

## **The Influence of Work Culture and Organizational Commitment on Teacher Performance**

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**Abstract:** This study aimed at partially and simultaneously identify and analyze the influence of work culture and organizational commitment on the performance of teachers at SD Negeri Sekecamatan Baturaja Timur. This study uses primary data through a total population of 410 people with a sample method, namely a sample representing the total number of teachers at SD Negeri Sekecamatan Baturaja Timur is 202 people. data collection techniques using questionnaires, documentation and observation. The data analysis technique used quantitative descriptive analysis techniques and multiple regression. The results of this study state that 1) there is a significant influence of work culture on the performance of teachers at SD Negeri Sekecamatan Baturaja Timur; 2) there is a significant effect of organizational commitment on the performance of teachers at SD Negeri Sekecamatan Baturaja Timur; 3) there is a significant influence jointly on work culture and organizational commitment to the performance of teachers at SD Negeri Sekecamatan Baturaja Timur.

**Keyword:** Work Culture, Organizational Commitment, Teacher Performance

### **1. Introduction**

Faced with international competition and today's global challenges, every nation, including Indonesia, must improve the quality of its human resources. This is significant because economic growth is determined not only by natural resources, but also by human resources in the form of skills, management

abilities, and technological mastery, particularly information and communication technology.

One of the most difficult challenges confronting the Indonesian nation today is the preparation of good human resources. Only with adequate human resources will the Indonesian nation be able to compete in today's global era. The worrying increase in the competitiveness of the Indonesian nation is a result of the low quality of Indonesia's human resources. This is a challenge for the Indonesian people to improve the quality of the country's human resources by utilizing education as a forum for the development of intelligent, superior, and highly competitive Indonesian human resources.

Only through high-quality education can we produce high-quality human resources and maintain our competitiveness. Education development and efforts to improve the quality of human resources have a mutually influencing relationship. Improving human resources through education is a challenge for all schoolteachers.

Teachers have the most influence in the development of high-quality educational processes and outcomes. According to the Law of the Republic of Indonesia No. 14 of 2005, teachers are the most important and strategic factor in efforts to improve the quality of education in schools. If teachers perform well, they can produce quality graduates and have an impact on quality human resources.

Teacher performance is essentially a performance or performance carried out by teachers in the course of their responsibilities as educators. According to Wibowo (2007), performance is the execution of planned activities. The achievements of a teacher can reveal a teacher's performance. According to Mangkunegara (2006), teacher performance is the result of a teacher's work in quality and quantity in carrying out his duties in accordance with the responsibilities assigned to him.

Teacher performance can also be seen in how a teacher conducts the learning process, evaluates learning outcomes, and provides follow-up on learning evaluations via classroom action research. In addition to assessing learning through classroom action research, efforts to improve teacher competence include teacher training and education.

Teacher performance is also seen from how a teacher carries out the learning process and evaluates learning outcomes and provides follow-up on learning evaluation through classroom action research. In addition to evaluating

learning through classroom action research, efforts to improve teacher competence are conducting training and education for teachers.

Work culture is typically a philosophical statement; however, it can serve as a demand that binds teachers because it can be used as rules and regulations in schools. Work culture, according to Mangkunegara (2014), is a set of assumptions or belief systems, values, and norms developed in organizations that serve as behavioral guidelines for its members to overcome external adaptation and internal integration problems. The work culture that exists in a school environment will be different from that of other schools; this difference is due to the environment that affects the organization differently, both externally and internally.

Differences between organizations, particularly those formed internally by the leadership and members of the organization in achieving its goals, as well as changes in leadership, will have an impact on an organization's culture. A negative perception of work culture will result in a less favorable school climate. The working relationship between colleagues, between teachers and principals, between teachers and other education personnel, between teachers and students, and between teachers and their local office all contribute to the school climate. If the work culture is not properly implemented, it will have an impact on organizational commitment.

Organizational commitment is a state in which a teacher has sided with a specific organization and its goals and wishes to remain a member of that organization. Organizational commitment refers to a situation in which a teacher has sided with a specific organization and its goals and wishes to remain a member of the organization. Instructors are professionals in school organizations who interact directly with children, thus teachers must be able to carry out policies with specific aims and have a strong dedication to the school where he works in order to carry out their obligations as educators.

Schools are one type of institution that plays a vital role in developing human resources that continue to evolve in response to changing requirements. Schools will be effective if the work culture and organizational commitment of the instructors are properly assimilated. As a result, it will have an impact on the teacher's performance. However, in practice, the development of work culture has not been successfully handled, causing organizational commitment to be inhibited.

The more complex the scenario, the higher the size of a work organization in a school. The complexity of communication, discipline, teaching and learning, fellow teachers' attitudes, morale, work environment, responsibilities at work, loyalty, and achieving the organization's vision and mission are all part of this complexity. The State Elementary School in Baturaja Timur District is an example of a school with a complicated organization. The State Elementary School in Baturaja Timur District is a public elementary school among 32 Public Elementary Schools in the Baturaja Timur District, which is situated in Ogan Komering Ulu Regency, one of the regencies in the province of South Sumatra, Indonesia. Baturaja City serves as the district capital.

Based on the author's preliminary observations, it appears that the performance of the teachers of the State Elementary Schools in the Baturaja Timur District is pretty excellent, as evidenced by the implementation of the teachers' tasks in line with their competences. The amount of student successes in academic and non-academic disciplines is another indicator that the performance of State Elementary School instructors in the Baturaja Timur District is fairly high. However, there is still a problem in that there are still teachers who have a rigid attitude and dislike humor when teaching; if the teacher cannot create pleasant interactions with students in class during the learning process, students will feel bored and bored, which results in a decline in students' enthusiasm for learning. There are still instructors who leave class throughout the day, and the degree of teacher discipline is still poor, which might have an effect on the inhibition of the learning process. This is indicated by the presence of teachers who arrive late to school and are late for class, the lack of teacher participation in the implementation of meetings held for all teachers and staff or employees can impede the decision-making process or policies adopted by the school, and sometimes teachers do not follow it without explaining why. Teachers should be able to implement the rules that have been mutually agreed upon.

In addition to the concerns mentioned above, there are discrepancies in the findings of prior studies on the link between work culture and organizational commitment to performance, which is the research gap in this study. Previous study on the impact of work culture on performance by Gunawan (2018), Asmawati et al (2018), and Komaruddin (2018) indicates that work culture has a favorable effect on teacher performance. Meanwhile, Artina (2014) research reveals that work culture has little influence on performance. Previous research on the effect of organizational commitment on performance by Putra (2015),

Thamrin (2012), Carolina (2012), Khan, (2010), and Yiing and Kamarul (2008) indicates that organizational commitment has a positive effect on employee performance, and research Munandar and Fuady (2017) indicates that organizational commitment has a positive effect on educator performance. According to Sumarsih (2018) and Sunarno and Lie (2015) research, organizational commitment has no effect on teacher performance. The researchers re-selected studies on the association between work culture and organizational commitment with teacher performance due to the contradiction of the above-mentioned results. Based on the above description, the author wishes to conduct study on the Effect of Work Culture and Organizational Commitment on the Performance of State Elementary School Teachers in the East Baturaja District.

## 2. Methods

This study was carried out at the State Elementary School in the Baturaja Timur District. The research technique that will be employed in this study is quantitative, with the goal of determining the effect of the independent variable on the dependent variable. Quantitative research is a research method that requires the use of numbers from data collection to data interpretation and the presentation of outcomes (Arikunto, 2010). The partial correlation approach is used in this study. If the researcher wants to determine the influence or relationship of the independent variable with the dependent, partial correlation is utilized for analysis or hypothesis testing, where one of the independent variables is controlled (made fixed) (Sugiyono, 2012). This survey included 410 persons, all of whom were public elementary school class instructors in the Baturaja Timur area. The slavin formula is used to calculate the sample size, which is as follows:

$$\begin{aligned}
 N &= \frac{N}{1 + N(\sigma)^2} \\
 N &= \frac{410}{1 + 410(0.05)^2} \\
 N &= \frac{410}{1 + 410(0.05)^2} \\
 N &= \frac{410}{1 + 410(0.0025)} \\
 N &= \frac{410}{1 + 1.025} \\
 N &= \frac{410}{2.025} = 202,46 = 202 \text{ orang}
 \end{aligned}$$

Thus, a sample of 202.46 was collected from a total population of 410, which was rounded up to 202 study samples. In this study, a questionnaire was utilized to gather data, and the data was analyzed using the SPSS program.

### **3. Results and Discussion**

#### **The Influence of Work Culture on Teacher Performance**

The descriptive analysis revealed that the performance of the teachers of SD Negeri Sekecamatan Baturaja Timur was in the good category of 32.2 percent, with a frequency of 65 in the range of 110 to > 115, while the work culture variable is in the quite good category, with a percentage of 37.1 percent in the range of 101 to 107.

Based on the results of a simple regression test, the t-count value is 9.053 > from the t-table price of 1.971, and the significance value is 0.000 less than 0.05,  $H_0$  is rejected, indicating that there is a significant influence between work culture and the performance of state elementary school teachers in the East Baturaja district. This validates the hypothesis  $H_{a1}$ , which argues that work culture has a considerable impact on the performance of state elementary school teachers in the East Baturaja area. This demonstrates that work culture may assist teachers in carrying out their duties, as teacher performance is impacted by work culture characteristics that are external to the classroom.

Work culture is a habit, a practice that instructors follow when carrying out their tasks or commitments. The teacher's work habits and traditions may be shown in how the teacher perceives his work, attitudes, and conduct at work, where instructors with a strong work culture will carry out their task with full responsibility, and teachers will also increase the quality of their performance. If, on the other hand, the instructor has a poor work culture, he will be lethargic and prefer to work alone. Teachers that are sluggish at work will have an impact on their performance, resulting in poor performance achievement. As a result, if the instructor has a positive work culture, it will help to improve the quality of performance in the learning process. Teachers can carry out their tasks and commitments and create a high-performing environment if they have a positive work culture.

The findings of this study are consistent with the findings of Rusmana (2011), who showed that 49 percent of teacher performance was impacted by teacher work culture in his study titled "The Influence of Principal Leadership and Work Culture on Teacher Performance." As a result, the teacher's work culture

has a significant impact on the teacher's teaching performance. According to the findings of the study, the teacher's work culture is anticipated to be able to build an atmosphere and teacher working connection in generating a conducive work environment. Because these factors are required in order to improve teacher performance.

Then, according to Asmawati (2018), there is an influence of work culture on teacher performance at Widya Dharma Turen Vocational School, the t count obtained is 5.797, which is greater with a t table of 1.689 and a significant value of 0.000, so it can be concluded that there is a positive and significant influence between work culture and teacher performance at Widya Dharma Turen Vocational School. Gunawan (2018) stated the same sentiment, demonstrating that there is a positive and substantial effect of work culture on teacher performance, with the t-count value obtained being  $6.559 > t\text{-table value of } 2.015$  with a significance value of 0.000. According to Komarudin's (2018) research, the t-count value obtained is  $2.489 > t\text{-table value is } 1.997$  with a significance value of 0.015, which is less than 0.05, implying that work culture has a significant influence on the performance of State Vocational School teachers in East Lampung Regency.

### **The Effect of Organizational Commitment on Teacher Performance**

The descriptive analysis revealed that the performance of the teachers of SD Negeri Sekecamatan Baturaja Timur was in the good category of 32.2 percent, with a frequency of 65 in the range of 110 to d.  $> 115$ , while the work culture variable is in the fair category, namely in the range of 96 to d. 102, with a percentage of 39.1 percent.

Based on a simple regression test, the t-count value is  $5.513 >$  from the t-table price of 1.971, where the t-count price is greater than the t-table and the significance value is 0.000 less than 0.05,  $H_0$  is rejected, indicating that there is a significant influence between organizational commitment to performance of state elementary school teachers in the East Baturaja district. This demonstrates how organizational commitment may boost teacher performance in carrying out their responsibilities. The size of the influence of organizational commitment on the performance of state elementary school teachers in the Baturaja Timur district is 13.2 percent of the teacher performance variable, with the remaining 86.8 percent explained by other factors that were not investigated.

Based on the foregoing, it is possible to conclude that the higher the organizational commitment, the better the performance of the state elementary school teachers in the Baturaja Timur district, and the lower the organizational commitment, the worse the performance of the state elementary school teachers in the Baturaja Timur district. The outcomes of a teacher's work in school organizations can demonstrate his performance. Each teacher's devotion allows them to execute their responsibilities appropriately.

One of the elements influencing teacher effectiveness is organizational commitment. The degree to which a person is in favor of an organization and its aims and activities in order to stay a member of the organization is referred to as organizational commitment. According to Coetzee (2005), there are various traits of teachers that cause employees to be extremely dedicated to the business. These instructors have traits such as contentment with autonomy, position, and fulfillment with organizational needs, which makes a teacher feel responsible and committed to his organization. While employment with a high level of regularity are hallmarks of instructors who demonstrate little dedication. Teachers want to devote more time to the organization, thus organizational support is critical. Organizations can assist their workers by making it simpler for them to combine work and family duties. In other words, if a teacher believes that his participation in an organization will not conflict with his role in his family, he will be highly committed to the group.

The findings of this study are consistent with the findings of Hayati's (2020) study titled "the impact of organizational commitment and job motivation on teacher performance." The generated findings for the t arithmetic are 5.402 bigger with t table 2.018 and a significance value of 0.0000.005. It may be stated that organizational dedication has a good and considerable impact on Sungai Rotan 1 High School teachers' performance.

According to Asmawati's (2018) research, 1) There is an influence of organizational commitment on teacher performance at Widya Dharma Turen Vocational School, the t-count obtained is 4.766, which is greater with a t table of 1.689 and a significant value of 0.000, implying that there is a positive and significant influence between organizational commitment and teacher performance at SMK Widya Dharma Turen. Sari (2017) echoed the same sentiment when she disclosed the findings of the t-test analysis for the organizational commitment variable, which yielded a t-count value of 4.723, which is more than the t-table value of 1.677. Similarly, the resultant significance



value of 0.000 is less than 0.05. This implies that the organizational commitment variable has a minor impact on teacher performance at SMAN 1 Wringinanom in Gresik. Then, according to Rahayuningsih (2016), there is a significant influence between organizational commitment and teacher performance, with a significant value of 0.03 obtained, which is less than 0.05, indicating that organizational commitment has a significant influence on teacher performance at SMP Negeri 4 Surakarta. Where the value of R Square 0.629 indicates that the independent variable, namely organizational commitment, has a 62.9 percent influence on the dependent variable, namely the performance of SMP Negeri 4 Surakarta teachers, and the remaining 37.1 percent is influenced by factors other than the variables studied.

### **The Joint Influence of Work Culture and Organizational Commitment on Teacher Performance**

Based on the ANOVA test results, the calculated F is 64,896 with a significance level of 0.000 probability value 0.05 while the F table corresponds to a 0.05 significance level of 3.04 so that  $F\text{-count} > F\text{-table}$  ( $64.896 > 3, 04$ ) so that  $H_03$  is rejected, indicating that work culture and organizational commitment have a significant influence on the performance of state elementary school teachers in the East Baturaja district. With a R value of 0.628, the magnitude of the impact of work culture and organizational commitment on the performance of state elementary school teachers in the Baturaja Timur district is 0.628. The obtained R Square or coefficient of determination is 0.395 percent, implying that the influence of work culture and organizational commitment on the performance of state elementary school teachers in the Baturaja Timur district is 39.5 percent, with the remaining 60.5 percent explained by other factors not investigated.

Based on the description above, it is possible to conclude that the factors influencing teacher performance at work, namely work culture, have a very large influence on teacher performance, because with a good work culture, teachers will carry out their work with full responsibility, teachers will also improve the quality of their performance, and their commitment to work. A successful organization will give rise to inspiration, a shift in attitude, and the bravery to address issues, making it simpler for instructors to investigate the values, facts, and concepts involved in enhancing teacher performance. The greater the work culture and organizational dedication, the better the performance of East Baturaja district state elementary school instructors. If the teacher performs well, it will have an impact

on many things that teachers do, both in the classroom and in their performance in completing educational administration. Aside from educational administration, teachers must also have a good relationship with the components in the school because good cooperation between the principal and the teacher will make everything go well.

The findings of this study are consistent with those of Asmawati et al. (2018), who found that 1) there is a joint influence of work culture, organizational commitment, and work motivation on teacher performance at Widya Dharma Turen Vocational School, with a F count of 74,604 greater with F table 2.66 and a significant value of 0.000 probability value 0.05, indicating that work culture, organizational commitment, and work motivation have a good contr The work culture also influences strong organizational commitment, which is necessary for the educational process to operate smoothly.

The study findings are then presented. Putranti et al. (2018) presented the results of his research entitled *The Influence of Work Culture and Organizational Commitment on Employee Performance Using the TULTA Method as a Control Variable*, the results obtained simultaneously that work culture and organizational commitment had a positive and significant effect on employee performance, which was obtained from the F-count obtained of 113.03 is greater with F-table 3.07 and a significant value of 0.000 probability value 0.05 and the correlation coefficient value of work culture and organizational commitment variables to employee performance is 93.5%, this means that the degree of close relationship between the variables of work culture and organizational commitment to employee performance are included in the very strong category.

#### **4. Conclusions**

Work culture and organizational dedication have a good and substantial impact on the performance of SD Negeri Sekecamatan Baturaja Timur instructors, either partially or jointly.

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