

## **The Influence of School's Culture and Organizational Commitment on Teacher's Performance in State High Schools**

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**Abstract:** The purpose of this study was to determine the effect of school's culture and organizational commitment on teacher's performance in public elementary schools in Tanjung Lubuk subdistrict, Ogan Komering Ilir district. This study was conducted on teachers in Tanjung Lubuk District, Ogan Komering Ilir Regency. The sample size was taken as many as 43 teachers in Tanjung Lubuk District, Ogan Komering Ilir Regency. The data 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 show that organizational commitment and school's culture simultaneously have a significant effect on teacher's performance. Organizational commitment has a partial and significant effect on teacher's performance. School's culture has a partial and significant effect on teacher's performance.

**Keywords:** Organizational Commitment, School's Culture, Teacher's Performance

### **A. Introduction**

Everyone in the world, across all professions and areas of service, including the educational sector, is concerned about quality. Because the quality of education continues to fall short of expectations on all sides, the Indonesian people today have extremely high standards for it.

Work habits, work culture, and organizational culture all have an impact on raising the standard of education. The best results from quality improvement activities won't be obtained as anticipated without a work culture and an organizational culture that fosters a culture of quality.

Sondang (2002) asserts that a variety of factors affect how well public organizations work. Company commitment, company culture, and job happiness are a few of the elements. This is due to the fact that certain of these elements can enhance employee performance in reaching organizational goals. As a result, it requires organizational commitment to be accomplished. Because the accomplishment of organizational goals is the result of the collective work of all members of the organization, this commitment can be realized if individuals within

the organization carry out their rights and obligations in accordance with their respective duties and functions within the organization.

According to (Judge and Robbins, 2008), commitment is the state in which a person sides with the organization and its objectives and wants to keep their membership in the organization. According to this definition, organizational commitment involves components like fidelity to the company, participation at work, and endorsement of company values and objectives. where organizational effectiveness was correlated with allegiance, participation, and acceptability. The strength of the educational program is the dedication of the teachers. The fulfillment of school objectives will be facilitated by high teacher commitment.

Organizational culture, in addition to organizational commitment, is a component that has a similar impact on how well an organization performs. In an organization, a person's ability to accomplish his goals is influenced by a variety of factors, while the actions of several people with diverse interests have an impact on the organization's direction. As a result, organizational culture is crucial since it represents the norms that exist within the company. To create a positive organizational culture, these habits govern the standards of conduct that employees must uphold. An effective culture is one that may strengthen the organization and help it achieve its goals.

According to Judge and Robbins (2008), organizational culture is a set of specific traits that the organization upholds and refers to a system of shared meaning that sets one company apart from others. The quality of the school will also be impacted by the school's culture. The quality of each school is impacted differently by distinct school's cultures. In this regard, (Schein, 2004) asserts that work culture is a culture within an organization that results in a system of shared meaning held by members and separates the organization from other organizations.

The ability to adapt one's behavior, values, attitude, and way of life while also seeing issues and finding solutions can all be attributed to culture (Zamroni, 2011). Accordingly, work culture is actually the prevailing ideals that are spread across the organization and serve as the working philosophy of staff and members (Moeljono, 2003). Organizational culture is viewed by (McShane et al., 2008) as a set of common values and presumptions among organizational members. The common presumptions, beliefs, values, and perceptions of an organization's members that influence attitudes, behavior, and problem-solving guidelines are known as its organizational culture.

Cooperation that takes place between members that have a shared vision and mission, as well as resources, a sound legal foundation, and a clear organizational structure, in order to accomplish certain aims (Nevizond, 2007). According to Luthans (2009), corporate culture includes customary conduct, conventions, beliefs, philosophies, and rules, such as principles and guidelines for employees. According to Arianto & Nugroho (2013), work environment and culture together have a favorable impact on teaching staff performance. Work discipline also has a positive impact on teaching staff performance. According to Suriansyah (2014), links between

communication and teacher's performance and school's culture and commitment have an impact on each other. Commitment also has an impact on teacher's performance and acts as a bridge between the two.

According to (Dirwan, 2015), organizational culture has an impact on lecturer performance, as does commitment to lecturer performance, and both organizational culture and shared commitment have an impact on the performance of Jakarta PTS lecturers. According to (Setiyati, 2014), school's culture has a considerable positive impact on the effectiveness of teachers at State Vocational Schools in Gunungkidul Regency. According to Fuad & Mindarti (2015), organizational commitment and organizational culture both have an impact on teacher's performance.

According to Judge & Robbins (2008), the definition of "job satisfaction" is "a positive feeling about one's work that results from an evaluation of that job." When teachers are happy with their jobs, they enjoy doing extra chores like teaching and learning activities. The concept of job satisfaction is a good attitude about one's work that results from assessing its attributes. Meanwhile, a number of professionals provide theoretical justifications for the job satisfaction paradigm. People have three basic needs that guide their behavior: a) the need for achievement (need for achievement), b) the need for affiliation with others (need for affiliation), and c) the need for power (need for power).

According to Kreitner & Kinicki (2011), there is a difference between what an individual expects from a job and what he really receives. Expectations that are realized illustrate this difference. According to this paradigm, people will be happy if the reality they receive meets or exceeds their expectations. Kreitner and Kinicki continue to hold that happiness stemming from the belief that a job enables an individual to live up to important work values is what underlying value. As a result, teachers can improve satisfaction by designing the workplace and providing incentives and recognition that are in line with their personal values. Job satisfaction mostly depends on how well an individual's output values from their work match up with how competent they believe these results to be. Fairness is yet another element that affects job happiness.

This research was conducted at Tanjung Lubuk District Public High School, Ogan Komering Ilir District. Based on preliminary findings from research observations done between March 3 and March 7, 2020, at a number of elementary schools in Tanjung Lubuk District. Numerous teacher's performance phenomena were discovered by researchers to still fall into the low category. The learning process is not optimal, which indicates that the teacher's performance is still poor.

Researchers discovered issues with teachers' devotion to their work, which was still not good. There are still teachers who are not involved in school activities, there are teachers who have other jobs and prioritize those jobs over their profession as teachers, there are teachers who have low work responsibility because there are still teachers who leave the class before it ends and put off assignments that must be completed, and there are teachers who have not fully provided for their students.

When it comes to enhancing the quality of education in schools, teacher organizational commitment is crucial. If it is still lacking, however, it can impede efforts to develop qualified human resources. Additionally, the circumstances researchers have encountered in relation to school's culture have indicators that the school is still unable to create a favorable school's culture, specifically a school's culture that can build teacher discipline, teacher achievement enthusiasm, and teacher's performance, particularly in the learning process.

## **B. Methods**

According to Musfiqon (2012), this kind of research is quantitative since it focuses on the study of concrete occurrences that can be quantified. Quantitative research is a method for analyzing data in the form of statistics to learn more about the subject at hand. Numerous numbers are used throughout this study, from data collection to data analysis to the presentation of research findings. The data used in this study are primary data, specifically questionnaire findings from vice principal interviews. In this study, the dependent variable is teacher job satisfaction (Y), and the independent factors are school's culture (X1) and organizational commitment (X2).

Data for research are gathered quantitatively. If the researcher wants to understand the influence or relationship between the independent and dependent variables, where one of the independent variables is controlled (fixed), then this research method uses partial and simultaneous regression methods. Sugiyono (2013) Ex post facto research design tries to analyze already-occurring events and then, with the benefit of hindsight, determine the causes of these events.

The 142 teachers at SMA Negeri in Tanjung Lubuk District that made up the study's population were all educators. The researcher utilized a probability sampling technique to collect this sample, which equalizes the chances for each component (member) of the population to be chosen as a sample member (Sugiyono, 2012). the data collection technique used by the researcher is a questionnaire which the respondent must answer according to the circumstances he is experiencing, observation and documentation. Data analysis techniques using simple regression analysis and multiple regression using SPSS For Windows version 25.00.

## **C. Results and Discussion**

### **The Effect of School's Culture on Teacher's Work Performance**

The model for the relationship between school's culture and teacher's work performance is expressed in the form of a regression equation  $Y = 24.247 + 0.746 X1$ . The significance test of the regression equation can be presented in the following table.

**Table 1. The Significance of the Effect of School's Culture on Teacher's Work Performance in State Senior High Schools in Tanjung Lubuk District, Ogan Komering Ilir Regency**

		School's Culture Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	24.247	6.874		3.527	0.001
	School's Culture	0.746	0.075	0.768	9.885	0.000

a. Dependent Variable: Teacher's Performance

Based on the significance test of the school's culture variable on teacher's performance in Public High Schools in Tanjung Lubuk District, a t-count value of 9.885 > a t-table price of 1.9944 where the t-count price is greater than t-table and a significance value of 0.000 is less than 0.05, so Ho1 is accepted so that there is a significant influence between school's culture on teacher's performance in public high schools in Tanjung Lubuk District.

### The Effect of Organizational Commitment on Teacher's Performance

The relationship model of Organizational Commitment to teacher's performance is expressed in the form of a regression equation  $Y = 49.000 + 0.379 X_2$ . The significance test of the regression equation can be presented in the following table.

**Table 2. The Significance of the Effect of Organizational Commitment on Teacher's Performance in State Senior High Schools in Tanjung Lubuk District, Ogan Komering Ilir Regency**

		Organizational Commitment Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	49.000	5.961		8.220	0.000
	Commitment Organizational	0.379	0.052	0.661	7.257	0.000

a. Dependent Variable: Teacher's Performance

According to the significance test of the organizational commitment variable on teacher's performance in Tanjung Lubuk District's public senior high schools, a t-count value of 7.257 > a t-table price of 1.9944, where the t-count price is greater than the t-table, and a significance value of 0.000, which is less than 0.005, then Ho1 accepted as evidence that organizational commitment has a significant impact on teacher's performance in Tanjung Lubuk's state senior high schools.

### The Effect of School's Culture and Organizational Commitment on Teacher's Performance

The regression equation  $Y = 22.368 + 0.571 X_1 + 0.157 X_2$  represents the model for how organizational commitment to teacher effectiveness and school's culture are related. This implies that school's culture and organizational dedication will significantly impact teacher's performance.

**Table 3. The Significance of the Effect of School's Culture and Organizational Commitment on Teacher's Performance in State Senior High Schools in Tanjung Lubuk District, Ogan Komering Ilir District**

Coefficients of commitment and culture

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22.368	6.594		3.392	0.001
School's Culture	0.571	0.096	0.588	5.966	0.000
Organizational Commitment	0.157	0.057	0.273	2.774	0.007

a. Dependent Variable: Teacher's Performance

A simultaneous test utilizing the F test was conducted to ascertain the validity of hypothesis testing in order to ascertain the impact of organizational commitment and school's culture factors on teacher's performance. The testing criteria are as follows:

- a. If the probability value (significant) < 0.005, then Ho3 is rejected
- b. If the probability value (significant) > 0.005, then Ho3 is accepted

Then for the F test, the test criteria are as follows

- a. Ha3 is accepted if F-count > F-table
- b. H03 is accepted if F-count ≤ F-table.

In the table below, multiple regression analysis' findings are displayed.

**Table 4. Results of multiple regression analysis School's Culture and organizational commitment to teacher's performance**

Anova Commitment and Culture						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3361.897	2	1680.948	57.521	.000 <sup>b</sup>
	Residual	1957.946	67	29.223		
	Total	5319.843	69			

a. Dependent Variable: Teacher's Performance

b. Predictors: (Constant), Organizational Commitment, School's Culture

According to the significance test of school's culture variables and organizational commitment on teacher's performance in public high schools in Tanjung Lubuk District, a f count value of 57.521 > a f table value of 3.13 is obtained. Since the f count value is greater than the f table and the significance value is 0.000, which is less than 0.005, Ho3 is accepted, indicating that there is a significant influence between school's culture and organizational commitment combined on.

The following model summary table shows how big of an impact the independent variables have simultaneously on the dependent variable.

**Table 5. Model Summary of School's Culture and Organizational Commitment**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 <sup>a</sup>	0.632	0.621	5.40584

a. Predictors: (Constant), Commitment, School's Culture

The R value, a symbol for the correlation coefficient value, is shown in the table above. The correlation value is 0.795 for the value mentioned above. This score indicates that there is a strong association between the two research variables. This table also provides the R Square or coefficient of determination (KD) value, which indicates how well the independent variables and the dependent variable interact to build the regression model. The calculated KD value is 0.632, which indicates that the independent variable X contributes 63.2% of the variance to the Y variable and that the remaining 36.8% is impacted by variables other than the X variable.

### Efforts to Improve Teacher's Performance through Improving School's Culture

School's culture is a collective asset that has developed throughout the course of the institution's history as a result of the interaction of numerous forces with school-related interests. Schools must take seriously the existence of distinct school's

cultures with strong and weak characteristics, positive and negative characteristics, chaotic and stable characteristics, and their effects on school improvement.

In a little period of time, values and beliefs won't exist. Clear action plans must be devised to mold the school's culture given the significance of the desired value system for school progress. All students and staff members must understand how certain cultural aspects relate to the school's vision and mission and whether they are beneficial, negative, or neutral.

In essence, school's culture serves as a school identity with specific traits that set it apart from other schools. This identity may take the shape of the school's curriculum, regulations, logos, traditions, uniforms, and so forth. The school does not immediately establish this culture; rather, it does it through a number of lengthy processes. According to (Komariah & Cepi, 2010), which argues that school's culture was built on the basis of one's vision and mission and developed as an adaptation to the environment (society) both internally and externally, at the beginning of its emergence.

The Effect of Organizational Commitment and Work Motivation on Teacher's performance (Hayati et al, 2020) from the Journal of Management, Leadership, and Educational Supervision is relevant to this study. According to the findings, organizational commitment had a positive and significant impact on teachers' performance at Sungai Rotan 1 Senior High School, as did work motivation. Additionally, organizational commitment and work motivation together had a positive and significant impact on teachers' performance at Sungai Rotan 1 Senior High School. This study's conclusion is that organizational commitment and work incentive are essential for enhancing teacher effectiveness.

### **Efforts to Improve Teacher's Performance through Increased Organizational Commitment**

An employee's level of organizational commitment reflects how well they understand and support the organization's mission. Because committed individuals are required to demonstrate their readiness to work more to attain organizational goals, work attitude is crucial. A teacher who is committed to improvement will undoubtedly have a good effect on his students' work. Overall performance is anticipated to increase with a commitment to creating a school that is deeply rooted. Performance across the board is what is expected with a high organizational commitment level. There has been an improvement in the caliber of student learning outcomes regardless of whether it is the teacher's performance or the performance of the school as a whole.

As a link between himself and the task he is consciously performing as a teacher, the teacher's commitment to his or her work has the potential to give rise to obligations that might drive and steer educational activities. A school organization needs highly committed teachers since this kind of devotion will have an impact on professional work settings.

The degree of expertise, professionalism, and dedication a teacher has to his career all have a significant role in how successful he is at his job. A person's dedication to the company where they work demonstrates their capacity to recognize their engagement in the organization. This is in line with the belief expressed in (Blau, and Boal, 1989), which claims that organizational commitment is an attitude that expresses how employees feel about the organization.

The findings of this study are consistent with research by Ali (2019), which found that organizational commitment directly improves performance. According to research (Irawati et al., 2019), organizational commitment significantly impairs teacher's performance.

#### **D. Conclusions**

Based on data analysis, hypothesis testing, and the discussion in the preceding chapter, it is possible to draw the following conclusions: school's culture and organizational commitment have a positive impact on teacher's performance; school's culture and organizational commitment have a simultaneous (joint) negative impact on work absence.

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