

The Characteristics of Organizational Culture on Teacher Performance in Schools

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Abstract. *The characteristics of organizational culture can have a significant impact on the performance of teachers in schools. Some characteristics of organizational culture that can influence teacher performance are as follows: task orientation, communication, social support, recognition, and learning culture. Research is conducted with a procedure or work stages starting from the preparation phase where the research team prepares a review of relevant theories related to the research being conducted, discussions, sharing of knowledge, and literature searches are activities in this phase. Then, initial observation is carried out on the problem, followed by submitting written questions to the respondents in the form of a questionnaire, and then the data is collected, tested, analyzed, and evaluated.*

Keywords: *Culture, Character, Organization, Teacher*

INTRODUCTION

The stronger the orientation of cultural values such as views on work life, time, and ethics or values, the more it will influence behavior that impacts the improvement of teacher performance. Robbins (2015) defines organizational culture as a shared system of meaning embraced by members that distinguishes the organization from others. It is further stated that the shared meaning system is a set of key characteristics of organizational values.

The background of the study on the characteristics of organizational culture towards teacher performance in schools is because the success of an organization, including schools, is highly influenced by the organizational culture it adopts. Organizational culture includes shared values, norms, habits, and views held by its members in managing and carrying out organizational activities. In the context of education, teachers play a vital role in achieving the organization's goals, which is to provide quality education to students. Therefore, good teacher performance has a significant impact on the school's success in achieving its goals. One of the factors that can influence teacher performance is the organizational culture adopted by the school. Studies have shown that

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characteristics of organizational culture such as task orientation, communication, social support, recognition, and a learning culture can have a positive impact on teacher performance. Therefore, understanding the characteristics of organizational culture is important in managing and improving teacher performance in schools.

LITERATURE REVIEW

The characteristics of organizational culture can differ from one organization to another. However, organizational culture exhibits certain traits, nature, or specific characteristics that show its similarities. The terminology used by experts to describe the characteristics of organizational culture varies greatly.

Wibowo (2017) proposed 7 characteristics of organizational culture, namely : a. Innovation and risk taking, b. Attention to detail, c. Outcome orientation, d. People orientation, e. Team orientation, f. Aggressiveness, g. Stability. So, the above characteristics of organizational culture become distinctive features that an organization possesses. In implementing organizational culture, it certainly requires contributions from members of the organization, in this case, all school personnel, to achieve the goals of a school.

The functions of organizational culture according to Robert Kretiner and Angelo Kinici in Wibowo are as follows:

- a) Providing members with organizational identity, making the company recognized as a new product. Organizational identity shows distinctive characteristics that differentiate it from other organizations that have different unique characteristics.
- b) Facilitating collective commitment, the company is able to make its employees proud to be a part of it. Members of the organization have a collective commitment to the norms in the organization that must be followed and the common goals that must be achieved.
- c) Enhancing social system stability, reflecting that the work environment is perceived positively and reinforced, conflicts and changes can be managed effectively. With a shared agreement on the organizational culture to be implemented, it can create a stable environment and social interactions without turmoil.
- d) Shaping behavior by helping members become aware of their environment. Organizational culture can be a tool to make people think rationally and sensibly.

There are factors that affect a teacher's performance, both factors that can improve a teacher's performance and factors that can cause a decrease in a teacher's performance. The important things that can improve a teacher's performance are as follows:

- a. Cooperative and helpful attitude;
- b. Cooperative and persuasive parents of students;
- c. Adequate facilities;
- d. Students' interest in learning at school;
- e. Polite students;
- f. Supportive supervision;
- g. Well-organized school;
- h. Well-formulated school policies.

RESEARCH METHOD(S)

The research was carried out with work procedures or stages starting from In the preparation stage the research team made preparations in the form of theoretical studies related to the research being carried out, discussions, sharing knowledge and searching for literature were activities at this stage. Then make observations/preliminary observations of the problem, then ask questions in writing to the respondents in the form of a questionnaire then the data is collected, tested, analyzed and evaluated. Then the researcher evaluates the effectiveness of these activities whether they are appropriate or not in accordance with the standards for managing research fund allocations. Conducted in-depth interviews to provide research results on how to increase the effectiveness of managing the allocation of village funds.

FINDINGS AND DUSCUSSION

The techniques used in results are as follows:

1. Observation, is a data collection technique by making direct observations in the village of school.
2. Interview is a data collection technique by asking questions directly by the interviewer to the respondent, and the respondent's answers are recorded or recorded.
3. Documentation studies, documentation studies.

Fadhilah & Cut (2017) showed that there is a positive influence of school organizational culture on teacher performance. The better the school organizational

culture, the better the teacher's performance. Based on the data analysis of organizational culture, it was found that there is a significant influence between organizational culture and teacher performance. The organizational culture of the private high school Panca Budi is very good. Teachers enjoy their profession, and they are not forced to carry out their duties. If teachers enjoy and are sincere in carrying out their tasks and responsibilities, they will perform their work with pleasure, which will ultimately result in better performance, especially in the learning process. Additionally, most teachers are not satisfied with their learning outcomes or performance. This can happen because they want to continually improve the quality of their teaching and performance to be better than before. Organizational culture is a pattern of behavior, assumptions, norms, values, beliefs, and ways of acting that are carried out by members of an organization. This can be expressed in the form of innovation, stability, respect for others, attention to detail, team orientation, and aggressiveness in competition. If this condition is in accordance with the desires of the Panca Budi private high school teachers, their expectations or needs can create positive perceptions that will then boost their work enthusiasm. This will further encourage teachers to display their performance as optimally as possible.

CONCLUSION AND RECOMMENDATION

This study is expected to provide recommendations for improving teacher performance through the development of better organizational culture in SMA Swasta Panca Budi. Organizational culture within the school context refers to the norms, values, and beliefs that exist within a school organization and the way in which the organization interacts with its members. School organizational culture encompasses the ways in which the school treats its teachers, students, and staff, as well as the ways in which members of the school interact with one another.

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