

The Essence Of School Culture In Improving Teacher Performance In Smp Negeri 1 Kalirejo, Lampung Central Regency

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2 The Essence Of School Culture In Improving Teacher Performance In Smp Negeri 1 Kalirejo, Lampung Central Regency

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Abstract.

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The purpose of this study was to determine the essence of school culture in improving teacher performance¹⁷ at SMP Negeri 1 Kalirejo, Central Lampung Regency. Data was collected by observation, interviews, and documentation. The subjects of this study were principals, vice principals, teachers, administrative staff, assistants, and security staff. The results showed that school culture, namely the regularity of behavior, adopted norms, dominant values, philosophy, rules and school climate, had an effect on improving teacher performance.

Keywords: school culture, teacher performance

I. INTRODUCTION

The teacher is an educational component that has an important role and occupies a strategic position for the implementation of the educational process in schools. According to Mulyasa (2008:5), teachers are the most influential component in the creation of quality educational processes and outcomes. The teacher is the spearhead and facilitator in the whole learning process. Because of the importance of the role and position of a teacher in the world of education, adequate quality is needed in fulfilling duties and responsibilities according to established standards. Quality teachers can be seen from the implementation of work, work performance, work results or what is known as teacher performance. Teacher performance standards are related to the quality of teachers in carrying out their duties so as to achieve optimal work results. Teacher performance has certain specifications. Teacher performance shows how teachers plan or design learning programs, carry out learning activities and assess learning outcomes in order to achieve predetermined learning objectives. Good teacher performance is able to (1) prepare lesson plans, (2) carry out learning interactions, (3) assess student learning achievement, (4) follow up on the results of student achievement evaluations, (5) develop professions, (6) understand educational insights, (7) mastering academic study material. In addition to mastery in learning, the success of the performance shown by the teacher becomes the basis for improving the quality of education. Teacher performance is the culmination of three interrelated elements, namely skills, effort, and external conditions (Sulistiyorini, 2001: 63).

Skill level is the raw material that a person brings to the workplace such as experience, abilities, personal skills and technical skills. These efforts are manifested in the motivation shown by a teacher to complete work assignments. Meanwhile, external conditions can support work productivity. Related to external conditions, school culture is one of the conditions that support the work productivity of a teacher. Many people assume that the excellence of an educational institution can only be measured in terms of the visible (hard dimensions) such as a well-organized organizational structure, good financial management, good rules and policies, and adequate technology. Owens describes another dimension that can support the excellence of an educational institution, namely the soft dimension consisting of values, beliefs, culture, and behavioral norms. Culture shows invisible social forces that can move people in an organization to perform work activities. School

culture is the adoption of organizational culture, norms that govern what is accepted and rejected, dominant values valued by the organization, basic assumptions¹ and beliefs formed by members of the organization in the form of organizational rules. According to Zamroni, school culture includes values, principles, traditions, and habits that are formed in the long journey of school, developed by the school for a long time and become the grip and belief of all school members so as to encourage¹¹ the emergence of school culture. attitudes and behavior of school residents. School culture becomes a set of values that underlies the behavior, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school. A strong school culture will influence every behavior so that its members will do the work in accordance with their duties and responsibilities.

Work success is rooted in the values you have and habits that become habits. These values are sourced from traditions, religion, and norms that become beliefs so that they become habits in work or organizational behavior. Values that have become habits are called culture. The culture associated with the quality of work is called work culture. School culture is a unique asset and is not the same from one school to another. The existence of this culture can be recognized immediately when the community makes contact with the school. Through school culture, outsiders will see the characteristics of the school that can be identified through the values, attitudes, habits displayed, and actions shown by all school personnel who make up a special unit of the school system. School culture is the identity of the school so that school performance can be seen from the attitudes and actions taken in the form of manifestations of the behavior of school residents. The word culture itself is a development of the Sanskrit "budhayah" which is the plural form of "buddhi" or reason, and the compound word "budi-daya", which means "strength" of "reason", in other words, "culture is the power of thought". in the form of creativity, intention, and taste. While civilization is the development of a culture which is the result of creativity, initiative, and taste.¹

The notion of culture has been put forward by many experts such as Koentaningrat, namely; "Culture is the whole of humanity from behavior and the result of behavior organized by behavior that must be obtained by learning and everything is regulated in social life"². Work culture is a set of behavior patterns that are inherent in every individual in an organization. Building a culture also means increasing and maintaining the positive side, and trying to get used to certain behavior patterns to create a new, better form. According to Webster's dictionary, culture is an idea, habit, skill, art, given by humans at a certain time.³. Culture conceals moral, social, behavioral norms based on the beliefs, abilities, and priorities of members of the organization. Work culture is a system of values, perceptions, behaviors, and beliefs held by individuals and groups regarding the meaning of work and reflection in activities to achieve organizational and individual goals.⁴. Work culture is important to develop because it has a positive impact on achieving sustainable change in the workplace including increasing productivity (performance)⁵. Work culture comes from organizational behavior. Organizational behavior is a value system that contains the values of the organization as an internal system and an external social system. This is reflected in the contents of the vision, mission, and goals of the organization. In other words, every organization must have a certain cultural identity within the organization. In a company there is a corporate culture in which there is a work culture⁶.

The importance of organizational behavior in school organizations is stated by Robbins as follows:

1. Culture creates a clear distinction between one organization and another.
2. Culture brings a sense of identity to organizational members.

3. Culture facilitates commitment to something broader than individual interests.
4. Culture is the social glue that holds organizations together by providing appropriate standards for employees.
5. Culture as a mechanism to recognize meaning and control that guides and shapes employee attitudes and behavior.⁷

Luthan explores six important characteristics of organizational behavior including in schools, namely: (1) the regularity of observed behavior: observable individual behavior (2) norms: various standards of behavior that exist, including how work guidelines should be carried out (3) dominant values : the existence of core values that are embraced by all school members (4) philosophy; policies related to the school's beliefs in treating customers and employees (5) rules: there are strict guidelines regarding school progress (6) organizational climate: overall feelings that are described and conveyed through the conditions of the room, the way school members interact, and the way school members treat themselves and customer.⁸ School culture is the hallmark of a school which consists of a number of norms, values, attitudes, and habits, which can be an adequate means to improve teacher performance. This is because the elements contained in school culture such as rules of behavior, norms, dominant values, philosophy, regulations, and school climate, can shape the attitudes and behavior of school residents including supporting and maximizing teacher performance. As a distinctive character possessed by all school members, school culture can be a guide that provides a framework and foundation in the form of ideas, passion, ideas, and ideals that direct teacher performance towards school goals and the expected quality of education.

The actualization of productive work culture as a measure of the value system contains the components possessed by an employee, namely:

- 1) Basic understanding of work
- 2) Attitude towards work and work environment
- 3) Work behavior
- 4) Work ethic
- 5) Attitude to time
- 6) The method or tool used to work ⁹. The more positive the component value owned by an employee, the higher his performance will be. Ceteris paribus. To grow and develop in employees and staff, work culture requires an approach through top management actions and socialization processes.
- 7) Top management actions
 - a) The words of top management will be a role model.
 - b) How top management behaves will show employee attitudes in communicating and achieving in accordance with company work standards.
 - c) How top management enforces work norms that will promote employee integrity and high commitment.
 - d) Rewards and punishments given by top management will encourage employees to increase morale and work discipline.
- 8) Socialization Process

The socialization process can be done by advocating for new employees to adjust to organizational behavior. Socialization is done when they are in the selection or pre-service stage. Every prospective employee takes a lesson before being hired. After new employees are recruited, they see the actual state of the organization and analyze expectations and realities through a work orientation process. At this stage, employees are in the "struggle" stage to determine their readiness to become a member of the company. When employees have

decided to keep working, but the change process still takes a long time, then each employee needs to be facilitated with planned training and self-development. In this case the employee must prove his ability to master work skills in accordance with the role, values, and norms in the work group until it reaches the stage of metamorphosis.

Overall, the success of the socialization process will reach the internalization stage as measured by

- (1) Work Productivity,
- (2) Commitment to organizational goals, and
- (3) Togetherness within the organization.¹⁰

Based on the view of the benefits of work culture, it can be concluded that work culture can improve the quality of human resources, work quality, work quantity as expected.

1. Elements of work culture

The work culture is based on the values adopted by the Indonesian people which are processed into new values that will become management attitudes and behaviors to face new challenges. Work culture will not just appear but must be taken seriously through a controlled process that involves all human resources, tools, and supporting techniques. Work culture will become a reality through a long process because changing old values into new values will take time to become a habit that is continuously refined and improved. According to Taliziduh²⁰ drama, work culture can be divided into two elements, namely²⁰¹¹:

- 1) Attitude towards work, which is a preference for work over other activities, such as relaxing or just getting satisfaction from the workload, or feeling compelled to do something just to live.
- 2) Behavior at work, such as diligent, dedicated, responsible, careful, thorough, careful, strong will to learn duties and obligations, likes to help fellow employees, or vice versa¹².

This is in line with Ansar & Masaong's statement that school culture will affect the way people work and the way people behave. Thus, the culture in the school adopted plays an important role in improving the quality of member performance. A superior school culture will form a superior quality of performance.¹³ SMP Negeri 1 Kalirejo, Central Lampung Regency as 18 private schools in Lampung has its own uniqueness. This is indicated by the good accreditation score by the National Accreditation Board-S/M, the public's interest is still high, and the graduation percentage that always reaches 100% even though student input is the choice of public schools. The quality obtained does not happen by itself.

In addition to hard dimensions such as organizational structure, rules, policies, technology and finance that support institutional excellence, soft dimensions are needed in the form of school culture which makes a major contribution. As has been stated, school culture that contains values that are believed by all school members will affect the attitudes and behavior of school residents which then determines the performance of school residents.¹⁴ The purpose of this study is to describe the role of organizational behavior, namely excellence, wealth, and school characteristics that distinguish it from other educational institutions in improving teacher performance. The role of school culture is expected to be a barometer for other schools to see the role of school culture in their respective educational institutions and make it a means to improve school community performance and school quality.

II. METHOD

This study uses a qualitative descriptive method to describe the role of school culture in improving teacher performance at SMP Negeri 1 Kalirejo, Central Lampung Regency. Moleong stated that the qualitative approach has a function to remember the studies carried out so as to produce descriptions of people and observed behavior. This study describes the school culture at SMP Negeri 1 Kalirejo, Central Lampung Regency, which is manifested in regular behavior at school, the norms adopted, dominant values in school, school philosophy, school rules, and school climate. The subjects of this study were principals, vice principals, teachers, administrative staff, assistants, and security guards at SMP Negeri 1 Kalirejo, Central Lampung Regency.

III. RESULTS AND DISCUSSION

The results showed that behavior in schools with indicators of typical habits in SMP Negeri 1 Kalirejo, Central Lampung Regency had an effect on improving teacher performance. Behavior in schools is formed through school programs that are routine, programmed or in the form of exemplary, activities, rituals and traditions that are managed optimally to support the regular behavior of school residents. Regularity of behavior can be observed through clean culture, religious culture, and discipline culture which are the typical behavior of teachers at SMP Negeri 1 Kalirejo, Central Lampung Regency. Regular behavior in schools has an effect on improving teacher performance. This can be seen from the behavior of teachers who show a neat, orderly, disciplined, responsible and religious attitude. This has an impact on more effective learning time management because teachers arrive on time at school and carry out school activities according to plan. This behavior improves teacher performance. The results of the study of the norms adopted by the school affect the improvement of teacher performance. The norms adopted by the school refer to the Service Standards for Educational Institutions at SMP Negeri 1 Kalirejo, Central Lampung Regency, which aims to provide maximum service to stakeholders. These service standards are related to teacher competency standards as mandated by Ministerial Regulation No. 16 of 2007, especially in the personality and social competencies of a teacher. Improved teacher performance is manifested through their behavior in accordance with applicable regulations such as teaching attitudes that not only position themselves as teachers but also as educators who transfer values by communicating that increase friendliness and personal approach, as well as in terms of appearance that reflects the quality of service.

The results of the study of dominant norms at SMPN 1 Kalirejo with school core values, show that core values play a role in improving teacher performance. Core values become principles that guide all actions and behavior of school members. Core values make an important contribution to the school movement, especially in growing, motivating and developing teacher performance. This is also supported by school policies that adhere to core values, regulate them well, formally formulate them in various school rules and regulations and have an impact on service users. Improved teacher performance can be seen from the attitude of willingness to develop self-competence through a map of responsibility, a loyal attitude to the institution and upholding the work ethic. The results of the study of school philosophy with indicators of school vision and mission indicate that school philosophy has an effect on improving teacher performance. The vision and mission are the elaboration of the values that are the goals of the school and act as direction and motivation for members of the organization. School programs that prioritize character education as the basis of activities, become a wide space for teacher involvement and attention in shaping students to become complete, knowledgeable and characterized individuals in accordance with the school's vision and mission.

With a school philosophy in the form of character education-based school programs,¹⁵ The results of the study of school discipline with indicators of school discipline, reward and punishment indicate that school discipline has an effect on improving teacher performance. School regulations for employees that refer to

regulations that are very effective in efforts to improve teacher performance. This can be seen in the behavior of teachers at SMP Negeri 1 Kalirejo, Central Lampung Regency, which shows regularity in regulations, especially in work discipline. This shows the existence of a good work culture that supports the responsibility and discipline of teachers in other matters such as the implementation of learning, teacher administration and assessment of student learning outcomes as well as maximum student assistance. Reward and punishment further clarify and strengthen the enactment of these regulations. The results of the school climate research with physical and social environmental indicators show that the school climate has an effect on improving teacher performance. The school climate has an influence on the character, spirit, ethos, and inner atmosphere so that it has an impact on the behavior of school residents. The physical environment of SMP Negeri 1 Kalirejo, Central Lampung Regency, which is clean, neat, organized and a social environment with a family spirit, has an effect on improving teacher performance. This can be seen from the learning process that runs smoothly because the teacher can provide facilities for learning. The calm and comfort of the teacher in carrying out his duties and responsibilities as well as the relationships that exist between teachers,

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

This study concludes that school culture can be seen through the regularity of behavior in schools, norms adopted by schools, dominant values in schools, school philosophy, school regulations, and school climate, which have an effect on improving teacher performance. Improved performance is seen in the behavior of teachers who show attitudes as teachers where teachers manage learning by using media and learning resources to the fullest, and teachers as educators who transfer values to students through exemplary attitudes, a good work culture shown by working. maximum student discipline and assistance, friendly way of communicating, appearance that reflects the quality of service, willingness to develop self-competence, loyal to the institution, and uphold the work ethic.

Suggestion

This study suggests that teachers need to recognize, understand and apply values in school culture. A common understanding of the purpose of implementing typical habits, excellent service standards, school core values, school vision and mission, school rules and school climate will contribute to the implementation of school culture and become a driving force in improving teacher performance. Teachers need to get intensive coaching and integrate school culture into their duties and responsibilities so that school characteristics can be widely introduced.

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