

Organizational Culture in Improving Teacher Performance in Support of SDG 4 (Quality Education)

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ABSTRACT

Objective: To describe the organizational culture of public senior high schools in West Pasaman Regency and examine its potential contribution to improving teacher performance. Organizational culture is assessed through three indicators: collaboration, trust, and honesty. The study also positions a supportive school culture as an institutional mechanism for advancing Sustainable Development Goal 4, particularly the provision of quality education through effective and professional teaching practices. **Method:** A descriptive quantitative design was employed. The population comprised 359 teachers from public senior high schools in West Pasaman Regency. A sample of 98 teachers was selected through proportional stratified random sampling. Data were collected using a Likert-scale questionnaire distributed through Google Forms. The collected data were analyzed using mean scores and percentage calculations to determine the achievement level of each organizational culture indicator. **Results:** The findings indicate that organizational culture was generally classified in the good category, with an overall achievement rate of 80.35%. Trust obtained the highest achievement rate at 85.48%, followed by honesty at 83.31% and collaboration at 83.25%. These results demonstrate that positive cultural values have been established across the participating schools, although further improvement remains necessary to optimize their contribution to teacher performance. **Novelty:** To provide empirical evidence regarding organizational culture in public senior high schools in West Pasaman Regency by integrating collaboration, trust, and honesty within a single descriptive framework. It further highlights organizational culture as a school-level foundation for strengthening teacher performance and supporting SDG 4 through sustainable improvements in educational quality.

INTRODUCTION

Culture is an important factor that can provide great strength and encouragement for an organization. Organizational culture is a habit held by its members that differentiates one organization from another (Warde, 2014). Duchek (2019) states that every organization has a culture that depends on its strength, which can have a relatively large impact on the attitudes and behavior of members of the organization. Organizations and organizational culture are interrelated and influence each other. Organizations produce and influence organizational culture through their structures, policies, and practices. Conversely, organizational culture reflects the identity and characteristics of an organization (Pike & Page, 2013). Organizational culture is defined as the deep-rooted values and beliefs held by personnel within an organization. If an organization has a unique and distinctive organizational culture, it can become a characteristic that distinguishes the organization from others. Through organizational culture, the identity of an organization is reflected in the way the organization operates, interacts, and makes decisions. Organizational culture and organizational identity are interrelated and influence each other. Organizational culture reflects the identity of the organization through the values and practices adopted, while organizational identity can shape the organizational culture through the values and direction desired by the

organization (Chatman & O'Reilly, 2016). Organizational culture is concerned with the values adopted by an organization in carrying out its activities (Felipe, Roldán, & Leal, 2017). An organization consisting of various groups of individuals who work together and interact with each other will form a habit that will eventually form an organizational culture. In the organizational system, the values of organizational culture can guide all members of the organization to do their work, behave, be active, and interact with the external environment (Fong et al., 2003). states that organizational culture is complex enough that it is important to have shared norms and values that will guide the behavior of organizational participants (Alesina & Giuliano, 2015).

Furthermore, research evidence shows that these cultural values are not only taught to newcomers, but are also sought by newcomers and want to learn about their organizational culture. Organizational culture has several important characteristics that can be described as follows: First, the regularity of observed attitudes; that is, in interacting, members of the organization use language, terms, and procedures that are related to respect and attitude (Norton, 2013). Second, norms; that is, there are standards of attitude, including guidelines regarding how much work must be completed. Third, core values; that is, there are primary values that are supported by the organization and can be shared with its members (Lobschat et al., 2019). Fourth, philosophy; there are strong and strict guidelines regarding treating employees and/or customers. Fifth, rules; that is, there are strict guidelines regarding getting along well within the organization. Sixth, organizational climate; this is about how members of the organization interact with their relations or other external parties (Bombaerts et al., 2019).

In educational institutions, organizational culture has an important position in directing the behavior of organizational members so that it can have an impact on teachers as members of an organization to achieve goals according to established standards. According to UU No. 14, 2004 about Teachers and Lecturers, and according to UUSPN No. 20/2003 Chapter XI Article 39 Verse 2 in (Sari, Ahmad, & Harris, 2021), Educators are professional educators with the main task of educating, teaching, guiding, directing, training, assessing students in education. In addition, educators are professional staff who are tasked with designing and implementing the learning process, carrying out guidance, and training (Dwivedi et al., 2023).

This research is important to study because it understands organizational culture in improving teacher performance. Therefore, the purpose of this writing is to collect and analyze previous research, studies, articles, and related literature on this topic, in order to gain a comprehensive understanding of the concept of organizational culture and how organizational culture improves teacher performance.

RESEARCH METHOD

This type of research is descriptive research (Jack et al., 2018). The population is all teachers of State Senior High Schools in West Pasaman Regency with a total of 359 people. The sampling technique used in this study was stratified proportional random sampling with a total of 98 people. The instrument used was a Likert scale model questionnaire. The distribution of questionnaires in this study was carried out using a google form link. The data analysis technique used was mean and percentage (Coman et al., 2020).

RESULTS AND DISCUSSION

Results

Organizational culture

The organizational culture questionnaire items consist of 23 items, therefore the minimum score is 23 (1 x 23) and the maximum score is 155 (5 x 23). Based on the respondents' answers, the lowest score was 75 and the highest score was 115. The results of data processing show an average score (mean) of 96.43, a mode of 103.00, a median of 96.00 and a standard deviation of 9.687. The frequency distribution of organizational culture scores can be seen in table 1 below.

Table 1. Frequency distribution of organizational culture variable scores

Interval Class	F	% Frequency Absolut	% Frequency Relative
111-116	9	8.91%	
105-110	14	13.86%	43.56%
99-104	21	20.79%	
93-98	24	23.76%	23.76%
87-92	17	16.83%	
81-86	11	10.89%	32.67%
75-80	5	4.95%	
Total	101	100%	100%

In table 1 above, it can be seen that 23.76% of the organizational culture scores are in the average score interval class, 43.56% of the organizational culture scores are above the average score interval class, and 32.67% of the organizational culture scores are below the average score interval class. For more details, the frequency distribution of the organizational culture variable scores can be seen in the following figure:

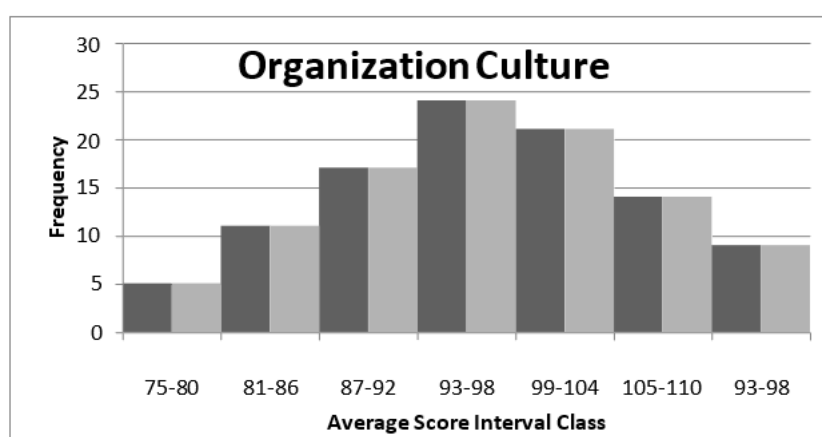


Figure 1. Histogram organization culture

Furthermore, the results of the data analysis on the level of achievement of respondents for each organizational culture indicator can be seen in Table 2 below.

Table 2. Response achievement level for each organizational culture indicator

No	Indicator	Ideal Score	Score average	% Level Achievements	Category
1	Collaboration	50	41.62	83.25%	Good
2	Confidence	30	25.64	85.48%	Good
3	honesty	40	29.16	83.31%	Good
Total				80.35%	Good

Discussion

In table 2 above, it can be seen that the average achievement level of the organizational culture variable in general is 80.35%. This achievement level is only in the good category. This means that in general it can be said that the organizational culture in State Senior High Schools in West Pasaman Regency is not running well, both in terms of cooperation, trust, and honesty aspects are in the good category (Endrimon et al., 2019). However, if detailed from each aspect, the lowest level of achievement is in the cooperation aspect of 83.25% and the high level of achievement is in the trust aspect of 85.48%.

The results of this study indicate that organizational culture is still not running well and still needs improvement (Syakur et al., 2020). Overall, the results of this study indicate that the Organizational Culture of State Senior High Schools in West Pasaman Regency is in the good category with a percentage of achievement level of 80.35%. This means that the organizational culture of State Senior High Schools in West Pasaman Regency has been implemented well, but there is still a need for improvement in each aspect in optimizing it (Agustin, Arafat, & Rosa..., 2023). Overall, the results of this study indicate that the Organizational Culture of State Senior High Schools in West Pasaman Regency is in the good category with a percentage of achievement level of 80.35%. This means that the organizational culture of State Senior High Schools in West Pasaman Regency is said to be good, but there is still a need to improve each aspect.

The results of the study above show that organizational culture in improving the performance of state high school teachers in West Pasaman Regency is still not fully effective, and there is still a need for improvements in organizational culture in the aspects of cooperation, trust, and honesty (Agustin et al., 2023). This is actually normal or common if analyzed based on the opinions expressed. states that the process of building organizational culture occurs in three ways. First, founders only recruit and retain employees who share their views and feelings. Second, they indoctrinate and socialize their way of thinking and behaving to employees. Third, the founder's own behavior becomes a role model that inspires employees to internalize these beliefs, values, and assumptions. Organizational culture is a key variable that can drive the success of educators which can ultimately improve their performance (Shepherd et al., 2023). In his research organizational culture has a significant influence in producing school success by implementing various organizational cultures in schools. The role of culture in schools provides cultural values to school residents, develops the culture that has been implemented, and passes on the culture to teachers and students (Vansteenkiste et al., 2020)

The results of the study found a family nature to carry out organizational culture and get used to order and discipline for the progress of the school and can provide a culture that creates values and self-confidence as members of the organization at

school. Organizational culture plays a major role in shaping employee behavior (Yaakob, 2025). As a value system, organizational culture is the values and attitudes that employees have believed in so that they have become the basis for employee behavior and attitudes when working (Norton et al., 2015). Attitudes and values that have crystallized in the organization will be a guideline for employees to think, act, and behave in accordance with the attitudes and values they believe in. In other words, culture will influence the extent to which members of the organization achieve organizational goals, Mega & Surya, (2016). Organizational culture is very important in an organization, because organizational culture will be the basic foundation in carrying out activities, the better the organizational culture values that exist, the better the culture influences the development of an organization, if an organization is founded on a good culture, then the organization will always survive in the midst of an era that is always changing (Nas, 2011).

Organizational culture that is truly managed as a management tool will influence and become a motivator for employees to behave positively, dedicatedly and productively. Cultural values are not visible, but are a force that drives behavior to produce work effectiveness. Organizational culture can create situations that can encourage employees to improve their performance. Because with a good and directed organizational culture, work can be carried out sequentially with maximum results. Without an organizational culture applied to an organization or company, it will be very difficult for the organization or company to achieve its desired goals.

CONCLUSION

Fundamental Finding: The study demonstrates that the organizational culture of public senior high schools in West Pasaman Regency is generally in the good category, with an overall achievement rate of 80.35%. Trust achieved the highest score at 85.48%, followed by honesty at 83.31% and collaboration at 83.25%. These findings indicate that shared organizational values have been positively established within the schools. However, the results also suggest that the existing culture has not yet been implemented at an optimal level. In particular, collaboration requires greater attention because it obtained the lowest achievement rate among the examined indicators.

Implication: The findings imply that school leaders should regard organizational culture as a strategic instrument for strengthening teacher performance and educational quality. Leadership practices should promote transparent communication, mutual trust, ethical conduct, collaborative planning, peer support, and shared responsibility for student learning. Strengthening these dimensions may support SDG 4 by creating a professional school environment that enables teachers to provide consistent and high-quality educational services.

Limitation: This study was limited to public senior high school teachers in West Pasaman Regency and employed a descriptive quantitative design based on self-reported questionnaire data. Therefore, the findings cannot establish causal relationships between organizational culture and teacher performance. The study also examined only three cultural indicators and did not incorporate observations, interviews, or perspectives from school principals and students.

Future Research: Future studies should involve broader samples from different school levels, regions, and institutional contexts. Explanatory or longitudinal designs are recommended to examine the direct and indirect effects of organizational culture on teacher performance and student outcomes. Future research may also include leadership, work motivation, organizational commitment, job satisfaction, and teacher well-being as mediating or moderating variables. Mixed-method research could

provide a more comprehensive understanding of how organizational culture contributes to sustainable school improvement and the achievement of SDG 4.

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AUTHOR CONTRIBUTIONS

Sulastri: Conceptualization, methodology, supervision, project administration, validation, and writing—review and editing. **Syahril:** Conceptualization, methodology, validation, and writing—review and editing. **Nelfia Adi:** Investigation, data curation, and writing—review and editing. **Yulianto Santoso:** Formal analysis, investigation, and visualization. **Lutfiani:** Investigation, data collection, and resources. **Sari Febrianti:** Data curation, formal analysis, and writing—original draft. **Widiawati:** Investigation, resources, and validation. **Hendri Budi Utama:** Formal analysis, visualization, and writing—review and editing. **Hardianto:** Methodology, validation, and writing—review and editing. All authors read and approved the final version of the manuscript.

CONFLICT OF INTEREST STATEMENT

The authors confirm that there are no conflicts of interest, either financial or personal, that may have influenced the content or outcome of this study.

ETHICAL COMPLIANCE STATEMENT

This manuscript complies with research and publication ethics. The authors affirm that the work is original, conducted with academic integrity, and free from any unethical practices, including plagiarism.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

Generative artificial intelligence tools were used solely to assist with English-language editing, grammatical refinement, and the organization of selected sections of the manuscript. These tools were not used to generate, modify, or analyze the research data, determine the research findings, or make scholarly interpretations. All AI-assisted content was reviewed, verified, and revised by the authors, who take full responsibility for the accuracy, integrity, and originality of the final manuscript.

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