
School Organizational Culture and Achievement Motivation With Teacher Performance at MA Miftahul 'Ulum Tuyau School

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Keywords	Abstract
School Organizational Culture, Achievement Motivation, Performance.	The purpose of this study was to obtain information on the correlation between school organizational culture and achievement motivation with the performance of school teachers. The approach used is quantitative with a survey method at MA Miftahul 'Ulum Tuyau. The research findings are: 1. There is a correlation between school organizational culture and performance. 2. There is a correlation between achievement motivation and performance. 3. There is a correlation between school organizational culture and achievement motivation with performance. The results of the study implied that in school organizational culture, achievement motivation, quality of performance.

INTRODUCTION

The development of school quality is supported by the existence of instruments that provide an overview to school administrators. How to plan, organize, implement and evaluate the development of the school from various fields. However, most of these policy changes have not been able to develop school culture in order to instill values into their students.

One of the factors that need to be considered in determining the strategy for achieving superior schools is having a strong organizational culture. A strong organizational culture is able to harmonize elements related to the sustainability of the school. This starts from the principal, teachers, students and parents. All components must be able to establish good communication.

Organizational culture can be felt through the behavior of employee members in the organization itself. The culture provides patterns, ways of thinking, feeling, responding and

guiding members in the organization. Therefore, organizational culture will also affect the effectiveness or failure of an organization.

School organizational culture is expected to support the success of the institution in conducting the educational process. This is applied in various schools to see the condition of the community that is undergoing changes. Changes as a result of the acceleration of the flow of information and communication. School organizational culture is the norms and values that direct all behavior of school personnel.

Rahmatullah et al (2022:89) minimum educational facilities and infrastructure are standard or the same as in urban areas, Syahrani (2021:26) especially until they are able to meet internet access, Syahrani (2022:50) so universities should be able to manage and set standards for their institutional facilities and infrastructure adjusting national standards, Syahrani (2022:23) so that facilities and infrastructure are not an excuse to hinder the speed of digital adaptation of schools and Shaleha (2021:221) learning in schools will be more weighty because all learning media can be shown through browsing on the internet, Syahrani (2018:57) the development of education becomes more focused, Chollisni (2022:413) especially in the Koran there are many verses that talk about the importance of management and adapting and actions like this are strategies that are responsive to the current conditions that occur in the world of education, Syahrani (2020:3) transfer of knowledge can walk together with character building and accompanied by supporting facilities, S Yahrani (2018:58) because nowadays, facilities and infrastructure, especially internet access, seem to be the number one need, Syahrani (2017:63) so for campuses that have unlimited internet access with normal signals even at extraordinary speeds, many people have the opportunity to look at them, Syahrani (2017:42) it is hoped that the course of higher education will be more ideal according to dreams, Syahrani (2017:18) although the development of facilities and infrastructure, including internet facilities, is still being carried out.

METHODS

This research was carried out at the MA Miftahul 'Ulum Tuyau school. While the method used in this research is a survey method with a quantitative approach. The population in this study were teachers at MA Miftahul 'ulum tuyau and the sample from this study was 40 people.

RESULTS AND DISCUSSIONS

The results of the normality test for the estimated Y regression error of X1 with liliefors showed that the distribution of the research data came from a normally distributed population, with $Lo (0.121) < L_{table} (0.140)$, while the results of the normality test of the Y regression estimate of X2 with liliefors showed that the distribution of the research data comes from a normally distributed population, with $LO (0.129) < L_{table} (0.140)$.

The results of the homogeneity test of variance Y over X1 with the Bartlett test show that the distribution of research data comes from a homogeneous population, with X^2 count (8,13) < X^2 table (15,5). Meanwhile, the results of the homogeneity test of variance Y over X2 with the Bartlett test show that the distribution of research data comes from a homogeneous population, with X^2 count (1.92) < X^2 table (11,1).

The results of the study found that: first, there was a significant positive relationship between school culture and performance, the correlation coefficient was 0.609, the coefficient of determination was 37.09% t count (4.73) > table (1.70), and the regression equation $Y = 45,11 + 0.516X_1$.

The results of a simple correlation analysis between school organizational culture and teacher performance obtained the r_{y1} correlation coefficient of 0.609. This value provides an understanding that the relationship between school organizational culture and teacher performance is significant or positive, meaning that the higher the level of school organizational culture will be followed by an increase in the teacher's performance.

Growing the potential of students in schools optimally requires professional teachers. Professional teachers are teachers who have a set of abilities, including mastering the subject matter completely, being able to choose and apply appropriate learning methods and being able to motivate students. So one of the functions of education in schools is to grow the potential of students through the guidance of professional teachers who work optimally. In other words, good teacher performance is needed to grow the potential of students in order to achieve educational goals.

To improve teacher performance so that they are able to work professionally, the government has conducted various training or upgrading of teachers. However, generally learning is carried out in a one-way manner, the teacher lectures more in front of students. The teacher assumes that his job is only to transfer the knowledge he has with the target of conveying the topics written in the curriculum. In general, teachers do not inspire students to be creative and do not train students to be independent so that the lessons are less challenging for students to think. As a result, students do not like the lesson. In order to implement, manage, administer and regulate, management is needed, namely the process of leading, guiding, preparing facilities for subordinates to work together to achieve common goals. Likewise, in an educational organization, if it is observed and observed, there will be a process of cooperative interaction between leaders and subordinates who are noticed, directed, fostered and developed but may also be forced, so that the behavior is in line with the expectations of the leader in an institution.

Motivation as a psychological process arises caused by factors within a person himself called intrinsic and factors outside of a person called extrinsic factors. Factors in a person can be in the form of personality, attitudes, experiences and education or various

hopes, ideals that reach the future. While external factors can be caused by various sources, it can be due to the influence of leaders, colleagues or other very complex factors. Schools are also a form of moral organization, in contrast to other forms of profit-oriented organization. This brings a logical consequence for each component of the school to work together, have the same commitment and apply the norms and values adopted by the school in order to achieve the goals of school education. School organizations place more emphasis on quality educational output, while other organizations emphasize maximum profit. Quality education output can be achieved if schools run effectively. Schools that run effectively if the management functions (planning, organizing, directing and supervising) function properly and the supporting elements are available and meet the requirements. One important element in supporting the running of the school is human resources (principals, teachers and administrative staff) who have an important role in determining the success of schools to achieve goals.

The results of observations in the field, especially in schools (MA) both public and private, that teacher performance is categorized as quite good although it has not shown significant success as expected by the government due to the possibility of a lack of understanding, training, and application of teacher performance in accordance with the main tasks and functions from the teacher. The performance of the MA Miftahul 'Ulum teacher still needs to be optimized, many factors cause including the lack of conducive organizational culture in schools, low job satisfaction, low achievement motivation, low organizational commitment, low work motivation, environment, incentive distribution system, infrastructure, interpersonal relations, interpersonal communication between teachers and teachers, teachers and principals, teachers and students need to be improved. Teacher performance is related to internal factors and external factors. These internal factors include achievement motivation, work discipline and attitude towards the profession. While external factors such as supervision of the principal, school organizational culture, principal leadership and school climate. Problems that occur in the field we are interested in analyzing and trying to research the correlation between organizational culture and achievement motivation with the performance of MA teachers.

Based on the description above, the formulation of the problem can be stated as follows: 1) Is there a relationship between organizational culture and the performance of MA teachers?. 2) Is there a relationship between achievement motivation and the performance of MA teachers?. 3) Is there a relationship between organizational culture and achievement motivation together with the performance of MA teachers?

Performance is the appearance of a person's work. Performance refers to the quantity and quality of job completion. As stated by Colquitt, Lepine and Wetson (2009:37) argue that performance is formally defined as the value that has been shown by the behavior of members that contribute either positively or negatively to the achievement of organizational goals.

Robbins (2003:410) states that performance is the result of an evaluation of the work done compared to predetermined criteria. Therefore, the increase or decrease in a person's performance can be known by the existence of guidelines or work standards that have been set. Talking about the nature of performance, Patricia King (1993:19) argues that performance is a person's activity in carrying out the main tasks assigned to him. Luthans (2008:240) with a behavioral approach states that performance management is the quantity or quality of something produced or services provided by someone who does the job. Referring to these limits, it can be stated that performance is the result, both quantity and quality achieved by a person in carrying out the tasks for which he is responsible. Newstrom and Davis (2002:132) stated that good performance will be produced by satisfied employees or employees in the organization. Employees or employees who are satisfied will make supportive efforts to be able to do a good job. In this context, it clearly implies that performance is closely related to one's job satisfaction, so that if a person or school principal in an organization is satisfied with his work, the welfare provided by the organization, and its products are used by many people and get praise from their leaders, it will result in maximum performance. Thus, performance is the result of a person's ability to complete tasks that are the authority and responsibility with indicators: 1) understanding of the task; 2) carry out the task; 3) work according to working time; 4) assessment of the quality of work; 5) create a conducive working atmosphere; and 6) communication with co-workers to achieve organizational goals. Organizational culture does not just emerge from the void and once it is formed, it rarely fades away. The founders of the organization usually have a great impact on the initial culture of the organization. They have a vision of how the organization should be. The process of creating organizational culture occurs in 3 ways, namely First, the founders only hire and retain members or employees who think and feel like them. Second, founders indoctrinate and socialize their way of thinking and behavior to members or employees. Third, the founder's own behavior acts as a role model that encourages employees to identify with the founder's beliefs, values and assumptions. Robbins and Judge (2007:511) state that organizational culture is a system of shared meaning held by members that distinguishes the organization from other organizations. Organizational culture is a system of values carried out by members of an organization that distinguishes the organization from other organizations. McShane and Von Glinov (2008:461) about organizational culture are as follows: The basic pattern of shared values and assumptions governing the way employees within an organization think about and act on problems and opportunities. The opinion of Gibson, Ivancevich, Donnelly and Konopaske said that organizational culture is an important concept, organizational culture as a perspective for understanding individual and group behaviors in an organization, has limitations. First, culture is not the only way to organize. We've already discussed systems

views that don't offend culture. Second, like many other concepts of organizational culture it is not necessarily defined equally by two theorists and researchers. Some definitions of culture are: (1) symbols, language, ideology, and myths; (2) organizational script taken from the personal script of the organization's founder or dominant leader; (3) is a product, a history based on symbols and is an abstraction of behavior and the product of behavior. As stated by Stephen Stolp about School Culture, several studies show that organizational culture in schools is correlated with increased motivation and student achievement as well as job satisfaction and prod.

The results of a simple correlation analysis between Achievement Motivation and Teacher Performance obtained the value of the correlation coefficient r_{y2} of 0.476. This value provides an understanding that the relationship between achievement motivation and teacher performance is significant or positive, meaning that the higher the level of achievement motivation will be followed by an increase in the teacher's performance. The amount of the contribution or contribution of the Achievement Motivation variable to Teacher Performance can be known by squaring the value of the simple correlation coefficient. The result of squaring the value of the simple correlation coefficient is 0.2266. Statistically this value provides an understanding that approximately 22.66 percent of the variation in Teacher Performance is determined/explained by Achievement Motivation with the pattern of functional relationships as shown by the regression equation above.

third, there is a significant positive relationship between school culture and leadership style with teacher performance, the correlation coefficient is 0.674, the coefficient of determination is 45.40%, $F_{count} (15.40) > F_{table} (5.25)$, and the regression equation $Y = 27,91 + 0.429X_1 + 0.272X_2$. The results of the multiple correlation analysis between School Organizational Culture and Achievement Motivation with Teacher Performance obtained a double correlation coefficient value of R_{y12} of 0.674. This value indicates that the relationship between school organizational culture and achievement motivation together with teacher performance is good. Thus, it means that the school's organizational culture and achievement motivation will increase, then it will be followed by high teacher performance. The amount of the contribution or contribution of the variables of school organizational culture and achievement motivation to the performance of teachers together can be known through the value of the coefficient of determination R^2_{y12} of 0.454. The results of the analysis show that approximately 45 percent of the variation in teacher performance is determined/explained by the school's organizational culture and achievement motivation together, as determined by the regression equation above.

CONCLUSION

The conclusions in this study are First, there is a positive relationship between school organizational culture and teacher performance in MA. The strength of the relationship is indicated by a correlation coefficient of 0.609 and a coefficient of determination of 0.3709, which means 37.09% variation in teacher performance in MA, can be explained by variations in organizational culture school. In other words, the stronger the school's organizational culture, the higher the teacher's performance. Second, there is a positive relationship between achievement motivation and the performance of MA Miftahul 'ulum teachers. The strength of the relationship is shown by a correlation coefficient of 0.476 and a coefficient of determination of 0.2266, which means that 22.66% of the variation in teacher performance at MA Miftahul 'ulum, can be explained by variations in achievement motivation. In other words, the higher the achievement motivation, the higher the teacher's performance. Third, there is a positive relationship between school organizational culture and achievement motivation together with teacher performance at MA Miftahul 'ulum tuyau. The strength of the relationship is indicated by a multiple correlation coefficient of 0.674 and a coefficient of determination of 0.454, which means that 45.40% of the variation in teacher performance can be explained together. -equally by variations in school organizational culture and achievement motivation. In other words, it can be stated that the stronger the school's organizational culture and achievement motivation, the higher the teacher's performance together.

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