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by Andang Sunarto

Organizational Culture and the Improvement of Teacher Performance

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Abstract—This study aims at describing the efforts to improve teacher performance. The method used in this research is a quantitative, descriptive and verification approach. The type of investigation is kausalitas and Path Analysis techniques with the help of SPSS. The component that becomes a benchmark is the improvement in teacher competency and teacher performance assessment. These two things are called teacher performance inherent in the teacher's functional position in carrying out the main tasks, functions and responsibilities. Early Competency Test is the initial forum for involvement in teacher performance management. Teacher performance management can be seen from Early Competency as a national recognition database, teacher performance appraisal institutions such as Institution of Education Quality Assurance, Universities collaboration on achieving the improvement of teacher performance. The results of this study discuss two programs that influence the organizational culture as an effort to improve the performance of Madrasah Aliyah (Religious Senior High School) teachers in Bengkulu province. The results show that the Madrasah organizational culture has a positive and direct significant effect on teacher performance. Therefore, it can be suggested that if we want to improve teacher performance, we have to improve the work culture organization.

Keywords—organizational culture; teacher performance

I. INTRODUCTION

Teacher performance is a determinant of the quality of education. Education plays an important role as a provider of skilled and qualified educators [1]. Human resource management builds the progress of life in society, nation and state. Khairiah said that developed countries were influenced by advanced education [2]. In developing human resources, the implementation of education must be managed in a quality manner, because the quality of education is determined by the quality of teacher performance. In accordance with government regulations Number 17 of 2010 concerning management and implementation of education [3].

Preparation for processing human resources that capable to manage the quality education requires an education quality assurance strategy. Quality of education is capital in entering a new century of globalization with intense of competition among nations where the 21st century is the century of quality [4], To be able to follow globalization requires the quality of teacher performance both quantitatively and qualitatively [5]. Teachers must have adequate competitive advantage, because

competitive advantage is the heart of performance that places generic strategies into work practices.

At present, the quality of teacher performance shows unfavorable conditions. Weaknesses in madrasah education problems are human resource problems in performance management, learning services, and the quality of teacher performance that is still low [5]. Teacher performance such as the results of the Early Competency Test (UKA) in 2012 was only 42, 22 [6]. The internal problem of madrasas has been felt by all parties, especially the management system and the work ethic of the teacher [7]. This is exacerbated by inappropriate teachers and may be categorized as unqualified or underqualified, which means that the teacher does not have teaching qualifications, secondly, the teacher is decent but a wrong profession (mismatch) means that his educational background is inappropriate. Nearly 60% of state madrasa teachers are in the category of inadequate and 80% in private madrasas. Whereas 20% of them are decent but wrong profession in public madrasas and the remaining 20% are truly appropriate and in accordance with the study profession taught [8]. Madrasah teachers (25%) who is in mismatch profession [9].

Ministry of Religion data shows that madrasa teachers, 24.40% still do not meet the minimum qualifications, namely S1 and D4 education level and approximately 30% of educators are not in accordance with their fields of expertise [10].

The data of Madrasah teacher in Bengkulu province as many as 4,847, consisting of 3,384 (69, 81%) Non civil servant and 1,463 (30,183%) civil servant, as well as data of *Madrasah Aliyah* (equivalent to Senior High School / Vocational School) of 50 institutions, consisting of 14 State institutions and 36 Private institutions, with the number of teachers are 976 that consist of 371 (38.01%) civil servants and 605 (61, 98%) non civil servants [11]. With the large number of private education units, the achievement of the performance of Madrasah Aliyah teachers in Bengkulu province has not been optimal. The gap between hope and reality. As a result of the pre-test of teacher performance assessment is 39, 99. The Post Test of teacher performance assessment is 46, 48 [11]. Likewise in the realm of research and scientific publications, according to the Head of Madrasah Education, the Regional Office of the Ministry of Religion of Bengkulu Province said that teachers still lacked a culture of writing, conducting research, and scientific

publications. This can be seen in the proposal for teacher promotion, it is difficult to penetrate the rank IV / B class, because they must collect credit numbers from the elements of professional development. This number is obtained from the writing of scientific papers in the form of research, scientific essays, popular scientific writings, books, dictates and translations. Data on Madrasah Education sector of Regional Office of the Ministry of Religion of Bengkulu with the ranks of civil servant, namely: rank II / C with 0, 53%, rank II / D with 0, 53%, rank III / A with 3, 50%, rank III / B with 12, 93%, rank III / C with 23, 98%, rank III / D with 24, 79%, rank IV / A with 33, 15%, and rank IV / B with 0, 53% from the total of teachers with civil servant level in Bengkulu Province who wrote scientific articles as mentioned above [12].

From the problem above, this study aimed at explaining the organizational culture of madrasah in Bengkulu province in maintaining the quality of teacher performance in Indonesia as madrasah education in Bengkulu. This paper discusses the organizational culture of madrasah in guarding teacher performance improvement programs in preparation for the Teacher's Early Competency Test.

II. METHOD

The method used in this research is a quantitative, descriptive and verification approach. The type of investigation is causality and Path Analysis techniques with the help of SPSS. The location of conducting this research was in the office of religion ministry of Bengkulu province, namely the State Religious Senior High School that consists of 14 schools and Private Religious Senior High School that consists of 36 schools in the entire of Bengkulu province. The population of this research was the teachers in State and Private Religious Senior High School in Bengkulu Province. Personal data of 971 teachers that consist of civil servant and non-civil servant from 10 offices of religion ministry of Bengkulu province, namely region ministry office of Bengkulu city, Bengkulu Tengah regency, North of Bengkulu regency, Muko-Muko regency, Seluma regency, South of Bengkulu regency, Kaur regency, Kepahiang regency, Lebong regency, and Rejang Lebong regency. The process of determining the sample in this research was random sampling technique by considering the aspect of representation an equality of characteristic from the population [13]. According to Nasution, determining the sample is 10% from the population [14]. Based on this explanation, the sample of this research was 10% from the total of teachers of religious senior high school in Bengkulu province or 976 teachers was 98 teachers.

III. RESULT AND DISCUSSION

A. Madrasah Organizational Culture Guards the Early Competency Test Program as a Basis for Teacher Performance Evaluation

Organizational culture has an impact on the quality of teacher performance and this is an inspiration to the development of teachers towards the birth of competent quality performance of teachers. Organizational culture is the set of shared values, beliefs, and norms that influence the way employees think, feel and behave toward people outside the organization [15]. Colquitt said Organizational culture has a positive effect on performance. Employees who feel they are in accordance with the organization tend to have a higher level of performance, so that it influences strong behavior and has high performance achievements in working competently [16]. 4 (four) competent, namely pedagogic, personality, social and professional, have an important contribution in the assessment of teacher performance for the Early Competency Test of teachers and can develop knowledge in improving knowledgeable, skilled, skilled and competent Human resource.

The condition of the quality of madrasah education in the human resource aspect is indicated by the teacher's low performance in the competency test, namely pedagogic, personality, social and professional. The teacher competency improvement data shown by the Madrasah Education Sector of the Bengkulu Provincial Ministry of Religion Regional Office, there are still many teachers who have low performance scores in improving teacher competency. Of the 976 teachers tested, 70% (683 teachers) received low scores of 0-59, while teachers who scored 60-69 were 20% (195 teachers), 70-79 as many as 7% (68 teachers) and grades 80-100 as many as 3% (30 teachers) [11]. Madrasah teacher data in Bengkulu province as many as 4,847, consisting of 3,384 (69, 81%) non civil servants and 1,463 (30,183%) civil servants, as well as data of Madrasah Aliyah from 50 institutions, consisting of 14 state institutions and 36 Private institutions, with the number of teachers 976 consisting of 371 (38.01%) civil servants and 605 (61, 98%) non civil servants [11].

Field of Madrasah Education, the Office of the Ministry of Religion of the Province of Bengkulu has made efforts to change the quality of teaching staff, and education staff, the quality of the learning process, and the quality of graduates. The main priority is to change quality in line with the demands of community needs, especially changes in management of teacher quality, quality of learning, and quality management of graduates. Madrasah Aliyah in Bengkulu seeks and strives to improve the quality of the learning process through efficient management theory of institutions and effective services [17]. According to Khairiah, which ultimately synergizes with organizational instruments, technology, systems, strategies and commitments, so that patterns of interaction between human resource performance in organizations are balanced and harmonized so that organizations can continue to exist and be sustainable [18]. So that one can understand the values, norms, symbols that occur in the organization to produce the expected performance through 4 (four) competencies, namely pedagogic, personality, social and professional. Based on the results of the calculation of the analysis, the results of the research and explanation of the answers to the hypotheses can be described as follows:

Path analysis (path coefficient, correlation), it turns out that there is a direct influence of organizational culture on teacher performance. The calculation results obtained by the Py1 path coefficient = 0.108. And the value is good from 0, 05. The results of the study show that organizational culture has a direct effect on the performance of Madrasah Aliyah teachers in Bengkulu province.

Regarding the quality of teacher performance and the organizational culture of the madrasah in overseeing the Initial Competency Test program as the basis for teacher performance assessment, the results of this study reinforce the opinions of experts as follows: The results of this study are consistent with Gambi et al. who stated that culture is concerned with the subjective perspective of what goes on in organization [19]. Organizational culture is everything related to the subjective perspective that occurs within the organization. As Sumarto and Subroto stated that the organizational culture is largely a matter of norm. In addition, Sumarto and Subroto added the concept of organizational culture, organizational culture was widely used in management circles, sometimes as a convenient catchall for why things happen or do not [20]. Organizational culture is largely a matter of work norms. In line with the work culture in the Ministry of Religion which has 5 (five) work cultures, this is the difference between the work culture of the Ministry of Religion and other Ministries. On March 5, 2015 Minister of Religion, Lukman Hakim Saifuddin, launched five work cultures of the Ministry of Religion namely; first, integrity (harmony between heart, mind, words and actions that are good and right); second, professionalism (working in a disciplined, competent and timely manner with good results); third, innovation (perfecting existing things and creating new things better); fourth, responsibility (work thoroughly and consequently); fifth, exemplary (a good example for others).

The work culture of the Ministry of Religion whose logo is sincere charity contains sincere meaning into individual intrinsic value in relation to faith and belief in God while doing charity leads to extrinsic value as individual self-realization in real activities. With charity, one's sincerity becomes actual and with sincerity, his deeds become meaningful and have divine spiritual values. Furthermore, the work culture characteristics of the Ministry of Religion. The sincerity of charity in the context of work culture is the basic value that frames the entire work structure carried out by employees in the Ministry of Religion, as a basic value, sincerely charity is a spirit that radiates energy that moves attitude and behavior) [21]. So that all employees of the Ministry of Religion are required to adjust to this basic value, thus creating a sense of identity as employees of the Ministry of Religion. The implementation of this basic value distinguishes the unique image of Ministry of Religion employees with Ministry employees or other agencies in performing to improve work performance.

B. Madrasah Organizational Culture on Teacher Performance Improvement for Teacher Competency Test Preparation

Organizational culture is the values, norms, assumptions, symbols, beliefs, beliefs that are valid and carried out in the organization and regulates the behavior of work patterns, in carrying out their main duties, functions and responsibilities in an effort to achieve organizational goals effectively, efficiently, transparently and accountably through four competencies namely pedagogic, personality, social and professional.

Regarding the quality of teacher performance and the organizational culture of madrasas for the preparation of teacher competency tests as the basis for teacher performance assessment, the results of this study reinforce the opinions of

experts as follows: Pfister share organizational culture into 4 (four) characteristics as follows: a pattern of basic assumptions that a group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, which is represented in a system of shared values [22]. Organizational culture has four characteristics, namely: first, shared understanding among group members, second, interaction of group members, third, implicit or explicit; fourth, based on history and tradition; values and norms governing group member behavior are the key words of organizational culture. Value is an implication of the importance and upholding of an organization, while norms are an organizational effort to regulate the attitude and work behavior of its members to perform effectively, efficiently, transparently and accountably according to their main tasks, functions and responsibilities [23]. this statement is in line with Choo who stated that Organizational culture is a system of shared values (what is important) and beliefs (how things work) that shape a company's people, organizational structures, and control systems to produce behavioral norms (the way we do things around here) [24].

In addition, Ng'ang'a and Nyongesa stated that performance is provided by individuals, teams or work units, or organizations [25]. Performance is a form of quality and quantity of work and services produced, which are provided according to the main tasks, functions and responsibilities at work. According to Nikpour, the performance of jobs that are related to the purpose of organizational quality, efficiency and other criteria of effectiveness [26]. To determine the level of a person's ability through the process of measuring performance appraisal of his ability to perform basic tasks, functions and responsibilities at work. Performance is also the role and function of the work business and competency in reaching the desired level. Teacher performance is the real behavior of teachers in carrying out work related to their main tasks, functions and responsibilities in teaching with indicators; planning learning programs, implementing learning, evaluating learning outcomes and following up on the results of the assessment and it was stated that the theory and results of this study could strengthen the findings of previous researchers and strengthen theories about the direct influence and indirect influence of organizational culture on teacher performance [27].

IV. CONCLUSION

Based on the results of data analysis and statistical calculations in this study, it can be concluded that the results of hypothesis analysis show that the madrasah organizational culture has a positive and direct significant effect on teacher performance. The results of the study show that the madrasah organizational culture has a positive and direct significant effect on teacher performance. It means that if the madrasah organizational culture as the guardian of the Early Competency Test program is good, the results of the teacher's performance evaluation will be good and increase. Teacher's organizational culture in the main tasks, functions and responsibilities has a positive and significant effect on improving teacher performance. The results of the study show that teachers performance according to their main tasks, functions and

responsibilities have a positive and significant influence on improving teacher performance which means that if the work patterns, work values, norms are in accordance with the main tasks, functions and responsibilities of the teacher, the teacher competency test results will be good and increase.

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