

Research Article

The Effect of School Culture and Work Motivation on Teacher Performance at Tunas Mulia School, Gading Serpong Tangerang 2021

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The aims of this research is to determine the effect of school culture and work motivation on teacher performance at Tunas Mulia School Tangerang. This research was conducted in September-October 2021 in Tunas Mulia School, Tangerang. The type of research is a quantitative research. The population were 50 teachers in Tunas Mulia School.

All members of the population who were used as the research sample because the population was less than 100 people, the sample of this study were all teachers, suspected of being 50 teachers.

Based on the result showed that, 18,5% of teachers performance was affected school culture by of teachers, 19,2% teacher performance was affected by working motivation and 18,6% affected by simultaneous and school culture and working teacher motivation.

The writer conducted the conclusions in this research are 1) school culture partially affects teacher performance, 2) working teacher motivation partially affects teacher performance, 3) school culture and working teacher motivation simultaneously affect teacher performance.

Keywords: *school culture, teacher performance, teacher's motivation*

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Introduction

. As stated in Law Number 20 of 2003 Article 1 paragraph 1 concerning the National Education System, it is stated that: Education is a business that has been structured and regulated by government agencies with the aim of developing every potential of students as a generation of the nation in order to achieve the nation's ideals. and the state becomes a better nation and can compete with other countries. In addition, education also aims to produce a generation of people who not only have high knowledge and skills but also produce a generation of people with good character and principles. Teachers are one of the factors that greatly affect the quality of education in an organization of every school. it is said that the teacher is a role model or role model for students. The progress and development of every school organization cannot be separated from the results of maximum teacher performance.

Many things affect the good or bad performance of teachers in a school organization, especially the motivational factors of teachers and school culture. These

variables are mutually continuous with each other. Robbins (2015) states that the cultural system owned by an organization is a characteristic of the organization that is different from other organizations.

Teacher performance is the achievement of the teacher in completing all his duties and responsibilities as educators in schools by developing the progress of school organizations through performance as educators.

Supardi: 2013). The results of teacher achievement by having good quality can have a positive impact on the progress of a school organization. (Tanduklangi and Ratnasari 2014). In addition, Suharsaputra (2010) added that every teacher must have good performance in carrying out their duties as educators. Other researchers also state that a teacher has a quality performance that can be judged from the expertise or abilities they have when doing their duties and responsibilities at school. (Dunda in Rahman 2005). In the Law on Teachers and Lecturers no. 14/2005 article 8 and the Minister of National Education Regulation No. 13 2007 regarding the statement that teachers must have several competencies as educators such as: pedagogic, personal and professional and social competencies (Engkay Karweti: 2010). Hasibuan (2001: 94) asserts that the results of teacher performance are an achievement of their performance in carrying out their duties and responsibilities as educators. Work performance is a quality and quantity result on teacher performance (Mangkunegara 2002: 67).

Thus, it can be concluded that teacher performance is the quality of carrying out duties as professional teachers or educators, and is an achievement obtained by teachers for their abilities in carrying out their duties and responsibilities as educators. Based on the theoretical statement above, it can be concluded that the factors that influence teacher performance are inseparable from the enthusiasm of the educators, which means that motivation has a high positive impact on teacher performance, both internal and external motivation. Intrinsic motivation is very important for every teacher to have at work, for example having a sense of enthusiasm because there is something to be achieved so that the teacher works with enthusiasm without being ordered by his superiors. In addition to having intrinsic motivation, teachers must also get extrinsic motivation to motivate them to achieve something. Extrinsic motivation is obtained from motivation from outside the teacher. For example, teachers are motivated to improve performance because of the rewards they will receive for their performance, the treatment or attitude of the principal in leading their subordinates and other external factors.

School culture means maintaining and managing (Daryanto: 2015:1). While Montago and Dawson (1993) say that school culture is a way or habit of life. In addition (Daryanto: 2015:1) also adds to his understanding that school culture can be interpreted as an identity that is owned by the school organization. Deal and Peterson in Supardi (2015; 221) explain that culture is a value and habit which is a tradition in the school organization that is ongoing or applicable at the school. The school culture that is applied is a characteristic that is owned which includes values and behavior. No wonder that culture will be passed down from generation to generation. Schools that have quality cultural values adopted by schools will be able to grow and develop school organizations (Dikmneum: 2002:14). School culture is the overall scope of the customs or habits possessed by every school organization. A conducive and constructive school culture will create a good relationship between each member in the school organization and have a habit of good cooperative relations between each other, both between leaders and subordinates, subordinates and subordinates. (Muhaimin; 2011:48) explains that school culture adheres to the values or habits

possessed by every member of the organization that can build and support each other among each member of the organization. From this culture will produce a habit that is applied within the organization and becomes a value that is owned by every member of the school organization. In school organizations, the most influential individual in the application of school culture or values in school organizations is the principal as a leader in the organization (Tampubolon; 2015:52).

Thus it can be concluded that school culture is a habit or value that is owned by school organizations as a guide for each member of the organization where all members in the organization interact with each other, both between teachers and students, between leaders and teachers, between teachers and students. and between students and students. Based on the explanation of the theories above, it can be concluded that the benefits of school culture greatly impact on improving the performance of members of the organization. Through a positive culture, it will encourage teachers to always be active and innovative, build good relationships between members of the organization, support each other, have a sense of kinship and have the willingness to work hand in hand in completing their performance.

Motivation is one of the factors that can influence a person to act. Motivation can foster a person's sense of enthusiasm to work in achieving their goals (Uno, 2007). Berendoom and Stainer in Sedarmayanti (2000: 20) "motivation is a mental condition that encourages activity and gives energy that leads to the achievement of needs to satisfy or reduce imbalances". Hasibuan (2010:141) interprets "motivation is the provision of a driving force that creates the enthusiasm of a person's work, so that they are willing to work together productively to succeed in achieving and realizing the goals that have been determined." Gibson (1996:185) explains that motivation is a strong impetus to motivate teachers. Motivation is a high desire possessed by someone to take action. In addition, motivation is a guide to the goals to be achieved. Flipppo in Brantas (2009:101) that motivation is directing or motivation is essence, it is a skill in aligning employee and organization interest so that behavior results in each employee want simultaneously with attainment of organizational objectives.

Thus it can be concluded that motivation is a motor driving force for each individual to move or excite their enthusiasm at work. Without having motivation in a person, it is certain that they will not be able to work with a stable spirit and result in the vision and mission that has been planned cannot be achieved. Therefore, motivation to work is very important for every individual to encourage and excite their enthusiasm in carrying out their duties.

Based on the above background, the research problem is formulated in the form of questions as follows:

1. There is a positive influence of school culture on teacher performance.
2. There is a positive influence of work motivation on teacher performance.
3. There is a positive influence together; school culture, and work motivation on teacher performance.

Research Methodology

A research really needs a sampling technique. The definition of the sampling technique as mentioned by Sugiyono (2017: 81), refers to the sampling technique to be used in the research to be carried out. Dalam menentukan ukuran sampel, Arikunto (2012) berpendapat bahwa jika populasi kurang dari 100 responden maka semua anggota populasi dapat dijadikan sebagai sampel penelitian sedangkan apabila populasi melebihi 100 responden maka sampel yang diambil adalah 10% hingga

25%. Dalam penelitian ini total populasi adalah 50 orang guru (Quotation). There are two types of sampling techniques, namely probability sampling and non-probability sampling. For this study, the authors used a non-probability sampling technique of purposive sampling, is a sampling technique for data sources with certain considerations. This will be considered in a study. In the author's study, the sample referred to is teachers with permanent employee status at the Foundation and at least three years of working experience as a teacher. In the author's study, the sample referred to is teachers with permanent employee status at the Foundation and at least three years of working experience as a 50 teachers samples.

Results and Discussion

The path calculation is divided into 3(three) sub-structures namely: Culture School (X_1), Work Motivation (X_2), on Teacher Performance (Y).

Calculation of path coefficient for Substructure 1 (one). The results of Substructure 1 (one) calculation can be seen in Table 1.1. under:

Table 1.1. Path Coefficient Substructure 1 (one)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64,181	8,430		7,614	,000.
	School Culture (X_1)	,350	,106	,431	3,305	,002
a. Dependent Variable: Teacher Performance (Y).						

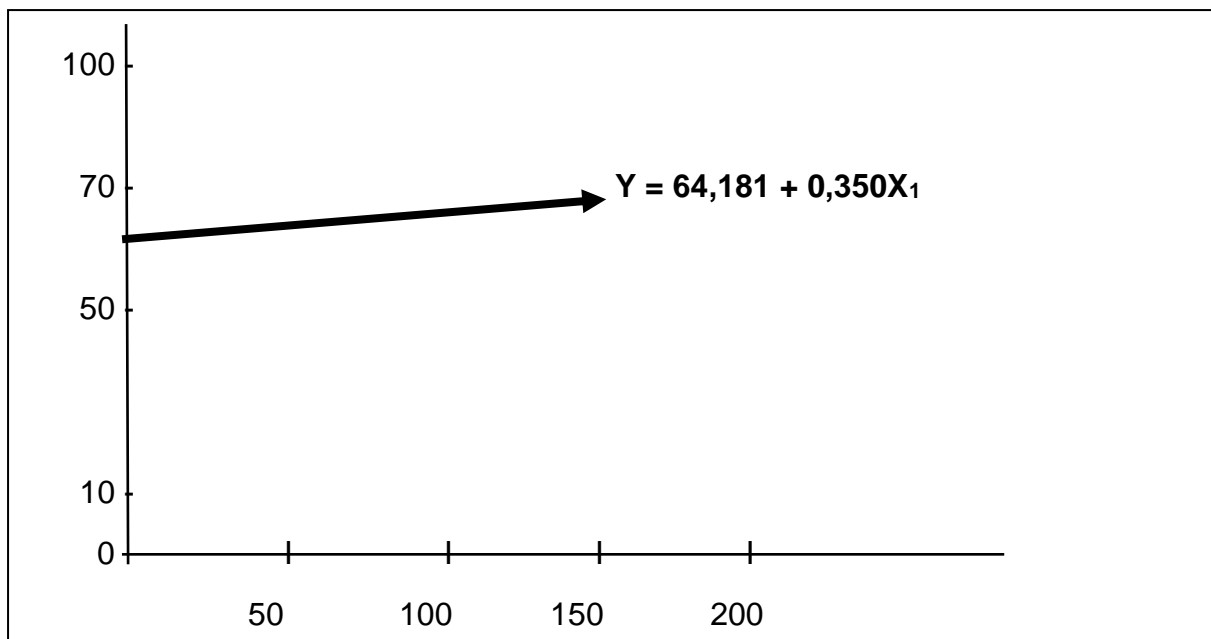
The regression equation obtained between School Culture (X_1) and Teacher Performance (Y). is $Y = 64,181 + 0.350 X_1$. From the calculation results obtained by the regression coefficient of 0.350 and a constant 64, 181 which means that every increase of one variable score X_1 will raise the Y variable score by 0,350 on the constants 64.181. This change is an increase because is positive. So the shape of the influence of variables X_1 and Y based on the regression model is significant (0,002) and positive. For more details can be seen from the following graph:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,431a	,185	,168	6,347

a. Predictors: (Constant), x_1

Figure 1.1. Regression $Y = 64,181 + 0,350 X_1$.



Calculation of path coefficient for Substructure 2 (two). The results of Substructure 2 (two) calculations can be seen in Table 1.2 below:

Table 1.2. Path Coefficient Substructural 2 (two)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57,763	10,142		5,696	.000
	Work Motivation (X_2)	,391	,116	,438	3,377	,001

a. Dependent Variable: Teacher Performance (Y).

The regression equation between Work Motivation (X_2) and Teacher Performance (Y) is $Y = 57,763 + 0.391 X_2$. From the calculation results obtained by the regression coefficient of 1 and a constant 0,391 which means that every increase in one score of variable X_2 will raise the Y variable score of 1 to a constant of 57,763. This change is an increase because β is positive. So the shape of the influence of variables X_2 and Y based on a significant regression model (0.000) is positive. For more details can be seen from the following graph:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,438a	,192	,175	6,321

a. Predictors: (Constant), X_2

Figure 1.2. Regression $Y = 57,763 + 0.391 X_2$

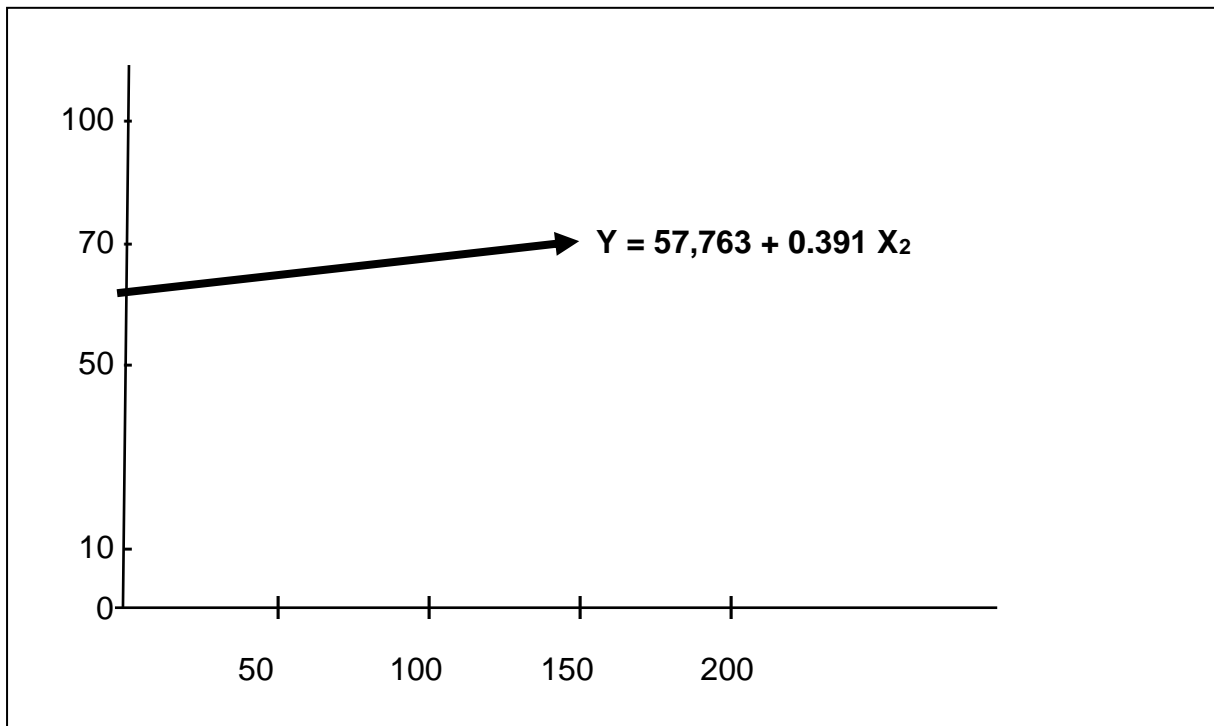


Table 1.3. Path Coefficient Substructure 3 (three)

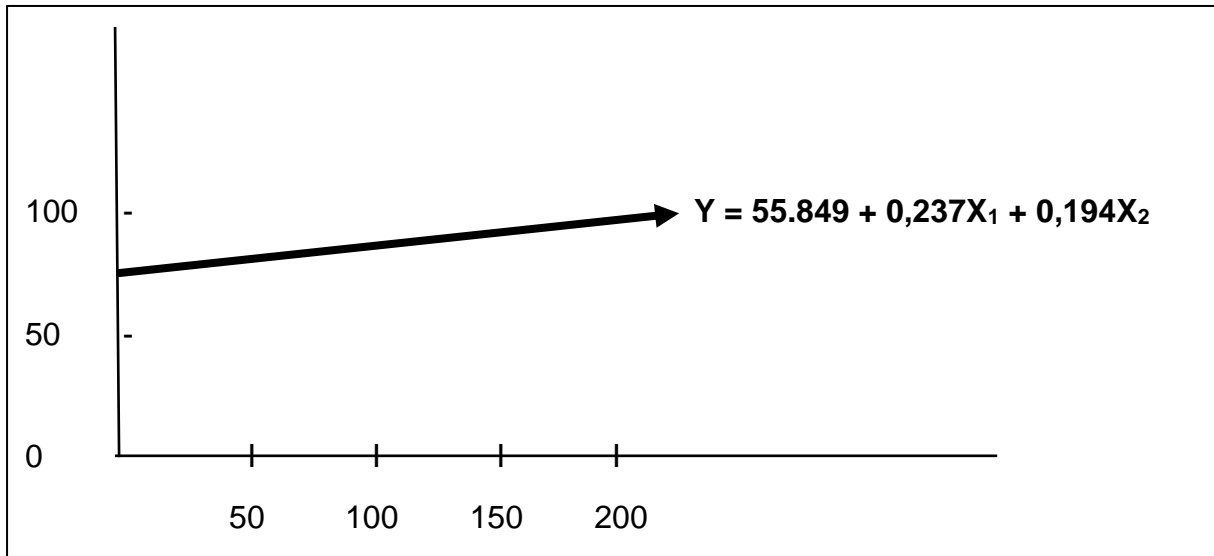
Calculation of path coefficient for Substructure 3 (three). The results of Substructure 3 (three) calculations can be seen in Table 1.3 below:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	55,849	10,187		5,483	,000
	School Culture (X_1)	,237	,166	. ,266	1,425	,161
	Work Motivation (X_2)	.194	.152	.238	1,277	,208

a. Dependent Variabel: Teacher Performance (Y)

Based on the above table it can be concluded that School Culture (X_1), and Work motivation (X_2) together with Teacher Performance (Y) produce a significant regression coefficient (0,000) and positive. Thus the influence between School Culture (X_1) and Work Motivation(X_2).Together, the regression equation $Y = 55.849 + 0,237X_1 + 0,194X_2$ is propagated. The final theoretic model is illustrated below.

Figure 1.3. Regression $Y = 55.849 + 0,237X_1 + 0,194X_2$



The magnitude of the influence of the two independent variables (X_1 and X_2) on the dependent variable (Y) can be seen in table 1.4. Based on the table, it is known that the coefficient of determination (adjusted R Square) is 0.186 or 18.6%, so it can be concluded that teacher motivation and school culture together affect teacher performance by 18.6%. The rest is influenced by other variables outside of this study.

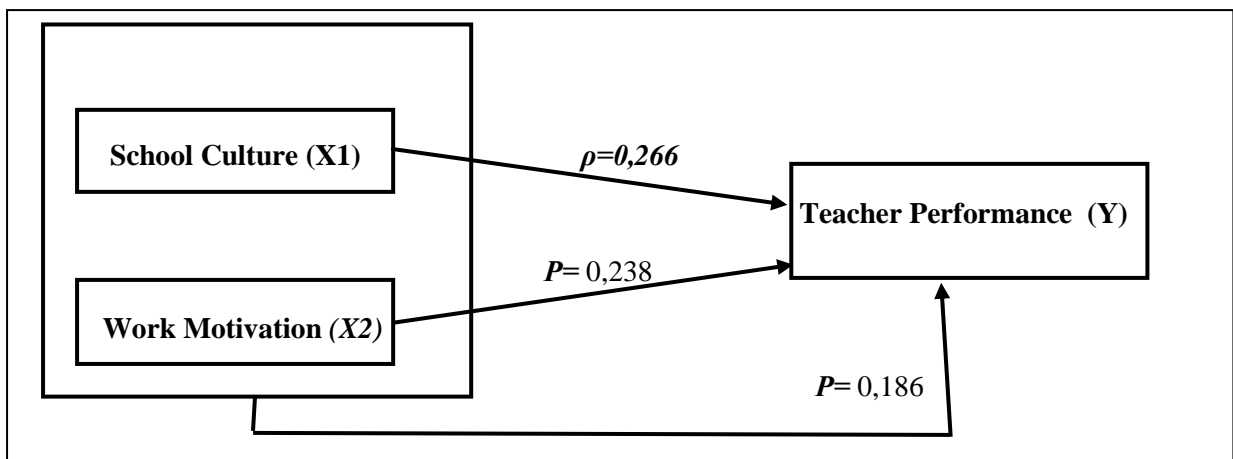
Table 1.4. Coefficient of Determination

Teacher Motivation and School Culture on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,468a	,219	,186	6,280

a. Predictors: (Constant), School Culture (X_1), Work Motivation (X_2), Teacher Performance (Y)

Figure 1.4: Teoretic Models



Based on the calculation below, the F_{count} value of 6.592 and F distribution table obtained F_{table} of 1.53 at a significant level of 0.05. This shows that Significant of $0,003 < 0,05$ is greater significant influence between *School Culture*(X_1), *Work Motivation* (X_2) together with *Teacher Performance* (Y).

Tabel 1.5 Multiple Regression Significance Test
ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	519,923	2	259,962	6,592	,003b
Residual	1853,357	47	39,433		
Total	2373,280	49			

a. Dependent Variable: Teacher Performance

c. Predictors: (Constant), School Culture, Work Motivation,

Conclusion

From the calculation results obtained, the following conclusions can be drawn:

1. There is a positive and significant effect between variable School Culture (X_1), and Teacher Performance (Y).

Ho: $\beta_1 \leq 0$

H1: $\beta_1 > 0$

This is indicated by the calculated t value of 7,614 and then obtained a correlation coefficient (r_{y1}) of 0,431, which means the correlation is positive and strong enough, the coefficient of determination (r^2_{y1}) of 43,1% and the regression equation $Y = 57,763 + 0.391 X_2$.

2. There is a positive and significant relationship between Work Motivation (X_2) of Teacher Performance (Y).

Ho: $\beta_2 \leq 0$

H1: $\beta_2 > 0$

This is indicated by the calculated t value of 5,696 and then obtained a correlation coefficient (r_{y1}) of 0.192 which means the correlation is positive and strong enough, the coefficient of determination (r^2_{y1}) of 19,2% and the regression equation $Y = 57,763 + 0.391 X_2$

3. There is a less positive and significant relationship between School Culture (X_1), Work Motivation (X_2) with Teacher Performance (Y).

Ho: $\beta_3 \leq 0$

H1: $\beta_3 > 0$

This is indicated by the calculated F value of 6,592. Then a multiple correlation coefficient (r_{y12}) of 0.266 is obtained. which means the correlation is positive, while the coefficient of determination (r^2_{y12}) is 18,60% and the regression equation $Y = 55.849 + 0,237X_1 + 0,194X_2$.

Implication

Based on the conclusions of the research, it is known that school culture and teacher motivation, both partially and simultaneously, both have a positive influence on the performance of Tunas Mulia School teachers. Therefore, teacher motivation needs to be improved even more to improve teacher performance.

Every teacher needs to be instilled with motivation for them both intrinsically and extrinsically. Having high motivation will create the enthusiasm and passion of teachers in working will increase and they will have the enthusiasm to continue to upgrade their skills and abilities. In addition to school culture, teacher motivation really needs to be cared for and maintained. School organizations must apply cultural values that build teachers with the aim of providing them with a sense of comfort and well-being. School organizations must begin to involve teachers to provide an opportunity for them to learn, especially in contributing to achieving the school's vision and mission. Creating good relationships among all members of the organization, especially for teachers. Creating a school culture, teacher motivation, it will improve teacher performance, which has a positive impact on the implementation of teaching and learning activities in the classroom.

Suggestion

After concluding and making implications based on research and supported by existing theories, the researcher tries to provide input and suggestions as follows:

1. For schools it is possible to provide school culture and work motivation for both teachers with existing facilities but must be controlled so that creations develop and create creativity and new discoveries to answer the demands of changing times in all aspects so that teachers can direct all existing abilities and comfortable with other teachers so as not to cause harmful competition and result in students.
2. For teachers, they can continue to develop their existing potential, both school culture, work motivation and teacher performance, so that students and parents are satisfied with academic services and school management and make student psychology better and more focused.
3. For researchers who want to know more about the influence of school culture and work motivation on teacher performance, they can add samples or research schools and in the future can find out other variables or factors that can affect teacher performance in the future through the results of further research so that schools can obtain good outputs in order to create quality graduates or outcomes for world class such as the vision and mission that has been stated on the previous introductory page.

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