

School Culture and Job Satisfaction: Its Effect on Biological Teachers' Task Performance

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Abstract

School culture has been viewed as a vital variable in building school climate to be more conducive. Whether this factor will affect biological teachers job satisfaction and finally affect teachers' task performance was the problem of this research. A causal survey used by selecting randomly 90 senior high school biological teachers as sample. There were three instruments developed to measure teachers' task performance, school culture and job satisfaction which has been already validated. Data analyzed by regression, correlation and path analysis. Research findings showed that teachers task performance directly and significantly affected by school culture and job satisfaction as well, and based on this finding, job satisfaction was good mediated variable in connecting school culture and teachers' task performance. It was logic findings when teachers' performance expected to be more positive, all of teachers, especially biological teachers, require a positive atmosphere reflected by school culture and also to what extent teachers felt satisfied treated by the school system. Therefore, educational policy makers should pay more attention on how to improve school culture to be more conducive, teachers felt more satisfied then will have an impact on school quality reflected by teachers' task performance.

Keywords: *Task performance, school climate, school culture, path analysis.*

Introduction

Problems in the world of education in Indonesia are still quite a lot, including the quality of education. The low quality of education is indicated by an uneven education system. Many aspects support the statement, for example limited internet access, lack of cooperation between teachers, payment systems that are still far from sufficient, places to learn that are less comfortable and so on.

The quality of education is related to teacher performance. The teacher has the task to be able to change behavior and provide insights broad knowledge to students. This main task is to connect teachers with

the quality of education therefore performance is related to teacher professionalism. To test the level of teacher performance the government conducts a series of tests. This test is reasonable to monitor the level of teacher quality and education quality.

Teachers are expected to have good quality performance to improve the quality of education. this can be done if there is a sense of satisfaction or pleasure of a worker from the workplace. a comfortable place to work, income suitability, colleagues and leadership regulations that are able to create a comfortable atmosphere can support the quality of work of someone.

Sometimes problems arise from the workplace. thus affecting the quality of performance. in terms of meeting job satisfaction is not only always focused on income. but other things such as rewards for job performance, assessment of objective supervisors, communication between friends or from superiors in accordance with procedures and the nature of work that makes teachers happy in carrying out their duties are considered able to improve the quality of teacher performance.

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Values and norms contained in the workplace also become an important aspect to consider. The values and norms that have been mutually agreed upon and ultimately become the hallmark of an organization are called culture. The intended organization relating to teacher performance is the school. The culture formed at school will create a climate that influences teacher performance.

Therefore, in this study, the research problem is whether the theoretical model of the effect of teacher performance (TP) on school culture is mediated by job satisfaction which is confirmed by the empirical findings model.

Before solving those problems, it should be made clear what actually meant by task performance (TP) is part of job performance. Before solving those problems, Sabine described performance as what organizations did, and did it well.¹ Thus, performance is not determined by the action itself but by the process of assessment and evaluative. In addition, only actions that can be scaled (measured) are considered performance. Colquitt, LePine and Wesson defined Performance in general as a series of employee behaviors that contribute, both positively or negatively to organizational achievement.² Linda performance can be defined as the skills (competencies) of someone doing central work tasks.³

Cook and Hunsaker⁴ stated that performance is the result of research on a person's behavior as measured by his contribution to organizational goals. Furthermore, James said that a person's performance is determined by the ability and motivation to carry out the work.⁵ Dale defined performance is determined by environmental factors and management behavior.⁶

Task performance is divided into routine performance and adapted performance. Known responses that occur under normal, routine or predictable ways include routine performance. Instead the employee's response to fulfilling unusual or unpredictable tasks is an adaptable performance.

Culture can be defined as a combination of values, devices, beliefs, communication, and simplification of behavior that gives direction to people.⁷ Schein described culture is a collection of various values and behaviors that can be considered as a guide to success. Colquitt stated the organizational culture is the development of social knowledge in organizations concerning the rules, norms, values, attitudes and habits of employees.¹

Djamaludin found from his research that significant relationship between organizational structure and organizational culture to teacher performance in Pesantren education system.⁸ The correlation between the organizational structure with teacher performance is 0.683, and organizational culture with teacher performance is 0.749. When both variables are together correlated by teacher performance result is 0.764, and contribute to 58,4 % to teacher performance.

Thiagaraj described that Highly satisfied employees will exert extra effort and contribute positively to the effectiveness and efficiency of their organizations.⁹ Job satisfaction will lead to better performance and the employees will be more committed towards their organization.

Mashalahmed research about organizational culture showed that Hofstede culture dimensions affect the organizational performance in telecom companies.¹⁰ Heather R eubank found that a healthy school culture is cornerstone to successful school reform.¹¹ School leaders should work towards creating schools which have collaborative professional learning communities, distributed leadership models, and a high level of trust among all stakeholders in the organization.

Michael morcos (2018)¹² described that Culture-focused organisations increased their income as research showed over an 11-year period, by 682% versus 166% for organisations who did not focus on their culture. Organisations culture requires focus and attentions from leadership and should be consciously embedded in the organizational structure.

Material and Method

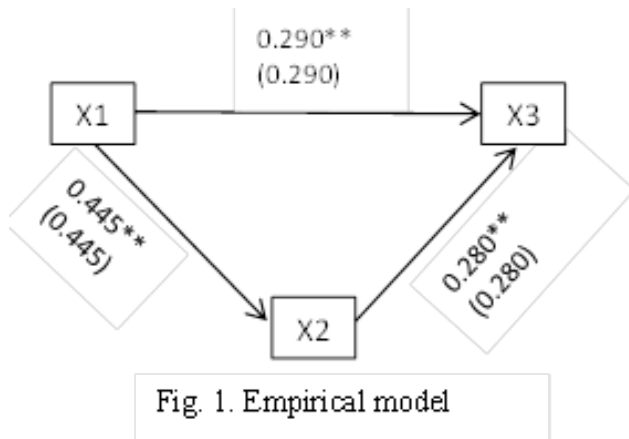
This research objective was to get the information about the mediated affect of task performance (TP) in influencing directly job satisfaction (JS) as mediator based on the effect of school culture (SC). A causal survey used by selecting 90 of teacher senior high school in East Jakarta. Instruments developed to measure TP (40 items), SC (30 items), and JS (30 items). TP has been measured by applying 2 dimension of task performance, such as routine task and adaptive task.

Data analyzed by correlation for items validity, alpha Cronbach for reliability and exploratory factor analysis by oblique rotation for instruments construct validity and path analysis for finding the empirical path model.

Result and Discussion

Analyzing the results of statistical calculations by applying the SPSS statistical calculation application, found that Task Performance (TP) was directly and significantly influenced by culture with a phi-coefficient is 0.290. Culture also affects job satisfaction with a phi-coefficient of 0.445 and task performance is directly influenced by job satisfaction with a phi of 0.280 (see figure 1). Task performance consists of two dimensions namely routine and adapted performance.

The variety of teacher's task performance must be seen logically from this dimension if a culture and satisfaction need to be improved towards a better which is an inevitable factor in the program to achieve organizational goals.



X1 = school culture

X2 = job satisfaction

X3 = Task Performance

Genelyn R baluyos (2019)¹³ supported this statement with his research, The findings revealed that teachers were very satisfied with their type of work so their performance was very satisfying the principal's principal duties regarding supervision and job security have a significant influence. Schools must be equipped with special waiting rooms so teachers can talk freely about their well-being. principals who were did actor were favored by the majority of teachers.

Ainun found that there was an influence on satisfaction preceded by an increase in teacher performance.¹⁴ So it can be interpreted that the culture of school organizations has a positive influence on both the criterion variables (performance and satisfaction).

Conclusion

The conclusion of the finding of this study is directed towards improving teacher performance (*Task Performance*) which may be empowered by considering how schools culture that supports the teacher's job satisfaction. In this case there are several aspects of school culture that are mediated both by job satisfaction. Therefore school culture and job satisfaction are seen as important for improving teacher performance.

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