

# **THE EFFECT OF SCHOOL LESSON PLANNING MANAGEMENT AND ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF STATE HIGH SCHOOL TEACHERS IN THE CITY OF MATARAM**

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## **Abstract**

*The purpose of this study is to know the influence of lesson planning management and school organizational culture on the performance of teacher in state high school in Mataram City, Indonesia. This research is a quantitative research with ex-post facto method. The population of this study is all 137 teachers of SMA Negeri 1 and SMA Negeri 5 in Mataram city, Indonesia. The research sample consisted of 58 teachers were taken with probability sampling techniques. The result of the study is lesson planning management and organizational culture have 57.8% positive effect on the teacher performance in state high schools in Mataram City. Thus, it can be concluded that the better the management of lesson planning and organizational culture, the more teacher's performance in state high schools in Mataram City is increased.*

*Keywords: Lesson planning management, organizational culture, teacher's performance, education management*

## INTRODUCTION

Quality education is the dream of society, nation, and state. But now the world of education in Indonesia has not fully been able to meet community expectations. Likewise with the communities in the city of Mataram, most of them competed to register their sons / daughters in a magnificent and quality school. But the reality is not in line with what people expected because of the regional regulations that limit the acceptance of new students by registering online according to Zonasi, so that the public's desire to get a school they are interested in the city of Mataram cannot be fulfilled. Quality schools can be seen from the inputs and its impact on the quality of their human resources. The low quality of graduates can be seen when the output of students gets a job or continues their education to a higher level, in well-known universities both in the National level, Provincial level, or in the City of Mataram itself.

Producing good quality should be balanced by qualified educators. Being a quality educator means being professional and to be a professional is not easy, therefore teachers play an active role in improving their abilities through MGMP meetings, training, and workshops on how to plan quality learning so that what is expected by the government can be fulfilled. To meet the expectations of the government, there are several important factors that interact with each other in the school environment, those are the principal, teacher, and students. Those three educational factors are expected to be able to create a conducive school environment, quality education through an active, innovative, creative, and fun learning process.

Act of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, Article 1 number 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state.

Related to the law mentioned above, the Public High School teachers in Mataram City are important components that play a role in realizing the goals of education in schools. The role of teachers in schools is no longer limited to providing lesson, but also must bear more responsibilities, those are facilitating good, smart, skilled, independent and having noble attitude in their community, nation and state. Therefore the teacher's performance realized in the learning process in school will greatly determine the quality of students and the quality of the educational process in general which is contained in the assessment of attitudes, knowledge, and skills. Thus, it is necessary to discuss how the lesson planning is carried out by teachers especially those in the city of Mataram.

Learning is the process of interaction of students with educators and learning resources in a learning environment. Learning is a process of assistance provided by educators so that the

process of acquiring knowledge, mastering skills, and forming attitudes of students can occur. A good learning process can only be created through good and proper planning. The material contained in the planning of learning is the desires. Every desire can sometimes be achieved and sometimes not, this depends on the effort to realize those desires.

Uno (2012) states that lesson planning supposed to achieve learning improvement. Lesson planning is an effort to run the learning process in order it can run well, and at the end it will get satisfying learning outcomes as expected. Related to the above, people who are directly responsible for efforts to realize what is contained in lesson planning are teachers. This is because the teacher directly implements the lesson plan in classroom. This makes researchers interested in looking more closely at the quality of lesson planning management and the overall organizational culture of the school so that it impacts on teacher performance.

According to Mulyasa (2013) performance is an effort of a person that is shown in appearance, action, and work performance as an accumulation of knowledge, skills, values, and attitudes. Suharsaputra (2013) defines performance as a work ability or work achievement that is shown by an employee to obtain optimal work results. Thus, teacher performance is the result of the implementation of the teacher's task in educating, teaching, training and directing, guiding and evaluating, and evaluating students.

This performance is important because performance can determine the level of productivity of a school, including Public High Schools in the City of Mataram. The better the quality of teacher performance, the more growing and strong community trust in the school, and the worse the quality of service received by the community, the more public trust in the school itself is lost.

In accordance with Permendiknas number 16 of 2007, there are four competencies that must be possessed by the teacher, those are pedagogic, personality, social, and professional competencies. These four competencies are integrated in teacher performance. If these competencies have been fulfilled by the teacher and applied in daily work practices, satisfying performance will be achieved, in other words the teacher has worked professionally. But being professional is not enough, teachers must be qualified and having good competence. For this reason, we need a Teacher Competency Test and Teacher Performance Assessment. That is, among other things, expressions that often come from people who care about education.

Teacher Performance Assessment is conducted to get good quality and professional teachers. Teachers with these characteristics cannot be produced in a particular training, but through a continuous quality improvement. This is the reason why Teacher Competency Test is needed in relation to teacher certification, followed by Continuing Professional Development

that starts from the change in the teacher's mindset. The change in the teacher's mindset is expected to be the starting point for improving the quality of education (Mulyasa, 2013).

The current reality is that teacher performance has not been met with quality, many people assume that teachers carry out their duties only as routine activities. Moreover, the community or parents sometimes accuse the teacher for being incompetent, inadequate, and so on, when his son / daughter cannot solve the problem or has the ability not in accordance with their wishes (Usman, 2006).

The above facts are also found in Public High Schools in the City of Mataram, there are still weaknesses of teachers related to teacher performance, among others: 1) There are some teachers who have academic qualification that is not in accordance with the field of study they taught to support two programs or majors in schools, 2) There are some teachers who do not have professional and pedagogical competencies related to the planning, implementation, and assessment of learning in accordance with the 2013 curriculum and 3) There are inadequate facilities and infrastructures, where the number of students not in accordance with the number of study group so learning becomes less effective.

These facts are supported by data from the initial observations of researchers obtained from SMAN Negeri 1 Mataram and SMA Negeri 5 Mataram. The data of educator totalling is 137 people, consist of 84 civil servant teachers (61.31%) and 53 non civil servant teachers (38.68%). From 137 teachers there were 19 people (13.86%) teachers who already had magister education qualifications. Similarly, the results of the Teacher Performance Assessment conducted by the principal in 2016 obtained the results that the Teacher Performance Assessment's average score is 45.13, in 2017 the average score of Teacher Performance Assessment was: 52.00, while the ideal score was 60.00. However, when that score compare to the score of Teacher Performance Assessment in 2017 there is a significant increase in achieving the Teacher Performance Assessment average score: 52.00, so it can be said that the average score of the Teacher Performance Assessment has not been fulfilled.

The school organizational culture that is applied in a school requires its citizens to obey and adapt the existing culture in the school which is a characteristic of schools in improving the performance of teachers and other employees. Increasing teacher performance is the result of teacher internalization of school organizational values, so that high loyalty and commitment to the school are raised, which has an impact on improving teacher performance.

Robbins (2015) defines organizational culture as a system of shared meanings followed by members who distinguish the organization from other organizations. Further, he stated that the shared meaning system is a set of key characters of organizational values.

All of these empirical facts show that the performance of educational institutions, especially State High Schools in the City of Mataram has not been fulfilled. This fact is an indicator that educational performance has not been fulfilled, caused by teacher performance. The role of teachers in implementing lesson planning management and school organizational culture is very good in improving the performance of teachers of public high schools in the city of Mataram, Indonesia.

## **METHOD**

This study uses a quantitative approach. Sugiyono (2015) states that the quantitative approach is used by researchers because the data collected is in the form of numbers that reflect the quantity of characteristics of the observed objects. And the type of research used is ex-post facto. Ex-post facto research is a systematic empirical study. The researcher cannot directly control the independent variable because the event has occurred or because its nature cannot be manipulated (Sugiyono, 2015).

The population in this study was all teachers of SMA 1 and SMA Negeri 5 Mataram, both civil servants and non-civil servants. The research sample is 58 teachers taken using probability sampling techniques by proportional sampling.

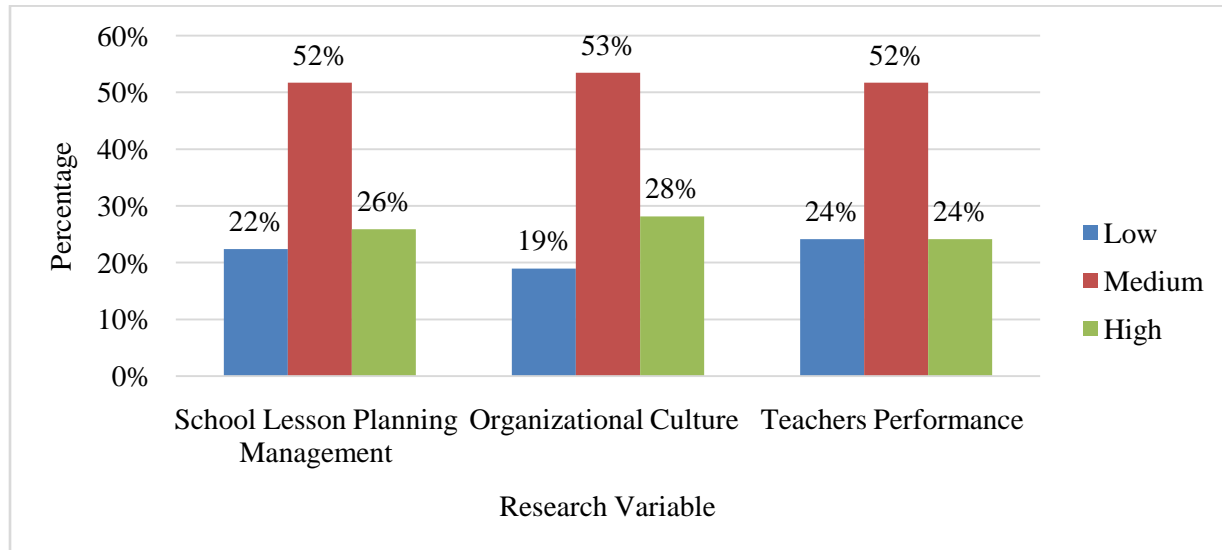
The tool used as a data collection tool is a questionnaire (instrument) with a number of statements given to respondents to obtain information about things they want to know to get the data needed. Respondents chose the answer category: (1) never, (2) rarely, (3) sometimes, (4) often, and (5) very often. To find out the reliability of all tests used the Alpha Cronbach. The results of the reliability analysis show that the research instruments are in the highly reliable category with a reliability coefficient of 0.876.

Data collection was carried out with a set of questionnaires in the form of a Likert scale and then given to respondents who directly filled it out. Data analysis techniques in this study used statistical analysis namely simple regression test and multiple regression. The results of the analysis are used to draw conclusions on the hypothesis of this study.

## **RESULTS AND DISCUSSION**

The results of the descriptive analysis were obtained based on the processing of respondents' answers to the research instruments. The following are presented in successive results of descriptive analysis of lesson planning management data, organizational culture, and teacher performance of State High Schools in the City of Mataram such as Figure 1.

Figure 1: Descriptive Analysis of Research Variables



The results of data processing as in Figure 1 above show that the quality of teachers in learning management, organizational culture, and teacher performance dominate the criteria medium. This explains that the State High School teachers in Mataram City have not fully carried out good lesson planning and the organizational culture in the school and need to be improved. Management of lesson planning and organizational culture are the two factors used in this study to determine the performance of teachers of public high schools in the city of Mataram. Thus, to obtain good performance, the two factors must be maximized.

The results of the relationship data analysis between the three variables are listed in Table 1 below.

Table 1: Result of Analysis of Varian Test (ANOVA)

Model	Number of squares	df	Average Squares	F <sub>count</sub>	Sig.	R <sup>2</sup>
Regression	1905,767	2	952,883	37,619	0,000	0,578

In Table 1, the calculated F<sub>count</sub> is 37.619 greater than F<sub>table</sub> of 3.110. It can be concluded that there was an influence of lesson planning management and organizational culture on the performance of teachers of public high schools in the City of Mataram. Significant values obtained at 0,000 smaller than 0.05 (Sig. <0.05). It was concluded, there was a significant effect of management of lesson planning and organizational culture on the performance of teachers of public high schools in the city of Mataram. R<sup>2</sup> value of 0.578. This means that the management of lesson planning and organizational culture have an effect of 57.8% on the performance of

teachers of public high schools in the city of Mataram, while the rest are influenced by other factors.

Two variables of this study, management of lesson planning and organizational culture have a role in improving teacher performance, both individually and together. The results of the analysis show that the significant value is less than 0.05, meaning that the management of lesson planning and organizational culture have a positive effect on the performance of teachers of public high schools in the city of Mataram.

The results of the analysis show that lesson planning management and organizational culture have an important role in improving teacher performance in Mataram City Public High School. Improving the teacher's performance in Mataram City High School is a very important thing to do, because with their good performance they will help the school in improving the quality of education. There are many factors that can be done in improving the performance of teachers in Mataram City High School, but in this study there are two important factors that can improve their performance, those are management of lesson planning and organizational culture.

The contribution of lesson planning management and organizational culture to the performance of teachers of public high schools in the city of Mataram is 57.8% regardless other factors. The percentage shows quite good results and can prove that lesson planning management and organizational culture have a considerable role in improving the performance of teachers in Mataram City Public High School.

Teacher performance is the ability of a teacher to carry out learning tasks in school and responsibility on students under his guidance by improving the learning achievements of students (Supardi, 2014). The responsibility of a teacher can be carried out if the teacher has a good performance. The efforts to improve teacher performance are influenced by external factors such as management of lesson planning and organizational culture. Both of these factors are important things to be concerned so that teacher performance can be improved and properly maintain their responsibilities. This is suitable with the opinion of Najmulmunir (2009) who said that teacher performance is the result achieved by a teacher in carrying out tasks according to the responsibilities given to him. Therefore, the teacher's performance can be said as a condition that shows the ability of a teacher in carrying out his duties in school and describes an action displayed by the teacher during the learning activities.

The good performance of teachers will have an impact on increasing human resources. Education has a very important role in developing two human potentials, those are physical and spiritual potential (Ainissyifa, 2014; Ramdhani & Muhammadiyah, 2015; Ramdhani, et al.,



2015). Education should be able to optimally develop cognitive, affective, and psychomotor aspects of students.

Among the two variables that affect teacher performance above, the organizational culture has a more significant role in improving teacher performance in public high schools in the city of Mataram. Thus, management of lesson planning in schools must be improved. The principal, the highest leader in the school, must be able to guide the teacher to have better lesson management planning, including requiring teachers to develop learning techniques by using learning media.

## CONCLUSION

Based on the results of this study, it can be concluded several things as follows:

There is a positive influence of lesson planning management to the performance of teachers of public high schools in the city of Mataram.

There is a positive influence of organizational culture to the performance of teachers of public high schools in the city of Mataram.

There is a positive influence of lesson planning management and organizational culture together to the performance of teachers of public high schools in the city of Mataram.

## LIMITATIONS OF THE CURRENT STUDY

The limitations of this study are retrieval of data in this study only using questionnaires, so there is a possibility that respondents did not answer honestly. The study also only took some samples from teachers of senior high school and not as a whole because of limited funding and research time.

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