

STRENGTHENING ORGANIZATIONAL CULTURE, TRANSFORMATIONAL LEADERSHIP, AND PERSONALITY IN EFFORTS TO IMPROVE TEACHER PERFORMANCE

*Empirical Study Using Correlation Approach and Sitorem Analysis on Elementary School
Teachers in Jakarta Barat City*

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ABSTRACT

In the world of education, teachers have a very large and important role in teaching and learning activities because teachers are educators who are directly related to students, so teachers are required to have good performance in order to teach students who have good quality as well. One of the educational problems faced by the Indonesian people is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of education, among others through various training and improvement of teacher qualifications, procurement of books and learning tools, improvement of facilities and infrastructure, and improvement of the quality of school management. However, various indicators for improving the quality of education have not shown an even increase. Based on preliminary research, it is known that the performance of SDN teachers in West Jakarta City has a teacher performance problem, namely that teacher performance has not been achieved in accordance with the target, therefore research is needed to obtain information on variables related to teacher performance. This study aims to find efforts to overcome teacher performance problems by knowing the strength of the variables that are thought to affect teacher performance. In this case, it is the organizational culture, transformational leadership and personality and together with the related variables, namely teacher performance. The research population consisted of all teachers from elementary schools in Jakarta Barat City. The sampling technique used Multistage Proportional Random Sampling, and the Slovin formula was used to determine the number of samples in order to obtain 589 samples. The results of the study found that all variables had a significant positive relationship with teacher performance towards the organization, in order based on the strength of the relationship as follows: organizational culture ($r_{y1} = 0.996, \rho < 0.05$), transformational leadership ($r_{y2} = 0.976, \rho < 0, 05$), and personality ($r_{y3} = 0.993, \rho < 0.05$). The results of the SITOREM analysis show that the components of teacher performance that have priority improvements that need to be improved are: (1) Stable, Implementation of the concept of teacher performance related to quality in the implementation of learning, (2) Quantity, Implementation of Teacher Performance Concepts specifically related to Quality in the implementation of learning, (3) Innovation, Implementation of Teacher Performance Concepts specifically related to Quality in implementation in learning, (4) Agreeableness, Implementation of Teacher Performance Concepts specifically related to Quality in implementation in learning. The suggestions that can be submitted for principals and teachers are to maintain indicators that have a fairly good score.

Keywords: SITOREM Analysis, Teacher Performance, Organizational Culture, Transformational Leadership and Personality.

INTRODUCTION

In the field of education, teachers have a very large and important role in teaching and learning activities because teachers are educators who are directly related to students, so teachers are required to have good performance in order to teach students who have good quality as well. Education faced by the Indonesian people is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of education, among others through various training and improvement of teacher qualifications, procurement of books and learning tools, improvement of facilities and infrastructure, and improvement of the quality of school management. However, various indicators of improving the quality of education have not shown an even increase.

Teacher job satisfaction is very important to be pursued by school principals so that these teachers have high motivation and job satisfaction. In a school organization, the leadership applied by the principal will affect the performance of the teachers in the school. With good principal leadership, it is hoped that teachers will carry out their duties and obligations well as well. The principal who displays leadership with good exemplary, will be an example and role model for all concerned school residents. This process requires support related to the implementation of the functional duties of teachers such as working conditions that encourage teachers to excel and optimize their functions. Teachers who feel satisfied have a tendency to work more directed, have resistance to high workloads, have high intensity in dealing with work difficulties. Improvement and optimization of teacher functions can be realized with support and conducive working conditions.

The task of teachers is closely related to improving human resources through the education sector, therefore efforts are needed to improve teacher performance so that they become professional personnel. To improve teacher performance, it is necessary to hold continuous and continuous coaching. Improving teacher performance is not merely increasing their competence either through providing training or providing opportunities for further development, but it is also necessary to pay attention to teachers from other aspects such as; increasing discipline, providing satisfaction, forming school culture, providing incentives, decent salaries, thus enabling teachers to be satisfied in working as educators. their duties and the satisfaction that the teacher has achieved in carrying out their duties. In addition, organizational culture that occurs in schools is suspected as a factor that can affect teacher performance. Schools as organizations are unique, in the sense that they have different cultures from other organizations. Organizational culture is a framework that guides daily behavior in making decisions for an agency or institution and directs the actions of its subjects to achieve the goals of the organization. The organizational culture that exists in each educational institution will have its own characteristics that affect the members of the organization who are in it.

The organizational culture inherent in a school institution, which is a set of value systems and norms that become a reference for the behavior of each member of the organization, where the value system is created, recognized, agreed upon and implemented by members of the school organization, and is used as a guide for thinking, acting and interacting. including: schools provide the most important values to be understood together in terms of announcing, determining, deciding the freedom of teachers to deliver teaching materials in the learning process, schools forming standard norms in working in terms of budgeting, organizing the teaching profession, forming work

teams in an effort to realize work targets in school programs. Schools foster relationships with the surrounding environment, between individuals and views on humanity, schools use methods and technology used in work and schools form real behavioral patterns in daily habits.

The school's organizational culture, in essence, occurs between individuals in accordance with their respective roles and functions in order to achieve common goals. The value order that has been well formulated is trying to be realized in various daily behaviors through an effective interaction process. This behavior will form a certain cultural pattern that is unique from one organization to another. This is what ultimately becomes the special character of an educational institution that distinguishes it from other educational institutions. In addition to performance factors and organizational culture, there is another variable that influences the performance of teachers at work, namely personality. Personality is an important determinant of how a person thinks and behaves, helping to distinguish between different types of personality. Personality is the sum total of ways in which an individual reacts and interacts with other individuals. A good personality, good organizational culture, and leadership of a good school organization will synergize positively with each other and will have an impact on teacher job satisfaction so as to be able to increase the performance of school organizations to the maximum. In essence, many previous researchers have tested variables such as that will be tested in this study, but of course there are differences in the number and characteristics of the subjects or units of analysis studied. In this study, the unit of analysis is a teacher with the status of a civil servant who works at an elementary school in West Jakarta. The benefits of each indicator from each of the variables studied are expected to be identified, so that weaknesses can be identified, which can then be used as a basis for determining policy priorities in fostering schools in their area.

The results of the data survey from an initial study of 30 teachers in several public elementary schools in West Jakarta in May 2021, obtained information that there was a tendency for low or not optimal performance of public elementary school teachers in West Jakarta. This can be seen from several data indicators that have relatively low scores, namely: The results of the data survey show the percentage exceeds 50% which indicates teacher performance is still low, where teachers make Classroom Action Research (CAR) is still low (56.7%) . The results of CAR can actually be directly used to improve or improve the quality of learning in the classroom, besides that CAR reports are also very useful for the teacher concerned in terms of promotions and teacher professional development credits. The low number of teachers who make CAR is due to the limited knowledge or insight of teachers about CAR. Teachers updating the Learning Implementation Plan (RPP) is also still low (53.3%). This is due to the lack of mastery of computerized technology for teachers, so they are not aware of any changes in the curriculum that have an impact on changing the lesson plans. Teachers making new ideas in preparing RPP according to student needs are still low (46.7%), despite the fact that the teacher has attended training on RPP preparation every semester. However, the results of the training were not applied to improve the quality of learning in the classroom. Teachers apply new learning strategies that attract students' interest in learning is also still low (60.0%). This is because teachers prefer conventional learning strategies. Teachers who use the new learning model is still low (50.0%). This is due to the teacher's lack of understanding regarding the use of innovative learning models. Teachers update learning media to improve the quality and quality of learning in the classroom is also still low (46.7%). This is because the teacher is too busy with himself and does not have much time to create new learning media or improve old learning media. Teachers make their own learning media is still low (56.7%). This is due to the lack of knowledge and ability of teachers in making learning media.

Some other indications regarding the still low performance of teachers, among others, are teachers still using the conventional old way of teaching and giving training assignments, so that student saturation occurs and students experience boredom in learning and teachers feel they have

enough knowledge, so they are less motivated. Teachers should have a strong performance in carrying out the learning process by exploring and looking for ways of learning that are more effective, easy to understand and liked by students which will generate interest in learning in students and will ultimately improve student achievement. The indications of the problems above are considered to be a benchmark that the performance of elementary school teachers in West Jakarta is still low. Lack of teacher performance also results in low student achievement and creativity. If this condition continues, the quality of education and the quality of human resources will continue to lag behind other countries.

Several factors are thought to be related to the growth of teacher performance, among others, organizational culture, transformational leadership, personality and possibly other factors. One of the factors related to teacher performance is organizational culture. Developments in the world of education in Indonesia today which are increasingly fast and rapidly have also resulted in cultural changes. Schools are required to have a culture that distinguishes them from other similar organizations. The acceleration of environmental change results in changes in school culture, the success of a school is not only supported by the school culture, but also how the school fosters performance which is understood as an individual psychological bond to the school.

This study aims to find efforts to improve teacher performance through a study of the strength of the relationship between research variables, which are as follows:

1. The strength of the relationship between organizational culture and teacher performance.
2. The strength of the relationship between transformational leadership and teacher performance.
3. The strength of the relationship between personality and teacher performance
4. The strength of the relationship between organizational culture, transformational leadership, personality together with teacher performance.
5. The strength of the relationship between organizational culture and personality along with teacher performance.
6. The strength of the relationship between transformational leadership and personality together with teacher performance.
7. The strength of the relationship between organizational culture, transformational leadership, and personality together with teacher performance.

METHOD

This research was conducted on teachers in 52 primary schools based on four sub-districts with an affordable population of 589 teachers for 6 months from October 2021 to June 2022. The method used in this research is an Empirical Study using a correlation approach and cytoreme analysis. The research method used is a causal survey method with correlation techniques. The empirical data to be collected consists of three independent variables, namely Organizational Culture (X1), Transformational Leadership (X2) and Personality (X3) with the dependent variable being Teacher Performance (Y).

Data in the field was obtained by using measuring instruments (instruments) in the form of a questionnaire that was compiled based on the indicators contained in the research variables. The primary data needed is data on Organizational Culture, Transformational Leadership, Personality and Teacher Performance. The research will begin with the instrument-making stage, then continue with the instrument-testing stage with statistical calculations. The next stage is instrument validation and instrument reliability, followed by the distribution of instruments to respondents.

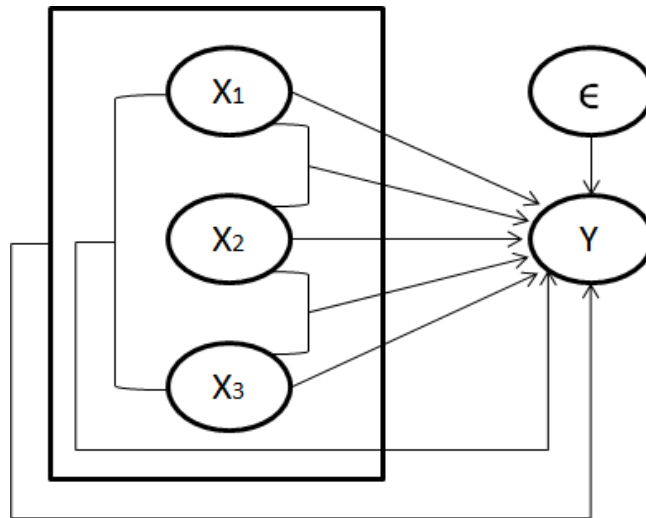


Figure 1: Research Constellation Model

Description :

X1 = Organizational Culture Independent Variable

X2 = Transformational Leadership Independent Variable

X3 = Personality Independent Variable

Y = Teacher Performance Bound Variable

= Epsilon (Other Variable)

The population in this study were West Jakarta teachers at 52 elementary schools based on 4 sub-districts with an affordable population of 589 teachers. Determination of the sample in this study using the Slovin formula to obtain a total sample of 239. The sampling technique in this study used multi-stage sampling (Multistage Proportional Random Sampling or multistage sampling). Based on the theoretical description above, the hypothesis of this research can be formulated as follows:

1. There is a positive relationship between organizational culture and teacher performance.
2. There is a positive relationship between transformational leadership on teacher performance.
3. There is a positive relationship between personality and teacher performance.
4. There is a positive relationship between organizational culture and transformational leadership together with teacher performance.
5. There is a positive relationship between organizational culture and personality together with teacher performance.
6. There is a positive relationship between transformational leadership and personality together with teacher performance.
7. There is a positive relationship between organizational culture, transformational leadership and personality together with teacher performance.
8. Indicator analysis using the SITOREM Analysis Method can find optimal solutions in improving teacher performance.

This data collection technique uses a causal survey method with correlation techniques. Empirical data to be collected is Organizational Culture (X1), Transformational Leadership (X2), Personality

(X3), and Teacher Performance (Y), with the respondents consisting of Civil Servant Teachers (GPNS) at SDN West Jakarta. The data collection technique was carried out using a questionnaire which was developed through indicators from each study. Measurement of questionnaire data using a rating scale (rating scale). The rating scale was designed and developed through theoretical analysis to determine construct validation based on the underlying theories and concluded in the form of detailed indicators of organizational culture, transformational leadership, personality and teacher performance variables.

RESULT AND DISCUSSION

This study proposes seven hypotheses whose proof needs to be tested empirically. The seven hypotheses are temporary conjectures regarding the relationship between Organizational Culture (X1), Transformational Leadership (X2), and Personality (X3) either individually or jointly with Teacher Performance (Y).

Table 1. Summary of Research Results of Research Hypotheses

No	Correlation	Correlation Coefficient	Significant Correlation		Conclusion
			(Sig)	$\alpha=0,05$	
1.	X ₁ and Y	ry1 = 0,996	0,000	0,05	H0 is rejected, H1 is accepted. There is a positive relationship between Organizational Culture and Teacher Performance
2.	X ₂ and Y	ry2 = 0,976	0,000	0,05	H0 is rejected, H1 is accepted. There is a relationship
3.	X ₃ and Y	ry3 = 0,993	0,000	0,05	positive relationship between Transformational Leadership and Teacher Performance
4.	X ₁ dan X ₂ dengan Y	ry12 = 0,985	0,000	0,05	H0 is rejected, H1 is accepted. There is a positive relationship between Personality and Teacher Performance
5.	X ₁ , X ₃ and Y	ry13 = 0,994	0,000	0,05	H0 is rejected, H1 is accepted. There is a positive relationship between Organizational Culture and Transformational Leadership with Teacher Performance
6.	X ₂ , X ₃ and Y	ry23 = 0,988	0,000	0,05	H0 is rejected, H1 is accepted. There is a positive relationship between Organizational Culture and Personality with Teacher Performance
7.	X ₁ , X ₂ , X ₃ and Y	ry123 = 0,993	0,000	0,05	H0 is rejected, H1 is accepted. There is a positive relationship between Transformational Leadership and Personality with Teacher

					Performance
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To see how strong the relationship between the independent and dependent variables is and to get the optimal solution from this research, it can be seen in the constellation picture of research and statistics based on Scientific Introduction Theory for Operations Research in Education Management or known as SITOREM. The results of the SITOREM (Scientific Identification Theory For Operational Research in Education) analysis (Hardienata S, 2017) show that the indicators that have a good contribution in increasing the related variable (Y) are as shown in the image below.

Implications This research was conducted with the aim of finding efforts to improve teacher performance through the development of transformational leadership, organizational culture and personality in public elementary schools (SD) in West Jakarta. Teacher performance indicators are 1). Quantity: A number of teachers in their environment, the principal needs to direct his attention to efforts to increase teacher commitment; 2). Quality: The ability that a teacher has to give to his students, To improve its quality with a lot of exchange of ideas on matters relating to the experience of developing subject matter and interacting with students, This exchange of ideas can be carried out in teacher meetings such as teacher work studios, seminars and others 3). Acceleration of Work: Acceleration of work of teachers can be viewed from the duties of teachers contained in the main tasks and functions of teachers. The main task and function of the teacher is to assist and be responsible to the principal in teaching and learning activities, 4). Effectiveness: something that shows the level of achievement of a goal. Teacher performance is the act of displaying or carrying out an activity in this case the main task of the teacher is teaching. An effective teacher must have extensive knowledge, have an attitude that supports the teaching and learning process and human relations that are not engineered, master knowledge in the subjects to be taught, have technical skills about learning that make it easier for students to learn. As well as being a leader, innovator, motivator and so on. 5). Efficient In the activities of the teacher the more plans are successfully achieved.

Based on this research, teacher performance can be developed through organizational culture, transformational leadership and personality either individually or together. In fact, the three independent variables make a positive contribution to the increase in the dependent variable of teacher performance. Therefore, the implications for improving teacher performance are needed as follows:

1. There is a relationship between organizational culture and teacher performance, indicating that with increasing organizational culture, teacher performance also increases. Several efforts must be made, namely by increasing organizational culture on stable indicators with innovation and risk taking so that later it can improve teacher performance.
2. There is a relationship between transformational leadership and teacher performance, indicating that with increasing transformational leadership, teacher performance also increases. Several efforts must be made, namely by maintaining the indicators of transformational leadership so that later it can improve teacher performance.
3. There is a relationship between personality and teacher performance, indicating that with increasing personality, teacher performance also increases. Several efforts must be made, namely by increasing the personality on the agreeableness indicator so that later it can improve teacher performance.

4. There is a relationship between organizational culture and transformational leadership together with teacher performance, indicating that with increasing organizational culture and transformational leadership together with teacher performance. Several efforts must be made, namely by improving organizational culture on stable indicators with innovation and risk taking and maintaining transformational leadership indicators so that later it can improve teacher performance.
5. There is a relationship between organizational culture and personality together with teacher performance, indicating that with increasing organizational culture and personality together with teacher performance. Several efforts must be made, namely by increasing organizational culture on the stable indicator with innovation and risk taking and personality on the agreeableness indicator so that later it can improve teacher performance.
6. There is a relationship between transformational leadership and personality together with teacher performance, indicating that with increasing transformational leadership and personality together with teacher performance. Several efforts must be made, namely by increasing the personality on the indicators of agreeableness and transformational leadership by maintaining the indicators so as to improve teacher performance.
7. There is a relationship between organizational culture, transformational leadership, and personality together with teacher performance, indicating that with increasing organizational culture, transformational leadership, and personality together, teacher performance will also increase. Several efforts must be made, namely by increasing the stable indicator with innovation and risk taking, personality on the agreeableness indicator and transformational leadership by maintaining the indicators so that later it can improve teacher performance.
8. The results of this study produce findings that must be improved so that teacher performance increases to the maximum with good indicators suggested to be maintained such as human-oriented, special attention, extraversion, results-oriented, attention to detail, effectiveness, team orientation, aggressiveness, conscientiousness, quality, openness to experience, efficiency, acceleration of work, emotional stability, the influence of idealism, intellectual motivation and motivational inspiration.
9. The results of this study produce findings that must be improved so that teacher performance increases maximally with indicators that are not yet good for improvement such as stability, quantity, innovation and risk taking and agreeableness.

CONCLUSION

The findings of this research produce findings that must be improved so that teacher performance increases to the maximum. Suggestions for indicators that are already good are suggested to be maintained, while indicators that are not good to be improved include stability, quantity, innovation and risk taking and agreeableness. Based on this research, it can be used as an effort for school principals to improve teacher performance at State Elementary Schools (SD) in West Jakarta. The suggestions for improvement are described as follows The principal as a leader must explain what and why a stable organizational culture is needed related to teacher performance. The principal as a leader must be able to

explain and provide examples of quantities related to teacher performance. The principal as a leader must be able to delegate tasks to teachers in terms of innovation and risk taking related to their performance. The principal as a leader must be able to set an example for teachers through agreeableness on personality related to teacher performance

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