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The Influence of School Culture on the Performance of Senior High School Teachers

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Abstrak

This study aims to analyze the influence of school culture on teacher performance at SMAIT Mentari Ilmu Karawang. A positive school culture is expected to improve teacher performance, which in turn will affect the quality of education in the school. This study uses a quantitative approach with a regressional survey method to analyze the relationship between school culture as an independent variable and teacher performance as a dependent variable. Data was collected through a questionnaire filled out by 35 teachers. The results of the analysis showed that school culture had a positive and significant effect on teacher performance, with a correlation coefficient of 0.719 and an R-Square value of 51.7%, indicating that more than half of the variation in teacher performance can be explained by school culture. However, this study also found that the dimension of teacher and student involvement in school activities still needs to be improved. The implication of this research is the importance of creating an inclusive and collaborative school culture to improve teacher performance. The suggestion for schools is to strengthen teacher and student engagement and provide greater space for participation in decision-making to improve school culture and support teacher performance improvement more effectively.
Keywords: Culture, Performance, School, Teacher

Introduction

Education is a cornerstone that powerfully shapes a nation's future. At the secondary level, teachers are pivotal to achieving educational excellence. Their effectiveness is judged not only by instructional proficiency but also by how well they cultivate moral and social values and help form students' character (Hoque et al., 2020). Teachers who have good pedagogical, personality, social, and professional competence will be able to design an effective and comprehensive learning process (Khaulah et al., 2024). In addition, they also play a role in providing the emotional and academic support needed by students. Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professional educators who are tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students (Kejora, 2019).

Government Regulation Number 19 of 2017 also makes teacher performance a reference in assessment for career development and the provision of benefits. Therefore, teacher performance must always be oriented towards improving the quality of learning and student character. The Decree of the Director General of Teachers and Education Personnel Number 4242/B.B1/HK.03.01/2024 stipulates that teacher performance must be in accordance with the indicators that have been set, and this makes teachers not only technical implementers of learning, but also agents of change who have great responsibility for student development. Professional teachers are able to design adaptive learning and implement approaches that are relevant to the needs of students (Sinha, 2022). Thus, the quality of teacher performance not only reflects personal progress, but also affects the overall quality of education, which in turn

will give birth to individuals who are ready to face future challenges (Magdalena et al., 2019). Similarly, the success of education at the high school level is highly dependent on the ability of teachers to carry out these tasks with great responsibility and dedication.

Performance can be understood as a form of results, achievements, or capabilities that a person demonstrates in carrying out a certain task (Joo & Cho, 2019). In the realm of education, teachers' performance reflects the extent to which they carry out their responsibilities and obligations in the learning process at school. As professionals in the field of education, teachers have a major role in realizing educational goals through effective teaching activities (Masrum, 2021). Based on the Guidelines for the Implementation of Teacher Performance Assessment published by the Ministry of Education and Culture in 2012, teacher performance assessments are carried out by referring to the main dimensions of the teaching profession. These dimensions include planning and implementation of learning, evaluation and assessment of student learning outcomes, as well as analysis of assessment results and their follow-up (Hoque et al., 2020; Rahayu & Wirza, 2020; Selvi, 2010; Suyitno, 2024). Each dimension is outlined in measurable indicators that reflect the extent to which teachers perform their professional duties. The assessment instrument includes three main aspects: learning planning, learning implementation, and learning outcome assessment, each of which has its own performance indicators (Addin et al., 2020).

Teacher performance is considered the main factor in achieving educational success, but the reality is that the quality of teacher performance, especially at the upper secondary education level, is often not in line with expectations. This is like the gap in teacher performance at SMAIT Mentari Ilmu Karawang which includes three main aspects: planning, implementation, and evaluation of learning. In planning, there are still teachers who have difficulty in preparing a systematic Learning Implementation Plan (RPP) and according to the needs of students, due to the lack of professional assistance. In practice, monotonous teaching methods cause students to be passive, and the lack of application of technology and interactive approaches worsens the situation. Meanwhile, in evaluation, the use of limited assessment methods makes it difficult for teachers to capture student achievement as a whole. The impact of the teacher performance gap is a decrease in learning effectiveness, which hinders the development of students' potential and the overall quality of education.

Teacher performance is heavily influenced by the school's culture, which includes the beliefs, values, and practices shared within an educational institution. A positive school culture strengthens pedagogical collaboration and innovation, providing space for teachers to actively participate in curriculum development and teaching practices (Lastri et al., 2023). There are 4 main dimensions with 12 organizational capabilities that can form an effective school culture, including (Kaswan, 2020): 1) Mission: strategic direction and intention, goals and objectives, vision; 2) Consistency: coordination and integration, agreement, core values; 3) Engagement: capability development, team orientation, empowerment; and 4) Adaptability: creating change, customer focus, organizational learning.

School culture plays a very important role in building optimal teacher performance. Previous studies by Harilama (2023) show that a two-way communication culture is effective in building religious learning and character. Meanwhile, leadership culture and organizational climate also encourage teacher performance (Safrul, 2022). However, the findings on the direct influence of school culture are mixed: insignificant in Ulfa et al (2022), but significantly high in Uspita et al (2021) with a contribution of about 62%. Research by Mulyani et al (2022) shows that school culture contributes significantly to teacher performance, with a contribution of 54%. The school culture gap, despite being a challenge that directly affects teacher performance, remains. Although some teachers show support for a positive and collaborative work culture,

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there are still teachers who maintain a rigid, hierarchical, and minimal organizational culture. This leaves teachers limited in space for creativity, a lack of collaboration between colleagues, and a lack of systemic support from school leaders in professional development. This imbalance creates disparities in teacher performance, where teachers who support a positive culture are more motivated, creative, and committed, while teachers who side with a less supportive culture tend to show stagnant and less optimal performance. Therefore, it is important to align a supportive, participatory, and visionary school culture to encourage equitable improvement of teacher performance.

Research on the influence of school culture on teacher performance at SMAIT Mentari Ilmu Karawang is very urgent considering the importance of creating a supportive and inclusive educational environment. The purpose of this research is to understand how school culture that prioritizes religious values and effective communication patterns can affect teachers' performance in carrying out their duties. It is hoped that the results of this study can provide in-depth insights into the factors that affect teacher performance, as well as produce practical recommendations to improve communication patterns between teachers and students. In addition, this research is expected to help create a school culture that better supports teachers' professional development and quality of education.

Method

This study aims to determine the influence of school culture on teacher performance at SMAIT Mentari Ilmu Karawang by using a quantitative approach and regressional survey methods. The quantitative approach was chosen because it allows to quantify the relationship between variables numerically and objectively (Aisyah et al., 2021). The regressional survey method was chosen because it can analyze the cause-and-effect relationship between school culture as an independent variable and teacher performance as a dependent variable (Creswell, 2015). By using this method, it can be found out how much influence school culture has on teacher performance as measured through statistical analysis.

The population in this study consists of 35 teachers who teach at SMAIT Mentari Ilmu Karawang. The sample was taken in total or census, given the relatively limited number of teachers. Each teacher involved in the study was asked to fill out a questionnaire containing questions about school culture and teacher performance, which was measured using the Likert scale. The Likert scale was chosen because it can provide an idea of the extent to which respondents agree or disagree with the statement submitted, making it easier to measure variables that are subjective.

School culture in this study consists of four main dimensions, namely: 1) Mission, 2) Consistency, 3) Engagement, and 4) Adaptability. These dimensions are developed in 24 questions designed to explore teachers' views on how school culture plays a role in supporting their performance. Teacher performance, as a dependent variable, is measured through three main dimensions, namely: 1) Planning, 2) Implementation, and 3) Evaluation and follow-up. This dimension includes important aspects of the learning process that are indicators of teacher performance success.

Table 1. Research Questionnaire Score Assessment Criteria

No	Score Range	Grade
1.	1,00 – 1,80	Bad
2.	1,81 – 2,60	Not Good
3.	2,61 – 3,40	enough

4.	3,41 – 4,20	Good
5.	4,21 – 5,00	Excellent

For data analysis, this study uses SPSS software version 24. The analysis process begins with a descriptive analysis to describe the characteristics of the respondents and the variables studied. Furthermore, an assumption test was carried out which included a normality test, a linearity test, and a multicollinearity test to ensure the feasibility of the data used. After that, a correlation test was carried out to see the relationship between variables, followed by a significance test to test whether the influence of school culture on teacher performance was significant. Finally, a determination test was carried out to find out how much variation in teacher performance can be explained by school culture (Kejora, 2021). The results of all these tests will be analyzed and interpreted based on the score assessment criteria that have been set.

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Results

School Culture

School culture as a variable X2 is known from 4 dimensions, namely: 1) mission; 2) consistency; 3) involvement; and 4) adaptability. The dimension was developed into 24 questionnaire questions which were distributed and filled out by 35 teachers of SMAIT Mentari Ilmu Karawang.

Table 2. School Culture Data

No	Dimensi	Rata-Rata	Kategori
1	Mission	3.42	Good
2	Consistency	3.35	Enough
3	Involvement	2.93	Enough
4	Adaptables	3.39	Enough
	Rata-Rata	3.27	Enough

The school culture at SMAIT Mentari Ilmu Karawang, based on data analysis, shows an average score of 3.27 which is included in the Adequate category, indicating that the school culture is good enough but there is still room for improvement in several dimensions. The dimension with the highest score was Mission (3.42), indicating that the school managed to socialize the vision and mission well, followed by Adaptability (3.39) which reflected the school's ability to respond to changes quite well. However, the Engagement dimension obtained the lowest score (2.93), indicating the need for improvement in involving teachers and students in school activities and decision-making. The indicator that stands out is Setting measurable strategic goals (3.60) on the Mission dimension, while the indicator with a low score is Providing space for participation for teachers and students in decision-making (2.84), which needs to be improved. Overall, although the school culture at SMAIT Mentari Ilmu Karawang is quite good, some important aspects, especially in increasing engagement and participation, require more attention to strengthen effectiveness and collaboration in the educational process.

Teacher Performance

The performance of teachers at SMAIT Mentari Ilmu Karawang as a variable Y is known from 3 dimensions of teacher performance, namely: (1) learning planning, 2) learning implementation, and 3) evaluation and follow-up of learning. The dimensions of teacher performance are described in several indicators that contain 32 statement items that must be answered by 35 teachers of SMAIT Mentari Ilmu Karawang.

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Table 3. Teacher Performance Data

No	Indicator	Average	Category
1	Learning Planning	3.17	Enough
2	Learning Implementation	3.28	Enough
3	Evaluation and Follow-up	3.24	Enough
	Rata-Rata	3.24	Enough

The performance of teachers at SMAIT Mentari Ilmu Karawang, based on data analysis, showed an average score of 3.24 which was included in the Sufficient category, indicating that teachers have carried out their duties well but there is still room for improvement. Teacher performance is measured through three main dimensions: learning planning, learning implementation, and learning evaluation and follow-up. The dimension with the highest score was Learning Implementation (3.28), which showed that teachers were good enough to carry out learning activities in the classroom, with indicators such as Opening lessons and Guiding group discussions obtaining good results. Learning Planning obtained a score of 3.17, indicating that although it is good, there is still room for improvement in terms of student motivation and material enrichment. The Learning Evaluation and Follow-up got a score of 3.24, indicating that although it is good, this aspect still needs improvement to become more comprehensive and effective. The indicator that recorded the highest score was Analyzing Learning Outcomes in the Learning Planning dimension (3.63), while several indicators such as Determining how to motivate students (2.91) and Holding Learning Variations (3.03) needed improvement, especially in creating a more interesting and interactive learning atmosphere. In addition, the Enrichment activity (3.00) also needs to be improved to deepen the understanding of learning materials in students.

The Influence of Principal Supervision on Teacher Performance

The hypothesis tested in this study is about the influence of school culture (X) on teacher performance (Y). The hypotheses tested are as follows:

Ho : There is no influence of school culture on teacher performance.

Ha : There is an influence of school culture on teacher performance.

The research hypothesis test was carried out by calculating the value of the correlation coefficient, significance level, determination coefficient and regression analysis with the help *of IBM SPSS version 24 for windows software*.

Table 4. Correlation Test

Correlations

		Budaya_X2	Kinerja_Y
Budaya_X2	Pearson Correlation	1	.719
	Sig. (2-tailed)		.008
	N	35	35
Kinerja_Y	Pearson Correlation	.719	1
	Sig. (2-tailed)	.008	
	N	35	35

Table 5. Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719[a]	.517	.520	.33879

Table 6. Significance Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.001	1	.001	12.012	.001[b]
	Residual	3.788	33	.115		
	Total	3.789	34			

Table 7. Regression equations

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.300	.526		6.272	.000
	Budaya_X2	.018	.160	.719	3.110	.913

The results of the correlation coefficient showed *a Pearson Correlation* value of 0.719 with a significance of 0.008 ($p < 0.05$). This shows a strong positive correlation between school culture (X2) and teacher performance (Y). In other words, the better the school culture, the higher the performance produced by teachers.

The determination test yielded an *R Square* value of 0.517. This means that about 51.7% of the variation in teacher performance can be explained by school culture variables. Meanwhile, an *Adjusted R Square value* of 0.520 indicates that the regression model used is quite good at explaining the relationship between school culture and teacher performance, although there are 48.3% of other factors that affect teacher performance that were not covered in this study.

The results of the hypothesis test using ANOVA showed an F value of 12.012 with a significance of 0.001 ($p < 0.05$). Since the significance value is less than 0.05, an alternative hypothesis (Ha) is accepted. This shows that there is a positive and significant influence of school culture on teacher performance. The regression equation resulting from the regression analysis is: Y=3.300 + 0.018 X2

Where 3,300 is a constant (intercept), which indicates the value of teacher performance when the school culture (X2) is zero. 0.018 is the regression coefficient for the school culture variable (X2), which indicates that every one unit increase in school culture will improve teacher performance by 0.018 units. Thus, it can be concluded that there is a positive and significant influence of school culture on teacher performance by 51.7%, while 48.3% is determined by variables or other factors that are not researched or studied in this study.

Discussion

The findings of the study and data analysis showed that school culture had a positive and significant effect on teacher performance by 51.7%, while 48.3% was determined by variables or other factors that were not researched or studied in this study. This finding is in line with the research findings of Eriyanto et al (2023) that the work environment has an influence on teacher performance. School culture has a significant impact on teacher performance, as the values, norms, and practices that exist in the school environment shape teachers' behaviors and approaches in carrying out their duties. The first dimension of school culture, namely mission, provides a clear direction for activities carried out in schools, including in the planning and implementation of learning. If the school's mission is clear and well understood by all parties, teachers can focus more on developing appropriate and effective learning objectives. Missions that emphasize character education, for example, encourage teachers to integrate aspects of moral values in the planning and implementation of classroom learning, thereby improving the overall quality of education (Khun-Inkeeree et al., 2022).

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When teachers understand and internalize the school's mission, they tend to feel more motivated and have a higher commitment to their work (Efendi et al., 2023). This means that a strong school culture, built on clear values and a good mission, can contribute to improved teacher performance. Research shows that there is a significant relationship between school culture and teacher performance, where a positive organizational culture has an impact on increasing teachers' motivation and professionalism in carrying out their duties. For example, a school culture that supports collaboration and communication between teachers can increase mutual respect, which ultimately has a positive effect on individual and collective performance. Therefore, creating and maintaining a healthy school culture is essential in achieving the expected educational goals.

The dimension of consistency in school culture plays a crucial role in maintaining the quality of education management. When there is consistency in the application of norms and procedures that support teaching, it will be easier for teachers to organize learning and manage the classroom effectively. This consistency creates a stable learning environment, where teachers and students have the same expectations regarding the rules and expectations that must be followed, thus minimizing confusion and increasing focus on the learning process (Sapuan et al., 2024). In addition, the involvement of teachers and students in school culture also plays an important role; The greater their involvement in school decision-making and activities, the higher their sense of ownership of the educational process. This can be seen from the noticeable increase in motivation and effectiveness of learning when teachers and students feel that their voices are valued in the educational process.

Furthermore, the adaptability dimension in schools makes it possible to respond quickly to change, which has the potential to improve the overall quality of learning. Teachers who work in an adaptive school culture tend to be more open to changing teaching methods and the latest technological innovations. Research by Maftukha & Kurniawan (2023) shows that teachers who participate in a culture that is responsive to these changes have better ability to tailor teaching strategies to student needs, which ultimately improves the quality of evaluation and follow-up of learning. Teachers' skills to adapt not only benefit themselves but also provide a richer and more engaging learning experience for students, creating an educational climate that supports students' holistic growth.

Efforts that can be made to improve teacher performance in relation to school culture are to increase the involvement of teachers and students. It is recognized as essential to form a more inclusive and collaborative school culture, which ultimately supports effective learning planning and evaluation. Research has consistently shown that higher levels of student engagement are positively associated with academic achievement and other beneficial outcomes, highlighting its critical role in the educational process (Hidayat et al., 2023). Teacher engagement, defined as the extent to which educators are engaged and motivated by their work, is also significantly correlated with student engagement and academic success (Asmara et al., 2024). Furthermore, Sumiyani (2023) emphasizes that a positive organizational climate can greatly affect teacher performance by increasing work engagement, which is important for creating a collaborative environment where both teachers and students thrive (Sumiyani, 2023). In this regard, initiatives that encourage teacher engagement, such as collaborative professional development groups such as MGMP, have been shown to increase teachers' confidence and their teaching strategies, which indirectly encourages increased engagement rates (Huang & Wang, 2023). By improving aspects of school culture that support engagement, schools can strengthen collaboration among teaching staff, increase motivation among students and teachers, and ultimately optimize teacher performance in supporting student success. Thus, a strong and positive school culture, through the dimensions of mission, consistency,

engagement, and adaptability, can directly influence the way teachers plan, implement, and evaluate learning, and encourage them to continuously improve the quality of their teaching.

This research has several limitations that need to be considered. One of them is the limited number of samples that only include 35 teachers at SMAIT Mentari Ilmu Karawang, so the results of this study may not be generalized to other schools with different characteristics. In addition, the study focused only on school culture and teacher performance, without considering other external factors that may affect performance, such as parental support or economic conditions. The implications of this study suggest that a positive school culture, especially in increasing engagement and adaptability, has a significant influence on teacher performance, which in turn can improve the quality of education. Therefore, schools are advised to create and strengthen an inclusive, collaborative, and adaptive culture to improve overall teacher performance. In addition, further research needs to be conducted with a larger sample and consider other factors that may affect teacher performance to obtain more comprehensive results.

Conclusion

This study concludes that school culture has a positive and significant influence on teacher performance at SMAIT Mentari Ilmu Karawang, with around 51.7% of the variation in teacher performance can be explained by school culture variables. The dimensions of school culture that most affect teacher performance include mission, consistency, engagement, and adaptability. However, school culture still needs to be improved, especially in terms of teacher and student involvement in decision-making and school activities, which are the lowest scoring dimension. Teacher performance also shows a score of "adequate," which signifies that while it is good, there is still room for improvement, especially when it comes to more comprehensive learning planning and evaluation. The implication of this study is that to improve teacher performance, schools must strengthen a culture that supports engagement, collaboration, and adaptability, as well as create an inclusive and supportive environment for all parties. The limitation of this study lies in the limited sample number of only 35 teachers, so the results cannot be generalized to all schools with different characteristics. In addition, other external factors, such as parental support and economic conditions, can also affect teacher performance but were not considered in this study. Therefore, it is recommended to conduct further research with a larger sample and consider external variables that can provide a more comprehensive picture of the influence of school culture on teacher performance. Another suggestion is that schools need to improve training and professional development for teachers, as well as provide more space for collaboration between teachers and student involvement in decision-making to strengthen a school culture that supports and encourages improved quality of learning.

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