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The Influence of Organizational Culture on Teacher Performance at SMK Negeri 1 Bungoro

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ABSTRACT

The success of the school does not only come from the leadership but all those involved, including all teachers, staff and student cooperation who are willing to follow all the rules that apply in the school. This study is a quantitative descriptive research that aims to find out how the picture of organizational culture at SMK Negeri 1 Bungoro, to find out how the performance of teachers at SMK Negeri 1 Bungoro Pangkep Regency, and to find out how much influence organizational culture has on teacher performance at SMK Negeri 1 Bungoro. The population in this study amounted to 35 people. Data collection is carried out by observation, questionnaire, and documentation techniques. Data was obtained from research results processed using data analysis and using the SPSS 25 application consisting of Validity and Reliability Tests. Descriptive data analysis techniques and inferential statistical analysis. The results showed that the indicators used on each of these variables showed where the organizational culture was in the good category. For teacher performance indicators are in the good category. Based on the correlation test, there is a strong/high relationship between the two variables. So it can be concluded that there is a significant influence between organizational culture on teacher performance at SMK Negeri 1 Bungoro. This research can be used as a reference for future research that discusses organizational culture on teacher performance because previous research discussed more about organizational culture on principal leadership.

INTRODUCTION

Organization is defined as all series in the form of influencing each other, then the items are unstable then the other items are also unstable. If the system wants to run well, it needs to take good care of it as well as humans if it wants to live familiarity. An organization is a collection of more than one person in order to solve problems or thoughts and goals are also in line (Akib, 2009; Champoux, 2021; Henderson & Sowa, 2019; Mikkelsen &; Humle, 2020). Organizational culture is about how the cultural character that exists in the environment (Leonard, 2018; Niswaty et al., 2021; Sutrisno, 2019). How to treat actions and culture that exist in the school environment such as continuous discipline regardless of school day, diligent that must be disciplined and applied in schools both for teachers and students all involved in school, customs in schools also need to be maintained and preserved properly if necessary developed, hereditary traditions must be preserved such as held clean Friday every Friday and Friday alms, The trust that is built depends on each other's beliefs, especially schools that are tolerant of Muslims and non-Muslims, respect each other and are tolerant

between people without discriminating. Norms that conform to the rules. So it needs to be preserved, behave politely, both wherever and whenever not only students but also school alumni, including the teaching team involved in the school.

Performance is an action that greatly affects the course of a trust business that is being carried out and assigned to someone (Akil et al., 2020; Pratiwi et al., 2019; Shabbir et al., 2021). The two variables have a relationship that is sustainable and has a relationship that is in line with organizational culture related to customs in schools and cultures carried out in schools, teacher performance involves the actions and results of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers,teacher work while teaching at school. In an effort to improve the quality of education, the school should have programs/activities in realizing the goals, objectives, vision and mission of the school. School performance is very influential on educational outcomes.

Performance is an activity carried out to carry out, complete the mandate that is being carried out well (Bartolacci et al., 2018; Moullin, 2007). Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and LecturersTeachers or educators must always be patient in dealing with students who want to study teaching wholeheartedly, not to forget that educators also need to educate students well so that those who are received are also good, so there must also be a good approach between students and the teaching team both from the way of behavior and teaching and learning processes carried out by teachers. The success of the school does not only come from the leadership but all those involved, including all teachers, staff and student cooperation who are willing to follow all the rules that apply in the school, therefore, all are sustainable and related to mutual needs and mutual benefits, both the school, teachers, staff and students even though the benchmark is not only smart for students but diligent, disciplined, and willing to follow the applicable rules. Based on Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education, primary education, and secondary education. Based on these rules, it is clear that teacher performance in schools has the main task at the level of education at the early, primary and secondary levels.

Teacher performance can be seen from how students treat their teachers if students are polite and obedient to follow the rules, orders then the teacher has done his job well, it can also be seen how the teacher gives the best things to students at school not just absenteeism but also about whether or not morals and duties given by educators.

METHODS

The approach used is a quantitative approach, using statistical data to explain the relationship between variables. The type of research is descriptive. This type of descriptive research is research to determine the validity or absence of research tested based on the type of variables and repondents. The research will be carried out at SMK Negeri 1 Bungoro School in Pangkep Regency located on Jalan Sambung Jawa, Samalewa, Bungoro, Pangkajene District, Pangkajene Regency and Islands. The population of this study was 35 civil servant teachers of SMK Negeri 1 Bungoro, Pangkep Regency. Furthermore, the data collection techniques used are observation, questionnaires and documentation.

Table 1: Validity Test

Variable	Statement Item	Corrected Item Total Correlation	R Table n=43 level 5%	Information
Organizational Culture (X)	X1	0,611	0,333	Valid
	X2	0,601	0,333	Valid
	X3	0,724	0,333	Valid
	X4	0,476	0,333	Valid
	X5	0,689	0,333	Valid
	X6	0,769	0,333	Valid
	X7	0,410	0,333	Valid
	X8	0,639	0,333	Valid
	X9	0,724	0,333	Valid
	X10	0,401	0,333	Valid
Teacher Performance (Y)	Y1	0,390	0,333	Valid
	Y2	0,464	0,333	Valid
	Y3	0,653	0,333	Valid
	Y4	0,464	0,333	Valid
	Y5	0,653	0,333	Valid
	Y6	0,493	0,333	Valid
	Y7	0,501	0,333	Valid
	Y8	0,509	0,333	Valid
	Y9	0,596	0,333	Valid
	Y10	0,752	0,333	Valid

Source: data processing results

Based on the results of the validity test, it shows that the question items used in the study have an r table greater than or above 0.333 So it can be concluded that the questionnaire used about the variables of knowledge and interest is declared valid as a variable measuring tool.

Table 2: Reliability Test

No.	Variable	Cronbach's Alpha Based on Stndardizes Items	Reliability Standards	Information
1.	Organizational Culture(X)	0,812	0.60	Reliable
2.	Teacher performance (Y)	0,739	0.60	Reliable

Source: data processing results

Based on the table data above shows the numbers of cronbachs Alpha (a) values on all variables in this study, all of which show quantities above the value of 0.60. This shows that independent and dependent variables are reliable and it can be concluded that respondents' questionnaire statements show reliability in measuring variables in the research model.

RESULT AND DISCUSSION

Table 3: Descriptive Statistical Analysis of Organizational Culture

Items	Frequency (F) and Percentage (%)										Total	
	Always(5)		Often(4)		Sometimes (3)		Infrequently (2)		Never (1)		Average	Category
	F	%	F	%	F	%	F	%	F	%		
X1	11	31,4	9	25,7	15	42,8	0	0	0	0	3,89	Good
X2	14	40	18	51,4	3	8,5	0	0	0	0	4,31	Good
X3	14	40	27	77,1	4	11,4	0	0	0	0	4,29	Good
X4	12	34,2	12	34,2	11	31,4	0	0	0	0	4,03	Good
X5	17	48,5	17	48,5	1	2,8	0	0	0	0	4,46	Good
X6	14	40	18	51,4	3	8,5	0	0	0	0	4,31	Good
X7	12	34,2	17	48,5	6	17,1	0	0	0	0	4,17	Good
X8	14	40	20	57,1	1	2,8	0	0	0	0	4,37	Good
X9	15	42,8	19	54,2	1	2,8	0	0	0	0	4,40	Good
X10	17	48,5	14	40	4	11,5	0	0	0	0	4,37	Good
Average											**4,26**	Good

Source: data processing results

Respondents' answers regarding organizational culture were very well distributed with an average score of 4.55. So it can be interpreted that SMK Negeri 1 Bungoro has implemented a good organizational culture. Culture is the entirety of attitudes & patterns of behavior and knowledge which is a habit inherited & owned by a particular member of society. Teachers form a subjective perception of the organization based on factors such as risk tolerance, pressure on the team and support for people. This overall perception will be the culture or personality of the organization. Perceptions can be in a positive form or in a negative form, overall affecting job satisfaction and performance with a greater impact on a stronger organizational culture.

In this study, researchers set organizational culture indicators, namely: 1) Environment. Based on the results of data analysis, it can be seen that teachers at SMK Negeri 1 Bungoro, Pangkep Regency predominantly chose affirmative answers because the work equipment in the school environment is adequate in supporting the learning process in the school environment. In addition, not a few also choose to strongly agree with adequate equipment in the school environment. 2). Values. Based on the results of data analysis, it can be seen that the teachers in the SMK Negeri 1 Bungoro school, Pangkep Regency, the dominant answer chose to strongly agree because the school environment must uphold the moral values that exist in the school environment of SMK Negeri 1 Bungoro, Pangkep Regency. 3). Rules. Based on the results of data analysis, it can be seen that respondents are more dominant in choosing affirmative answers because the rules in schools are the best way to remain consistent in teaching students at school. 4). Rituals. From the results of data analysis, a number of dominant respondents chose to agree because they agreed that the statement of activities outside the routine was useful for establishing familiarity for the teachers of SMK Negeri 1 Bungoro, Pangkep Regency. And the last 5). Communication Network. Based on the results of data analysis, the dominant answer chosen by respondents is strongly agree on Information about schools needs to be conveyed through an effective communication network with fellow teachers at SMK Negeri 1Bungoro Kabupeten Pangkep school.

Table 4:Descriptive Statistical Analysis of Teacher Performance

Items	Frequency (F) and Percentage (%)										Total	
	Always(5)		Often(4)		Sometimes (3)		Infrequently (2)		Never (1)		Average	Category
	F	%	F	%	F	%	F	%	F	%		
X1	16	45,7	17	48,5	2	5,7	0	0	0	0	4,40	Good
X2	19	54,2	13	37,1	3	8,6	0	0	0	0	4,46	Good
X3	23	65,7	12	34,3	0	0	0	0	0	0	4,66	Good
X4	16	45,7	18	51,4	1	2,8	0	0	0	0	4,43	Good
X5	23	65,7	11	31,4	1	2,8	0	0	0	0	4,63	Good
X6	22	62,8	13	37,1	0	0	0	0	0	0	4,63	Good
X7	19	54,3	15	42,6	1	2,8	0	0	0	0	4,51	Good
X8	22	62,8	11	31,4	2	5,7	0	0	0	0	4,57	Good
X9	27	77,1	8	22,8	0	0	0	0	0	0	4,77	Good
X10	19	54,2	14	40	2	5,7	0	0	0	0	4,49	Good
Average											**4,55**	Good

Source: Data processing results

Based on the table, it can be seen that respondents' answers related to overall performance are in the very good category with an average score of 4.26. So it can be interpreted that the performance of teachers at SMK Negeri 1 Bungoro, Pangkep Regency is included in the good category. suggests that performance is a set of results achieved in quality and quantity from the achievement of tasks assigned to a person, or group, referring to the standards and criteria for achievement and implementation of work set. Meanwhile, according to Barnawi and Teacher performance can be interpreted as the level of success of teachers in carrying out their duties and education in accordance with their responsibilities and authorities based on performance standards that have been set during a certain period in order to achieve educational goals. If the teacher's performance is good, the achievements made by the teacher are also good and responsible for the work done as well as the authority of the teacher at SMK Negeri 1 Bungoro, Pangkep Regency. Based on the results of data analysis, the picture of teacher performance is included in the good category, where teachers who are the majority respondents choose to agree with the statements formulated in 6 (six) variable indicators of teacher performance.(Sinambela, 2019)(Akib &; Darwis, 2015)

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The basis for decision making is that if the significance value is greater than 0.05, the analyzed data is normally distributed, on the other hand, if the significance value data is smaller than 0.05, the data is not normally distributed.

Table 4: One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	3.44951718
Most Extreme Differences	Absolute	.114
	Positive	.075
	Negative	-.114
Test Statistics		.114
Asymp. Sig. (2-tailed)		.200c,d

Source: Results by data

In the table 4, it is known that the sig value is 0.200 > 0.05. So that the data can be continued for correlation and regression analysis, because the data has been normally distributed

Table 5: Product Moment Correlation Test

Correlations

		Organizational Culture	Teacher Performance
Organizational Culture	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	35	35
Teacher Performance	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.000	
	N	35	35

Source: Research results

Based on the results of correlation analysis, it is known that the value of Sig. (2-tailed) is 0.000 more than > 0.05. And from the results of the correlation analysis, it is known that the pearson colleration value is 0.560 which can be interpreted that the level of influence of organizational culture on performance is in the medium category. Based on the guidelines for giving interpretation, the correlation coefficient of 0.560 is in a strong / high position, namely the interval 0.40-0.599, so it is said that the office facility variable has a moderate relationship with teacher performance.

Table 6: T Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.002	5.315		4.704	.000
	Organizational Culture	.482	.124	.560	3.878	.000

a. Dependent Variable: Teacher Performance

Source: Research results

From t-table Coefficients obtained the value of t calculate the organizational culture variable of 3.878 ≥ t table 2.034 and a significant value of 0.000 < 0.05 then Ho is rejected (accepts Ha).

Table 7.
Coefficient of Determination

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.50a	.313	.292	2.568

Source: data processing results

The value (R) is 0.560. The R Square coefficient of determination of 0.313 based on the influence of organizational culture on teacher performance is 31.3%. The remaining 68.7%. A simple regression analysis is testing the hypothesis in this study "it is suspected that there is a significant influence between organizational culture on teacher performance".

Table 8.
Simple Regression Analysis

Coefficientsa					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	25002	5.315		4.704	.000
TOTAL_X	.482	.124	.560	3.878	.000
a. Dependent Variable: TOTAL_Y					

Source: Research results

The coefficient of 25,002 consistent values of organizational culture variables is 25,002. The X regression coefficient of 0.482 states that every 1% increase in the value of organizational culture increases.

CONCLUSION

Based on the results of the validity test, it shows that the question items used in the study have an r table greater than or above 0.333 So it can be concluded that the questionnaire used about the variables of knowledge and interest is declared valid as a variable measuring tool. And based on the results of reliability tests showing numbers from the value of cronbachs Alpha (a) on all variables in this study, all showed magnitudes above the value of 0.60. This shows that independent and dependent variables are reliable and it can be concluded that respondents' questionnaire statements show reliability in measuring variables in the research model. Respondents' answers regarding overall organizational culture were in the excellent category with an average score of 4.55. So it can be interpreted that SMK Negeri 1 Bungoro has implemented a good organizational culture. The description of organizational culture is included in the good category, where teachers are the majority respondents who choose to agree with the statements formulated in 5 (five) indicators on organizational culture variables, namely in terms of environmental aspects, values, rules, rituals, and communication networks. And the picture of teacher performance is included in the good category, where teachers who are the majority respondents choose to agree with the statements formulated in 6 (six) variable indicators of teacher performance. The results also showed that organizational culture affects teacher performance

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