

The Influence of the Work Environment and Organizational Culture on Teacher Performance at SD Negeri 4 Angsau

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ABSTRACT

Improving performance can be supported, among other things, by a good work environment and organizational culture. The work environment and organizational culture can influence the performance of its resources. The purpose of this research is to determine the work environment of teachers and organizational culture at SD Negeri 4 Angsau, as well as whether the work environment and organizational culture have partial or simultaneous effects on the performance of teachers at SD Negeri 4 Angsau. The method used in this research is descriptive quantitative. Data collection techniques used in this study involve secondary data and primary data. The sampling method used is non-probability sampling with a sample size of 34 individuals. This research aims to: 1) determine whether there is an influence of the work environment on teacher performance; 2) determine whether there is an influence of organizational culture on teacher performance; 3) determine whether there is an influence of the work environment and organizational culture on teacher performance. The results of this study indicate that: 1) there is a significant positive influence between the work environment and teacher performance; 2) there is a significant positive influence between organizational culture and teacher performance; 3) there is a positive influence between the work environment and organizational culture together on teacher performance.



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INTRODUCTION

Human resources are a crucial element in company operations, considered as capital that drives company activities. To ensure company excellence, a workforce is needed that has

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quality performance, is competent, and is able to manage all company activities efficiently. The quality of human resources is reflected through the achievement of superior performance, becoming a benchmark for the company's success over a certain period of time. As stated by Akbar (2018), performance refers to the maximum effort given to achieve satisfactory work performance. In other words, completing work in a short time and providing satisfactory results has a positive impact on the individual and the work environment. Performance as a determinant of the success and survival of a company or institution is a crucial factor. Therefore, understanding and improving human resource performance is a strategic aspect in achieving overall company goals.

The quality of education in the world is influenced by the optimal performance of human resources, and teachers play a central role in this context. As emphasized by Sari (2018), a teacher's professionalism cannot be assessed directly, but rather requires the processes involved in providing learning. Teachers are not only elements of human resources, but also function as planners, actors and determinants in achieving educational goals. To support these activities, the existence of a supportive school culture is very important, along with positive relationships between teachers, principals, administrative staff, as well as fellow teachers and students. The teacher's role is not only limited to the realm of classroom teaching, but also involves contributing to the planning and implementation of educational activities as a whole. In supporting this activity, good cooperation and coordination is needed between all parties involved. Harmonious relationships between teachers and other elements such as school principals, administrative staff, as well as fellow teachers and students, are key factors in achieving educational goals. Therefore, evaluating teacher performance does not only focus on the teaching aspect, but also involves their ability to create a conducive learning environment and establish good relationships with all elements in the school environment.

According to the theory presented by (Kasmir, 2016), there are several factors that influence performance, including personality, motivation, ability, knowledge, work design, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline. The work environment in the school environment functions as a place where interaction between teachers and students occurs, which aims to convey and obtain useful knowledge. The perspective put forward by (Ferawati, 2017) implies that improving the quality of the work environment can have a positive and significant impact on employee performance at PT. Cahaya Indo Persada. This indicates that improvements in work environment conditions can result in increased employee performance, and vice versa. Thus, elements such as personality, motivation, and work environment have a major role in shaping and influencing individual performance. These factors form the basis for achieving optimal performance, both in the context of education at school and in the world of work, such as at PT. Cahaya Indo Persada. Therefore, management and improvement of these aspects is a key strategy in achieving superior and productive performance. Apart from the work environment, a factor that influences performance is organizational culture. Organizational culture is one factor in increasing performance. This is proven by research conducted by (Hidayat et al., 2020) which suggests that organizational culture has a positive and significant effect on teacher performance at SMK Muhammadiyah 3 Aek Kanopan.

Based on the results of surveys and interviews with the principal of SD Negeri 4 Angsau, problems were found that resulted in decreased performance, namely work environment factors and organizational culture that were not working well and changes in implementation at SD Negeri 4 Angsau. For this reason, researchers conducted research to find out whether the work environment and organizational culture have an influence on teacher performance at SD Negeri 4 Angsau.

METHOD

Work environment

According to Mangkunegara (2017: 105), the work environment can be interpreted as an important tool in the company context. Providing adequate work environment facilities for employees or teams is considered a key factor that can contribute to the creation of optimal work. When employee facilities and needs are met, both individually and in groups, the company's goals, vision and mission can be realized in accordance with Sedarmayanti's views (2018:135).

Along with that, Kasmir (2016: 158) explains that the work environment can be defined as a place or space where employees carry out various activities, such as completing daily tasks and building relationships with co-workers. This is the key to creating optimal work effectiveness. Suwardi & Daryanto (2018:121) also emphasize that social, psychological and physical aspects of life have a significant impact on employees in carrying out their assigned tasks.

In this research, to measure the dimensions of the work environment, measuring instruments are used that are in accordance with the theory explained by Siagian (2014: 59). Therefore, a comprehensive understanding of the work environment is the key to establishing optimal working conditions and supporting the achievement of company goals.

Organizational culture

According to Fahmi (2016:96), habits that are carried out and applied sustainably in the work environment have an important role as supporters in improving the quality of employees and company managers in an organization. Organizational culture, as expressed by Sedarmayanti (2018: 124), includes behavioral norms, values and attitudinal assumptions that shape identity and actions in the context of an organization. Another opinion from Harahap & Amanah (2018: 87) describes organizational culture as a representation of the values shared by members of an organization or organizational sub-units to achieve common goals. Wardiah (2016:40) further explains that how to behave refers to a collection of beliefs, attitudes, values and behavioral patterns that form organizational culture.

In the framework of this research, the dimensions of organizational culture are measured using measuring instruments that are in accordance with the theory explained by Robbins & Judge (2018). Therefore, a deep understanding of organizational culture is a key element for understanding the identity, shared values, and behavioral patterns that shape the work environment in an organization.

Teacher Performance

Performance, as defined by Mangkunegara (2017:67), includes the achievement of an employee in carrying out tasks in accordance with the responsibilities given, both in terms of quality and quantity. Prianza (2017:243) explains that work results which are reflected in performance achievements appear when tasks and work are given by the company. Sinambela (2016:146) adds that performance involves the readiness of individuals or groups to carry out activities in accordance with their responsibilities and produce results as expected. Sukrispiyanto (2019:164) describes performance as a management style that focuses on managing resources with open communication, creating a shared vision, as well as a strategic and integrated approach to achieving company goals.

In the framework of this research, dimensions of teacher performance are measured using measuring instruments in accordance with Astuti's (2017) theory. Thus, a thorough understanding of teacher performance is the key to evaluating the extent to which they have

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succeeded in achieving their goals and responsibilities in carrying out educational tasks.

Framework

Based on the explanation above, a framework can be designed that reflects the complex relationship between the work environment and organizational culture and teacher performance. In developing this framework, the author refers to relevant theories, where the work environment variable (X1) is applied based on the theory from Siagian (2014: 59), while the organizational culture variable (X2) uses the theory from Robbins & Judge (2018). For the dependent variable, namely teacher performance (Y), the theory from Astuti (2017) is used.

The main focus of this research is to explain whether the work environment and organizational culture have an impact on teacher performance. Clearly, this framework can be illustrated visually in a diagram, where the interaction between the work environment, organizational culture, and teacher performance is the center of attention. Therefore, this conceptual framework provides a strong conceptual basis for exploring and analyzing the dynamics of these relationships in a research context.

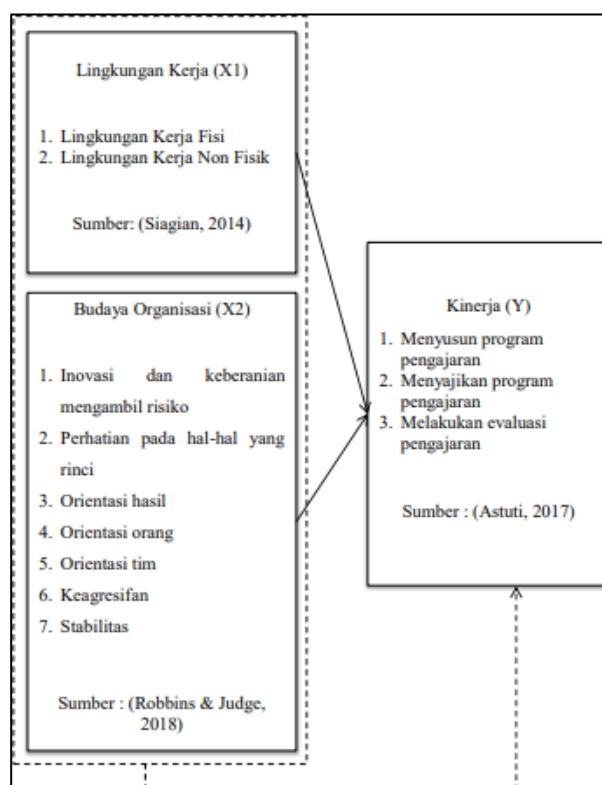


Figure 1. Research Framework

Methodology

This research adopted a descriptive quantitative approach, using a saturated sample due to its relatively small size. Therefore, the object of the research study at SD Negeri 4 Angsau involved 34 respondents, consisting of teachers and staff. To test the hypothesis, the t test, f test, and multiple linear regression analysis were carried out. This research process involves a series of stages, including the following:

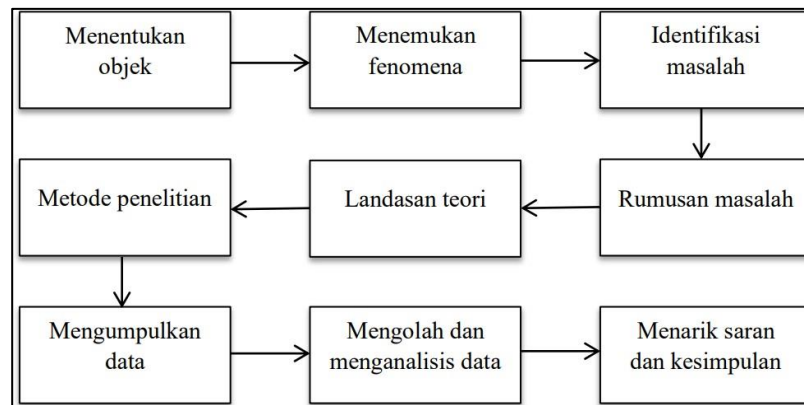


Figure 2. Research Methodology

RESULTS AND DISCUSSION

Work Environment Variables (X1)

Table 1. Work Environment Statistics (X1)

		Statistics									
		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10
N	Valid	34	34	34	34	34	34	34	34	34	34
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		4.29	4.29	4.29	4.29	4.26	4.26	4.18	4.26	4.26	4.29
Std. Deviation		.579	.579	.579	.579	.511	.511	.758	.618	.710	.719
Minimum		3	3	3	3	3	3	1	3	3	3
Maximum		5	5	5	5	5	5	5	5	5	5

Source: Author's processed data, 2023

The table above can be explained from the work environment variables with a total of 34 research respondents. There are 10 statement items, the answers provided consist of 5 alternative answers, namely: strongly agree, agree, disagree, disagree and strongly disagree. The results of the research state that on average the respondents' answers are complete, thus it can be interpreted that respondents at SD Negeri 4 Angsau agree that the current work environment is in good condition.

Organizational Culture Variable (X2)

Table 2. Organizational Culture Statistics (X2)

		Statistics									
		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10
N	Valid	34	34	34	34	34	34	34	34	34	34
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		4.24	4.29	4.29	4.15	4.18	4.18	4.18	4.15	4.32	4.26
Std. Deviation		.654	.524	.524	.744	.758	.521	.673	.821	.638	.666
Minimum		3	3	3	1	1	3	2	1	3	3
Maximum		5	5	5	5	5	5	5	5	5	5

Source: Author's processed data, 2023

The table above can be explained based on organizational culture variables involving 34 respondents in this research. There are 10 statement items that respondents must answer, by providing 5 alternative answers, namely: strongly agree, agree, disagree, disagree and strongly disagree. The research results stated that the average answer from all respondents was

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positive. Therefore, it can be concluded that the respondents at SD Negeri 4 Angsau tend to agree that the current condition of organizational culture is considered good.

Teacher Performance Variable (Y)

Table 3. Teacher Performance Statistics (Y)

		Statistics									
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
N	Valid	34	34	34	34	34	34	34	34	34	34
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		4.18	4.26	4.35	4.44	4.24	4.21	4.26	4.32	4.38	4.32
Std. Deviation		.968	.864	.734	.561	.781	.641	.511	.535	.551	.638
Minimum		1	2	2	3	1	3	3	3	3	3
Maximum		5	5	5	5	5	5	5	5	5	5

Source: Author's processed data, 2023

The table above can be explained in the context of teacher performance variables involving 34 respondents in this research. There are 10 statements that respondents must respond to, by providing 5 alternative answers, namely: strongly agree, agree, disagree, disagree and strongly disagree. The results of the research show that the average answer from all respondents is positive. Therefore, it can be concluded that the respondents at SD Negeri 4 Angsau tend to agree that the current condition of teacher performance is considered adequate.

1. Normality test

Test normality using the one-sample Kolmogorov-Smirnov test

Table 4. Teacher Performance Statistics (Y)

One-Sample Kolmogorov-Smirnov Test		
		Standardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.96922337
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.074
Test Statistic		.079
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Author's processed data, 2023

Based on the results of the normality test using the Kolmogorov-Smirnov test in table 4 above, it can be seen that the Asymp. Sig. (2-tailed) is 0.200. Sujarweni (2020) explains that if the significance value is > 0.05 , then the variable is considered to be normally distributed; conversely, if the significance value is < 0.05 , the variable is considered not normally distributed. Therefore, from the results of the Kolmogorov-Smirnov test, it can be seen that

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the significance value is greater than alpha ($0.200 > 0.05$). Thus, it can be concluded that all variable data has a normal distribution.

Heteroscedasticity Test

Table 5. Heteroscedasticity test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.998	1.310		.762	.452
X1	-.043	.038	-.265	-1.126	.269
X2	.037	.037	.238	1.013	.319

a. Dependent Variable: AbsRes

Source: Author's processed data, 2023

From the results of the heteroscedasticity test in table 5 above, it can be seen that the significance value (Sig.) of the work environment variable is 0.269 and the Sig. of the organizational culture variable is 0.319. In the context of this test, if the significance value or Sig. (2-tailed) > 0.05 , it can be concluded that there is no heteroscedasticity. Conversely, if the significance value or Sig. (2-tailed) < 0.05 , then heteroscedasticity can be considered to have occurred. Based on the calculation results, it can be observed that the significance value of the work environment variable is $0.269 > 0.05$, so it can be concluded that the work environment variable does not experience heteroscedasticity. Likewise for the significance value of the organizational culture variable, which is $0.319 > 0.05$, so it can be concluded that the organizational culture variable does not show heteroscedasticity. Therefore, overall, the independent variables in this study can be considered not to experience heteroscedasticity.

Multicollinearity Test

Table 6. Heteroscedasticity test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-2.641	3.866		-.683	.500		
X1	.553	.112	.505	4.918	.000	.558	1.791
X2	.515	.109	.486	4.736	.000	.558	1.791

a. Dependent Variable: Y

Source: Author's processed data, 2023

Based on table 6 of the multicollinearity test results above, it can be seen that the Tolerance value is 0.558 and the VIF is 1.791. According to (Indrawati, 2015), explaining whether or not there are symptoms of multicollinearity in the multiple regression model can be seen from the Variance Inflation Factor (VIF) value < 10 , there is no collinearity and the tolerance value > 0.1 , there is no collinearity. If you look at the table above, the results of the multicollinearity test for each independent variable have a Tolerance value of $0.558 \geq 0.10$ and VIF $1.791 \leq 10$, then it can be concluded that in the independent variables there is no

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multicollinearity and there is no correlation between the work environment variables and organizational culture. So it can fulfill one of the requirements of the classical assumption test.

Multiple Linear Regression Analysis

Table 7. Multiple Regression Analysis

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-2.641	3.866		-.683	.500
X1	.553	.112	.505	4.918	.000
X2	.515	.109	.486	4.736	.000

a. Dependent Variable: Y

Source: Author's processed data, 2023

Based on table 7, the calculation results in the table above obtained a constant value of 0.500, with the result being a work environment coefficient value of 0.000 and an organizational culture coefficient value of 0.000. So it produces a multiple linear regression equation as follows:

$$Y = 0.500 + 0.000 X1 + 0.000 X2 + e$$

Based on the interpretation of the results of the equation above, the following conclusions can be drawn:

1. A constant value of 0.500 indicates that the value of the independent variables (X1) work environment and (X2) organizational culture which is 0 will reflect the value of the dependent variable (Y) or performance of 0.500.
2. The work environment regression coefficient which is worth 0.000 indicates that when the independent variable work environment increases, the performance of teachers at SD Negeri 4 Angsau will also increase by 0.000.
3. The organizational culture regression coefficient of 0.000 indicates that increasing the independent variable organizational culture will contribute to increasing teacher performance at SD Negeri 4 Angsau by 0.000.

2. T Test (Partial)

Table 8 Work Environment T Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-2.641	3.866		-.683	.500
X1	.553	.112	.505	4.918	.000
X2	.515	.109	.486	4.736	.000

a. Dependent Variable: Y

Source: Author's processed data, 2023

Based on the table of partial hypothesis testing results (t test) for work environment variables, it can be seen that the results for the calculated t value = $4.918 > t \text{ table} = 2.016$ and the significance value (sig) = $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, so it can be concluded that the work environment partially influences teacher performance. Furthermore, based on table 8, the results of partial hypothesis testing (t test) for organizational culture variables can be seen that the results for t count = $4.736 > t \text{ table} = 2.016$ and significance value (sig) = $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, so It can be concluded that organizational culture partially influences teacher performance.

F Test (Simultaneous)

Table 9. ANOVA F test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	392.093	2	196.046	69.484	.000 ^b
	Residual	87.466	31	2.821		
	Total	479.559	33			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: Author's processed data, 2023

Based on the f test table, it is known that the calculated f value is 69.484 and Sig. 0,000. With decision making, if f count < f table or significance value > 0.05 then H_0 is accepted and H_a is rejected, and if f count > f table or significance value < 0.05 then H_0 is rejected and H_a is accepted. The F table is known to be 3.21, while the calculated F is known based on the table 9 amounted to 69,484. So it is found that calculated f is $69,484 > f \text{ table } 3.21$ and for the sig value. $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, which can be concluded that there is a significant simultaneous influence between the work environment and organizational culture on teacher performance at SD Negeri 4 Angsau.

Coefficient of Determination

Table 10. Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.904 ^a	.818	.806	1.680

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

Source: Author's processed data, 2023

Based on the results of the coefficient of determination test above, the calculation results obtained using the formula $KD = r^2 \times 100\%$ are $0.818 \times 100\% = 81.8\%$. So it can be concluded that at SD Negeri 4 Angsau the Work Environment variable (X1) and the Organizational Culture variable (X2) have an influence of 81.8% on teacher performance. Meanwhile, the remaining 18.2% is the contribution of other variables apart from the work environment and organizational culture.

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CONCLUSION

The work environment has a significant impact on teacher performance at SD Negeri 4 Angsau. This is confirmed by the calculated t value of 4.918, which exceeds the t table value of 2.01537, and a significance value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_a is accepted, indicating that the work environment influences teacher performance at SD Negeri 4 Angsau. Likewise, organizational culture also has a significant impact on teacher performance at SD Negeri 4 Angsau. The test results show that the t count is 4.918, smaller than the t table of 2.01537, and the significance value is $0.000 < 0.05$. Therefore, H_0 is rejected and H_a is accepted, confirming that organizational culture influences teacher performance at SD Negeri 4 Angsau. The joint influence of the work environment and organizational culture on teacher performance at SD Negeri 4 Angsau was also confirmed through a calculated f test value of 69.484, which exceeds the f table of 3.21. From the coefficient table, a significance value of 0.000 is obtained, which is less than 0.05, indicating that H_0 is rejected and H_a is accepted. Therefore, it can be concluded that the work environment and organizational culture have a joint influence on teacher performance at SD Negeri 4 Angsau. To assess the extent to which the independent variables, namely the work environment (X1) and organizational culture (X2), influence the dependent variable teacher performance (Y), a coefficient of determination test was carried out. From the results of this test, an R^2 value of 81.8% was obtained, indicating that the work environment and organizational culture had an impact of 81.8% on teacher performance at SD Negeri 4 Angsau. The remainder, around 18.2%, could be influenced by other factors not included in this study.

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