



## The School Organizational Culture and Way To Improve It

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**Abstract.** Organizational culture is important in realizing a school of effectiveness. It is a system of shared meaning adopted by members and becomes a basic assumption in the development of schools to achieve goals. This study aimed to analyze the organizational culture of vocational schools. This study was a case study research with a descriptive approach. This research was conducted in four vocational schools in Padang City, Indonesia, with a population of 129 teachers. The sample amounts to 62 teachers using a proportional stratified random sampling technique. A questionnaire was used to collect the data needed. Data were analyzed using average and percentage formulas. The study found that (1) the average of organizational culture from the values aspect is 55,6% (low category). (2) the confidence aspect is 62,83% (strong category), and (3) the average overall is 59,84% (low category). To improve organizational culture, it can be done by increasing leadership roles, participation, commitment, symbolic action, giving appreciation and recognition, and building social control.

**Keywords:** Organizational Culture, School Effectiveness, Vocational School.

## 1 Introduction

The process of the Industrial Revolution 4.0 that has happened has changed the lives and workings of humans fundamentally [1]. The flood phenomenon of information, as predicted by Futurologist Alvin Tofler, has become a reality in the Industrial Revolution era today [2]. The Industrial Revolution 4.0 opened wide opportunities for anyone to advance. This abundant information provides great benefits for developing science and economy. Facing this era, the role of education became crucial increasingly in shaping the character and culture of each individual and forming the abilities and skills needed by individuals to face all kinds of challenges in this era. In Indonesia, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and the state (Law of the Republik Indonesia concerning the national education system, 2003). Referring to the statement, it can be concluded that education is a very important part of life, especially in terms of provision for the next generation in social and national life.

Vocational schools are educational institutions that equip students with skills and expertise that are following the needs of the industrial and business worlds. Vocational students are prepared as students who can plunge into the world of work, both business and industrial worlds with a set of skills, and expertise. The business and the industrial world have now gained the influence of the industrial era. Facing this situation, Vocational Schools must be able to answer the challenges in the era of Industrial Revolution 4.0 by preparing students who have skills by the needs of Industrial Revolution 4.0.

To be able to answer this challenge, vocational schools must be able to provide quality educational services to students in particular and society in general. Quality of educational services can be achieved if the school's organizational culture is firmly embedded. This is caused the strong culture will influence the level of effectiveness of the organization in achieving its objectives. It was stated that "a strong and positive culture is very influential on the behaviour and effectiveness of company performance". Organizational culture is needed significantly to improve school quality and achieve success in implementing change [3] [4] [5].

Effective organizational culture is values, beliefs, and actions as a result of mutual agreement [6] [7], which has a significant impact on organizational commitment displayed by all personnel [8] [9]. Organizational culture, namely norms, values, assumptions, beliefs, philosophy, organizational habits, and so on experienced by individuals from communal entities and achieved through the practice of enculturation [10] formed by material and non-material, developed over a long time by founders, leaders, and members of the organization who are socialized and taught to new members and applied in organizational activities to influence the mindset, attitudes, and behaviour of members of the organization and be able to direct the organization towards success [11] [12].

Organizational culture is the norms and values that direct organizational behaviour [13][14][15]. Every member of the organization will behave according to the culture that applies to be accepted by the environment. Organizational culture contains a mix of values, beliefs, assumptions, perceptions, norms, distinctiveness, and behaviour

patterns [16] [17] [18]. Organizational culture is normative beliefs and expectations of shared behaviour [19] [20], which includes a system of work rules and guidelines, both formal and informal, as well as various rituals and traditions, behaviour patterns of organizational members in the organizational structure, management style, and level of cooperation [21] about important things in education and schooling needs associated with school goals and needs [22].

From the description above, it can be concluded that the core of organizational culture is the values and beliefs contained in the organization. First, value is a principle, or standard that applies in a culture. It is stated that a culture based on values can be seen in responsibility, cooperation, aggression, innovation, integration, motivation, and tolerance [23] [24]. So in a culture, there will be a value of responsibility, cooperation, and innovation. Second, trust means that there is a belief in an individual about something. Robbins states that research has identified five dimensions that underlie the concept of trust, namely integrity (honesty and truth), competence (knowledge and technical expertise and interpersonal skills), consistency (reliable, predictable, and good judgment in handling situations), loyalty (willingness to protect someone both physically and emotionally) and openness (willingness to share ideas and information) [25] [26].

Organizational culture has a function and plays a role in the efficiency and success of schools [27]; effectiveness [27] [28]; job satisfaction and organizational commitment [29][30][31]. In terms of function, there are four functions of organizational culture [32], they are: 1) culture has a distinguishing role [33], 2) organizational culture brings a sense of identity to members of the organization [34][35], 3) organizational culture facilitates the emergence of a commitment to something wider than individual interests [36] [36], and 4) Organizational culture that enhances the system of social stability [37]. In terms of role, organizational culture acts as a tool for determining the direction of the organization, directing what is and cannot be done, how to allocate resources and manage organizational resources, and also as a tool to deal with problems and opportunities, internal and external environment [38] [39]. In addition, the school's organizational culture will influence the level of school effectiveness [40] and teacher capacity to create a learning organization [41]

Each school has a culture that is used as a differentiator between one school and another. It was confirmed that organizational culture is one of the right ways to distinguish an institution [42]. In addition, the organizational culture of a school is very important because the organizational culture in a school can be used as a standard or benchmark in carrying out school activities [43]. The better the culture of a school, the better the culture will be in creating an effective school. A good organizational culture implemented in a school will help every school member carry out work for the betterment of the school.

However, from the observations at Vocational Schools in the city of Padang, it was seen that the culture of the Vocational Schools was still weak which was illustrated by several phenomena shown by the teachers in terms of 1) there were still several teachers who came late to school, 2) there were some teachers who don't want to take part in the ceremony, 3) there are still some teachers who are negligent in collecting learning tools, 4) there are still teachers who only enter the class then ask students to make summaries and the teacher leaves the class, 5) there are still teachers who are

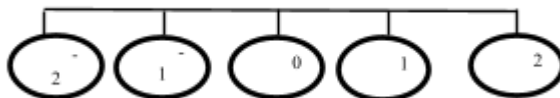
less willing to cooperate with other teachers. For example, in making semester exam questions, subject matter teachers who share certain subject areas submit test questions to subject matter teachers by giving up their responsibilities; there are still teachers who are only concerned with their opinions and difficult to accept opinions from other teachers; there is still a lack of critics and constructive suggestions among fellow teachers, and there are teachers who have not submitted their ideas and suggestions relating to the progress of the school.

The aim of the study is getting information about the organizational culture of vocational secondary schools in the Padang City which is seen from the aspect of values and aspects of trust and how to improve it in facing the challenges of Industrial Revolution 4.0.

## 2 Method

The research method used a quantitative with a descriptive approach by case study analysis to analyze organizational culture at four vocational schools in Padang City, with a population of 129 teachers. The research sample was determined by the stratified proportional random sampling technique using Slovin formula. This technique provided equal opportunities for all members of the population to be selected as samples. Sampling was done in stages; a) identifying strata, b) calculating the proportion of each strata, c) determining the size of the sample size, and d) choosing the subjects to be sampled. Based on the determination of sample size, the sample in this study amounted to 62 people with 25 people for tenure of  $\geq 10$  years and 37 people for work periods <than 10 years.

The data collection instrument used in this study was a questionnaire with a Semantic Differential scale with 5 alternative answers that can be seen in Figure 1.



**Fig. 1.** The Semantic Differential Scale

This study consists of one variable (culture of vocational schools) with two indicators. They are value and trust. The steps in processing this research data are: (1) verify the data, by checking the completeness and correctness of the data that can be processed, (2) classify the data based on sub-variables and indicators and then tabulate each respondent's answer, (3) calculate the percentage of answers and (4) calculate the average score of respondents' answers. This study also uses observation and interviews as a data collection tool.

To classify and interpret the research data, sugiyono classification was used (table 1)

**Table 1.** Data Interpretation (Sugiyono Classification, 2012)

Range	Category
00 – 20	Extremely Low
21 – 40	Very Low
41 – 60	Low
60 – 80	Strong
81 – 100	Very Strong

### 3 Result and Discussion

#### 3.1 Result

The maximum score for the organizational culture variable is 100 and the minimum score is -100. Obtaining research results for organizational culture variables in detail can be seen in Table 2 and Table 3. Based on Table 2 and Table 3, it can be seen that the average score for the organizational culture variable is 59.84. Meanwhile, from the frequency distribution table, it can be seen that only 19.35% of respondents are in the average interval class. Furthermore, 46.77% of respondents are below the average interval class and 33.88% of respondents are above the average interval class. So, it can be concluded that the number of respondents who are under the average class is greater, namely 46.77% or as many as 29 respondents. The histogram frequency distribution variable of school organizational culture can be seen in Figure 2.

**Table 2.** Organizational culture Score

Organizational culture Variable	Score
Maximum Score	90
Minimum Score	31
Range	60
Class interval	7
Interval	9
Mean	59.84
Median	58
Modus	54.32
Standard Deviasi	15.95

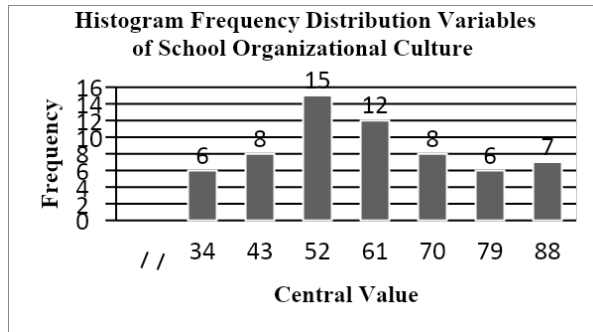
Source: Processing Data Using SPSS Statistic V. 24

**Table 3.** Frequency Distribution of School Organization Culture Score

Class Interval	<i>f</i>	<i>Cum</i>	Relative Frequency	% <i>Cum f</i>
84 – 92	7	62	11,29 %	100 %
75 – 83	6	55	9,68 %	88,71 %
66 – 74	8	49	12,90 %	79,03 %
57 – 65	12	41	19,35 %	66,13 %
48 – 56	15	29	24,19 %	46,77 %
39 – 47	8	14	12,90 %	22,58 %

30 – 38	6	6	9,68 %	9,68 %
<b>Jumlah</b>	<b>N= 62</b>		<b>100 %</b>	

Source: Processing Data Manually



**Fig. 2.** Histogram Frequency Distribution Variables of School Organizational Culture

Data on organizational culture can be seen from two indicators, they are value and trust. Detailed information about each indicator can be seen in Table 3.

**Table 4.** Indicators of School Organizational Culture Average Score

Indicator	Sub Indicator	Average score	Category	Average score %, Category
Value	Cooperation	7,81	Low	55,6 % Low
	Responsible	9,37	High	
	Innovative	5,29	Low	
	Integrity	8,26	High	
Trust	Competence	8,05	High	62,83% Low
	Consistency	8,47	High	
	Loyalty	6,82	Low	
	Openness	6,1	Low	

Based on Table 3, it can be seen that the average score of values is 55.6%. Based on the table classification proposed by Sugiyono, it can be concluded that the value of the Vocational in Padang City is still in the low category.

Meanwhile, for the trust indicator, the average score obtained based on Table 3 is 62.83% (higt). So, it can be concluded that trust in Vocational School in Padang City is a strong category.

The results of data processing school organizational culture variables by comparing the average score with the highest score at times 100%, which is 59.84 divided by 100 and multiplied by 100, then obtained a score of 59.84%. From the acquisition of this score, it can be interpreted that the organizational culture variable is in the "sufficient" interpretation of the ideal score.

## 3.2 Discussion

### **School Organizational Culture.**

Overall, it can be interpreted that the organizational culture of Vocational School in Padang City is in a low category with the average score is 59.84%. The results showed that the average score of values was 55.6%. It means that the values embedded in the Vocational School in Padang City are low in category. That is, the values contained in the Vocational School in the city of Padang still have not been internalized properly or in other words that the value is still weakly embedded in the teacher. This can be seen from the weak value of cooperation and innovative values found in the teacher even though the value of responsibility that is in the teacher is strong. Possible causes of this weakness are that teachers are still not optimal in collaborating with school components because there is a reluctance from the teacher to help each other teachers and there is a sense that the teacher can work alone. In addition, in carrying out the learning process there has not been seen an innovative action that arises from the teacher where the teacher has not been able to create several learning methods that can further stimulate the activities of students in learning. Furthermore, the value of teacher responsibility in their activities at school is in the good category. This means that the teacher in his life has carried out his responsibilities properly.

Meanwhile, the indicator trust showed that the trust at Vocational Schools in Padang City is high in category. The score for the trust indicator is 62.83%. It means that the trust displayed by the teachers has been internalized strongly or in other words the teachers have begun to foster mutual trust between fellow teachers or with other school components and have been implemented with well. It can be seen that 3 out of 5 trust subindicators are in the strong category, they are a sense of integrity, competence and consistency. It means that the teacher has familiarized and interpreted integrity, consistency and competence in his daily activities. Even though it is already in the strong category, there are still things that need to be improved by the teacher, namely in terms of the loyalty and openness that the teacher has. Sub indicators of loyalty and openness are still in the weak category. This shows that the teacher still has not shown his loyalty as an educator and the attitude of mutual openness between fellow teachers or other school components has not been implemented well.

### **The Way To Improve School Organizational Culture.**

Some efforts can be made to improve school organizational culture especially in facing the challenges of the industrial revolution 4.0 is managing the culture. As stated by Tushman and O'reilly that there are four ways to shape and manage organizational culture, they are; a) Establishing a culture through participation and commitment is laying the foundation for the consensus of values within the organization. This can be done through three steps, namely: 1) forming a commitment through respect for freedom, 2) forming commitment through exemplary real things and 3) forming commitments through definite plans; b) Forming culture through symbolic actions. This can be done through 1) daily behavior management and 2) managing language and symbolic actions; c) Establishing culture through gifts and recognition. This can be done by changing culture by giving rewards and acknowledging appropriate behaviour; and d) Building social control. This can be

done through changing culture by building a system of social control of inappropriate behaviors [44].

Strengthening the leadership of principals is very important because the leadership of the principal will determine a good organizational culture in the school [45] toward industrial revolution 4.0. As described in some literature that, principals are facilitators for building organizational culture [46][47].

Then, the most important prerequisite for shaping organizational culture is to instill an understanding that schools are a holistic entity and require a comprehensive approach and various planning efforts [48]. By managing the culture, it is expected to improve the culture that exists in school. Besides, in addition to managing the culture, principals as leaders also play their own role in improving culture. As stated that principals as leaders have great potential to strengthen and apply organizational culture through five main mechanisms, namely attention, how to deal with crises, role models (modeling), award allocation and selection criteria, and termination of employment of teachers and staff [49].

Based on the description, it can be concluded that organizational culture has important roles and functions to create a school with strong culture that can be a norm in developing school program. Given the importance of the role and function of the culture, culture must be kept strong. Deal and Kennedy emphasize that a strong culture is the most influential spirit in determining behavior, because it helps teachers do their jobs better [50]. Strong culture is a system of regulatory information that explains how people must behave at all times. Strong culture makes people better at what they do, so they tend to work harder [51][52]. Organizational culture has a strong influence on the success of organizational establishment by influencing decisions taken, resources used, and reactions to threats [53][54].

The organizations with a strong and positive culture will enable people to feel motivated to develop, learn and improve themselves. Many certain organizations make changes so they can still compete and survive. Organizational culture that can be managed and changed allows each individual to change old behavior into a new behavior and a positive organizational culture that will trigger and can increase organizational effectiveness. So it can be concluded that the stronger the organizational culture, the stronger the contribution of the culture in increasing organizational effectiveness.

## 4 Conclusion and Suggestions

### 4.1 Conclusion

Organizational culture is the most important in creating school effectiveness. The result of study found out that (1) the average score of organizational culture of vocational school in Pacang City is 59,84% (low category), (2) the average of organizational culture from the values aspect is 55,6% (low category). (3) the confidence aspect is 62,83% (strong category). A weak school organizational culture has many impacts on the ability of school organizations to create effective schools. So, to improve organizational culture of vocational school in Padang City, it can be done by increasing leadership roles, participation, commitment, symbolic action, giving appreciation and recognition, and building social control.



## 4.2 Suggestion

Based on the conclusions above, it is expected that 1) teachers should to improve the school's culture by participating and enhancing commitment, giving awards and managing daily behavior and exercising social control over actions taken so that they can create a culture that is good in the school environment. 2) the principal makes a control over the behavior and activities carried out by every citizen, especially the teacher who will become a role model for the realization of a cultured school. 3) The education office can hold an activity related to a good culture in order to realize an effective school through a strong cultural cultivator, 4) for future researchers.

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