Effect of Work Culture on Teacher Performance in Public High Schools in Kendari City

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Abstract

This study aims to analyze and describe the presence or absence of effect of work culture on teacher performance in Public High Schools in Kendari City. This research is a research that uses a quantitative approach. The population of this study was 470 teachers, with a total sample of 216 teachers. The sample was determined by using probability sampling technique using proportional stratified random sampling. Data analysis technique with structural equation modeling is used to test the hypothesis. The results showed that the value of C.R=0.039 with probability=0.969 (p>0.05). So, it can be concluded that work culture has no positive and significant effect on teacher performance in Public High Schools in Kendari City.

I. Introduction

Many factors also influence the low quality of education. When viewed as a system, the factors that affect the quality of education include raw or student inputs, instructional environment, educational processes and educational outputs. In the educational process, there are activities of teachers teaching, students learning, administrative management systems, as well as principal leadership mechanisms that need to be optimized so that the quality of education can be improved. There are two things that explain why efforts to improve the quality of education so far have not been successful. First, the education development strategy so far is more input oriented. Such a strategy is more standardized on the assumption that when all educational inputs have been met, such as the provision of books and other learning tools, educational institutions will automatically produce quality outputs as expected. It turns out that the input-output strategy introduced by the education production function theory of Orey and Fitzgerald (2004) does not fully function in educational institutions, but only occurs in economic and industrial institutions. Second, the management of education so far has been more macro-oriented, regulated by the ranks of the central level bureaucracy. As a result, many factors projected at the macro level do not occur or work as they should at the micro level. Or in other words, the complexity of the scope of educational problems, often cannot be thought out completely and accurately by the central bureaucracy.

Work culture is "all philosophies that are based on a view of life as values that become the nature, habits, and driving forces that are entrenched in a community group or organization, then reflected from attitudes into behaviors, beliefs, ideals, opinions and actions that are realized. as work or work, implementing a work culture has a very deep meaning, because it will change the attitudes and behavior of human resources to achieve higher work productivity in facing future challenges" (Triguno 1995:3).

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

In the world of education, improving teacher performance is absolutely necessary so that the quality of education can increase. This is as stated by Sahertian (2000:160) that high performance in a group of teachers based on education level raises efforts to promote more effective teaching and learning situations. Most of the teacher's performance in class activities is the ability to create optimal teaching conditions. Optimal learning conditions can be achieved if the teacher is able to manage students and teaching facilities and control the class in a pleasant atmosphere to achieve goals. Teachers who have good performance will be able to grow the enthusiasm and motivation of students to learn better, which in turn will be able to improve the quality of learning and the quality of education in schools.

Based on this study, the performance of a teacher as a figure of a good teacher is influenced by several factors. One of the factors that can affect the performance of a teacher is work culture. Senior high schools in the Kendari City have not been fully productive in implementing the school programs that have been planned from input, process and output. The output of senior high schools in Kendari City has not shown the quality of graduates expected by the community. The impact that arises from the ineffective management of the system has resulted in poor school management. This is related to the low performance of teachers in senior high schools in Kendari City. Things that are cases in high schools like this, are caused by one factor, namely work culture.

This study aims to analyze and describe the presence or absence of effect of work culture on teacher performance in Public High Schools in Kendari City.

II. Review of Literature

2.1 Work Culture

Culture is the basic assumptions and beliefs among members of a group or organization. The main function of culture is to understand the environment and determine how people in the organization respond to things, deal with uncertainty, and confusion. Culture is a view of life that is jointly recognized by a community group that includes ways of thinking, behavior, attitudes, values that are reflected in both physical and abstract forms (Nurkolis, 2002). The same thing was expressed by other figures Mulyana and Rakhmat in Ndraha (1997:8), which stated that, "Culture is an order of knowledge, experience, beliefs, attitudes, meanings, hierarchies, religion, time, roles, spatial relations, the concept of the universe, material objects and possessions acquired by most groups of people from generation to generation through the efforts of individuals and groups". Culture is at the core of an organization, a psychological quality that expresses agreement, implicit or explicit, on how decisions and problems are approached. It is a pattern of basic assumptions that groups have created, discovered, or developed in learning to address problems that are external adaptation and internal integration, and which have worked well enough to be considered valued, and therefore, to be taught to new members as the correct way. to see, think and feel in relation to problems.

Culture is created by humans as an adaptation to the physical and internal environment. These adaptations are habits that are cultivated by individuals or groups, which continue to be passed down from one generation to the next, in order to remain sustainable. In connection with the two definitions of culture, Shein and Mulyana in Ndraha (1997:43), provide further explanation about "basic assumptions include shared attributes, such as uniforms, shared language, for example expressions, togetherness activities, such as community service meetings and feelings of togetherness, for example, condolences, congratulations. These basic assumptions will become guidelines for individuals or groups in adapting to the external environment and survival.

Work culture is "all philosophies that are based on a view of life as values that become the nature, habits, and driving forces that are entrenched in a community group or organization, then reflected from attitudes into behaviors, beliefs, ideals, opinions and actions that are realized. as work or work, implementing a work culture has a very deep meaning, because it will change the attitudes and behavior of human resources to achieve higher work productivity in facing future challenges" (Triguno, 1995:3).

2.2 Teacher Performance

The term performance is a concept that is quite broad in meaning because it relates to individual behavior in carrying out work. Therefore, to obtain good and quality performance, it is necessary to have a continuous process and management in order to get the desired. This definition shows that performance is seen as an embodiment in the achievement or fulfillment of the tasks assigned to it.

Tteacher performance can be seen from the teacher's teaching tasks which are divided into three stages, namely the pre-teaching stage, the teaching stage, and the post-teaching stage. Teaching in front of the class is a manifestation of interaction in communication and the teacher holds the key that really determines the success of the student learning process. As the key holder, the teacher must carry out the following behaviors; 1)clarity in conveying information verbally and non-verbally, 2)teacher's ability to make variations on tasks and behavior, 3)teacher's warm and enthusiastic nature in communicating, 4)task-oriented teacher behavior, 5)teacher behavior in making variations questioning skills, 6)the ability of the teacher to determine the level of difficulty of teaching, 7)the ability of the teacher to allocate teaching time according to the planning of the teaching unit.

III. Research Method

This research is a research that uses a quantitative approach. Quantitative approach is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Pandiangan et al., 2021). Researchers use quantitative approach to observe situations or events that affect people. Quantitative approach produces objective data that can be clearly communicated through statistics and numbers. We do this in a systematic scientific way so the studies can be replicated by someone else (Pandiangan, 2022).

This research has been carried out at Public High Schools in Kendari City. The selection of Public High Schools in Kendari City was based on the results of pre-research in several Public High Schools in Kendari City which showed that the performance of Public High Schools in Kendari City teachers was not optimal. Population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. In statistics, a population is the pool of individuals from which a

statistical sample is drawn for a study (Asyraini et al., 2022; Octiva, 2018; Pandiangan et al., 2022). The population in this study were all Public High Schools in Kendari City which consisted of eleven Public High Schools, namely: Public High Schools Kendari 1, Public High Schools Kendari 2, Public High Schools Kendari 3, Public High Schools Kendari 4, Public High Schools Kendari 5, Public High Schools Kendari 6, Public High Schools Kendari 7, Public High Schools Kendari 8, Public High Schools Kendari 9, Public High Schools Kendari 10, and Public High Schools Kendari 11, the population of this study was 470 teachers, with a total sample of 216 teachers. Sample refers to a smaller, manageable version of a larger group. It is a subset containing the characteristics of a larger population. Samples are used in statistical testing when population sizes are too large for the test to include all possible members or observations (Octiva et al., 2018; Pandiangan et al., 2018). The sample was determined by using probability sampling technique using proportional stratified random sampling. The strata are formed based on members' shared attributes or characteristics such as income or educational attainment. Stratified random sampling is also called proportional random sampling or quota random sampling (Pandia et al., 2018; Octiva et al., 2021; Pandiangan, 2015).

Data analysis technique with structural equation modeling is used to test the hypothesis. Structural equation modeling is a label for the diverse set of methods used by scientists in experimental and observational research across science, business, and other fields. It is most widely used in the social and behavioral sciences (Pandiangan, 2018; Tobing et al., 2018).

IV. Results and Discussion

4.1 Description of Research Data

The results showed that of the 216 teachers studied in this study, the work culture was in the category included in the good criteria. With the standard deviation showing a small value, this small standard deviation value means the tendency to approach the average value, meaning that the work culture is close to good criteria.

4.2 Hypothesis Test Results

Table 1. Regresion Weight

			Estimate	S.E.	C.R.	P	Label
KG	<---	BK	0.004	0.097	0.039	0.969	par_25

Source: SPSS AMOS 23 (2019)

The results showed that the value of C.R=0.039 with probability=0.969 (p > 0.05). So, it can be concluded that work culture has no positive and significant effect on teacher performance in Public High Schools in Kendari City. The results of this study indicate that work culture does not have a direct influence on teacher performance. Teacher work culture is certainly related to honesty, discipline and perseverance, strong will to learn duties, and obligations and so on but it is not able to improve teacher performance. This study proves that work culture has no effect on teacher performance.

Work culture is a way of life in an organization, Brown 1998 in Gijoh (2013), states that organizational culture is a form of beliefs, values, ways that can be learned to cope and live in organizations, organizational culture tends to be realized by members of the organization. Work culture is a system of values, perceptions, behaviors and beliefs held by each individual employee that is sustainable in the workplace including increasing

productivity, work culture is derived from organizational culture (Gijoh, 2013). Work culture indicators can be categorized into three, namely; a)habits, namely behavior based on awareness of rights and obligations, freedom or authority and responsibility both personally and in groups within the scope of the work environment, b)regulations, are a form of firmness and the most important part to realize disciplined employees in complying with all forms of regulations that applies, and c)values, which are a person's appreciation of what is more important or less important, what is better or less good, and what is more true or less true. and groups of employees about the meaning of work and its reflection in activities to achieve organizational and individual goals. It is important to develop a work culture because of its positive impact on achieving change. The good performance of a company reflects the potential of the company to develop into a more "competitive" which in turn will foster a good image of the company and the resulting synergistic effect between performance and image will spur further development of the company.

The work culture developed by Denison and Mishra (1995) and then studied empirically in Russia (Fey and Denison, 2003), where the model can also be applied in Russia. The dimensions in the cultural model developed by Denison include; 1) adaptability, 2) mission, 3) involvement, and 4) consistency. Furthermore, there are five aspects that can be used as a measure in assessing teacher performance, namely; a) quality of work, b) punctuality, c) initiative, d) ability, and e) communication. Meanwhile, according to Cooper that the performance of teachers can be seen from their competencies, namely there are four competencies; a) have knowledge of learning and human behavior, b) know knowledge and master the field of study that he fosters, c) have the right attitude about himself, school, peers, and the field of study he is fostering, and d) have skills in teaching techniques.

The results of this study indicate that a work culture that is already appropriate and good does not necessarily improve teacher performance. Many other factors also influence both internally and externally to improve teacher performance. According to Lunenburg and Ortein (2000:329) teacher performance is strongly influenced by school management factors, namely the role of the principal such as leadership roles, managerial roles, curriculum, and instructional roles. One of the factors that affect the quality of learning is the teacher variable, because the teacher has a fairly dominant influence on the learning process and is responsible for the learning process in the classroom.

The results of this study are in line with the opinion of Burhanudin (2005:34), there are many factors that influence teacher performance including the level of teacher education, teaching supervision, upgrading programs, conducive climate, facilities and infrastructure, physical and mental conditions of teachers, leadership style of the principal schools, welfare insurance, principal managerial skills, training, and incentives.

Teacher performance in school organizations is basically determined by the ability and willingness of teachers to participate in supporting the teaching and learning process. This factor is the potential of teachers to be able to carry out their duties to support the needs of educational facilities in schools.

Burhanudin (2005:105) suggests that efforts to improve work performance are; a)pay attention to and fulfill personal and organizational demands, b)information on positions and duties of each member of the organization, c)implementation of effective supervision and guidance on members of school organizations, d)assessment of school staff programs in the context of improvement and guidance as well as optimal development, and e)apply transactional and democratic leadership.

The results of this study are different from the results of previous studies, such as that conducted by Nurjanah (2008) entitled, "The Influence of Leadership Style and Organizational Culture on Organizational Commitment in Improving Employee Performance (Study at the Scope Bureau of the Ministry of Agriculture)". The purpose of this study was to examine the effect of leadership style and organizational culture on organizational commitment in improving employee performance at the Bureau of the General Secretariat of the Ministry of Agriculture. The variables of this research are leadership style, organizational culture, organizational commitment, and employee performance with data analysis using structural equation modeling. The results showed that leadership style had a positive and significant effect on organizational commitment. Leadership style has a positive and significant effect on organizational commitment. Organizational culture has a positive and significant effect on organizational commitment. Organizational commitment has a positive and significant effect on employee performance. Leadership style has a positive and significant effect on employee performance. And organizational culture has a positive and significant effect on employee performance.

Differences in research findings is a natural thing because teacher performance is influenced by many factors. According to Siagian (2002:223) basically there are factors that also influence performance, including competence, ability, physical condition, and various other factors that also influence a person's performance. Someone who has a good physical condition will tend to have good endurance so that in the end it will be seen from the level of passion that increases and is balanced with high productivity. In addition to this, a person's ability will play a very important role in his role in the organization.

Although the results of this study cannot prove the influence of work culture on performance, based on the results of previous studies in terms of work culture, it is necessary to improve work culture such as honesty, discipline, perseverance, diligent, and responsible, strong will to learn their duties and obligations, efforts to continue to learn to develop skills and knowledge.

V. Conclusion

The results showed that the value of C.R=0.039 with probability=0.969 (p>0.05). So, it can be concluded that work culture has no positive and significant effect on teacher performance in Public High Schools in Kendari City.

Suggestions for this research are:

For the Development of Science

1. The results of this study can contribute to the development of educational science. Besides that, it is hoped that it can enrich scientific knowledge for academics who will conduct research on education which in turn can support the implementation of research activities in educational units.
2. The results of this study can be used as reference material for further researchers, by developing broad concepts and objects so that educational research is more comprehensive.

For the Policy Government

1. The results of this study can be used by the Department of Education and Culture in order to establish policies to improve the teaching quality of teachers in the education unit as an effort to improve the quality of education.
2. The results of this study can provide information for the government regarding the importance of significantly improving the quality of teachers in education units through

a work culture by providing training and scholarship opportunities for teachers who continue their education.

For the Community in This Case the Education Unit
1. The findings in this study can provide information for educational units in improving teacher performance through work culture.
2. The findings in this study can provide information for teachers about a work culture that can improve their performance.

For the Next Researcher
1. The next researcher should conduct research at all levels of elementary school, junior high school, and high school education, so that it can be a comparison or development of this research.
2. Further researchers should develop variables and research models that can improve teacher performance, such as principals' leadership behavior, organizational innovation, and self-concept.

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