

The Influence of Workload and Organizational Culture on Teacher Performance at Hang Tuah Belawan High School

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The Influence of Workload and Organizational Culture on Teacher Performance at Hang Tuah Belawan High School

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Abstract. This research identified the influence of workload and organizational culture on teacher performance at Hang Tuah Belawan High School. Workload and organizational culture are two important factors that can influence the quality of teacher performance. The research method used is a quantitative method with data collection techniques through questionnaires distributed to teachers at Hang Tuah Belawan High School. The research results show that partially workload has a negative and significant influence on teacher performance at Hang Tuah Belawan High School. On the other hand, organizational culture partially has a positive and significant influence on teacher performance at Hang Tuah Belawan High School. Furthermore, simultaneously workload and organizational culture have a significant influence on teacher performance at Hang Tuah Belawan High School. Based on the results of this research, it can be recommended that school management manage teacher workload more effectively and create and maintain a positive and supportive organizational culture. In this way, teacher performance can be improved, which will ultimately improve the quality of education at Hang Tuah Belawan High School.

Keywords: Workload, organizational culture, teacher performance

1. INTRODUCTION

The importance of education as a guarantee for the progress and survival of a nation cannot be ignored. Education is a deliberate effort to prepare students with the guidance, teaching, and training necessary for their future roles. The success of the educational process which aims to produce quality human resources in Indonesia is greatly influenced by various factors, including students, teaching staff, curriculum, educational management and educational facilities. The success of educational institutions in creating quality human resources is the key to optimal development, in accordance with the expectations of all parties (Wardhana & Chamariyah, 2023).

The importance of quality human resources is based primarily on the role of educational institutions in Indonesia. Therefore, at least all Indonesian citizens must have basic education. Teachers are one of the key components in the school environment. They are faced with demands to continuously improve the quality in carrying out their duties so that they can achieve maximum performance (Wardhana & Chamariyah, 2023).

Article 1 Paragraph 1 of Law Number 14 of 2005 concerning Teachers and Lecturers indicates that the main duties of a teacher include aspects of educating, teaching, guiding, directing, training, assessing and evaluating students. This implies that a teacher's ability can be seen through the implementation of these tasks. In other words, a teacher's level of

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competence is reflected in his performance. Teacher performance is a measure of the success of an educational institution in producing quality graduates who are competitive in society (Simangunsong, 2023).

According to (Kashmere, 2018) Performance is the result of the work and actions that have been carried out in completing the tasks and responsibilities given during a certain period. According to (Darmadi, 2018) Teacher performance is the ability demonstrated by a teacher in carrying out his duties or work. Teacher performance is a major concern in the school context. Teacher performance plays a very crucial role in achieving educational targets in the school environment. To achieve school goals successfully, effective and efficient human resource performance is needed, remembering that school performance is the result of individual performance and group collaboration. (Intana et al., 2023).

Teacher performance at Hang Tuah Belawan High School faces several significant challenges. One of the main problems is the lack of professional development and training for teachers. This has an impact on teachers' ability to implement the latest and most effective learning methods. Apart from that, the age of the teachers at Hang Tuah Belawan High School is also a factor that needs to be considered. Most of the teachers at this school are over 40 years old. Even though their teaching experience is quite extensive, the biggest challenge they face is adapting to developments in technology and modern teaching methods. More senior teachers often feel less familiar with new technology that should be applied in the learning process.

Without superior teacher performance, the expected progress in the education sector will be a challenge that is difficult to overcome. Therefore, it is important for schools to evaluate factors that can influence teacher performance, including workload and organizational culture. (Saputra, 2018). Workload is one element that influences teacher performance. According to (Mahawati, 2021) Workload is the number of tasks given to workers, including physical and mental ones, for which they are responsible. Workload refers to the responsibilities that a person must fulfill. "Work" refers to activities performed with the aim of achieving certain results. So, workload includes all individual responsibilities that are carried out effectively to achieve the desired goals (School et al., 2020).

Table 1.1 Frequency Distribution of Teacher Workload at Hang Tuah Belawan High School

Classification	Category	Frequency	Percentage
>24 hours	Tall	28	82.35 %
24 hours	Currently	2	5.88 %
< 24 hours	Low	4	11.77 %

Source: Hang Tuah Belawan High School, 2024

As in Table 1, it shows that the workload for Hang Tuah Belawan High School teachers is generally relatively high. This condition shows that when there is an increase in workload, it will affect the level of teacher performance at Hang Tuah Belawan High School. Apart from workload, organizational culture also has an impact on teacher performance. According to (Sutrisno, 2018) Organizational culture is a collection of values, beliefs, assumptions, and norms that have existed in an organization for a long time. This culture is accepted and followed by its members as a guide in behaving and solving organizational problems. The development of organizational culture in schools is an inseparable factor from all components in the school environment. In other words, the implementation of organizational culture involves all individuals in the environment, including teacher performance (Harahap et al., 2023).

Organizational culture should reflect competencies in accordance with learning guidelines, which aim to develop students with humanitarian principles. It is important for all members of the school environment to realize that organizational culture originates from and follows the vision of the school founder, which is influenced by internal goals and external pressures. Basically, culture is the result of interactions within a group, therefore, in understanding the development of organizational culture, we cannot ignore the dynamics of organizational groups (Harahap et al., 2023).

This condition proves that a strong organizational culture will improve teacher performance. The problem that occurs at Hang Tuah Belawan High School is the lack of teacher ability to adapt to the changes that occur in the school environment. When schools face changes in education policy, new curricula or new technology, not all teachers feel comfortable or ready to adapt quickly. For this reason, it is important for school leaders to promote an open attitude towards change, providing the necessary training and support to help adapt to the changes that occur. Based on the description above, the author is interested in conducting research with the title "The Influence of Workload and Organizational Culture on Teacher Performance at Hang Tuah Belawan High School"

2. RESEARCH METHODS

The type of research used in this research is quantitative research. Quantitative research is a structured scientific study of parts and phenomena, as well as their interactions. The population and sample in this study were all teachers at Hang Tuah Belawan High School.

16
The sampling technique in this research used a saturated sampling method, namely that the entire population was selected as a sample with a total of 34 teachers.

3. RESULTS AND DISCUSSIONS

3.1 Effect of Workload on Performance

13
Based on the results of the hypothesis test above, it can be concluded that the partial test on the workload variable has a negative and significant influence on performance. This can be seen from the significance value of $0.007 < 0.05$ and the calculated T value $(-2.866) > T$ table (2.039) which means that if the workload variable increases then performance will decrease. This research is in accordance with theory or previous research from (Jalil, 2020) entitled *The Influence of Workload, Work Stress, and Work Environment on Teacher Performance at Madrasah Aliyah Negeri 2 Palu City*, that workload has a negative and significant influence on teacher performance.

3.2 The Influence of Organizational Culture on Performance

6
Based on the results of the hypothesis test above, it can be concluded that the partial test on organizational culture variables has a positive and significant influence on performance. This can be seen from the significance value of $0.043 < 0.05$ and the calculated T value $(-2.114) > T$ table (2.039), which means that if the organizational culture variable increases, performance will increase. This research is in accordance with theory or previous research from (Pakpahan et al., 2019) entitled *The Influence of Organizational Culture, Communication and Teacher Competence on Teacher Performance at Sultan Agung Pematang Siantar Private High School*, which states that organizational culture has a positive and significant effect on teacher performance.

3.3 The Influence of Workload and Organizational Culture on Performance

6
Based on the results of the simultaneous test (F test), the workload and organizational culture variables simultaneously have a significant influence on the teacher performance variables at Hang Tuah Belawan High School. By looking at the probability (sig) < the significance level ($0.010 < 0.05$) and the calculated F value $(5.408) > F$ table (3.30), it can be concluded that the equation model is accepted and has an influence. From the results of this research, researchers obtained an adjusted coefficient of determination value of 0.259. This proves that 25.9% of the workload and organizational culture variables are able to explain the performance variables at Hang Tuah Belawan High School while the remaining 74.1% is the influence or impact of other independent variables that are not researched or explained by the

research model such as job satisfaction variables, motivation, salary satisfaction, competence, skills, leadership and others.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of this research, the researchers made the following conclusions Partially, workload has a negative and significant influence on teacher performance at Hang Tuah Belawan High School, organizational culture has a positive and significant influence on teacher performance at Hang Tuah Belawan High School, and Simultaneously, workload and organizational culture have a significant influence on teacher performance at Hang Tuah Belawan High School

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7
