AL-TANZIM
Jurnal Manajemen Pendidikan Islam
e-ISSN : 2549-5720
p-ISSN : 2549-3663

Al-Tanzim: Jurnal Manajemen Pendidikan Islam
Vol. 08 No. 01 (2024) : 59-72
Available online at https://ejournal.unuja.ac.id/index.php/al-tanzim/index

Developing Teacher Contextual Performance through School Organizational Culture and Cultural Intelligence

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DOI: http://doi.org/10.33650/al-tanzim.v8i1.5811

Received: 2 May 2023	*Revised: 20 October 2023*	*Accepted: 2 January 2024*

Abstract:

This research aims to explore the influence of school organizational culture on teachers' contextual performance with the mediation of cultural intelligence. To achieve this goal, a survey was conducted using a questionnaire in the form of a Likert scale, which was given to 275 elementary school teachers as a sample. Data analysis uses structural equation modeling. The results show that school organizational culture and cultural intelligence significantly affect teacher contextual performance, cultural intelligence, and teacher contextual performance through cultural intelligence. Thus, this research promotes a new empirical model of the influence of school organizational culture on teachers' contextual performance through cultural intelligence. These findings provide theoretical contributions to developing performance literature, especially contextual performance about organizational culture and cultural intelligence. These findings also provide practical implications for school management to consider school organizational culture and cultural intelligence as instruments for improving teacher contextual performance. Therefore, researchers and practitioners can consider these new findings to develop teachers' contextual performance in the future.

Keywords: *School Organizational Culture, Cultural Intelligence, Contextual Performance, Teacher*

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi pengaruh budaya organisasi sekolah terhadap kinerja kontekstual guru dengan mediasi kecerdasan budaya. Untuk mencapai tujuan tersebut dilakukan survei dengan menggunakan kuesioner dalam bentuk skala Likert yang diberikan kepada 275 guru sekolah dasar sebagai sampel. Analisis data menggunakan model persamaan struktural. Hasilnya menunjukkan bahwa budaya organisasi sekolah dan kecerdasan budaya berpengaruh signifikan terhadap kinerja kontekstual guru, budaya organisasi sekolah berpengaruh signifikan terhadap kecerdasan budaya, dan budaya organisasi sekolah berpengaruh signifikan terhadap kinerja kontekstual guru melalui kecerdasan budaya. Dengan demikian, penelitian ini mempromosikan model empirik baru pengaruh budaya organisasi sekolah terhadap kinerja kontekstual guru melalui kecerdasan budaya. Temuan tersebut memberikan kontribusi teoretis terhadap perkembangan literatur kinerja, khususnya kinerja kontekstual dalam hubungannya dengan budaya organisasi dan kecerdasan budaya. Selain itu, temuan tersebut juga memberikan implikasi prakstis kepada manajemen sekolah untuk mempertimbangkan budaya organisasi sekolah dan kecerdasan budaya sebagai instrumen untuk meningkatkan kinerja kontekstual guru. Karena itu, peneliti dan praktisi dapat mempertimbangkan temuan baru tersebut untuk mengembangkan kinerja kontesktual guru di masa depan.

Kata Kunci: *Budaya Organisasi Sekolah, Kecerdasan Budaya, Kinerja Kontekstual, Guru*

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Please cite this article in APA style as:
Widodo, W. (2024). Developing Teacher Contextual Performance through School Organizational Culture and Cultural Intelligence. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(1), 59-72.

INTRODUCTION

Individual performance, including teachers, has been an exciting subject of study and research for several reasons. First, individual performance determines organizational performance (Fahmi et al., 2019). Second, individual performance continues to change due to the internal and external demands of the organization. Teacher performance, for example, must adjust to school performance standards that continue to change according to changes outside of school. Conceptually, performance is about actions, behavior, or what employees do (Aguinis, 2022). Performance is also a series of work behaviors designed and dedicated to achieving organizational goals (Ivancevich et al., 2018). Finally, it is related to how well employees can meet the requirements and work standards that apply in the organization. Performance can be seen from a CP perspective, which is behavior that positively contributes to organizational effectiveness by providing working conditions and an environment conducive to achieving task performance (Aguinis, 2022). Employee CP is employee work behavior outside formal duties, which contributes to the survival and success of the organization. It refers to extra behavior not included in the employee's job description. However, it benefits the organization (Edeh et al., 2023), including organizational citizenship and prosocial behavior (Cheng & Gu, 2022). Accordingly, CP is often called voluntary behavior that benefits the organization (Petrykivska, 2021). CP includes several behaviors, such as enthusiasm for completing task activities successfully, not doing a formal job, helping and cooperating with colleagues, following organizational rules and procedures, and supporting organizational goals (Aguinis, 2022). Such behavior is crucial for elementary school teachers in dealing with students with different reading, writing, and arithmetic abilities, diverse parenting backgrounds, varied personalities, and intellectual intelligence, especially in aligning their potential diversity with the school's academic quality standards, including adjusting the quality of graduates with school standards that will be pursued at the next level.

Because of this, studies on the CP of elementary school teachers are crucial and urgent, especially from the perspective of SOC and CI. Based on research results in several countries and various contexts, CP can be influenced by SOC and CI. The study by Bhardwaj and Kalia (2021) and Haris et al. (2023) proved that organizational culture (SOC) significantly affects CP. Further, Hartini et al. (2019) and Ahmadzadeh et al. (2022) demonstrated that CI impacts CP. Other studies indicated that organizational culture influences CI (Balogh, 2011). However, other prior studies revealed inconsistent results. For instance, Göksoy (2017) and Kubicek et al. (2019) claimed that CI significantly affects organizational culture.

Further, FakhrEldin (2011) indicated that CI has no significant effect on performance. In addition, Bahri et al. (2021) and Strangers et al. (2022) also indicated that organizational culture does not significantly affect performance. This inconsistent research result raises a research gap that requires further investigation. Based on this urgency, the research aims to clarify the effect of SOC on CP, directly or indirectly, mediated by CI.

Conceptually, SOC is an accumulation of assumptions, values, norms, beliefs, and habits that are adhered to by school members and are relied on to solve various problems and achieve school organizational goals (Widodo & Chandrawaty, 2021). SOC is rooted in organizational culture, which refers to a set of values and assumptions shared by all organization members (McShane & Von Glinow, 2020). Robbins and Judge (2022) mention it as a system of collective meaning held by members of an organization that distinguishes it from other organizations. Typically, it can be classified as hierarchical, innovation, task, and relationship-oriented cultures (Pilch & Turska, 2015). According to Denison et al. (2006), organizational culture can be measured through several dimensions: involvement, consistency, adaptability, and mission. Therefore, organizational culture is an adequate predictor for an organization, including its members. The results of previous studies show that organizational culture influences productivity, motivation, job satisfaction, work engagement, work involvement, innovation, organizational commitment, organizational citizenship behavior (OCB), and performance (Aryani & Widodo, 2020), including CP (Bhardwaj & Kalia, 2021; Aulia et al., 2022). Moreover, other research results concluded that organizational culture enhances organizational performance (Pathiranage et al., 2020; Pratama, 2022; Korma et al., 2022; Haris et al. (2023). Therefore, organizational culture has a strategic role in the organization, including school. Schools that prioritize and encourage teacher involvement in various school activities, consistently implement school policies, have high adaptability, and have a real mission to realize likely encourage an increase in teachers' CP. Accordingly, it can propose the following first hypothesis (H): H1: SOC directly affects teacher's CP.

Like organizational culture, CI also significantly contributes to the lives of individuals and organizations. Scholars claim that CI is an essential parameter of intercultural competence (Yari et al., 2020). It influences work-related outcomes (Schlaegel et al., 2021), knowledge sharing (Stoermer et al., 2021), OCB, psychological capital, and interpersonal communication (Alifuddin & Widodo, 2022). Besides, CI also significantly affects interpersonal trust, job satisfaction, and work engagement (Nurlaela et al., 2022). Moreover, CI impacts performance, both on an individual level (Setti et al., 2020; Takdir et al., 2020; Naushad & Majid, 2020; Masrek et al., 2021; Davaei et al., 2022) – including CP (Hartini et al., 2019; Ahmadzadeh et al., 2022) and organizational (Nosratabadi et al., 2020; Najm & Zaghari, 2020). CI emerged as the idea that acting intelligently in diverse cultures requires more than general intelligence (Ang et al., 2020). According to Sternberg et al. (2021), CI is a person's ability to adapt to people who have different cultures. For Yari et al. (2020), CI refers to a person's capability to compete in a cross-cultural environment through mastery of culturally related knowledge or cognition, motivation, and behavior. CI also reflects an individual's ability to recognize many cultural specificities, understand them well, and adapt to cross-cultural contexts (Berrais, 2020). Thomas and Inkson (2017) propose three CI indicators. First, knowledge refers to knowledge about culture, including its meaning, diversity, and impact on behavior and skills. Second, mindfulness is related to an open mind and utilizing the context of a situation as a support for cultural understanding.

Third, behavioral skills are the ability to display behavior or social skills appropriate to the new culture. Teachers with higher knowledge, mindfulness, and behavioral skills of culture tend to have the power to enhance their CP. Therefore, it can formulate the following second hypothesis: H2: CI directly affects teacher's CP.

Besides influencing CP, SOC also affects CI. The study conducted by Balogh (2011) shows that organizational culture significantly affects CI. It shows that SOC is an essential antecedent for CI. In this context, SOC indicators such as involvement, consistency, adaptability, and mission (Denison et al., 2006) can potentially increase the teacher's CI, manifested in knowledge, mindfulness, and behavioral skills of culture (Thomas & Inkson, 2017). For example, when a school consistently develops a specific academic culture involving teachers, it will enrich the knowledge and behavioral skills of the teacher's academic culture. Hence, the third hypothesis can be promoted as follows: H3: SOC directly affects teacher's CI.

As an individual internal factor, CI has a unique position. On the one hand, CI affects CP, but on the other hand, CI is influenced by SOC. Research results by Balogh (2011) demonstrated that organizational culture significantly affects CI, while Hartini et al. (2019) and Ahmadzadeh et al. (2022) proved that CI influences CP. It shows CI's position as a mediator between SOC and CP. However, until now, research that specifically investigates the effect of SOC on CP mediated by CI still needs to be made easier to find, so it is crucial and urgent to investigate to find novelty. Based on this urgency, the fourth hypothesis can be proposed: H4: SOC indirectly affects teachers' CP through CI.

RESEARCH METHODS

This research uses a quantitative approach, explanatory type, with a causal design. The quantitative approach is based on the positivism paradigm of Comte, Mill, and Durkheim. The aim includes knowing the relationship between variables (Neuman, 2021). Therefore, this research is explanatory, explaining the relationship between one variable and another. Under these conditions, this research uses a causal design, namely investigating the causal relationship between one variable and another (Widodo, 2021); in this case, the relationship between SOC (exogenous variable) and CP (endogenous variable) through CI (mediator variable).

This research's participants (sample) were 275 public elementary school teachers determined by accident as well based on their willingness to fill out a questionnaire without receiving any compensation during the research (Widodo, 2021). They come from three provinces in Indonesia, namely Jakarta, West Java, and Banten. As presented in Table 1, the majority of them, based on gender, were women (198 people, 72%). Most are 36-45 years old (107 people, 38.91%) with undergraduate education (246 people, 89.45%). In addition, the majority were married (192 people, 69.82%) with work experience as teachers >16 years (96 people, 34.91%).

Table 1. Profile of the Research Participants

Profile	Amount	Percentage
Gender		
1. Male	77	28
2. Female	198	72
Age		
1. <25 years	46	16.73
2. 26–35 years	65	23.64
3. 36–45 years	107	38.91
4. 46–55 years	41	14.91
5. >56 years	16	5.82
Education		
1. Bachelor (S1)	246	89.45
2. Postgraduate (S2)	25	9.09
3. Doctoral (S3)	4	1.45
Status		
1. Married	192	69.82
2. Unmarried	83	30.18
Experience		
1. <5 years	63	22.91
2. 6–10 years	66	24
3. 11–15 years	50	18.18
4. >16 years	96	34.91

This study uses a survey with a questionnaire conducted online in Google Forms format distributed via the WhatsApp application. The questionnaire was designed as a Likert scale with five answer options, from strongly disagree/never (score = 1) to agree/always (score = 5) strongly. A researcher developed a questionnaire based on theoretical dimensions or indicators from experts. SOC indicators were involvement (Invo), consistency (Con), adaptability (Adap), and mission (Miss) (Denison et al., 2006). CI indicators consist of knowledge (Know), mindfulness (Mind), and behavior skill (BS) (Thomas & Inkson, 2017). Finally, the CP indicator comprises enthusiasm for completing task activities successfully (ECTAS), carrying out not a formal job (CONFJ), helping and cooperating with colleagues (HCC), following organizational rules and procedures (FORP), and supporting organizational goals (SOG) (Aguinis, 2022). SOC comprises eight items, CI comprises six items, and CP includes ten items. The corrected item-total correlation were .625−.898, .446−.806, and .446−.748. The correlation was greater than .361, indicating that all items are valid (Widodo, 2021). The alpha coefficient was as follows: SOC = .922, CI = .873, and CP = .885. All constructs had an alpha coefficient of .7, indicating that all constraints (variables) are reliable (Hair et al., 2018).

In addition, Harman's single-factor and correlation matrix statistical tests were used to ensure that the research data did not contain bias using data from a single source (teacher). The results of Harman's single-factor test indicate that the total variance extracted is 39.134% > 50% and the correlation coefficient between variables < .90. It indicates no standard methods biases (CMB) in the data of this study (Kock, 2020; Tehseen et al., 2017).

Data analysis began with testing the validity and reliability of the instrument, followed by a CMB test to detect possible data bias and further descriptive and correlational analysis. Its were employed by SPSS 22 software. Finally, structural equation modeling (SEM) performed by LisRel 8.80 was used to test the research hypothesis and theoretical models.

RESULTS AND DISCUSSIONS

Descriptive and Correlation Analysis

As presented in Table 2, the descriptive analysis result from lowest to highest show the mean value indicators of SOC: Cons = 8.07, Miss = 8.17, Invo = 8.19, and Adap = 8.28; CI: BS = 8.37, Know = 9.07, and Mind = 9.12; and CP: FORP = 7.30, SOG = 7.56, ECTAS = 8.28, CONFJ = 8.58, and HCC = 8.58. Meanwhile, the standard deviation (SD) values of SOC were Cons = 1.476, Invo = 1.561, Adap = 1.605, and Miss = 1.613; CI: Mind = .905, Know = 1.030, and BS = 1.150; and CP: CONFJ = 1.170, HCC = 1.280, FORP = 1.292, ECTAS = 1.310, and SOG = 1.698. Overall, the mean value is greater than the SD value. It reflects a good overall representation of the data and deserves analysis. In addition, the correlation coefficient between indicators was also obtained in the range of .13 - .72 at $p < .01$. This shows that all indicators have a significant reciprocal relationship and are free from symptoms of multicollinearity (<0.9).

Table 2. Descriptive and Correlation Analysis

Indicators	Descriptive		Correlation											
	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
SOC														
1. Invo	8.19	1.561	1.00											
2. Cons	8.07	1.476	.65**	1.00										
3. Adap	8.28	1.605	.55**	.67**	1.00									
4. Miss	8.17	1.613	.55**	.68**	.72**	1.00								
CI														
5. Know	9.07	1.030	.32**	.28**	.27**	.29**	1.00							
6. Mind	9.12	.905	.14**	.17**	.18**	.16**	.47**	1.00						
7. BS	8.37	1.150	.26**	.37**	.31**	.46**	.48**	.39**	1.00					
CP														
8. ECTAS	8.28	1.310	.35**	.24**	.30**	.22**	.19**	.21**	.14**	1.00				
9. CONFJ	8.58	1.170	.34**	.26**	.26**	.36**	.24**	.24**	.26**	.54**	1.00			
10. HCC	8.58	1.280	.31**	.36**	.25**	.33**	.29**	.16**	.43**	.40**	.64**	1.00		
11. FORP	7.30	1.292	.27**	.22**	.26**	.28**	.13**	.28**	.18**	.33**	.32**	.36**	1.00	
12. SOG	7.56	1.698	.32**	.26**	.23**	.31**	.27**	.28**	.22**	.40**	.48**	.53**	.45**	1.00

** $p < .01$

Confirmatory Factor Analysis

The confirmatory factor analysis results presented in Table 3 show the factor loading values of all indicators ≥ .3. It indicates good validity (Costello & Osborne, 2005). That is, all indicators can measure all constructs (variables). In addition, construct reliability (CR) and Alpha coefficient (α) > .70 and the variance instructed (VE) > .50. It promotes good reliability and acceptable convergence (van Griethuijsen et al., 2015; Hair et al., 2018).

Table 3. Results of the Measurement Model

Construct	Indicators	Factor loading	CR	VE	α
SOC	Invo	.70			
	Cons	.84	.878	.644	.922
	Adap	.83			
	Miss	.83			
CI	Know	.75			
	Mind	.62	.707	.548	.873
	BS	.63			
CP	ECTAS	.61			
	CONFJ	.79			
	HCC	.77	.803	.556	.885
	FORP	.49			
	SOG	.67			

Goodness of Fit

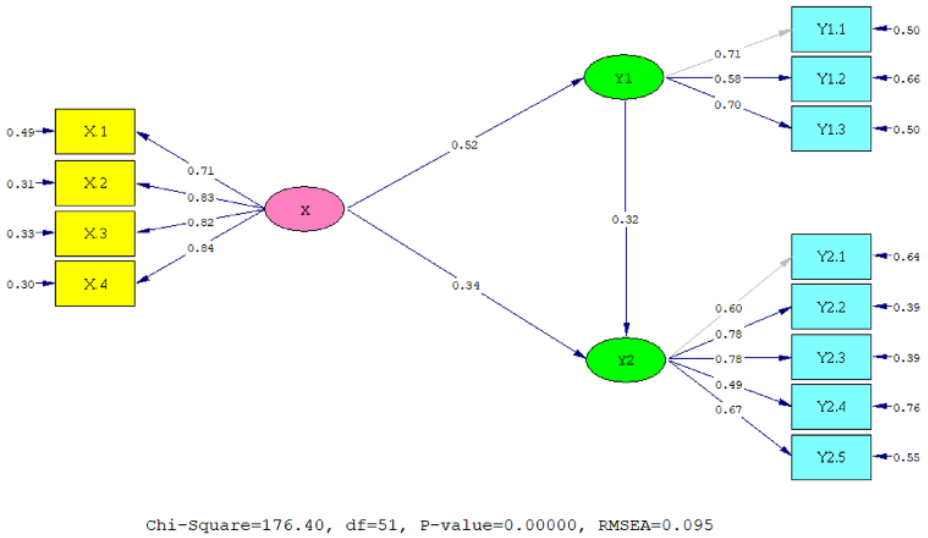
As seen in Table 4, the goodness of fit index results from 11 measurement criteria, eight indices met the requirements (good fit), while the others did not (poor fit), namely Chi-Square, Sig. probability, and RMSEA. According to Hair et al. (2018), the Chi-Square test is highly sensitive to a large sample size of more than 200, as in this study involving 275 teachers. Therefore, the Chi-Square index did not meet these requirements (poor fit). Nevertheless, overall, it was considered fit because the majority (eight) of the criteria tested have suitable requirements.

Table 4. Goodness of Fit Statistics

Goodness of Fit Index	Cut of Value	Result	Information
Absolute fit measures			
Chi-Square	$\chi 2 < \chi 2$ table	176.40	Poor
Sig. Probability	P > .05	.00000	Poor
GFI	≥ .09	.90	Good
RMSEA	≤ .08	.095	Poor
Incremental fit measures			
NFI	> .90	.92	Good
NNFI	≥ .90	.92	Good
AGFI	≥ .90	.95	Good
CFI	≥ .90	.94	Good
RFI	≥ .90	.90	Good
Parsimony fit measures			
Normed chi-square	1 – 2 or < 3	1.84	Good
PNFI	0 – 1	.71	Good

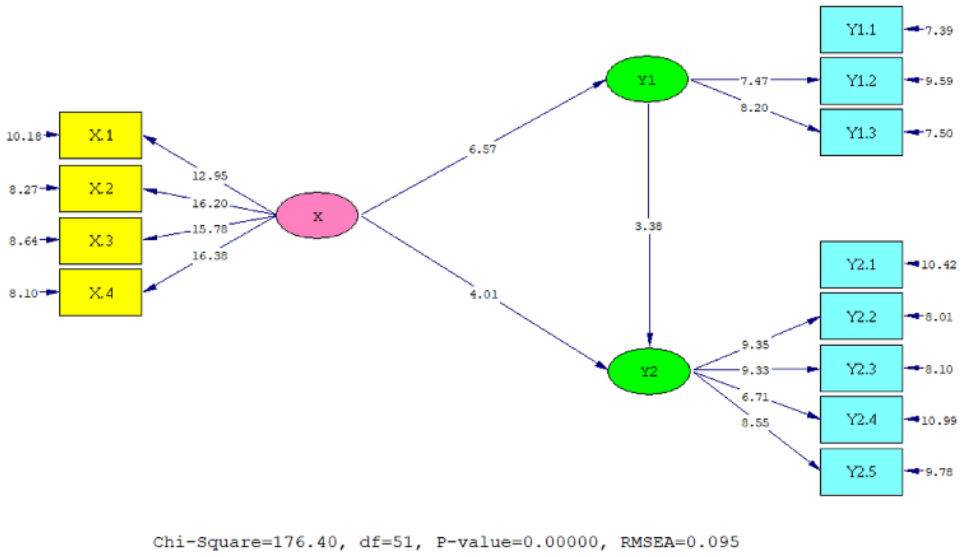
Hypothesis Testing

The results of hypothesis testing visualized in Figures 1 and 2 and summarized in Table 5 show that all hypotheses are supported (accepted) with a path coefficient value range of .17−.52 and the t-value of 3.17−6.57 (> t-table = 1.65) at α = .01. Therefore, SOC has a significant direct effect on CP (γ = .34, p < .01), CI significantly direct effect on CP (γ = .32, p < .01), SOC has a significant direct effect on CI (β = .52, p < .01), and SOC significantly indirect seffect on CP mediated by CI (β = .17, p < .01). All factor loading values obtained are positive; it indicates a linear relationship, where improved SOC will increase teachers' CI and CP. In addition, SOC has a greater influence on CI (.52) than CP (.34). This shows that SOC has a more dominant positive impact on CI.



Note: X= SOC, Y1= CI, Y2= CP

Figure 1. Standardized Structural Model



Note: X= SOC, Y1= CI, Y2= CP

Figure 2. T-Value Structural Model

Table 5. Hypothesis testing results

Hypothesis	γ/β	T-value	Decision
H_1: SOC on CP	.34**	4.01	Supported
H_2: CI on CP	.32**	3.38	Supported
H_3: SOC on CI	.52**	6.57	Supported
H_4: SOC on CP through CI	.17**	3.18	Supported

** $p < .01$

This study found that SOC affects CI and CP, CI influences CP, and SOC impacts CP through CI. This empirical evidence shows that SOC is an important predictor of teachers' CI and CP. When SOC is in a conducive condition, it will stimulate an increase in teachers' CI and CP. In other words, schools that cultivate involvement, consistency, adaptability, and mission in their daily activities will enrich the teacher's knowledge, mindfulness, and behavioral skills related to this cultural content. In fact, it will also stimulate teachers to be more enthusiastic about completing task activities successfully, carrying out not a formal job, helping and cooperating with colleagues, following organizational rules and procedures, and supporting organizational goals. For example, a school that prioritizes teacher involvement and adaptability in daily activities will enrich the teacher's knowledge and skills and be more enthusiastic in completing teaching assignments successfully. This finding is consistent with the results of Balogh's research (2011), which proves that organizational culture affects CI and other studies that organizational culture has a significant effect on performance, including CP (Aryani & Widodo, 2020; Pratama, 2022; Korma et al., 2022; Haris et al., 2023; Bhardwaj & Kalia, 2021; Aulia et al., 2022).

Further, related to the significant effect of CI on teacher CP, it shows that teacher CI manifested in knowledge, mindfulness, and behavioral skills of culture can stimulate teacher CP. As an illustration, teachers with high cultural knowledge and skills will tend to easily help and cooperate with colleagues, following organizational rules and procedures, and supporting school goals. This finding is consistent with previous studies proving that CI affects performance, including CP (Setti et al., 2020; Takdir et al., 2020; Masrek et al., 2021; Davaei et al., 2022; Ahmadzadeh et al., 2022).

Finally, this study also proves the significant role of CI in mediating the effect of SOC on teachers' CP. These findings demonstrate the vital role of CI as an intermediary for the causal relationship between SOC and CP. As an illustration, a school that cultivates teacher involvement in its various activities will encourage the emergence of new knowledge and skills, which have implications for teachers' enthusiasm in completing tasks successfully as a form of support for achieving school goals. This empirical fact is not only in line with the results of previous studies which prove organizational culture affects CI (Balogh, 2011), CI affects CP (Davaei et al., 2022; Ahmadzadeh et al., 2022), and negates contradictory research results (Göksoy, 2017; Kubicek et al., 2019; FakhrEldin, 2011; Bahri et al., 2021; Strengers et al., 2022), but also confirms new findings (novelty) regarding the significant role of CI in mediating the effect of SOC on teacher CP.

This finding is in accordance with the Islamic view of work that a person must demonstrate their achievement/performance. It is not intended to seek recognition from other people but merely as an effort to obtain Allah's approval (acknowledgment). As Allah says, "So when you have finished (something), work seriously on another (business). And only in your Lord should you hope" (Q.S.: 94, 7-8). Seriousness is the main capital for achieving teacher performance at work. In practice, this performance does not just happen; there are influencing factors, including cultural organization and cultural intelligence. In the Islamic view, the concept of culture (including organization and intelligence) can be seen in the words of Allah: "O mankind, indeed We created you from a man and a woman and made you into nations and tribes so that you may know each other. Indeed, the noblest among you in the sight of Allah is the most pious among you. Indeed, Allah is All-Knowing and All-Recognizing" (Q.S.: 49, 13). This verse shows how Allah has created a scenario for humans in various groups and tribes who need to accept each other. This recognition requires intelligence, so the concept of cultural intelligence has developed. Thus, the findings of this research provide a theoretical contribution to Islamic education management, especially regarding the development of teachers' contextual performance seen from a perspective of Islamic organizational and cultural intelligence.

CONCLUSION

Contextual performance is crucial for organizations, including teacher contextual performance for school organizations. Hence, this research explores the effect of SOC on teachers' CP through CI. The results indicated that SOC and CI significantly affect teachers' CP, SOC significantly influences CI, and SOC has a significant effect on teachers' CP through CI. Furthermore, this study promotes a new empirical model of SOC affects teachers' CP through CI. These findings provide a theoretical contribution to developing the performance literature, particularly contextual performance concerning organizational culture and CI. In addition, these findings also provide practical implications for school management to consider SOC and CI as instruments to improve teachers' CP. Therefore, researchers and practitioners can consider these new findings to develop teachers' contextual performance in the future.

ACKNOWLEDGEMENT

The highest appreciation goes to the elementary school teachers in Jakarta, Banten, and West Java provinces who voluntarily provided research data through questionnaires. This kindness will become a charity and make a valuable contribution to the development of science.

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