



The Influence of Organizational Culture on the Performance of Madrasah Tsanawiyah Teachers in the City of Padang

Aprizal Ahmad^{a)}, Kiki Elfi Lestari^{b)}

a) UIN Imam Bonjol Padang

b) UIN Imam Bonjol Padang

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan pengaruh budaya organisasi terhadap kinerja guru Madrasah di Kota Padang. Iklim organisasi yang terbuka merupakan iklim yang sehat dan sangat didambakan oleh para guru. Kondisi iklim organisasi sekolah masih kurang baik jika masih sering terjadi konflik antara guru dan miskomunikasi antara guru dengan kepala sekolah, pegawai dengan guru, dan pegawai dengan kepala sekolah, sehingga iklim organisasi sekolah ini perlu diteliti dengan harapan memperbaiki iklim yang ada di sekolah. Sekolah dan dapat meningkatkan kinerja guru dengan lebih baik. Kinerja guru merupakan input terpenting dalam penyelenggaraan pendidikan. Kinerja seseorang dipengaruhi oleh beberapa faktor langsung dan tidak langsung. Faktor langsung yang mempengaruhi kinerja seseorang seperti faktor individu, organisasi, dan psikologis. Kinerja guru sebagai seperangkat kemampuan guru untuk melaksanakan tugas dan fungsinya serta tanggung jawabnya untuk meningkatkan prestasi belajar siswa. Berdasarkan hasil penelitian dan analisis data dapat disimpulkan bahwa budaya organisasi berpengaruh signifikan terhadap kinerja guru madrasah. Rendahnya prestasi dan hasil belajar siswa madrasah disebabkan oleh rendahnya kinerja guru madrasah dan masih di bawah standar minimal. Hal ini dikarenakan rata-rata kinerja guru dalam merencanakan, melaksanakan, dan mengevaluasi pembelajaran masih di bawah standar kinerja minimal.

ABSTRACT

This study aims to determine and describe the influence of organizational culture on the performance of Madrasah teachers in Padang City. An open organizational climate is a healthy climate and is highly coveted by teachers. The condition of the school organizational climate is still not good if there are still frequent conflicts between teachers and miscommunication between teachers and principals, employees with teachers, and employees with principals, so that the organizational climate of this school needs to be researched in the hope of improving the existing climate in the school. schools and can improve teacher performance better. Teacher performance is the most important input in the implementation of education. A person's performance is influenced by several direct and indirect factors. Direct factors that affect a person's performance such as individual, organizational, and psychological factors. Teacher performance as a set of teacher abilities to carry out their duties and functions as well as their responsibilities to improve student learning achievement. Based on the results of research and data analysis, it can be concluded that organizational culture significantly influences the performance of madrasa teachers. The low achievement and learning outcomes of madrasah students are caused by the low performance of madrasah teachers and is still below the minimum standard. This is because the average teacher performance in planning, implementing, and evaluating learning is still below the minimum performance standard.

KATA KUNCI

Budaya Organisasi ; Performa ;
Guru ; Madrasah.

KEYWORDS

Organizational Culture;
Performance; Teacher;
Madrasah.

A. Introduction

Based on UNESCO data in the 2016 Global Education Monitoring (GEM) Report, education in Indonesia is ranked 10th out of 14 developing countries and the quality of teachers ranks 14th out of 14 developing countries in the world. Data on the proportion of teachers assisted by the Ministry of Religion of the Republic of Indonesia, Director General of Islamic Education, it is known that the current number of national teachers is around 380 thousand teachers, while in West Sumatra there are around 1213 fostered teachers. It is not impossible anymore that teachers need good leadership qualities at least in managing the classroom.

The teacher is the figure who is the main mover. In fact, the success of educational programs is highly dependent on teachers. Teachers develop strategic tasks in providing education to "lead" students to become the next generation of intelligent, skilled, moral and highly knowledgeable people. This is reinforced by Danimba's opinion that a teacher is someone who works in formal educational institutions and has a number of main tasks, namely educating, teaching, guiding, directing, training, assessing and evaluating students.¹

Meanwhile, in PP Number 32 of 2013 which is a refinement of PP Number 19 of 2005 it is explained that there are eight mandatory criteria that must be met in realizing quality education. These criteria are said to be the minimum criteria in the National Education Standards, and two of them are standards regarding educators and education personnel.

The professionalism of teachers in carrying out their duties is not only judged by formality but also from the ability of educators to carry out their duties. Teacher professionalism in educating is highly demanded because in today's era of global competition, the world of education requires teachers as reliable and quality human resources and always carry out self-innovation in a sustainable manner.

There are several basic competencies that are important for educators to have, to realize quality learning. Through mastering these competencies, teachers are expected to be able to carry out fun learning for students. In the learning process in madrasas, teachers are also said to be the subject of education that determines the success of educational programs.

The results of Heyneman and Loxley (1983) research in 29 countries studied, show that one third of student learning outcomes are largely determined by the teacher. It is proven that in developing countries the active role of education in learning achievement is 34%, management is 22%, learning time is 18% and physical facilities are 26%. Meanwhile, in industrialized countries, the role of educators is 36%, management is 23%, learning time is 22% and physical facilities are 19% (Adicita).

¹ Sudarwan Danim, *Perkembangan Peserta Didik* (Bandung: Alfabeta, 2010), 17.

Furthermore, according to Nurhizrah, the teacher as a leader needs to have an effective and appropriate leadership style which will certainly relate to the performance of other educators.² An educator must be able to act as a motivator and create a conducive atmosphere in learning, using appropriate methods to liven up the learning atmosphere so that teachers are able and skilled in using various learning resources such as textbooks, reference books, handouts, and so on.³

To be able to become a teacher who performs well, many factors must be met. However, the most important thing is how a teacher can be responsible and committed to carrying out his duties. The demands on teacher performance are not light, there are many things that must be mastered and done, such as mastering and developing teaching materials, being a role model for students in terms of discipline, creativity, good and honest personality.

Martinis Yamin and Maisah (2010) suggest that performance is built from various dimensions such as personal, leadership, team, system and contextual. The personal factor or dimension consists of knowledge, skills, abilities, self-confidence (self-efficacy), motivation and commitment that educators have.⁴ The leadership factor consists of the quality aspects of managers and *team leaders* in motivating and providing direction to educators. The *team* factor is in terms of cooperation with colleagues. System factors, consisting of work systems, work facilities, organizational processes and work culture in madrasahs. Likewise, contextual or situational factors are reflected in the pressures and changes in the external and internal environment.

One of the interesting aspects to be studied from the figure of a teacher is the aspect of performance, because according to the teacher's performance is the most important input in the implementation of education.⁵ The facts show that teacher performance is still not optimal. It was found that teachers did not make lesson plans (RPP), ignored the completeness of teacher administration, gave assignments without a face-to-face process, used monotonous models and methods, and evaluated learning that was not optimal.⁶

² Gistituati, N, et al. "Contribution of Leadership Style and Implementation of Principal Supervision on the Performance of Elementary School Teachers," *Basicedu Journal*, Volume 5 No. 2 (2021): 663 – 671.

³ Syaiful Sagala, *Strategic Management in Improving the Quality of Education* (Bandung: CV. Alfabeta, 2011), 67.

⁴ Martinis Yamin and Maisah, *Kepemimpinan dan Manajemen Masa Depan* (Bogor: IPB Press, 2010), 56.

⁵ Nadeem, Mohammad, et al. "Teacher's Competencies And Factors Affecting The Performance Of Female Teachers In Bahawalpur (Southern Punjab) Pakistan." *International Journal of Business and Social Science* 2.19 (2011).

⁶ Koswara, "Kompetensi dan Kinerja Guru Berdasarkan Sertifikasi Profesi," *Jurnal Pendidikan Manajemen Perkantoran*, (2016)

Teacher work motivation is encouragement from inside and outside of a teacher, for learning purposes and getting achievement as a teacher (Hamzah, 2008). ⁷Teacher work motivation is a teacher's response to a number of tasks and functions so that the desired goals can be achieved.

Observing the performance problems at MTs in Padang City during the initial survey as stated by the education manager that some teachers have not shown performance that meets the standard. Furthermore, it can be seen from the learning outcomes and learning achievements of madrasa students which are still low when compared to other junior high schools so that few graduates can be absorbed in good high schools.⁸

Based on this phenomenon, it will be more effective if schools seek to create a conducive climate to improve teacher performance. There are a number of teacher performance indicators in three respects, namely the ability to plan lessons, implement lessons and conduct evaluations. ⁹Principals should increase more regular supervision and become more sensitive to their need to promote an environment conducive to improving the school climate.

In connection with the above facts, this has become a stigma in the community that MTs is the second or third alternative madrasah to be the community's choice after junior high school. This is not entirely true, because the results of Khodijah's research (2013) conclude that learning outcomes and low learning achievement are caused by the performance of madrasa teachers who are still low and still below the minimum standard. Khodijah found that the average teacher performance in planning, implementing and assessing learning was still below the minimum standard of performance.

school organizational climate is considered to be still not good if there are still frequent conflicts between teachers and miscommunication between teachers and principals, employees with teachers, and employees with the principal, so that the organizational climate of this school needs to be investigated in the hope of improving the existing climate. in schools and can improve teacher performance better.

So the climate of an open organization is a healthy climate and is highly coveted by teachers. This is as stated (Howard, 1974) which explains the school climate as the social and cultural conditions of the school that affect the behavior of people in the organizational climate of the school which greatly affects the level of performance.

⁷Hamzah Jusoh, and Azmizam Abdul Rashi, "Efficiency in Urban Governance towards Sustainability and Competitiveness of City: A Case Study of Kuala Lumpur," *World Academy of Science, Engineering and Technology* 40 (2008)

⁸Sitti Hartinah, "Model Kepemimpinan Transformasional Kepala Sekolah SMK Negeri." *Jurnal Pendidikan dan Kebudayaan*, Vol. 17, No. 1. (October, 2011).

⁹Usman, Akbar, *Metodologi Penelitian Sosial* (Jakarta: Bumi Aksara, 2006).

B. Organizational Culture

As explained, organizational culture is a dynamic picture of events in every organizational actor over time, created regularly and obtained through the process of our interactions with other people.¹⁰ Organizational culture and is shaped by the behavior of a leader and aspects of the structure, routines, rules and norms that accompany this behavior. The dynamic process of creating and handling organizational culture is an essence of the influence of a leadership that makes a person aware of the similarities between leadership and organizational culture. Organizational culture consists of the values, norms, and attitudes of people who make up the organization. Values show what is important, while norms state expected behavior, and attitudes reveal the mindset of the individual.¹¹

Organizational culture is used as a guide for members in solving internal integration problems and adapting to the external environment. An organizational culture will be a guide for new members in the process of forming attitudes and behavior at work.¹² In essence, an effective strategy is needed and can be used as an ability in competition, where organizational culture is not an easy way to get success. Organizational culture is the key to success as well as one of an organization's concepts in achieving its goals.

Meanwhile, Bateman argues that a set of provisions set out in the organization and the activities contained in it and carried out by all members are said to be organizational culture. The development and growth of an organization is determined by the work culture of the organization and this is a responsibility as well as a form of leadership performance.¹³

According to Glaser, organizational culture can also be seen from the meaning that comes from the same point of view of symbols, beliefs, rituals and myths that have developed from time to time and become a condition that is recognized together even as the glue in the organization. Cultural differences are considered natural because they are influenced by different environments.¹⁴

Organizational culture contains several characteristics, such as (1) individual autonomy, freedom, responsibility and the opportunity to carry out initiatives from people in the organization; (2) structures, rules, regulations and controls used to control and monitor behavior; (3) risk tolerance , where employees are encouraged to take opportunities ; (4) attitude towards change in the form of responses given to new methods, ways and values .¹⁵

Organizational culture has several functions, including: a) when problems occur from within and from outside, the culture embraces all elements; b) Organizational culture becomes a unifying

¹⁰E. H. Schein , *Organizational Culture and Leadership*. Third Edition (San Francisco: Jossey-Bass, 2004).

¹¹T. H, Handoko, *Manajemen Personalia dan Sumberdaya Manusia*, Edisi Kedua (Yogyakarta: BPFE, 2008), 19.

¹²Mangkunegara, *Sumber Daya Manusia Perusahaan*, (Bandung: Remaja Rosdakarya, 2005), 113.

¹³Bateman, T. S. & Snell, S. A. *Manajemen, Kepemimpinan dan Kolaborasi dalam Duna yang Kompetitif* (7 ed.). (Jakarta: Salemba Empat 2009), 84.

¹⁴Glaser, S. R., Zamanou, S., & Hacker, K. "Measuring and Interpreting Organizational Culture." *Management Communication Quarterly*, 1(2), (1987): 173– 198. <https://doi.org/10.1177/0893318987001002003>.

¹⁵ Haris & Hartman, *Organizational Behavior* (New York: Psychology Press, 2002), 75-76.

difference in nature, character, talent and ability; Organizational culture is an identity for the organization that supports the accuracy and speed of the organization in achieving its goals; c) Culture becomes energy for the achievement of organizational performance; d) Organizational culture describes the characteristics of an organization; e) Organizational culture motivates members of the organization to work better; f) In the event of a crisis in the company or organization, the leadership of the organization must be able to control the situation by making changes to the organization to get out of the crisis; h. Organizational culture plays a very important role in improving the quality of all levels of policy makers in the organization.¹⁶

Rivai (2005) states that thinking about culture is an important understanding of the norms, values, and beliefs and attitudes shared by every member of the organization and further that organizational culture is planning, organizing, leadership and controlling in organizations that will affect job satisfaction, and performance of organizational members.

Tika (2006) explained that if all elements are committed to holding the main values in the organization, then it reflects the strength of the organizational culture.¹⁷

Meanwhile, Vijay Sathe suggests the strength of organizational culture which is reflected in the intensity of the behavior of members of the organization. There are two things that really determine the strength of organizational culture, namely intensity and togetherness. Intensity reflects the commitment of organizational members in implementing organizational values, while togetherness is seen from the degree or spirit of all members of the organization to adhere to the values that exist in the organization.

Based on the explanation above, it can be concluded that organizational culture is a series of systems within the organization that contain values, beliefs, behaviors, habits, philosophies, ideologies, attitudes, principles and norms that are shared by the organization that bind and unites a community in an effort to carry out work.

C. Teacher Performance

According to language, performance comes from the word *actual performance* or *job performance*. Sagala said that performance is said to be a person's ability to complete a job.¹⁸ Performance can also be said as the organization of all group (organizational) abilities to achieve a goal. ¹⁹Goals can be interpreted as goals, are universal, and have no time limit. To achieve good performance, teachers can start by formulating and classifying learning objectives according to the level of education. Goals are spelled out more specifically to make them more precise.

¹⁶Sunarto, *Manajemen Sumber Daya Manusia* (Yogyakarta: Amus, 2005), 89.

¹⁷Tika, H. M. P. *Budaya organisasi dan peningkatan kinerja perusahaan. GIS for the Coastal Zone: A selection of Papers from Coast GIS 2006*. (Jakarta: PT. Bumi aksara, 2006) <https://doi.org/2006>

¹⁸ Sagala, S. *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*, 180.

¹⁹ Wibowo, *Perilaku Dalam Organisasi*, (Jakarta: Raja Grafindo Persada, 2013), 43-44.

Performance can be seen from the results of work that are closely related to the strategic objectives of the organization, customer satisfaction and contributing to the economy.²⁰ Performance as an *outcome* consists of: (1) behavior which includes: satisfaction, work performance, absence, turnover, accident, abuse, concern for health; (2) cognitive; (3) psychological. Work that successfully achieves organizational goals in terms of quality, efficiency and effectiveness is said to be performance.²¹

Performance is the accumulation of employee behavior that contributes to the organization in achieving its goals. The accumulation of behavior in performance consists of; (1) moral behavior; (2) task behavior; (3) challenging behavior. Moral behavior is a contribution from employees in the form of self-sincerity to improve the quality of performance, for example not expecting rewards at work, loyalty, teamwork. Task behavior is all employee behavior in providing services or company products and is a routine task in an organization. Challenging behavior is an employee's attitude that shows opposing actions and hinders the achievement of organizational goals.²²

Some of the concepts above can be concluded that performance is a behavior that can show the results of an employee's work that contributes to organizational goals. The behavior of these employees will reflect the conditions of employees who work in an organization. Performance as a result of employee work will appear in the aspects of knowledge, skills, and attitudes of employees or psychological employees in an agency.

Performance or *performance* as the ability of teachers in various abilities and skills of teachers in carrying out roles as educating, guiding, conducting assessments, using tools that support learning, building two-way communication with students, compiling classroom administration, and various other skills.²³

Furthermore, teacher performance as a set of teacher abilities to carry out their duties and functions as well as their responsibilities to improve student learning achievement. Teacher performance can be seen from the ability of teachers to carry out their obligations and also a series of activities in the learning process.²⁴ Teacher performance is marked by the work and behavior of teachers at work. Teacher performance can be seen from student learning outcomes which are known from the assessment process.²⁵

²⁰ Armstrong, M., & Baron, A. *Performance Management*. (London: Institute of Personnel and Development, 1998), 15.

²¹ Gibson & Inancevich. *Organizational: Behavior, Structure, Process*. (New York: McGraw Hill, 2011), 234.

²² Colquitt, A. J., Lepino, A. J., W. J. *Organizational Behavior, Improving Performance and Commitment in Work Place*. McGrawHill Education. (2015): 39. Taken from https://www.academia.edu/31695709/Organizational_behavior.

²³ Sudjana, N. *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2009), 18.

²⁴ Supardi. *Kinerja Guru*, (Jakarta: Raja Grafindo Persada, 2014), 54.

²⁵ Glassman, N. S. *Evaluated Based Leadership: School Administration is Contemporary Perspective*. (New York: State University of New York Press, 1986), 12.

Based on the explanation above, it can be concluded that teacher performance is a visualization of the work of teachers in carrying out their duties, functions and obligations as well as tasks in the preparation, implementation and evaluation of learning programs in their Madrasahs.

A person's performance is influenced by several direct and indirect factors. Direct factors that affect a person's performance such as individual, organizational and psychological factors. Individual factors consist of abilities, skills, physical, mental, family background, experience, social level and demographics (age, origin, gender). Organizational factors consist of resources, rewards, leadership and job design structure. While psychological factors can be seen from the perception, personality, attitude, motivation and learning.²⁶ The implementation of teacher performance affects success or failure depending on the resources of the teacher concerned. The teacher resources include skills, competencies, work motivation, and job satisfaction.²⁷

According to Sudarwan Danim, the factors that affect teacher performance are as follows:

1. The level of teacher education will greatly affect whether or not the teacher's performance is good. A person's ability is greatly influenced by the level of education, because through education a person experiences a learning process from not knowing to knowing, from not being able to be able. During his education a person will receive a lot of input in the form of knowledge and skills that will affect his thinking and behavior patterns. This means that if a person's education level is higher, the more knowledge and skills he will be taught, so it is likely that his performance will be good because it is supported by the skills and knowledge he has acquired.
2. Another factor that affects teacher performance is teaching supervision, which is a series of activities to help teachers develop their abilities. The principal is in charge of providing guidance, assistance, supervision and research on issues related to teaching development in the form of program improvements and teaching and learning activities. The target of supervision is aimed at teaching and learning situations that allow optimal educational goals to occur.
3. The teacher's performance is also influenced by the upgrading program he/she participates in. To have a good performance, teachers are required to have adequate academic abilities, and be able to apply their knowledge to students for the advancement of student learning outcomes. This determines the teacher's ability to determine how to deliver material and manage teaching and learning interactions. For that teachers need to follow upgrading programs.
4. A conducive climate in schools will also affect teacher performance, including: good classroom management that refers to the arrangement of people (students), as well as facility arrangements (ventilation, lighting, seating, and teaching media). In addition, good personal relationships

²⁶ Gibson & Inancevich. *Organizational: Behavior, Structure, Process*, 1147.

²⁷ Wibowo. *Perilaku dalam Organisasi*, 69-70.

between principals, teachers, students and school employees will make the school atmosphere pleasant and become a source of enthusiasm for teachers in carrying out their duties.

5. In order for teachers to have good performance, they must be supported by good physical and mental conditions. A healthy teacher will be able to complete his tasks well. Therefore, health factors must really be considered. Likewise, the mental condition of the teacher, if his mental condition is good he will teach well too.
6. The level of income can affect teacher performance. In order for teachers to really concentrate on teaching in a school, they must pay attention to the level of income and other welfare guarantees such as intensive grants, periodic promotions/salaries, health insurance and others.
7. Improved teacher performance can be achieved if the teacher is open, creative, and has a high morale. Such a working atmosphere is determined by the principal's leadership style, namely the way the principal carries out leadership in his school.
8. The principal's managerial ability will have a role in improving teacher performance. Schools as formal educational institutions are a pattern of cooperation between humans who involve each other in a work unit (institutional). In the process of achieving educational goals, it cannot be separated from administrative activities.

D. The Influence of Organizational Culture on Teacher Performance in Schools

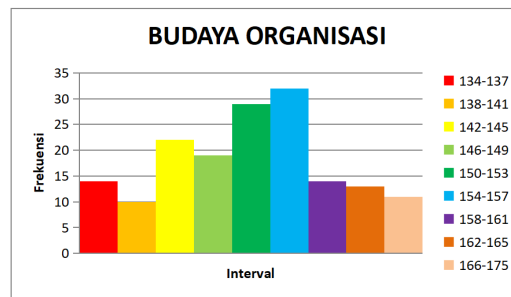
The organizational culture variable empirically has a score range of 36 with the lowest score of 134 and the highest score of 170. Based on the results of data analysis, it can be stated that the average score is 151.56 , standard deviation 9.105 , median 152.00 , mode 142 , number of grades 9 and length of grade 4 . Based on the results of these calculations, criteria were made regarding the level of organizational culture with the distribution as shown in the following table.

Distribusi Tingkat Budaya organisasi

| No | kelas interval | | | F | % |
|---------------|----------------|---|-----|------------|---------------|
| 1 | 134 | - | 137 | 14 | 9.00 |
| 2 | 138 | - | 141 | 11 | 6.00 |
| 3 | 142 | - | 145 | 23 | 13.00 |
| 4 | 146 | - | 149 | 19 | 12.00 |
| 5 | 150 | - | 153 | 30 | 18.00 |
| 6 | 154 | - | 157 | 32 | 20.00 |
| 7 | 158 | - | 161 | 15 | 9.00 |
| 8 | 162 | - | 165 | 14 | 8.00 |
| 9 | 166 | - | 175 | 11 | 7.00 |
| Jumlah | | | | 169 | 100.00 |

Sumber : Pengolahan Data Primer, 2020

The distribution of the levels of organizational culture can be depicted in a diagram as shown in the following figure.



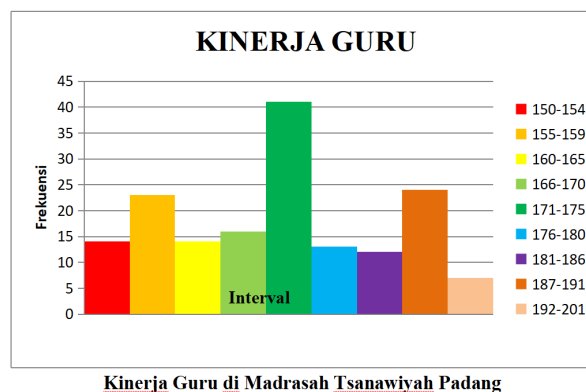
Performance variable empirically has a score range of 47 with the lowest score of 150 and the highest score of 197. Based on the results of data analysis, it can be stated that the average score is 172.05 , standard deviation is 12.696 , median is 173.00 , mode is 173 , number of classes is 9 , and class length is 5. Based on the results of these calculations, criteria are made regarding the level of Teacher Performance with the distribution as in the following tab el.

Table of Teacher Performance Distribution at Madrasah Tsanawiyah Padang

| No | kelas interval | | | F | % |
|--------|----------------|---|-----|-----|--------|
| 1 | 150 | - | 154 | 16 | 9.00 |
| 2 | 155 | - | 159 | 23 | 14.00 |
| 3 | 160 | - | 165 | 15 | 9.00 |
| 4 | 166 | - | 170 | 16 | 10.00 |
| 5 | 171 | - | 175 | 41 | 25.00 |
| 6 | 176 | - | 180 | 13 | 8.00 |
| 7 | 181 | - | 186 | 13 | 7.00 |
| 8 | 187 | - | 191 | 25 | 15.00 |
| 9 | 192 | - | 201 | 7 | 4.00 |
| Jumlah | | | | 169 | 100.00 |

Source: Primary Data Processing, 20 20

The distribution of the G u Performance level of the router can be depicted in the bar chart in the following figure



Kinerja Guru di Madrasah Tsanawiyah Padang

From the results of the regression analysis carried out, it will be sought whether the regression equation obtained is significant or not. If the $F_{\text{calculated}}$ value obtained is greater than or equal to F_{Table} at a significance level of 0.05, then the regression equation is declared significant and if it is greater than the 0.01 significance level, then the regression equation is declared very significant, but on the contrary if the $F_{\text{calculated}}$ value is more is smaller than the F_{table} with a significance level of 0.05, then the regression equation obtained is declared insignificant.

From the results of the linearity test of the influence of the research variables carried out by the F-test, it shows a linear relationship between the variables. Thus, the data meet the requirements for use in testing the research hypothesis. Furthermore, based on an analysis the influence of organizational culture on teacher performance, the value of $t = 2,945$ with $\text{sign} = 0.004$ at a confidence level of 0.05. Based on the 0.05 significance level, it means that the null hypothesis which states that there is no positive influence of organizational culture on teacher performance is rejected. Thus, it can be concluded that there is a positive influence of organizational culture on teacher performance.

Taking into account the model that has been filled with path coefficients above, it can be made a recapitulation of the direct and indirect effects of the causal variables on the effects with the results as below.

The direct influence of organizational culture on teacher performance.

$$\begin{aligned} X_2 \text{ against } Y &= \rho_{Y2} \times \rho_{Y2} \\ &= 0.180 \times 0.180 \\ &= 0.032 \text{ or } 3.2\% \end{aligned}$$

Based on the above calculation, it is known that the direct influence of the organizational culture variable on teacher performance is 3.2%. Thus, the summary of the analysis of the direct and indirect influence of organizational culture variables on teacher performance is 4.3%.

Performance is the result or description of a person's achievements associated with the responsibilities and roles they carry out Performance is the work done by each individual in helping the company or agency to achieve the company's or agency's goals. different levels of motivation.

In Wahyuni 's research, work motivation has a positive effect on employee performance in the financial department. This is shown in the results of a simple linear regression which has a tcount of 5.493 which is greater than the t-table of 1.985 and has a significance of 0.000 or below 0.05. Thus, it can be concluded that work motivation affects the performance of madrasa teachers.²⁸

Based on the results of the study, it shows that there is a significant influence of Madrasah organizational culture on teacher performance. This can be seen from the results of a simple regression statistical analysis of Madrasah organizational culture on teacher performance which shows

²⁸ Wahyuni, Laela Tri. "Perencanaan Strategik Madrasah dalam Meningkatkan Mutu Pendidikan: Studi Multisitus di MTs Negeri Jabung Blitar dan MTs Negeri Gandusari Blitar." (Diss. Universitas Islam Negeri Maulana Malik Ibrahim, 2015), 109.

the value of sig. = 0.003 less than 0.005. Such conditions indicate the high or low or whether the organizational culture of the Madrasah is followed by the high and low performance of teachers. This also means that a result is expected to be maximally achieved by or at least being harmonized with the work environment of the person concerned. Thus, organizational culture will affect the performance of employees in the organization. The organizational culture in this study is tangible; the value of organizational goals, the value of excellence, the value of unity of interest, the value that focuses on service, and the value of disciplined control. In the descriptive description, it is known that the teacher appreciates all these cultural manifestations well.

This condition explains the findings of the positive influence of organizational culture on teacher performance. Madrasah organizational culture and a conducive Madrasah climate reflect a safe and orderly Madrasah environment, optimism and high hopes or expectations from Madrasah residents, Madrasa health and student-centered activities are examples of Madrasah organizational culture that can foster teacher performance.

This finding also strengthens Mulyasa 's opinion which explains that a conducive Madrasah organizational climate and culture is characterized by the creation of a safe, comfortable, and orderly learning environment, so that learning can take place effectively. whole and unique.²⁹ The uniqueness of Madrasah culture is inseparable from the vision and the ongoing educational process that demands the existence of elements or components of Madrasah in an organization, especially teachers.

According to Burhanudin, a good work culture will improve work, so job satisfaction and attitudes also tend to be positive.³⁰ This is because some of the characteristics that exist in a person have interactions with certain climate dimensions and these interactions lead to certain conditions. The success of setting organizational goals in Madrasahs, building excellence, uniting the interests of various parties, and various cultural manifestations above is a conducive situation and encourages maximum performance of the people in it.

E. Conclusion

Based on the results of research and data analysis in the previous chapter, it can be concluded that, there is a significant direct and indirect influence between madrasa organizational culture on teacher performance by 4.3%, then there is a significant direct influence between organizational culture on teacher performance by 3.2%.

The results of this study can also contribute to knowledge, especially about the organizational culture of madrasahs on teacher performance, this shows that teacher performance can be improved and organizational culture can be improved. The theoretical improvement of organizational culture can be done by improving aspects that include: consistency, involvement, mission, and cultural

²⁹ E. Mulyasa, *Kurikulum Berbasis Kompetensi*. (Bandung: Remaja Rosdakarya, 2003). 90

³⁰ Burhanuddin. *Analisis Administrasi, Manajemen dan Kepemimpinan Guru di Indonesia*. (Jakarta: Penerbit Bumi Aksara. Depdikbud, 1994), 80.

adaptation. The theoretical increase in work motivation can be done by increasing aspects which include: individual characteristics, job characteristics, and organizational characteristics. The theoretical improvement of teacher performance can be done by improving pedagogics which include: mastery of material, mastery of teaching methods and strategies, ability to manage class and evaluation. It is hoped that these findings can be used as a reference for relevant research in the future, especially those related to the performance of madrasah tsanawiyah teachers.

F. References

- Amstrong, M., & Baron, A. *Performance Management*. London: Institute of Personel and Development, 1998.
- Bateman, T. S. & Snell, S. A. *Manajemen, Kepemimpinan dan Kolaborasi dalam Duna yang Kompetitif* (7 ed.). Jakarta: Salemba Empat, 2009.
- Burhanuddin. *Analisis Administrasi, Manajemen dan Kepemimpinan Guru di Indonesia*. Jakarta: Penerbit Bumi Aksara. Depdikbud, 1994.
- Colquitt.A.J, Lepino. A. J, W. J. "Organizational Behavior, Improving Performance and Commitment in Work Place." *Mc. GrawHill Education*, 2015 : 39.
- Danim, Sudarwan. *Perkembangan Peserta Didik*. Bandung: Alfabeta, 2010.
- Gistituati, N, et al. "Contribution of Leadership Style and Implementation of Principal Supervision on the Performance of Elementary School Teachers." *Basicedu Journal*, 2021: 663 – 671.
- Glaser, S. R., Zamanou, S., & Hacker, K. "Measuring and Interpreting Organizational Culture." *Management Communication Quarterly*, 1987: 173– 198.
- Glassman, N. S. *Evaluated Based Leadership: School Administration is Contemporary Perspective*. New york: State University of New York Press, 1986.
- Hamzah Jusoh, and Azmizam Abdul Rashi. "Efficiency in Urban Governance towards Sustainability and Competitiveness of City: A Case Study of Kuala Lumpur." *World Academy of Science, Engineering and Technology*, 2008.
- Hartinah, Sitti. "Model Kepemimpinan Transformasional Kepala Sekolah SMK Negeri." *Jurnal Pendidikan dan Kebudayaan*, 2011.
- Hartman, Haris &. *Organizational Behavior*. New York: Psychology Press, 2002.
- Invancevich., Gibson &. *Organizational: Behavior, Structure, Process*. New York : McGraw Hill, 2011.
- Koswara. "Kompetensi dan Kinerja Guru Berdasarkan Sertifikasi Profesi." *Jurnal Pendidikan Manajemen Perkantoran*, 2016.
- Maisah, Martinis Yamin and. *Kepemimpinan dan Manajemen Masa Depan*. Bogor : IPB Press, 2010.
- Mangkunegara. *Sumber Daya Manusia Perusahaan*. Bandung: Remaja Rosdakarya, 2005.
- Mulyasa, E. *Kurikulum Berbasis Kompetensi*. Bandung: Remaja Rosdakarya, 2003.
- Nadeem, Mohammad, et al. "Teacher's Competencies And Factors Affecting The Performance Of Female Teachers In Bahawalpur (Southern Punjab) Pakistan." *International Journal of Business and Social Science*, 2011.

- Sagala, Syaiful. *Strategic Management in Improving the Quality of Education*. Bandung: CV. Alfabeta, 2011.
- Schein, E. H. *Organizational Culture and Leadership. Third Edition*. San Francisco: Jossey-Bass, 2004.
- Sudjana, N. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya, 2009.
- Supardi. *Kinerja Guru*. Jakarta: Raja Grafindo Persada, 2014.
- T. H, Handoko. *Manajemen Personalia dan Sumberdaya Manusia, Edisi Kedua*. Yogyakarta: BPFE, 2008.
- Tika, H. M. P. *Budaya organisasi dan peningkatan kinerja perusahaan. GIS for the Coastal Zone: A selection of Papers from Coast GIS 2006*. Jakarta: PT. Bumi aksara, 2006.
- Usman, Akbar. *Metodologi Penelitian Sosial*. Jakarta: Bumi Aksara, 2006.
- Wahyuni, Laela Tri. *Perencanaan Strategik Madrasah dalam Meningkatkan Mutu Pendidikan: Studi Multisitus di MTs Negeri Jabung Blitar dan MTs Negeri Gandusari Blitar*. Diss., Malang: Universitas Islam Negeri Maulana Malik Ibrahim, 2015.
- Wibowo. *Perilaku Dalam Organisasi*. Jakarta: Raja Grafindo Persada, 2013.