

The Influence of School Culture and Organizational Commitment on Teacher's Performance in Senior High Schools in Tanjung Lubuk Sub-District

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Abstract: The purpose of this study was to determine the effect of school culture and organizational commitment on teacher performance in high schools in Tanjung Lubuk district. The sample size taken was 70 teachers in high schools in Tanjung Lubuk District. The sampling technique was purposive sampling, where the respondents taken were some of the teachers in SD Negeri Gugus 1 Lubuk Besar District, Central Bangka Regency, Tanjung Lubuk. Data collection was carried out by distributing questionnaires using a 5-point Likert scale to measure 67 statement items. The analysis technique used is multiple linear regression analysis. The results showed that there was an influence of school culture and organizational commitment on teacher performance. Second, there is an influence of school culture on teacher performance. Third, there is an influence of organizational commitment on teacher performance.

Keywords: Organizational Commitment, Performance, School Culture

A. Introduction

This research was motivated by the results of the researcher's observations during his time as one of the educators at one of the Tanjung Lubuk State High Schools in Ogan Komering Ilir Regency. Researchers see that there are still many fellow teachers who do not understand the vision and mission of the school so that the culture built at school is less than optimal. In addition, there are still teachers who do not live around the school location so that these teachers need to travel quite far and take a long time to teach. This indicates that there are still teachers who are not highly committed to being educators in the school.

Quality is an issue that concerns everyone from various fields of work and services around the world, including the world of education. For the people of Indonesia, the expectation of quality is now so strong because the quality of education still does not meet the expectations of all parties. Improving the quality of education is influenced by work habits, school culture and interconnected school culture. Without a school culture and school culture that leads to a quality school culture, the optimal quality improvement efforts will not be achieved as expected.

According to Siagian, (2014) many factors affect the performance of public organizations. Some of these factors are organizational commitment, school culture, and job satisfaction. This is because some of these factors can improve employee performance in achieving the goals of an organization. Therefore, organizational commitment is needed to make it happen. This commitment can be realized if individuals in the organization carry out their rights and obligations in accordance with their respective duties and functions in the organization, because the achievement of organizational goals is the result of the work of all members of the organization which is collective.

Judge & Robbins, (2015) define commitment as a condition in which an individual sides with the organization and its goals and desires to maintain his membership in the organization. Based on this definition, organizational commitment includes elements of loyalty to the organization, involvement in work, and acceptance of organizational values and goals. In an organization, of course, there are many factors that influence a person to achieve his goals, while the course of the organization is influenced by the behavior of many individuals who have their own interests. Therefore, school culture is very important, because it is the habits that exist in the organization. These habits regulate the norms of behavior that must be followed by members of the organization, resulting in a productive culture. Productive culture is a culture that can make the organization strong and organizational goals can be achieved.

Schein, (2010) states that school culture is a culture in the organization that leads to a system of shared meanings adopted by members that distinguish the organization from other organizations. Culture can also be seen as a behavior, values, attitudes and way of life to make adjustments and at the same time a way to see the problem and solve it (Zamroni, 2011). Therefore, school culture is actually the dominant values that are disseminated in the organization and serve as a work philosophy of staff/members in an organization (Moeljono, 2003).

Ann et al., (2010) see school culture as values, assumptions shared by members of the organization. School culture is the shared assumptions, beliefs, values and perceptions of organizational members that shape and impress upon attitudes, behaviors, and instructions in solving problems.

In other words, the cooperation between members who have elements of vision and mission, resources, legal basis of structure, and clear anatomy in order to achieve certain goals (Nevizond, 2007). Luthans, (2016) states that school culture includes behavioral regularities, norms, values, philosophies and rules such as principles/guidelines for members to work in the organization.

Ikhsan (2020) states school culture has an insignificant effect on employee performance and leadership has a significant effect on employee performance (Ikhsan, 2020). Based on the results of research and the results of responses from respondents, school culture variables, work environment, and teacher performance are at the "Very High" category level. This study found that 56.8% was the effect of school culture and work environment on teacher performance (Mursid & Ferdian, 2022).

This research was conducted at high schools in Tanjung Lubuk District, Ogan Komering Ilir Regency. From the results of initial observations made by researchers on August 15 to October 30, 2022 at high schools in Tanjung Lubuk District, Ogan Komering Ilir Regency. Researchers found several phenomena of teacher performance that were still in the low category. The low performance of teachers is reflected in the learning process that is carried out not in accordance with expectations.

Researchers saw that teachers and principals of Tanjung Lubuk High School were unable to formulate a school culture. The researcher wrote this assumption based on an interview with the principal. The principal answered that school culture is the habits practiced at school by the school community. Then the researcher asked whether this school culture was formulated or discussed with teachers and the school committee? The principal just laughed. The researcher also asked for permission to see a written document or formulation of school culture, but the principal could not show it.

The researcher also did not see any school culture on display around the school. Even most teachers do not know the mission and vision of their school. How can educators and education personnel educate students well if they do not know the vision and mission of their school. Researchers conducted interviews with all teachers by asking about the vision, mission and goals of this school, but only 4 of the teachers could answer it.

Researchers also found problems in organizational commitment that are still not good. Among other things, (1) teachers who are not loyal to their profession, this is shown by the fact that there are teachers who have other jobs and prioritize these other jobs over their profession as teachers; (2) there are still teachers who are not involved in school activities; (3) low work responsibility, this is shown by the fact that there are still teachers who leave the class before the lesson ends and delay the tasks that must be done; (4) teachers have not fully provided the best service to students, as indicated by there are still teachers who have not prepared lesson plans and rarely make innovations in learning; (5) teachers are not proud of the teaching profession, as indicated by there are still teachers who are not serious in teaching and do not maintain proper behavior in front of students.

In addition, the conditions encountered by researchers related to school culture are indicators that the school still cannot build a conducive school culture, namely a school culture that can build teacher discipline, teacher achievement spirit, and teacher performance, especially in the learning process.

Moving on from the phenomenon of the problem of organizational commitment, school culture and teacher performance when associated with the opinions of experts, it can be seen that organizational commitment and school culture are factors that can affect teacher performance. Based on the results of preliminary observations and previous studies that show differences between the influence of organizational commitment and school culture on teacher performance and its relation to the current phenomenon, the researcher is interested in conducting research on the influence of school culture and organizational commitment on the performance of high school teachers in Tanjung Lubuk District, Ogan Komering Ilir Regency.

The Effect of School Culture and Organizational Commitment on the Performance of High School Teachers in Tanjung Lubuk District, Ogan Komering Ilir Regency. The purpose of this study is to determine and describe the effect of school culture and teacher commitment together on the performance of high school teachers in Tanjung Lubuk District, Ogan Komering Ilir Regency This research is expected to be a reference and can make a significant contribution to the development of science, especially the discipline of Education Management in Ogan Komering Ilir Regency.

Performance is defined as achievement, showing an activity or action and carrying out the tasks that have been assigned. The definition of performance is often identified with work performance. Because there are similarities between performance and work performance. In activities in educational institutions, the performance statement in question is the work performance of the organizers of educational institutions in implementing educational programs that are able to produce graduates or outputs that are of increasing quality (Syukur, 2014).

Wahab & Umiarso, (2011) state that there are several indicators of teacher performance in improving learning abilities, namely 1) the ability to make teaching plans and preparations; 2) mastery of the material to be taught to students; 3) mastery of teaching methods and strategies; ability to give assignments to students; 4) ability to manage classes; and 5) ability to conduct assessment and evaluation.

According to Uno & Lamatenggo, (2012) a person's performance (including teachers) can be measured through the following five indicators: Indicators of a person's performance are measured by (1) The quality of the teacher's work, this indicator relates to the quality of the teacher's work in mastering everything related to the preparation of learning program planning and the application of research results in

classroom learning; (2) Initiative in work, this indicator relates to the teacher's initiative in using a varied learning model according to the subject matter and using various school inventories wisely; (3) work ability, this indicator relates to the teacher's ability to lead a conducive classroom situation, manage teaching and learning activities, and assess student learning outcomes; (4) communication, this indicator relates to the communication made by teachers in the process of tutoring services with students who are less able to follow learning and are open to receiving input for learning improvement.

Culture etymologically can be in the form of *jama'* which becomes culture. This word comes from the Sanskrit language *buddhayah* which is a Jamaican form of *budi* which means reason, or everything related to the human mind. Culture is all the results of human creation, taste and *karsa* in social life. In a broad sense, culture is everything on this earth whose existence was created by humans (Komariah, 2014). Likewise, another term that has the same meaning is culture which comes from the Latin *colere* which means to do or process, so that culture or culture here can be interpreted as all human actions to process or do something.

The large Indonesian dictionary defines culture in two views, namely the results of human activities and inner creation (intellect) such as beliefs, arts, and customs, and if using an anthropological approach, namely the overall knowledge of humans as social creatures used to understand their environment and experiences and which guide their behavior (Komariah, 2014).

Sastradipreja (2016) categorizes the elements of school culture into two categories, namely visible elements and invisible elements. Visible elements can be manifested conceptually/verbally or visually material. Verbal elements include 1) vision, mission, goals and objectives; 2) curriculum; 3) language of communication; 4) school narrative; 5) narrative of figures; 6) organizational structure; 7) rituals; 8) ceremonies; 9) teaching and learning procedures; 10) regulations, reward and punishment systems; 11) social psychological services, and; 12) school interaction patterns with parents.

Visual/material elements include: 1) facilities and equipment; 2) artifacts and memorials; and 3) uniforms. The invisible elements include the school's philosophy or basic view of the broad reality, the meaning of life, the human task in the world, and values. All these intangible elements are something that the school considers important and should strive for. Therefore, it is conceptually stated in the form of a more concrete formulation of vision, mission, goals, and objectives to be achieved by the school (Sastrapratedja, 2016).

According to Kreitner, & Kinicki, (2017) that organizational commitment is a reflection of where an employee recognizes the organization and is bound to its goals. An important work attitude because committed people are expected to show their willingness to work harder to achieve organizational goals and have a greater desire to continue working in a company.

Sopiah, (2018) calls work commitment another term for organizational commitment. In addition, organizational commitment is an important behavioral dimension that can be used to assess employee tendencies, identify and involve someone who is relatively strong against the organization, and know the desire of organizational members to maintain their membership in the organization and be willing to work hard for the achievement of organizational goals and be able to accept the norms that exist in the company.

Sopiah, (2018) explain that organizational commitment can be interpreted as the extent to which an employee experiences a sense of unity with their organization. Furthermore, organizational commitment is also an individual's willingness to be with an organization which has three main characteristics, including: 1) Affective commitment, occurs when teachers want to be part of the organization because of emotional ties. 2) Continuance commitment, occurs when teachers stay with an organization because they need salary and other benefits or because the teacher cannot find another job. 3) Normative commitment is a feeling that requires staying in a school organization due to obligations and responsibilities to the school organization based on considerations of employee norms, values and beliefs.

B. Methods

The approach used in this research is descriptive quantitative. The population in the study was the entire population in this study were all high school/vocational high school teachers in Tanjung Lubuk District, totaling 126 people, 149 teachers. The sample used was 70 teachers from SMA/SMK teachers in Tanjung Lubuk District The sampling technique in this study was to use Purposive Sampling In this study the data collection techniques used by researchers were questionnaires, observation and documentation. The data collected using the Likert Scale model. The data analysis technique uses simple regression analysis and multiple regression using SPSS For Windows version 26.00.

This study uses multiple regression analysis which aims to determine the effect of two independent variables on the dependent variable. Where this study seeks the influence of School Culture (X1) and organizational commitment (X2) as independent variables, with teacher performance (Y) as the dependent variable, both partially and simultaneously. This research method uses partial and simultaneous regression

methods used for analysis or hypothesis testing researchers intend to determine the effect or relationship of independent and dependent variables, where one of the independent variables is controlled (made fixed).

C. Results and Discussion

The effect of school culture on teacher performance

The relationship model of school culture on teacher performance is expressed in the form of a regression equation $Y = 29.424 + 0.691X_1$. Based on the significance test of the school culture variable on teacher performance in Tanjung Lubuk sub-district, t count $9.133 > t$ table 1.9944 where the price of t count is greater than t table and the significance value of 0.000 is smaller than 0.05 , then H_0 is accepted so that there is an influence of school culture on teacher performance in Tanjung Lubuk sub-district.

Table 1. Coefficient of school culture on performance

	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	29.424	6.771		4.346	0.000
School Culture	0.691	0.076	0.742	9.133	0.000

To find out how much influence the independent variable has on the dependent variable partially, it can be seen in the summary model results. The summary test results display the R value which is a symbol of the correlation coefficient value. In the above value, the correlation value is 0.742 . This value can be interpreted that the relationship between the two research variables is in the strong category. Through this table, the R Square value or coefficient of determination (KD) is also obtained, which shows how good the regression model formed by the interaction of the independent variable and the dependent variable. The KD value obtained is 0.741 which can be interpreted that the independent variable X_1 has a contribution effect of 74.1% on variable Y and the other 14.9% is influenced by other factors outside the variable X_1 .

The effect of organizational commitment on teacher performance

The relationship model of organizational commitment to teacher performance is expressed in the form of a regression equation $Y = 49.419 + 0.372 X_2$. Based on the significance test of the organizational commitment variable on teacher performance in Tanjung Lubuk sub-district, it is obtained that t count $9.133 > t$ table 1.9944 where the t count price is greater than t table and the significance value of 0.000 is smaller than

0.05, so Ho1 is accepted so that there is an effect of organizational commitment culture on teacher performance in Tanjung Lubuk sub-district.

Table 2. Coefficient of organizational commitment on teacher performance

	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1 (Constant)	49.419	5.798			8.523	0.000
Commitment Teacher's Organization	0.372	0.051	0.659		7.225	0.000

To find out how much influence the independent variable has on the dependent variable partially, it can be seen in the summary model results. The summary test results display the R value which is a symbol of the correlation coefficient value. In the above value, the correlation value is 0.659 This value can be interpreted that the relationship between the two research variables is in the strong category. Through this table, the R Square value or coefficient of determination (KD) is also obtained, which shows how good the regression model formed by the interaction of the independent variable and the dependent variable. The KD value obtained is 0.659 which can be interpreted that the independent variable X2 has a contribution effect of 65.9% on variable Y and the other 30.1% is influenced by other factors outside the X2 variable.

The effect of school culture and organizational commitment on teacher performance

The relationship model between school culture and organizational commitment to teacher performance is simultaneously expressed in the form of a regression equation $Y = 27.036 + 0.168 X1 + 0.507 X2$. This means that teacher performance will increase positively with school culture and organizational commitment.

To determine the truth of hypothesis testing, a simultaneous test was conducted using the F test to determine the effect of school culture variables and organizational commitment on teacher performance. The test criteria are as follows:

1. If the probability value (significant) < 0.005, then Ho3 is rejected
2. If the probability value (significant) > 0.005, then Ho3 is accepted

Based on the significance test of school culture variables and organizational commitment to the performance of teachers in Tanjung Lubuk sub-district. obtained the calculated f value of $50.337 > f$ table of 3.13 where the calculated f price is greater

than f table and the significance value of 0.000 is smaller than 0.05, then Ho3 is accepted so that there is a significant influence between school culture and organizational commitment on teacher performance in Tanjung Lubuk sub-district.

Table 3. Coefficient of school culture on performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2740.254	2	1370.127	50.337	.000 ^b
	Residual	1823.689	67	27.219		
	Total	4563.943	69			

To find out how much influence the independent variable has on the dependent variable partially, it can be seen in the summary model results. The summary test results display the R value which is a symbol of the correlation coefficient value. In the value above the correlation value is 0.775 this value can be interpreted that the relationship between the two research variables is in the strong category. Through this table, the R Square value or coefficient of determination (KD) is also obtained, which shows how good the regression model formed by the interaction of the independent variable and the dependent variable. The KD value obtained is 0.775 which can be interpreted that the independent variable X has a 77.5% contribution effect on variable Y and the other 22.5% is influenced by other factors outside the variable X.

D. Conclusion

Based on the results of data analysis, the effect of school culture and organizational commitment both partially and simultaneously on performance can be explained as follows: School culture partially affects teacher performance so it can be concluded that the first hypothesis is accepted. That Ha1; X1 has a real effect on Y because t count > t table 9.133 > 1.994. The magnitude of the influence of X1 on Y is 74.2%. Organizational commitment partially affects teacher performance. That Ha1; X2 has a real effect on Y because t count > t table 7,225 > 1,994., The magnitude of the influence of X1 on Y is 6.59%. School culture and organizational commitment have a simultaneous effect (together) on performance so it can be concluded that the first hypothesis is accepted. the calculated f value of 50.337 the calculated f value is greater than the f table or 50.337 > 3.13 regression equation model: $Y = 27.036 + 0.168 X1 + 0.507 X2$. This means that the variables of school culture and organizational commitment have a positive effect on teacher performance. The KD value obtained is 0.775, which has a contribution effect of 77.5% on the Y variable.

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