

## **THE ROLE OF ORGANIZATIONAL CULTURE IN IMPROVING TEACHER PERFORMANCE IN PRIMARY SCHOOLS**

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### **ABSTRACT**

This research aims to analyze the relationship between organizational culture and teacher performance in elementary schools. This research uses a quantitative descriptive method with a population of all teachers who teach in elementary schools in Lembah Seulawah District totaling 90 teachers spread across 9 schools. The research sample was selected using proportional random sampling. Data was obtained by distributing questionnaires distributed to selected teachers, which contained questions related to organizational culture and teacher performance. Data analysis uses descriptive statistical techniques to describe the characteristics of organizational culture and teacher performance, as well as correlation tests to see the relationship between organizational culture and teacher performance. The results of the Spearman correlation coefficient analysis, found a correlation coefficient value of 0.740, which indicates a strong positive relationship between the two variables. The higher the organizational culture implemented in the school, the better the performance shown by the teacher. Factors in organizational culture, such as shared values, norms, and effective communication, have been shown to have a significant impact on teacher motivation and work quality. With a significance level of 0.000, which is smaller than 0.05, it can be concluded that the relationship between organizational culture and teacher performance is very statistically significant. These findings indicate that organizational culture not only has a positive influence, but is also an important factor in improving teacher performance, which in turn can support improving the quality of teaching and student learning outcomes.

**Keywords:** *organizational culture, performance, teachers.*

## **INTRODUCTION**

Organizational culture in schools plays an important role in influencing teacher performance. A positive organizational culture can be the main driver in creating a work environment that supports improving the quality of education. Organizational culture includes the values, norms, and habits that develop within a school, which influence how teachers interact with each other, with students, and with school management. Wahyuni et al., (2023) said that organizational culture can improve teacher professionalism. Strengthening a healthy organizational culture can increase teacher enthusiasm and motivation in carrying out their duties. Apep Mustofa et al. (2024) found that a strong organizational culture and high motivation will improve teacher performance in carrying out their educational tasks.

One aspect of organizational culture that has a significant influence on teacher performance is open and transparent communication. Good communication between school principals, teachers and other staff allows for a smooth exchange of information regarding educational policies, curriculum planning and teaching strategies. With effective communication, teachers feel more empowered and well informed about the goals and direction of educational development in the school. This, in turn, improves teacher performance in carrying out their daily duties. Research by Hasibuan & Hadijaya (2024) found that organizational culture in schools can influence the high quality of education and form positive attitudes and morals for all members of educational institutions.

Apart from that, an organizational culture that values teamwork and collaboration between teachers also contributes greatly to improving performance. Organizational culture can motivate teachers to improve their performance (Putri et al., 2023). Teachers are invited to work together to develop learning plans, share effective teaching strategies, and overcome challenges faced in the teaching and learning process. This collaboration not only improves the quality of learning in the classroom, but also strengthens the sense of togetherness and commitment to the common goal of improving the quality of education in the school.

An organizational culture that supports teacher professional development is also very important in improving their performance. The existence of a culture that encourages teachers to continue developing themselves through training, seminars and other self-development activities helps them update their knowledge and skills in the field of education. In this way, teachers can implement more innovative and effective teaching methods, which ultimately have a positive impact on improving the quality of learning in schools.

Furthermore, the role of the principal's leadership in forming a positive organizational culture cannot be underestimated. Leadership that is inclusive, open, and able to provide positive encouragement will motivate teachers to work more optimally. Principals who value teacher contributions, provide constructive feedback, and involve teachers in decision making can create a better work culture and improve overall teacher performance. Tholib & Haryono (2023) say that organizational culture plays a very important role in forming and improving teachers' professional competence.

Research on the role of organizational culture in improving teacher performance in elementary schools in Lembah Seulawah District, Aceh Besar is very important considering the influence of positive organizational culture on teaching quality. A strong organizational culture can motivate teachers to work more professionally and enthusiastically, even though they are faced with limited facilities and resources. This research aims to explore how the culture in these schools can improve teacher performance, overcome the challenges faced, and create a more effective learning environment. In addition, by analyzing the influence of organizational culture on teacher motivation and professional development, this research can provide useful insights for developing more effective education policies at the regional level.

Furthermore, this research is relevant to the government's efforts to improve the quality of education, especially in the context of developing teacher competence and performance. By focusing on an organizational culture that supports collaboration between teachers, professional skills development, and a constructive evaluation and feedback system, it is hoped that factors that support or hinder teacher performance in the area can be found. The results of this research can provide practical recommendations for school principals, education offices, and policy makers in creating a culture that is more supportive and improves teacher performance, which will ultimately have a positive impact on the quality of education in Lembah Seulawah District, Aceh Besar.

## **METHODS**

This research uses quantitative descriptive methods to explore the role of organizational culture in improving teacher performance in elementary schools in Lembah Seulawah District, Aceh Besar. The population in this study were all teachers who taught in elementary schools in Lembah Seulawah District, totaling 90 teachers spread across 9 schools. The research sample was selected using proportional random sampling. Proportional Random Sampling is a sampling technique that is very useful for ensuring fair representation of various subgroups in the population, by taking samples that

are proportional to the number of elements in each stratum (Sugiyono, 2019a). Data collection was carried out through questionnaires distributed to selected teachers, which contained questions related to organizational culture and teacher performance. Data analysis uses descriptive statistical techniques to describe the characteristics of organizational culture and teacher performance, as well as correlation tests to see the relationship between organizational culture and teacher performance. The data obtained will be analyzed using statistical software to produce valid and objective findings with the following guidelines for the strength of the relationship.

**Table 1 Guidelines for Interpreting Correlation Coefficients**

<b>Coefficient Interval</b>	<b>Relationship Level</b>
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

Source: (Sugiyono, 2019b)

## **RESULTS AND DISCUSSION**

Based on the results of research conducted in Lembah Seulawah District, the following results were obtained.

### **Descriptive Statistics**

Descriptive Statistics is a data analysis technique used to describe or summarize the main characteristics of data without making further inferences or generalizations. In this research, descriptive statistics are used to describe the characteristics of organizational culture and teacher performance in elementary schools in Lembah Seulawah District, Aceh Besar, which can be seen below.

**Table 2. Descriptive Analysis of Organizational Culture and Teacher Performance**

	N	Minimum	Maximum	Mean	Std. Deviation
Organizational culture	90	76	84	79.93	2.156
Teacher Performance	90	77	88	82.84	2.739

The table above shows descriptive statistics for two variables, namely organizational culture and teacher performance. For the Culture variable, the minimum value recorded was 76, while the maximum value reached 90, with an average (mean) of 79.93 and a standard deviation (std. deviation) of 2,156. This indicates that most respondents gave relatively uniform assessments of culture, with little variation from the average. Meanwhile, for the Performance variable, the minimum value is 77 and the maximum value is 88, with an average of 82.84 and a standard deviation of 2,739. This figure shows that performance assessments tend to be slightly more spread out than culture assessments, although the average rating is quite high. Overall, both variables show a fairly good level of consistency, with relatively small variations from the average value in each group.

### **Bivariate Analysis**

**Table 3. The Role of Organizational Culture in Improving Teacher Performance in Elementary Schools**

		Organizational culture	Teacher Performance
Spearman's rho	Organizational culture	1.000	.740
		.	.000
	N	90	90
Teacher Performance	Organizational culture	.740	1.000
		.000	.
	N	90	90

The table above presents the results of an in-depth analysis of the role of organizational culture in improving teacher performance in elementary schools. By using Spearman correlation coefficient analysis, the results obtained show a correlation coefficient value of 0.740. This value indicates a strong positive relationship between organizational culture and teacher performance. This means that the higher the organizational culture implemented in elementary schools, the better the performance shown by the teachers. This shows that organizational culture factors, such as shared values, norms, and effective communication, have a significant impact on teacher motivation and work quality.

Furthermore, the level of significance recorded in this analysis was 0.000, which is much less than the commonly used significance limit of 0.05. This shows that the relationship between organizational culture and teacher performance is highly statistically significant. Thus, it can be concluded that organizational culture not only has a positive influence, but is also a significant factor in improving teacher performance in elementary schools. These findings provide a strong basis for designing better interventions in the management of organizational culture in educational settings, to support improvements in teaching quality and student achievement.

Teacher performance is something important, because the good and bad of the educational process is determined by teacher performance (Mardiati et al., 2023). Teacher performance is one of the key factors that determines the success of the educational process in an institution. The quality of education, whether good or bad, really depends on how a teacher carries out his duties, from teaching, classroom management, to interaction with students. Teachers who have good performance are not only able to deliver material effectively, but can also motivate, inspire and guide students to achieve their best potential. On the other hand, low teacher performance can have a negative impact on student learning outcomes and create a less conducive learning environment. Therefore, improving teacher performance is one of the main priorities in efforts to improve the overall quality of education.

For this reason, it is important for schools and other educational institutions to provide adequate support to improve teacher performance. This support can take the form of professional training, skills development, as well as coaching in pedagogical and managerial aspects. Apart from that, a positive organizational culture in schools can also play an important role in improving teacher performance. An organizational culture that supports collaboration, effective communication, and respect for teacher achievements can create an environment that encourages teachers to work better. With a supportive culture, teachers feel appreciated and motivated to give their best in the

learning process, which will ultimately improve the overall quality of education.

This research is in line with the study conducted by Komarudin Hasyim (2023), there is a strong relationship between organizational culture and teacher performance, which can be seen from the research results which show that the contribution of organizational culture to teacher performance is 40.2%, while the remainder is 59.8%. %, influenced by other factors not examined in this study. Based on a simple linear regression test, the regression equation  $\hat{y} = 13.53 + 0.661(X)$  is obtained, which indicates that every one unit increase in organizational culture will increase teacher performance by 0.661. In addition, the t test results show a tcount value of 5.875, which is greater than ttable of 2.010, which means that the influence of organizational culture on teacher performance is statistically significant. This strengthens the finding that organizational culture has a significant contribution in improving teacher performance in schools.

Based on the research results, it can be concluded that there is a significant and strong relationship between organizational culture and teacher performance in elementary schools. Positive organizational culture has been proven to contribute 74% to increasing teacher performance, while 26% is influenced by other factors that have not been identified in this research. Therefore, it is important for schools to build and maintain a supportive organizational culture in order to improve teacher performance, which ultimately contributes to better quality education.

## **CONCLUSION**

Based on the results of the analysis presented, it can be concluded that there is a strong and significant relationship between organizational culture and teacher performance in elementary schools. The Spearman correlation coefficient of 0.740 shows that there is a close positive relationship, which means that the higher the organizational culture implemented in the school, the better the performance shown by the teacher. This indicates that factors such as shared values, norms, and effective communication in organizational culture have a significant impact on teacher motivation and work quality. In addition, a significance level of 0.000 indicates that this relationship is highly statistically significant, confirming that organizational culture not only has a positive influence, but is also an important factor in improving teacher performance. These findings provide a strong basis for better management of organizational culture in educational environments to support improved teaching quality and student learning outcomes.

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