

## Teacher Performance and The Role of Organizational Culture

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### ARTICLE INFO

#### Article History:

Received 30 August 2023

Received 30 September 2023

Accepted 31 October 2023

Available online 01 December 2023

**Keywords:** Teaching management, distance learning programmers, active participation, learning from home

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### ABSTRACT

*In the field of education, organizational culture and the school environment are critical variables that must be considered. Of course, this immediately improves teacher performance, which in turn improves school quality. In practice, State Elementary Schools in the Buah Batu District have established an organizational culture and created a welcoming school atmosphere, yet this appears to be insufficient. It is still discovered that instructors' behavior in carrying out their tasks does not adhere to the established culture, and there are many teachers who have not earned teaching credentials, which is an intriguing issue to explore. The quantitative approach used in this study is descriptive statistical analysis. 78 respondents were given questionnaires with the expectation that they would be able to answer the research objectives. SPSS version 25 was used for statistical testing. According to the findings of the research, organizational culture and the work environment have an impact on teacher performance, both individually and collectively. Several recommendations are made to school principals, supervisors, and instructors in the study that will help them enhance their performance.*

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## 1. INTRODUCTION

The field of education is one of the efforts to improve well-being in Indonesia (Herdiana & Adi, 2023). By doing so, the process of education is the essence of the achievement of the goal of the state, which is to enlighten the life of the nation. (Yusuf, 2023). To this end, it carries out the process of improving the quality of human resources, both in knowledge and skills (Suprayogi, 2023). As for the human resources in education, such as educators, pupils, teachers, families and society, The importance of the organizational culture carried out in the school is fundamental to the school's ability to arouse and maintain the improvement of the quality of the school.

In addition, Suryanto et al. (2023) said that organizational culture was a factor that influenced the management system in schools. There is an organizational culture that every school is expected to support in accelerating the improvement of the quality of education. The cultural existence of the organization must be recognized by the members of the school environment. (Yusuf et al., 2022). The same is true of the Basic School (SD) in Bandung. The cultures that have been set by the leadership in order to improve the quality of education are still not at their maximum. Based on observations throughout the State SD that exists in the Fruit Stone district, it turns out there is still the implementation of organizational culture that has not been implemented by the teachers and staff at the school. The essence of this is that there is a teacher's delay at the time the teaching process begins. It is still visible that when the entry bells are ringing, the teachers do not immediately enter the classroom and teach their pupils unless someone is still talking and telling the other fellow teachers. Such phenomena can happen. The lack of leadership control and the lack of good communication patterns between superiors and subordinates are also indicators that cause bad cultures to continue.

**Table 1. Condition of Teachers in Buah Batu District**

School name	Certification		Amount
	Already	Not yet	
<b>SDN. 001 Stone fruit</b>	23	8	31
<b>SDN. 131 Cijawura</b>	18	5	23
<b>SDN. 003 Lamp</b>	8	7	15
<b>SDN. 247 Cipagalo</b>	10	12	22
<b>SDN. 001 Margacinta</b>	19	16	35
<b>Total</b>	78	48	126
<b>Percentage %</b>	61.9	38.1	100

Source: Early 2022 observations

From the data, it is seen that the number of teachers in SD State subdistrict Bandung City who have had a teacher's certificate is 78 (61.9%), whereas the number of teachers who have not had an educator's certificate is 48 (38.1%). From the results of interviews with some teachers that have not obtained a certificate, educators explained that the obstacles experienced are such as: not having a S1 degree; not being called to be a student of PPG because of not teaching for 5 years;

difficulty in meeting the scores already established; as well as not having a unique number of educators and power of education (NUPTK).

Based on the explanation of some of the above phenomena, this article will discuss and discuss the influence of organizational culture and the working environment on the performance of teachers in the Buah Batu district.

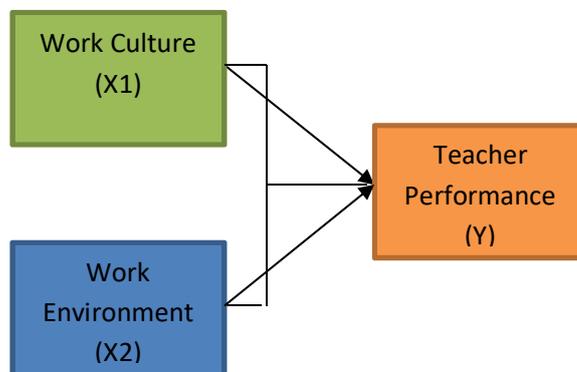
## 2. RESEARCH METHOD

The location of the research is the entire State Basic School (SD) in the district of Buah Batu, Bandung City. The research was conducted using a quantitative approach (Hendriana, 2023) involving samples of 78 respondents through simple random sampling techniques. (Kushendar, 2004). The hypothesis in this study is a total of 3 pieces with the following details:

H1: Organizational culture (X1) has a significant influence on teacher performance (Y).

H2: Working environment (X2) has a significant influence on teacher performance (Y).

H3: Organizational culture (X1) and working environment (X2) have a significant simultaneous influence on teacher performance (Y).



## 3. RESULT AND DISCUSSION

Testing Reporting Results The author uses inferential statistical analysis to answer the research questions. It's intended for this to show the influence between variables. The condition of this analysis is to do the normality and linear tests first. For the normality test, the normality test uses the Kolmogorov-Smirnov method, where the significance value (Sig) > 0.05 indicates that the data is distributed normally, and so on. The results of the normality test are presented in the following table:

**Table 2. Kolmogorov-Smirnov Test Results**

	Kolmogorov-Smirnov Statistics	Df	Sig g
<b>Teacher Performance (Y)</b>	0.080	96	0.153
<b>Organizational Culture (X1)</b>	0.079	96	0.159
<b>Work Environment (X2)</b>	0.088	96	0.065

Source: SPSS Processing Results

The data showed that the teacher performance variable (Y) had a sig value of 0.153, the organizational culture variable (X1) had a sig value of 0.159, and the working environment variable (X2) had a sig value of 0.065, where the total is above 0.05, which means the data is distributed normally. The next step is the linearity test, where you will see the relationship between the variables.

**Table 3. Work Environment (X2) on Performance (Y)**

Model	B	Sig.
<b>Constant</b>	30,872	
<b>Work Environment (X2)</b>	0.352	0.049

Source: SPSS Processing Results

The Sig. (2-tailed) significance value between (X2) and (Y) is 0.014, which is smaller than  $< 0.05$  where there is a strong relationship or correlation between the working environment variable and teacher performance. This indicates that the better the work environment, the higher the teacher's performance. As for the regression test, it can be seen as follows:

**Table 4. Correlation Test of Work Environment (X2) on Performance (Y)**

Model	N	Pearson Correlation	Sig. (2 tailed)
<b>X2-Y</b>	29	0.251	0.014

Source: SPSS Processing Results

The Sig. (2-tailed) significance value between (X2) and (Y) is 0.014, which is smaller than  $< 0.05$  where there is a strong relationship or correlation between the working environment

variable and teacher performance. This indicates that the better the work environment, the higher the teacher's performance. As for the regression test, it can be seen as follows:

Table 5. Work Environment Regression Test (X2) on Performance (Y)

Model	B	Sig.
<b>Constant</b>	36,248	
<b>Work Environment (X2)</b>	0.369	0.014

Source: SPSS Processing Results

Receive  $a=36,248$  and  $b=0,378$  so that the regression equation becomes  $= 36,248 + 0,378 X_2$ . The value of the working environment coefficients ( $X_2$ ) of  $0.378$  means that each increase in the work environment then the performance of the teacher ( $Y$ ) will increase by  $0.378$  one unit.

From the two tests will be seen the probability value where the aim is to determine the accepted or rejected hypothesis. The value of the working environment coefficients ( $X_2$ ) for performance sig is  $0.014$  where it is less than  $< 0.05$ , then  $H_1$  is accepted and  $H_0$  rejected. Further, it is also necessary to look at the magnitude of the influence of the variable ( $X_2$ ) against ( $Y$ ) which is presented in the following table:

Then the performance variable ( $Y$ ) will increase by  $0.257$  assuming that the other free variable of the regression model is fixed. Further, the value of the coefficients ( $X_2$ ) is  $0.314$ . This means that every increase in the working environment of one unit then the Performance variable( $Y$ ) is going to increase by  $0,314$  assuming the rest of the free variables from the regression model is constant.

To see the impact of organizational culture ( $X_1$ ) and work environment ( $X_2$ ) on teacher performance ( $Y$ ), use the F test that can be seen in the following table:

**Table 6. The Influence of Organizational Culture (X1) and Work Environment (X2) on Teacher Performance (Y)**

R	R Square	Sig. F Change	Influence (%)	Interpretation
<b>0.289</b>	0.083	0.049	8.3%	Low

Source: SPSS Processing Results

In the table above, the value of  $R = 0.083$  or  $8.3\%$ , which means that the major influence of the cultural variables of the organization ( $X_1$ ) and the working environment ( $X_2$ ) on the performance of teachers ( $Y$ ) is  $8.3\%$  and the remaining  $91.7\%$  is determined by other factors that are not part of this study.

From the above testing, it was seen that the simultaneous influence between the organizational culture run in the State Department at the Fruit Stone District and the working environment prepared by the State Council at the State District of Buah Batu District jointly influenced the performance of teachers.

#### 4. CONCLUSION

In addition, there is also a positive influence of the working environment (X2) on the performance of teachers (Y). As for the relationship between the three variables, the results show that there is a positive impact of the culture of the organization (X1) and the work environment (X2) jointly on teacher performance (Y), thus it can be concluded that the three hypotheses put forward in this study can be accepted, that is, that the organization culture and work environment individually or collectively have a meaningful influence on teachers performance. It is recommended to all the heads of State SD schools in the Fruit Stone district, as well as those who are directly involved in managing the school, to further improve the organizational culture and create a conducive working environment. Whereas the teachers should increase their ability to participate in the learning process in the classroom. For future researchers to use different methods and add other variables so that later will produce a contribution in science in particular in improving the performance of teachers.

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