

Changes In School Organizational Culture (Case Study State Junior High School 1 Pematangsiantar)

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Abstract

The purpose of this study is to describe how organizational cultural changes occur in the school environment, especially regarding organizational relationships with respect to the change of principals. Schools are one of the stakeholders in the world of education that have an important role in shaping the character and abilities of students. Schools carry out the learning process cannot be separated from the role of teachers to achieve goals. This type of research is a qualitative research using a case study approach. Data collection techniques used by observation, interviews, documentation. The communication approach and its implementation in educational leadership, namely: Leadership Theory, Human Relations Approach, Communication Approach as an Organizing Process, Approach to Organizational Structure and Functions. form synergistic cooperation to members by assigning tasks and responsibilities cooperatively and coordinatively in an effort to achieve school goals.

Keywords: Change, Culture, Organization

I. INTRODUCTION

The school is an organization that cannot be separated from the culture it creates. Schools that excel are the dream of every component of society, and pay great attention to the quantity and quality of school output produced. Under these conditions, it is clear that it is difficult to expect to realize an outstanding school, many problems have been identified that must be faced by school organizations. People who become members of an organization within the organization and form the interaction of the social system in its development cannot be separated from the influence of both the external environment and the internal environment. This means that in addition to having to live with environmental changes that may be difficult to predict, organizational members must also face changes in the organizational environment. In an organization there are habits or systems of meaning held by members that distinguish an organization from other organizations. This shared meaning system is a set of key characteristics that are upheld by all organizations, hereinafter referred to as organizational culture. The educational organization, in this case the school, is one of the stakeholders in the world of education that has an important role in shaping the character and abilities of students. Schools carry out the learning process cannot be separated from the role of teachers to achieve goals.

In general, the application of the concept of organizational culture in schools is actually not much different from the application of other organizational culture concepts. Even if there is a difference, it only lies in the type of dominant value it develops and the characteristics of its supporters. The acceleration of environmental change results in changes in organizational culture. How employees behave and what they should do, is much influenced by the culture adopted by the organization, or what is called organizational culture. The success of an organization is supported by its organizational culture to achieve job satisfaction that can improve teacher performance. Organizational culture in schools is an important factor such as the school's efforts to create a comfortable environment to improve teacher performance (Kurniawan, 2013). Factors or elements behind the formation of organizational culture, namely the business environment, values, role models, rituals and

cultural networks. These five factors are the basis of the formation of organizational culture. An organizational culture is considered suitable or beneficial to the organization for certain times and conditions, but in other conditions it can be considered unsuitable (Syafrina & Manik, 2020). The role of school organizational culture is to maintain and maintain commitment so that the continuity of the mechanisms and functions that have been agreed upon by the organization can realize its goals. A strong organizational culture will influence every behavior.

This will not only have an impact on the profits of the school organization in general, but will also have an impact on the development of the ability and performance of the teachers themselves. Cultural values instilled by the leadership will be able to increase willingness, loyalty, and pride and further create teacher work productivity (Erhamwilda, 2005). At school, there is an interaction that affects each other between the individual and his environment, both the physical and social environment. This environment will be perceived and felt by the individual, giving rise to certain impressions and feelings. In this case, the school must be able to create a conducive and pleasant work environment for every member of the school, through various environmental arrangements, both physical and social. Moh. Surya (1997) states that: "A conducive work environment, both physical, social and psychological, can foster and develop motives to work well and productively. For this reason, the best possible physical environment can be created, for example the cleanliness of the room, layout, facilities and so on. Likewise, the socio-psychological environment, such as interpersonal relationships, group life, leadership, supervision, promotion, guidance, opportunities for advancement, kinship and so on. In the context of School-Based Quality Improvement Management (MPMBS, the Ministry of National Education (2001) suggests that one of the characteristics of MPMBS is the existence of a safe and orderly and comfortable environment so that the teaching and learning process can take place comfortably (enjoyable learning).

Changes in organizational culture can occur because of the existence of The influences include; changes in the external environment that are specific in nature that require changes in the organizational strategy structure, changes in the general external environment that require organizational adjustments, the influence of community culture as a system in which the organization is a subsystem. Changes in organizational culture will not be separated from the pros and cons. Individuals who are against change for fear of their fate. Their reasons as expressed by John M. Ivancevich are as follows: The threat of losing position, power, status, quality of life, and authority. Economic insecurity regarding employment or the level of compensation being maintained. The possibility of friendship relationships and their interactivity, redesign, changes in the work process, and displacement of people are considered a threat to friendship, social interaction in the workplace. Employees fear they are less competent to change, people rarely admit that they lack the skills to be a performer if change occurs. Therefore, in carrying out organizational culture, it must be done carefully and requires the right strategy so that on the one hand the organization does not lose its identity, considering that organizational culture is considered a reflection of organizational identity, and on the other hand the organization can still adapt to the environment which means making changes. organizational culture according to the time and environment that occurred at that time. Based on the explanation above, the researcher is interested in examining changes in organizational culture at SMP Negeri 1 Pematangsiantar by analyzing the interesting maneuvers where the change of the principal, where the change of new leaders in the school changes the structure of each unit holding office in the school. Therefore, researchers will conduct research with the title . Therefore, researchers will conduct research with the title "Changes in Organizational Culture of State Junior High School 1 Pematangsiantar"

II. METHODS

The objects in this research are principals and teachers. This type of research is a qualitative research using a case study approach. Case study research is the investigation and analysis of single or collective cases, which are intended to capture the complexity of the object of research (Hasudungan, 2021). Data collection

techniques used by observation, interviews, documentation. The data obtained were validated through: a) Persistence of observation, b) Data triangulation, c) Adequacy of Reference. The research data is processed through the following techniques: a) data reduction, b) data presentation, c) conclusion drawing, which aims to obtain data to support the final results of the study.

III. RESULTS AND DISCUSSION

The role of organizational culture in improving employee performance based on education level proves that organizational culture at the undergraduate level has a lower effect on motivation than employees at the equivalent junior high school level. Organizational culture is an organizational characteristic that shapes the behavior of organizational members in achieving its goals, through a good understanding of the elements forming culture such as beliefs, values, or customs. The more members of the organization understand, acknowledge, animate, and practice these beliefs, values or customs and the higher their level of awareness, the more the organizational culture will exist and be sustainable. This means that organizational culture is the belief of everyone in the organization of an identity that can ideologically strengthen the existence of the organization both inside as a binder or organizational node and out as an identity as well as the ability to adapt to various situations and conditions faced by the organization. In a school communication is very necessary, with good communication, the state of the school can run smoothly and successfully. Even in life, it is impossible for school members to live isolated, both from their co-workers and their environment, the strategies to be carried out, the goals to be achieved and the work programs to be implemented, all of which need to be communicated well between one individual and another individual or group.

Every organization has a structure, this is intended so that the achievement of the goals of an organization can be achieved maximally with the responsibility in the division of tasks, so that performance will be optimal and organizational goals are achieved. As stated by Didi Wahyu udirman (2005:93), that in managerial practice, leadership practice aims to improve resource performance, improve the quality of existing work on an ongoing basis, increase output and productivity, work pride for employees/organizational members. In achieving these goals, one of them is balanced by creating responsibility and authority. Thus, to produce good organizational performance, optimal principal performance is needed by creating responsibility and authority for members. The change of principal that occurred at SMP Pematangsiantar caused major changes in the organizational structure within it. To improve the quality of education, a principal must be able to improve the performance of his teachers or subordinates. Many factors can affect a person's performance, as school leaders must be able to provide influences that can cause teachers to be moved to carry out their duties effectively so that their performance will be better. One of the changes that occurred was the reduction of teacher working hours which were considered excessive and the release of positions for teachers who held more than two positions. It is normal for a subject teacher to hold two positions such as extracurricular coach or deputy principal. but what happens when a teacher holds more than two positions, even five positions. Of course there will be no efficiency in doing the tasks.

The principal communicates with the teachers in an official meeting to change the entire organizational structure in the school and only allows teachers to hold a maximum of two positions and hand over the remaining positions to several teachers so that there is a balance in the school's organizational structure and efficiency in work. There was an outcry between teachers because of the change in structure because it had happened since the school principal was in office but suddenly there was an instantaneous change in the principal. However, the principal of the school does not escape responsibility for granted. The principal continues to control and if there is a problem that the teachers cannot solve on their own, then the principal conducts interpersonal communication first. If there is no bright spot in resolving interpersonal problems, then they will be resolved together in the meeting forum. In carrying out his leadership function, the principal must manage and develop the school through administrative, management and leadership activities that are very

dependent on his abilities. In this regard, the principal as a supervisor functions to supervise, build, correct and seek initiatives for the course of all educational activities carried out in the school environment. In addition, the principal as an educational leader functions to create harmonious human relationships in the context of fostering and developing interpersonal cooperation, so that they simultaneously move towards achieving goals through the willingness to carry out their respective duties efficiently and effectively.

After knowing the problems that occur, then the author will discuss the theory of organizational communication that can solve these problems:

1. Leadership Theory

This theory states that the leader of an organization or group is an important figure to help members meet the needs and achieve the goals of the group or organization together.

According to Hersey and Blanchard (1982: 180) there are 4 situational leadership styles, namely:

a. Telling, showing, leading, setting (Telling-Directing). The principal has the right to appoint and assign subordinates to be given tasks in accordance with the Decree without being able to be denied by subordinates

b. Selling, explaining, peddling, persuading (Selling-Coaching). The principal has an obligation to explain the causes and effects of the tasks given to subordinates

c. Involving, encouraging (Participating-Supporting) The principal communicates with the teachers by giving them the opportunity and authority to manage, such as conceptualizing and solving problems if problems occur.

2. Organizational Structure and Function Approach

In the organizational structure and function approach, according to Chester Bernard with his systems theory, organization only takes place through cooperation between humans, and cooperation is a means to integrate individual abilities to achieve common goals or higher goals. Fellow teachers must work together in carrying out their duties and communicate with each other to solve problems either personally or at work in order to achieve educational goals.

3. Human Relations Approach

In this case, the principal is so close to the teachers, employees, and students. The communication carried out by the principal by means of a human relations approach, namely the existence of openness, humor, and a sense of kinship. The principal always accepts constructive input, and does not discriminate. In addition, in informal conditions the principal also does not hesitate when he has to discuss a need with a teacher or employee if not in the principal's office.

4. Approach to Communication as an Organizing Process

Paole and McPhee explain that the organizational structure when a group of people communicate with each other through certain channels, the communication is divided into three levels, namely conception, implementation, and acceptance. Communication as an organizing process has a very important role. This organizational communication will definitely be carried out by the principal in implementing his leadership role in the school. In line with these findings, the case studies conducted also show that the communication approach as an organizing process is very important, because with good communication implemented by the principal, an organization will feel supported and can improve performance. This is like the principal's communication in organizing teachers and employees.

There are two kinds of communication carried out by the principal, namely written and oral. In addition, it also uses IT (Information Technology) communications such as websites, email, and WhatsApp to be more efficient and effective. However, the principal does not just convey the message, but also chooses which one suits the needs, whether the communication is delivered to teachers and employees directly such as verbally, or in writing or simply through IT. Communication must be conveyed correctly, because if it is not appropriate, it will also have an impact. In the end, there are no more teachers who feel offended by the principal's decision

because all positions have been arranged in place and communication between fellow teachers and principals is going well.

IV. CONCLUSION

Based on the discussion of research on communication in educational leadership, it can be concluded that communication is very important in its position, especially in terms of educational leadership. So that misunderstandings between principals, teachers and employees can be resolved and do not create gaps between each other. The communication approach and its implementation in educational leadership, namely: Leadership Theory, Human relations approach, Communication approach as an organizing process, Organizational structure and function approach.

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