

## The Contribution of Organizational Culture in Schools to Improving Teacher Performance

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**ABSTRACT.** The role of organizational culture in improving school quality cannot be ignored, such as hard work habits, responsibility, relationships between school members, and efforts to improve quality. Meanwhile, teacher performance is very important for academic achievement. This study aims to reveal the extent of the role of organizational culture in schools in improving teacher performance. The approach used in this study is qualitative by using the narrative literature review method. The results of this study indicate that the role of organizational culture on teacher performance is very large. However, the implementation of organizational culture faces various obstacles, such as the socialization of regulations that have not been maximized, teachers who have not been disciplined, and in general, school residents who are comfortable with their previous habits. The influence of organizational culture on teacher performance and teacher motivation is quite significant. What needs to be anticipated are the implications because organizational culture that has been embedded for a long time sometimes becomes an obstacle to the change process.

**Keywords:** *Organizational culture, School, Teacher Performance*

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## INTRODUCTION

Education cannot be separated from human life, which is required to develop and be a determinant of the creation of quality humans to obtain social skills in a nation. In addition, education means transferring knowledge or transferring knowledge (Ibrahim, 2013). The function of national education is to form the ability and character of a student in the future, which aims to develop his potential to become a man of faith, fear of God Almighty, and creative, independent, and responsible.

As explained in the Law of the Republic of Indonesia Number 20 of 2003, national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty. , have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To achieve these educational goals, a school organizational culture with a vision and mission is needed because the vision and mission must contain elements of the organization, including teachers (Handayani & Rasyid, 2015). To improve the quality of schools, the organizational culture must also be improved, such as a culture of hard work, responsibility, relationships between school members, improving the quality of students, and the school's

relationship with the surrounding environment (Ginting, 2011). If schools have leaders who are participative, responsible, and can motivate, it can improve teachers' performance (Handayani & Rasyid, 2015).

Organizational culture is a set of customs that exist in an organization and affect a member's behavior in the organization (Febriantina et al., 2018). According to Muchlas (2008), organizational culture is a trait of an organization that members of a particular organization develop to overcome problems and adapt to various circumstances. Some opinions of other experts regarding organizational culture are a collection of principles, traditions, and ways of working that a group of people do and affect the organization (Robbins & Coulter, 2010; Sutrisno, 2010). Siswandi (2012) formulates organizational culture as a value, belief, assumption, and norm used by members of the organization to solve problems within the organization. So organizational culture can be interpreted as a form of conjecture found in organizations to overcome various problems and adapt and be creative among members of the organization (Muchlas, 2008; Tampubolon, 2004).

In addition, school organizational culture also affects quality education because teachers' performance in schools is continuously improved. Teacher performance is the teacher's behavior in doing his job (Handayani & Rasyid, 2015). Teacher performance reflects individual and group work behavior and expression in carrying out their responsibilities (Eros, 2014). Meanwhile, Robbins & Coulter (2010) explained that performance results from an activity to produce work performance. Veithzal (2005) said that performance results from a person's work in doing his job for a certain period by members of the organization. Meanwhile, Rusyan (2005) argues that teacher performance is the implementation of activities carried out by teachers in learning that are beneficial for schools and students in conducting assessments.

In the implementation of school organizational culture, the interaction of each school member becomes a very important benchmark because one of the functions of school organizational culture aims to adapt between school members. In addition, in implementing school organizational culture, the parameters of the successful implementation of school organizational culture are that all school members must develop and have values (Kanta et al., 2017). Based on research conducted by Febriantina, Lutfiani, and Zein (2018); Ginting (2011); Eros (2014); Handayani & Rasyid (2015); and (Kanta et al., 2017) that organizational culture in schools has a very important role in building and improving teacher performance in schools because the role of school organizational culture is to form a culture that builds cooperation among organizational members, with that organizational culture aims at to achieve goals and contribute to organizational systems such as improving teacher performance.

The implementation of organizational culture in one of the schools in Sabah, Malaysia, studied by (Billy & Taat, 2020), shows that teacher performance and commitment are still low. So that when there is an effort to improve organizational culture in schools, it causes teacher commitment and performance to increase. This is in line with the research conducted by Febriantina et al. (2018), which shows that the low performance of teachers at SMK Negeri 40 Jakarta is caused by 2 (two) factors, one of which is the weak organizational culture in schools.

School organizational culture has various factors, based on the opinion of Kanta et al. (2017), namely: (1) the nature of the organization (technology), (2) the nature of the organizational environment (internal and external), (3) the nature of employees, and regulations. In addition, indicators that affect teacher performance, according to Siagian (1995), are (1) quality of work in accordance with the objectives, (2) punctuality in completing assignments and planning, (3) initiative in providing ideas, (4) ability to build potential, (5) and have good communication between relationships. So to improve teacher performance through organizational culture, several factors are needed, such as (1) personal factors (skills, competence, motivation, commitment), (2) leadership factors (support, quality comes from managers), (3)

cooperation factors (quality from managers). Colleagues), (4) system factors (facilities from the organization), and (5) condition factors (pressure from the environment).

Compared to previous research, what is new from this research is a scoping review by analyzing the content of articles through the PICO technique (Problem/Population, Intervention, Comparison, Outcome), then concludes the content of the theme to answer questions about the contribution of organizational culture in schools to teacher performance. This is done by; understanding the relationship of organizational culture in schools with improving teacher performance, providing motivation in improving teacher performance, and various obstacles faced in efforts to improve teacher performance. The PICO model is a method used to facilitate the search and grouping of information. Researchers have confidence that the research results found are relevant and can be used to solve social problems based on the available evidence. This method has been widely used in medical circles as a practical way of tracing and finding evidence to provide medical services to patients (Cooke et al., 2012; Daily & Landis, 2014).

## METHOD

The approach taken in this research is a qualitative approach using the literature review method. The way to do this is to analyze the results of writings that have been published in national and international journals (Rukmana & Munastiwi, 2020). The approach taken in this study is a qualitative approach using the literature review method. The trick is to group the relevant writings that have been published in national and international journals (Rukmana & Munastiwi, 2020) and then analyze their contents through content analysis techniques (Sartika, 2014). The advantage of this method is that it can collect information from initial research results from various references, such as documents, news, scientific journals, books, and so on. It is more efficient in the process but requires high perseverance to get the expected analysis.

In the process of data collection, the researchers searched for scientific articles cited through Google Scholar with the keywords: "School Organizational Culture and Teacher Performance"; "Organizational Culture," "School Performance"; "Principal's Leadership," "Teacher Performance"; and "Vocational schools." The process of searching for scientific articles is through a selection from researchers, which initially obtained around 66,900 articles, then selected with the appropriate theme to 21,500. The search results are then selected according to the closest theme to answer the research question. The selected articles are stated according to the search keyword criteria; the indications are that the discussion and conclusions contained in the article are also in accordance with the theme under study.

## RESULT AND DISCUSSION

### Result

Inclusion criteria were determined against manuscripts that discussed organizational culture that was not in the area of education. After going through the screening stage, the search results found nine eligible articles. The articles were analyzed through the PICO model (Cooke et al., 2012; Rowan et al., 2014), as can be seen in table 1 below:

**Table 1:** Troubleshooting from selected data sources

| Title  | Problem/<br>Population   | Intervention   | Comparison  | Outcome  |
|--|--|--|---|--|
| School Culture: Its Relationship with Teacher Commitment | A total of 2,686 primary school teachers, in the study of Krejcie and Morgan (1970), 458 | To identify the relationship between school culture and the commitment of low school teachers in the | This non-experimental form of study uses a review method and combines | There is a significant difference in teacher commitment. Through the Pearson Correlation test found a positive |

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| (Billy & Taat, 2020).  | sets of question forms were circulated and then processed. The sample is obtained by combining several possible samples, including the stratified, cluster, and easy random methods. | upper hinterland of Sabah, Malaysia.   | three sampling techniques to obtain a sample   | significant relationship with simple strength ( $r = 0.427$ , $p < 0.01$ ) school culture with teacher commitment  |
| The Influence of Organizational Culture on Teacher Performance (Handayani & Rasyid, 2015).   | The problem in this study is that the quantity of teachers in Indonesia is quite adequate, but in terms of quality it has not shown significant results.                             | To determine whether there was a positive and significant influence between organizational culture on teacher performance at SMK Negeri 40 Jakarta                         | The research methodology used is a survey method selected with a saturated sample technique.   | There is a positive effect of teacher performance on organizational culture with t-count 6.81 and t-table 1.70. Based on the correlation coefficient of organizational culture variables with teacher performance, a strong influence was obtained, namely 0.741. The calculation of the coefficient of determination produces 0.5497 or 54.97%, which means that organizational culture of 54.97% affects teacher performance, the remaining 45.03% is influenced by other variables. |
| Relationship between School Organizational Culture and Principal Leadership with Teacher Performance at SMA.N Binjai City (Ginting, 2011).                 | The problem in this study is that the low quality of education in a nation reflects the low performance of teachers and the poor education management system in a nation             | To examine the relationship between organizational culture and principals' leadership with teacher performance   | Data were collected using an instrument in the form of a questionnaire. Data analysis was carried out by description and correlation test. | There is a significant positive relationship between principal leadership and teacher performance and a correlation coefficient of 0.719 3) there is a significant positive relationship between school organizational culture and principal leadership together with teacher performance.   |
| The Influence of Principal Leadership, Teacher Motivation, and Organizational Culture on Teacher Performance at SMA.N Wonosobo (Handayani & Rasyid, 2015). | The problem in this study is that there are several senior high school teachers in Wonosobo district who have low work motivation.   | To determine the effect of the principal's participatory leadership style, teacher work motivation, and organizational culture on the performance of high school teachers. | Data analysis used simple regression and multiple regression techniques to test the research hypotheses.                                   | 1) there is a significant influence of the principal's participatory leadership style on teacher performance, 2) there is a significant influence of teacher work motivation on teacher performance, 3) there is a significant influence of organizational culture on teacher performance, 4) there is a significant influence   |

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| School organizational culture in improving teacher performance in high school in Banda Aceh city (Kanta et al., 2017)                      | It is not known how the pattern of discipline development carried out by school principals in improving teacher performance; how schools provide motivation to improve teacher performance; how is the relationship between the behavior of school residents in implementing school culture; and how the obstacles faced in shaping school culture. | To determine the pattern of discipline development, perception and motivation as part of organizational culture, behavior in implementing school culture, and inhibiting factors that arise in an effort to improve teacher performance. | This study uses a qualitative descriptive model   | of principal's leadership style, work motivation, and organizational culture simultaneously on teacher performance.<br>1) The pattern of discipline development is carried out with a persuasive approach, through supervision, guidance and direction, sanctions for those who are not disciplined. 2) Giving motivation is quite effective, there is no reward for those who excel. 3) Relations between personnel are quite conducive, in the form of formal and informal interactions, a culture of mutual respect, school activities increase solidarity. 4) the teacher's work discipline is not optimal. |
| The Influence of School Organizational Culture on the Performance of State High School Teachers in Mataram City (Prayoga & Yuniati, 2019). | The problem in this research is the performance of educational institutions, especially public high schools in the city of Mataram has not been fulfilled   | To determine the influence of school organizational culture on the performance of public high school teachers in Mataram City  | The data analysis technique in this study used statistical analysis, namely simple regression and multiple regression.                                      | The results of this study are organizational culture has a positive effect on the performance of state high school teachers in Mataram City by 55.2%. Thus, it can be concluded that the better the organizational culture of the school, the performance of public high school teachers in Mataram City will increase.   |
| The Significance of School Culture in terms of Organizational Development (Uğurlu, 2009).  | The problem in this research is Semi-configured interviews were taken with 12 teachers working in 6 schools in central Sivas. Interview is held on 18-20 October 2006.  | To explore the importance of school culture in terms of organizational development depends on: the point of view of the instructor in the primary education school   | In document analysis, school teacher committee records, teacher group records and guardian meeting notes were analyzed.                                     | The behavior of managers has a decisive influence on the cultural structure of the school   |
| Relationship between Organization Culture and Sufficiency School Management (Thanomwan & Buncha, 2014)                                     | The problem in this research is to study the relationship and influence of organizational culture on the level of implementation in the management of affluent schools.   | To determine the relationship between organizational culture and affluent secondary school management in cluster 2, upper northeastern province, Thailand.   | The data were analyzed using descriptive analysis, namely frequency, percentage, mean, standard deviation, and inferential analysis such as correlation and | The organizational culture and the level of adequacy of school management are at a high level. In addition, the results show that there is a positive and significant relationship between organizational culture.  |

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| Contribution of Adversity Quotient (AQ), Work Ethic, and Organizational Culture on Teacher Performance at SMA.N in Amlapura (Sukardewi et al., 2013). | The problem in this study is the importance of AQ, work ethic and organizational culture in an effort to improve teacher performance. | To determine the contribution of Adversity Quotient to teacher performance; teacher work ethic on teacher performance; organizational culture on teacher performance; and Adversity Quotient, work ethic, organizational culture, togetherness simultaneously on teacher performance. | multiple regression.<br>The sampling technique used is Simple Random Sampling | There is a significant contribution of adversity quotient, work ethic, and school organizational culture to the performance of public high school teachers in Amlapura City. |
|---|---|---|---|--|

As mentioned in table 1, teacher performance and school organizational culture have a very close relationship. Organizational culture is a collection of customs that exist in an organization and affect the behavior of members in the organization (Febriantina et al., 2018). According to Muchlas (2008), organizational culture is a trait of an organization that members of a particular organization develop to overcome problems and adapt to various circumstances.

The role of the school organizational culture is to form a culture that builds cooperation among organizational members. With that, organizational culture aims to achieve goals and contribute to the organizational system (Kanta et al., 2017). School organizational culture has factors that affect the organization based on the opinion of Kanta et al. (2017), namely the nature of the organization (technology), the nature of the organizational environment (internal and external environment), the nature of employees, and regulations.

## Discussion

The organizational culture that grows and develops affects the behavior of individuals in an organization. They are motivated to increase their contribution to their organization's progress because they feel proud of the culture embedded in their organization (Juliningrum & Sudiro, 2014; Riwan, 2020). This growing motivation and sense of pride are very beneficial because they can contribute to aligning individual goals and organizational goals, which will undoubtedly improve organizational performance. Organizational culture is an element that organizational members understand and makes an organization different from other organizations (Uğurlu, 2009). In schools, organizational culture is very influential on the success and quality of educational institutions, and school organizational culture is a belief, a way of acting from all members of the organization to innovate on complex matters in competition (Prayoga & Yuniati, 2019).

To make school organizational culture conducive, organizational members must always innovate and adapt to conditions in the field, including teacher performance orientation, so that teachers are always enthusiastic and optimize their performance. In addition, school organizational culture also affects quality education because teachers' performance in schools is always improved. Teacher performance is the teacher's behavior in doing his job (Handayani & Rasyid, 2015).

The factors that influence the internal factors are personal factors (skills, competence, motivation, commitment), leadership factors (support, quality comes from the manager), cooperation factors (quality from colleagues), system factors (facilities from the organization), condition factors (environmental pressure). Kartini & Kristiawan (2019) also explained that

teacher performance indicators include: (1) teachers must be able to plan lessons, (2) teachers must be able to understand learning materials, (3) teachers must have various learning methods, (4) teachers give assignments to students, (5) teachers must be able to control learning in the classroom, (6) teachers must be able to evaluate to the maximum. In addition, indicators that affect teacher performance, according to Siagian (1995), are quality of work (work results in accordance with predetermined goals), punctuality (time allocation in completing tasks according to planning), initiative (can provide ideas in solving problems), skill (having various skills and potential to build), and communication (having various relationships in cooperation and completing tasks).

Based on the description above, teacher performance indicators based on school culture are listed in table 2 below:

**Table 2:** Teacher performance indicators based on school culture

| Performance Indicators | Impact  |
|------------------------|---|
| Work quality           | Improved school quality                             |
| Punctuality            | Improved school discipline                          |
| Initiative             | There are new innovations completed at the school   |
| Ability                | Increased school competitiveness                    |
| Communication          | Relationships with the community are getting better |

In addition to an organizational culture that can improve teacher performance, motivation is one of the most influential factors in improving teacher performance. A principal must be able to generate teacher performance through motivation so that teachers feel trusted and can improve their performance (Handayani & Rasyid, 2015). Motivation is a desire from a person to produce something maximal. Besides, that motivation is a stimulus given by a person or himself to achieve goals. Working intensity and diligently are very influential in increasing work motivation (Eros, 2014); (Soekidjo, 2009). Meanwhile, Wibowo (2007) says that work motivation is encouragement from oneself and others to be better at work and maximize their potential in order to achieve the goals that have been determined.

The motivation that can be given to organizational members is in the form of compensation for performance because members in the organization have completed their obligations and have achieved their goals. Schools' motivation can be given to teachers because teachers who have motivation will complete their obligations with full responsibility and produce optimal and effective learning (Eros, 2014).

In practice, the work motivation of teachers, according to Zetriuslita & Wahyuni (2013); Purnama (2008), has several indicators such as being responsible for completing their obligations, teachers carrying out their duties according to the planning in the curriculum, teachers having a goal in developing their potential, having an impact on their work, feeling happy when working, trying to be better, enthusiasm in completing their obligations, loyal to their work, proud of their achievements, given freedom of opinion, given the freedom to develop their potential, given decent wages, and get a pleasant working atmosphere.

Based on the description above, indicators of teacher motivation based on school culture are listed in table 3 below:

**Table 3:** Indicators of teacher motivation by school culture

| Motivation Indicator   | Impact   |
|--|--|
| Teachers are responsible for their obligations to carry out their duties | The image of the school increases because teachers carry out their duties to the maximum |
| Teachers have a goal to develop their potential                          | Able to take advantage of opportunities in various challenges                            |
| Teachers have a positive impact on their results and performance         | Improving the work of teachers so that welfare increases                                 |

| Motivation Indicator                 | Impact  |
|--------------------------------------|---|
| Spirit at work                       | Serving students with totality  |
| Work loyalty                         | Schools become stable in human resource management  |
| Development of potential and ability | Schools can develop according to the latest conditions                                    |
| Freedom of expression and ideas      | Democracy in schools is getting better and more open                                      |
| Work atmosphere                      | All activities in the learning process will be comfortable and there will be no obstacles |

In implementing an organizational culture and improving teacher performance, there must be some obstacles/obstacles faced. Members do not expect barriers in the school of the organization that causes obstacles to goals being achieved and reduce the quality of a school (Patterson, 2001; Imran, 2010). So, it can be concluded that the obstacle is something that hinders the achievement of predetermined goals.

The obstacles faced by school principals in improving teacher performance through organizational culture, according to Mukhtar (2015), are a) policies that are not implemented optimally, motivation is not maximally given to teachers, c) facilities that do not support implementation, d) lack of participation from organization member. According to Hasibuan & Moedjiono (2006), one factor influencing teacher performance in carrying out teaching tasks is the teacher's behavior factor. In addition, obstacles to improving teacher performance, according to (Munazar, 2018), are teacher qualifications that are not in accordance with what is needed, teacher competencies that are not up to standard, teaching teachers are not in accordance with their expertise, and the allocation of teaching hours in the curriculum is not the same.

To overcome various obstacles in improving teacher performance through organizational culture in schools based on opinions (Munazar, 2018) are to increase teacher qualifications to the required standard, increase teacher competence to the required standard, and adjust teacher expertise to the subjects being taught, and divide teaching hours. Teachers as needed.

There are still various problems that hinder teachers in improving teacher performance in schools. Various obstacles faced by schools in improving teacher performance, according to Kanta et al. (2017), can be seen in table 4 below;

**Table 4:** Barriers to teacher performance based on school culture

| Problem  | Impact   |
|--|--|
| Inadequate socialization of school rules   | Teachers are often late for work<br>Teachers are not aware of changes in school rules                        |
| Members of the organization who are not disciplined at work                        | The teacher's lack of concern and commitment to work   |
| Differences in views of honorary teachers and civil servants on their performance  | There is jealousy between teachers   |
| Differences in rank and position between teachers                                  | There is jealousy between teachers   |
| The motivation given is not in line with expectations                              | The teacher is not enthusiastic in carrying out his duties   |
| Members of the organization who do not take the initiative towards new innovations | Teachers are not enthusiastic in carrying out their duties   |
| Inadequate service to outsiders  | Outside parties who view the school organization negatively because they are not professional in their work. |

## CONCLUSION

Good school habits form a culture that builds cooperation among organizational members, encourages the achievement of goals, and contributes to the formation of organizational systems. School organizational culture can improve teacher performance because the motivation that characterizes school culture is the driving force for improving school quality. However, in the



application of organizational culture, there are various obstacles. One of them is the socialization of regulations that have not been maximized, teachers who have not been disciplined, and public school residents have felt comfortable with previous habits. The facts show that organizational culture and teacher performance are closely related, so it can be concluded that organizational culture affects teacher performance and teacher motivation. This fact also does not deny the existence of potential obstacles to improving teacher performance. The analysis results show that organizational culture in schools makes a significant contribution to teacher performance. Therefore, it is necessary to pay attention so that the formation of organizational culture in schools can be continuously improved so that it can positively impact teacher performance. We realize that the results of this study cannot be applied in general because the unique nature of each school organization is very different. For this reason, researchers must continue by taking measurements at several schools that have different social settings so that the results are expected to be more representative.

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