

## **ANALYSIS OF TEACHER PERFORMANCE AT SMPN 5 LANGSA IN THE CONTEXT OF WORK ENVIRONMENT AND ORGANIZATIONAL CULTURE**

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### **ABSTRACT**

This research aims to analyze teacher performance at SMPN 5 Langsa in the context of the work environment and organizational culture. This study uses a quantitative approach with survey methods to collect data from a number of teachers at SMPN 5 Langsa. The research results show that a conducive work environment and a positive organizational culture have an important role in improving teacher performance. Factors such as effective communication, collegial support, and shared values within the organization contribute to teacher job satisfaction and motivation. These findings underscore the importance of paying attention to aspects of the work environment and organizational culture in an effort to improve overall teacher performance. The practical implication of this research is the need for policies and programs that support the development of a positive work environment and strengthen organizational culture to achieve optimal teacher performance.

### **INTRODUCTION**

Quality teachers are an asset to a nation. Teachers have duties as educators, instructors and trainers. Educating means passing on and developing life values. Meanwhile, teaching means continuing and developing science, knowledge and technology. Training means developing skills in students (Kwangmuang et al., 2021). In the learning process, the teacher is the main role holder because, technically, the teacher can translate the improvement process in the education system into one activity in his class (Mohan, 2019). Teachers are obliged to develop and utilize their professional abilities so that they can improve their performance, carry out their duties and functions, because future education demands quality educational professional skills. With the development of science and technology, teachers must be able to bring students or learners into the world of science and technology, which is continuously developing (Barak, 2017). The teacher is responsible as a medium so that students can achieve educational goals. Therefore, teachers must have competence, a mature and developed personality, master science and technology well, have the skills to arouse students' interest, and develop their profession sustainably. Teacher performance is an important component of student educational success. At SMPN 5 Langsa, understanding the factors that influence teacher performance is critical to creating an environment conducive

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to effective teaching and learning. This research aims to analyze teacher performance in the context of the work environment and organizational culture at SMPN 5 Langsa.

A positive work environment is often associated with higher levels of job satisfaction and motivation among teachers (Toropova et al., 2021). This environment includes not only the physical condition of the school but also the emotional and psychological atmosphere. Effective communication channels, peer support, and a sense of community all contribute to a workplace where teachers feel valued and motivated to perform at their best. Organizational culture, which includes shared values, beliefs, and norms within a school, also plays a significant role in shaping teacher performance (Zhu et al., 2011). A strong, positive culture can foster a sense of belonging and purpose, encouraging teachers to engage more deeply with their work. Conversely, a negative culture can lead to dissatisfaction and a lack of engagement, which ultimately affect student learning outcomes (Halm, 2015). At SMPN 5 Langsa, there is a recognized need to explore these elements in depth. By focusing on the work environment and organizational culture, this research aims to identify specific factors that enhance or hinder teacher performance. This approach provides a comprehensive understanding of the dynamics that occur within schools. Initial observations indicate that teachers at SMPN 5 Langsa experience varying levels of satisfaction with their working conditions. Some teachers reported feeling supported and appreciated, while others highlighted problems such as a lack of resources, inadequate administrative support, and high levels of stress. These factors can significantly impact their ability to work effectively in the classroom.

Likewise, the organizational culture at SMPN 5 Langsa appears to be a mixed bag. While there are strong elements of collegiality and a shared commitment to student success, there are also reports of fragmented communication and inconsistencies in policy implementation. These cultural aspects can facilitate or hinder teachers' efforts to provide quality education. Effective communication within schools is an important component of a positive work environment (Uslu, 2018). When teachers can openly share ideas, concerns, and feedback, it fosters a collaborative atmosphere. This collaboration can result in innovative teaching practices and better student learning outcomes. However, gaps in communication can create misunderstandings and tension, hindering teacher performance (Mak, 2011). Support from colleagues and administration is another important aspect. Teachers who feel supported by their colleagues and school leaders are more likely to be motivated and engaged in their work (Fairman & Mackenzie, 2015). This support can take many forms, from professional development opportunities to emotional support during difficult times. A supportive environment helps teachers overcome obstacles and maintain high levels of performance. The physical environment of the school also plays a role. Classes that are well equipped, clean, and conducive to learning can have a positive impact on teacher performance (Ahmed et al., 2020). Conversely, poor physical condition can be a source of frustration and distraction, affecting teachers' ability to focus on their teaching tasks.

Organizational culture shapes the overall climate of a school (Glover & Coleman, 2005). A positive culture is characterized by mutual respect, shared goals, and a commitment to continuous improvement. When teachers share the same vision and work toward a common goal, it creates a sense of unity and purpose. This unity can encourage higher levels

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of performance and job satisfaction. Conversely, a negative organizational culture can lead to conflict, alienation, and high turnover rates. Teachers who do not feel aligned with school values or who experience ongoing conflict may become disillusioned and less effective in their role (Santoro, 2021). Therefore, addressing cultural issues is very important to improve teacher performance. This research will also consider the impact of leadership on the work environment and organizational culture. School leaders play an important role in shaping the culture and setting the tone of the work environment. Effective leaders can inspire and motivate teachers, while poor leadership can exacerbate existing problems and create new ones. Professional development opportunities are another important factor. Teachers who have access to ongoing training and development are better prepared to face the challenges of their profession. These opportunities not only enhance their skills but also show that the school values their growth and development.

Teacher performance is multifaceted and influenced by various factors. By focusing on the work environment and organizational culture, this research aims to provide a holistic view of the factors that influence performance at SMPN 5 Langsa. Understanding these factors is the first step toward implementing effective strategies for improvement. The findings from this research are expected to highlight the importance of a supportive work environment and a cohesive organizational culture. These elements are critical to fostering a positive and productive atmosphere in which teachers can thrive. Insights gained from this research can guide the development of targeted policies and programs. Ultimately, improving teacher performance at SMPN 5 Langsa will require joint efforts from all stakeholders. This includes school leaders, teachers, administrative staff, and policymakers. By working together to create a supportive and positive environment, it is possible to improve teacher performance and, in turn, student learning outcomes.

### METHOD

This research uses a quantitative approach with a survey method to collect data from teachers at SMPN 5 Langsa. A quantitative approach was chosen because it allows the collection of large amounts of data and statistical analysis that can provide a clear picture of the relationship between the variables studied (Sugiyono, 2017). The following are details of the research methods used: The population in this study were all teachers at SMPN 5 Langsa. Samples were taken using random sampling techniques to ensure that each member of the population has an equal chance of being selected. The number of samples is determined based on the Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Where:

$n$  = sample size

$N$  = population size

$e$  = desired error rate (e.g. 5% or 0.05)

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### Research Instrument

The research instrument used was a closed questionnaire consisting of several parts.

- Demographic Data: Collect information about teachers' age, gender, education level, and work experience.
- Work Environment: Measures teachers' perceptions of physical conditions, coworker support, and workplace communication.
- Organizational Culture: Measures teachers' perceptions of the values, norms, and practices that apply in the school.
- Teacher Performance: Measures teachers' perceptions of their effectiveness in teaching, engagement with students, and student learning outcomes.

Each item in the questionnaire is measured using a 5-point Likert scale, where 1 means "strongly disagree" and 5 means "strongly agree."

### Validity and Reliability

Before use, the questionnaire is tested for validity and reliability. Content validity is tested by having experts assess whether the items in the questionnaire adequately cover the aspects to be measured (Siregar, 2015). Reliability is tested using Cronbach's Alpha coefficient:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:

- $\alpha$  = reliability coefficient
- N = number of items
- $\bar{c}$  = average covariance between item pairs
- $\bar{v}$  = average variance of items

Data are collected by distributing the questionnaires to the selected teacher sample. The researcher explains the purpose of the study and ensures the confidentiality of the respondents' data. The completed questionnaires are then collected and analyzed. The collected data are analyzed using descriptive and inferential statistics. Descriptive statistics are used to describe the characteristics of the sample and the distribution of responses. Inferential statistics are used to test the research hypotheses and the relationships between variables.

## RESULTS

The data collected from the survey were analyzed using descriptive and inferential statistics. The findings are presented in several sections: demographic data, work environment, organizational culture, and teacher performance. The sample consisted of 50 teachers from SMPN 5 Langsa. The demographic breakdown is as follows:

- Age: The majority of the teachers (60%) are between 30 and 40 years old, 25% are above 40, and 15% are below 30.
- Gender: 70% of the respondents are female, and 30% are male.

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- Education Level: 80% of the teachers hold a bachelor's degree, while 20% have a master's degree.
- Work Experience: 50% of the teachers have more than 10 years of experience, 30% have between 5 and 10 years, and 20% have less than 5 years of experience.

The analysis of the work environment variables indicates that teachers generally perceive their working conditions positively:

- Physical Conditions: The majority of teachers (75%) agree or strongly agree that the physical conditions of the school are conducive to teaching.
- Peer Support: 80% of the teachers feel that they receive adequate support from their colleagues.
- Communication: 70% of the teachers agree that there are effective communication channels within the school.

The data on organizational culture reveal mixed perceptions among the teachers:

- Shared Values: 65% of the teachers agree that the school has a set of shared values that guide their work.
- Norms and Practices: 60% of the teachers feel that the norms and practices in the school are consistent and fair.
- Commitment to Improvement: 70% of the teachers believe that there is a strong commitment to continuous improvement within the school.

The analysis of teacher performance indicates that:

- Teaching Effectiveness: 75% of the teachers rate their teaching effectiveness as high.
- Student Engagement: 70% of the teachers feel that they are able to engage their students effectively.
- Student Learning Outcomes: 65% of the teachers believe that their students achieve good learning outcomes.

### Regression Analysis

To understand the impact of the work environment and organizational culture on teacher performance, a multiple regression analysis was conducted. The results are summarized in the table below:

**Table 1. Regression Analysis**

Variable	Coefficient ( $\beta$ )	t-value	t-value
Constant ( $\beta_0$ )	1.25	2.50	0.015
Work Environment (X1)	0.45	3.20	0.002
Organizational Culture (X2)	0.40	2.80	0.007

The regression equation is:

$$Y = 1.25 + 0.45X_1 + 0.40X_2 + \epsilon$$

Where:

- $Y$  = teacher performance
- $X_1$  = work environment
- $X_2$  = organizational culture

Both work environment ( $X_1$ ) and organizational culture ( $X_2$ ) have significant positive effects on teacher performance ( $Y$ ), with p-values less than 0.05.

## DISCUSSION

The findings of this study provide a comprehensive understanding of the factors influencing teacher performance at SMPN 5 Langsa. The discussion section expands on these findings by connecting them to existing literature, highlighting their implications, and suggesting strategies for improvement.

### Work Environment

The positive perceptions of the work environment suggest that SMPN 5 Langsa has created a conducive atmosphere for teaching. This includes not only the physical conditions of the school but also the social dynamics among staff members. A supportive work environment has been linked to increased job satisfaction and better performance in numerous studies. For instance, (Johnson et al., 2012) found that teachers who perceived their work environment positively were more likely to report higher levels of job satisfaction and commitment. The significant positive coefficient for work environment in the regression analysis underscores its critical role in teacher performance. Teachers who feel supported by their peers and administration, who have access to necessary resources, and who work in well-maintained facilities are more likely to perform effectively. This finding aligns with the Job Demands-Resources (JD-R) model, which posits that job resources (such as supportive colleagues and adequate materials) can mitigate job demands and enhance job performance (Bakker & Demerouti, 2007). To further enhance the work environment at SMPN 5 Langsa, school administrators should consider the following strategies:

1. **Resource Allocation:** Ensuring that teachers have access to the materials and resources they need can help reduce stress and improve job performance. This includes everything from up-to-date textbooks and technology to adequate classroom supplies.
2. **Professional Support:** Establishing formal support systems, such as mentoring programs for new teachers and regular professional development opportunities, can help teachers feel more supported and equipped to handle their responsibilities.
3. **Physical Environment:** Maintaining and improving the physical conditions of the school, such as ensuring classrooms are clean, well-lit, and temperature-controlled, can create a more conducive environment for both teaching and learning.

**Organizational Culture**

The mixed perceptions of organizational culture at SMPN 5 Langsa highlight both strengths and areas for improvement. While many teachers recognize shared values and a commitment to continuous improvement, inconsistencies in norms and practices suggest that there is room to develop a more cohesive and supportive organizational culture. Organizational culture is crucial because it shapes the behaviors, attitudes, and performance of employees. A positive organizational culture, characterized by mutual respect, clear communication, and shared goals, can foster a sense of belonging and motivation among teachers. This finding is supported by (Schein, 2010), who argues that a strong organizational culture can enhance organizational effectiveness by aligning the values and behaviors of employees with the goals of the organization. The significant positive coefficient for organizational culture in the regression analysis indicates that a stronger, more cohesive culture can positively impact teacher performance. This suggests that efforts to improve organizational culture should focus on developing shared values, clear communication, and consistent practices. To strengthen organizational culture at SMPN 5 Langsa, the following strategies can be implemented:

1. **Shared Vision and Values:** Engage teachers in developing a shared vision and set of core values for the school. This can be done through collaborative workshops and regular meetings where teachers can discuss and align their goals and values.
2. **Consistent Practices:** Ensure that school policies and practices are applied consistently. This includes fair and transparent decision-making processes, consistent enforcement of rules, and equitable distribution of resources.
3. **Leadership Development:** Invest in leadership development programs that equip school leaders with the skills needed to foster a positive organizational culture. Effective leaders can inspire and motivate teachers, promote collaboration, and create an inclusive and supportive work environment.

**Teacher Performance**

The high self-ratings of teaching effectiveness, student engagement, and student learning outcomes suggest that teachers at SMPN 5 Langsa generally feel competent and effective in their roles. However, the study also reveals opportunities for further enhancement, particularly through improvements in the work environment and organizational culture. The findings indicate that teachers' performance is significantly influenced by their work environment and the organizational culture of the school. This is consistent with the Social Cognitive Theory, which posits that individual behavior is influenced by the environment and personal factors (Bandura, 1986). When teachers perceive their work environment and organizational culture positively, they are more likely to be motivated, engaged, and effective in their teaching. To further enhance teacher performance, the following recommendations are proposed:

1. **Professional Development:** Provide ongoing professional development opportunities that focus on both pedagogical skills and personal growth. Workshops, seminars, and training sessions can help teachers stay updated with the latest educational practices and technologies.

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2. Performance Feedback: Implement a robust performance feedback system that allows teachers to receive constructive feedback on their teaching practices. This can help them identify areas for improvement and develop strategies to enhance their effectiveness.
3. Recognition and Rewards: Recognize and reward outstanding teacher performance. This can be done through awards, public recognition, and other incentives that motivate teachers to continue performing at their best.

### Implications for Policy and Practice

The findings of this study have several practical implications for school administrators and policymakers at SMPN 5 Langsa and beyond:

1. Resource Investment: Schools should invest in resources that enhance the work environment and organizational culture. This includes both physical resources (such as classroom materials and infrastructure) and human resources (such as professional development and support systems).
2. Policy Development: Develop and implement policies that promote a positive work environment and organizational culture. Policies should focus on creating a supportive, inclusive, and equitable environment for all teachers.
3. Leadership Training: Provide training for school leaders on how to foster a positive organizational culture and create a supportive work environment. Effective leadership is crucial for setting the tone and direction of the school.
4. Continuous Improvement: Encourage a culture of continuous improvement within the school. This can be achieved through regular assessments, feedback mechanisms, and initiatives that promote innovation and best practices in teaching.

### CONCLUSION

In conclusion, this study underscores the importance of the work environment and organizational culture in influencing teacher performance at SMPN 5 Langsa. By addressing these factors, school administrators and policymakers can create a more supportive and effective educational environment, ultimately enhancing both teacher performance and student outcomes. The recommendations provided offer a roadmap for improving the conditions under which teachers work, which in turn can lead to better teaching practices and improved student achievement.

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