

Work Culture in Improving Teacher Performance

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Abstract: The purpose of this study is to describe the work culture in improving teacher performance in Madrasah Aliyah. Therefore, this type of research is qualitative research. The method in qualitative research is a research method used to research on natural object conditions (as opposed to experiments), where the researcher is the key instrument, the data collection technique is done in triangulation (combined), the resulting data is descriptive, and data analysis is inductive. The results of the study concluded that 1) The implementation of work culture values in Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency is a) Integrity is shown by the determination and willingness to do good, wise in solving work problems, complying with applicable rules for principals, teachers and school staff, and refusing bribes, gratuities and corruption; b) Professionalism is shown by the performance of principals, teachers and school staff in accordance with their jobs and competencies, sincerity in carrying out tasks, doing measurable work in accordance with the specified targets, receiving rewards and punishments that apply in accordance with applicable rules; c) Innovation is shown by the program system that is always refined periodically, the openness of principals, teachers and school staff in receiving constructive criticism, always improving competence by following applicable assessments, and the use of technology and information to run and socialize programs; d) Responsibility is shown by completing the program quite precisely in accordance with the specified targets, and receiving constructive evaluations in the quarterly evaluation program; e) Exemplary is shown by good service for the community, and guidance from fellow principals, teachers and school staff. 2) Constraints and obstacles in the implementation of Work Culture in improving teacher performance at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency are: a) Social Values, b) Democratic Values, c) Bureaucratic Values, d) Professional Values, e) Economic Values, f) Lack of Mastery of Learning Materials, g) Lack of Teacher Interaction in Learning, h) Lack of Class Management in the Implementation of Learning, i) Lack of Teachers in the Use of Media in Learning.

Keyword: *Work Culture, Performance, Teacher, Madrasah*

INTRODUCTION

Madrasah is an educational institution facing two demands, namely the demands of the community and the demands of the business world¹. The thing that is demanded is about the problem of low quality of education and the problem of relevance to the development of community needs in an

¹ Imam Solihin, "MADRASAH DAN PERTUMBUHAN KEILMUAN DUNIA ISLAM: SEBUAH KAJIAN SOSIO-HISTORIS," *Elementary: Jurnal Ilmiah Pendidikan Dasar* (2018); Supani Supani, "Sejarah Perkembangan Madrasah Di Indonesia," *INSANIA: Jurnal Pemikiran Alternatif Kependidikan* (1970).

increasingly open era of industrialization and globalization². The quality of human resources (HR) is determined by the quality of education, the benchmark for the quality of education is based on the conditions of output and outcome that qualify in facing the demands of the times³. To realize the quality of education must be supported by adequate educational components. These components become input (input) to be processed so as to produce superior output and outcome (impact)⁴.

Education as a human right of every individual child of the nation, has been recognized in article 31 paragraph (1) of the 1945 Constitution which states that every citizen has the right to education, while paragraph (3) also states that the government seeks and organizes a national education system, which increases faith and devotion and noble character in order to educate the nation's life which is regulated by law⁵. Therefore, all components of the nation, including parents, society and the government, are responsible for educating the nation through education. This is one of the goals of the Indonesian nation as mandated by the Preamble of the 1945 Constitution, paragraph 4.

Empirical experience shows that the average madrasah teacher is associated with several problems, namely (1) lack of academic ability. (2) Lack of self-motivation. (3) Lack of motivation for students in the culture of education. (4) Lack of enthusiasm and work discipline. (5) Having narrow educational insights. The above phenomena and problems occur due to several factors including⁶

1. The screening process does not meet competencies
2. Less procedural
3. Lack of transparency
4. Many nuances/charges
5. Not competitive.

In addition, in order to build a work culture in Madrasahs, the Ministry of Religious Affairs continuously encourages the internalization of the five values to all levels of the Ministry of Religious Affairs. The implementation of the five work culture values has been launched since 2015 and has been socialized simultaneously within the Ministry of Religious Affairs throughout Indonesia. The work culture of the ministry of religion includes, a) Integrity, b) Professionalism, c) Innovation, d) Responsibility, e) Exemplary.

Based on the explanation above, the author is very interested in conducting research at MA Yasmida Ambarawa Pringsewu Regency because there are several things to know. Some of these reasons are that this madrasah is the only madrasah in rural areas that uses computer technology

² Servaas van der Berg et al., "Low Quality Education as a Poverty Trap," *JSRN Electronic Journal* (2017); Christian Morabito et al., "Effects of High versus Low-Quality Preschool Education: A Longitudinal Study in Mauritius," *Economics of Education Review* (2018).

³ Muh Barid Nizarudin Wajdi et al., "Advancement of E-Book Through Automation System in Department of Islamic Education (STAI) Miftahul Ula Nganjuk," *International Journal of Engineering & Technology* 7, no. 3.6 (July 4, 2018): 438–441, accessed September 11, 2018, <https://www.sciencepubco.com/index.php/ijet/article/view/17489>.

⁴ Beatrice Schindler Rangvid, "School Resources and Non-Cognitive Outputs from Schooling," *Nationaløkonomisk Tidsskrift* (2004).

⁵ Slamet PH, "POLITIK PENDIDIKAN INDONESIA DALAM ABAD KE-21," *Jurnal Cakrawala Pendidikan* (2014).

⁶ Maksim V. Demchenko et al., "Digital Transformation of Legal Education: Problems, Risks and Prospects," *European Journal of Contemporary Education* (2021); Natalia Ronzhina et al., "Digitalization of Modern Education: Problems and Solutions," *International Journal of Emerging Technologies in Learning* (2021).

in learning. On the other hand, the madrasah teacher in carrying out his leadership has not been able to mobilize teachers, students and madrasah residents to always improve their abilities so that the results of academic and non-academic achievements are very prominent. Madrasah teachers have high commitment and motivation to progress but have not been maximized in carrying it out.

Madrasah aliyah Yasmida Ambarawa Pringsewu in addition to developing the national curriculum also develops a provincial local content curriculum, district local content, madrasah local content is still added to the religion-based curriculum that characterizes the madrasah. As for the condition of the teachers, 80% are young, who in fact still need a lot of teaching experience and a lot of wiyata bhakti. This is what underlies the work culture of madrasah aliyah teachers. The condition of the large number of students with the capacity of each room between 29 - 35 students with all parallel classes makes the learning process quite challenging.

However, the problems based on initial observations at the Yasmida Ambarawa Pringsewu Aliyah madrasah in this study are as follows

1. Madrasah teachers have less than optimal performance motivation.
2. Madrasah teachers lack a culture of education in madrasah.
3. Madrasah teachers have less than optimal morale and discipline.
4. Madrasah teachers have uncompetitive programs.
5. Madrasah teachers lack of approach to the teachers and even to the students.

The above exposure is the ratio of the value of work culture analysis in improving teacher performance at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency. For this reason, researchers are interested in knowing and analyzing "Work Culture in improving teacher performance at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency".

METHODS

The purpose of this study is to describe the work culture in improving teacher performance in Madrasah Aliyah. To find out why it happens, a contextually comprehensive view of work culture in improving teacher performance at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency is needed. The target to be achieved is management in developing the work culture of teachers in madrasah. Therefore, this type of research is qualitative research. According to Sugiyono, qualitative research methods are research methods used to research on natural object conditions (as opposed to experiments), where the researcher is the key instrument, the data collection technique is done in triangulation (combined), the resulting data is descriptive, and data analysis is inductive. Qualitative research results emphasize meaning rather than generalization.

The data sources in this study are primary data and secondary data, while the data collection techniques consist of observation, interviews and documentation. Data analysis techniques consist of data collection, data reduction, data presentation. To test the validity of the data in this study, the authors conducted a credibility test (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

RESULT AND DISCUSSION

Data Analysis of the implementation of Work Culture in improving teacher performance at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency

1. Integrity

From the results of the study, it can be stated that the data analysis related to the Teacher's Strategy in Fostering Honesty, among others, is as follows:

- a. In fostering the honesty of students, every teacher always provides motivation that is tucked away at every opportunity, for example in the learning process and during the morning apple.
- b. Monitoring the honesty of students in carrying out their duties and obligations by always asking first after that the teacher checks the truth one by one,
- c. Give warnings and even punishments to students, if there are students who are caught lying.

Based on the results of the study, it can be seen that the level of cooperation of teachers of Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency is well established, when associated with behavior management states that the importance of a manager paying attention to human behavior and habits so that organizational goals can run well and productivity can be achieved, this is in line with the purpose of implementing the five values of the Ministry of Religion's work culture, namely increasing productivity and avoiding various irregularities. Indicators shown by Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency with regard to the value of the work culture of the Ministry of Religious Affairs, namely increasing productivity and avoiding various irregularities.

2. Professionalism

Professional values are shown by working in a disciplined, competent and timely manner with the best results. Professionals are people who are experts in a job and have a commitment to the work they do. The application of professional values in Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency by always trying to maximize continuous improvement. Positive indicators of professional are as follows.

- 1) Doing work according to the competence of the position;
- 2) Discipline and seriousness in working;
- 3) Performing work in a measurable manner;
- 4) Carry out and complete tasks on time;

Professional competence in education is the main element of teachers and students, if in the learning process the teacher lacks mastery, it is also a problem. In order to avoid problems in learning and to balance such a situation, a leader must be observant to see where they are placed if there are several teachers with the same majors or graduates, the level of effectiveness in this assignment can be achieved by placing senior teachers in the upper grades, while teachers with little experience are placed in the lower grades.

3. Innovation

1) Learning Planning Innovation

Learning innovations in schools should refer to the Indonesian government regulation No. 19 of 2005 concerning National Education Standards article 20. Learning planning that must be implemented by education units is described as follows: "Planning for the learning process includes a syllabus and lesson plans that contain at least learning objectives, teaching methods, teaching materials, learning resources and learning outcomes."

In learning, learning planning innovations are needed so that an active, creative, effective, and enjoyable learning process can be created for students (Permendiknas No. 24 of 2007). To realize this, learning planning innovations in each education unit must meet the minimum criteria set out in the learning process planning standards.

2) Innovation in Learning Strategy

Innovation in the aspect of educational structure involves how schools and groups and classrooms are organized to make them more prestigious. The development of an innovation is driven by the motivation to innovate education itself.

In Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency, in the implementation of learning strategy innovation activities, based on the results of research from researchers, it appears that innovation in learning strategies is implemented by adjusting to school conditions. In order for innovation in learning strategies to be carried out properly in accordance with the demands of today's times, teachers along with principals and curriculum representatives should seek information about existing learning innovation models. Learning should be based on the constructivistic paradigm so that it can help learners to internalize, reshape, or transform new information. Trianto revealed several innovative learning models based on constructivistic paradigm, namely: (1) reasoning and problem solving model; (2) inquiry training model; (3) problem-based instruction model; (4) conceptual change model; (5) group investigation model; (6) model-based learning; (7) jurisprudential research model; (8) social research model. With regard to these innovative learning models, it supports the emergence of effective learning models that it develops, namely: (1) problem-based learning; (2) inquiry and discovery learning; (3) project-based learning; (4) cooperative learning with various types (jigsaw, NHT, GI, etc.); (5) participator learning; (6) scaffolding learning.

3) Innovation in the use of learning media

Innovation in learning media carried out at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency based on the results of research, it turns out that teachers at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency have used several learning media. With information about the innovative use of this innovative learning media, later Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency will use media based on Information and Communication Technology (ICT). In line with the 2006 curriculum, Information and Communication Technology (ICT) functions as an innovative learning media. As a learning medium, educators are encouraged to utilize ICT facilities, especially computers, to facilitate learning for students.

4. Sense of Responsibility

Teachers are the most influential component in the creation of competent learning processes

and outcomes. Therefore, the role of the teacher is very necessary to improve learning competence because learning competence will not increase if it is not supported by the role of a teacher.

Based on the results of research at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency, there are several things that teachers do in increasing student learning motivation, namely:

- a) Clarify the objectives to be achieved.
- b) Generate student interest.
- c) Create a pleasant atmosphere in learning.
- d) Give reasonable praise for each student's success.
- e) Provide an assessment.
- f) Comment on the results of student work.
- g) Create competition and cooperation.

5. Exemplary

In developing religious values, teachers of Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency use the principle of exemplary. The exemplary behavior of the teachers is aimed at students. Among the exemplary actions that teachers take are:

- 1) Leaving school early and standing in the corridor accompanied by several teachers, welcoming the arrival of students then shaking hands while saying greetings and full of familiarity and friendliness.
- 2) Starting the activity by praying together in the classroom.
- 3) Always taking the time to visit the teachers' room, and chatting with teachers who are not teaching.
- 4) Greeting first to anyone who happens to cross paths, including students with Islamic greetings.
- 5) Always dress neatly, and look friendly and authoritative.
- 6) Always attending invitations to every religious activity.
- 7) Always perform dluha prayers and congregated dhuhur prayers.

In Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency, character building through exemplary behavior aims to strengthen life values in accordance with the values developed at school. As we know that the purpose of character building according to Kesuma is to strengthen the values of life so as to make the distinctive personality of students, correct the behavior of students who are in accordance with the values developed by the school, and build harmonious connections with families and communities.

Analysis of constraints and obstacles in the implementation of Work Culture in improving teacher performance at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency

Work Culture is basically the values that become a person's habit and determine the quality of a person at work. These values can come from customs, religious teachings, norms and rules that apply in society. From this definition, it seems clear that someone who has character, obeys religion, and has noble values will have good performance, in the sense of being willing to work hard, be honest, anti-corruption, and always try to improve the quality of his work for the progress

of the organization. Work culture is a habit that is carried out repeatedly by employees in an organization, violations of this habit do not have strict sanctions, but from the behavior of the organization morally have agreed that these habits are habits that must be obeyed in the context of implementation in achieving goals.

To be able to produce optimal performance, a teacher should try to transform these values in their work unit. The obstacles to the transformation of work culture values experienced by most teachers are as follows:

1. Social Values

The existence of social gaps between coworkers is a major obstacle and causes disharmony at work. Differences in rank and position, including seniority, are one of the causes, in addition to individual causes such as low tolerance, and high selfishness in terms of efficiency, the workload is too heavy felt by the participants who are junior teachers in the office.

Based on the above, it can be concluded that the social values of teachers at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency are still often disputes and jealousy between teachers with one another. Solidarity and a sense of kinship which is a form of a sense of responsibility to build a school, this is evidenced by the activities of teachers visiting the sick principal and always maintaining harmony between fellow teachers without differences in rank and position.

2. Democratic Values

The obstacles in the application of democratic values in Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency are very large. The main factor causing this is their new condition, so they often experience unpleasant treatment such as: restrictions on their rights, discriminatory treatment between senior teachers and junior teachers, difficulties in dealing with personnel administration issues, and restrictions on development and self-actualization.

3. Bureaucratic Values

The lack of teachers causes a teacher to teach outside the field of study that is his or her specialty. This is exacerbated by the school's incomplete facilities and infrastructure that are less supportive in the effort to implement a good teaching and learning process.

4. Professional Values

The most dominant obstacles include the poor habits of senior teachers, who often arrive late, are absent without permission, are not punctual in carrying out their duties, and teachers who are still concurrently assigned to other schools. In addition, the assignment of teaching duties outside of their specialized field of study makes many teachers feel unprofessional in teaching. Lack of discipline in both coming to school and entering teaching in the classroom, although not all teachers here come or enter the class late there are some teachers who are like that.

5. Economic Values

Not all teachers in Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency are in a sufficient economic situation, some teachers in Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency also have teachers whose economies are still lacking. so that economic factors become obstacles in improving teacher performance. Based on this, it can be concluded that the obstacle to the value of the teacher's work culture in Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency is from the teacher's economic factor, because not all teachers in Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency have sufficient economic

conditions.

6. Lack of Mastery of Learning Materials

Based on the research data collected by the researchers, some problems regarding material mastery can be stated as follows:

- 1) Little teacher insight into learning materials
- 2) The number of busy activities that take up time outside of school duties
- 3) Limited learning books in the library
- 4) Lack of teacher Pedagogical Competence

7. Lack of Teacher Interaction in Learning

The problems that are often experienced by teachers at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency in managing teaching and learning interactions in the field of study include:

- 1) Lack of understanding of the differences in students
- 2) Lack of approach to students
- 3) Selection of inappropriate methods
- 4) Lack of ability to explain

8. Lack of Classroom Management in Learning Implementation

In the implementation of learning, teachers at Madrasah Aliyah Yasmida Ambarawa Pringsewu often face problems in classroom management. Based on the results of interviews with teachers at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency, the classroom management problems that often arise during the implementation of learning can be identified as follows:

- 1) Monotonous Teaching and Learning Format
- 2) Authoritarian type of teacher leadership
- 3) Challenges for teachers to be role models
- 4) Disruptive student behavior

9. Lack of Teachers in the Use of Media in Learning

Based on the results of the discussion above, teachers at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency in reality in the implementation of learning are still running as they are, because in choosing the right learning media for the field of study, teachers often face problems, including:

- 1) Teachers lack effectiveness and innovation
- 2) Teachers are less skilled in using learning media
- 3) The use of media that takes a long time

Based on the above, it can be concluded that the lack of teachers in the use of media in learning at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency is a factor of teachers who are less effective and innovative, teachers are less skilled in using learning media, the use of media that takes a long time, therefore it is necessary to improve the ability of teachers to use learning media.

CONCLUSION

Based on the description in the previous chapter, this research can be concluded as follows:

1. The implementation of work culture values in Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency is
 - a. Integrity is shown by the determination and willingness to do good, be wise in solving work problems, comply with the rules that apply to principals, teachers and school staff, and refuse bribes, gratuities and corruption;
 - b. Professionalism is shown by the performance of principals, teachers and school staff in accordance with their jobs and competencies, seriousness in carrying out tasks, doing work in a measurable manner in accordance with the specified targets, receiving rewards and punishments that apply in accordance with applicable regulations;
 - c. Innovation shown by the program system that is always improved periodically, openness of principals, teachers and school staff in accepting constructive criticism, always improving competence by following applicable assessments, and utilizing technology and information to run and socialize the program;
 - d. Responsibility is shown by the completion of the program in accordance with the specified targets, as well as accepting constructive evaluation in the quarterly evaluation program;
 - e. Exemplary is shown by good service to the community, and guidance from fellow principals, teachers and school staff.
2. Constraints and obstacles in the implementation of Work Culture in improving teacher performance at Madrasah Aliyah Yasmida Ambarawa Pringsewu Regency are:
 - a. Social Values,
 - b. Democratic Values,
 - c. Bureaucratic Values.
 - d. Professional Values
 - e. Economic Values
 - f. Lack of Mastery of Learning Materials
 - g. Lack of Teacher Interaction in Learning
 - h. Lack of Classroom Management in Learning Implementation
 - i. Lack of Teachers in the Use of Media in Learning

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