



THE EFFECT OF ORGANIZATIONAL CLIMATE AND SCHOOL'S CULTURE ON TEACHERS' PROFESSIONAL PERFORMANCE IN PALEMBANG, INDONESIA

Asril¹,
Bukman Lian²,
Tobari³ⁱ

¹SMA Muhammadiyah 1 Palembang, Indonesia

^{2,3}Graduate Program, Management of Education
Universitas PGRI Palembang, Indonesia

Abstract:

The teacher's professional performance is very important to be considered and evaluated because the teacher carries out professional assignments. This study aims to determine: the magnitude of the influence of organizational climate on teacher professional performance, the magnitude of the influence of school culture on teacher professional performance and the magnitude of the influence of organizational climate and school culture on teacher professional performance. The research approach used is descriptive quantitative. The magnitude of the effect of the X_1 variable on Y is 30.05%, the effect of the variable X_2 on Y is 37.8% and the effect of variables X_1 and X_2 on Y is 40.1%. The conclusion: 1) organizational climate has a significant effect on teacher professional performance; 2) school culture has a significant effect on teacher professional performance; 3) the organizational climate and school culture together have a significant effect on the professional performance of Muhammadiyah High School Palembang teachers.

Keywords: organizational climate, school culture, teacher professional performance

1. Introduction

Professional performance of teachers is very important to be considered and evaluated because teachers carry out professional duties (Andriani, et al., 2018) (Renata, et al., 2018), meaning that tasks can only be done with special competencies obtained through educational programs (Susanto, 2016). Teachers' professional performance assessments are very important because this answers their fundamental questions about how well the quality of teaching. The results of teacher professional performance assessments can

ⁱ Correspondence: email asrilsairi1984oke@gmail.com, drbukmanlian@gmail.com, drtobarimsi@gmail.com

be used by teachers, principals, and supervisors to reflect on their duties and functions in order to provide services to the community and improve the quality of education.

Research on teacher professional performance begins with seeing the reality, that the professional performance of teachers is felt to be still low (Kristiawan and Rahmat, 2018). The low professional performance of teachers related to the main tasks and functions as teachers in schools. This condition can be seen from the low Teacher Competency Test Results in 2014 (Kristiawan, 2014) and in 2015. According to the Director General of Teachers and Education Personnel of the Ministry of Education and Culture Surapranata in Kompas (2016) of the 1.6 million teachers who participated in the UKG, more than 1.3 million teachers the exam is less than 60 with a rating scale of 0 to 100. In detail the results of the 2015 UKG at each education level are presented in the following table.

Table 1: 2015 UKG Results (Edu, 2017)

| Educational Level | Participants | Average |
|--------------------------|---------------------|----------------|
| Kindergarten | 252.631 | 59,65 |
| Primary School | 1.389.859 | 54,33 |
| Secondary High School | 561.164 | 50,25 |
| High School | 254.166 | 61,74 |
| Vocational School | 220.409 | 58,30 |

Aside from being proven through the low UKG results as outlined above, the lack of teacher competence is currently also indicated by the low teacher education qualifications. According to data from the Ministry of Education and Culture in Edu, et al (2017), until 2015 there were still 15.32% of teachers not yet qualified as bachelor (S-1/D-IV).

Quality schools are institutions that are able to provide services in accordance with or exceed the expectations of teachers, lecturers, employees, students, funders (parents, community and government) (Choirunnisa, 2016) (Kristiawan, et. al. 2018). To be able to improve the quality of education must start from basic education. There are several elements that also determine the quality of an education. These elements are school, community and family involvement (Sukardjo, 2013). According to Choirunnisa (2016), the types of education services include, 1) for students: curriculum, extracurricular activities, personal development of students, development of talents and interests. 2) For parents and community funders: formation of personal learners, formation of a culture of learning, development of talents and interests, development of academic abilities.

Regarding the efforts to improve the quality of education, the government and the organizers of education should be more aware of the importance of the duties, roles and responsibilities of teachers (Irmayani, et. al 2018) (Fitria, 2018). Revitalization of the role of teachers in the practice of improving the quality of education, in the end must be done primarily by providing the assistance and encouragement needed in line with the recognition of their vital duties and responsibilities in educational practice (Saputra,

206). Quality education basically produces quality human resources. Quality human resources are fostered according to the potential development of students since primary, secondary and higher education. Those who get educational services then become adult humans who have indicators of expert qualifications, are skilled, creative, innovative, and have positive attitudes and behaviors (Sukardjo, 2013).

The fact that the education sector has not been worked out to the fullest. Many problems still haunt many of the educational practices in this country, which make it rather than showing quality improvement, we are still busy dealing with the same problems. Such problems include high education costs, inadequate educational facilities and infrastructure, unequal quality of education institutions and access to education, inequality in the quantity and quality of educators and instructors in educational institutions, and learning practices that are not optimal (Saputra, 2016).

Educational institutions ranging from basic education to tertiary institutions began to feel the importance of quality to the level of participation and trust in using educational services. Schools that are considered appropriate are schools that have good service quality (Barnawi, 2017). Indicators of improving the quality of education in schools seen in each component of education include: quality of graduates, quality of teachers, principals, school staff, learning processes, facilities and infrastructure, school management, curriculum implementation, scoring systems, and other components (Aedi, 2016) (Irmayani et al., 2018) (Tobari et al., 2018) (Renata et al., 2018).

The assessment of the teacher's professional performance is increasingly important when the institution will reposition. This means how institutions must know what factors influence performance. The results of the analysis will be useful for making an optimum HR development program. In turn, individual performance will reflect the degree of competition of an institution. Efforts to manage and improve individual performance are very important things to achieve organizational goals (Wukir, 2013).

The findings of researchers through initial observation took place in the field, it was found that there were still teachers who taught incompatible with their educational background and had an educational background not yet undergraduate (S1) or diploma four (D-IV). In addition there are still many teachers whose performance is still low, administratively, especially in the learning process, such as lack of discipline. According to Government Regulation Number 19 of 2005, one of the personality competencies that teachers must have is to be an example for students. It was reaffirmed in Permendiknas Number 16 of 2007, one of the personality competencies that teachers must possess is to show a high work ethic and responsibility. There were also teachers with Civil Servants (PNS) status, who were busy looking for work elsewhere while on duty hours and ignored their main duties. For example teaching in other schools, doing business. This will affect the teacher's performance. In addition, not all teachers have high work motivation, so this has an impact on improving teacher performance.

Other problems encountered were the lack of facilities and facilities at the School. Based on the researchers' initial observations in January 2018, there are still schools that

have not been equipped with laboratory facilities and sports facilities. There are still many schools that do not have complete and good learning facilities. Whereas according to Law Number 20 Year 2003 Article 45, each unit of formal and non-formal education provides facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical, intellectual, social, emotional and psychological potential of students.

What became the findings above, is a gap with what has been set by the government as outlined in Law number 14 of 2005 concerning teachers and lecturers that, obligations in the duties of professional professors mandate that there are seven main tasks of teachers namely educating, teaching, train, guide, direct, assess and evaluate students in educational units. Related to low teacher performance can also be seen from, there is still a lack of teachers implementing creative and innovative learning strategies. Based on the observations of researchers, most of the ways teachers teach still use the lecture method, and teacher-centered learning is not on students. While education that is in accordance with future needs, will only be realized if there is a shift or change in thinking patterns, one of which is the learning process, from teacher-centered towards student-centered (Kemendikbud, 2013). There is still a lack of teachers in using learning media that is attractive to students.

Based on the observations of researchers, most teachers only use whiteboard media in teaching. Only about 50% of teachers teach using LCD media. To face the challenges of the development of science and technology, a teacher is required to carry out innovative learning, one of which is to use multimedia instead of single media (Aedi, 2016).

The educators must be aware of their obligations so that with good dedication and performance, they can place education as a means to produce citizens who are able to continue and fulfill independence in accordance with the ideals of the nation and state. According to Wukir (2013) performance appraisal is a process to measure work performance. Performance appraisal is often also referred to as work assessment, work evaluation. To find out the high and low performance of teachers can be known from the results of the assessment of the implementation of the work carried out by the principal (Susanto, 2016). To provide the opportunity for the teacher to develop himself an assessment of teacher performance. Teacher performance assessment is an assessment of each item in the teacher's main task in the context of career development in his rank and position (Chairunnisa, 2016).

The researcher argues that the progress and decline of an institution is strongly influenced by the performance of individual teachers in the institution. Likewise, the quality of education is inseparable from the role of individual teacher performance in improving the quality of education. The role of individual performance is very necessary to advance the quality of education. Without good performance then the goal will be very far reaching the far flames of the roast. So the individual performance of teachers is very necessary in the world of education.

According to Susanto (2016) organizational climate is the perception of organizational members and those who are constantly in touch with the organization

about what is happening or happening in the organization's internal environment regularly, which influences organizational attitudes and behavior and organizational member performance which then affects performance organization. A conducive organizational climate will create comfortable and pleasant feelings for organizational personnel so that the members of the organization will be more enthusiastic in carrying out their duties and responsibilities to the maximum extent possible.

Therefore, understanding the organizational climate by each member of the organization is very important. In the school environment, the organizational climate will be felt by principals, teachers, students, administrative staff, parents, school committees, and other school stakeholders. An understanding of the organizational climate by the teacher is expected to create a comfortable atmosphere for the teacher while in school. So that this will motivate the teacher to improve the quality of his teaching and subsequently will produce good quality education, the school culture adopted and applied by a particular school, will be able to influence the performance of teachers and employees in the school concerned.

The performance of a teacher will be far more effective if in addition to mastering learning material, and teaching skills, he is able to accept and be able to work with colleagues and students, and can find peace, principles and meaning in life in the school where he works, because as social beings teachers are part of a group called the community (Susanto, 2016). Teacher's performance will be optimal if it is integrated with schooling components, up to school principals, teachers, employees, and students (Renata et al. 2018). Teacher performance will be meaningful if accompanied by strong commitment and sincere intentions and always aware of all the shortcomings that exist in him and strive to continue to be able to increase these deficiencies as an effort to improve in a better direction. The school culture adopted by the school is a means to improve the performance of teachers and other employees. The increase in teacher performance is the result of teacher internalization of the values of the school organization so that it raises high loyalty and commitment to the school which in turn has an impact on improving teacher performance. Research on the influence of organizational climate has been carried out by Djailani (2014). The results of his research concluded that the organizational climate directly had a significant effect on the high and low performance of teachers. The magnitude of the influence of the organizational climate directly on teacher performance is 55%. A similar study was conducted by Nuraisyiah (2014). The results of the study show that Organizational Culture has a positive and significant effect on teacher performance in the Public Middle School in Pandan District, Central Tapanuli, North Sumatra.

Based on the description of the background above, the organizational climate and school culture are factors that are thought to determine teacher performance. On the basis of these thoughts, it is important to conduct research on "The Effect of Organizational Climate and School Culture on the Professional Performance of Muhammadiyah High School Palembang Teachers".

There are many factors that affect teacher professional performance including leadership, organizational climate, work culture, school culture, competence, job

satisfaction, work environment, work motivation. Research on all factors that influence teacher performance cannot be done at once, given the limitations of time, energy, cost, theory and depth of study. Therefore researchers limit to research, only on two factors, namely the organizational climate and school culture. Research is limited to the description and pattern of relationships between each of the organizational climate variables, school culture, and teacher professional performance. The choice of these two factors is based on the presumption that the organizational climate and school culture have an influence on the teacher's assignment. The place of this research is limited to teachers in the Muhammadiyah high school in Palembang city. This is done based on considerations of convenience, time available, limited costs, and available staff.

Based on the background of the problems stated above, the problem of this research can be formulated 1) is there an influence of organizational climate on the professional performance of Muhammadiyah High School Palembang Teachers? 2) is there an influence of school culture on the professional performance of the Muhammadiyah High School Palembang Teacher? 3) is there an influence of the organizational climate and school culture on the professional performance of the Muhammadiyah High School Palembang Teacher?

2. Organizational Climate

The organization is a container of personnel interaction, both with others and with the social environment that affects between one and the other in order to achieve a goal (Susanto, 2016). The organization is a formal business system of two or more people who work together to achieve certain goals (Hasibuan, 2014). According to Wukir (2013) there are two types of organizations namely formal and informal organizations. Formal organizations are characterized by a fixed set of organizational structure and procedure rules. Informal organizations are formed from informal relationships between individuals or groups in formal organizations. From some understanding of the organization, the authors argue that the core of the understanding of the organization is a social group that together wants to achieve organizational goals.

Organizational climate is a concept that describes the subjective nature or quality of the organization's environment (Susanto, 2016). An organization when associated with a school's organizational climate is an atmosphere in an organization created by the prevailing patterns of interpersonal relationships. This relationship pattern is derived from inter-teacher relations with other teachers or the relationship between the leader and the teacher. Thus the school organizational climate is a human environment where the teachers do their work or a series of traits of the work environment that are assessed directly or indirectly by teachers who are considered to be the main force in influencing teacher behavior (Susanto, 2016).

An understanding of the organizational climate by the teacher is expected to create a comfortable atmosphere for the teacher while in school. So this will motivate teachers to improve the quality of their teaching and will subsequently produce quality

education. A conducive organizational climate is needed for teachers to foster encouragement in these teachers to work more passionately.

Furthermore Susanto (2016) explains the factors that influence the organizational climate as follows. 1) Manager/ leader. Basically, every action taken by a leader or manager influences the climate in several ways, such as rules, policies, funds, organizational procedures, and communication styles. 2) Employee behavior. Employee behavior influences the climate through their personality, especially their needs and the actions they take to satisfy those needs. 3) Working group behavior. There are certain needs for most people in terms of friendship relationships, a need that is often satisfied by groups in organizations. 4) External factors of the organization. A number of organizational external factors influence the climate of the organization. Economic conditions are the main factors that affect the climate.

The theory to be tested in this study is according to Handoko in Susanto (2016), that there are at least five dimensions used in measuring organizational climate 1) responsibility, 2) identity, 3) warmth (warmth), 4) support (support), and 5) conflict (conflict). Responsibility is the feeling of being a leader for yourself. Responsibility is the obligation of a person to carry out the functions assigned as well as possible according to the direction received or the degree to which members of the organization are responsible for the work that is charged. Identity is the feeling of belonging and being accepted in a group.

Warmth is the feeling of a friendly working atmosphere and more emphasis on conditions of friendliness or friendship in informal groups, as well as good relations between colleagues, emphasis on the influence of friendship and informal social groups. Support (support) are things that are related to support and relations between fellow colleagues, namely the feeling of mutual help between managers and employees, emphasizing more on mutual support between superiors and subordinates. conflict (conflict) is a situation of conflict or disagreement between subordinates and leaders and subordinates with subordinates. Emphasized in conditions where managers and workers want to listen to different opinions.

3. School Organization Culture

Organizational culture is defined as a system of values, beliefs, assumptions, or norms that have long been valid, agreed upon and followed by members of an organization as guidelines for behavior and problem solving - organizational problems (Sutrisno, 2015). Organizational culture is the values that hold human resources in carrying out their obligations and behavior in the organization (Nawawi, 2015). Organizational culture is the rules of the game or the reference of a particular organization or community that is understood by all members of the organization which is manifested in internally integrated patterns of thinking and behavior and external adaptation in an effort to achieve organizational goals (Susanto, 2016). Organizational culture is an organization's beliefs and values that are understood, imbued, and practiced by organizations, so that

the pattern gives its own meaning and becomes the basis for rules of behavior in organizations (Tobari, 2016) (Fitria et al., 2017).

There are seven prime characteristics of organizational culture according to Robbins in Nawawi (2015) 1) innovation and courage to take risks, 2) attention to detail, 3) outcome orientation, 4) people orientation, 5) team orientation, 6) aggressiveness, and 7) stability. With regard to these characteristics, each characteristic moves on a continuum from low to high. By assessing the organization based on these seven characteristics, a plural picture of organizational culture will be obtained. According to Luthans in Tika (2014) the main factors that determine the strength of organizational culture are, 1) togetherness; and 2) intensity.

Some of the benefits of organizational culture according to Robins in Sutrisno (2015) 1) limiting the role that distinguishes between one organization to another, 2) raises a sense of ownership for members of the organization, 3) prioritizes shared goals rather than prioritizing interests individuals, and 4) maintain organizational stability. The four functions indicate that organizational culture can shape the behavior and actions of employees in carrying out their activities within the organization, so that the values that exist in organizational culture need to be instilled early in each individual organization.

School culture is something that is built from the results of a meeting between the values that are held by the principal as a leader and the values adopted by the teachers and employees in the school (Kristiawan, 2017). As with organizations in general, schools also have their own culture as an identity that is imaged by the school. The thing that distinguishes between organizational culture and school culture lies in the goals to be achieved by the school, namely the purpose of education (Susanto, 2016). The function of school culture is as a school identity that has certain characteristics that distinguish it from other schools (Susanto, 2016). The identity can be in the form of curriculum, order, school logos, rituals, uniforms and so on. School culture has indicators, including: institutional arrangements, school norms, school values, school regulations, school climate, ideas, and school habits. To maintain that organizational culture, including schools, is durable and permanent, members of the organization must have a strong commitment.

Effective school organizational culture is the values and norms adopted and carried out by everyone in the school environment in empowering every component in the school both internally and externally as well as good management in order to achieve the vision, mission and school goals effectively and efficiently (Kristiawan, 2017). More specifically Kristiawan (2017) explains the characteristics of an effective school organizational culture characterized by the following 1) cooperation; 2) there is mutual trust; 3) there is an attitude of openness or transparency.

The strong organizational characteristics according to Deal and Kennedy in Tika (2014) are 1) members of the organization are loyal to the organization; 2) guidelines for behaving for people are clearly outlined, understood to be obeyed and implemented; 3) the values adopted by the organization do not just stop at the slogan, but are lived out and expressed in daily behavior; 4) organizations provide special places for heroes; 5)

there are many rituals, ranging from very simple to luxurious rituals; 6) having a cultural network that holds stories of the greatness of its heroes.

The theory to be tested to measure organizational culture in this study is the theory of Shate and Robins in Tika (2014). According to Shate the characteristic of strong culture is, Thickness, extent of ordering, and clarity of ordering. Whereas Robins argue that strong culture is characterized by organizations core values are intensely held, cleared ordered and widely shared. The dissemination of the values and beliefs (extent of ordering) is related to several members of the organization who adhere to the values and beliefs of the organization's culture. Dissemination of values depends on the system of socialization or inheritance provided by the leadership of the organization, especially new members. The values and beliefs (clarity of ordering) agreed upon by members of the organization can be clearly determined. The clarity of these values is determined in the form of business philosophy, motto, basic assumptions, general goals, and principles that explain business. The intensity of the implementation of core values (core values being intensely held) is intended to the extent that organizational cultural values are lived out, adhered to and implemented consistently by organizational members. In addition, the intensity also means how the organization treats members of the organization who consequently carry out the organizational values of the organization and members of the organization who are only half or totally not carrying out cultural values.

4. Teacher Professional Performance

According to Sardiman (2014), teachers are one of the human components in the teaching and learning process, which plays a role in the efforts to form potential human resources in the field of development. According to Law No. 14 of 2015 concerning Teachers and Lecturers, Article 1 states "Teachers are professional educators with the main task of educating, training, evaluating, and evaluating students in early childhood education, formal education, basic education, and secondary education". Professional teachers are teachers who have received formal recognition based on applicable provisions, both in relation to their position or formal educational background (Suyanto, 2013).

Teacher professionalism is a condition, direction, value, purpose, and quality of an expertise and authority in the field of education and teaching that is related to one's work as a livelihood (Hosnan, 2016). Affirmed in the 2003 National Education System Act in article 39 paragraph 2, explained that educators are professional staff. The position of the teacher as a professional, serves to enhance the dignity and role of the teacher as an agent of learning, serves to improve the quality of national education (Kurniasih, 2017).

In particular, the professionalism requirements of teachers according to RI Law NO 14 of 2005 are, 1) having undergraduate academic qualifications or four diplomas (S1 or D-IV), 2) having pedagogical, personal, social and professional competencies, 3) education certificates, 4) physically and mentally healthy, 5) have the ability to realize

educational goals. Rebores in Hosnan (2016), the characteristics of professional teachers are 1) understanding and acceptance in carrying out tasks, 2) willingness to cooperate effectively with students, teachers, parents, students and society, 3) willingness to develop vision and continuous position growth, 4) prioritizing service in the task, 5) directing, suppressing and growing student behavior patterns, and implementing the position code of ethics. With the demand for competencies that must be fulfilled by the teacher, this should be an encouragement and motivation for the teacher to obtain a variety of information and knowledge that can improve their abilities, so that they are in accordance with established professional competencies (Aedi, 2016).

All forms of policies and programs will be determined by the performance of the parties who are at the forefront of the teacher (Kurniasih, 2017). All parties certainly agree when the teacher is the main element in the whole process of education, especially at the institutional and instructional level. Without a teacher, education will only be a grand slogan. In an effort to improve teacher work performance there are many factors that influence it arising from external factors and internal factors (Susanto, 2016). Internal factors arise from within the teacher itself such as talent, knowledge, and motivation. The external factors arise from outside the teacher, for example the work environment.

Husein (2017) outlines the expected role of professional teachers are corrector, organizer, motivator, initiator, facilitator, supervisor, demonstrator, class manager, mediator, supervisor, and Evaluator. In its role as an initiator, the teacher must be able to trigger the ideas of progress in education and teaching. As a facilitator, the teacher should be able to provide facilities that enable the ease of learning activities of students. The role of the teacher as a guide must be more important, because the presence of teachers in the school is to guide students to become capable adult human beings. The role of the teacher as a demonstrator, for learning material that is difficult for students to understand, the teacher must try to help him by demonstrating what is taught in a didactic manner, so that what the teacher wants is in line with students' understanding, there is no misunderstanding between the teacher and students.

As a class manager, the teacher should be able to manage the class well, so that students feel at home in the classroom with high motivation to always learn in it, because the class is a place for all students and teachers to gather in order to receive learning material from the teacher. As a mediator, teachers should have sufficient knowledge and understanding of educational media in various forms and types, both non-material and material media. As a supervisor, the teacher should be able to help, improve, and critically assess the teaching process. As an evaluator, the teacher is required to be a good and honest evaluator, by giving an assessment that touches on extrinsic and intrinsic aspects.

In accordance with his professional duties, it can be classified in a broader spectrum of characteristics and requirements as a teacher are having professional abilities, having intellectual capacity and having the nature of social education (Sardiman, 2014). In general, there are three duties of the teacher as a profession, namely educating, teaching and training. Educating means continuing and developing

life values; teaching means continuing and developing knowledge; training means developing skills for the lives of students (Suyanto, 2013). The tips for increasing teacher professionalism are as follows: generate motivation and work ethic to work professionally, improve academic through education, training, work groups, self-study, improve teacher competence through education, training, peer teaching supervision, work groups, self-study, implementing a reward and punishment system, implementing a reward system, implementing a clear career path system (Husien, 2017).

Efforts to improve and guarantee quality education in practice cannot be separated from the large role of teachers themselves (Saputra, 2016). The teacher becomes an important subject in this effort, because empirical education is more realized in teaching and learning activities, where the teacher is fully responsible for the activity. According to Sardiman (2014), teachers are one of the human components in the teaching and learning process, which plays a role in the efforts to form potential human resources in the field of development.

With the demand for competencies that must be fulfilled by the teacher, this should be an encouragement and motivation for the teacher to obtain a variety of information and knowledge that can improve their abilities, so that they are in accordance with established professional competencies (Aedi, 2016). Suyanto (2013) explains that being a professional teacher at least has minimum standards, namely: Having good intellectual skills, having the ability to understand the vision and mission of national education, having the expertise to transfer knowledge to students effectively, understanding the concept of developing child psychology, having organizing ability and the process of learning and having the creativity and art of educating.

From the description of teacher performance described above, the author concludes that teacher performance is the behavior and achievements produced by a teacher in carrying out his duties as a teacher and educator in accordance with predetermined criteria, namely the teacher must have pedagogical competence, personality competence, social competence, and professional competence. Increasing job satisfaction for teachers is very important, because it involves the problem of teacher work which is one step in improving the quality of service to students.

The professional performance of teachers measured in this study, based on the competencies that must be possessed by a teacher, according to Article 10 of Act No. 14 of 2005, includes pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education. For the success of the performance it is necessary to evaluate or evaluate performance by referring to the parameters and indicators that are measured effectively and efficiently such as productivity, effectiveness using time, funds used and unused materials (Susanto, 2016).

The following are some of the results of research that support the research carried out, which is substantially related to teacher performance. Hamdani et. al. (2018) concluded teachers' work motivation and principal's managerial competence influence

teachers' performance. Andriani et al., (2018) found transformational leadership and work motivation have a positive and significant influence on the teachers performance. Nuraisyiah (2014), the results of the study showed that organizational culture has a positive and significant effect on teacher performance in the Public Middle School in Pandan, Central Tapanuli, North Sumatra. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference with what the researchers did was, this study consisted of three independent variables and one dependent variable while the researchers conducted two independent variables, one dependent variable. Djailani (2014), the results concluded that the organizational climate directly has a significant effect on the level of teacher performance. The magnitude of the influence of the organizational climate directly on teacher performance is 55%. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference is in the object of research and one of the independent variables is different.

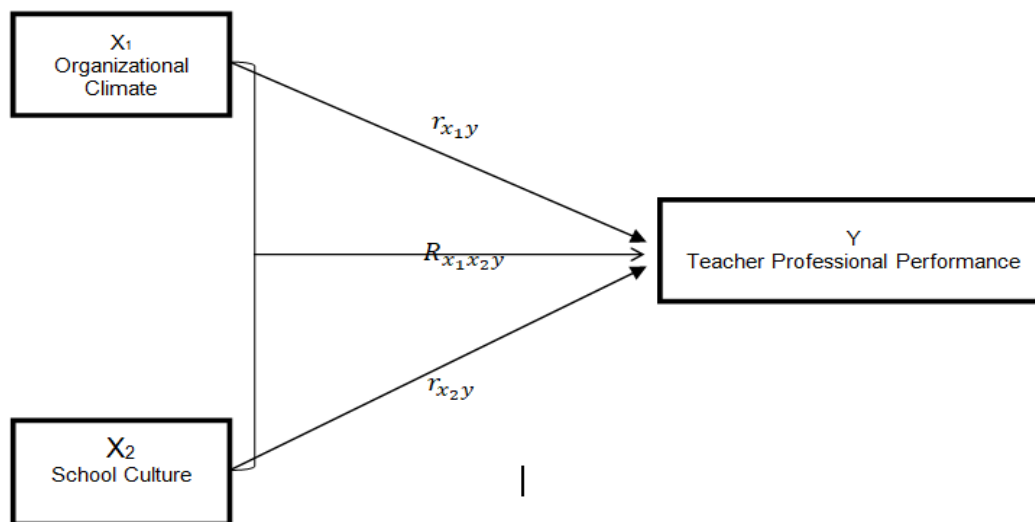
Mishan (2014), the results showed that school culture and organizational culture together provide a positive and significant influence on teacher performance. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference is in the object of research and one of the independent variables is different. Anggia (2015), the results indicate that simultaneously teacher professionalism and work motivation have a positive and significant effect on the performance of high school economic teachers in Malang City. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference is in the object of research and one of the independent variables is different. Handayani (2015), the conclusion of his research states that there is a significant effect of organizational climate on the culture of high school in Wonosobo District. The performance of high school teachers in Wonosobo Regency is influenced by the organizational climate of 20.2%. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference with what the researchers did was, this study consisted of three independent variables and one dependent variable while the researchers conducted two independent variables, one dependent variable.

Murwati (2013), the results provided two conclusions, namely the first conclusion that there is the influence of professional certification on work motivation in SMK Negeri Surakarta and the second conclusion that there is the effect of professional certification on the performance of teachers in Surakarta Vocational High School. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference is in the object of research and the independent variables are different. Sudrajat (2017), the results showed that organizational culture in schools and motivation had a positive and significant effect on teacher performance, both partially and simultaneously. Therefore, teacher performance can be improved through improving organizational culture and motivation. The implication is that there is a need for principals or other leaders to take actions related to improving teacher performance. Based on the coefficient of determination, the influence of school organizational climate

on teacher teaching motivation is 15.4%. The equation with what the researchers did was on the independent variables, namely the organizational climate. The difference is in the object of research and the number of independent variables.

Umami (2014), the conclusions of this study indicate that the high pedagogical and school culture competencies together will contribute significantly to student achievement in national examinations. Cholil (2014), the results showed that the organizational climate and work motivation had a positive and significant effect on teacher performance in Muhammadiyah Middle School Ngawi. The equation with what is done by researchers on the dependent variable while the difference is on the independent variable and the object of research. Zubaidah (2016), the conclusion of his research states that there is a significant influence of the organizational climate on the school culture of Palembang City Junior High School. The equation with what is done by researchers on the dependent variable while the difference is on the independent variable and the object of research. Ferti (2015), the conclusion of this study is leadership and organizational climate affect the performance of teachers at Pasir Peny 1 High School, Air Molek. Liana (2012), the conclusion is that there is an indirect influence between organizational climate, achievement motivation on employee performance through job satisfaction. Simultaneously obtained a significance value of 0.000. This shows that together the organizational climate, achievement motivation and job satisfaction affect employee performance. A conducive organizational climate will affect employee performance. The difference with what researchers do is the number of variables. In this study there are four variables while the researchers conducted only three variables.

Hadi (2015), the conclusion is that the organizational climate and teaching motivation together are positively and significantly related to the professional performance of high school, vocational, MA Muhammadiyah teachers in the Regency Kudus, It means that the better the organizational climate and teaching motivation, the higher the professional performance of teachers of high school, vocational school, MA Muhammadiyah will be followed in Kudus. Haryani (2017), the results of the discussion show that the school organization climate has a positive and significant influence on learning management, school organizational climate has a positive and significant influence on teacher performance, principals' leadership has a positive and insignificant influence on learning management, principals' leadership has a positive and insignificant influence on teacher performance, learning management has a positive and significant influence on teacher performance, there is a correlation between the organizational climate of the school and the leadership of the principal. Manik (2011) the conclusion Principal Leadership, Organizational Culture and Work Motivation jointly had a significant effect on teacher performance in Rancaekek 3 Middle School with a large influence 87.00%. While the remaining 13.00% is influenced by other variables not examined in this study, but also influences teacher performance. The difference with what researchers do is the number of variables. In this study there are four variables while the researchers conducted only three variables.



Picture 1: Chart of Research Paradigms

Keterangan:

- X₁ : Organizational Climate
- X₂ : School Organization
- Y : Teacher Professional Performance
- : Correlation Direction

By paying attention to the brief description above, the authors convey that a conducive organizational climate can create a conducive and comfortable school organizational atmosphere that will affect the professional performance of teachers as well as the organizational culture will affect the professional performance of teachers.

5. Material and Methods

The method used in this design is a quantitative descriptive method. This research is determinant because it investigates the relationship between several research variables, namely organizational climate variables and school culture with teacher professional performance. This study uses correlation and regression analysis. Correlational techniques are used to determine the strength of the relationship between the independent variable and the dependent variable, while the regression analysis is used to determine: 1) the level of influence of the organizational climate variable (X₁) on teacher professional performance (Y), 2) the level of influence of the school culture variable (X₂) on teacher professional performance (Y), 3) the level of influence of organizational climate (X₁) and school culture (X₂) on teacher professional performance scores (Y).

In this study, generally the determination of organizational climate (X₁) and school culture (X₂), with professional teacher performance (Y), both separately and simultaneously. The research steps were carried out in stages beginning with a preliminary study of the conditions found in the field through exchanging opinions with several teachers and principals regarding various conditions related to

organizational climate and school culture. So that researchers can inventory various problems that are related to the professional performance of Muhammadiyah High School teachers in Palembang. This research was conducted from February to June 2018. The population in this study were nine Muhammadiyah High Schools in Palembang.

Table 2. Population of Each School
 (DIKDASMEN Muhammadiyah Palembang)

| No | School Name | Total of Teachers |
|-------|--------------------|-------------------|
| 1 | SMA Muhammadiyah 1 | 97 |
| 2 | SMA Muhammadiyah 2 | 47 |
| 3 | SMA Muhammadiyah 3 | 18 |
| 4 | SMA Muhammadiyah 4 | 17 |
| 5 | SMA Muhammadiyah 5 | 32 |
| 6 | SMA Muhammadiyah 6 | 39 |
| 7 | SMA Aisyiyah 1 | 40 |
| 8 | SMA Muhammadiyah 8 | 15 |
| 9 | SMA Muhammadiyah 9 | 14 |
| Total | | 319 |

The sample in this study was determined by random sampling technique. Each school was taken by several teachers as respondents at random.

Table 3: Samples of Each School
 (DIKDASMEN Muhammadiyah Palembang)

| No | School Name | Total of Teachers |
|-------|--------------------|-------------------|
| 1 | SMA Muhammadiyah 1 | 81 |
| 2 | SMA Muhammadiyah 4 | 14 |
| 3 | SMA Muhammadiyah 5 | 27 |
| 4 | SMA Muhammadiyah 6 | 33 |
| 5 | SMA Muhammadiyah 9 | 12 |
| Total | | 167 |

The type of data used in this study is primary data to determine the effect of organizational climate and school culture on the professional performance of Muhammadiyah High School Palembang Teachers by using a questionnaire of 8 (eight) items for each variable. The questionnaire was tested on 40 people from all samples to find out that the questionnaire was valid and reliable before being distributed to the actual research sample. Data analysis was performed using multiple regression analysis to test hypotheses and assisted by using IBM SPSS 16.0. before the data is analyzed first an analysis prerequisite test is conducted.

6. Results and Discussion

The first hypothesis

The hypothesis that will be tested is there significant influence between the organizational climate on the professional performance of the teachers in Muhammadiyah High School Palembang. The results of statistical analysis are obtained as follows.

Table 4: Regression of X_1 to Y

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 26.684 | 2.176 | | 12.262 | .000 |
| Organizational Climate | .717 | .072 | .188 | 2.457 | .015 |

a. Dependent Variable: Teacher Professional Performance

From the table above, the X_1 regression equation for Y is: $\hat{Y} = a + b_1X_1 = 26,684 + 0,717X_1$. With the regression equation it turns out that the results of multiple regression calculations indicate that the regression coefficient X_1 has a positive sign, so that it can be interpreted that if there is a positive change in organizational climate scores of one unit it will make positive changes also on the professional performance of Muhammadiyah High School teachers in Palembang 0.717 units, and vice versa negative changes in the organizational climate will make negative changes as much as one unit in the culture of Muhammadiyah High School in Palembang according to the regression equation.

To test its significance, the t-count and t-table values are sought first. The value of tcount is 12,262, while t table with α 0,05 and $n = 167$, in the one-party test then $dk = n - 2 = 167 - 2 = 165$ is 1,97. It turns out that obtained tcount is greater than t table that is $(12,262 > 1,15)$ so H_0 is rejected, meaning that there is a significant influence between organizational climate on the professional performance of Muhammadiyah High School teachers in Palembang.

Table 5: Coefficient of Determination

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .188 ^a | .305 | .029 | 2.993 |

a. Predictors: (Constant), Organizational Climate

From the table, it can be seen the effect of the variable X_1 on Y is $R = r^2$ is 0.305 (30.5%) and the remaining 69.5% is determined by other variables. In testing the hypothesis it turned out that principal leadership variables had an influence on teacher teaching performance by 30.5% and 69.5% determined by other variables. This hypothesis is also

strengthened with a significant value of 0,000. Thus the conclusion is that there is a very strong influence between the Principal's leadership and the performance of Muhammadiyah High School teachers in Palembang City. The results of multiple regressions obtained results $\hat{Y} = a + b_1X_1 = 26,624 + 0,712X_2$. The regression coefficient X_1 has a positive sign which means a positive change in the leadership of the Principal will make a positive change in the performance of Muhammadiyah High School teachers in Palembang. Thus efforts to improve teacher performance can be done by increasing the leadership of the Principal.

This research is in line with the research conducted by Djailani AR (2014). His research was entitled "The Effect of Organizational Climate and Job Satisfaction on the Performance of Madrasah Tsanawiyah Teachers in Lhokseumawe". The results of this study concluded that the organizational climate directly has a significant effect on the level of teacher performance. The magnitude of the influence of organizational climate directly on teacher performance is 55%. Research related to the influence of organizational climate on teacher performance is also done by Handayani (2015). His research was entitled "The Effect of Organizational Climate, Teacher Motivation, and Organizational Culture on Wonosobo State High School Teacher Performance". The conclusion of his research states that there is a significant effect of organizational climate on the culture of high school in Wonosobo. The performance of high school teachers in Wonosobo is influenced by the organizational climate of 20.2%.

Based on respondents' perceptions of organizational climate, a range of scores was obtained from 30 to 32, and an average score of 29.99 which in this case included good categories of the seven dimensions of the organizational climate which included indicators: responsibility, ownership, warmth, support, conflict, appreciation, and commitment. The lowest score is "conflict", which is an average score of 3.71. Whereas for dimensions of "identity" the highest score is the average score of 3.76. This can be a concern for school heads as supervisors in order to create an organizational climate in schools for teachers by using appropriate approaches and techniques so that implementation can run effectively so that it can help teachers improve the quality of their performance.

Organizational climate is an important factor related to the performance of a teacher. Where the height of the organizational climate is the school atmosphere created by interpersonal relationships, both the relationship between superiors and subordinates and fellow teacher relations and the atmosphere that occurs as a result of the influence of the school system and the physical environment of the school also determine the teacher's performance in the organization. Furthermore, the principal is expected to have good warmth in carrying out an agenda as a follow-up to creating a school climate so that it can achieve the right goals.

Based on the findings of this study through regression tests it is known that the influence of organizational climate on teacher professional performance is 40.1%. This proves that the influence of organizational climate on the professional performance of teachers, especially Muhammadiyah High School in Palembang is quite good. Thus it can be explained that the organizational climate is able to influence, encourage, guide,

direct and mobilize all teachers so that they can carry out their duties in managing effective learning.

Based on respondents' perceptions, previous relevant research and the findings of this study through regression tests, it can be stated that the organizational climate has a positive and significant effect on the professional performance of Muhammadiyah High School teachers in Palembang can be justified. With the existence of a positive and significant relationship between organizational climate and the professional performance of Muhammadiyah High School teachers in Palembang, the organizational climate needs to be fostered so that the professional performance of teachers in schools can increase.

The Second Hypothesis

The hypothesis that will be tested is that there is a significant influence between school culture on the professional performance of teachers at the Muhammadiyah High School in Palembang. The results of statistical analysis are obtained as follows.

Table 6: Regression Equation of X₂ on Y

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|----------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 26.624 | 2.151 | | 12.378 | .000 |
| School Culture | .712 | .071 | .192 | 2.514 | .013 |

a. Dependent Variable: Teacher Professional Performance

From the table above, the X₂ regression equation for Y is: $\hat{Y} = a + b_1X_2 = 26,624 + 0,712X_2$. With the regression equation it turns out that the results of multiple regression calculations indicate that the regression coefficient X₁ has a positive sign, so that it can be interpreted that if there is a positive change in the school culture score of one unit it will make positive changes also in the professional performance of Muhammadiyah High School teachers in Palembang City 0.712 units, and vice versa negative changes in organizational climate will make negative changes as much as one unit on the professional performance of Muhammadiyah High School teachers in Palembang according to the regression equation.

To test its significance, the t-count and t-table values are sought first. The value of tcount is 12,378, while t table with α 0,05 and n = 167, in the one-party test then $dk = n - 2 = 167 - 2 = 165$ is 1,15. It turns out that the obtained t-count is greater than t-table that is (12,378 > 1,15) so H₀ is rejected, meaning that there is a significant influence between school culture on the professional performance of Muhammadiyah High School teachers in Palembang.

Table 7: Coefficient of Determination

| Model Summary | | | | |
|----------------------|-------------------|-----------------|--------------------------|-----------------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .192 ^a | .378 | .425 | 2.990 |

a. Predictors: (Constant), School Culture

From the table, in testing the second hypothesis, it can be seen that the effect of variable X_2 on Y is $R = r^2$ is 0.378 (37.8%) and the remaining 62.2% is determined by other variables. In testing the hypothesis it turns out that school culture variables have an influence on teacher professional performance by 37.8% and 62.2% determined by other variables. This hypothesis is also strengthened with a significant value of 0,000. Thus the conclusion is that there is a very strong influence between school culture and the professional performance of Muhammadiyah High School teachers in Palembang. The results of multiple regressions obtained results $\hat{Y} = a + b_1X_2 = 26,624 + 0,712X_2$. The regression coefficient X_2 has a positive sign which means a positive change in teacher achievement motivation will make a positive change in the performance of Muhammadiyah High School teachers in Palembang.

This research is in line with the research conducted by Mishan (2014). The study entitled "The Influence of School Culture and Organizational Culture on Teacher Performance of State High Schools in Sibolga". The object of this research is the teacher of Public High School in the city of Sibolga. The results of the study show that school culture and organizational culture together provide a positive and significant influence on teacher performance. Related research regarding the influence of school culture on teacher performance has also been carried out by Nuraisyiah (2014). The study entitled "The Effect of Organizational Climate, Organizational Culture and School Culture on Teacher Performance in Public Middle Schools in Pandan Subdistrict, Central Tapanuli, North Sumatra". The results of the study show that Organizational Culture has a positive and significant effect on teacher performance in the Public Middle School in Pandan, Central Tapanuli, North Sumatra.

School culture, especially teacher-oriented dimensions, shows effectiveness in helping teachers believe in the values and norms that apply in achieving school goals. Organizations provide support to teachers in working primarily on new teachers or junior teachers. The support provided will make the teacher feel comfortable and easy to adapt to his work environment so that it will affect the level of performance of the teacher in carrying out his work. In addition to support, the organization also encourages teachers to create teamwork. This encourages teachers to create mutual trust and cooperate with each other in carrying out work that does not deviate from a norm or rule. This situation leads a teacher to have a good relationship with his colleagues and foster cooperation in work so that teachers can consult with each other about problem solving while teaching in class. Therefore, the relationship between teachers provides reinforcement and motivation for teachers to improve their performance.

The Third Hypothesis

The hypothesis that will be tested is that there is a significant influence between organizational climate and school culture on the professional performance of Muhammadiyah High School teachers in Palembang. The results of statistical analysis are obtained as follows.

Table 8: Regression Equations of X1 and X2 on Y

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 26.441 | 2.191 | | 12.068 | .000 |
| Organizational Climate | .189 | .384 | .201 | .493 | .623 |
| School culture | .375 | .386 | .396 | .971 | .333 |

a. Dependent Variabel: Teacher Professional Performance

From the table above, the regression equations X_1 and X_2 over Y are: $\hat{Y} = a + b_1X_1 + b_2X_2 = 26,441 + 0,189X_1 + 0,375X_2$. With the regression equation it turns out that the results of multiple regression calculations indicate that the regression coefficient X_1 has a positive sign, so that it can be interpreted that if there is a positive change in the organizational climate score and school culture by one unit, it will also make positive changes in the professional performance of Muhammadiyah High School teachers in Palembang, and vice versa negative changes to the organizational climate and school culture of one unit will also make negative changes as much as the professional performance of Muhammadiyah High School teachers in Palembang according to the regression equation. Then to see the significance simultaneously, first determine the value of F_{count} and F_{table} . The calculated F value using SPSS statistics 16.0 obtained the following results.

Table 9: Regression Variety Test

| ANOVA ^b | | | | | | |
|--------------------|------------|----------------|-----|-------------|-------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 62.505 | 2 | 31.252 | 3.488 | .033 ^a |
| | Residual | 1469.495 | 164 | 8.960 | | |
| | Total | 1532.000 | 166 | | | |

a. Predictors: (Constant), School Culture, Organizational Climate

b. Dependent Variable: Teacher Professional Performance

From the table above, it can be seen that the F_{count} value is 3.488 while F_{table} is 1.260. With a significant level (α) = 0.05, from the results of processing carried out there are $F_{count} > F_{table}$ or $3.488 > 1,260$, thus H_0 is rejected, meaning that there is a significant influence

between organizational climate and school culture on the professional performance of Muhammadiyah High School teachers in Palembang.

Table 10: Coefficient of Determination

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .202 ^a | .401 | .029 | 2.993 |

a. Predictors: (Constant), School Culture, Organizational Climate

From the table, in testing the third hypothesis, it can be seen the effect of variables X_1 and X_2 on Y , for $R = r^2$ is 0.401 (40.1%) and the remaining 59.9% is determined by other variables.

Data analysis obtained the results of the influence of organizational climate and school culture on teacher performance by 40.1%. Likewise, the acquisition of a significant value of 0,000 means that there is a significant influence between the organizational climate and school culture on the performance of Muhammadiyah High School teachers in Palembang. Regression processing obtained the equation $Y = a + b_1X_1 + b_2X_2 = 26,441 + 0,189X_1 + 0,375X_2$. Organizational climate variable (X_1) and work motivation variable (X_2) have a positive sign meaning positive changes in organizational climate and teacher motivation will produce positive values on teacher teaching performance.

Teaching and learning are teacher activities because the teacher's main task is teaching and learning. Teacher performance is a measure of the extent to which the teacher's assignment is carried out by the teacher. Teachers who show good teaching performance means that the teacher has carried out his duties well, and vice versa if the teacher's performance is not good means the teacher has not carried out his duties properly. This research is in line with the research conducted by Mishan (2014). The study entitled "The Influence of School Culture and Organizational Culture on Teacher Performance of State High Schools in Sibolga City". The object of this research is the teacher of Public High School in the city of Sibolga. The results of the study show that school culture and organizational culture together provide a positive and significant influence on teacher performance.

School is a system, meaning that many variables within the scope of the school influence teacher teaching performance. Two of the various systems are the organizational climate and school culture as in this study. With the effort to improve these two variables, it has been proven to influence teacher performance.

7. Conclusion

Based on the analysis of discussion in chapter IV, conclusions can be drawn 1) organizational climate has a significant effect on teacher performance by 30.05%. The more leadership that is applied by the Principal, the better the teacher's professional

performance; 2) school culture has a significant effect on teacher professional performance by 37.8%. The higher the motivation the teacher has, the better the teacher's performance; and 3) the organizational climate and school culture together have a significant and significant effect on the professional performance of Muhammadiyah High School Palembang teachers at 40.1%.

Acknowledgements

We would like to express our special thanks and gratitude to our rector (Bukman Lian) who gave us the golden opportunity to do this wonderful project on the topic (The Effect of Organizational Climate and School Culture on Teachers' Professional Performance in Palembang). Secondly, we would also like to thank our graduate director (Houtman) and friends in Graduate Program of Educational Management Universitas PGRI Palembang who helped us a lot in finalizing this project within the limited time frame.

References

- Aedi, N. (2016). *Management of Educators and Educational Personnel*. Yogyakarta: Gosyen Publishing
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research Volume 7, Issue 7, July 2018*
- Anggia, T. (2015). "Effect of Teacher Professionalism and Work Motivation on the Performance of High School Economic Teachers in Malang". *UM Metro Economic Education Journal, Volume 3 Number 1 of 2015*
- Choirunnisa, C. (2016). *Manajemen Pendidikan [Education Management]*. Jakarta. Raja Grafindo Persada
- Cholil. (2014). "Effect of Principal Leadership and Work Motivation on Teacher Performance at Muhammadiyah Middle School Ngawi". *Journal of Media Achievement, Volume 13 Number 1 of 2014*
- Djailani. (2014). "Effect of Organizational Climate and Job Satisfaction on the Performance of Madrasah Tsanawiyah Teachers in Lhokseumawe City". *Educational administration journal, Volume 2 Number 2 in 2014*
- Edu, L. A. (2017). *Ethics and Challenges of Teacher Professionalism*. Bandung. Alfabeta
- Ferti, M. (2015). "Effect of leadership and school organizational climate on the performance of public high school teachers 1 Pasir Penyau, Air Molek" *Fekon Journal, Volume 2 Number 1 Year 2015*
- Fitria, H. (2018). The Influence Of Organizational Culture And Trust Through The Teacher Performance In The Private Secondary School In Palembang. *International Journal of Scientific & Technology Research, 7(7)*.

- Fitria, H., Mukhtar, M., & Akbar, M. (2017). The Effect of Organizational Structure And Leadership Style on Teacher Performance In Private Secondary School. *IJHCM (International Journal of Human Capital Management)*, 1(02), 101-112.
- Hadi, S. I. (2015). "Effect of Organizational Climate and Teaching Motivation on Teacher Professional Performance of Muhammadiyah High School/Vocational/MA in Kudus Regency" *Jurnal Quality, Volume 4 Number 2 of 2016*
- Hamdani., Kesumawati, N., & Kristiawan, M. (2018). The Influence of Teachers' Work Motivation and Principals' Managerial Competence on Teachers' Performance. *IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 23, Issue 9, Ver. 1 (September. 2018) 72-76*
- Handayani. (2015). "The Effect of Principal Leadership, Teacher Motivation, and Organizational Culture on Wonosobo State High School Teacher Performance". *Education Management Accountability Journal, Volume 3 Number 2 of 2015*
- Haryani, E. (2017). "Effect of School Organizational Climate and Principal Leadership on Learning Management to Realize Teacher Performance". *Education Journal of the University of Garut, Volume 11 Number 01 of 2017*
- Hasibuan, M. (2014). *Manajemen Sumber Daya Manusia [Human Resource Management]*. Jakarta: Bumi Aksara
- Hosnan. (2016). *Etika Pendidik [Educator Professional Ethics]*. Jakarta: Ghalia Indonesia
- Husien, L. (2017). *Profesi Guru [Teacher Profession]*. Yogyakarta. Pustaka Baru Press
- Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy Of SD Pusri In Improving Educational Quality. *International Journal of Scientific & Technology Research, 7(7)*.
- Kemendikbud. (2013). *Implementasi Kurikulum 2013 [Implementation of 2013 Curriculum]*. Jakarta: Kemendikbud
- Kompas. (2016). "Teacher Quality Continues to be Improved". <https://www.pressreader.com/indonesia/kompas/2016>. Retrieved 15 February 2018 at 7:30 p.m.
- Kristiawan, M., Safitri, D., & Lestari, R. (2017). *Manajemen Pendidikan [Educational Management]*. Yogyakarta: Deepublish.
- Kristiawan, M. (2014). A Model for Upgrading Teachers Competence on Operating Computer as Assistant of Instruction. *Global Journal of Human-Social Science Research*.
- Kristiawan, M., & Rahmat, N. (2018). Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran [Improving Teachers' Professionalism Through Learning Innovation]. *Jurnal Iqra': Kajian Ilmu Pendidikan, 3(2), 373-390*.
- Kristiawan, M., Suryanti, I., Muntazir, M., & Ribuwati, A. (2018). *Inovasi Pendidikan [Innovation of Education]*. Jawa Timur: Wade Group National Publishing.
- Kurniasih, I. (2017). *Pedagogic Competence*. Jakarta. Kata Pena
- Lian, B., Kristiawan, M., & Fitriya, R. (2018). Giving Creativity Room To Students Through The Friendly School's Program. *International Journal of Scientific & Technology Research, 7(7)*.

- Liana, Y. (2012). "Organizational Climate and Achievement Motivation Against Job Satisfaction and Teacher Performance". *Journal of Management and Accounting, Volume 1 Number 2 of 2012*
- Manik, E. (2011). "Effect of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance in Rancaekek 3 Public Middle School". *Journal of Economics, Business and Entrepreneurship, Volume 5 Number 2 of 2011*
- Mishan. (2014). "Effect of Teacher Motivation on Work and Organizational Culture on Teacher Performance of Public High Schools in Sibolga City". *Journal of Business and Executive Management, Volume 1 Number 2 of 2014*
- Murwati. (2013). "Effect of Teacher Professional Certification on Work Motivation and Teacher Performance in Surakarta Vocational Schools". *Journal of Business and Economic Education (BISE), Volume 1 Number 1 of 2013*
- Nawawi, I. (2015). *Organizational Culture of Leadership and Performance*. Jakarta: Prenadamedia
- Nuraisyiah, S. (2014). "The Influence of Principal Leadership, Organizational Culture and Motivation of Teacher Work on Teacher Performance in Public Middle Schools in Pandan District, Central Tapanuli Regency, North Sumatra". *Journal of Business and Executive Management, Volume 1 Number 1 of 2014*
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research Volume 7, Issue 06, June 2018*.
- Sardiman. (2014). *Teaching and Learning Motivation Interactions*. Jakarta: Raja Grafindo Persada
- Sudrajat, N. (2017). "The Climate Impact of School Organizations on the Motivation of Teaching Teachers in Vocational High Schools". *Journal of Office Management Education, Volume 1 Number 1 in 2017*
- Susanto, A. (2016). *Management of Teacher Performance Improvement*. Jakarta: Prenadamedia
- Sutrisno, E. (2015). *Organizational Culture*. Jakarta: Prenadamedia
- Suyanto. (2013). *Prospective Teachers and Professional Teachers*. Yogyakarta. Multi Pressindo
- Tika, P. (2014). *Organizational Culture and Enhancing Company Performance*. Jakarta: Bumi Aksara
- Tobari. (2015). *Building Organizational Culture in Government Agencies*. Yogyakarta: Deepublish
- Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research, 7(4)*.
- Umami, R. D. (2014). "The Influence of Pedagogic Competence and Work Motivation of Teachers on Student Learning Achievements in National Examinations in Mojokerto City High Schools". *Education Management Inspiration Journal, Vol 3 No. 3 of 2014*

- Wukir. (2013). *Manajemen Sumber Daya Manusia [Human Resource Management]*. Yogyakarta: Multi Presindo
- Zubaidah. (2016). "The Influence of Principal Leadership and Teacher Competence on the Motivation of Teacher Work and Its Implications on Teacher Performance in Palembang City State Middle School". *ISSN: 2540-816X, Volume 1 Number 2 of 2016*

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).