

The Impact of Organizational Culture on the Quality of Educational Services in Public Senior High Schools in West Java Province

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Abstract

The process of establishing an organizational culture cannot be separated from the environmental influence of an organization. A strong organizational culture will have an effect on both the increase of information quality and the coordination of behavior. The purpose of this study is to analyze the influence of organizational culture on the quality of education services at State Senior High Schools in West Java Province. The research sample comprised 381 respondents, drawn from a universe of 54,150 people using the Krejcie sampling technique. Determination of 10 research informants using a purposive sampling technique. Collecting data using literature study, questionnaires, interviews, and observations. The data analysis technique uses SEM (Structural Equation Models) analysis in conjunction with Lisrel software which in turn is used for regression testing. The results showed that the Organizational Culture on the Quality of Education Services at State Senior High Schools in West Java Province had a strong and significant effect reaching 0.69 which was determined by 12 manifest variables, namely: (1) Work perspective, (2) Work attitude, (3) Work behavior, (4) Education personnel ethics, (5) Educator ethics, (6) Student ethics, (7) Relationship between education personnel and educators, (8) Relationship between educators, (9) Relationship between educators and students, (10) Authority, (11) Division of tasks, (12) Description of tasks. This strong and significant correlation indicates that between State Senior High School Organizational Culture and Education Service Quality there is a meaningful causality relationship. Furthermore, it means that if the Organizational Culture of Public Senior High Schools is improved, it will stimulate an elevation in Organizational Culture of this study and will be accompanied by an incremental uplift in the Quality of Education Services.

Keywords: Organizational culture, education, quality

Introduction

An organization is a system that interacts with other sub-systems. Organizational culture as a system and sub-system must be maintained properly. If one of the sub-systems is malfunctioning, it will affect other sub-systems (Saggaf et al., 2014); (Tadampali et al., 2016); (Dahlan et al., 2017); (Jamaluddin et al., 2017). Organizational culture provides the strength and determines the potential of an organization to coordinate and control the behavior of organizational members. The strength of organizational culture with good

socialization among organizational members will stimulate the increasing quality of information and the coordination of behavior ((Aspiranti, 2010) (Anto, 2015)).

The process of forming organizational culture in an organization cannot be separated from the impact of the organization's environment. Thus, organizational culture can be referred to as a determining factor shaping culture that affects the behavioral norms of a society. Behavioral norms affect the conduct of both individuals and workgroups in organizations. Individual and workgroup behavior forms a pattern in an organizational management system ((Yusuf, 2017); (Qadam, 2019)).

The management system within an organization can run optimally if each individual adopts self-regulating practices, meaning that as long as the individual carries out his/her responsibilities properly, the organization will run efficiently. The strategic element in determining whether or not an organization is 'healthy' is Human Resources (HR). HR that is developed in a planned and sustainable manner is an absolute necessity, especially for the future of the organization ((Lestari, 2017); (Rafiq, 2019); (Liow et al., 2020)).

HR is more important than facilities or infrastructure. No matter how sophisticated and comprehensive the supporting facilities within an organization are, the organization will not succeed in realizing its organizational goals absent of high quality human resources. With adequate quantity and quality of human resources, it can be asserted that the goals of an organization will be easily achieved optimally. In addition to quality, human resources must be able to keep up with organizational dynamics and adapt to environmental changes, such that they are able to make changes in attitudes and behavior as well as being able to adapt to current and future challenges (Irvianti, Prabowo, and Permana 2012; Doa and Tampubolon 2016).

Furthermore, a system of shared values and beliefs in organizational culture shapes HR work attitudes and behavior. The human resources in this study comprise the teachers and/or employees who carry out the duties and functions of the organization and at the same time manage various problems faced by the organization. In the dimension of the bureaucracy of education, the value system in question is embedded in a set of formally-agreed regulations. At the heart of this structure is the 'Vision and Mission' ('Visi-Misi') statement of the organisation. The Visi-Misi' articulates the shared ideals that are to be realized through the implementation of agreed policies and practices. In turn these policies and practices are intended to achieving the objectives of implementing the educational function. This includes maximising student achievement levels and developing the quality of behavior within all academic activities (Irvianti, Prabowo, and Permana 2012; Doa and Tampubolon 2016; (Azzuhri & Permanasari, 2019)).

Therefore, this study aims to analyze the influence of organizational culture on the quality of education services at public high schools in West Java Province..

METHOD

The research sample comprised 381 respondents from a universe of 54,150 people using the Krejcie sampling technique. Determination of 10 research informants using a purposive sampling technique. Collecting data using literature study, questionnaires, interviews, and observations. The data analysis technique used SEM (analysis Structural Equation Models) in conjunction with Lisler software for regression testing.

RESULTS AND DISCUSSIONS

Based on the model test, the hypothesis proposed in this paper can be proven by the results of hypothesis testing as follows:

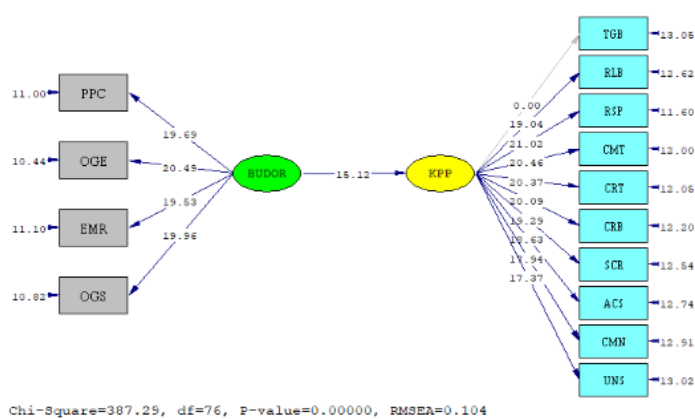


Figure 1: The relationship between organizational culture and the quality of education services

Based on Figure 1, it is known that the relationship between Organizational Culture and Quality of Education Services has an influence. In the path diagram the results of the model testing show a T-Value of 15.12 with a confidence level of 95% which is black. Value T-Value $15.12 > 1.96$ proven that the first hypothesis (H1) is received and has a significant influence.

The regression equation for Organizational Culture on the Quality of Education

$$KPP = 0.83 \cdot BUDOR, \text{ Errorvar.} = 0.31, R^2 = 0.69$$

(0.055) (0.039)
 15.12 7.94

Services is as follows:

The amount of influence on the Organizational Culture Education Service Quality in the amount of $R^2 = 0.69 * 100\% = 69\%$. This means that the influence of Organizational Culture on the Quality of Education Services can be explained by 69%.

To deepen the investigation of the research results, a structured discussion of the research results is carried out according to the constructs of each research variable.

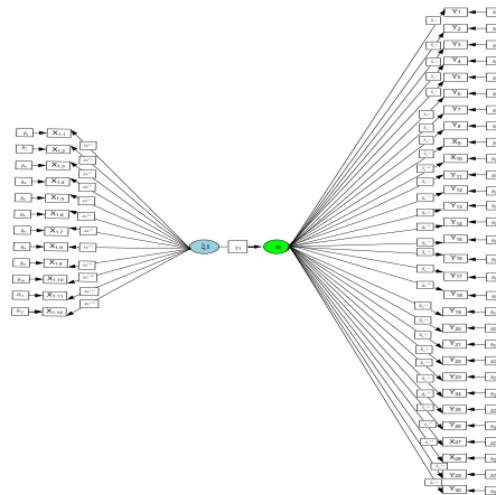


Figure 2: Diagram of the quality relationship between organizational culture and the quality of education services

Referring to Figure 2 of the causality relationship diagram, based on the measurement results of the path coefficient it can be seen that the magnitude of the influence of Organizational Culture ($\square 1$) on the Quality of Education Services at Public Senior High Schools (\square) in West Java Province reaches 0.69, which is both strong and significant. The magnitude of the Influence of Organizational Culture on the Quality of Education Services at State Senior High Schools is determined by 12 manifest variables. The 12 manifest variables of Public Senior High School Organizational Culture in question are as follows: (1) Work perspective, (2) Work attitude, (3) Work behavior, (4) Education staff ethics, (5) Educator ethics, (6) Student ethics, (7) Relationship between education personnel and educators, (8) Relationship between educators, (9) Relationship between educators and students, (10) Authority, (11) Distribution of tasks, (12) Description of tasks. As for the quality of education services What is meant is total quality management of SMA Negeri which is revealed from (1) Dimensions: Tangibles which include study rooms, libraries, extracurricular spaces; (2) Dimensions: Reliability which includes reliability of educational personnel, reliability of school Principals, reliability of teachers in implementing educational policies, programs and activities in schools; (3) Dimensions: Responsiveness which include responses to student complaints, responses to parents of students, responses to school committees shown by school administrators; (4) Dimensions: Competence which includes the ability of educational personnel, the ability of school Principals, the ability of teachers to carry out teaching and learning activities; (5) Dimensions of courtesy which include empathy, politeness, care for school administrators; (6) Dimensions: Credibility which include school image, community trust in schools, government trust in schools; (7) Dimensions of Security which include learning safety, security for extra-curricular activities, security in and around the school environment, (8) Dimension of Access which includes access to transportation to schools, access to school health, access to student recreation; (9) Dimension of communication which includes communication between personal educators, communication of school

organizations, communication at school, (10) Dimensions of Understanding which includes Empathy, Sympathy, and Tolerance of school administrators in carrying out educational functions in schools.

The implementation of an effective education function certainly not only requires a professional working approach but also requires a work attitude that excludes practices such as corruption, collusion, and nepotism as well as eliminating various forms of extortion which not only burden schools but may also burden students ((Ismansyah & Sulisty, 2010); (Anam, 2015) (Halimang, 2020)).

The association between the Organizational Culture of Public Senior High Schools and the Quality of Education Services is a meaningful causal relationship which implies if the Organizational Culture of Public Senior High Schools is increased or decreased, then it will stimulate an increase in Organizational Culture which is followed by a corresponding uplift in the Quality of Education Services. Therefore, improving the quality of education services at public high schools in West Java province can be improved by increasing the 12 manifest variables of SMA Negeri Organizational Culture.

More specifically, the description of the concept of understanding and the practical implications of the 12 manifest variables of Organizational Culture, coupled with their correlation with the Quality of Education Services at Public Senior High Schools in West Java Province are::

1. Practical Implications of Work View

The perspective of a person or group of people is not only influenced by the characteristics and trait of the job or activity but also influenced by educational background, work experience, and work environment. The clearer and stronger the suitability of educational background, work experience, and work environment with the job characteristics, the clearer and stronger is the work ethics of a person or workgroup of people towards their work or activities and work environment ((Yudhaningsih, 2011); (Peoni, 2014); (Nurhayati et al., 2016)).

The clarity and strength of this work perspective are what shapes the work attitude of a person or group of people in accepting, responding to, and at the same time interpreting work or activities for themselves or groups and their work environment at school. This view of work is the embodiment of school organizational culture that is internalized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure ((George & Jones, 2012)). The work perspective of a person or workgroup internalized into the cultural values of this school organization visually affects the quality of educational services, because the quality of education services is also formed according to the direction of the corresponding work perspective of school administrators ((Koswara & Rosalin, 2004); (Suryanti, 2017); (Yusuf, 2017)).

2. Practical Implications of Work Attitude

The attitude of a person or workgroup is influenced not only by the characteristics and characteristics of the job or activity but is also influenced by educational background, work

experience, and work environment. The more relevant the educational background, work skills, and work experience are with traits and characteristics of the job, the more relevant the work attitude of a person or workgroup is in responding to a job or activity and work environment. The relevance of work attitudes is what shapes the work behavior of a person or group of people in carrying out work functions or activities for themselves or workgroups and their work environment at school ((Kustrianingsih et al., 2016); (Hamdiyah et al., 2016); (Nurhayati et al., 2016)).

This working attitude is an embodiment of the culture of the school organization that is internalized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure ((George & Jones, 2012)). The working attitude of a person or workgroup internalized to the cultural values of this school organization conditionally affects the quality of educational services. This is because the quality of education services is formed according to the work attitude of a person or workgroup who are school administrators (Oktaviani 2015; (Kusumaningrum et al., 2019)).

3. Practical Implications of Work Behavior

The work behavior of a person or workgroup is not only influenced by traits and characteristics of the job or activity but is also influenced by educational background, work experience, and work environment. The more closely that the educational background, work skills, and work experience align with traits and characteristics of the job or activity, the more skilled and effective is the work behavior of a person or workgroup of people in managing their work or activities ((Madjid & Widiastuti, 2013); (Melani & Suhaji, 2012); (Tirtono & Ulinnuha, 2017)).

This work behavioral skillset forms the work ethic of a person or workgroup in carrying out work functions or activities for themselves or workgroups and their working environment at school. This work behavior is the embodiment of school organizational culture internalized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure ((George & Jones, 2012)).

The work behavior of a person or group of people internalized to the cultural values of this school organization conditionally affects the quality of educational services, because the quality of education services is formed according to the work behavior of a person or workgroup who are school administrators ((Melani & Suhaji, 2012); (Tirtono & Ulinnuha, 2017); (Hendrayanti, 2017); (Widadi & Savitri, 2019)).

4. Practical Implications of Education Personnel Ethics

The ethics of teaching personnel internalized into cultural values of the school organization is a series of both formal and informal obligations of a person or group of people in managing education according to their position or scope of work or activities of that person or workgroup. The formal obligations of education personnel are covered by the laws and regulations governing the delivery of education, and the informal obligations of education personnel are covered by the regulations of educational institutions and school organizations (Yusuf, 2017); (Kusumaningrum et al., 2019).

The more optimal and accountable the ethics of education professionals in carrying out their nominated duties and functions in accordance with traits and characteristics of the job or activity, the more optimal and accountable the ethics of education professionals are in managing education. The ethics of education professionals is what shapes the ethics of educators in implementing various educational policies, programs, and activities in schools. The application of teaching staff ethics is also included in the professional ethics of teachers (Kusumaningrum et al., 2019). The ethics of educational staff is the embodiment of the culture of the school organization that is internalized and actualized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure (George & Jones, 2012).

The ethics of education professionals internalized into the cultural values of this school organization both conditionally and functionally have a direct effect on the quality of educational services, because the quality of education services is driven by fulfilling the ethics of the education staff on duty at the school (Sapariah, 2016); (Kusumaningrum et al., 2019).

5. Practical Implications of Educator Ethics

The actualization process of educator ethics is not only influenced by the function of the position and the scope of teaching, but also influenced by the motivation and competence of the educators themselves. The more optimal and accountable ethics of educators are in carrying out their duties and functions under traits and characteristics of policies and learning activities in schools, the more optimal and accountable ethics of educators are in managing education in schools (M, 2015); (Ar, 2016); (Kusumaningrum et al., 2019).

Educator ethics shape the ethics of students being educated in following policies, programs, and teaching and learning activities in schools. The application of educator ethics is also included in the professional ethics of teachers. These educator ethics are the embodiment of the culture of the school organization that is internalized and actualized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure (George & Jones, 2012).

The internalized ethics of educators into the cultural values of this school organization are both situational and functional in that they affect the quality of education services, because the quality of education services is formed from fulfilling the ethics of educators in schools (Syamsiyatun & Wafiroh, 2013); (Oktaviani, 2015); (Sapariah, 2016); (Kusumaningrum et al., 2019).

6. Practical Implications of Student Ethics

In a broad context, the ethics of students are also related to the implementation of duties and functions of other learning institutions that are coordinated with the implementation of teaching and learning activities in schools. Meanwhile, the process of actualizing students' ethics is not only influenced by the function of education and teaching and learning activities but is also influenced by the motivation and self-actualization of the students themselves. The more optimal the ethics of students in participating in teaching and learning activities in

accordance with the type of teaching, subjects, and level of learning, the more optimal the ethics of students in attending school education (Subahri, 2015); (Zamroni, 2020).

The ethics of students is one of the factors that affect the relationship between education personnel and educators in schools. The ethics of these students are one of the elements of the embodiment of school organizational culture that is internalized and actualized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure (George & Jones, 2012).

The internalized ethics of students into the cultural values of this school organization are situational and hence they conditionally affect the quality of educational services. This is because the quality of educational services is formed from fulfilling the ethics of students as recipients of educational services (Mawardi et al., 2016); (Hapudin, 2019); (Fibrianto & Yuniar, 2020).

7. Practical Implications of Relationships between Education Personnel and Educators

In a broader context, the relationship between teaching personnel and educators is also related to the implementation of the duties and functions of other entities that are part of the national education system. Meanwhile, the process of realizing the relationship between education personnel and educators is not only influenced by the implementation of the education policies and practices, but also by both personal competencies and educational institutional capacity (Muniroh & Muhyadi, 2017); (Bardin et al., 2019); (Kurniawan & Karim, 2020); (Nurjanah et al., 2021).

The more optimal and accountable the relationship between education professionals and educators in implementing the national education system, the more optimal and accountable the relationship between education professionals and educators in implementing various policies, programs, and educational activities in schools. The relationship between education professionals and educators is one of the factors that affects the relationship between educators in schools. The relationship between education professionals and educators is one of the elements of the embodiment of school organizational culture which is internalized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure (George & Jones, 2012).

The relationship between educators and students internalized into the cultural values of this school organization situational and conditionally influencing the quality of education services because the quality of education services is formed from the effectiveness of the relationship between educators and students that takes place in schools (Anwar, 2019); (Bardin et al., 2019); (Nurjanah et al., 2021).

8. Practical Implications of Relationships between Educators

In a broad context, the relationship between educators is also related to the implementation of the duties and functions of other entities that are coordinated in the implementation of the national education system. Meanwhile, the process of realizing the relationship between

educators is not only influenced by the implementation of the education function and education policy, but also by the personal competence of educators and the capacity of educational institutions. The more optimal and accountable the relationship between educators in implementing the national education system, the more optimal and accountable the relationship between educators in implementing various educational policies, programs, and activities in schools (Raharjo, 2012); (Utama & Setiyani, 2014).

This relationship between educators is one of the factors that affect the relationship between educators and students in schools. This relationship between educators is one element of the embodiment of school organizational culture that is internalized and actualized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure (George & Jones, 2012).

The internalized relationship between educators shapes the cultural values of the school organization, situationally and conditionally affecting the quality of educational services. This is because the quality of education services is formed from the effectiveness of the relationship between educators that takes place at school (Hidayat, 2014).

9. Practical Implications of Educators' Relationships with Students

In a broad context, the relationship between educators and students is also related to the implementation of duties and functions of other entities that are coordinated with the implementation of the national education system. Meanwhile, the process of realizing the relationship between educators and students is not only influenced by the implementation of the education function and education policy, but also by the motivation and competence of educators and students themselves. The more optimal and accountable the relationship between educators and students in implementing the national education system, the more optimal and accountable the relationship between education and students is in implementing various educational policies, programs, and activities in schools (M, 2015); (Salim, 2017); (Nurjanah et al., 2021).

The relationship between educators and students is one of the factors that affect the exercise of authority in schools. The relationship between educators and students is one of the elements of the embodiment of school organizational culture that is internalized and actualized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure (George & Jones, 2012).

The relationship between educators and students internalized into the cultural values of this school organization situationally and conditionally influencing the quality of education services because the quality of education services is formed from the effectiveness of the relationship between educators and students that takes place in schools (Koswara & Rosalin, 2004); (Rifa'i, 2018).

10. Practical Implications of Authority

In a broad context, the authority of the Principal is also related to the implementation of the duties and functions of other entities that are coordinated in the administration of the

national education system. Meanwhile, the implementation of the authority function of the Principal is not only influenced by the implementation of the education function and education policy but is also influenced by the motivation and competence of the Principal himself/herself (H, 2011); (Sunardi, 2015).

Therefore, the more professional the Principal's motivation and competence in carrying out their authority functions, the more professional the Principal's leadership behavior will be in regulating, directing, and controlling the implementation of various educational policies, programs, and activities in schools. The authority of the Principal is one of the factors driving the effectiveness of the distribution of tasks in schools. The authority of the Principal is one of the elements of the embodiment of school organizational culture that is internalized and actualized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure (George & Jones, 2012).

11. Practical Implications of Task Distribution

In a broad context, the division of tasks in this school is also related to the implementation of the duties and functions of other entities that are coordinated with the implementation of the national education system. Meanwhile, the implementation of the task division function in this school is not only influenced by the implementation of the education function and education policy but is also influenced by the motivation and competence of the school administrators themselves (Luddin, 2013); (Rifa'i, 2018).

Therefore, the more professional the motivation and competence of school administrators in carrying out the function of the division of tasks, the more professional school administrators will naturally be in implementing various educational policies, programs, and activities in schools. This division of tasks is one of the factors that affect the job descriptions of school administrators. This division of tasks is one of the elements of the embodiment of school organizational culture that is internalized and actualized into personal and professional characteristics, organizational ethics, employment relationships, and organizational structure (George & Jones, 2012).

The division of tasks that are internalized into the cultural values of the school organization is situational and conditionally influencing the quality of education services. Because the quality of education services also depends on the effectiveness and efficiency of the division of tasks of school administrators (Rifa'i, 2018); (Agussalim et al., 2018).

12. Implications of Job Descriptions

In a broad context, job descriptions in this school are also related to the implementation of the duties and functions of other agencies that are coordinated in the implementation of the national education system. Meanwhile, the implementation of the job description function in this school is not only influenced by the implementation of the education function and education policy but is also influenced by the motivation and competence of the task executors themselves (Azis, 2016); (Rifa'i, 2018).

Therefore, the more professional the motivation and competence of those executing tasks in carrying out the functions within the corresponding job descriptions, the more professional they will be in implementing various policies, programs, and educational activities in schools. This job description mechanism is one of the factors that affects school performance. Description of duties is one of the elements of the embodiment of an organizational culture of the school that is internalized into the personal and professional characteristics, organizational ethics, employment relationship, and organizational structure (George & Jones, 2012).

Description of duties internalized into the values of the organizational culture of the school is situational and conditional and affects the quality of education services. This is because the quality of education services also depends on the effectiveness and efficiency of the job descriptions of school administrators (Koswara & Rosalin, 2004); (Suryanti, 2017); (Rifa'i, 2018).

CONCLUSION

The magnitude of the Influence of Organizational Culture on Service Quality Education at Public Senior High Schools in West Java Province reaches 0.69, which is both a strong and significant statistic. The magnitude of the Influence of Organizational Culture on the Quality of Education Services at the State Senior High School is determined by the 12 manifest variables. This strong and significant influence is shown among Public Senior High School Organizational Culture and Quality Education services have a meaningful causal relationship. This means that if the Organizational Culture of Public High Schools is improved accordingly, stimulants that elevate the Organizational Culture will be followed by an increased Quality of Education Services. Therefore, the quality of improvement in Education Services at Public Senior High Schools in West Java Province can be upgraded by increasing 12 (twelve) Cultural manifest variables associated with the Public High School Organization. The 12 (twelve) manifest variables of Public Senior High School Organizational Culture are referred to: (1) Work perspective, (2) work attitude, (3) work behavior, (4) education staff ethics, (5) educator ethics, (6) Ethics of students, (7) Relationship between education personnel and educators, (8) The relationship between educators, (9) The relationship between educators and students, (10) Authority, (11) Division of tasks, (12) Description of tasks.

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