

The Influence of School Culture on Teacher Performance and High School Productivity in the Post-Pandemi in Tasikmalaya District

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Abstract

The purpose of this study was to understand school culture on teacher performance, the influence of school culture on school productivity, and the influence of teacher performance on school productivity in high schools in Tasikmalaya Regency, West Java. The method used is a quantitative method with a structural equation modelling approach involving one exogenous variable, namely organizational culture, one intervening variable, namely teacher performance and one endogenous variable, namely school productivity. Primary data was obtained through a survey method for school leaders including school principals and deputy principals. The population of this study were all principals and deputy principals of public and private senior high schools in Tasikmalaya Regency, totaling 555 people. Samples were obtained using a proportional random sampling technique. The sample size of the study was 168 people. Data were analyzed using Smart PLS 3.3 software. the results of the analysis show that there is a significant influence between school culture on teacher performance and has implications for school productivity. The teacher's performance variable plays an effective role as an intervening variable.

Keywords: organizational culture, teacher performance, productivity, school.

Introduction

It can be said that the productivity of schools in the Tasikmalaya district is still low. The number of schools accredited A was only 15.4%, accredited B was 22.6%, and accredited C was 59.1%, not accredited 2.9% (BAN-S/M Tasikmalaya Regency, 2021). The small number of schools that have been accredited A is due to the fact that there are still many schools that have not been able to fulfill the 8 national education standards to the fullest.

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The low productivity of senior high schools can also be seen from the fact that there are still students who stay in grades from grade ten (first year) to eleventh grade (second year), or from eleventh grade (second year) to twelfth grade (third year) (Education Office Tasikmalaya Regency, 2021/2022). Table 1 shows that there are still students who live in class in Tasikmalaya Regency.

Table 1. Number of students living in class at the senior high school level.

Year	Tenth grade to eleventh grade	Eleventh to twelfth grade	Description
2020/2021	6,3	5,6	More class X to XI
2019/2020	6,2	5,3	More class X to XI
2018/2019	6.4	5,9	More class X to XI
Average	6,3	5,6	

Source: Tasikmalaya District Education Office, 2021/2022

Table 1 shows that there are still students who are not going to class (not going to grade), which is an average of 6.3% for the promotion from class X to class XI, and an average of 5.6% for the promotion from class XI to class XII. This is a separate evaluation for school productivity, all students should be able to go to class, but with students not going to class, it shows that teacher performance and school productivity still need to be improved (Ayuba, 2018)

The number of students who do not graduate from the senior high school education unit is still above 3%. This gives a signal that school productivity cannot reach 100%. This condition needs to find the cause of this phenomenon. One aspect to look at is teacher performance. Table 2 shows the low performance of high school (SMA) teachers in Tasikmalaya District.

Table 2. Performance of high school teachers in Tasikmalaya District

Criteria	frequency	%
Very good	53	9,5
Well	86	15.50
Currently	123	22,16
Not good	321	41,62
Not very good	62	11,17
Amount	555	100

Source: 2022 survey

Table 2 shows that the number of teachers who have performed very well has only reached 53 people (9.5%) of the 555 teachers surveyed. This is caused by several factors including education and training, organizational culture, organizational commitment, work motivation,

income levels, and others (Babalola, 2004). With regard to school organizational culture, according to the surveyed high school teachers, it can be seen in Table 3.

Table 3. High school organizational culture according to teacher perceptions

Criteria	frequency	%
Very supportive of the learning process	63	11.35
Support the learning process	97	17,48
Less support the learning process	260	46.85
Very less support the learning process	135	24,32
Amount	555	100

Source: Results of the 2022 Survey implementation

Table 2 gives researchers confidence that the organizational culture in schools is still not optimal, because there are still 24.32% who answered that it does not really support the learning process properly, in fact there are still 46.85 who answered that it does not support a conducive learning-teaching process.

When viewed from the state of the art, the results of previous research conducted by experts, including (Bridglall, et.al, 2014) show that school organizational culture is significant for teacher performance. School organizational culture also makes a significant contribution to school productivity.

Research conducted by Daggett (2005) also shows that, the better the school's organizational culture will lead to better teacher performance. One way to improve teacher performance is to improve school culture.

Furthermore, research conducted by Doran (2004) concluded that teacher performance will affect school productivity. The better teacher performance, will contribute significantly to school productivity. Research conducted by also concluded that school productivity can be increased through improving school organizational culture and performance. teacher.

However, there is still research by Hallinger and Heck, (2010) which shows that organizational culture has no significant effect on teacher performance. Another study (Henderson, and Berla, 2004). also shows that, organizational culture has no effect on school productivity. Other studies have also concluded that teacher performance has no significant effect on school productivity (Sullivan, 2010).

state of the art in above shows that there are still inconsistencies between the results of one study and another. Therefore, in this study the influence of organizational culture on teacher performance, the influence of organizational culture on school productivity, and the effect of teacher performance on school productivity was to be reviewed.

Research question

1. Is there a significant influence between organizational culture on the performance of high school teachers in Tasikmalaya Regency?
2. Is there a significant influence between organizational culture on high school productivity in Tasikmalaya Regency?
3. Is there a significant influence between teacher performance on high school productivity in Tasikmalaya District?
4. What is the indirect effect of organizational culture on school productivity through intervening variables on the performance of high school teachers in Tasikmalaya District?

Theory

The influence of organizational culture on teacher performance

Organizational culture is everything that becomes the values of the organization, is accustomed to, and adheres to by all members of the organization without anyone feeling forced (Wang & Wang, 2007), but all of them are aware of it as a form of cultivation, and the initiative of the leaders in the hope that organizational performance can increase (Hartzell, 2018). Organizational culture departs from the vision, mission and goals of the organization that have been set as the future outlook that the organization wants to achieve by utilizing people, machines, money, methods, materials and markets. The ultimate goal is for employee performance to increase which in turn has implications for high organizational productivity (Hofman & Hofman, 2011).

Previous literature (Hoy, 2019) found that when an organizational culture works well, it will be able to benefit many parties, starting from increasing employee performance, increasing employee motivation, and increasing company performance. Other Research Efforts (Kanmaz, A. and Uyar, L. (2016) found that employee performance is largely determined by the developing organizational culture. Further research (Konok, 2011) found that there is a positive and significant influence of organizational culture on employee performance. A good organizational culture will have a very good impact on improving

employee performance because employees feel comfortable working in a high organizational culture environment (Sullivan, 2010).

Hypothesis 1: it is suspected that there is a significant influence of school organizational culture on the performance of high school teachers in Tasikmalaya Regency

The influence of organizational culture on school productivity

Organizational culture as a set of activities in both physical and non-physical forms (Luthans, 2011), however, is able to provide a positive impact on increasing school productivity (Marsden, 2005). High school productivity is characterized by the small number of students who stay in class and/or fail. When there are children who do not go to class or do not graduate, it means that the teacher's performance is not optimal (Musungu & Nasongo, 2008).

Various literatures explain that, when the organizational culture is good, the productivity of the organization will increase. Thus, when managers want to increase organizational productivity, the aspect that needs to be improved is the organizational culture (Nyagosia, et.al, 2013).

Another theory (Teel, 2003) explains that organizational productivity is largely determined by the developing organizational culture. Many companies as profit organizations are not able to produce high products because the organizational culture that is created is not able to run well (Teel, 2003). Conversely, many organizations are able to produce maximum products because they are able to build a good organizational culture that is carried out seriously and is believed to be a good thing and to be carried out without any coercion or objection (Wallin, 2003).

Hypothesis 2: it is suspected that organizational culture has a significant effect on the productivity of senior high schools in Tasikmalaya Regency.

Effect of teacher performance on school productivity

The issue of school productivity is in the spotlight of the researchers, especially those who are deaf about various efforts to improve the quality of schools in general. Many theories say that school productivity is influenced by teacher performance (Robbins, 005). When teacher performance increases, it is expected that school productivity will increase. When the school principal wants school productivity to increase, the most important aspect to improve is teacher performance. In this context, teacher performance is the basis for improving school quality and productivity (Washington, 2011).

Results Previous studies have concluded that teachers who have high motivation will produce high performance which can ultimately increase school productivity. High school productivity is not only able to increase the standard of living of its graduates, but is also able to contribute to improving the human development index (Yusuf and Alabi, 2013).

Similar research also concludes that the quality culture built in schools has a significant effect on improving teacher performance. It is this high teacher performance that will encourage high school productivity (Riley, 201). Many other researchers say that school performance is synonymous with school productivity, but because schools are non-profit educational service institutions, school productivity is more non-physical than physical. The number of graduates can be said to be school productivity, but the quality of graduates is far more important than the number of students the school has graduated (Ng'ang'a & Nyongesa, 2012).

Recent literature (Ogunbowale, 2007) provides theoretical recommendations, that the most powerful factor in determining school productivity is teacher performance. Meanwhile, the most powerful factor affecting teacher performance is the organizational culture that develops in schools. Thus, when organizational culture increases, teacher performance will increase which in turn will increase school productivity (Raza & Sha Arid, 2010).

Hypothesis 3: it is suspected that there is a significant influence between teacher performance on high school productivity in Tasikmalaya Regency.

Hypothesis 4. It is suspected that there is an indirect effect, organizational culture on high school productivity, through teacher performance as an intervening variable in high school in Tasikmalaya Regency.

Method

Research approach

This study uses a quantitative approach (Creswell, 2009), especially correlational which seeks to examine direct and indirect effects (Nworgu, 2015). Direct effects between exogenous variables (organizational culture) on intervening variables (teacher performance) and on endogenous variables (school productivity) (Robson, 2011). The research design used is structural equation modelling (SEM).

Population and sample

The population of this study were all school principals and vice principals in the fields of curriculum, advice and infrastructure, and student affairs. Public and private high schools under the auspices of the Tasikmalaya district education office. The total population for the study was 555 people who were spread out in high schools with public and private status. The research sample was determined by proportional random sampling technique with a sample size of 134 people.

Time and location of research

The research was conducted at both public and private high schools in Tasikmalaya Regency, West Java Province, Indonesia. The choice of research location was in senior high school, because it is this school level that will graduate students to enter the world of work or continue on to tertiary education. School productivity is very measurable from how many students can enter state universities, favorite universities, and the world of work. The better the productivity of the school, the more graduates who will be accepted at state and favorite universities will be more than those who are unemployed. The time of research is from January to July 2022.

Data collection

Primary data collection was carried out using instruments developed by researchers (Kothari, 2004) based on the dimensions and indicators of the latest theory used (Table 4). The instruments that have been developed comply with content validity, face validity and judgment validity (Graziano and Raulin, 2006), followed by empirical validity (Table 5).

Table 4. Research Instruments Lattice

Variable	Dimensions	Indicator	Item No
Organizational culture	Quality culture	Vision	SQ1
		Mission	SQ2
		Destination	SQ3
		Achievement Strategy	SQ4
	work culture	Sincere work	SQ5
		Smart work	SQ6
		Quality work	SQ7
	other culture	Song	SQ8
		Takeline, motto, yells	SQ9
		Uniform	SQ10
		Logo-symbol-flag	SQ11
Teacher Performance	Learning process	Preparation	CS1, CS2
		Implementation	CS3, CS4

School productivity	Additional tasks	Evaluation and monitoring	CS5, CS6
		Follow-up	CS7, CS8
		Principal	CS9, CS10
		Vice principal	CS11,CS12
		Homeroom teacher, extracurricular coach	CS13,CS14
	Graduate of	The number of students admitted to college is horrifying	CL1
		Number of students admitted to favorite colleges	CL2
		Number of students who do not continue	CL3
		Number of students working	CL4
		The number of students is up	CL5
		The number of students did not increase	CL6
		Number of students changing schools	CL7
	Obtaining championships (medals)	International level	CL8
		National	CL9
		Local	CL10

Source: relevant previous theory and research

Table 4 provides evidence that the construct validity associated with the research instrument has been fulfilled, and the instrument has been examined by experts in this case, namely research colleagues who have professorships in the field of educational management to fulfill judgment validity (Bond, 2003). Face validity is achieved by providing good settings, editing and layout as well as checking for typos, so that on the surface it appears as a feasible instrument (Williams, 2007). Empirical validity by looking at the validity and reliability through the outer model test as follows. (Tables 5 and 6)

Table 5. Instrument validity test

	Organizational culture	Teacher performance	School productivity
SQ_4	O. 246		
SQ_6	O. 247		
SQ_8	O. 215		
SQ_10	O. 240		
SQ_11	O. 235		
CS_3		O. 155	
CS_5		O. 169	
CS_7		O. 177	

CS_9	O. 180
CS_11	O. 156
CS_13	O. 154
CS_14	O. 170
CL_2	O. 239
CL_4	O. 215
CL_6	O. 250
CL_7	O. 260
CL_8	O. 201

Source: PLS processed data

Table 5 shows that for the organizational culture variable from the eleven items after the validity test was carried out, it turned out that for the organizational culture variable there were only five valid items, namely items numbers 4, 6, 8, 10, and 11, while those that were not included in the table were all invalid, because it is not valid. There are only 7 valid teacher performance variables, namely numbers 3, 5, 7, 9, 11, 13 and 14. There are only 5 valid school productivity variables, namely numbers 2, 4, 6, 7, and 8. Table 6 shows AVE coefficient.

Table 6. Average value of variance (AVE)

	AVE
Organizational culture	O. 714
Teacher Performance	O. 744
School productivity	O. 735

Amber: Primary data is processed with SmartPLS

Table 6 provides information on all AVE coefficients > 0.5 so that they are categorized as good. The level of instrument reliability which shows the consistency of the instrument when it is used anywhere, anytime, and by anyone can be seen in table 7.

Table 7. Reliability Coefficient

	Cronbach's Alpha (CA)	Composite reliability (CR)
Organizational culture	O,876	O,954
Teacher performance	O. 965	Oh, 965
School productivity	O. 976	O,976

Source: Reliability test calculation results

OC, TP, and SP all analysis results > 0.7 so that they qualify as data with high reliability because they are > 0.70), thus it is feasible to do the inner model test (Bootstrapping).

Data analysis

Primary data analysis uses a structural equation modelling approach, using smart PLS software. The analysis was carried out in two steps, namely the outer model and the inner model. The outer model is more on the requirements of a good data so that it is feasible to be analyzed with the SEM approach. The inner model refers more to the first to fourth hypothesis testing. At the same time to find out the indirect effect on the fourth hypothesis test.

Results

The primary data shows that male respondents (86 people, 51.19%) are more dominant than female respondents (82 people, 48.81%). The research sample is between 31 years to 40 years as many as 62 people (36.91%), aged 20-30 years as many as 42 people (25.0%), samples aged 41-50 there were around 33 people, (19.64%) and respondents with over 50 years as many as 31 people, (18.45%).

Table 8. Respondents by education level

Level of education	Frequency	Percentage
S1 or equivalent	125	74,4
S2	30	17,9
S3	1	0.7
Amount	168	100

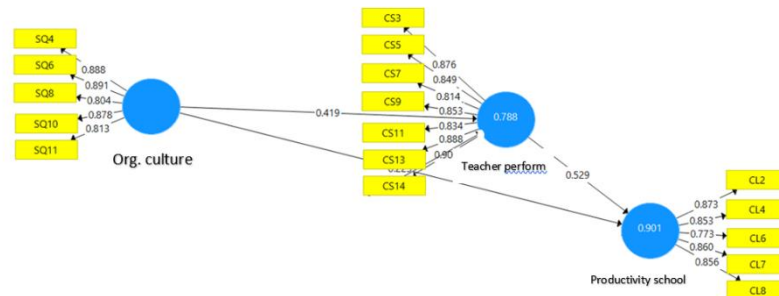
Source: data from descriptive analysis results:

Table 8 shows that there were 125 people (74.4%) with bachelor's degrees, 30 people (17.9%) with master's degrees, and 1 doctoral degree (0.7%).

OuterModel

The measurement results of the loading factor of each variable and indicator can be seen in diagram 1.

Figure 1. Algorithmic PLS Analysis



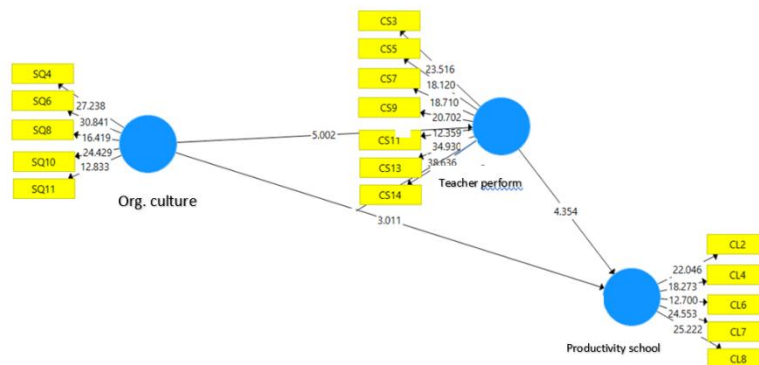
Source: PLS processed data

The diagram above shows that the factor loading for all items used for analysis (only valid items) shows a magnitude above 0.7 so that all items used to measure variables are all effective, because they are able to provide great support for variables.

Inner Model

Figure 1 has no meaning if it is not followed by Figure 2 which is the output of the t test. for the direct effect of the t table criterion that is equal to 1.96. Meanwhile, the indirect effect test was 1.98. When the t-test results are greater than the benchmark, it means that the path coefficient in Figure 1 can be said to be valid and vice versa. The calculated t coefficient in the path analysis can be seen in Figure 2.

Figure 2. Bootstrapping Result Output



Source: PLS processed data

Figure 2 provides a clear and real picture that the R2 values for the two submodels show good results. See Table 5.

Table 9. R-Square value

	R2	R2Adjusted
School productivity	0.967	0.900
Teacher performance	0.744	0.786

Source: Summary figure 2.

From table 9, it can be seen that the value of the R-Square for the variable:

1. R-square School Productivity of 0.967 means that organizational culture and teacher performance on school productivity is 96.7%, school productivity variables can be explained by organizational culture and teacher performance by 96.7%, while 3.3% is explained by other variables outside those studied. Other variables in question include teacher commitment, teaching motivation, facilities and infrastructure, school climate, supervision, leadership, and so on.

2. Score R-Square teacher performance of 0.744 which means that the magnitude of the influence of organizational culture is 74.4%, teacher performance variables can be explained by organizational culture variables of 74.4% while 25.6% is explained by other variables outside those studied. The variables in question include, many championships won by students, many championships achieved by teachers, the number of teacher works such as books, modules and research journals, and so on.

The value of the path coefficient indicates significance in testing the hypothesis with a T-Statistic value above 1.96 for the hypothesis at an alpha of 5 percent for hypotheses 1, 2 and 3; and the t-statistic value above 1.98 for the hypothesis at alpha 5% for hypothesis 4. The following is the coefficient value from the calculation results.

Table 10. Coefficient Value (Original Sample), Standard Error and T-Statistic

	Coef. path	T Statistics	P Values
Organizational Culture -> Teacher performance.	0.416	5.134	0.000
Organizational culture-> School productivity	0.220	2,853	0.004
Teacher performance->School productivity	0.526	4,320	0.000

Source: PLS processed data

Table 10 shows that:

H1: organizational culture has a positive and significant effect on teacher performance.

Path coefficient value of 0.416 with a statistical T value of 5.134 > T table 1.96 so that H1 is accepted. There is a positive and significant influence of organizational culture on teacher performance. The better the organizational culture, the better the teacher's performance. To improve teacher performance, one aspect that can be improved is to improve the school's organizational culture.

H2: organizational culture has a positive and significant effect on school productivity

The path coefficient is 0.220 with a statistical T value of 2.853 > T table 1.96 so that the H2 hypothesis is accepted. There is a positive and significant influence between organizational culture on school productivity. The better the organizational culture, the higher the school productivity. The better the organizational culture in schools, the better school productivity.

H3: Teacher performance has a positive and significant effect on school productivity

Path coefficient of 0.526 and a statistical T value of 4.320 > T table 1.96 so that H3 is accepted. There is a positive and significant influence between organizational performance on school productivity. The higher the teacher's performance, the higher the school's productivity. In other words, if you want to increase school productivity, the aspect that can be improved is teacher performance, considering that school productivity is a representation of teacher performance in general.

H4: organizational culture has a positive and significant effect on school productivity through teacher performance

The Sobel test was carried out to construct organizational culture against school productivity through teacher performance. The results of the calculation of the Sobel test obtained a value of $z = 3.04 > 1.98$ with a significance level of 5%, so the construct of teacher performance is able to mediate the relationship between organizational culture and customer productivity so that the fourth hypothesis is accepted which means organizational culture indirectly influences school productivity by mediation Teacher performance. Intervening variables play a positive role in mediating the indirect influence of organizational culture and school productivity.

Reading the hypothesis tests one to four can be seen, the variable that contributes the most to school productivity is teacher performance, followed directly by organizational culture. Therefore, it is necessary to prioritize teacher performance when wanting to increase school productivity compared to improving organizational culture.

Discussion

The influence of organizational culture on teacher performance

Results the analysis shows that the organizational culture of senior high schools has a significant effect on teacher performance. With a good organizational culture, teachers can work comfortably. Teachers' work motivation has also increased, which is indicated by many employees who have high integrity, high dedication, high innovation, high creativity, and high adversity. All of these aspects will provide direct impetus for improving teacher performance in total (Fitria, Happy. 2018).

A culture of quality that develops is a culture of achieving the vision, mission, objectives and strategic goals. All activities are focused on the school's vision and mission, which will be achieved through the collaboration of all internal stakeholders. Songs, yells, mottos, and mottos become encouragement in improving the quality of schools. Teacher uniforms, student uniforms and education staff uniforms are a work culture that must be worn in everyday dress. School logos, teacher organization logos, and student organization logos are also organizational cultures that are maintained to always be developed in improving teacher performance (Hartnell, et.al, 2011).

The results of this study are in line with the findings of Aftab, et.al, (2012) who said that, when an organizational culture develops well, the performance of the human resources in it will be good. This goes the other way around. Therefore, when the principal wants to improve teacher performance, the most prioritized aspect is improving the school's organizational culture (Tabellini, 2010).

The results of this study are also in line with the findings of researcher Adeyemi (2008) who concluded that aspects that affect teacher performance are school culture and other aspects. School culture is the biggest aspect in contributing to improving teacher performance, because it is this school culture that is the vessel for all educational process activities in schools. Naturally, when this aspect becomes a determining aspect of high and low teacher performance.

The Effect of Organizational Culture on School Productivity

Results analysis and hypothesis testing convincingly show that organizational culture has a significant effect on school productivity. A good school organizational culture provides a conducive learning climate so that there is calm, coolness, and seriousness for all stakeholders to create a culture of good quality (Aurah & McConel, 2014). A conducive work environment, a beautifully arranged school garden, a conducive classroom environment, exciting music in the morning and soft music during recess, create a comfortable spiritual

atmosphere for all internal school stakeholders. That is what actually brings its own wind to improving school quality and productivity (Barros & Marcos, 2010).

Schools that prioritize good organizational culture, including a quality culture are always maintained, so these schools will only do something if they are able to achieve high quality standards (Chatman, et.al, 2012). A good culture related to school cleanliness, enforcement of fair rules, implementation of a disciplined learning process, good extracurricular implementation, professional career guidance, will provide confidence in the growth of good quality and high school productivity (Davoren, 2013).

The school's organizational culture by instilling a motto, motto or a collection of words of encouragement will give its own meaning to the awakening and growing awareness of building a good organizational culture. Greetings, smiles, and greetings between internal stakeholders will make the organizational culture better. Such conditions will increase school productivity. Increasing school productivity is the end point of a whole series of developing a good school organizational culture (Griffin, 2012).

Effect of Teacher Performance on School Productivity

The results of the data analysis show that there is a significant influence between teacher performance and school productivity. Schools with high teacher performance, which are characterized by high teaching discipline, high attendance rates, good teaching preparation, complete learning administration, varied learning methods, complete learning media, complete modules and textbooks, sophisticated laboratories, a complete library, all of which will provide impetus for improving teacher performance (Hussain, et.al, 2011).

When all teachers in a school have high performance, it will certainly make a significant contribution to school productivity, because school productivity is actually a representation of teacher performance. It is impossible when the performance of the majority of teachers is low will have an impact on high school productivity. Therefore, to increase school productivity, an aspect that is no less important is improving teacher performance (Jex & Britt, 2008).

Teacher High performance is the dream of all students and schools. Teachers with low performance will easily be dismissed by schools because they do not make a significant contribution to improving school quality and productivity. Teachers with high performance will provide their own colour for the school in realizing the school's vision and mission. The time has come when all teachers should have the enthusiasm to keep performing high in order to increase school productivity in general (Johua & Ifedayo, 2012)

Indirect Influence of Organizational Culture on Productivity Through Teacher Performance

As is known in the first hypothesis test that organizational culture has a significant influence on teacher performance (Kamalu, et.al, 2013). Likewise, in the third hypothesis test, a significant influence was found between teacher performance and school productivity. Furthermore, the fourth hypothesis which states that, it is suspected that there is a significant influence between organizational culture on school productivity through teacher performance is also accepted.

The conclusion above has theoretical implications that school productivity is influenced by organizational culture which is mediated by teacher performance. Teacher performance is able to effectively mediate the influence of school organizational culture on school productivity through teacher performance. Theoretically, increasing school productivity can be done by increasing the organizational culture of schools through teacher performance (Karr, 2011).

The managerial implications of this research, when the education office, school supervisors, school principals and school stakeholders want to increase school productivity can be seen by improving organizational culture. It's just that this organizational culture will be more effective when it is through teacher performance (Kashyap, et.al, 2012). Educational stakeholders When wanting to increase school productivity can first improve organizational culture which then improves school performance (Kreitner & Kinicki, 2007).

This finding is the novelty of this study, bearing in mind that so far the results of previous research have examined the direct influence of organizational culture on productivity directly, not yet trying to look at the indirect effect of organizational culture on school productivity through teacher performance (Kumar, 2006).

Conclusion

The original finding of this research is that there is a significant direct effect of organizational culture on teacher performance. Schools with good organizational culture make a significant contribution to improving teacher performance. Only schools that have a good organizational culture are able to contribute to the high performance of teachers while teaching at school.

The second original finding is that there is a significant direct effect of organizational culture on school productivity. Schools with high productivity are determined by the high organizational culture prevailing in schools. Schools that are able to implement a high organizational culture will have a significant positive impact on high

teacher performance. As long as the school's organizational culture is good, the teacher's performance will certainly be good. A school organizational culture that provides coolness, peace at work, and calm for teachers will provide a positive and significant meaning for improving teacher performance.

This study also found that teacher performance has a direct and significant effect on school productivity. Teachers who have high performance make a good contribution to increasing school productivity. High performing teachers will be able to help schools create productivity. With the performance of teachers who have high school productivity in the field of graduate quality, the number of graduates accepted at public universities or favorite universities is getting better. The number of graduates who are unemployed or do not continue on to tertiary institutions will decrease. This is where the evidence shows that with high teacher performance, it will be convincingly able to increase school productivity.

Finally, this study also shows its originality through the fourth finding, where organizational culture significantly influences school productivity through teacher performance. A good organizational culture will directly affect teacher performance, which in turn has implications for increasing school productivity. Teacher performance can effectively become an intervening variable in the indirect effect between work culture and productivity

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