importance of making lesson plans where most teachers would create lesson plans only when school accreditation was held or when the semester ended. Oftentimes teachers considered that they did not need to make lesson plans because they were considered as complying with the obligations in school administration. Some teachers also make lesson plans because of the importance of school administration.

In the work initiation, there were still many teachers who still use out-dated and conventional learning and teaching method. There were still many teachers who had not used learning media because it was difficult for them to make or demonstrate in learning. Teachers also did not frequently use the facilities at school. However, sometimes a teacher had to cancel to use the facilities in the school, such as projectors and speakers because another teacher was using them. The responsibility of teachers was also still considered less than optimal because there were still many teachers who were not aware of their daily tasks. The last one was workability, where teachers did not teach the class according to the lesson plan guidelines. Moreover, some teachers also came to the class just to give assignments. It should be noted that the successful learning of the

students was influenced by the way of how teachers manage the classroom. Based on the facts above, it can be concluded that the performance of teachers at SMA Negeri 2 OganKomerling Ulu is still in need of much improvement.

[14] revealed in their research that there was a significant influence of organizational culture on teachers' performance at SMA Wonosobo. [15] stated that "organizational culture has a direct positive effect on teachers' performance. This means that conducive school organizational culture will lead to the improved performance of private junior teachers in the city of Palembang". Therefore, this is the reason why the researchers intended to study the same scope and different research methods entitled *The Role of Organizational Culture to Improve Teachers' Performance*. The formulation of the problems to be examined was how the role of organizational culture in improving teachers' performance at SMA Negeri 2 OKU.

2. METHODS

2.1. Place and time of research

This research was carried out at SMA Negeri 2 Kecamatan Lubuk Raja, the District of Organ, Komerling Ulu. The time of the research was from April 2020 to November 2020, starting from the preparation, data collection, data analysis, and research report making.

2.2. Research method

This research method was qualitative. Qualitative research was a type of study where the findings are not obtained from statistical results and aims to reveal the data spectrum holistically-contextually through natural data collection where the researcher is the key instrument [16].

The type of research used was descriptive qualitative. The qualitative descriptive method is a research method that aims to make a systematic, factual, and accurate description of a social phenomenon or natural phenomenon. The qualitative method is a research procedure that produces qualitative data in the form of written words obtained from the participants or through a process of observation. The data are in the form of words rather than numbers, and they are obtained from several ways, such as observation, interview, document extraction, or other means which are usually reviewed before being used (through note-taking, editing, or writing), but extended text analysis is usually used in extended words.

3. RESULTS AND DISCUSSION

Based on the r interview, study documentation, and observation checklist that has been carried out, it shows there is an effect of organizational culture in the effort to improve teacher performance in SMA Negeri 2

OganKomerung Ulu. Characteristics of organizational culture, such as innovation & risk, attention to detail, outcome orientation, people orientation, team orientation, work enthusiasm, and stability contribute to the improvement in teachers' performance.

Based on the statement of the school principal, the chief of principal, and the teachers at SMA Negeri 2 Ogan Komerung Ulu, it was revealed that generally, the teachers of SMA Negeri 2 had had individual initiatives a spirit of creativity and innovation. Teachers with creativity and innovation can guide students to participate in competitions held by the South Sumatra Provincial Education Office in collaboration with Balitbangda in 2020.

Apart from this competition, based on the results of the documentation study, it can be seen that SMA Negeri 2 OganKomerung Ulu also has a myriad of achievements in the arts and sports fields. These innovative activities can be carried out because there is great support from the teachers as the school community and support from the principal of SMA Negeri 2 OKU. Apart from support and care, SMA Negeri 2 Ogan Komerung Ulu also has reliable human resources. Reliable and committing Individuals to create and innovate can improve teacher performance at SMA Negeri 2 OganKomerung Ulu.

When linked with teacher performance, with the characteristics of this organizational culture, teachers can create creative, active, and innovative teaching designs. Following the documentation data obtained by the researcher, at the 40th-anniversary party on October 28, 2020, SMA Negeri 2 Ogan Komerung Ulu held a creative competition for the students and teachers, especially for teachers, both ASN and PTT, are required to take part in activities in the form of a competition to make learning videos. This activity is a trigger to unleash the hidden talents of the teachers in junior high school.

Furthermore, interviews and observations regarding attention to detail show that the teachers of SMA Negeri 2 OganKomerung ulu are generally well coordinated. Therefore, the teachers at SMA Negeri 2 Ogan Komerung Ulu are teachers who have thoroughness, accuracy, and analysis in their work, even though there are still some who are less reliable. Schools have standards in work and expect members of the organization to have responsibility for the mandated work. When it is related to the performance of teachers in SMA Negeri 2 OKU, this is very influential in the chart of teacher performance activities.

In addition to educating and teaching students, teachers have a lot of additional resources in teaching administration in the form of learning tools, such as lesson plans, annual programs, semester programs, minimal completeness critical

analysis. Apart from administrative learning devices, there is also an assessment of the results of the work of educators, both daily tests and end-of-semester exams which are then continued to the value entry process in the e-rapport. In the process of implementing these teaching and evaluation activities, teachers are required to work as much as possible in meeting the demands of the school. Learning tools and evaluation results are collected on the head of the school as a report on teacher performance.

The outcome orientation regarding the achievement of targets and the process of achieving the results associated with teacher performance is identified from how the teachers are doing their daily work.

According to the results of the interviews, the school principal always monitors the performance of the teachers, and always encourages the achievement of institutional targets. The performance of teachers in SMA Negeri 2 OKU is always monitored by the school principal and the chief of the principal in charge of the curriculum and assisted by the teachers. Teachers who were not present were aware of sufficient teacher tickets. The tasks are also monitored because the teachers coordinate with the picket teacher or curriculum representative when there are needs and cannot carry out the tasks on that day. In addition to routine monitoring, there is also regular monitoring that is carried out by supervision. Apart from the process of educating and teaching, teachers are also given additional responsibilities. This additional task is the involvement of the teacher in achieving school goals.

This additional task is given in the form of a committee and other additional tasks. Committee activities and additional assignments at SMA Negeri 2 Ogan Komerung Ulu only utilize human resources to be more productive. According to the head of SMA Negeri 2 OKU, Mr. Agus Sudiana, S. Pd, M. M, this happens because there are goals for every activity that is mandatory and must be carried out to equal distribution of responsibilities among teachers.

When the teacher given responsibility cannot be held accountable for the trust, then for the next activity the teacher will be replaced by another. The track record is an indicator of the utilization of teachers who are given more responsibility than ordinary teachers. Teachers who have a good track record in the environment of SMA Negeri 2 Ogan Komerung Ulu are teachers who are highly dedicated and are willing to sacrifice for the sake of school progress. The tracking record is one of the reminders it is hoped that the teacher is loyal and committed to the responsibility that has been given

Regarding people orientation, it was found from the interview and observation that the school

development and progress is the main priority. However, the interests of teachers are still considered well. A lot of tolerance is given by the principal for teachers at SMA Negeri 2 OganKomerung Ulu.

When the teacher's interests are very important and cannot be left behind, the school gives tolerance. For example, if the child or wife or parents of a teacher are sick, the school principal will allow the teacher to leave earlier. But if the teacher asks for permission to go on vacation or being lazy, then the school principal will refuse. This means there is a harmonious relationship between the principal and the teachers, and among the teaches themselves so that it creates the comfort of teachers in the school. It is hoped that the feeling of comfort in working can improve the performance of teachers in SMA Negeri 2 OganKomerung Ulu.

Furthermore, regarding the team orientation, the teachers at SMA Negeri 2 OganKomerung finally agreed that SMA Negeri 2 OKU had a good experience and a strong sense of kinship. There is an appointment of the committee responsible for the event organizing SMA Negeri 2 OKU, so there is good coordination in achieving goals. SMA Negeri 2 OKU is a school that frequently organizes activities. An example is the school year anniversary which is celebrated every October 20. This activity will usually be enlivened by the presence of artistic incentives and competitions which are enlivened by all school students. Another example is the province-level health and junior high school activities that just started this year. SMA Negeri 2 OKU has a solid team that is willing to sacrifice time and energy so that it can reach real and healthy schools. This attainment is accomplished with the support and assistance of students as well as teachers.

In terms of teachers' motivation, it is seen from the willingness of the teachers in understanding the needs of students, then it is automatically said that teachers have not all understood the needs of the students. However, the school facilitates the interest and talent of students in the form of extracurricular activities. SMA Negeri 2 OKU is a school that has various sports fields including badminton, volleyball, basketball, tennis, and table tennis. Distribution of interest in the fields of art and photography has also been carried out by schools, wherein the prescription of SMAN 2 OKU students have also won some competition at the provincial level in FLSN. If reviewed from the teaching and learning process, teachers always encourage students to submit tasks on time. Before the pandemic of covid-19, SMA Negeri 2 OKU is a school that adheres to the Full Day School so that the time in the assignment is longer and the student is asked to be responsible for the assigned tasks.

Discussing employee competitiveness of the staff at SMA Negeri 2 OKU, the principal strongly encourages teachers to improve the competence of teachers by participating in the Teaching Staff Deliberation (MGMP) or training sessions, workshops, and seminars to support teachers' competence.

Relating to the opportunity for the teachers for pursuing educational qualifications, SMA Negeri 2 OKU has allowed 9 teachers to take master's degree education. The school principal supports teachers' aggravation in increasing their competence. In terms of the teachers' competence, some of the teachers in SMA Negeri 2 OKU are district instructors, national instructors, core teachers, and even more recently, some teachers have reached level four of *batik* craftsmen.

Activities carried out by *Pusdatin* and *Sahabat Rumah Belajar* with work designs share knowledge in Information Technology. For the stability of the work of teachers and the growth of activities, the results of interviews were that schools had a school vision, but were only known to the extent not yet understood by the teachers. However, the positive point is that teachers are also invited to work together in realizing school work plans. [17] states that vision is a far-reaching view on how organizations must be carried to be existent, anticipatory, and innovative. A vision is a challenging picture of the future circumstances desired by an organization.

In school mission indicators, the emphasis to the members of the organization to improve the school quality is successful. It is indicated by the results of school achievement. [17] revealed that mission is a statement that defines organizational goals and objectives to be achieved. The mission is something that must be carried out by an organization to achieve its organizational goals.

The results of the interview showed that there were still teachers who did not know and did not understand the school's vision and mission. This is literal because there was no socialization of the school's vision and mission in a simple way to the teachers. School visions have been written on the school fences, but because of the lack of importance of vision and mission, it does not generate a sense of curiosity. However, even though they did not understand the school's mission and vision, the teachers at SMA Negeri 2 were still well coordinated under the control of the school principal in achieving school goals. The role of the principal in this school were varied, and the commitment of the teachers in advancing the school was very strong.

In the growth of activities, schools have provided facilities and infrastructure that support the activity in working even though only about 60%. In addition to providing support, the school

also emphasized employees to protect and maintain a healthy environment that finally resulted in school achievement at the provincial level.

The provision of facilities and infrastructure along with a comfortable and conducive work environment is one of the things that can support the improvement in the performance of teachers in SMA Negeri 2 OKU. This statement is supported by findings of [18] who stated that qualitatively there is a significant effect on organizational culture on teachers' performance at SMA Negeri Tanjung Raja. [5] also provided a statement that there is a significant positive effect on organizational performance.

4. CONCLUSION

Based on the results of the research and discussion in Chapter IV, it can be concluded that a good organizational culture will improve the performance of organizational members, in this case, teachers. Organizational culture has a role in improving the performance of teachers at SMA Negeri 2 OganKomerling Ulu. School principal plays an important role in the application of organizational culture to improve the teachers' performance. The organizational culture adopted by teachers at SMA Negeri 2 OganKomerling Ulu is a means to improve teachers' performance. More specifically, here are the conclusions that can be drawn from this research: Generally, SMA Negeri 2 Ogan Komerling Ulu is a school that has innovation and is willing to take risks. This can be seen from the achievements of teachers and students in keeping the good reputation of the school in the community of Organ Komerling Ulu. The teachers of SMA Negeri 2 Ogankomerling ulu generally have good coordination. As a result, they have the quality of conscientiousness, accuracy, and analysis in their work, even though some of the teachers are frivolous and rather disorganized. In general, teachers of SMA Negeri 2 Ogan Komerling Ulu have achieved targets and in achieving results. The school's principal also takes part in monitoring the performance of teachers, and always works hard to achieve institutional targets. While the school has its priority, the interests of teachers are still highly respected. A lot of tolerance is given by the principal for teachers at SMA Negeri 2 OganKomerling Ulu. This means there is a harmonious relationship between the principal and the teachers, and among the teachers themselves. SMA Negeri 2 OganKomerling Ulu is a school with good academic performance. This is what has led SMA Negeri 2 OganKomerling Ulu to have a myriad of achievements. It refers to how teachers are willing to know the needs of students and encourages them to respond quickly in completing tasks. When discussing employee competitiveness, SMA Negeri 2 Ogankomerling Ulu is a school that has talent development and

self-interest for students. Besides, the school also encourages teachers to improve their competence and continue their education. Based on the results, the teacher consistency and the growth of activities at SMA Negeri 2 OganKomerling Ulu are stable. Even though there are still many teachers who do not understand the vision and mission of SMA Negeri 2 Ogan Komerling Ulu, the vision and mission can still be achieved because of encouragement to the school. Suggestions related to the role of organizational culture to improve teachers' performance are as follows: 1) Principals of schools including the leaders in school institutions should actively socialize school vision and mission so that school residents can better understand the aims of these institutions; and 2) Teachers should continue to improve the quality of their competencies and better understand the needs of students, as well as socialize well in the school environment to create comfortable satisfaction and provide an effect of performance improvement.

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