Teachers' Perceptions of Organizational Culture in Public High Schools in Sutera District, Pesisir Selatan Regency

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A R T I C L E   I N F O

A B S T R A C T

This article aims to analyze teachers' perceptions of Organizational Culture in State Senior High Schools in Sutera District, Pesisir Selatan Regency in terms of 1) innovation and courage to take risks, 2) attention to detail, 3) team orientation, and 4) aggressiveness. This type of research is quantitative descriptive, the population of which is all 113 teachers. The sample for this research was 92 people drawn using the Proportionate Stratified Random Sampling technique. The research instrument used was a questionnaire in the form of a Likert scale which had been tested for validity and reliability. Data is processed using the mean formula. The results of data analysis illustrate that teachers' perceptions of organizational culture are seen from 1) Innovation and courage to take risks, getting an average score of 4.16, including the good category, 2) Attention to detail, getting an average score of 4.56, including the good category, 3) Team orientation received an average score of 4.47, including the good category, and 4) Aggressiveness received an average score of 4.48, including the good category. Overall, the results of data processing regarding teachers' perceptions of organizational culture in State High Schools in Sutera District, Pesisir Selatan Regency are in the good category.

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1. INTRODUCTION

Education is a very important thing in human life, through education human life will be more focused. According to Law no. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, and the nation. and country. Thus, education must be truly directed at producing people who are qualified and able to compete.

School is a forum that is a means of education for everyone, because schools have an important goal, namely to make the life of the nation smarter. Schools as educational organizations have the role and function of trying to develop, preserve and pass on cultural values to all school elements and personnel, including principals, teachers, staff and especially students. According to Indrawijaya (2017) a school is a place where teaching and learning activities take place. Learning and teaching is not only interpreted as an activity of transferring knowledge from teachers to students but includes activities such as how to get all school members to be disciplined and obey the rules that apply at school, respect each other, work together, get used to living a clean and healthy life and have a competitive spirit. and the like are habits that must be fostered in the school environment.

The habits, values, norms that are formed over the long course of school are called school organizational culture. Organizational culture is a shared system that is owned by every member of an

organization, which can differentiate the organization from other organizations (Robbins, 2013). Organizational culture is a belief, attitude and value that is generally held, which arises in an organization, stated more simply, culture is the way we do things (Sedarmayanti, 2014). According to Tan (in Wibowo, 2016), organizational culture is the way people do things in an organization.   According to Gibson (Syahril & Tia Ayu Ningrum, 2021) organizational culture is ways of thinking, feeling and reacting which are based on certain patterns that exist in an organization or that exist in parts of the organization. Meanwhile, according to Phithi Sithi Amnuai (in Tika 2012), organizational culture is a set of basic assumptions and beliefs held by organizational members, then developed and inherited in order to overcome external adaptation problems and internal integration problems. According to Wirawan (2017) organizational culture is a pattern of beliefs, values, and learned ways of dealing with experiences that have been developed throughout the history of an organization which manifests in organizational behavior.

Based on the results of observations and interviews with teachers at State High Schools in Sutera District, Pesisir Selatan Regency, which consists of 2 schools, namely State High School 1 Sutera and High School 2 Sutera which were held in October-November 2023, it is indicated that the organizational culture there is not yet optimal. This can be seen from several phenomena, including that principals rarely give teachers the opportunity to take part in renewal training in learning so that teachers lack innovation in learning, principals let teachers work haphazardly and do not pay detailed attention to the results of teachers' work, for example plans. The implementation of learning (RPP) made by teachers is still haphazard and copy paste, there are groups between fellow teachers where each group has conflicting opinions and limits interaction with other teachers so that they have poor communication, there are teachers who don't While exchanging greetings with the principal, there were still several teachers who sat casually telling stories in the teachers' room when the lesson bell rang and were just waiting for orders from the leadership. This shows the lack of aggressiveness of teachers in carrying out their work. This research aims to obtain information and describe teachers' perceptions of organizational culture in State High Schools in Sutera District, Pesisir Selatan Regency, seen from the aspects of innovation and courage to take risks, attention to detail, team orientation, and aggressiveness.

2. METHOD, DATA, ANALYSIS

This research is quantitative descriptive research, because it only aims to determine independent variables without making comparisons, so this research does not use hypothesis formulation. In accordance with the opinion of Sugiyono (2020), descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons or connecting one variable with another variable. This research aims to generalize the findings to a wider population and provide objective empirical evidence (Ardiansyah, et al., 2023). This research is included in quantitative descriptive research because this research describes teachers' perceptions of organizational culture in public high schools in Sutera District, Pesisir Selatan Regency using data in the form of numbers and their interpretation based on applicable parameters.

The population in this study were 113 public high school teachers in Sutera District, Pesisir Selatan Regency. To determine a representative sample, researchers used the Slovin formula with a significance level of 5%, so the total sample was 89 teachers. The sampling technique uses Proportionate Stratified Random Sampling. Sampling was based on teachers' work periods by grouping work periods to obtain a final sample of 92 teachers. The research instrument is a questionnaire in the form of a Likert scale consisting of five answer choices, namely always (5), often (4), sometimes (3), rarely (2), and never (1). The weight of the answers is given a score which is then used in data analysis.

Data analysis was carried out using the SPSS Statistics 29 computer program. Questionnaire validity and reliability tests were carried out to ensure data accuracy. According to Ghozali (2018)) the validity test is used to determine whether a research questionnaire is valid or not. A questionnaire is said to be valid if the questions in the questionnaire are able to reveal something that will be measured by the questionnaire, while the reliability test is also used to test the consistency of the data held within a certain period of time, namely to find out to what extent the measurements used are reliable or trustworthy. . Instrument reliability testing was carried out using Cronbach's Alpha (Ghozali, 2016). To

test the validity and reliability of this instrument, the author conducted a trial on 20 teachers outside the sample in the population. Based on the results obtained, there were 50 valid items from 50 statement items, so for data collection this research used 50 statement items and the questionnaire was reliable. The data analysis technique uses descriptive statistical analysis by carrying out several steps, namely verifying the data, giving a score to each answer, classifying and tabulating the data, calculating the average score of respondents' answers using a formula (mean) and finally describing the data that has been processed into a table. to see quantitatively the research results for each research indicator.

3. RESULT AND DISCUSSION

Result

Based on the results of research that the author conducted to see how well teachers perceive organizational culture in State High Schools in Sutera District, Pesisir Selatan Regency, it is explained as follows:

Table 1. Recapitulation of the average score of teachers' perceptions of organizational culture in State High Schools in Sutera District, Pesisir Selatan Regency

No	The indicators studied	Average Score	Category
1.	Innovation and courage to take risks	4,16	Good
2.	Attention to detail	4,56	Good
3.	Team orientation	4,47	Good
4.	Aggressiveness	4,48	Good
Average		**4,41**	**Good**

Based on the average score recapitulation table, the teacher's perception of innovation and courage to take risks in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency, obtained an average score of 4.16, which is in the good category. In this indicator the author uses 18 statement items. The average score of the highest item is 4.68, namely that teachers apply various learning approaches with new styles to students in the very good category. Meanwhile, the lowest average score was 3.18, namely that the principal gave teachers the opportunity to take part in training held at the school, which was in the quite good category.

Regarding teachers' perceptions regarding attention to detail in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency, an average score of 4.56 was obtained in the good category. In writing this indicator the author used 8 statement items. The average score of the highest item is 4.78, namely the teacher giving detailed attention to activities evaluating the implementation of learning is in the very good category. Meanwhile, the lowest average score was 4.27, namely that the teacher carried out the lesson carefully and was in the good category.

Regarding teachers' perceptions of team orientation in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency, an average score of 4.47 was obtained in the good category. In writing this indicator the author used 14 statement items. The average score of the highest item is 4.77, namely teachers prefer to complete work with teamwork in the very good category. Meanwhile, the lowest average score was 3.88, namely that teachers always discuss with other teachers about effective teaching methods which are in the good category.

Regarding teachers' perceptions of aggressiveness in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency, an average score of 4.48 was obtained in the good category. In writing this indicator the author used 10 statement items. The average score of the highest item is 4.88, namely teachers working waiting for orders from the leadership is in the very good category. Meanwhile, the lowest average score is 3.66, namely teachers try hard to excel at work in order to get recognition in the good category.

Discussion

The results of the research show that overall teachers' perceptions of innovation and courage to take risks in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency obtained an average score of 4.16 which is in the good category. This shows that teachers' perceptions of innovation and courage to take risks in carrying out their duties at State High Schools in Sutera District, Pesisir Selatan Regency are good. However, this percentage has not yet reached the very good category. So, to reach the very good category, there is still a need to increase innovation and the

courage to take risks. This is because innovation and the courage to take risks are very important for teachers in efforts to improve the quality of education and learning. According to Chaplin (2018) training in innovation and the courage to take risks is very important for teachers in carrying out work in schools. With proper training, teachers can develop creative and effective learning methods, and become more adaptive to change. So, teachers need to have innovative skills to face new challenges. According to Siagian (2016) Innovation allows teachers to continue to look for new and more effective ways of teaching, which can improve learning. Meanwhile, the courage to take risks is needed because change often brings uncertainty. According to Busro (2018), teachers who dare to take risks can apply new learning methods, even though there is the possibility of failure, in order to achieve better results in the long term. This courage also creates space for creativity and continuous improvement in teaching. In Kasmir's (2016) opinion, without innovation and the courage to take risks, the educational process will not change, and teachers will lose the opportunity to develop their potential.

Based on analysis of research data, the overall perception of teachers regarding attention to detail in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency obtained an average score of 4.56 which is in the good category. This shows that the teacher's perception of attention to detail in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency is good. However, this percentage has not yet reached the very good category. So, to achieve the very good category, teachers still need to increase attention to detail in implementing learning at school. This is because attention to detail is important for teachers because it influences the quality of teaching, fair assessment, and effective classroom management. Sugiyono (2018) states that attention to detail is the key for a teacher in carrying out his work. According to Edison (2016), by paying attention to detail, teachers can prepare learning materials that are clear and appropriate to students' needs, and provide accurate assessments. This concern adapts teaching methods to individual differences, and ensures a safe learning environment. In addition, conscientious teachers can adhere to academic standards, maintain discipline, and be more responsive to changes and special needs of students. According to Haryono, S (2017), without attention to detail, teachers will miss important things, such as small errors in understanding the material, inappropriate teaching methods, unable to provide more effective feedback and unable to create a conducive learning environment.

The results of this research show that overall teachers' perceptions of team orientation in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency obtained an average score of 4.47 which is in the good category. However, this percentage has not yet reached the very good category. So, to reach the very good category, there is still a need to increase team orientation at school. Team orientation is very important for teachers and school principals because it supports the achievement of more effective educational goals. This is in line with the opinion of Sopiah (2008) that team orientation is very important for teachers and school principals because it creates collaboration that supports the achievement of educational goals. According to Habudin (2020), collaboration builds synergy between teachers, where ideas can be exchanged more widely, and decisions taken are more targeted because they are based on diverse experiences and points of view. With this approach, problem solving becomes more efficient and creative because of the presence of diverse points of view. Apart from that, consistency in the implementation of education policies can be better maintained with targeted and coordinated communication. This ensures that the principal and all teachers have the same understanding of the strategies that will be implemented to achieve educational goals. Not only limited to policy aspects, team orientation also encourages innovation in teaching methods, which ultimately improves the quality of education in schools. With a team orientation, teachers and school principals can create an educational environment that is harmonious, effective, and continues to develop for the progress of students.According to Kusdi (2018), without team orientation in schools, various problems will occur, such as a lack of coordination between teachers and school principals, and teachers and other teachers, resulting in miscommunication and inconsistent decision making, as well as a decrease in the quality of learning due to lack of support. In addition, weak problem solving, ineffective leadership, and lack of innovation can arise due to the absence of good collaboration.

Based on analysis of research data, it shows that overall teachers' perceptions of aggressiveness in carrying out tasks at State High Schools in Sutera District, Pesisir Selatan Regency obtained an average score of 4.48 which is in the good category. However, this percentage has not yet reached the very good category. So, to reach the very good category, teachers still need to increase their aggressiveness in carrying out their work at school. This is because aggressiveness is important for teachers to encourage initiative and be proactive in finding solutions. A healthy aggressive attitude makes teachers more competitive in improving their quality and work results (Amir, 2017). In line with the opinion of Sugiyono (2017), an aggressive attitude possessed by a teacher is very important in the world of education, especially in terms of initiative and competitiveness. Teachers who are positively aggressive tend not to wait for orders from leaders to act, but rather take proactive steps in carrying out

their duties and responsibilities. This attitude is important because education is a dynamic field, requiring innovation and continuous development. By having an initiative attitude, teachers can create a more effective and creative learning environment, as well as improve the quality of teaching. Apart from that, competitiveness in this context is also defined as an encouragement to continue to improve personal and professional competence in order to provide the best for students. This attitude allows teachers to continue to learn, adapt and compete in facing the challenges and developments of the times in the field of education. According to Martin (2019), teachers who do not have aggressiveness in their work will have an impact on work results. A lack of aggressiveness makes teachers less open to change and innovation, which can cause learning to become monotonous and uninteresting. Teachers who are not aggressive tend to delay in facing challenges, which worsens the situation and makes problems more difficult to solve (Nawawi, 2013).
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4. CONCLUSION

Based on the results of research regarding teachers' perceptions of organizational culture in State High Schools in Sutera District, Pesisir Selatan Regency, seen from aspects namely 1) innovation and courage to take risks with an average score of 4.16 in the good category, 2) attention to detail with obtaining an average score of 4.56 is in the good category, 3) team orientation with an average score of 4.47 is in the good category, and 4) aggressiveness with an average score of 4.48 is in the good category.

5. CONFESS

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