Empowering Organisational Culture to Increase Performance of Senior High School Principals

Sutji Harijanto[a], Henny Suharyati[b], Rais Hidayat[c], [a,b,c]Manajemen Pendidikan, Sekolah Pascasarjana, Universitas Pakuan, Bogor, Indonesia, Email: [a]sutjihar@unpak.ac.id

This study aims to explore the empowerment of organisational culture in increasing the performance of senior high school principals. The population in this study was 146 heads of public and private high schools in East Jakarta. The sampling technique used is a simple random sampling. The result shows that the performance of senior high school principals can be increased by empowering organisational culture. It also shows that the performance of senior high school principals strengthens the notion that the higher score of the independent variables of organisational culture, the higher the score of the performance of senior high school principals serving as the dependent variable. Strengthening organisational culture will improve the performance of senior high school principals. Finally, the performance of senior high school principals was examined at one point in time. The quality of the principal's performance will increase if organisational culture also increases.

Key words: *Senior High School, Principal's Performance, Organisational Culture, Empowerment*

Introduction

According to the 2007 Human Development Index published by the United Nations Development Program, Indonesia's human resource quality is ranked 107 out of 177 countries, more precisely Indonesia's rank is below Thailand, Singapore and the Philippines. Malaysia is ranked 63, which means the education system in Malaysia to develop the quality of human resources is better than Indonesia. Whereas in the 1970s Malaysians learned a lot from Indonesia, the Malaysian government even brought in subjects of mathematics and natural science to teach in schools in Malaysia.

The performance of the headmaster of senior high schools in East Jakarta City is the target of this research. This region is divided into 10 districts and has a high school population of 146 schools, accommodating as many as 57,013 students. The performance of senior high school principals in East Jakarta in 2008 can be stated in 2 (two) aspects, namely: (1) equity of education, and (2) improvement of quality. In the educator sector of 4,690, teachers, as many as 61.87% have been identified and are included in the category of decent teaching and 38.13% into the category not worth teaching.

The above facts are some indications of the low performance of senior high school principals in East Jakarta. The low performance comes from low student input, low quality of teaching and learning process, low teacher qualification, low work motivation, work climate, principal leadership style not being suitable to influence subordinates, less precisely the organisational culture applied by the citizens of the school and others. If this is not addressed, it can create distortions that will hamper the development of education in East Jakarta, which is makes it difficult to compete in national and international forums.

The performance of senior high school principals in East Jakarta was conducted by a team consisting of the Head of Sub Department of Secondary Education as Team Leader, the Head of Senior High School Section, and the High School Supervisor Coordinator. The purpose of the assessment is to: (1) know the principal's performance (2) have knowledge of the ingredients for formulating school counselling policies and programs (3) have references for the promotion of the principal's position.

The focus of this research is on how organisational culture can improve principals' performance. Is there an influence of a particular organisational culture indicator that can improve the performance of the principal?

Performance

Understanding performance by experts is on the one hand interpreted as performance and on the other hand, as work performance. Similarly, definitions of performance include different missions. But in principle, performance leads to an effort to achieve better work performance. Robbins (2005) states that success in doing a job is largely determined by performance.

Meanwhile, Hersey, Blanchard, & Johnson (1996) argue that performance is the result of an activity or work. While Bernardin & Russell in Ruky (2006) put forward "Performance is the record of the outcome produced on a specified time function." Referring to the definition contained three aspects that need to be understood by every leader of an organisation and (2) clarity of results expected by the organisation, and (3) the time required to complete the work. In line with the above opinion, Handoko (2000) argued that "performance as a process by which the organisation evaluates or assesses employee performance".

Furthermore, Bowin & Harvey (1996) state that "Performance may be defined as the accomplishment of an employee or manager assigned duties and the outcomes produced on a job function or activity during the specified time period." This definition contains the meaning that performance is associated with achievement factors because it is associated with seriousness in work. Performance words refer to the results of work in the completion of the work, handling or execution of a task. Bates & Hoeton, as quoted by Armstrong & Baron (1998) suggested that performance is a result of work or behaviour.

Thus, the term performance will lead to two things, namely the process and the work achieved. Performance is an action of a process involving various components of activity. Performance is not only seen as a result that occurs at a certain point in time. Robbins (2005) states that performance is a benchmark of success in doing something work.

Another opinion is expressed by Richard & Donald (1988) and Arifin (2015), that performance is concerned with how well a person does his job. Associated with an individual's role in the organisation, performance is a set of individual behaviours or activities that match the expectations or desires of the organisation in which he works (Hugh & Feidman, 1986).

Whereas, according to a behavioural approach in management, performance is the quantity or quality of something produced or services provided by a person doing the work (Luthans, 1995). Referring to these limits, it can be stated that performance is the result, both quantity and quality, which one achieves in carrying out the tasks that are his responsibility. Another opinion expressed by Davis & Newstrom (2002) and Mathis & Jackson (2000) states that satisfied employees will generate high performance within the organisation. A satisfied employee will make a supportive effort to do his job well. In the context of the definition, performance is related to job satisfaction so that if an employee in an organisation is satisfied with the results of his work, the welfare provided by the organisation and its products used by the people, and receives praise from the leadership, it will result in a performance that.

Furthermore, Hersey & Blanchard (1993) and William (2005) state to assess the performance of principals it is necessary to know in advance the main skills that must be owned as well as roles and duties required. The principal skills of an administrative leader are grouped into three parts: conceptual, humanitarian and technical. Conceptual skills are the ability to know the wisdom of the organisation as a whole. Humanitarian skills are the ability to work in groups or coordinate groups, whereas technical skills are the ability to use methods, processes, procedures, and techniques that are usually associated with tools. This skill is important for middle or lower level leaders.

Meanwhile, Knezevich (1984) states that the role that the principal runs in charge of the school is as: (1) the communication agency between the teacher and the school system,

between the community and the school and between the students and the learning program; (2) leaders in learning activities. The principal must understand the curriculum and its impact on the learning facilities, understand the learning program and its impact on financing, find out the necessary learning materials, and seek organising and utilisation of student learning time; (3) a catalyst that can motivate the growth of staff professionalism. Encourage students to achieve high learning outcomes and get schools to achieve high educational achievements; (4) managers of various sources to achieve quality learning. They are responsible for protecting, using as well as possible and checking the use of such resources for the benefit of the learning process; (5) security guards, control and enforce discipline to maintain smooth learning; (6) serves as a student advisor fairly and objectively, and appreciates the views of others and can minimise conflict.

Meanwhile, Hayness (1984) and Kerlingger (2000) state that in evaluating the behaviour of a person associated with their performance, then what needs to be considered is the method of work, work procedures and work habits. Thus, the behaviours that can be evaluated are: (1) Leadership; (2) Planning; (3) Organising; (4) The determination of priority; (5) Delegation; (6) Control; (7) Problem solving; (8) Decision making; (9) Direct communication; (10) Written communication; (11) The ability of administrative (12) Ability to connect with others; (13) Safety of work; (14) Cleanliness; (15) Timeliness; and (16) Presence.

Thus, the performance of principals implies conceptual skills, humanitarian skills and technical skills. The principal's performance is also linked to his role as a school liaison agent with teachers, students and the community; as a leader of learning activities; as a catalyst to achieve school performance and renewal; as a school order keeper; and as managers of the various resources that exist in the school. The performance of principals is also assessed through working methods, work procedures and work habits (Triwahyuni, Abdullah & Sunaryo, 2014; Cheng, 1994).

Based on the above descriptions, the definition of performance in this study is the performance of the principal in the context of the execution of tasks and functions to achieve organisational goals with indicators: ability to plan work programs, ability to complete tasks well, responsiveness to complaints and achievements, cooperation, administrative management, and evaluation of work programs that have been implemented.

Organisational Culture

Bounds cited by Nasution (2001) suggest that culture contains many key aspects, namely: (1) Culture is a social construction of cultural elements, such as values, beliefs and understanding, shared by all members of the group, 2) Culture provides demands for its members in understanding an event, (3) Culture contains customs or traditions, (4) In a culture, patterns of values, beliefs, expectations, understanding and behaviour arise and

develop over time. Culture directs behaviour, customs or traditions as a glue that unifies an organisation and ensures that its members behave in accordance with the norm, and (6) The culture of each organisation is unique. Referring to these concepts, the notion of culture is a complex whole that deals with patterns of behaviour and beliefs covering the values, knowledge, norms, morals, expectations, laws, and other abilities and habits repeatedly adopted by humans as a member of society. Furthermore, Bounds (2001) defines the organisational culture as "the embodiment of the values and traditions underlying the organisation, as seen in how employees behave, employees' expectations of the organisation and vice versa, and what is reasonable in terms of how employees perform their work".

Meanwhile, Robbins & Judge (2009) define organisational culture as follows: "organisational culture refers to a system of shared meaning held by members that distinguish the organisation from other organisations". This means that organisational culture refers to a system of shared meanings formed by its members as well as organisational differentiation. Thus, every organisation should not have the same culture. Each organisation has an organisational culture that is characteristic, and at the same time a differentiator with other organisations (Marks & Printy, 2003; Sigit, 2003).

Organisational culture greatly affects the working atmosphere in the organisation. Organisational culture is the daily manifestation of the values and traditions underlying the organisation in how to behave, the expectations of employees within the organisation and vice versa, and what is considered reasonable in terms of how employees perform their work.

Meanwhile, according to Luthans (2002) organisational culture is "a pattern of basic assumption invented, discovered, or developed by a given group as it learns to cope with as problems of external adaption and internal integration that has worked well enough to be considered valuable and, therefore, to be taught to new members as the correct way to perceive, think, and feed in relation to those problems".

From this definition, it seems that real organisational culture grows because it is created and developed by individuals working in an organisation, and accepted as values that must be maintained and passed on to each new member. These values are used as guidelines for each member as long as they are in the organisation's environment and can be regarded as a distinctive feature that distinguishes an organisation from other organisations.

Furthermore, Jones (2001) argued that organisational culture is the set of shared values and nornris that controls the organisation member's interactions with each other and with people outside the organisation. Values are general criteria, standards, or guiding principles that are used as desirable or undesirable. Norms are standards or styles of behaviour that are acceptable or typical for a group of people. In definition, it is meant that organisational culture is a set of widespread values and norms that can control the interaction between

members of the organisation and members of the organisation with people outside the organisation. Values are general standards of principles that are considered good and not well done. While the norm is a standard of behaviour that may or should not be done and which members of the organisation should not do.

Meanwhile, Gibson & James (2006) state that "organisational culture is what the employees perceive and how this perception creates a pattern of beliefs, values, and expectations". Thus, it implies what the employee understands and how that perception creates a pattern of beliefs.

Later in its development, Kreitner & Kinicki (2008) stated that "organisational culture is the set of shared, taken for granted implicit assumptions that a group holds and determines how it perceives, thinks about, and reacts to its various environments". In this statement the meaning of organisational culture is a form of an assumption that is owned, received implicitly by the group and determines how the group feels, thinks and reacts to its diverse environment. As Schein (2004) puts it, "organisation is a pattern of a set of basic assumptions used by its members in solving both internally and externally successful and legitimate internal adaptation problems and then taught to new members as a proper way of feeling, seeing and analysing problems".

Meanwhile, Robbins (2008) states there are five functions of organisational culture, namely: 1) Culture has a role of setting boundaries, meaning that cultures create a clear distinction between one organisation and another. 2) Culture brings a sense of identity to its members. 3) Culture facilitates the birth of commitment to something wider than individual interests. 4) Culture enhances the stability of the social system. 5) Culture is a social glue that helps to unify the organisation by providing the right standards for what employees should say and do.

Organisational culture will affect performance and job satisfaction when viewed from the dimensions of management, members of groups, and members individually. That whole perception becomes an organisational culture. Perceptions that support or do not support this will affect employee performance and satisfaction. Employee performance or satisfaction will increase as the organisational culture improves.

From a group member's point of view, organisational culture will provide direction in finding ways to achieve organisational goals. In this case, organisational culture can have a positive or negative influence depending on the compatibility of the culture with the development of the internal and external environment. Further, Robbins states that perceptions that support or do not support affect employee performance and satisfaction with a greater impact on stronger cultures. Thus, the better the employee's perception of organisational culture and its application, the better the performance and job satisfaction of employees.

Based on the results of the above study and analysis, what is meant by organisational culture in this study is a guideline adopted by the organisation covering the values, norms, principles and rules applicable within the organisation to determine how the members of the organisation act with indicators: initiate decision-making processes, tolerate actions and conflicts, guide subordinates, supervise, cooperate, reward, seek direction and support from superiors.

Methods

This research uses a survey method with a causal approach. The causal approach uses technical analysis of path analysis data (path analysis). This study will examine or analyse the interrelationship between research variables and measure the influence of one variable on other variables. The variables studied are two types, namely: (1) organisational culture (X), and (2) performance of school principal (Y).

The target population in this study is all senior high school principals in East Jakarta. The affordable population in this study was 146 heads of public and private high schools in East Jakarta. The sampling technique used is simple random sampling. Using this technique 60 samples were obtained from an affordable population of 146.

Technical analysis of the data used is descriptive analysis and inferential analysis. Descriptive analysis is used to view the description of the data from each of the research variables shown through mean, median, mode, frequency distribution list, and histogram. After that, a large direct effect of exogenous variables on endogenous variables was calculated. The magnitude of the influence is reflected in the magnitude of the path coefficient.

Results and Discussions

The influence of organisational culture (X) on the performance of school principal (Y).

The hypothesis states that organisational culture (X1) has a direct effect on performance (X4). Based on the calculation, it shows the coefficient of the path P41 = 0.138, and it turns out that the obtained path coefficient is above 0.05, meaning the path coefficient is significant. It shows organisational culture has a positive and significant impact on performance. Thus, the third proposed hypothesis, which states organisational culture (X1) has a direct effect on performance (X4), is acceptable. To know the significance of organisational culture (X1) on performance (X4), the significance test with the t-test is done. The path coefficient is significant when the value is tcount> t-table. The result of t-test calculation is big t count = 2.14 while t-table = 167 at α = 57 and α = 0.05, so tcount> t-table, or 2.14> 1.67. This shows that the influence of organisational culture (X1) on performance

(X4) is significant. Thus, it can be stated organisational culture is instrumental in improving performance.

Direct and Indirect Influence

After the hypothesis test is done, then the next step is to calculate the magnitude of direct and indirect effects between research variables. The following Table 1 summarises the results of the direct and indirect effects of organisational culture (X).

Table 1. Correlations

		Organizational Culture	Performance
Organizational Culture	Pearson Correlation	1	.594**
	Sig. (2-tailed)		.000
	N	60	60
Performance	Pearson Correlation	.594**	1
	Sig. (2-tailed)	.000	
	N	60	60

Pearson's r value is 0.594 with Sig. (2-tailed) of 0,000 <0.05 so it was decided that organizational culture and performance were significantly and significantly related.

With regard to the results of the research hypothesis testing, several points need to be discussed further. The results of the research show that there is a direct influence of organisation culture on performance. This is in line with the theoretical models expressed by Colquitt, Le Pine, & Wesson (2009) and supported by Robbins (2002) who state that organisational culture will influence performance and job satisfaction when viewed from the dimensions of management, group members and members individually. The great coefficient of the path between organisational culture to performance is equal to p31 = 0.458. The effect of organisational culture on performance is 0.2097.

Organisational culture affects performance. The coefficient of the path between organisation culture to performance is p41 = 0.138. A big direct influence of organisational culture on performance is equal to 0.019. These results show little effect, but these results prove that organisational culture can improve performance. Culture greatly affects the working atmosphere within the organisation. Organisational culture is the everyday embodiment of the values and traditions underlying the organisation that will show how employees behave, employee expectations of the organisation and vice versa, and what is considered fair in terms of how employees perform their work. The findings of this research support Mondy and Noe's statement that there is the influence of organisational culture or corporate culture on employee performance ("A firm's culture has an impact on employee job satisfaction as

well as on the level and quality of employee performance"). Furthermore, Robbins (2002) states that an organisational culture is an important tool in improving organisational performance.

Conclusion

Based on the analysis of the research results, it can be submitted that organisational culture has a direct effect on the performance of school principals of 1.90% with a path coefficient of 0.138. Organisational culture proved to have a direct effect on performance. In other words, the stronger the organisational culture, the higher the performance of the school principal. In addition, organisational culture indirectly affects the performance of school principals of 20.76%. So organisational culture proved indirectly to influence principal performance. In other words, the stronger the organisational culture, the more performance increases, so the better the performance of the school principal.

The implication of organisational culture into the performance of school principals needs to improve excellent educational services to customers (students, parents/community). Achieving these targets can be done through training/workshops for school residents to codify aspects of the discipline, the accuracy of loyalty, involvement, and partisanship in the organisation. In carrying out the work, members of the organisation should always reflect on the motto, for example: "quality products and guaranteed to compete", as a work culture in providing services to customers. There is the need to cultivate the teachers in using the internet to find information about science and technology related to educational services before conducting their daily routine work. This conditioning can be achieved through a regular meeting strategy with the teaching council.

Also, it is necessary to re-regulate the implementation and promotion of performance-based principals. In the promotion of a principal there needs to be a rigorous selection with regard to psychological history (profile psychological profile) and career history (track record). Headmasters who have a high career record with high achievement are given high weight who have the opportunity to be elected and promoted to the headmaster for period II, or promoted to other high school principals who have the superior category, or promoted relevant to be structural officials at education authorities.

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