

## Research Article

# Strengthening Culture Work in Improving Professional Performance Primary School Teachers

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## Abstract

Literacy studies aim to build a strengthening model framework culture. Work in upgrading the performance profession of elementary school teachers who can push change the attitudes and behaviour of teachers. Study results describe that in strengthening culture work, there are three important elements: values, system work, source power man, and participating environment, as well as influential elements in strengthening culture work. Structuring culture works in the enhancement of performance. The profession of an elementary school teacher is an effort to develop moral and cultural values, productive work, improve perception, patterns, thoughts and behaviour of teachers in operating tasks, principles and functions, as well as increase the performance of teachers to be more skilled and creative as well as dynamic for repair its performance in a way sustainable so that can increase service and power competitive in work and act. In relationships, it can be confirmed that culture work is closely related to behaviour in finished work. In the context of strengthening culture work in upgrade performance, the profession of an elementary school teacher is implemented through three stages that are stage awareness, stage capacity, and stage empowerment, which in turn focuses on the effort to create orientation of excellent service, accountable, competent, harmonious, loyal, adaptive and collaborative in build and improve management processes education in the unit education.

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## Introduction

The Cultural work is generally understood as pattern values, attitudes, behaviour sales, results initiative and work including existing system work as well as perception to the values it empowers and its environment will give birth to perspective and method influential point of view to pattern attitude, pattern behaviour and patterns follow in work.

Culture work is culture set inside; there is a method to looking for somebody to work. In context, culture work is closely related to finished work behaviour. Behaviour can be assumed as reflection, and attitude works based on each person's values and norms. In a relationship, this culture work can be interpreted as based on attitudes and behaviour, believed values, truth and habits in operating task principles and functions daily it is good in an individual or group (Menteri Ketenagakerjaan Republik Indonesia, 2015). Framework culture works with its own three elements base: values, system work, and patterns implemented actions. So, the essence of culture work is the system the rules will give comfort work so that can awaken ability and ability

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for do adaptability to condition actualized executed work in understanding the meaning of work, attitude to work, environment work, time work, and the tools used in work as well as ethos work and behaviour when work (Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia, 2012).

Implications farther from culture work that's it are enhancement performance and productivity good in a way individual nor in a way institutional. In the context that culture, work will guide attitudes and patterns of behaviour someone in the aspects of (a) commitment and consistency, (b) authority and responsibility, (c) sincerity, honesty, integrity and professionalism, (d) creativity, sensitivity, leadership, example, togetherness and dynamics group, (e) rationality, firmness, discipline and order work, (f) dedication, loyalty, enthusiasm and motivation, perseverance and patience, openness and (g) mastery of necessary knowledge and technology in completion work. In a relationship, this happened in enhancement-related core skills with several insights and knowledge of basic requirements in implementation work, ability-related support and effort give the impression of overkill on completion of jobs and skills, especially related ones with the ability integrative in implementation tasks good in a way conceptual or operational (Rochaendi, 2020, 2021). Also, Direktorat Guru Pendidikan Dasar (2021) that a growth culture work will produce values of integrity, creativity and innovation, initiative, learning, meritocracy, involvement and selflessness.

However, deep practice culture work still cannot be fully actualized in the maximum way. If linked with the framework of the teaching profession, based on several studies depicted that cultural work still is in poor conditions. Some results study show that cultural work produces a significant influence on memorized teacher performance only by 22-30 per cent (Aprianis, 2018; Febriantina et al., 2018; Gunawan, 2018; Miyono et al., 2020; Oktarina et al., 2022; Suharyanto & Susilo W, 2014; Sukamto et al., 2023), specifically in realise proficiency base for a teacher that is the ability to carry out the learning process, abilities use learning methods and media, skills judgment, commitment and discipline (Hartawati et al., 2023). Culture work still needs to grow culture work productively fully, improving perception, pattern thought and behaviour, and increasing teacher performance. This matter depicted from educator data certified only reached 36 per cent for PAUD, 48 per cent for elementary school, 50 per cent for junior high

school, 49 per cent for high school and 36 per cent for vocational school (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020). Temporary results achievements quality learning as a systems and mechanisms work carried out by teachers only reach a score of 65.39 (medium) for SD/MI/ equivalent, a score of 60.69 (medium) for SMP/MTS/ equivalent and a score of 61.06 (medium) for SMA/SMK/MA/ equivalent (Kemdikbudristek Republik Indonesia, 2023). Research results found that the level of presence of teachers and heads of schools for various reasons is still above 20 per cent, which results in behaviour and actions. The ability to carry out the learning process is very low (Yarrow et al., 2020).

## Methodology

This technique studies literature from various existing research. This is where the researcher explains cultural work and the effort to internalise actual cultural work to enhance the performance ability of the teaching profession. The study of literature is an approach where the researcher looks for several theories from relevant references with topic discussion or problems found. Here, the researcher uses types of secondary data or sources supporting data from literature or existing references. The references in question are from books, journals, articles, reports, studies, or various sites on the internet. The purpose of the existing study literature is to strengthen problems found as the base theory for the study. Researchers do data analysis by collecting data or information about the topic discussion found and filtering it by the middle context researched for made as conclusion study.

## Results and Discussion

The research results confirm that work culture has a significant influence on improving performance. (Lewis, 2022) for example, states that organisational values give employees, customers, and other stakeholders a clear understanding of how an organisation wants to conduct itself. When cultivated properly, organisational values are important in how employees and the business act daily. Farther away, Lewis noted that culture work could give profit for the implementation of task principles and function management work. The profit that forms enhancement productivity institutional (unit education), improvement capacity source power people and

function management work. The profit that forms enhancement productivity institutional (unit education), improvement capacity source power people and improvement stakeholder satisfaction interests (stakeholders). Draft linkages between culture work and improvement performance also Cancialosi (2017) confirmed by those who expressed it that from this perspective, organizational culture, leadership, and job satisfaction are all inextricably linked. By being more operational, many opinionated researchers believe that culture works simultaneously with enhanced performance. Ritchie, (2000) states that culture-strong work creates feelings that increase satisfaction, work and commitment. At the same time, (Ogbonna & Harris, 2000) explain that a significant relationship exists between culture work and enhancement performance. Temporary (Sempane et al., 2002) explain that people constitute a key factor in power competition and organization, describing the structure of very complex social interactions that synergies.

Related to this matter is a clear dependency between unit education and teachers, where second split parties influence the potential of each within-reach success. Culture work must push to ensure teachers' motivation to achieve objective unit education. Additionally, a culture of strong work and rewards towards teachers and staff education in unit education will strengthen motivation and improve performance (Matko & Takacs, 2017). (Denison, 2000) states that connection culture work and improvement performance are based on engagement, consistency, and capability to adapt and achieve the mission. Values fundamentally can increase performance institutional performance. From formulation, it can be concluded that a simultaneous relationship exists between culture work and enhancement performance.

Based on the substance, the relationship that occurs more centers on building power-competitive institutions. Related to the statement, the implications are:

1. Cultural work can develop moral and cultural values that work productively for every perpetrator source organization from vision, mission and goals organization, and values work customized productivity with development knowledge and technology.
2. Cultural work can repair perception and pattern the thoughts and behavior of the perpetrators, conflicting organizations with vision, mission, and goals. Organization at a time can speed up

formulation practices good in implementation, task principles, and function.

3. Improve the performance of the perpetrator's organization so that the main thing is more professional in solution work and tasks.

With this culture organizations will be the very giving color to the enhancement of performance organization. Several possible strategy formulations tie in a way strict implications culture work to enhancement performance is setting vision and mission institutional, conveying objective more organization broad and clear, building attitude positive employees, creating training programs competence, providing awards, and holding evaluation performance. Possible aggregation patterns give a mark plus for the statement mentioned above, including:

1. Building harmony sustainable with vision, goals, and objectives organization.
2. Convey appreciation in the form of giving, acknowledgement, and accepting love for various contributions that have been made and done.
3. Give trust to the perpetrator organization in frame support on productivity carried out.
4. Creating a culture for each other motivates.
5. Create a culture tough with the ability to respond to change so that it can be more effective in solving various challenges and obstacles.
6. Forming collaboration, communication and mutuality honor in implementation duties and functions.
7. Forming values of integrity brings up accountability and responsibility among the perpetrator's organization.
8. Providing the chance for the perpetrator organization's innovation and interpretation to go hand in hand with the organization's vision, mission and goals.
9. Guarantee freedom from pressure psychologically can obstruct dynamics and adaptation implementation tasks and work.

Besides that, mapping the road used for building culture work to increase performance includes several factors, namely: (a) excel in recognition, (b) enable employee voice, (c) make your leaders culture advocates, (d) live by your company values, (e) forge connections between team members, (f) focus on learning and development, (g) keep culture in mind from day one, and (h) personalize the employee experience (Wong, 2020).

Free interpretation from understanding excel in recognition explained that in development culture work must be delivered about confession various contribution that has been carried out by the perpetrators institutional in form awards in kind or nature in form financial so that can make the motivation for still contribute to the organization. In practice, it confesses part of a must get used to done massively.

Furthermore, culture was also developed for each other, giving bait comeback in frame push activity progressive actors activity. Framework bait comes back in form, giving a chance to communicate in audiovisual form to evaluate the parties' implementation duties and work. Bait, you can come back to make mediation, advocacy, education and facilitation on various hopes and expectations of the parties to the unit organization (enable employee voice). Make your leader's culture advocates interpret that leadership is formed for each other share source power (resource sharing) and create integration of configuration processes from activity between actors and unit's organization in fill-in spaces work that has been done set as implementation from vision, mission and goals organization. Then, living by your company values is interpreted as an effort to make values culture work become navigation, leadership, ownership, and drive in building-related organizations that produce output/outcome. Steps to forge connections between team members are to strengthen network communication and coordination by developing good interaction patterns and guaranteeing a balanced control process based on transparency, accountability, and participation of parties and unit organizations. Focus on learning and development is a laid path to help the perpetrators work to understand changes and implementation control for development capacity through training. Training methods and strategies focused on efforts from a combination of skills, knowledge and abilities needed to carry out tasks position and give an impression more for can compete. From day one, the activity keeps culture in mind, basically interpreted as activity dissemination and internationalization values culture organization based on the initiative's beginning. The activity room was prepared for modification from systems and mechanisms customized work with adjustment style, instrument pattern behavior, and patterns of action perpetrator organization. In this context, horizontal networking emerged to create initiatives based on level needs (demand-driven).

The last thing in strengthening culture work is personalizing the employee experience. In context, the activity identifies core competencies, competencies support, and competence-specific perpetrators' organizations. There is effort arrangement in a way proportional tasks, functions, systems and mechanisms need to be more answer in frame progressiveness success task principal and function of teachers. Implementation identification emphasized the effort to verify teachers' abilities and skills in carrying out task positions and understanding related materials and objects with their position. With concise expression, culture work can produce more optimal performance through formulation openness from the parties, implementation vision, mission and goals organization customized with conditions and needs organization; implementation is done in a way simultaneous in something binding policy, creating condition environment work become more conducive with method empowering exemplary, comfort work and enforce strict and straightforward regulations.

Both dynamic and real cultural work are aggregated from the enhanced performance of the parties within an organization. With this statement, it is a very necessary commitment from the leader organization/manager always to be loyal to the empowerment culture work at these levels of systems, institutions, and various sources of power. Then, the associated values with culture organization must be understood and understood by the parties, mutually believed, and behave openly to accept various changes and mobilize methods more effectively and efficiently. Besides that, culture work, they must own linkages directly with implementation tasks and work. Recommendations and actions were carried out on rationalization task principles and functions that have been implemented.

If connected with strengthening culture work in enhancement proficiency in the teaching profession, the atmosphere that is constructed more attached to effort helps teachers to create an environment where every teacher can use their ability and energy to reach success in the learning process, providing autonomy and trust to teachers for be creative and be learner as well as enable, give opportunity and have initiative so that teachers can carry out task principal and function like that appearance so that can work optimally with buildability, giving work opportunity as well as create values and responsibilities answer. Strengthening culture work aims to repair effectiveness and efficiency or relates to productivity and efficiency, minimize/reduce error

increase skills and expertise, and develop fast performance in finished work (Rochaendi, 2020).

The most important direction for enhancing performance proficiency in teaching is to change attitudes, behaviour, and abilities and develop insight and knowledge. In this aspect, attitude will form maturity and independence as well as look at work as an integral part of his interest in life. Meanwhile, aspects of behaviour create patterns of thinking positively and form responsive and tough personalities in facing all challenges and obstacles. Changes to aspects of ability can form potency; somebody becomes capable of carrying out tasks daily in a creative, strategic and conceptual way. On the other hand, a change in insight and knowledge makes somebody capable of analysing various aspects of his job. Only with the right employees placed in positions and obtaining training, equipment, structure, incentives, and work accountability can the organisation succeed. Yet, if staff are truly empowered, then part of that empowerment must be the power to criticise your decisions directly and ask for an explanation, support employees and catch people doing things right. Enhancing performance proficiency in the teaching profession will positively influence the task principle and function, which can increase the quality service and productivity of personnel administration school or support employees and catch people doing things right. Besides that's an increase in performance proficiency, the teaching profession is one of intense control and power push in efforts to keep teachers consistently carrying out tasks with the best. Therefore, improving performance proficiency in the teaching profession is absolute and very necessary.

In context, improvement performance proficiency in the teaching profession is a vehicle important for repairing performance through spread, not quite enough responsibility and involvement of employees, which is liberating somebody from rigid control and giving the person freedom for the responsible answers to his ideas, decisions and actions so that everyone can use ability and energy for reach objective organisation. Enhancing performance proficiency, the teaching profession, at its core, discusses how to control life and earn strength to shape the future alone. On the other hand, it is also said that enhancement of performance proficiency in the teaching profession is the expansion of assets and capabilities of people to participate in, negotiate with influence, control, and hold accountable institutions that affect their lives.

Enhancing performance proficiency in the teaching profession is efforts, actions, and activities carried out to empower use and success towards internal teachers' abilities, knowledge, skills, and attitudes, as well as the potential to obtain more results. So it's more in the form of generally leaders schools and coaches education do various activities, such as:

1. Giving chance to every teacher a chance to obtain various insights and knowledge fundamental about tasks, his job, as well as roles and responsibilities, he answered in an effort to develop functions work.
2. Helping teachers develop required skills in implementation tasks, his job is to look after and maintain all the potential it has.
3. Fostering awareness and sensitivity to task work through guidance towards teachers about appropriate work attitudes and morals, cultivation dedication, loyalty and passion work, strong sensitivity on concern about task work and motivation for in a way active participate to success in implementation task his work and prevent it for no do errors and misuse authority, so by regulation legislation.

The process of improving the performance of teachers' professional skills starts from the awareness, capacity building and empowerment stages (Salim & Rochaendi, 2020). The stage of awareness and behaviour formation towards conscious and caring behaviour is when one feels the need to increase one's capacity. At this stage, the empowering party tries to create practical conditions that can facilitate an ongoing effective empowerment process. Touch awareness will open the desire and consciousness of the public about the condition moment. It will raise awareness of the necessity of repair conditions for future good. In stages awareness among leaders' schools and coach's education already can carry out its function with good like give guidance, direction, support and facilities convenience other as well as give a chance to every power administration school for can develop and acquire progress good in attitudes, knowledge, skills nor ability. Dedication and commitment in developing these teachers accompanied by a sense of responsibility enough answer big with meaning so that these teachers can work in a way good and productive way. In turn, the teachers in question can carry out task principles and function in a way that succeeds, uses and reduces various mistakes or abuses of authority.

Things done in stages of awareness among them with push exists openness, delegation authority, regulating performance, offers cooperation, communication in an efficient way, as well push exists innovation for finishing various problems. In other words, in stages of awareness, the done effort grows something framework work that includes authority, trust in self and abilities, beliefs, opportunities, responsibilities, answers and support.

In more form operational stages awareness has done things as following: (a) connecting empowerment with vision and values organisations (schools) that can emphasise insight and deep moral attitudes implementation task principal and function, providing encouragement and support as well as perception to the teachers that they responsible to fate they yourself and your assignments the main thing is as well as give clarity about formulation various goal, position, task principal and function including inside it connection work in a way structural and functional, (b) directing teachers with use real examples with method give spirit for work in a way more good and productive, (c) communicate in a way active with method involve teachers in it communication and discussion bait come back in a way still so that role they in on duty more leads to tasks principal and function, (d) do simplification mechanism and structure empowerment so that teachers are trained more near to the leaders school with reduce rate bureaucracy and reduce vision supervision only for looking around error, (e) strengthening and stabilising climate cooperation in atmosphere togetherness in implementation task principal and function, (f) encourage development personal teachers so can form a sense of trust self, attitudes, knowledge, skills and abilities within carry out task principal and function with method give more trust broad and grounded to nature approach humane, (g) encourage teachers to own sensitivity to task principal and functions it carries out so that leads to efficient and successful success use accompanied by a sense of responsibility big answer in actions and behavior, and (h) carry out evaluation to use measure developments that occur and appreciate success, so can made indicator evaluation to power administration school for give award through promotion or development career other .

Capacity is teachers' capacity to accept power or power that will be given. This stage of transformation is the ability to form outlook knowledge, skills to open insight and provide a skill base to take a role in task

principles and function. The empowerment stage is stage enrichment, which is effort enhancement ability intellectual, aptitude, and skill so that formed initiative and ability innovation leads to independence. Independence will be characterised by the ability to form initiative, give birth to creations, and make internal environmental innovations. If the teachers have reached stage second, then these teachers have become assets, intelligent, innovative, creative, productive and oriented development to complete development education. Holding on to the capacity to enhance performance proficiency in the teaching profession leads to an effort to increase ability, as seen from attitude, knowledge, and skills. Stages capacity is intended to encompass a variety of strategies that have to do with increasing government performance's efficiency, effectiveness, and responsiveness. Capacity covers coaching orderly administration, quality expertise/professionalism, skill and career development, summarising loyalty, relationships, morale and enthusiasm, discipline, and spiritual and mental fulfilment.

In relationship, these are the actions taken are:

1. Developing teachers through training and recruitment so that these teachers have professional, managerial and technical.
2. Implement organisation through arrangement structure, process, sources of power, and style management.
3. Making network work involves coordination, activity organisation, network function, and formal and informal interactions.
4. Organising environment organisation, governing rules and laws that serve the public, bearing responsibility and power between institutions, policies that become obstacles for development tasks, and supporting finances and budgets.
5. Organising environmental activity so that the focus is broader, encompassing factors of politics, economics and influencing conditions performance.

In stages, empowerment involves a number of efforts, among others, creating teachers who have vision, reality, humanism and courage in implementing task principles and function. Teachers who have vision can see a way wide about the task's principles and functions and encouragement to understand how they must adapt to the situation, share with colleague colleagues about the possibilities that will come, have enthusiasm and motivation about what they have for success in his job.



Reality can be interpreted to carry out task principles and function according to rules, formulas, and analysis burden work that has been done. No easy deluded and conscious will exist. Ability humanistic is the ability to power administration school sensitive to everyone and ready to fulfil other people's needs ethically (politely), which would build mutual feelings of trust and respect. Courage is ready to take the initiative; wanting to take risks or not be shackled by old ways of handling something or being influenced will elicit an error.

In stages of empowerment, several activities include implementing training not naturally centralised in the school environment through attached activity training. Training attached is inherent informal training with task leader school for can increase ability in carrying out the task the principal and functions of teachers are appropriate with description tasks that have been done set. Training attached is the training held on-site work; the teacher is superior direct/leader school, done in time short, implemented for solving problems, no need expensive costs and facilities, looking towards improvement as well as follow pattern think PDCA (Plan, Do, Check and Action) as well functioning authority, responsibility answer for fulfil standard work. Training materials attached usually form description of existing work yes, the book guides something device, instructions implementation and instructions technical, applicable regulations and instructions implementation task good nature policy nor things other nature operational.

Second, giving more encouragement through delegation, not quite enough answers so that is easily controlled and regulated, giving enthusiasm for success in work, creating something system possible communication stimulates engagement and motivation as well as helps him adapt to various conditions in implementation tasks his work and form climate confession to ability individual. That role refers to role facilitative (giving convenience) while still harmonising with the rules set. Third, form a collaboration forum for internal teachers with more scope. The forum is a receptacle for cooperation and familiarity with functional work that can increase knowledge, skills and abilities of the workforce administration school, improve awareness and responsibility by optimising the teacher's role as an individual that leads to a role group, and empower potential through a partnership process.

Stages empowerment is a strategic process to use improvement activity in two stages, meaning that one

party forms activity appreciation and the other party forms development potency self for teachers. Activity appreciation is an activity for recognising, assessing and appreciating teachers' competence (personality, social, technical and managerial). Meanwhile, activity development potency self is an activity for increasing competence (personality, social, technical and managerial) of teachers who have yet to dig in a way maximum. The final destination is to produce efficiency and productivity, improve enthusiasm and excitement in work, and strengthen the sense of openness and objectivity in an atmosphere of increasing kinship.

Framework work on the improvement process performance proficiency teaching profession emphasises loyalty, relationships work, morale, enthusiasm and enthusiasm work, discipline, communication, openness and objectivity, quality professionalism (competence) use achievement efficiency and productivity. So that teachers can develop answers that could be better, be able to carry out their roles successfully, carry out task principles, and function in accordance with the current regulations. That matter is in line with the core values of the apparatus state civil, that is oriented service (commitment to give excellent service for satisfied society), accountable (responsible answer on trust given), competent (cont learn and develop capability), harmony (mutual caring and appreciative differences), loyal (dedicated and prioritising interest nation and state), adaptive (continuous innovative and enthusiastic in move as well as face change) and collaborative (building work the same strategic) (Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi, 2021).

## Conclusion and Recommendation

Cultural work is pattern values, attitudes, behaviour sales, results intention, and results-related works tightly with perception and dissemination in implementation task principles and functions of the parties in the organisation. Cultural work is rationalisation from experience, habits, and the selection process on existing norms. Then, it is actualised as norms, standards, procedures, and criteria (NSPK) as standard service and management institutions. Applicative interpretations in cultural work are: cultural work is a system of rules, cultural work can form comfort and smoothness in implementation tasks and work, and generating power suits to adapt to conditions and environments makes it

more work-competitive. Rationalisation of culture work to enhancement performance based on four dimensions, namely: culture work is formulation navigation in management change organisation, cultural work is the infrastructure from effortful leadership to building and communicating the organisation's vision, mission, and goals to the parties, cultural work develops dimensions of business ownership that create needs and advantages for competitive organisations, and cultural work is a dimensions mover for improving and developing capacity at level systems, institutions and resources power man.

Related culture work with increasing the performance of teachers' professional skills is a platform that includes stages of awareness, capacity building and empowerment. Framework work on improving teachers' professional skills emphasised loyalty, relationship work, morale, enthusiasm, discipline, communication, openness, objectivity, quality professionalism (competence), use achievement efficiency, and productivity. So that teachers can develop answers that could be better, carry out their roles successfully, and carry out task principles and functions according to the current regulations. Furthermore, to increase the performance of teachers' professional skills can reach the target so necessary:

1. Clear formulation about draft base easy improvement in the performance of teachers' professional skills interpreted in implementation.
2. Service increases the performance of teachers' professional skills through a humane approach (not structural).
3. Review returning (remodifying) programs to improve the performance of teachers' professional skills' nature validation, varied, dynamic, evaluative, interesting, and weighty.

Improving the performance of teachers' professional skills implemented should consider teachers' needs.

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