



INCREASING TEACHER PERFORMANCE THROUGH STRENGTHENING ORGANIZATIONAL CULTURE, INTERPERSONAL COMMUNICATION, AND JOB SATISFACTION

*(Empirical Study Using Path Analysis and SITOREM Analysis on Jakarta State
Madrasah Aliyah Teachers)*

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Abstract

Teacher performance is the level of success of a teacher in carry out their job duties that are supported by individual abilities and skills so as to facilitate the achievement of organizational goals, especially educational goals. Teacher performance is a set of work achieved by teachers in accordance with the standards set by the education unit with careful planning and timing. This study aims to determine: (1) the direct positive effect of organizational culture on teacher performance, (2) the direct positive influence of interpersonal communication on teacher performance, (3) the direct positive effect of job satisfaction on teacher performance, (4) the direct positive influence of organizational culture. on job satisfaction, (5) direct positive effect of interpersonal communication on job satisfaction, (6) indirect positive effect of organizational culture on performance through job satisfaction, and (7) indirect positive influence of interpersonal communication on performance through job satisfaction. This study uses the path analysis method to see the direct and indirect effects between variables and the SITOREM method to determine the order of priorities and recommendations for improvements that need to be made. The research population was 231 State Madrasah Aliyah teachers in Jakarta. The research sample was 146 respondents determined by the Slovin formula. Sampling is done by Proportional Random Sampling. The results of the path analysis (1) there is a direct positive influence of organizational culture on teacher performance of = 0.115, (2) there is a direct positive influence of interpersonal communication on teacher performance of = 0.103, (3) there is a direct positive effect of job satisfaction on teacher performance of = 0.462 , (4) there is a direct positive influence of



organizational culture on job satisfaction of = 0.041, (5) there is a direct positive influence of interpersonal communication on job satisfaction of = 0.574, (6) there is an indirect positive influence of organizational culture on teacher performance through job satisfaction of = 0.019, (7) there is an indirect positive influence of interpersonal communication on teacher performance through job satisfaction of = 0.265. The results of SITOREM analysis show that there are indicators of teacher performance variables, organizational culture, interpersonal communication and job satisfaction that are prioritized for improvement, including indicators (1) work effectiveness, (2) quantity of work results, and (3) work productivity, (4) Personal interest, (5) High salary amount, (6) Enjoy working together, (7) Clarity of career path, (8) Trust, (9) Positive attitude, (10) Supportive attitude, (11) Adaptable, (12) Information sharing, (13) Dominant values, (14) Values adhered to, (15) Rules, (16) Norms and standards of behavior, and (17) Ceremonies

Keywords: teacher performance, organizational culture, interpersonal communication, job satisfaction

Introduction

Madrasah Aliyah is an Islamic educational institution under the auspices of the Ministry of Religion, its existence can create generations of people who are Islamic-minded and have a high spirit of nationalism. The advantage possessed by madrasas is the integration of general knowledge and religious knowledge. Madrasas are also an important part of the national education institutions in Indonesia. His role is so big in producing the next generation of the nation. The madrasa's struggle to gain recognition from the community is not easy, with achievement capital, the existence of madrasah institutions becomes a concern. Madrasas, which were previously only looked down upon, have gradually succeeded in gaining the attention of the community. This appreciation is a big capital to show achievement and provide the best for the nation. Many madrasas offer the concept of modern education. This concept does not only offer and provide lessons or religious education, but adapts general subjects that are applied in various public schools. Madrasah progress lies not only in its human resources, but also in the development of good curriculum designs and more innovative and modern management processes.



Indications of low teacher performance can be seen from the competencies possessed, especially professional competence and pedagogical competence, that the UKG results obtained by teachers are not in accordance with the government's target of 80.00, however efforts are being made through various means such as training, seminars or coaching carried out by the principal of the madrasah. The factors that affect performance in the description above vary, however if performance is still low with indicators such as poor quality work, work not on time for various reasons, ability factors, skills and expertise at work or If the work environment is not conducive, it will be difficult to realize the wishes of the organization if the teacher's performance is still low.

The results of the preliminary survey by the authors found that the performance of teachers in this study was still low based on the results of the distribution of the initial instruments which were distributed to 30 madrasah aliyah teachers who were conducted from 14 to 16 December 2020, with the following results:

1. There are 43% of teachers having problems with work efficiency, this can be seen from the neglected use of time and their lack of skills in using learning facilities.
2. There are 44% of teachers who have problems with work effectiveness, such as completing work programs that are stagnant and still not complying with the regulations applied in madrasahs.
3. There are 47% of teachers who have problems with the quality of their work, this can be seen from the results of their work that are not in accordance with the desired standards and the results of their work are not in accordance with the work plans they have made.
4. There are 41% of teachers with problems in the quantity of work results, as there are still many teacher work programs that have not been realized and rarely provide guidance to students with problems.
5. There are 45% of teachers with problems in work productivity, this can be seen from the students who graduate get unsatisfactory grades and only a few are accepted at PTN.

The results of the initial research above illustrate that there are still problems with the performance of teachers in public Islamic high schools in achieving the desired organizational goals. This must be anticipated by the principal so that this



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performance problem can be increased by providing reinforcement to the research variables, namely organizational culture variables, interpersonal communication and job satisfaction.

Based on the results of research conducted by Mustofa, Billy Tunas, Widodo Sunaryo, Zaenal Abidin, and Muzhir Ihsan (2020: 12844-12859) regarding performance related to the independent variables managerial role effectiveness, organizational culture, and interpersonal communication, it is known that the three independent variables make a positive contribution to performance improvement. The research results of Widodo Sunaryo, Nancy Yusnita and Mustofa (2020: 145-150) state that teacher performance is an important factor that influences the process of achieving educational goals. There are several factors that are thought to have an influence on improving teacher performance including organizational culture, interpersonal communication and work satisfaction in public madrasah aliyah in DKI Jakarta Province. To examine and observe further through this research, researchers consider the variables of organizational culture, interpersonal communication and job satisfaction to be interesting for further study. The purpose of this study is to find efforts to improve performance by identifying the strength of the influence of organizational culture, interpersonal communication and job satisfaction with performance.

Method

This research was conducted at the State Aliyah Madrasah (MAN) in the East Jakarta Region, which consists of 8 State Aliyah Madrasah (MAN). This research will be carried out for 6 months from July to December 2022. The population in this study is a homogeneous population, namely PNS teachers who already have educational certification at the State Islamic Senior High School (MAN) in the East Jakarta Region, totaling 231 teachers. There are 146 samples based on the Slovin formula. Data collection techniques used questionnaires in the form of statements to measure teacher performance variables, organizational culture, interpersonal communication, and job satisfaction. The data analysis technique in this study fully uses the help of SPSS version 25 software to analyze descriptive statistics, test data analysis requirements including normality tests, homogeneity tests and linearity tests and hypothesis testing including simple regression tests, simple correlation tests and influence tests and SITOREM analysis



The statistical hypothesis in this study consists of 7 (seven), namely:

1. There is a direct positive influence of organizational culture on teacher performance so that strengthening organizational culture can improve teacher performance
2. There is a direct positive effect of interpersonal communication on teacher performance so that strengthening interpersonal communication can improve teacher performance
3. There is a direct positive effect of job satisfaction on teacher performance so that strengthening job satisfaction can improve teacher performance
4. There is a direct positive influence of organizational culture on job satisfaction so that strengthening organizational culture can increase job satisfaction
5. There is a direct positive effect of interpersonal communication on job satisfaction so that strengthening interpersonal communication can increase job satisfaction
6. There is an indirect positive influence of organizational culture on teacher performance through job satisfaction so that strengthening organizational culture can improve teacher performance through job satisfaction
7. There is an indirect positive effect of interpersonal communication on teacher performance through job satisfaction so that strengthening interpersonal communication can improve teacher performance through job satisfaction.

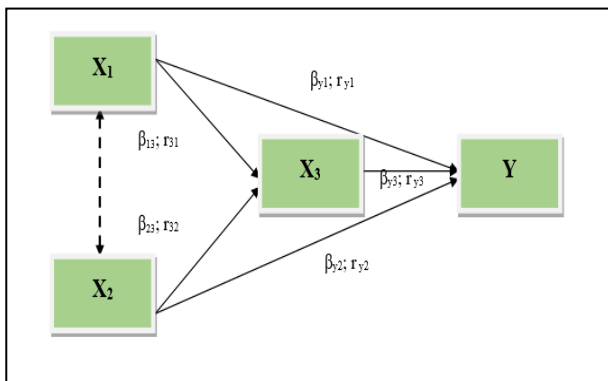


Fig 1. Research Model

Information:

- X1 = Organizational Culture
- X2 = Interpersonal Communication
- X3 = Job Satisfaction
- Y = Teacher Performance

Result and Discussion

Statistical Hypothesis Testing

Hypothesis testing is done by path analysis. Testing the first hypothesis, until the seventh hypothesis analysis of influence, correlation and simple regression. Test the model with the substructure. The results of the hypothesis test show the following results:

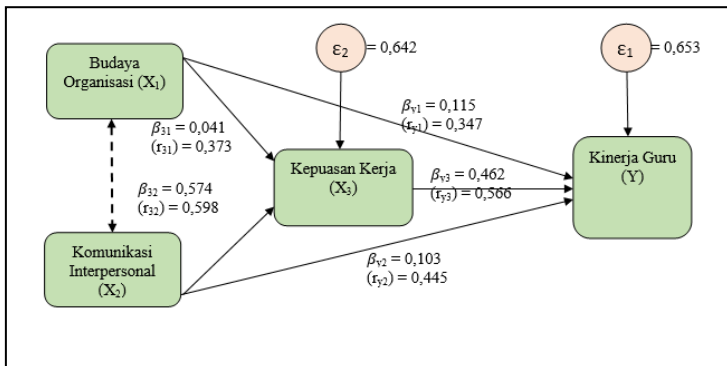


Figure 2 . Hypothetical Model

The research hypothetical model above describes the overall results of research that has been done by the author.



Based on the results of the STOREM analysis of this study, it can be explained that the order of priority improvements that need to be improved are: (1) Personal interest, (2) High salary, (3) Enjoy working together, (4) Clarity of career path, (5) Dominant values, (6) Adopted values, (7) Regulations, (8) Norms and standards of behavior, (9) Ceremonies, (10) Trust, (11) Positive attitude, (12) Supportive attitude, (13) Adapt, (14) Share information, (15) Effectiveness, (16) Quantity of work, and (17) Productivity.

Based on the results of the influence analysis, it can be seen that there is a positive influence of the independent variables on the dependent variable..

Direct Positive Influence of Organizational Culture on Teacher Performance

The first research hypothesis is that there is a direct positive influence of organizational culture on teacher performance. Based on the results of hypothesis testing, it shows that there is a direct and very significant positive effect of organizational culture on teacher performance with a path coefficient $\beta_1 = 0.115$. Thus this study confirms that there is a positive influence of organizational culture on teacher performance, the findings of this study are in line with the research results of Triwahyuni, Thamrin Abdullah and Widodo Sunarya (2014: pp. 156-165), in Wulandari's research (2014: 9) and in Handayani's research (2015: 276), all of which conclude that organizational culture variables have a very significant positive relationship with performance.

Direct Positive Influence of Interpersonal Communication on Teacher Performance

The second research hypothesis is that there is a direct positive effect of interpersonal communication on teacher performance. Based on the results of hypothesis testing, it shows that there is a direct and very significant positive effect of interpersonal communication on teacher performance with a path coefficient $\beta_2 = 0.103$. Thus this study confirms that there is a positive influence of interpersonal communication on teacher performance. The findings of this study are in line with the results of research by Widodo Sunaryo, Nancy Yusnita, and Mustofa (2020: pp. 145-150), in research by Ritonga (2014: 9) and in Kartini's research (2020: 292), all



of them conclude that the interpersonal communication variable has a very significant positive relationship with performance.

The Direct Positive Effect of Job Satisfaction on Teacher Performance

The third research hypothesis is that there is a direct positive effect of job satisfaction on teacher performance. Based on the results of hypothesis testing, it shows that there is a direct and very significant positive effect of job satisfaction on teacher performance with a path coefficient $\beta_{y3} = 0.462$. Thus this study confirms that there is a positive effect of job satisfaction on teacher performance, the findings of this study are in line with the results of Widayati's research (2020: 254) and Nurrohmat's research (2021: 82-85), all of which conclude that the job satisfaction variable has a relationship very significant positive effect on performance.

Direct Positive Influence of Organizational Culture on Job Satisfaction

fourth research hypothesis is that there is a direct positive influence of organizational culture on job satisfaction. Based on the results of hypothesis testing, it shows that there is a direct and very significant positive effect of organizational culture on job satisfaction with a path coefficient $\beta_{31} = 0.041$. Thus this study confirms that there is a positive influence of organizational culture on job satisfaction. The findings of this study are in line with the results of research by Siti Julaeha, M. Entang, and Herfina (2020: pp. 99-104), in Baribin's research (2020:54) and in the research of Sasuwe et al (2018: 2410), all of them concluded that organizational culture variables had a very significant positive relationship with job satisfaction.

Direct Positive Influence of Interpersonal Communication on Job Satisfaction

The fifth research hypothesis is that there is a direct positive effect of interpersonal communication on job satisfaction. Based on the results of hypothesis testing, it shows that there is a direct and very significant positive effect of interpersonal communication on job satisfaction with a path coefficient $\beta_{32} = 0.574$. Thus this study confirms that there is a positive influence of interpersonal communication on job satisfaction, the findings of this study are in line with the results of Solomon Lemma Lodisso's research (2019: pp. 21-27), in Sriani et al's research (2022: 140)



and in Chudaifah's research (2020: 102), all of them conclude that the interpersonal communication variable has a very significant positive relationship with job satisfaction.

Direct Positive Influence of Organizational Culture on Teacher Performance through Job Satisfaction

The sixth research hypothesis is that there is an indirect positive effect of organizational culture on teacher performance through job satisfaction. Based on the results of testing the hypothesis of this study, it shows that there is an indirect and significant positive effect of organizational culture on teacher performance through job satisfaction with a path coefficient $\beta_{y13} = 0.041$. Based on a comparative analysis between the direct effect of organizational culture on teacher performance and the indirect effect of organizational culture on teacher performance through job satisfaction, it shows that the path coefficient of the direct effect of organizational culture on teacher performance ($\beta_{y1} = 0.115$) is greater than the path coefficient of the influence of organizational culture on performance teachers through job satisfaction ($\beta_{y13} = 0.041$). The above shows that job satisfaction does not function effectively as an "intervening variable" on the influence of organizational culture on teacher performance through job satisfaction

Direct Positive Influence of Interpersonal Communication on Teacher Performance through Job Satisfaction

The seventh research hypothesis is that there is an indirect positive effect of interpersonal communication on teacher performance through job satisfaction. Based on the results of testing the hypothesis of this study, it shows that there is an indirect and significant positive effect of interpersonal communication on teacher performance through job satisfaction with a path coefficient $\beta_{y23} = 0.574$. The research hypothesis is proven to have been tested through testing the path analysis technique with a note that the indirect effect is relatively weak. Based on a comparative analysis between the direct effect of interpersonal communication on teacher performance and the indirect effect of interpersonal communication on teacher performance through job satisfaction, it shows that the path coefficient of the direct effect of interpersonal communication on teacher performance ($\beta_{y2} = 0.265$) is greater than the path coefficient of the effect of interpersonal communication on performance teachers through job satisfaction ($\beta_{y23} = 0.574$). The above shows that



job satisfaction does not function effectively as an "intervening variable" on the effect of interpersonal communication on teacher performance through job satisfaction.

Research Limitation

Weaknesses and weaknesses as a result of the limitations of existing research, are factors that cannot be avoided and controlled, including: There are still limitations to the accuracy of measuring research variables, teacher performance is only limited to 3 (three) variables that are thought to have direct and indirect influences, namely: exogenous variables consisting of organizational culture, interpersonal communication, and job satisfaction on endogenous variables, namely the performance of teachers at Madrasah Aliyah Negeri Jakarta, actually the variables that have a direct effect on performance are estimated to be quite a lot and not examined in this study, including work motivation, work discipline, learning leadership, and so on. The research population is PNS teachers and have received certification allowances at the Jakarta State Aliyah Mandrasah, so that the generalization of the research results is limited to this population.

Conclusion

the conclusions of this study are as follows: There is a direct influence between organizational culture on teacher performance. Thus strengthening organizational culture will improve teacher performance. There is a direct influence between interpersonal communication on teacher performance. Thus strengthening interpersonal communication will improve teacher performance. There is a direct influence between job satisfaction on teacher performance. Thus strengthening job satisfaction will improve teacher performance. There is a direct influence between organizational culture on job satisfaction. Thus strengthening organizational culture will increase job satisfaction. There is a direct influence between interpersonal communication on job satisfaction. Thus strengthening interpersonal communication will increase job satisfaction. There is an indirect influence between organizational culture on teacher performance through job satisfaction. Comparison of the value of the direct effect and indirect effect obtained by calculating the indirect effect is smaller than the direct effect, so it can be concluded that the job satisfaction variable functions ineffectively on teacher performance as an intervening variable on the influence of organizational culture on teacher performance. This means that



improving organizational culture cannot be done jointly between organizational culture and job satisfaction but can be done separately between organizational culture on teacher performance or job satisfaction on teacher performance. There is an indirect effect between interpersonal communication on teacher performance through job satisfaction. Comparison of the value of the direct effect and indirect effect obtained by calculating the indirect effect is smaller than the direct effect, so it can be concluded that the job satisfaction variable functions ineffectively on teacher performance as an intervening variable on the effect of interpersonal communication on teacher performance. This means that improving interpersonal communication cannot be done jointly between interpersonal communication and job satisfaction but can be done separately between interpersonal communication on teacher performance or job satisfaction on teacher performance.. Based on the results of calculations that the intervening variable job satisfaction has an ineffective effect on teacher performance. Thus the constellation of the final research problem is as shown below:

Based on the results of the SITOREM analysis, it was obtained data on the indicators for each variable, both the indicators that were maintained and the indicators that were prioritized had to be corrected immediately. These optimal indicators must still be maintained and those that have not been optimal must be corrected immediately. The order of priority that is a priority for immediate improvement is: (1) personal interest, (2) amount of salary, (3) happy to work, (4) career path, (5) trust, (6) positive attitude, (7) supportive attitude , (8) adapt, (9) share information, (10) dominant values, (11) adopted values, (12) regulations, (13) norms, (14) ceremonies, (15) effectiveness, (16) quantity and (17) productivity. While the sequence of indicators that are maintained are: (1) mental challenges, (2) competence, (3) performance appraisal, (4) salary, (5) colleagues, (6) appreciation, (7) openness, (8) empathy, (9) patterns of behavior, (10) valid values, (11) uniform, (12) efficiency and (13) quality. Based on the description above, there are several things that can be done as an effort for State Aliyah Madrasah teachers to improve performance. This improvement effort is to make improvements to several variable indicators that are still low and maintain the indicators that are already good

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