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THE INFLUENCE OF ORGANIZATIONAL CULTURE, COMPETENCE, AND WORK ENVIRONMENT ON THE PERFORMANCE OF TEACHERS AT SMP MUHAMMADIYAH 13 MAKASSAR.

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Abstract: *The purpose of this study is to examine, analyze, and interpret the influence of Organizational Culture, Competence, and Work Environment on the performance of teachers at SMP Muhammadiyah 13 Makassar. This research is of a quantitative descriptive nature, with a population and sample of 31 teachers. Data collection methods include interviews, questionnaires, and literature review. The research data will be analyzed using statistical tools with SPSS 24 software. The results of the study indicate that: 1. Organizational Culture has a positive and significant impact on the performance of teachers at SMP Muhammadiyah 13 Makassar. Generally, Organizational Culture has a strong influence on improving teacher performance, which is crucial for achieving the organization's goals. 2. Competence has a positive and significant impact on the performance of teachers at SMP Muhammadiyah 13 Makassar. Competence is a crucial factor that supports teachers in developing their skills and knowledge to the fullest extent to contribute to the organization's goals consciously. 3. Work Environment also has a positive and significant impact on the performance of SMP Muhammadiyah 13 Makassar. The main factors in the work environment include the atmosphere and supporting facilities, which play a vital role in carrying out teachers' tasks.*

Abstrak: Penelitian ini memiliki tujuan untuk mengeksplorasi, menganalisis, dan menginterpretasikan dampak Budaya Organisasi, Kompetensi, serta Lingkungan Kerja terhadap kinerja Guru di SMP Muhammadiyah 13 Makassar. Pendekatan penelitian yang digunakan adalah deskriptif kuantitatif, dengan populasi dan sampel yang terdiri

dari 31 Guru. Pengumpulan data dilakukan melalui wawancara, kuesioner, dan studi pustaka. Data yang diperoleh akan dianalisis menggunakan alat statistik serta perangkat lunak SPSS versi 24. Hasil penelitian menunjukkan bahwa: 1. Budaya Organisasi memiliki dampak positif dan signifikan terhadap kinerja Guru di SMP Muhammadiyah 13 Makassar. Secara umum, Budaya Organisasi memiliki pengaruh yang kuat dalam meningkatkan kinerja Guru, yang merupakan faktor krusial dalam mencapai tujuan organisasi. 2. Kompetensi juga memiliki dampak positif dan signifikan terhadap kinerja Guru di SMP Muhammadiyah 13 Makassar. Kompetensi adalah faktor penting yang mendukung Guru dalam mengembangkan potensi mereka secara optimal untuk mendukung tujuan organisasi dengan penuh kesadaran. 3. Lingkungan Kerja juga memiliki dampak positif dan signifikan terhadap kinerja di SMP Muhammadiyah 13 Makassar. Faktor utama dalam lingkungan kerja meliputi suasana dan fasilitas pendukung yang memainkan peran penting dalam pelaksanaan tugas-tugas pekerjaan Guru.

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Introduction

Organization is a complex entity with activities that involve the allocation of human resources to achieve organizational goals, one of which is improving performance. If an organization can achieve its set goals, it can be considered effective.

In both government and private organizations, the achievement of objectives is determined through the establishment of structures in the form of organizations, driven by a group of individuals actively playing roles in achieving the respective organization's goals. The attainment of organizational goals is only possible due to the efforts of teachers who are part of the organization as their performance contributes significantly. If government personnel work effectively, the performance of the government institution or bureaucracy will also be good. The performance of teachers, in the end, will contribute to the overall performance of the organization.

Several factors influence teacher performance, including knowledge, skills, and abilities, which are crucial for supporting performance. Knowledge, skills, and abilities are competencies that are fundamental characteristics of an individual enabling them to exhibit effective or superior performance in their work and tasks. One personal aspect of competence is communication, as organizational communication can maintain teacher motivation by

providing explanations to teachers about what needs to be done, how well they are doing it, and what teachers can do to improve their performance (Spencer et al. in Edwardin, 2006:1).

Communication is a vital part of work life. Poor communication can have widespread effects on an organization, such as conflicts among teachers, while good communication can increase mutual understanding, cooperation, and job satisfaction. Teachers with strong communication skills can obtain and develop the tasks assigned to them, leading to improved teacher performance. Another factor, according to Goleman (2002:38), considered important for improving teacher performance is emotional intelligence (Emotional Quotient), which is another side of human intelligence that is deemed critical in determining the level of life success.

In a work context, emotional intelligence is the ability to understand what we and others are feeling, including the appropriate way to handle issues (Martin, 2003:23). Managing emotions well and using them in harmony with reason, such as understanding temperament, learning to control one's mood, recognizing the feelings of others, and controlling unproductive emotions.

In addition to communication competence and emotional intelligence, organizational culture is also a factor that contributes to improving teacher performance. Organizational management aims to enhance organizational performance by improving the performance of its teachers, primarily because of the role of organizational culture, which provides a set of values for setting priorities and defines how everything is done within the organization.

SMP Muhammadiyah 13 Makassar is a Muhammadiyah organization that plays a role in providing materials for the formulation of technical policies in the field of education. In the operational aspect of SMP Muhammadiyah 13 Makassar, various challenges provide insights into the varying levels of community trust in SMP Muhammadiyah 13 Makassar. The delivery of information that should connect various areas does not go smoothly, partly due to the limitations in the skills and knowledge of teachers in effective communication. This indicates that the communication culture among teachers and superiors is still not effective. This situation is related to the individual work behavior of teachers who may not be able to build relationships with other teachers at work because they perceive that each teacher already has their own responsibilities and is responsible for what is assigned to them. This is due to teachers who may not be able to manage their emotions due to the inability to recognize their own and others' emotions, which significantly affects teacher performance.

Based on the various explanations above, where the identified performance variable is a function of Organizational Culture and Competence as well as the Work Environment, a study will be conducted with the title "The Influence of Organizational Culture, Competence, and Work Environment on Teacher Performance at SMP Muhammadiyah 13 Makassar."

I. Theoretical Review

1. Organizational Culture

Chuck Williams (2001:84) defines organizational culture as a set of values, beliefs, and core attitudes that are practiced among members of an organization. According to Taliziduhu Ndraha (2005:74), organizational culture is the culture that emerges as a result of interactions among individuals within the network of the organization. Meanwhile, Tampubolon (2008:230) defines organizational culture as the agreement on employee behavior within the organization, characterized by a constant effort to create efficiency, freedom from errors, a focus on results and employee interests, creativity, and accurate task execution.

Organizational culture can be understood as the values considered right and passed on to new employees as the proper way to think and act in carrying out tasks. Organizational culture is often created by the organization's founders and then maintained by communicating the organization's history and celebrating organizational heroism. A culture that can adapt and promote employee engagement, clarify the organization's strategic goals and direction, and consistently articulate and teach the organization's values and beliefs.

2. Competence

According to Poerwadarminto (2013:623), "mampu" means capability or competence, while "kompetensi" refers to someone or an employee at Polres Mamuju who has the capability or competence to perform a specific task, as manifested through their actions to enhance work productivity.

The concept of competence is synonymous with creativity, as many experts have explained based on different perspectives. As stated by Supriadi (2011:16), "everyone has creative competence to varying degrees." No one lacks competence or creativity entirely; the key is how to develop this creativity (competence). Devito (2013:213-216) proposed that "creativity is a competence possessed by every individual from birth, and this potential can be developed or nurtured." Similarly, Piers (2011:268) expressed, "All individuals are creative in diverse ways and to different degrees." Creative work demands skills, abilities, and strong motivation. Three factors determine an individual's creative achievement: high motivation or commitment, skills in their field of expertise, and creative competence.

3. Work environment

The work environment is synonymous with the atmosphere that encompasses or surrounds the tasks performed by employees. The primary factors influencing the work environment are the atmosphere and supporting facilities for carrying out the work. The organizational atmosphere strongly influences an employee's performance. The concept of the organizational atmosphere here refers to a set of work environment characteristics that can be measured based on the collective perception of people living and working within that environment and is shown to influence their motivation and behavior (Wilson, 2013).

Meanwhile, according to Mill (2013:30), a pleasant work environment may be the key driver for employees to achieve peak performance. If the designed work environment is not conducive, it can have negative effects on employees, such as lowering their work enthusiasm, motivation, and job satisfaction, which ultimately leads to reduced work productivity.

The management's ability to maximize resources and create an optimal work system will determine the level of employee productivity. The role of management is strategically important for productivity improvement by combining and utilizing all production resources, applying management functions, creating work systems and job assignments, placing the right people in the right jobs, and creating safe and comfortable working conditions. An organization is a place where employees gain work experience and opportunities to enhance their skills. Such opportunities can only be enjoyed by employees if organizational leadership allows it. In general, it can be argued that management factors play a significant role in improving organizational work productivity, both directly through organizational and work process improvements that minimize resource wastage, and directly through training facilities and improvements in employee income and social security.

Juliati (2013:96) describes the ideal work environment for human resources in an organization, explaining that the work environment must meet three conditions: (1) physical condition requirements, (2) a pleasant working atmosphere, and (3) the creation of work harmony. The ideal physical condition involves having a permanent building with workspaces and equipment (desks, chairs, and other office equipment such as telephones, faxes, air conditioning, and toilets) with a peaceful, tidy, clean design, free from loud noises and away from pedestrian traffic. As for the work harmony, it refers to good cooperation, effective communication, and a sense of mutual assistance among employees in performing work activities, creating a harmonious work environment without horizontal conflicts among employees.

4. Teacher Performance

Performance originates from the understanding of "performance," which can also be defined as the outcome of work or job achievement. However, in reality, performance has a broader meaning, encompassing not only the results of work but also how the work processes unfold. According to Wilson Bangun (2012:230), improving performance is desired by both employers and employees. Employers seek good performance from their employees for the benefit of improving work outcomes and company profits. On the other hand, employees have an interest in self-development and job promotions. In general, it can be said that good employee performance aims to enhance productivity.

Furthermore, Mangkunegara (2011:67) provides the following definition of performance: "Performance is the quality and quantity of work results achieved by a teacher in carrying out their duties in accordance with the responsibilities assigned to them."

Performance is the implementation of a plan that emphasizes the capacity of resources. Performance implementation is carried out by human resources with abilities, competencies, motivation, and interests. How an organization values and treats its human resources will influence the attitudes and behaviors of those resources in performing their duties (Mardjuni, 2016).

II. RESEARCH METHODS

The design and type of research use quantitative methods. The research location is at SMP Muhammadiyah 13 Makassar. This research was conducted for 2 months, followed by data analysis of the research results. The population and research sample: 31 people (The population in the research implementation are the teachers of SMP Muhammadiyah 13 Makassar). The data analysis technique is quantitative descriptive analysis.

III. DISCUSSION OF RESEARCH RESULTS

1. The Influence of Organizational Culture on the Performance of Teachers at SMP Muhammadiyah 13 Makassar in South Sulawesi Province.

Because the calculated t-value is 9.584, which is greater than the tabulated t-value of 2.021, it indicates that the Organizational Culture variable significantly influences the performance of teachers at SMP Muhammadiyah 13 Makassar in South Sulawesi Province.

Through hypothesis testing, it can be concluded that Organizational Culture has a significant impact on the performance of teachers at SMP Muhammadiyah 13 Makassar in South Sulawesi Province. This can be attributed to the fact that each teacher has their own Standard Operating Procedures (SOP) to follow, and the performance targets for each teacher are clear. Therefore, the organizational culture has an influence on the teachers' performance. This suggests that the first hypothesis is accepted.

Organizational culture can be defined as the values considered right and passed down to new teachers as the correct way to think and act in carrying out their duties. Organizational culture is often created by the organization's founders and is maintained by conveying the organization's history and celebrating its heroes. A culture that can adapt and encourage teacher engagement, clarify the organization's goals and strategic direction, and consistently articulate and teach the organization's values and beliefs.

Considering diversity and cultural differences, as well as teacher education programs, is a culture that forms within an organization and consists of the dimensions of individual cultural interests. To develop a positive organizational culture, management systems are needed to control the direction of culture formation and become the main asset for the

organization and its members in behavior and action. A culture that has formed instinctively will follow the actions of each organization member. These conditions illustrate an organizational culture, whether it's in a business, production, or service organization, which is then referred to as organizational culture.

2. The Influence of Competency on Teacher Performance at Muhammadiyah Middle School 13 Makassar, South Sulawesi Province

Based on the results of the research hypothesis, it was found that Competency (X2) had a significant effect on teacher performance (Y) with a regression coefficient value of 0.135 indicating that compensation had a significant influence on the performance of SMP Muhammadiyah 13 Makassar, South Sulawesi Province. So if competency increases by one unit, teacher performance will increase by 0.135, assuming the values of the other independent variables remain constant.

These results indicate that competence is a significant factor influencing employee performance. In general, leadership style has a strong influence on improving employee performance. Employee performance is very important for achieving the goals of an organization. If employee performance is good, it will have a positive influence on the organization and achieve optimal goals. In realizing optimal goals, of course employee performance must always be monitored. This is where the role of leadership is really needed. Leaders must direct employees well and correctly. Apart from that, leaders must also be able to set a good example for employees because if the performance shown by the leader is good, then employees will imitate the leader (Ruyatnasih, 2013: 1106).

3. The Influence of the Work Environment on Teacher Performance at Muhammadiyah Middle School 13 Makassar, South Sulawesi Province

Based on the results of the research hypothesis, it was found that training (X3) has a significant influence on teacher performance (Y), a significant influence with a regression coefficient value of 0.245 because the work environment is one of the parts needed to produce good performance in a teacher besides being able to improve the performance of Teachers at Muhammadiyah 13 Makassar Middle School, South Sulawesi Province in accordance with the goals desired by the leadership and organization. If the work environment increases by one unit, teacher performance will increase by 0.644, assuming the values of the other independent variables remain constant.

Through hypothesis testing, the work environment has a significant effect on the performance of Muhammadiyah 13 Makassar Middle School Teachers, South Sulawesi Province. This is because for every part of the work, teachers already have their own SOPs that must be implemented and the work targets that must be achieved by each personnel are clear so that the teacher's work environment will influence the teacher's performance. This indicates

that the work environment will improve teacher performance so that the first hypothesis is accepted.

The work environment is identical to the atmosphere that encompasses or surrounds the work carried out by employees. The main factors that play a role in the work environment are the atmosphere and supporting facilities in carrying out the work. The organizational atmosphere really supports the performance of an employee. The definition of organizational atmosphere here is a series of characteristics of the work environment that can be measured based on the collective perceptions of the people who live and work in that environment and shown to influence their motivation and behavior (Wilson, 2013).

4. The Influence of Organizational Culture, Competency and Work Environment on Teacher Performance at Muhammadiyah Middle School 13 Makassar, South Sulawesi Province

Based on the research results, simultaneously all independent variables: Organizational Culture (X1), Competence (X2) and Work Environment (X3) have a significant effect on teacher performance (Y). Partially, each independent variable: Organizational Culture (X1), Competence (X2) and Work Environment (X3) have a significant effect on teacher performance (Y). The Leadership variable has a more dominant influence on teacher performance, thus the Muhammadiyah 13 Makassar Middle School, South Sulawesi Province must pay more attention to the Organizational Culture variable because it plays a very important role in influencing all teacher performance at Muhammadiyah 13 Makassar Middle School, South Sulawesi Province.

V Conclusions and recommendations

A. Conclusion

Based on the interpreted results of the data analysis, the writer concludes as follows:

1. There is a significant influence between Organizational Culture, Competence, and Working Environment individually on the performance of teachers at SMP Muhammadiyah 13 Makassar, South Sulawesi Province. This means that each of these variables has a significant positive impact on teacher performance.
2. There is a significant influence between Organizational Culture, Competence, and Working Environment together on the performance of teachers at SMP Muhammadiyah 13 Makassar, South Sulawesi Province. This indicates that when these three variables are combined, their influence on teacher performance remains significant and mutually supportive.
3. Organizational Culture is the most dominant variable affecting the performance of teachers at SMP Muhammadiyah 13 Makassar, South Sulawesi Province. This suggests that a good organizational culture that aligns with the organization's goals and values has a strong impact on teacher performance.

4. These conclusions provide important insights into the factors influencing teacher performance at the school and highlight the importance of paying attention to organizational culture as a key aspect of improving the quality of education.

B. Suggestions

The recommendations that can be provided by the researcher through the results of this study are as follows:

1. Providing appreciation to teachers is crucial to instigate positive behavior and employee achievements, whether they perform well or not. Intelligent leaders can boost teacher motivation by offering personal attention, such as pat on the back, handwritten notes, or brief comments in meetings. When showing or giving appreciation, strive to make it more specific. By being specific, employees become aware that their actions are genuinely monitored. High teacher motivation will naturally result from these efforts.
2. Solutions for Improving Teacher Discipline: One of the alternatives to reduce disciplinary violations includes, firstly, conducting socialization to refresh the knowledge of regulations related to civil servant discipline, including Government Regulation No. 53 of 2010 regarding Discipline Regulations, Government Regulation No. 32 of 1979 regarding Civil Servant Termination, Government Regulation No. 45 of 1990 as a replacement for Government Regulation No. 10 of 1983 concerning 13 Articles of Government Regulation No. 53 of 2010 regarding Discipline of Public School Teachers. Implement strict sanctions/actions when a civil servant is proven to have committed a disciplinary violation with the aim of creating a deterrent effect and shock therapy to prevent others from imitating or committing similar offenses, and to prevent more severe penalties.
3. For future researchers, it is advisable to further develop research variables such as communication competence, emotional intelligence, organizational culture, and teacher performance. This can be achieved by combining these variables with others such as work motivation, work discipline, and leadership, thereby enriching the research landscape in the field of human resource management.

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