

Organizational Culture and Teacher Performance on the Quality of Learning Processes

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ABSTRACT: The learning process in Islamic-based elementary schools is seen as being able to contribute to instilling values and norms in students following Islamic teachings. The issue of organizational culture and teacher performance also becomes a determining factor in creating a quality learning process. In this research, the aim is 1) to determine the effect of organizational culture on the quality of the learning process, 2) the effect of teacher performance on the quality of the learning process, and 3) the influence of organizational culture on teacher performance. Respondents in this study were all class teachers from three Islamic-based elementary schools as a sample representing all public Islamic-based elementary schools in the city of Bandar Lampung - Indonesia. The results obtained show that the value of $t_{count} > t_{table}$ in a simple linear regression of organizational culture variables on the quality of the process is $9.560 > 2.104$ so that H_a is accepted and H_o is rejected which means there is an R square effect of 0.67 which is classified as moderate with the relation formulated $Y = 12.527 + 0.783X$. The value of $t_{count} > t_{table}$ in the simple linear regression of organizational culture variables on the quality of the process is $4.813 > 2.104$ so H_a , means that there is an R square effect of 0.34 low with the relation formulated $Y = 23.666 + 0.577X$. The value of $f_{count} > f_{Tabel}$ in multiple linear regression variables of organizational culture and teacher performance on the quality of the process is $59.220 > 3.20$ so H_a is accepted which means there is an R square effect of 0.729 which is relatively high with the relation formulated with $Y = 3.900 + 0.667X_1 + 0.269X_2$ means that at 1% change in the value of the Y variable there will be an influence on the X_1 variable of 0.667 and X_2 of 0.269.

Keywords: Organizational Culture, Teacher Performance, Quality of Learning

1. INTRODUCTION

Organizational culture in Islamic-based elementary schools is one of the efforts to develop student learning processes. The culture of Islamic elementary school organizations is carried out so that the environmental school can be a conducive place for developing the character of optimism, punishment, the enlightenment of the mind, equipping the skills and attitudes needed to make students who are honest, polite, creative, independent, independent and beneficial to others. The Islamic-based elementary school environment is one of the places where students are involved, in addition to the family and community environment, to carry out the process of socialization, namely the socialization of values, knowledge, attitudes, and

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skills for right management methods need that Public Islamic-Based Elementary School.

Organizational culture has challenges in Islamic educational institutions began to adapt to the external organizational environment and serves to integrate various existing resources in an internal organization, including the quality of education [1]. An innovative and flexible school atmosphere is also a critical factor in influencing innovation performance in collaboration with the organizational culture, which is highly recommended as a study [2]. The direct influence of supportive learning culture on the school's innovative climate, work autonomy, and perceptions of teacher turnover are felt similar to other types of organizations. School administrators are needed to recognize the benefits of fostering a learning environment in supporting teachers and taking action to encourage the growth of the school's [3]. Organizational culture is reflected in what is done, how it is done, and who is involved in this process. Efforts directed at determining a particular profile of the existing organizational culture in an organization can provide information about the choices available in managing, or changing, the determining variables at the school's [4]. The culture of a school's spiritual organization has direct and indirect effects on teacher performance. The religious culture of school organizations has a purpose of use, noble values, and humanity. Teacher performance is getting better in the form of showing the ability to plan quality learning, indicating the ability to conduct teaching activities and the quality of education. The ability to apply educational assessments using appropriate techniques and their use in various objectives can improve the quality of professionalism in behaviour, the ability to enforce curriculum, the implementation of self-development, and the achievements of teachers and students [5].

Islamic based elementary school learning can contribute to instilling values and norms in students following Islamic teachings. Issues of organizational culture and teacher performance also become a determining factor in creating quality learning processes, so this study aims to determine the extent of the influence of organizational culture on the quality of the learning process, the effect of teacher performance on the quality of the learning process and the influence of organizational culture and teacher performance.

2. NEED FOR THE STUDY

This research was conducted to determine whether organizational culture and teacher performance each had an influence on the quality of education, and how the influence of organizational culture on the quality of the learning process and the influence of teacher performance on the quality of the learning process, and how the influence of organizational culture and teacher performance together on the quality of the learning process.

3. OBJECTIVES OF THE STUDY

This research was conducted to determine:

1. Does the organizational culture affect the quality of the learning process?
2. Does teacher performance affect the quality of the learning process?
3. Do the organizational culture and teacher performance affect the quality of the learning process?

4. METHODOLOGY

This type of research is a type of ex post facto research to investigate an event that has occurred and then find out the factors that caused the incident. The research

method uses the descriptive-correlational method Data collection techniques using a questionnaire or questionnaire. The research sample was taken using a purposive sampling technique as many as 12 samples. The samples taken were only public Islamic-based elementary school's in the city Bandar Lampung - Indonesia.

The instrument used was tested for validity with Product Moment from Pearson and reliability test with the Cronbach Alpha formula. The Prerequisite Test Analysis uses the normality test (Kolmogrof Smirnov Test (Z) technique), Data Linearity Test, and Homogeneity Test (One-Way Anova). The hypothesis tested in this study is the influence of independent variables on Organizational Culture (X₁), Teacher Performance (X₂), on the Quality of Learning Process (Y) both individually and jointly using a simple and multiple linear regression test. Calculation of analysis data using SPSS version 17.

4.1. Measurement Scale

The scale used is the Likert scale. If there are difficulties in understanding the questionnaire, the respondent can directly ask the researcher. This questionnaire is used to obtain data on Organizational Culture and Teacher Performance and the Quality of the Learning Process.

Alternative answers to Y (Yes), namely respondents who consider the questionnaire submitted to be fulfilled and in accordance with the facts in the field, S (Sometimes), namely respondents who think that the questionnaire items submitted have been implemented but have not fulfilled all aspects or complete requirements according to facts in the field, N (No) respondents who think the questionnaire submitted / not fulfilled and not in accordance with the facts in the field.

4.2. Instrument Analysis

The development of this research instrument is an applicative explanation of the direct relationship between variables used in research, so that it can be measured:

Table 1. Research Instrument Grid

N	Variable	Dimensions	Indicator
1.	Process Quality Learning	Principles of Quality (ISO 21001-2018)[6]	a. Focus on the customer b. Leadership c. Involvement of people d. Process Approach e. Continuous improvement
		Learning process (Eggen, and Kuachak in Wina Sanjaya)[7]	a. Changes in behaviour b. Targeted according to purpose c. Students become reviewers d. The teacher uses good technique e. The teacher uses the appropriate method f. Matter spurs interaction g. The material is understanding oriented

		Process Quality (National Accreditation Board – Elementary School) (BAN- S/M)[8]	<ul style="list-style-type: none"> a. Each subject has a lesson plan b. The lesson plan is based on 6 principles c. Process requirements d. Learning steps accordingly e. Thematic approach f. Process monitoring g. Process supervision h. Evaluation of teachers i. Submission of evaluation results j. Follow-up
2.	Organizational Culture	School Culture (Ministry of Religion Affairs) (Kemenag-Indonesia in Zubaedi)[9]	<ul style="list-style-type: none"> a. Integrity b. Professionality c. Innovation d. Responsible e. Exemplary
		Cultural Values and Norms (Koentjara- Ningrat)[10]	<ul style="list-style-type: none"> a. School Goals b. Target c. Curriculum d. Behaviours that include rituals (congregational prayers, flag ceremonies, etc.) e. Standard operating procedures f. Rules g. Rewards and punishments h. Characteristic
		Principles and basis (Ministry of National Education) (Depdiknas-Indonesia)[8]	<ul style="list-style-type: none"> a. As a basis for action b. Formal and informal communication c. Commitment d. System stability e. A clear reward system f. Cooperation and strong desire g. Shaping behaviour
3.	Performance Teacher	Competence (Hamzah)[11]	<ul style="list-style-type: none"> a. Pedagogic b. Personality c. Professional d. Social
		Work quality (Mulyasa)[12]	<ul style="list-style-type: none"> a. Responsible for duties b. Developing c. Interpersonal relationships d. Presence e. Existence f. Learning Planning g. Implementation of learning h. Evaluation and Results i. Follow up and reporting
		Standard (Ministry of National Education) (Depdiknas-Indonesia)[8]	<ul style="list-style-type: none"> a. Cooperate with students b. Preparation and lesson planning c. Utilization of learning media d. Student learning experience e. Active leadership f. Material Mastery g. Relevant delivery

5. RESULTS AND DISCUSSION

Answers to the questionnaire were conducted from 47 teachers as respondents in 12 public Islamic-based elementary school in Bandar Lampung City. The quality of the learning process, organizational culture, and teacher performance are measured variables. The results obtained from each variable based on the questionnaire distributed can be seen in Table 2.

Table 2. Achievement of Variable Competencies

Variable	Score	Score max	Percentage	Information
Quality of Learning Process (Y)	2632	2820	93.33%	Very good
Organizational culture (X1)	2611	2820	92.59%	Very good
Teacher Performance (X2)	2633	2820	93.39%	Very good

Based on Table 2, it is known that the competency achievement of the Quality of Learning Process variable of 93.33% is classified as very good, the result of the competence of Organizational variables by 92.59% is classified as very good, and the achievement of Teacher Performance by 93.39% is also classified as very good. So that the result of competence of all variables is classified as very good.

The Normality Test is performed as one of the prerequisite tests in this study using the Kolmogorov-Smirnov Test shown in Table 3.

Table 3. Kolmogorov-Smirnov test

		Unstandardized Residual
N		47
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,96240854
Most Extreme Differences	Absolute	,129
	Positive	,129
	Negative	-,064
Kolmogorov-Smirnov Z		,884
Asymp. Sig. (2-tailed)		,415

Based on the normality test table obtained a significant Asymp. Sig. value (p) of 0.415 with a p-value of 0.05. Data is said to be normally distributed if $p > 0.05$. Based on the table above, $0.415 > 0.05$, it can be concluded that the information is a normal distribution. The Linearity Test is used for further conditions which can be seen in Table 4.

Table 4. Research Data Linearity Test

Variable	DFL value	Sig.	Information
Organizational Culture (X1) to the Quality of Learning Process (Y)	0,207	0,05	Linear
Teacher Performance (X2) on the Quality of Learning Process (Y)	0,376	0,05	Linear

Based on Table 4 in the Deviation From Linearity (DFL) column with a significance level of 0.05 in Organizational Culture (X₁) on the Quality of the Learning Process (Y) of 0.207 > 0.05, it is declared reliable and Deviation From Linearity (DFL) with a significance level of 0.05 on Teacher Performance (X₂) on the Quality of Learning Process (Y) of 0.207 > 0.05, then declared reliable.

One-Way Anova analysis test technique is used as a sample homogeneity test. Homogeneity test criteria for the data from the sample is if the significance value > 0.05, then the variance of each sample is homogeneous and (H_a) is rejected, and if the significance value < 0.05, the variance of each sample is not homogeneous and (H₀) is accepted.

Table 5. Homogeneity Test Y

Test of Homogeneity of Variances			
Process Quality			
Levene Statistic	df ₁	df ₂	Sig.
2,280	2	44	,114

In table 5, the organizational culture p-value (Y) of 0.114 is greater than 0.05 or sig. (Y) > 0.05. In the 44 respondents df₂ and 22 respondents df₁ with the formula df₁ + df₂ + 1, it is known the number of respondents 47 people. Seeing the Asymptotic Significance value above, it means that the population variance on the quality variable of the learning process is homogeneous.

Table 6. Homogeneity Test X₁

Test of Homogeneity of Variances			
Organizational culture			
Levene Statistic	df ₁	df ₂	Sig.
2,472	2	44	,096

In table 6, the organizational culture p-value (X₁) of 0.096 is more significant than 0.05. In the 44 respondents, df₂ and 22 respondents df₁ with the formula df₁ + df₂ + 1 can be known through 47 respondents. Asymptotic Significance Value can conclude that H₀ is rejected and H_a is accepted, meaning that the population variance on organizational culture variables is homogeneous with an Asymptotic Significance value of 0.096.

Table 7. Homogeneity Test X₂

Test of Homogeneity of Variances			
Teacher performance			
Levene Statistic	df ₁	df ₂	Sig.
2,718	2	44	,077

In table 7, the p-value of teacher performance (X₂) of 0.077 is more significant than 0.05. In the 44 respondents, df₂ and df₁ of 22 respondents with the formula df₁ + df₂ + 1 can be known through 47 respondents. The Asymptotic Significance Value

above can conclude that H_0 is rejected and H_a is accepted, meaning that the population variance on organizational culture variables is homogeneous with the Asymptotic Significance value of 0.077.

The researcher uses simple linear regression statistics, which in his analysis, uses the SPSS Type17.0 program. Linear regression test can show the effect of independent variables on the dependent variable with the t-test. H_a is accepted, and H_0 is rejected if $t_{count} > t_{Table}$ and h_a is rejected and h_0 is accepted if $t_{count} > t_{Tab}$. The results of simple linear regression tests of Organizational Culture (X_1) variables on the quality of the learning process (Y) using the SPSS 17.0 program can be seen in Table 8.

Table 8. Simple Linear Regression Test (t-Test) Organizational Culture (X_1) on Learning Process Quality (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12,527	4,559		2,748	,009
Culture	,783	,082	,819	9,560	,000

Table 8 shows that the t_{count} value of the Organizational Culture variable was 9.560, while the t_{table} value was 2.014. The conclusion obtained are only accepted, and H_0 rejected, where there is a relationship between Organizational Culture and the Quality of the Learning Process. The Relationship of Organizational Culture to the Quality of Learning Process can be written in the formula $Y = 2.527 + 0.783X$, which means that the consistency value of X_1 variable is 12,527 with a note that each addition of 1% value on X_1 variable will increase the value of influence to 0.783. The significant significance of Organizational Culture (X_1) on the Quality of the Learning Process can be seen based on Table 9.

Table 9. Simple Linear Regression X_1 against Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819 ^a	.670	.663	2,18976

Based on Table 9, it is known that the correlation coefficient (R Square) of organizational culture variables on the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City is 0.670. Based on the level of closeness of influence, it can be concluded that the influence of organizational culture on the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City is 67%. The way to find out the strengths and weaknesses of the influence of the variables can be categorized based on the value of the correlation coefficient (R Square) of the following Guilford Empirical Rules:

- $0.00 \leq x < 0.20$: Very weak/low effect
- $0.20 \leq x < 0.40$: Low effect

- 0.40 ≤ x < 0.70: Moderate/sufficient effect
- 0.70 ≤ x < 0.90: Strong/high effect
- 0.90 ≤ x < 1.00: Very strong/high influence

Based on the categorization above, it is known that the correlation coefficient (R Square) of organizational culture variables on the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City is 0.670, classified as moderate/sufficient influence.

Table 10. Simple Linear Regression Test (t-Test) Teacher Performance (X₂) on the quality of the learning process (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	23,663	6,734		3,514	,001
1 Performance	,577	,120	,583	4,813	,000

Table 10 shows that the t_{count} value of the Teacher Performance variable is 4,813, while the t_{table} value is 2,014. So it can be concluded H_a is accepted and H_0 is rejected, where there is a relationship between the Teacher Performance of the Quality of the Learning Process. The Relationship of Teacher Performance to the Quality of Learning Process can be written in the formula $Y = 23,663 + 0,577X$, which means the consistency value of X_2 variable is 23,663 with a note that every 1% value-added to X_2 variable, the value of its influence increases by 0.577.

Table 11. Simple Linear Regression X₂ against Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,583 ^a	,340	,325	3,09755

Based on the table above it is known that the correlation coefficient (R Square) of Teacher Performance variables on the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City is equal to 0.340. Based on the level of closeness of the influence, it can be concluded that the influence of Teacher Performance on the quality of the learning process Public Islamic-Based Elementary School in Bandar Lampung City is 34%. Based on the correlation coefficient (R Square), the teacher performance variable on the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City is equal to 0.340 classified as a low influence.

Table 12. Multiple Linear Regression Test (Tests f) X₁ and X₂ together against Y

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	476,852	2	238,426	59,220	.000 ^a
Residual	177,148	44	4,026		
Total	654,000	46			

Table 12 shows that the f_{count} value of organizational culture and teacher performance variables is 59.220, while the f_{Table} value is based on the f_{Table} value of 3.20, so H_a is accepted. Based on these data, then Organizational Culture has a relationship and Teacher Performance has a relationship with the Quality of the Learning Process. The relationship of variables can be seen in Table 13.

Table 13. Multiple Linear Regression Test (t-Test) X₁ and X₂ against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3,900	5,021		,777	,441
Culture	,667	,084	,697	7,952	,000
Performance	,269	,087	,272	3,098	,003

6 The Relationship between Organizational Culture and Teacher Performance together to the Quality of Learning Process can be written in the formula $Y = 3,900 + 0,667X_1 + 0,269X_2$ which means the consistency value of X_1 and X_2 variables is 3,900 with a note of each value of 1% on the X_1 variable together with X_2 , the effect value increases by 0.667 at X_1 and 0.269 at X_2 .

Table 14. Multiple Linear Regression X₁ and X₂ together with Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854 ^a	,729	,717	2,00651

4 Based on Table 14, it is known that the correlation coefficient (R Square) of organizational culture and teacher performance variables together with the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City is 0.729. 6 Based on the level of closeness of influence, it can be concluded that the influence of organizational culture and teacher performance together on the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City is 72.9%. The correlation coefficient (R Square) variable of organizational culture and teacher performance together to the quality of the learning

process is 0.729 so that the influence of organizational culture and teacher performance together on the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City is relatively high.

Organizational culture in Public Islamic-Based Elementary School in Bandar Lampung City has the achievement of competencies that are following the theories and regulations prevailing at the School. In institutions that manage school education can make the organizational culture as a guide in acting following their main tasks and functions. Values in the school culture consist of discipline, competition, and motivation. The values of discipline in Public Islamic-Based Elementary School in the city of Bandar Lampung are held in high esteem, every member of the School, both Principals, Teachers, Staff, and Students, makes discipline the norm. The discipline of time, work, and tasks that are carried out as a responsibility to the School. School community competition is more directed towards positive competition, where they compete to improve achievement in their respective fields. The principal tries to enhance the quality of work. Teachers strive to improve the quality of learning, although there are still shortcomings in aspects of teacher performance in implementing learning planning. An evident positive competition occurs in these school students, where students increase achievement in the academic and non-academic fields. Students are eager to compete in kindness. Islamic elementary school student achievement in the city of Bandar Lampung often wins competitions in the academic and non-academic areas. School culture is one of the forces that will work for improvement efforts. Schools that have low and persistently low achievements will turn into a negative culture [13].

Referring to the motivation aspect, a Public Islamic-Based Elementary School in Bandar Lampung City has a high level of motivation. The principal motivates teachers and staff in the school environment to remind performance, and teachers always motivate students to be able to improve achievement. Students motivate themselves to emphasize their achievements in both academic and non-academic fields. Norms that are believed in the School's culture include honesty, fairness, courtesy, and example. The attitude held by the Public Islamic-Based Elementary School is respect, though, be objective and scientific. The habits displayed by the Public Islamic-Based Elementary School include cooperation and responsibility.

Teacher competence becomes essential as one of the determinants of the success of the learning process. The facts in the Islamic-based elementary school that are used as samples related to competencies included in the teacher's competence need to be improved related to teacher qualifications. The teachers have developed the knowledge and skills required requiring collaboration with parents through systematic training over a period that allows verification and practice of the skills learned [14]. The quality of teacher work is measured through indicators that can be implemented well in an Islamic-based elementary school environment in the city of Bandar Lampung. Encouragement to work, responsibility for the task, interest in the task, self-development, attention from the principal, and interpersonal relationships with fellow teachers. Factors that support the quality of teacher performance according to standards Regarding teacher performance standards in the teacher performance appraisal guide by the supervisor explained that the teacher's performance standards are related to the quality of teachers in carrying out their tasks such as preparation and planning of learning the use of instructional media, involving students in a variety of learning experiences, and the active leadership of the teacher has been going well in an Islamic-based elementary school environment in the city of Bandar Lampung.

6. CONCLUSION

The issue of organizational development and teacher performance are important factors in improving Islamic elementary school quality. The influence of organizational culture and teacher performance on the quality of the learning process in Public Islamic-Based Elementary School in Bandar Lampung City has a moderate effect. Teacher Performance on the Quality of the Learning Process on the Quality of the Learning Process has a relationship that is still low. Organizational Culture and Teacher Performance together on the Quality of Learning Processes has the value of having a high relationship.

Research related to this research can be tried with different types and methods. This research is a process-oriented research standard. Therefore, it is suggested to be able to conduct research related to other standards.

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