



## The Influence Of Climate And Organizational Culture On Teacher Performance In Public Junior High Schools In Batu City

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### ABSTRACT

The purpose of this study was to determine the organizational climate and organizational culture on teacher performance. This research uses a Quantitative approach. The research subjects were teachers at the State Junior High School in Batu City. Data collection in this study used a questionnaire with a Likert scale of 1-5. The population in this study were all teachers at the State Junior High School in Batu City. While the sample in this study amounted to 302 respondents using saturated samples. There are four tests in this study, namely descriptive analysis test, data validity and reliability test, prerequisite analysis test, and the last data hypothesis testing. Based on the results of the study, there is an organizational climate Path coefficient value of 0.119, meaning that the organizational climate has a direct influence on teacher performance. Then the organizational culture Path coefficient value of 0.436 means that the organizational climate directly contributes to the influence on teacher performance. Thus, it can be concluded that organizational climate and culture affect teacher performance. The better the climate and organizational culture in the Batu City State Junior High School, the more teacher performance will also increase.

### Keywords;

Organizational Climate, Organizational Culture, Teacher Performance.

### INTRODUCTION

The role of education in advancing a nation and state is very important because education will make a nation's standard of living higher. To improve the quality of education, it is necessary to contribute to the development of the competence of an individual. According to Adiyono & Rohimah (2021). Education has a very big role and also determines resources in human life. In educational institutions, a teacher or educator is a human resource whose role is very important. This is because the quality of education can be determined by educators or school teachers.

According to Winarti (2018), Human Resource (HR) management is a way that can be done so that an organization can optimally achieve its goals by managing and developing HR. HR management can also be said to be management that focuses on human production factors with all their activities so that agency goals can be achieved. Dewi et al (2016) argue that Human Resources is an investigation with a very important role for schools. Without human resources, other factors cannot be implemented so if the organization achieves its goals, good and proper human resource management is very necessary.

Learning is an important part of education. The success of educational goals are determined by student learning activities and teaching provided by teachers at school, especially in Junior High School (SMP) / Madrasah Tsanawiyah (MTs) which is the main pillar of achieving educational goals because at this time they grow from children to adolescents. Learning activities provide opportunities for students to be





able to develop attitudes, knowledge, and skills through the educational process. The educational process is needed so that students have the ability and potential to live the life of the nation, society, and state. This shows that learning activities reflect the success of education in developing the potential of all students so that they can achieve the expected skills (Suhartono and Indramawan, 2021).

Therefore, teachers as learning managers must strive to improve the quality of learning to influence the achievement of quality education goals. Competitive organizational strategies will be created through resource input and become the basis for HR planning. This can be achieved through a process driven by policy instruments by analyzing and identifying HR needs and HR availability. The action is through the stage of auditing or examining human resources, to have a basis for decision-making regarding the objective conditions of various strategic issues in planning planned human resource needs (Oktavia and Fernos, 2023).

Learning quality is an important factor in teaching and learning activities. The quality of learning is related to the extent to which learning objectives are successfully realized. One of the efforts made by a supervisor to maximize the potential that exists with the existence of a good organizational climate as well as organizational culture in schools, so that it will have a good impact on the performance of educators in schools in learning and teaching activities. The climate and culture of an organization must also be given attention, especially in providing support for the performance of a teacher. Teacher performance can be influenced by the preferred climate in the school organization either directly or indirectly. This kind of organizational climate can affect the comfort of the teacher on duty. Teachers will be happier if the temperature of the school organization is adequate and feel more comfortable. Conversely, if the temperature of the school organization is high, teachers will not mind. The position of teachers as visionary professionals carry out the implementation of learning according to professional principles that guarantee the equal rights of all Indonesian people to receive quality education (Rahmawati et al., 2023).

Almost all events in the organization can affect the organizational climate because of the dynamic nature of the organizational climate itself. both formal and informal organizations and the personality of each member as well as the consideration of all participants, as well as the leadership style in the organization can also reflect the teacher's perspective on the school work environment in general. Rahmawati (2023) argues that an organizational climate has a positive influence on teacher learning achievement so there is a reason that the organizational climate can also influence the performance of a teacher. Research on organizational climate is one of the emerging studies that aims to find out how school managers/administrators develop social interaction patterns that can achieve organizational goals (Triatna, 2015). Organizational climate affects teacher performance in Utomo's findings (2023). In research by Ali et al. (2016), the results showed that organizational climate influences teacher performance.

According to Hamid (2014), stating that the inability and poor performance of everyone in technological practices is one of the main weaknesses in Indonesian education. And if it is not supported by a conducive climate in the workplace, the teacher's teaching performance will not go well. The work climate plays an important



role and has a very significant effect on improving teacher performance. This study shows the effect of work climate on teacher teaching performance. Every organization has a different character and personality. Culture is one of the factors that can make one organization distinguishable from another. Culture in an agency/organization is important to know and apply because it is a characteristic of an organization or organizational differentiator. However, for universal affairs and the interests of many people, it is necessary to think carefully in determining actions, because of the importance of supervision in learning so that learning remains following the directions and goals that have been discussed and decided together. Good management can determine situational factors, conditions, time, and space. Learning supervision is a vital part of organizing education. Every organization has its characteristics and personality. The distinguishing factor of an organization is culture.

Culture in an organization is important to know and understand because it is a characteristic of an organization or an organizational differentiator. However, for universal affairs and the interests of many people, it is necessary to think carefully in determining actions, which is why the importance of supervision in learning so that learning remains following the direction and goals that have been discussed and decided together. Good management needs to determine the factors of situation, condition, time, and space. Learning supervision is a part that cannot be left behind in education to direct and supervise every action so that educational actors do not get out of the boundaries of learning.

However, from several public elementary schools in Batu City, there are still many who vary in the level of performance of their teachers, some principals in public junior high schools in Batu City can feel that some of the teachers have low performance, this statement has also been proven from the results of the UKG (Teacher Competency Test) scores that have been carried out. There are still many teachers who get red scores compared to green, from some survey results in the field in several schools there are always teachers who have red UKG scores above five competencies, to find out if there is a relationship between organizational climate and school organizational culture implemented by the principal, several factors that may be the basis for low teacher performance in Batu City need to be identified, namely including the organizational climate of the agency/school and also the work motivation of the teachers.

Organizing government affairs with a high level of complexity and continuity, each process also requires high training from teachers who are dominated by human resources, especially in education management, the relationship between organizational systems is a necessary condition for creating an efficient and effective organization that directly raises the desire to make it better in managing existing human resources (Oktavia et al., 2023).

Based on the background of the problems described in the introduction, the researcher aims to investigate the climate and organizational culture on the performance of teachers at State Junior High Schools in Batu City, State Junior High Schools in Batu City are considered based on; (a) Junior High School is a very important element, because at that point it is the transition of children to adolescents where they are looking for their identity, where organizational culture and





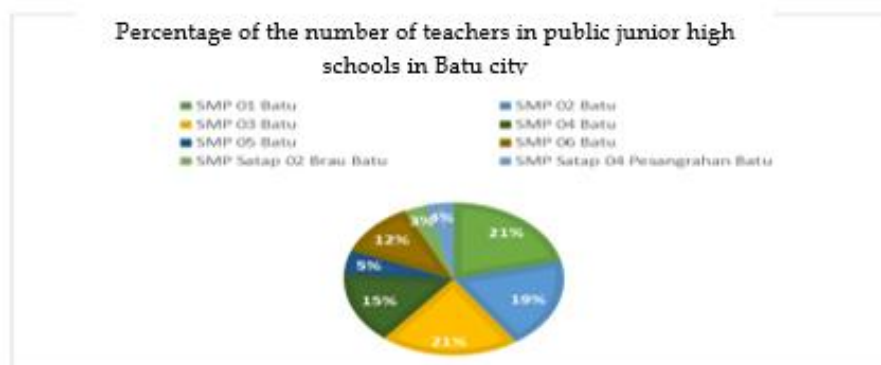
organizational climate are very influential in shaping their personality, (b) no one has discussed the performance of teachers in State Junior High Schools in Batu City.

### METHOD

The research approach used in this study is a quantitative approach method (Sugiyono, 2017). This study has three variables, including organizational climate (X1), organizational culture (X2), and teacher performance (Y). The population in the study is the entire subject with a total of 302 people in the State Junior High School in Batu city. The sample used in this study was a total population of 302 people determined by a saturated sample. The data collection technique used uses a Likert scale and the instrument is a questionnaire. At the analysis stage, several tests, namely the descriptive analysis test, validity test, reliability test, prerequisite analysis test, and the last the hypothesis test of the influence between variables. The application used in this test is Microsoft 365 & IBM SPSS Statistic 21. In this study, researchers used a significant level of 0.05. Data collection for this study used a questionnaire questionnaire (Stiadi, 2022).

### RESULTS AND DISCUSSION

In this study, the respondents involved were teachers from public junior high schools across Batu. The junior high schools involved were A-accredited junior high schools. 8 public schools are accredited A, namely SMPN 01 Batu, SMPN 02 Batu, SMPN 03 Batu, SMPN 04 Batu, SMPN 05 Batu, SMPN 06 Batu, SMPN One Roof Pesangrahan 02 Batu and SMPN One Roof Brau 04 Batu, The number of sample respondents is 302 teachers, the description of teacher data in each school can be seen in Figure 1 and Table 1 Percentage of public junior high school teacher data in Batu City.



**Figure 1:** Percentage of teachers in public junior high schools in Batu City

**Table 1.** Percentage data of teachers in public junior high schools in Batu City

No.	School Name	Teacher	Percentage
1	SMP 01 Batu	64	21,2%
2	SMP 02 Batu	58	19,2%
3	SMP 03 Batu	62	20,5%
4	SMP 04 Batu	46	15,2%
5	SMP 05 Batu	15	5,0%
6	SMP 06 Batu	35	11,6%



No.	School Name	Teacher	Percentage
7	SMP Satap 02 Brau Batu	10	3,3%
8	SMP Satap 04 Pesangrahan Batu	12	4,0%
		302	100,00%

### Descriptive Analysis

Descriptive analysis in this study was conducted to provide basic information related to data on the level of organizational climate variables (X1), organizational culture (X2), and teacher performance (Y) of State Junior High School (SMP) teachers in Batu City. Data was obtained through questionnaire scores totaling 302 respondents of State Junior High School Teachers in Batu City. The descriptive data needed in this study are minimum, maximum, sum, mean, and standard deviation, using the Microsoft Excel application. Description of the level of questionnaire scores for each variable is done using the questionnaire assessment criteria

Table 2. Results of Statistical Descriptive Analysis

Variable	N	Minimum	Maximum	Sum	Std. deviation	Mean
Organizational Climate	302	36	90	21327	7,535	70,69
Organizational Culture	302	20	50	12696	5,389	42,039
Teacher Performance	302	50	156	32392	10,64	107,258

When viewed in Table 2, it can be seen that the average or mean for organizational climate (X1) is 70.69 and the standard deviation is 7.535. The average for the organizational culture variable (X2) is 42.039 and the standard deviation is 5.389. The average teacher performance variable (Y) is 107.258 and the standard deviation is 10.64. In detail for the descriptive analysis of each variable, that is:

### Descriptive Analysis of Organizational Climate

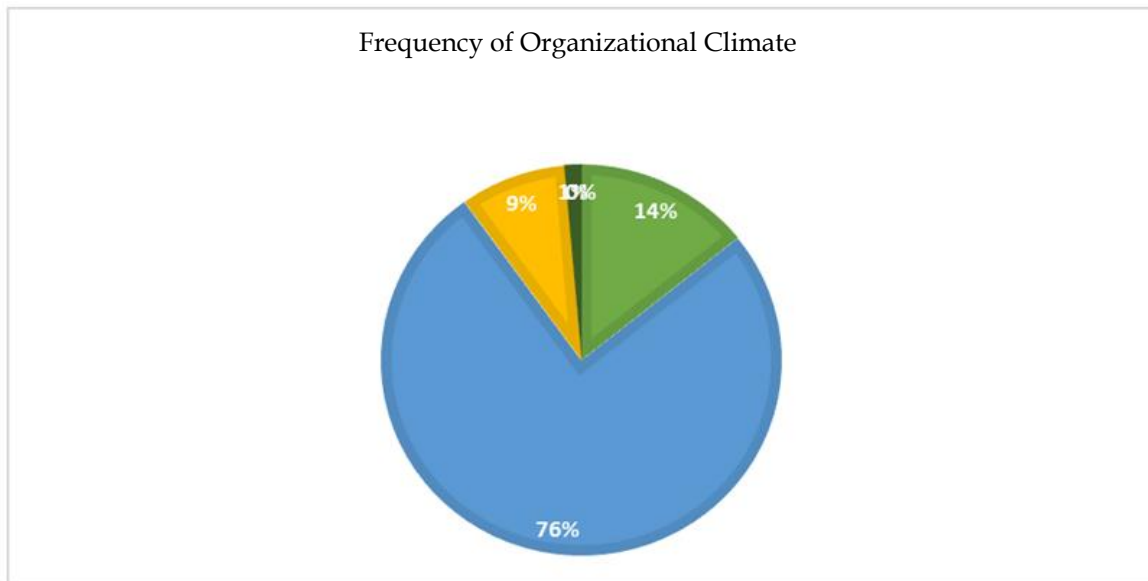
The organizational climate variable has a total instrument of 18 questions with a variety of answer values of 1-5, so that the highest value can be determined  $5 \times 18 = 90$  lowest score is  $1 \times 18 = 18$  then calculate the class interval using the formula

$$\text{Interval class length} = \frac{\text{shighest score} - \text{lowest score}}{\text{number of categories}} = \frac{90 - 18}{5} = 14,4 \text{ (15)}$$

Table 3. Interval, Frequency, and Percentage of Organizational Climate

No	Interval	Categories	Frequency	Percentage
1	78-92	Very High	43	14%
2	63-77	High	229	76%
3	48-62	Medium	26	9%
4	33-47	Low	4	1%
5	18-32	Very Low	0	0%





**Figure 3.** Percentage Frequency of Organizational Climate

Based on Table 3, it is known that the level of organizational climate in junior high schools in Batu City, obtained very high criteria as many as 43 respondents or 14%, high criteria as many as 229 respondents or 76%, moderate criteria as many as 26 respondents or 9%, low criteria as many as 4 respondents or 1% and very low criteria 0, while the mean obtained in table 4.2 is 70.69 which lies in the interval 63-77 in high criteria, therefore it is concluded, the organizational climate in junior high schools in Batu City is high criteria.

The organizational climate is in high criteria, this indicates that the implementation of the organizational climate carried out by the principal such as the climate of openness, organizational climate, and citizenship climate that exists in schools with the right techniques is perceived well by teachers. This is good progress in helping teachers

#### **Descriptive Analysis of Organizational Culture**

The organizational culture variable has a total instrument of 10 questions with a variety of answer values of 1-5, so that the highest value can be determined  $5 \times 10 = 50$  lowest score is  $1 \times 10 = 10$  then calculate the class interval using the formula:

$$\text{Interval class length} = \frac{\text{highest score} - \text{lowest score}}{\text{number of categories}} = \frac{50 - 10}{5} = 8$$

**Table 4.** Interval, Frequency, and Percentage of Organizational Culture

No	Interval	Categories	Frequency	percentage
1	42-50	Very High	178	59%
2	34-41	High	104	34%
3	26-33	Medium	17	6%
4	18-25	Low	3	1%
5	10-17	Very Low	0	0%

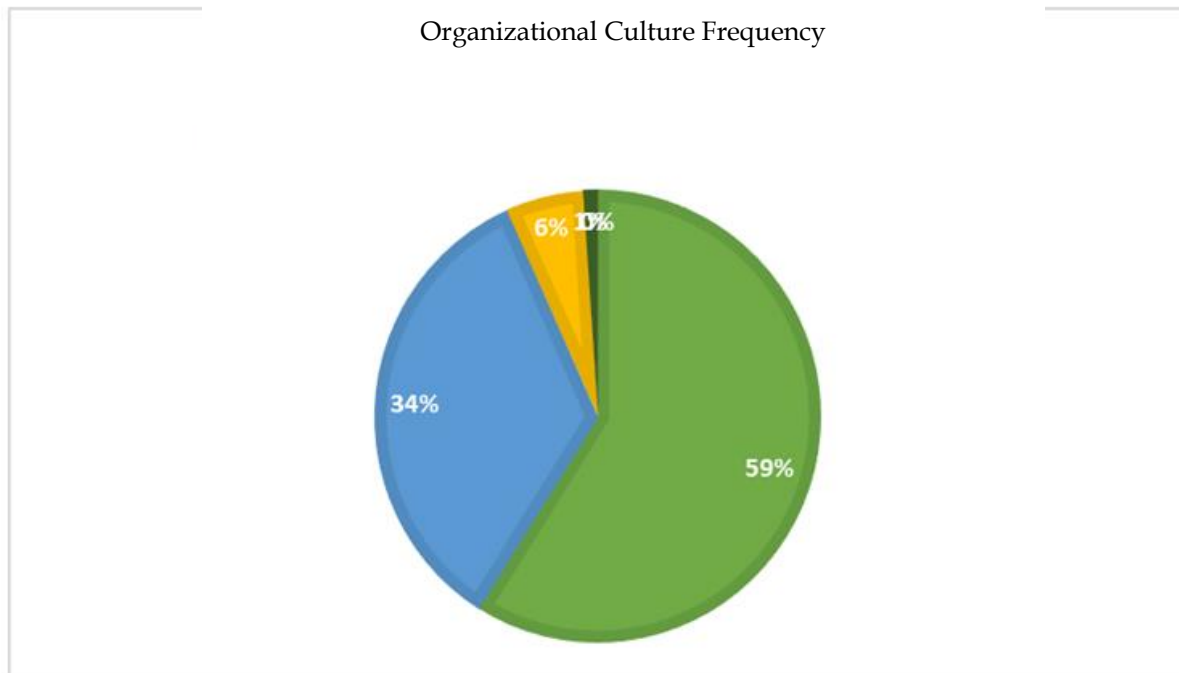


Figure 4. Percentage Frequency of Organizational Culture

Based on Table 4, it is known that the level of organizational culture prevailing in public junior high school institutions covering the entire Batu City, obtained very high criteria as many as 178 respondents or 59%, high criteria as many as 104 respondents or 34%, medium criteria as many as 17 respondents or 6%, low criteria as many as 3 respondents or 1% and very low criteria 0, while the mean obtained in table 4.2 is 42.039 which lies in the interval 42-50 in very high criteria, therefore it is concluded that the organizational culture in junior high school in Batu City is very high criteria.

Organizational culture is a high criterion, this indicates that the implementation of organizational culture carried out by the principal Steps to strengthen the organizational culture and primary characteristics that exist in schools with appropriate techniques are perceived well by teachers. This is good progress in helping teachers in organizational culture at school.

#### Descriptive Analysis of Teacher Performance

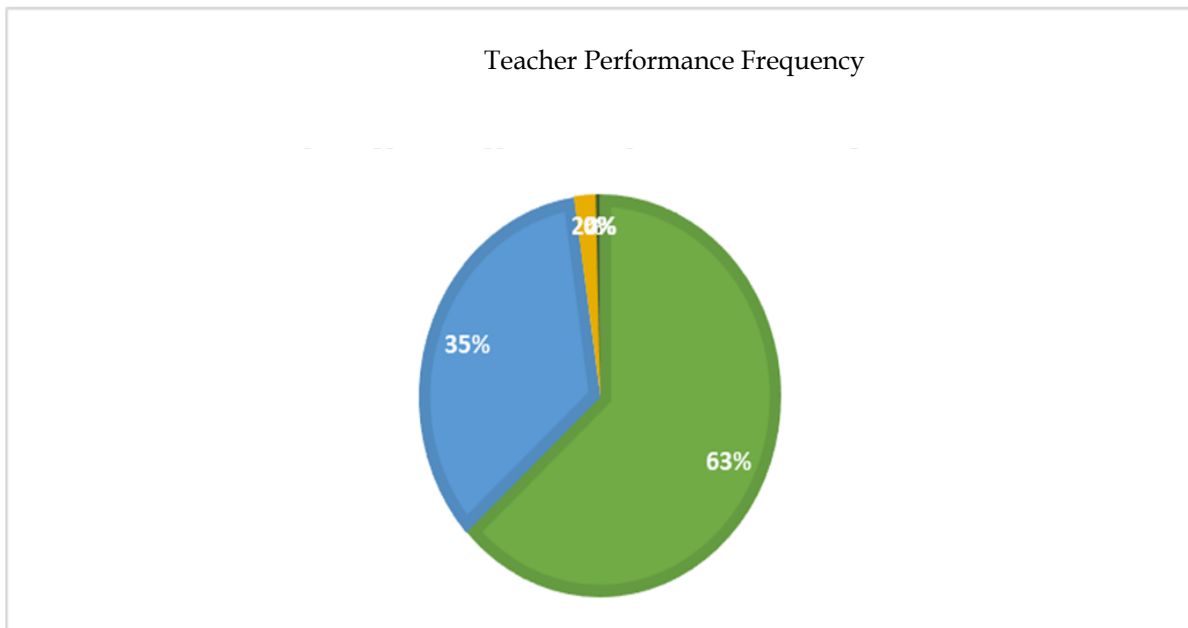
The Teacher Performance variable has a total instrument of 25 questions with a variety of answer values of 1-5 so that the highest score can be determined.  $5 \times 25 = 125$  lowest score is  $1 \times 25 = 25$  then calculate the class interval using the formula:

$$\text{Interval class length} = \frac{\text{highest score} - \text{lowest score}}{\text{number of categories}} = \frac{125 - 25}{5} = 20$$

Table 5 Interval, Frequency, and Percentage of Teacher Performance

No	Interval	Categories	Frequency	percentage
1	105-125	Sangat Tinggi	191	63%
2	85-104	Tinggi	104	34%
3	65-84	Sedang	6	2%
4	45-64	Rendah	1	1%
5	25-44	Sangat Rendah	0	0%





**Figure 5.** Percentage of Teacher Performance

Based on Table 5, it is known that the performance level of teachers who do their job as educators in public junior high school institutions, precisely throughout Batu City, obtained very high criteria as many as 191 respondents or 63%, high criteria as many as 104 respondents or 34%, medium criteria as many as 6 respondents or 2%, low criteria as many as 1 respondent or 1% and very low criteria 0, while the mean obtained in table 4.2 is 107.258 which lies in the interval 105-125 in very high criteria, therefore it is concluded that the performance of teachers in Batu City junior high schools is very high criteria.

Teacher performance is in high criteria, this indicates that the process of designing plans from the learning program, the implementation process, and the process of assessing and providing student guidance supervised by the principal with appropriate techniques is perceived well by teachers. This is good progress in helping teachers in learning at school.

#### **Data Validity and Reliability Test**

To determine the quality of research data, it is necessary to conduct a validity test, and then proceed with the reliability test. Validity is obtained by comparing the value of  $r$  table with the value of  $r$  count. The results are considered valid if the correlation  $r$  count  $>$   $r$  table is positive (Ghozali, 2011) besides the validity and reliability of the data according to Camelia (2023), it is considered to affect the quality of the results which gives a positive influence.

#### **Data Validity Test**

Suharso said in (Indriyani et al., 2014) that validity is used as a measuring tool through the calculation process, the results can be used to determine the level of validity or accuracy of the concepts and variables that have been designed and determined by the researcher. In the validity test, a variable construct is said to be appropriate as a statement if its validity level can reach a high value.

##### **a. Validity Test of Organizational Climate Data**





The results of the Pearson correlation validity test of the Organizational Climate questionnaire with IBM SPSS Statistic 21. The number of respondents 302 with a significance level of 5% has an r table value of 0.113. H count must be > 0.113 so that it is considered valid. Based on the calculation of rcount items with the help of IBM SPSS Statistic 21, it is obtained that all items in the organizational climate are valid.

**b. Organizational Culture Data Validity Test**

The results of the Pearson correlation validity test of the Organizational Culture questionnaire with IBM SPSS Statistic 21. The number of respondents 302 with a significance level of 5% has an r table value of 0.113, so the rcount must be > 0.113. Based on the calculation of rcount items with the help of IBM SPSS Statistic 21, it is obtained that all question items on organizational culture are valid.

**c. Teacher Performance Data Validity Test**

The results of the Pearson correlation validity test of the Teacher Performance questionnaire with IBM SPSS Statistic 21. The number of respondents as many as 302 with a significance level of 5% has an r table value of 0.113, so the rcount must be > 0.113. Based on the calculation of rcount items with the help of IBM SPSS Statistic 21, it is obtained that all items on teacher performance are valid.

**Data Reliability Test**

The reliability test is carried out to measure how consistent the question items in the research instrument are if repeated measurements are made. The application used to test is IBM SPSS Statistic 21.

**Table 6: Data Reliability Test Criteria**

<i>r (correlation coefficient)</i>	<b>Interpretation</b>
0,810 - 1,000	Very High
0,610 - 0,800	High
0,410 - 0,600	Medium
0,200 - 0,400	Low
0,100 - 0,200	Very Low

The test used is Cronbach alpha. The method used to determine the reliability measure of data can be determined by observing Cronbach's alpha value. According to (Arikunto, 2013) the reliability of an item can be determined through the criteria for the Cronbach alpha value > 0.6

**a. Organizational Climate Data Reliability Test**

The results of the organizational climate questionnaire reliability test with IBM SPSS Statistic 21 can be seen in Figure 6.





**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	302	100.0
	Excluded <sup>a</sup>	0	.0
	Total	302	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.750	18

**Figure 6.** Organizational Climate Data Reliability Test Results

Based on the calculation of Cronbach's Alpha with the help of IBM SPSS Statistics 21, it is found that the data is reliable with a high level of reliability. The Cronbach's Alpha value for organizational climate measurement data is > 0.6 or more precisely, 0.750.

b. Organizational Culture Questionnaire Reliability Test

The results of the work motivation questionnaire reliability test with IBM SPSS Statistics 21 can be seen in Figure 7.

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	302	100.0
	Excluded <sup>a</sup>	0	.0
	Total	302	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.844	10

**Figure 7.** Organizational Culture Data Reliability Test Results

Based on the calculation of Cronbach's Alpha with the help of IBM SPSS Statistics 21, it is found that the data is reliable with a high level of reliability. The Cronbach's Alpha value for organizational culture measurement data is > 0.6 or more precisely, 0.844.

c. Teacher Performance Data Reliability Test

The results of the Teacher Performance Questionnaire reliability test with IBM SPSS Statistics 21 can be seen in Figure 8.



**Case Processing Summary**

		N	%
Cases	Valid	302	100.0
	Excluded <sup>a</sup>	0	.0
	Total	302	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.852	25

**Figure 8:** Results of the Teacher Performance Data Reliability Test

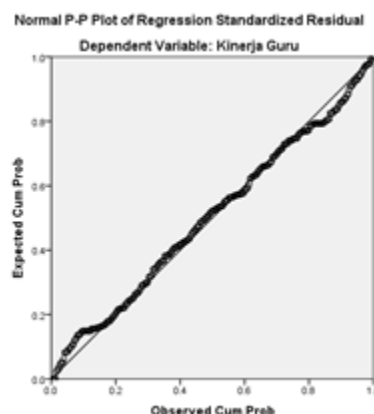
Based on the calculation of Cronbach's Alpha with the help of IBM SPSS Statistics 21, in Figure 8 it is obtained that the teacher performance data is reliable with a very high level of reliability. The Cronbach's Alpha value for teacher performance measurement data is > 0.6 or more precisely, 0.852.

### Analysis Prerequisite Test

There are several analytical prerequisite tests used in the analysis process, which include data normality test, heteroscedasticity test, linearity test, and multicollinearity test.

#### 1. Data Normality Test

The purpose of applying the normality test is to find out whether the residual value in the regression model is normally distributed or not. The normality test uses the Probability Plot (P-Plot) method. Data is said to be normally distributed if the data or points spread around the diagonal line and follow the direction of the diagonal line. The normality test results spread around the diagonal line and follow the direction of the diagonal line, so it can be concluded that the data is normally distributed as shown in Figure 9.



**Figure 9.** Normality Test Results

#### 2. Heteroscedasticity Test

The heteroscedasticity test is also applied in this study, the aim is to test whether the regression model that has been designed has an inequality of variance from the residuals of one observation to another. The heteroscedasticity test uses the scatterplot





test. From Figure 10. it can be seen that a). the data points will be scattered at the top and bottom, it can also be around zero. b) the points do not gather only above or below. c) the distribution of data in the form of dots should not be if it forms a wave pattern, wide, narrow, and wide again. d) the distribution of data in the form of dots is not patterned. So it can be concluded that the problem of heteroscedasticity does not occur in the regression of this study.

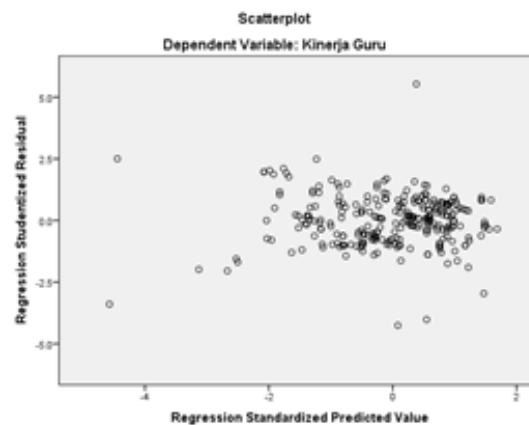


Figure 10. Heteroscedasticity Test Results

### 3. Linearity Test

Linearity test is also used in this study, the purpose is to determine the linear relationship between the independent variable label and the dependent variable label. The linearity test results are determined, and a linear relationship between the independent variable and the dependent variable can be detected if the significance value is  $<0.05$ , if such is found, then the independent variable influences the dependent variable, otherwise if the value of sig.  $> 0.05$ , then the independent variable does not influence the dependent variable. The application used in this test is IBM SPSS Statistic 21

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13414.650	3	4471.550	64.454	.000 <sup>b</sup>
	Residual	20674.069	298	69.376		
	Total	34088.719	301			

a. Dependent Variable: KINERJA GURU  
b. Predictors: (Constant), SUPERVISI PEMBELAJARAN, BUDAYA ORGANISASI, IKLIM ORGANISASI

Figure 11: Linearity Test Results

From Figure 11, it is known that F-count = 64,454 with a sig. value of 0.000  $<0.05$ , this means that the regression model can be used in the process of predicting the effect of climate and culture of educational institutions on the performance of teachers through learning supervision.

### 4. Multicollinearity Test



This multicollinearity test is carried out to determine whether there is intercorrelation or a strong relationship between the independent variables. The method used in this study is the Tolerance and VIF method. (Variance Inflation Factor). If the Tolerance value > 0.10 then there is no multicollinearity and if the VIF value < 10.00 then there is no multicollinearity.

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	48.045	4.713		10.193	.000		
	IKLIM ORGANISASI	.168	.085	.119	1.974	.049	.558	1.793
	BUDAYA ORGANISASI	.860	.117	.436	7.323	.000	.575	1.738
	SUPERVISI PEMBELAJARAN	.088	.027	.173	3.197	.002	.691	1.447

a. Dependent Variable: KINERJA GURU

Figure 12. Multicollinearity Test Results

From Figure 12, it is known that the organizational climate Tolerance value is obtained, namely 0.558 > 0.10, and the VIF value is obtained at 1.793 < 10.00, meaning that multicollinearity symptoms on the organizational climate variable do not occur in the organizational climate variable.

Then the organizational culture value of Tolerance is obtained, namely 0.575 > 0.10, and the VIF value is obtained at 1.738 < 10.00, meaning that multicollinearity symptoms on organizational climate variables do not occur in organizational culture variables. In learning Supervision, the Tolerance value obtained is 0.691 > 0.10 and the VIF value obtained is 1.447 < 10.00, meaning that multicollinearity symptoms on organizational climate variables do not occur in learning supervision variables.

**Hypothesis Test**

This study in testing the hypothesis uses Path Analysis so that the hypothesis that has been proposed in the previous chapter can be tested. Path Analysis tests the Path coefficient on each research variable. The entire hypothesis to be tested can be seen in the table below

Table 7. Research Hypothesis

NO	HYPOTHESES	DESCRIPTION
1	H1	Organizational climate has a significant influence on teacher performance in learning at state junior high schools in Batu City.
2	H2	Organizational culture has a significant influence on teacher performance in learning at state junior high schools in Batu city

**1. Testing H1**

The significance value of the organizational climate variable on the teacher performance variable is 0.049 < 0.05, so H3 is accepted. This means that the organizational climate has a significant influence on teacher performance in learning in public junior high schools in Batu City. Then the organizational climate Path coefficient value is 0.119, meaning that the organizational climate has a direct influence on teacher performance. Can be formulated as Beta2 value = 0.1192 = 0.014 or 1.4%.





## 2.H2 Testing

The significance value of the organizational culture variable on the teacher performance variable is  $0.000 < 0.05$ , so H4 is accepted. This means that organizational culture has a significant influence on teacher performance in learning in public junior high schools in Batu City. Then the Path coefficient value of organizational culture is 0.436, meaning that the organizational climate has a direct influence on teacher performance. Can be formulated as Beta2 value =  $0.4362 = 0.19$  or by 19%.

**Table 8.** Relationship Influence of Path Analysis X1, X2 and Y

No.	Variable Relationship	Coefficient Path
1.	X1 with Y	0,119
2.	X2 with Y	0,436

## CONCLUSION

In the substance of education management, organizational climate, organizational culture, and teacher performance are included in the substance of human resource management. Schools are places where people live and work. Like other social organizations, schools use power, structure, logic, and values and have the power of people to answer their questions and meet their needs. Therefore, the empowerment of human resources owned by schools absolutely must be implemented optimally. Based on the results of the analysis and hypothesis testing discussed in the previous chapter, it can be concluded that the average level of organizational climate of state junior high schools in Batu City is in high criteria. The average level of organizational culture of state junior high schools in Batu City is very high. The average level of performance of public junior high school teachers in Batu City is very very high. Organizational climate has a significant influence on teacher performance in learning at state junior high schools in Batu City. Organizational culture has a significant influence on teacher performance in learning at state junior high schools in Batu City.

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