THE ESSENCE OF SCHOOL CULTURE IN IMPROVING TEACHER PERFORMANCE IN SMP NEGERI 1 KALIREJO CENTRAL LAMPUNG REGENCY

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ABSTRACT-- *The purpose of this study was to discover the essence of school culture in improving teacher performance at SMP Negeri 1 Kalirejo Central Lampung Regency. Data were collected by using observation, interview, and documentation. The subjects of this study were principal, vice principal, teacher, administrative staff, assistant, and security staff. The results of the study showed that school culture namely the regularity of behavior, norms adopted, dominant values, philosophy, rules and climate of school, had an influence on the improvement of teacher performance.*

Keywords--- *school culture, teacher performance*

I. INTRODUCTION

The teacher is an educational component that has an important role as well as occupying a strategic position for the implementation of the educational process in schools. According to Mulyasa (2008: 5), the teacher is the most influential component to the creation of quality educational processes and outcomes. The teacher is the spearhead and facilitator in the entire learning process. Because of the importance of the role and position of a teacher in the world of education, adequate quality is needed in the fulfillment of duties and responsibilities according to established standards.

Qualified teachers can be seen in work implementation, work performance, work results or known as teacher performance. The teacher performance standard is related to the quality of the teacher in carrying out their duties so as to achieve optimal work results. Teacher performance has certain specifications. Teacher performance shows how teachers plan or design learning programs, implement learning activities and assess learning outcomes in order to achieve predetermined learning goals (Usman, 2002: 83). Good performance teacher is able to (1) compile learning plans, (2) implement learning interactions, (3) assess learning achievement of students, (4) follow up on the results of student achievement evaluation, (5) develop the profession, (6) understand educational insights, (7) master the academic study material. In addition to mastery in learning, teacher performance shows several competencies that must be mastered such as pedagogical, personality, professional and social competencies as explained in Law Number 14 of 2005 to be fulfilled by a teacher.

The successful performance shown by the teacher is the basis for improving the quality of education. Teacher performance is the culmination of three interrelated elements namely skills, efforts, and external conditions (Sulistyorini, 2001: 63). The skill level is the raw material that a person brings to the workplace such as experience,

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abilities, personal skills, and technical skills. The effort is manifested in the motivation shown by a teacher to complete work assignments. While external conditions can support work productivity. Related to external conditions, the school culture is one of the conditions that support the work productivity of a teacher.

Many people consider that the excellence of an educational institution can only be measured in terms of the visible (hard dimension) such as a well-organized organizational structure, good financial management, good rules and policies, and adequate technology. Owens (1995: 81) presented another dimension that could be a support for the excellence of an educational institution that is the soft dimension consisting of, values, beliefs, culture, and norms of behavior. Culture shows an invisible social force that can move people in an organization to carry out work activities. School culture is the adoption of organizational culture, the norms governing what is accepted and rejected, the dominant values valued by the organization, the basic assumptions and beliefs formed by members of the organization in the form of organizational rules, the philosophy adopted by an organization to interact with people who are inside or outside the organization (Owens, 1987: 17).

According to Zamroni (2011: 111), school culture includes values, principles, traditions, and habits that are formed in the long journey of the school, developed by the school for a long time and become a hold and be believed by all school members thus encouraging the emergence of attitudes and behavior of school residents. School culture becomes a set of values that underlies the behavior, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school. A strong school culture will influence every behavior so that its members will do work according to their duties and responsibilities. This is in line with a statement by Wirawan (2007: 7) that the culture of a social system or organization influences the attitudes and behavior of members of an organization which then determines the performance of members and organizations.

Work success is rooted in the values that are owned and behaviors that become habits. These values originate from tradition, religion, and norms that become beliefs so that they become habits in work or organizational behavior. The values that have become a habit are called culture. Culture that is associated with work quality, it is called work culture.

School culture is an asset that is unique and not the same between one school and another. The existence of this culture can be immediately recognized when people make contact with the school. Through school culture, outsiders will see school characteristics that can be identified through their values, attitudes, habits displayed, and actions shown by all school personnel that forms a special unity of the school system. School culture is the identity of the school so that school performance can be seen from the attitudes and actions taken in the form of manifestations of the behavior of school members.

The word culture itself is a development of the Sanskrit language "budhayah" which is the plural form of "buddhi" or mind, and the compound word "budi-daya", which means "power" of "mind", in other words, "culture is the power of mind in the form of copyright, intention, and taste ". While civilization is the development of a culture that is the result of copyright, intention, and taste " The definition of culture was stated by many experts such as Koentraningrat, namely; "Culture is the whole human being from the behavior and the results of the behavior that is organized by the behavior that must be obtained by learning and everything is arranged in social life" Work culture is a group of behavior patterns that are inherent as a whole in every individual in an organization.

Building culture means also increasing and maintaining the positive sides, as well as trying to accustom certain patterns of behavior to create a new form that is better.

According to Webster's dictionary, culture is an idea, custom, expertise, art, which is given by humans at a certain time Culture concerns moral, social, behavioral norms that are based on the beliefs, abilities, and priorities of members of the organization. Work culture is a system of values, perceptions, behaviors, and beliefs held by each individual and group regarding the meaning of work and reflection in activities to achieve organizational and individual goals Work culture is important to be developed because it has a positive impact on achieving sustainable change in the workplace including increasing productivity (performance) Work culture is derived from organizational behavior. Organizational behavior is a value system that contains the ideals of the organization as internal systems and external social systems. This is reflected in the contents of the vision, mission, and goals of the organization. In other words, every organization should have a certain cultural identity in its organization. In a company, there is a corporate culture in which there is a work culture

The importance of organizational behavior in school organizations is stated by Robbins (2008: 262) as follows:

- Culture creates a clear distinction between one organization and another.

- Culture carries a sense of identity for members of the organization.

- Culture makes it easy for commitment to something broader than individual interests.

- Culture is the social glue that unites the organization by providing appropriate standards for employees.

- Culture as a mechanism to recognize the meaning and control that guide and shape the attitudes and behavior of employees.

Luthan (2003: 125) explored six important characteristics of organizational behavior including in schools, namely: (1) **observed behavioral regularities:** the behavior of individuals that is observable (2) norms: various standards of behavior that exist, including how job guidelines must be performed (3) dominant values: the existence of core values shared by all school members (4) philosophy; policies related to school beliefs in treating customers and employees (5) rules: there are strict guidelines related to school progress (6) organizational climate: overall feelings described and conveyed through spatial conditions, ways of interacting members school, and the way school members treat themselves and customers.

School culture is a distinctive character of a school consisting of a number of norms, values, attitudes, and habits, which can be an adequate means for improving teacher performance. That is because the elements contained in school cultures such as behavior rules, norms, dominant values, philosophies, regulations, and school climate, can shape the attitudes and behaviors of school members including supporting and maximizing teacher performance. As a distinctive character shared by all school members, school culture can be a guide that provides a framework and foundation in the form of ideas, enthusiasm, ideas, and ideals that lead teacher performance towards school goals and the quality of education expected.

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

1) Basic understanding of work

2) Attitudes towards work and work environment

3) Work behavior

4) Work ethic

5) Attitude towards time

6) The method or tool used to work The more positive the value of the components owned by an employee, the higher the performance will be. Ceteris paribus. In order to grow and develop in employees and staff, the work culture needs approaches through top-management actions and socialization processes.

7) Top-management actions

a) The words of top-management will be a role model.

b) How top management behaves will show employee attitudes in communicating and achieving in accordance with company work standards.

c) How top-management enforces work norms that will foster employee integrity and high commitment.

d) Rewards and penalties provided by top-management will encourage employees to improve morale and work discipline.

8) Socalization Process

The socialization process can be carried out with advocacy for new employees to adjust to organizational behavior. The socialization is carried out when they are in the selection or pre-service stage. Each prospective employee takes a lesson before being hired. After new employees are hired, they see the actual condition of the organization and analyze expectations and reality through a work orientation process. At this stage, employees are in the "struggle" stage to determine decisions on readiness to become a member of the company. When employees have decided to continue working, but the change process still requires a long time, then each employee needs to be facilitated with planned training and self-development. In this case, employees must prove their ability in mastering work skills in accordance with the roles, values, and norms in the work group until they reach the metamorphosis stage. Overall, the success of the socialization process will reach the internalization stage as measured by (1) Work Productivity, (2) Commitment to organizational goals, and (3) Togetherness in the organization

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

II. WORK CULTURE ELEMENTS

Work culture is based on the values held by the Indonesian people that are processed to become new values that will become the attitudes and behavior of management to face new challenges. Work culture will not just appear but must be taken seriously through a controlled process involving all human resources, tools, and supporting techniques.

Work culture will become a reality through a long process because changing old values into new values will take time to become a habit that is constantly being refined and improved. According to Taliziduhu Ndraha, work culture can be divided into two elements, namely:

- Attitudes toward work, which is a preference for work compared to other activities, such as relaxing or merely gaining satisfaction from the workload, or feeling compelled to do something just for life.

- Behavior at work, such as diligent, dedicated, responsible, cautious, thorough, careful, strong willingness to learn the duties and obligations, like to help fellow employees, or vice versa

This is in line with a statement by Ansar & Masaong (2011:187) that school culture will influence the way people work and the way people behave. Thus, the culture in the school that is adopted plays an important role in improving the quality of member performance. A superior school culture will form superior quality performance·

SMP Negeri 1 Kalirejo Central Lampung Regency as 18 private schools in Lampung has unique characteristics. This is indicated by a good accreditation score by the Board of National Accreditation-S/M, the public interest that still high, and the percentage of graduation that always reaches 100% even though student input is a selection of public schools. The quality obtained does not occur by itself. In addition to hard dimensions such as organizational structure, rules, policies, technology and finance that support institutional excellence, a soft dimension is needed in the form of school culture that contributes greatly. As it has been stated that school culture which contains values that are believed by all school members will influence the attitudes and behavior of school residents who then determine the performance of school residents.

The purpose of this study was to describe the role of organizational behavior, which is excellence, wealth, and the characteristics of schools that distinguish it from other educational institutions in improving teacher performance. The role of school culture is expected to be a barometer for other schools to see the role of school culture in their respective educational institutions and make it a means for improving school residents performance and school quality.

III. METHOD

This study used a descriptive qualitative method to describe the role of school culture in improving teacher performance at SMP Negeri 1 Kalirejo Central Lampung Regency. Moleong (2011:61) stated that a qualitative approach has a function to remember the studies conducted resulting in descriptions of people and observed behavior. This study described school culture at SMP Negeri 1 Kalirejo Central Lampung Regency which is manifested in the regular way of acting in schools, norms adopted, dominant values that exist in schools, school philosophies, school rules, and school climate. The subjects of the study were principal, vice principal, teacher, administrative staff, assistant, and security staff at SMP Negeri 1 Kalirejo Central Lampung Regency. This study used several data collection techniques namely observation, interviews and documentation. Data were analyzed to interpret data collected as a method by Miles and Huberman namely data collection, data reduction, data presentation, and conclusion drawing·

IV. RESULTS AND DISCUSSION

The results of the study showed that behavior in schools with typical habits indicators at SMP Negeri 1 Kalirejo Central Lampung Regency had an influence on the improvement of teacher performance.Behavior in schools formed through school programs that are routine, programmed or in the form of exemplary, activities, rituals and traditions that are managed optimally to support the regularity of the behavior of school residents. The

regularity of behavior can be observed through clean culture, religious culture, and discipline culture which are the typical behaviors of the teacher at SMP Negeri 1 Kalirejo Central Lampung Regency. The regularity of behavior at the school had an influence on the improvement of teacher performance. This can be seen from the behavior of the teacher who shows a neat, orderly, disciplined, responsible and religious attitudes. This affects the management of learning time which is more effective because the teachers arrive on time at the school and the implementation of school activities according to plan. These behaviors improved teacher performance.

The results of the study on the norms adopted by schools had an influence on the improvement of teacher performance. Norms adopted by schools refer to Educational Institution Service Standards at SMP Negeri 1 Kalirejo in Central Lampung Regency aim to provide maximum service to stakeholders. These service standards relate to teacher competency standards as mandated by Ministerial Regulation Number 16 of 2007, especially in the personality and social competence of a teacher. Improved teacher performance is manifested through their behavior in accordance with applicable provisions such as teaching attitudes that not only position themselves as instructors but also as educators who transfer values by communicating that enhances friendliness and personal approach, and in terms of appearance that reflects service quality.

The results of the study on dominant norms at SMPN 1 Kalirejo with the core values of the school, showed that the core values had a role in the improvement of teacher performance. Core values become the principle that guides all actions and behavior of school residents. Core values make an important contribution to the movement of schools, especially in growing, motivating and developing the performance of teachers. This is also supported by school policies that adhere strongly to core values, regulate them well, formally formulate them in various school rules and regulations and make an impact on service users. Improved teacher performance can be seen from the attitude of willingness to develop self-competence through a map of responsibility, a loyal attitude towards the institution and upholding the work ethic.

The results of the study on school philosophy with indicators of school vision and mission showed that school philosophy had an influence on the improvement of teacher performance. Vision and mission are the translation of the values that are the goals of the school and act as a direction and motivation for members of the organization. School programs that prioritize character education as a basis for activities, become a broad space for the involvement and attention of teachers in the formation of students into individuals who are intact, knowledgeable and have a character in accordance with the vision and mission of the school. With the school philosophy in the form of school programs based on character education, the personal competencies of the teachers at SMP Negeri 1 Kalirejo Central Lampung Regency are more developed because they are not only required to understand and teach it to students but also to show examples and efforts to develop themselves continuously.

The results of the study on school rules with indicators of school rules, reward and punishment, showed that school rules had an influence on the improvement of teacher performance. School rules for employees that refer to regulations that are very effective in efforts to improve teacher performance. This can be seen in the behavior of the teachers at SMP Negeri 1 Kalirejo Central Lampung Regency which shows the order in regulations, especially in work discipline. This shows the existence of a good work culture that supports the responsibility and discipline of teachers in other matters such as the implementation of learning, teacher administration and assessment of student

learning outcomes as well as maximum student assistance. Reward and punishment further clarify and strengthen the enactment of these regulations.

The results of the study on school climate with indicators of the physical and social environment showed that the school climate had an influence on the improvement of teacher performance. School climate has an influence on character, spirit, ethos, and inner atmosphere so that it impacts on the behavior of school residents. The physical environment of SMP Negeri 1 Kalirejo Central Lampung Regency which is clean, neat, organized and a social environment with a family spirit, had an influence on the improvement of teacher performance. This can be seen from the learning process that goes on smoothly because the teachers can provide facilities for learning. The calmness and comfort of the teachers in carrying out their duties and responsibilities as well as the relationships that are built up between teachers, become work motivation that supports in improving performance.

V. CONCLUSION AND SUGGESTION

I.I. *Conclusion*

This study concluded that school culture can be seen through the regularity of behavior in schools, norms adopted by schools, dominant values that exist in schools, school philosophy, school rules, and school climate, had an influence on the improvement of teacher performance. Performance improvement can be seen in the behavior of teachers who show attitudes as instructors where teachers manage learning by using media and learning resources maximally, and teachers as educators who transfer values to students through exemplary attitudes, good work culture which is demonstrated by work discipline and maximum student assistance, friendly ways of communicating, performances that reflect the quality of service, willingness to develop self-competence, loyal to the institution, and uphold the work ethic.

I.II. *Suggestion*

This study suggested that teachers need to recognize, understand and implement values in school culture. The same understanding of the objectives of the application of typical habits, excellent service standards, the core values of the school, the vision and mission of the school, school rules and school climate will contribute to the implementation of school culture and become a driver in improving teacher performance. Teachers need to get intensive guidance and integrate the school culture into their duties and responsibilities so that the characteristics of the school can be widely introduced.

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