



ANALYSIS OF THE TEACHER PERFORMANCE EFFECTIVENESS IN THE CONTEXT OF ORGANIZATIONAL CULTURE

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Abstract:

In the last few decades, there has been numerous studies on the effect of organizational culture to increase work performance, as well as organizational citizen behavior to increase effectiveness of the organization. The performance of teacher is heavily influenced by several factors such as motivation, leadership, organizational culture, organizational citizen behavior and others. This research was aimed to test the effect of organizational culture to State Madrasa teacher performance in Pesawaran Regency. This research used quantitative design. The data were collected through questionnaire shared via Google Forms to 148 respondents from the total of 222 people. The result showed that variable of organizational culture positively affected teacher performance. Coefficient of determination was 0.493 or 49.3% for the variable of organizational culture was influenced by other factors that were not studied in this research. Based on the partial test result, the variable on organizational culture had the significant value of $0.029 < 0.05$

Keywords: *organizational culture, teacher performance*

INTRODUCTION

Organizational culture is an essential element for an organization. Each organization has its own culture. Culture becomes a continuous process that is implemented and made based on the interaction among individuals, and is created by individual's behavior within the organization (Schein, 1992). Organizational culture refers to values, norms, beliefs, and behavior of the organization members (Robbins, & Judge, 2018). These definitions of organizational culture imply three things. First, culture is a perception, where is it something intangible but organizational members can receive and understand it through their experience in the organization. Second, culture is descriptive, where culture is accepted and interpreted by organizational members whether they like it or not. Third, culture is an aspect of shared acceptance where organizational members interpret and practice organizational culture in the same way (Robbin, 2016). From the results of previous researches, it was found that organizational culture has a positive effect on teacher performance (Yoon and Park, 2023), (Pakpahan et al., 2019), (Febriantina, S., Lutfiani, F. N., & Zein, N, 2018), (Hasil et al., n.d.).

Problems regarding teacher performance can occur everywhere, including in State Madrasa in Pesawaran Regency, based on the results of pre-research observations. During pandemic, the school implemented distance learning or learning from home to stop the virus transmission . Now, the school

has implemented offline learning. This transition from online to offline leaning could affect the performance of the teachers.

The State Madrasa in Pesawaran were chosen as the location for the research because of its religious and pluralistic community culture. State Madrasa teachers were considered capable of performing and exceeding school targets. Among the evidence of excellent teachers' performance was high satisfaction of the community and the amount of public interest in the schools. From various descriptions of previous problems, researcher assumed that organizational culture is important factor and have an influence to improve employee, or teacher performance in the context of educational institution. Thus, the researcher was interested in studying the effect of organizational culture on the performance of State Madrasa teachers.

RESEARCH METHODS

This research employed associative quantitative research, that was aimed at testing the effect of the independent variable on the dependent variable. The hypothesis in this research was determined as follows:

- There is a positive and significant effect of organizational culture variables on the teacher performance.

Based on the hypothesis, the researcher described the conceptual framework in this research as follows:

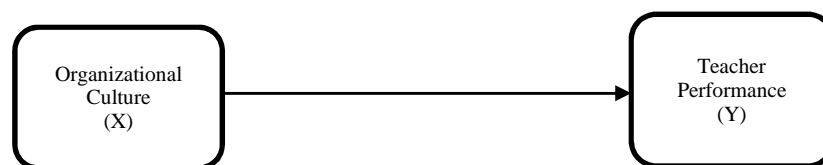


Figure. 1
Conceptual Framework

The data were collected from survey method through questionnaire. The respondents in this research were the teachers of State Madrasa in Pesawaran Regency, Lampung with the total of 148 teachers. The whole population were 222 teachers. The survey was done in June 2023 by using Google Forms. The data were analyzed by using SPSS 25 for Windows. The instrument has gone through reliability and validity test before regression test and t test. Analytical requirements tests or classic assumption tests were also used in the form of normality tests, heteroscedasticity tests, multicollinearity tests, linearity tests and auto correlation tests.

RESULTS AND DISCUSSION

The findings is presented in full and related with the scope of the research determined before. The findings can be completed with tables, graphs, and/or charts. The tables and pictures are given number and title. The result of data analysis is explained correctly in the article. The discussion part logically explains the findings, associated with the relevant sources.

You may discuss every aspect of the issue one by one. It is necessary to build argument and to provide original data discussed and compared to research and works of other scholars. The way to discuss an issue here is by combining the data and the discussion.

This research involved the teachers from State Madrasa in Pesawaran Regency, Province of Lampung. The population were 222 people, that is presented below.

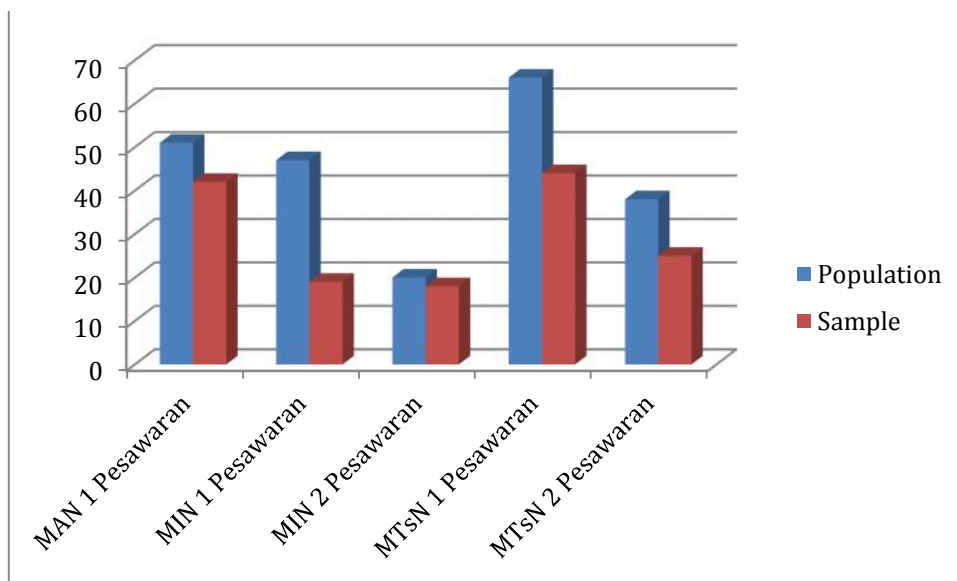


Figure
Source: Processed Primary Data, 2023

Based on the data above, it can be referred that the total population of teachers who worked at MAN 1 Pesawaran was 51 people (42 people from the total teacher population were taken as the research sample). The total population of teachers who worked at MIN 1 Pesawaran was 47 people (19 people from the total teacher population were taken as the research sample). The total population of teachers who worked at MIN 2 Pesawaran was 20 people (18 people from the total teacher population were taken as the research sample). The total population of teachers who worked at MTsN 1 Pesawaran was 66 people (44 people from the total teacher population were taken as the research sample). While, the total population of teachers who worked at MTsN 2 Pesawaran was 38 people (25 people from the total teacher population were taken as the research sample).

Reliability Test

1. Reliability Test on Organizational Culture Variable

Reliability Statistics	
Cronbach's Alpha	N of Items
.961	12

According to Cronbach's Alfa result above, it showed that Cronbach's Alfa value was $0,961 > 0,60$. It means that the points of the instruments of Organizational Culture (X) were reliable.

2. Reliability Test on Teacher Performance Variable

Reliability Statistics	
Cronbach's Alpha	N of Items

According to Cronbach's Alfa result above, it showed that Cronbach's Alfa value was $0,923 > 0,60$. It means that the points of the instruments of Teacher Performance (Y) variable were reliable.

Validity Test

Each statistical test has a basis for decision making as a reference for making conclusions. Likewise with the Product Pearson Correlation Validity test in this Validity test, the basis for decision making is as follows:

1. If the value of $r_{count} > r_{table}$, then the measuring instrument is declared "VALID".
2. If the value of $r_{count} < r_{table}$, then the measuring instrument is declared "INVALID".

In this research, the questionnaire instrument was considered valid if $r_{count} > r_{table}$. For $n = 148$, so the r table was 0.161.

Validity Test on Organizational Culture Variable

Question Items	r_{count}	r_{table}	Description
1	0,894	0,161	Valid
2	0,774	0,161	Valid
3	0,844	0,161	Valid
4	0,890	0,161	Valid
5	0,841	0,161	Valid
6	0,831	0,161	Valid
7	0,825	0,161	Valid
8	0,844	0,161	Valid
9	0,790	0,161	Valid
10	0,859	0,161	Valid
11	0,869	0,161	Valid
12	0,785	0,161	Valid

Validity Test on Teacher Performance Variable

Question Items	r_{count}	r_{table}	Description
1	0,752	0,161	Valid
2	0,773	0,161	Valid
3	0,803	0,161	Valid
4	0,744	0,161	Valid
5	0,751	0,161	Valid
6	0,739	0,161	Valid
7	0,729	0,161	Valid
8	0,813	0,161	Valid
9	0,806	0,161	Valid
10	0,797	0,161	Valid

In the validation results of the question items that were "Valid", it was stated that if each question item was more than r_{table} , namely 0.161. The table above shown that the Organizational Culture instrument had 12 valid questions,

the Teacher Performance instrument had 10 valid questions. Thus, the all of the questions that would be tested was valid.

Classic Assumption Test

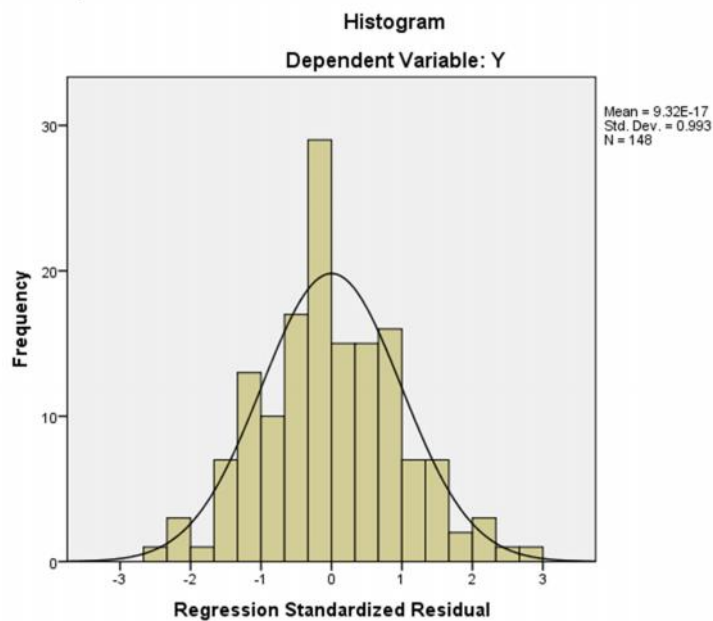
1. Multicollinearity Test

Collinearity Diagnostics^a

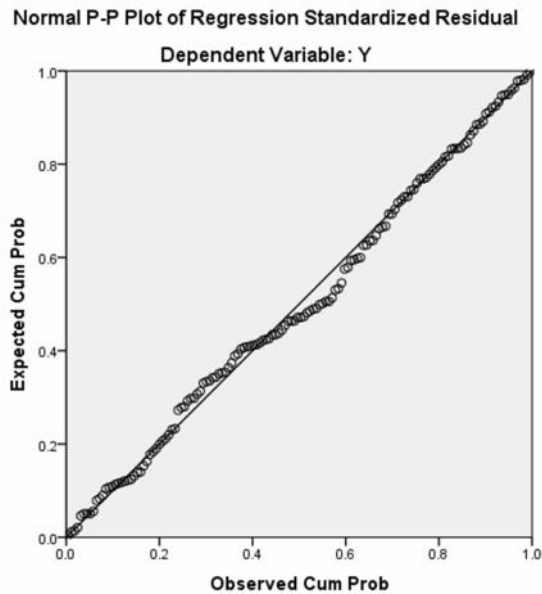
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	X	
1	1	2.973	1.000	.00	.00	
	2	.017	13.312	.51	.79	
	3	.011	16.760	.49	.21	

a. Dependent Variable: Y

2. Normality Test

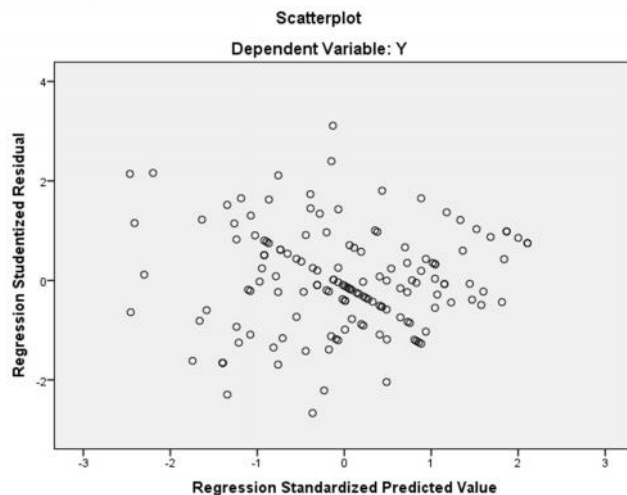


Based on the Normal P-Plot graph, it can be seen from the bell-shaped histogram that the distribution of data in this study had a spread and distribution that was close to normal. It was because the actual data was centered, close to the Normal P-Plot diagonal line. In sum, the data in this study had a spread and distribution that was close to normal. Apart from that, to test the normality, it could also be seen from the probability plot (Normal Plot) which compares the normal distribution as in the figure below:



The above figure showed the P-plot with normal graphic plot that could be seen from the distribution points which were in a straight line, distributed along a straight diagonal line. Therefore, it can be concluded that the data normality test could be fulfilled.

3. Heteroscedasticity Test



Based on the output of the Heteroscedasticity Test with Scatterplots, it could be seen that:

- The points were distributed above and below, or around the number 0.
- The points could be collected only above or below.
- The distribution of data points did not form a wavy pattern, but widening and narrowing.
- The distribution of data points was not patterned.

Thus, it can be concluded that there was no heteroscedasticity problem, so it was a good and ideal regression model.

a. Multiple Linear Regression Analysis

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	17.382	1.974	8.803	.000		
	X	.090	.041	.156	.029	.700	1.428

a. Dependent Variable: Y

b. **Goodness of Fit Test**

1) Coefficient of determination (R²)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.702 ^a	.493	.486	3.445	1.898

a. Predictors: (Constant), X

b. Dependent Variable: Y

From the results of the regression above, it could be seen that the coefficient of determination (R Square) obtained was 0.493. It means that 49.3% of the performance of State Madrasa teachers was affected by the variables of Organizational Culture (X). In contrast, the remaining 50.7% of the performance of State Madrasa teachers was influenced by other variables which were not studied in this research.

2) F Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1671.681	2	835.841	70.438	.000 ^b
	Residual	1720.616	145	11.866		
	Total	3392.297	147			

a. Dependent Variable: Y

b. Predictors: (Constant), X

According to the output results above, Sig. was 0.000, then $0.000 < 0.05$, so that the hypothesis (H1) was tested, namely both Organizational Culture and Organizational Citizenship Behavior (OCB) have a significant effect on the performance of State Madrasah teachers.

3) T Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	17.382	1.974		8.803	.000		
X	.090	.041	.156	2.208	.029	.700	1.428

a. Dependent Variable: Y

From the result above, it was known that the Sig value. was 0.029, then $0.029 < 0.05$, so the hypothesis (H1) was tested so that Organizational Culture had a significant effect on the performance of State Madrasa teachers. Then the results were also obtained that Sig. was 0.000, then $0.000 < 0.05$, so the hypothesis (H1) was tested, so that Organizational Citizenship Behavior affected the performance of State Madrasa teachers.

Statistical results implies that simultaneously all dependent variables, namely organizational culture and organizational citizenship behavior affected State Madra teacher performance. The explanation is provided as follows: The result of the t test showed that the organizational culture variable (X) had a significant effect on the teacher performance variable (Y). It was based on a significance value of $0.029 < 0.05$, so H1 was rejected. It can be concluded that organizational culture has a significant effect on teacher performance. The results of this research are in line with the research results of Widuri (2020), Yulizar (2020), Iba (2021), Permatasari (2022), Aminah (2020), Putra (2019), and Lian (2021), which proved that organizational culture has a positive and significant effect on teacher performance. Organizational culture must always be carried out and implemented so that the teacher can complete their task well, and of course it will improve the performance. If the organizational culture has been implemented well but teacher performance is still declining, then the teachers themselves need to be self-aware. Evaluation must be done continuously to improve teacher performance and achieve the goal of the institution.

CONCLUSION

From the research result, it can be concluded that: The organizational culture variable had a positive and significant effect on the performance of State Madrasa teachers of 0.029. The organizational culture had a positive and significant effect on the performance of State Madrasa teachers by 0.493 or 49.3.

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