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**THE INFLUENCE OF ORGANIZATIONAL CULTURE AND  
COMMUNICATION ON PERFORMANCE IMPROVEMENT  
TEACHER OF STATE JUNIOR HIGH SCHOOL**

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**Abstract**

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*Based on the results of data processing, the amount of influence of organizational culture on teacher performance is 35.1%. Communication has a direct effect on the performance of teachers at State Junior High Schools in Deli Tua Subdistrict, Deli Serdang Regency, meaning that the better the communication, the better the performance of teachers at the Public Junior High School in Deli Tua District, Deli Serdang Regency. Based on the results of data processing, the influence of communication on teacher performance is 60.6%. Organizational culture and communication together have a direct effect on the performance of teachers in SMP Negeri in Deli Tua Subdistrict, Deli Serdang Regency, meaning that the better the organizational culture and communication, the better the performance of teachers at SMP Negeri in Deli Tua District, Deli Serdang Regency. Based on the results of statistical tests, the effect of organizational culture and communication simultaneously on teacher performance is 82.8% while the remaining 17.2% is influenced by other variables which are not tested in this study.*

**Key words** : Organizational Culture, Communication, Performance Improvement

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## INTRODUCTION

Teachers are an important component in the world of education, therefore more attention needs to be given to creating quality teachers so that this can support teacher performance. Teachers also play an important role in the world of education, especially in the formal field of school, teachers greatly determine the success of students, especially in terms of the teaching and learning process that is usually carried out in schools. The success of the teacher's performance is influenced by the surrounding environment. Therefore, the surrounding environment, especially in this case the school, such as the principal who is able to motivate and empower teachers to create good performance performance and be able to play a role as a professional teacher in addition to the teacher himself who is able to improve his own work performance.

Teachers are figures who carry the responsibility for realizing the goals of national education as stated in Law No. 20 of 2003 concerning SISDIKNAS that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aimed at developing the potential of students. in order to become human beings who believe, have devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In accordance with the objectives of education which have been described in National Education, education is not only aimed at educating the nation's life but also aims at shaping the character and personality of students so as to make the teacher's task heavier, which is called teacher performance.

Performance means activity or activity, so everything that is done or activities that occur, whether physical or non-physical, is a performance. According to Sriyono (2012; 32) performance is all activities that are carried out either physically or spiritually.

The teacher is a condition that is positioned as the front guard and a central position in the implementation of the learning process. In this regard, the teacher will be the topic of conversation for many people, and of course it is related to the performance and totality of dedication and loyalty to their dedication.

There are many things that need to be taken into consideration so that teacher performance has an impact on quality education. Changing the curriculum that is too frequent, directly or not, will have an impact on the performance of the teacher itself. In addition, teacher performance is also largely determined by the output or output of the Education Personnel Education Institute (LPTK), as a producer of middle teachers, LPTKs also have the responsibility of creating quality teachers.

The measure of teacher performance can be seen from the sense of responsibility to carry out the mandate, the profession they carry, the sense of moral responsibility on their shoulders (Isjioni: 2011: 23). Teacher performance can be seen from their compliance and loyalty in carrying out their teacher duties in the classroom and outside the classroom. This attitude will also be accompanied by a sense of responsibility in preparing all teaching equipment before carrying out the learning process. In addition, teachers must also consider the methodology to be used, including the educational media used, as well as what assessment tools are used in the evaluation.

Teacher performance is defined as the work achievement of teachers in managing and carrying out main tasks and responsibilities to achieve education and learning goals, because teachers are an important component and have a central position in the learning process (Supriadi, 2011), and because teachers are

functional personnel who has operational authority in organizing teaching messages for students. And also as a professional who has the authority to carry out his teaching profession.

The performance of SMP Negeri teachers in Deli Tua Subdistrict, Deli Serdang Regency, currently some of the teachers have been running as it should be, but there are still teachers who have not been able to perform optimally related to their main duties and functions as educators.

Teacher performance is related to organizational culture and communication in the school environment, because if the organizational culture is good, the good organizational culture will result in better teacher performance.

As Robbins (2016: 91) suggests several cultural functions for an organization, namely 1) culture acts as an organizational boundary, meaning that culture functions to create an identity or characteristics of an organization that can distinguish it from other organizations, 2) culture can bring a sense of identity to the its members, meaning that culture is able to instill a sense of pride in being a member of the organization, 3) culture can foster commitment and loyalty to a wider member of the organization than commitment to narrower matters individually, 4) culture can increase the stability of the social system, meaning organizational culture can create a sense of togetherness among fellow members who can unite all organizational components, and 5) culture functions as a meaning-making and control mechanism that can shape the attitudes and behavior of its members.

The strength and weakness of the culture of an organization or educational institution really depends on how the teachers live and practice the values contained in that culture. A strong culture will certainly be able to create and strengthen teacher commitment to the organization. Thus the teacher will remain loyal to the organization and will not be easily influenced by other factors, both from outside the organization and from within the organization itself. The culture of educational institutions will ultimately serve as a motivator for teachers in carrying out their work. A culture that is not good or negative, of course, will also affect teacher work motivation. Teachers will be lazy to work because there are no positive values that can encourage them to work better.

Every teacher in an organization must have a high commitment to the achievement of the mission, vision, and goals of the organization. In organizations, the inner bond between teachers to work in government agencies is not just a salary, but more in an inner bond, for example wanting to become a servant of the state and a servant of the community, social status, and so on. So that if every teacher has a strong commitment to provide the best performance for the country and the best service to society, then of course the performance of the public sector will increase.

Some of the factors that influence the teaching and learning process include communication, organizational culture, teacher commitment, professionalism, motivation, work environment. The learning process to pursue teachers is not only determined by the principal as the leader, but also by the type of work, and the technology used in teaching and learning activities.

As is the case with the educational process in general, the teaching and learning process is a number of components or elements that are interconnected with each other, such as creating a conducive learning situation by directing sources of strength, facilities and infrastructure, and strategies in implementing the appropriate teaching and learning process.

A new perspective in education, teachers are no longer the center of activities that determine each student's performance, but students are the center of attention, students are free to think and act (Hicks, 1970: 364). This shows a significant shift towards teachers in carrying out tasks teach him.

Thus, that teaching is the performance of a teacher in the classroom to invite students to learn in an atmosphere that is conducive to providing the best performance for the country and the best service to society, of course, the performance of the public sector will increase.

School as an institution in which there are students, teachers and other administrative staff, the principal has a fairly heavy responsibility to carry out the task. Preliminary research describes the conditions in which teachers who teach at State Junior High Schools in Deli Tua Subdistrict, Deli Serdang Regency, are still outside the classroom even though teaching hours have started; teaching if there is supervision and the principal, there are still computer teachers who only teach theoretically, teachers do not guide students, there are still teachers who are still talking to other teachers outside the classroom during teaching hours, there are still teachers who are not present to teach classes without being around notification letters, there are still teachers who do not make teaching units, teaching plans and class notes or have just compiled lesson units and lesson plans if they want to move up in rank / class, there are still teachers who give assignments to students but are not corrected, there are still teachers present at school only if there are teaching hours, after finishing teaching, go home. and there are still many teachers who do not use the school environment, such as the library as a learning resource.

Thus, teaching is the performance of a teacher in the classroom to invite students to learn in a conducive atmosphere. Such an opinion is very suitable when it is associated with the development or progress of information, technology and science as it is today. The speed of science and technology is so fast that it is no longer possible to place teachers as a source of learning and a source of knowledge. This shifted because the teacher is an ordinary human being who often lags behind the development itself. Communication, organizational culture and the commitment of the high school teachers in Deli Tua District, Deli Serdang Regency, which are conducive, are likely to be able to influence the teaching and learning process of teachers to be able to teach effectively, direct and make optimal use of teaching and learning components and in turn produce quality graduates.

## LITERATURE REVIEW

Research conducted by Ramli entitled "The Influence of School Culture on Productive Competence of Students at SMK Negeri Sumatra Barat" in 2013. The population in this study was 2929 students with a sample of 160 people. This study uses a questionnaire instrument for variables X and Y. The results of this study indicate that: (1) the culture of the vocational school is in good category; (2) the productive competence of students is in the good category; and (3) there is a significant positive effect of school culture on the productive competence of students of SMK Negeri Sumatra Barat by 12, 7%.

The research was conducted by Ermawati Girsang entitled "The Effect of Principal Transformational Leadership and Teacher Performance on School Quality at Private High Schools in Bandung City" in 2015. The sample in this study amounted to 92 people at private high schools with accreditation A in the city of Bandung. This study uses a questionnaire instrument for variables X and Y. Based on the relationship between the Principal Transformational Leadership (X1) and Teacher Performance (X2) simultaneously on School Quality (Y),

the R value is 0.397 or ( $r_{YX1, X2} = 0.649$ ). When compared with the  $r_{table}$  value of 0.207, it was obtained based on the number of  $N = 92$ , then the  $r$  count value of 0.649 was greater than the  $r$  table ( $0.649 > 0.207$ ), the coefficient analysis of determination was:  $KD = r^2 \times 100\%$ . In this study, it was found that  $r = 0.649$ . Where  $r^2 \times 100\%$  or  $0.649^2 \times 100\% = 0.4212 \times 100\% = 42.12\%$ . This figure means that the influence of the Principal Transformational Leadership and Teacher Performance on School Quality at A Accredited Private High School in the city of Bandung. amounted to 42.12%. The rest is influenced by other variables. The results showed that the three variables in this study were categorized as good.

### RESEARCH METHODS

This research design originated from a problem that is quantitative in nature and limits the problems that exist in the problem formulation. The formulation of the problem is stated in the question sentence, then the researcher uses the theory to answer it. Sugiyono (2014, 23) states that "The research design must be specific, clear and detailed, determined steadily from the start, become a step-by-step guide". The research design connects the variable X and variable Y. This study consists of three variables, namely the independent variable (X1), namely organizational culture, (X2) namely communication and the related variable (Y), namely teacher performance.

The research method used is the explanatory survey method using the pathway. The research design is outlined in the following picture :

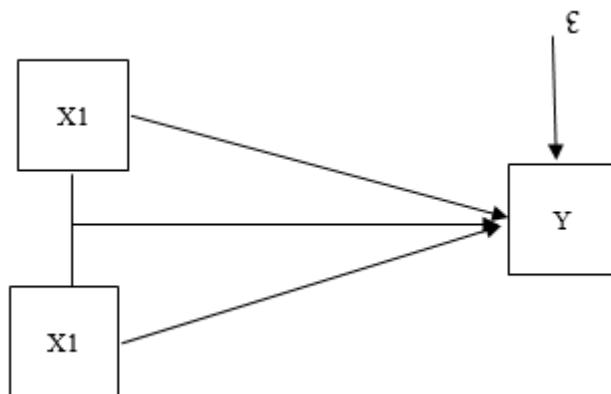


Figure 1. Research Design

Information :

- X1 : Organizational culture
- X2 : Communication
- Y : Teacher performance
- E : Epsilon / Residue
- Pyx1 : Organizational culture and teacher performance

Pyx2 : Communication and teacher performance

Pyε : Another factor.

## RESULTS AND DISCUSSION

### Respondents Based on Gender

Judging from the gender of the respondents, it turns out that there are more males than females who work at the State Junior High Schools in Delitua Subdistrict, Deli Serdang Regency. The comparison of male and female respondents can be seen in Table 4.1.

**Table 4.1.** Respondents Based on Gender

No	Gender	Total	Percentage
1	Female	19	55,88
2	Male	15	44,12
Total		34	100

Source : Questionnaire for The Respondent Identity Section (2020)

Table 4.1 shows the composition of the number of men in the respondents amounted to 19 people or 55.88%, while the number of women in the respondents was 15 people or 44.12%.

### Respondents by Age

The age of the respondents at the time of the research was divided into three, namely under 20 years, 20 years to 40 years and over 40 years. Thus, the percentage of respondents' age can be considered in Table 4.2.

**Table 4.2.** Respondent Age

No	Age	Total	Percentage
1	< 20	2	5,88
2	20 – 40	18	52,94
3	> 40 Years	14	41,18
Total		34	100%

Source : Questionnaire for The Respondent Identity Section (2020)

From the data in Table 4.2, it appears that the age composition of the respondents at the time this research took place under 20 years was 2 people or 5.88%, 20-40 years as many as 18 people or 52.94% and 14 people or 41.18% were over the age. 40 years. This shows that the age composition of the respondents is dominated by the age group of 20-40 years. Based on the general assumption that applies in society that a person's productive age is under 40 years old, the composition shows that SMP Negeri teachers in Delitua Subdistrict, Deli Serdang Regency are classified as productive, and are still able to do activities with a high frequency.

### Respondents Based on Education Level

The education level of respondents is divided into four categories, namely SLTP, SLTA, S1, and S2. Thus, the percentage of respondents in this category can be seen in Table 4.3.

**Table 4.3.** Respondents Based on Education Level

No	Education Level	Total	Percentage
2	D3/D2	6	17,65
3	S1	24	70,59
4	S2	4	11,76
Total		34	100%

Source : Questionnaire for The Respondent Identity Section (2020)

Table 4.3 shows the composition of respondents based on education level 17.65% with a D2 / D3 education, 24 people with S1 education or 70.59% and 4 S2 education or 11.76%. This shows that in fact SMP Negeri in Delitua Subdistrict, Deli Serdang Regency, education is prioritized especially for teachers with a minimum of S1 education to be able to understand and carry out their duties. This is evidenced by the data in table 4.3, where respondents with D3 and D2 education who are assumed to be low education dominate those with S1 education.

### Respondents Based on Service Period

The level of tenure of respondents is divided into four categories, namely working more than 10 years, 7 - 10 years, 4 - 6 years, and 1 - 3 years. Thus, the percentage of respondents in this category can be seen in table 4.4.

**Table 4.4.** Composition of The Respoden's Service Period

No	Years of Service	Total	Percentage
1	> 10	9	26,47
2	7 – 10	13	38,24
3	4 – 6	8	23,53
4	1 – 3	4	11,76
Total		34	100%

Source : Questionnaire for The Respondent Identity Section (2020)

Table 4.4 shows that of the 34 samples with the composition of respondents based on a working period of 26.47% worked more than 10 years. those who work 7 - 10 years are 38.24% as well, 4 - 6 years there are 8 people or 23.53%, and those who work 1 - 3 years are 4 people or 11.76%.

## CONCLUSION

Organizational culture has a direct effect on improving the performance of teachers at State Junior High Schools in Deli Tua Subdistrict, Deli Serdang Regency, meaning that the better the organizational culture at work, the better the increase in teacher performance at State Junior High Schools in Deli Tua Subdistrict, Deli Serdang Regency. Based on the results of data processing, the amount of influence of organizational culture on teacher performance is 35.1%.

Communication has a direct effect on the performance of teachers at State Junior High Schools in Deli Tua Subdistrict, Deli Serdang Regency, meaning that the better the communication, the better the performance of teachers at the Public Junior High School in Deli Tua District, Deli Serdang Regency. Based on the results of data processing, the influence of communication on teacher performance is 60.6%.

Organizational culture and communication jointly have a direct effect on the performance of teachers in SMP Negeri in Deli Tua District, Deli Serdang Regency, meaning that the better the organizational culture and communication, the better the performance of teachers in SMP Negeri in Deli Tua District, Deli Serdang Regency. Based on the results of statistical tests, the effect of organizational culture and communication simultaneously on teacher performance is 82.8% while the remaining 17.2% is influenced by other variables that are not tested in this study.

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