



The Influence of Organizational Change and Organizational Culture on Teacher Performance at XYZ High School in Bekasi City

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ARTICLE INFO

ABSTRACT

Article history:

Received, March 2025
Revised from March 2025
Accepted March 2025
Available online May 2025

Keywords:

Mental Health; Teenager; School; Prevention Strategy; Handling; Implementation.

This study investigates the influence of organizational change and organizational culture on teacher performance at SMA XYZ in Bekasi. A quantitative research design was employed, utilizing survey data collected from a sample of 30 teachers, determined through the Slovin formula. Data were analyzed using multiple linear regression and t-tests to assess the individual contributions of each independent variable. Findings suggest that organizational change is positively and significantly associated with teacher performance. In contrast, organizational culture does not exhibit a statistically significant relationship with teacher performance within the context of this study. The model's Adjusted R^2 value of 0.165 indicates that approximately 16.5% of the variance in teacher performance can be explained by the two independent variables, while the remaining 83.5% is likely attributable to other unexamined factors. These results should be interpreted with caution due to the limited sample size and scope of variables. It is recommended that SMA XYZ continue to enhance organizational change initiatives as a strategy to improve teacher performance, while further exploration into the role of organizational culture may provide deeper insights for future research.

1. Introduction

The quality of education in schools is largely determined by teacher performance, which serves as a key indicator of educational effectiveness. Teachers fulfill multiple roles, including those of facilitators, mentors, and role models who guide students academically and socially (Darling-Hammond, 2000; Stronge, 2018). According to Rivai (2015), teacher performance reflects the ability to plan, implement, and evaluate the learning process effectively and responsibly. High levels of teacher performance have been shown to significantly contribute to the achievement of learning objectives and improve the overall quality of graduates (Hanushek & Rivkin, 2010; Hattie, 2009; Day, 2011). Furthermore, teacher effectiveness is closely linked to student motivation and long-term academic success (Rockoff, 2004; Wayne & Youngs, 2003).

One of the key factors influencing performance is organizational change. The change is inevitable and affects all institutions, including schools. As social institutions, schools must continuously adapt to evolving demands, including changes in curriculum, organizational structure, educational technology, and managerial approaches (Fullan, 2007; Hall & Hord, 2015). Well-designed organizational change initiatives can enhance work effectiveness and productivity, including in the educational sector (Robbins & Coulter, 2018). This aligns with previous research

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that has demonstrated a positive and significant relationship between organizational change and performance (Poluakan, 2016; Simbolon et al., 2013; Armenakis & Harris, 2002). Moreover, successful change implementation depends on leadership support, communication, and employee engagement (Kotter, 1996; Burke, 2017; Burnes, 2004). Without these elements, resistance to change often emerges as a barrier to improved performance (Lines, 2004; Dent & Goldberg, 1999).

In addition to organizational change, another critical factor influencing performance is organizational culture (Arianty, 2014). Organizational culture refers to a system of shared values, beliefs, and assumptions that evolve within an organization and guide behavior and work practices among its members (Schein, 2010; Cameron & Quinn, 2011). In educational institutions, a strong and supportive organizational culture can foster collaboration, commitment, and motivation, which are essential for enhancing teacher performance (Iba et al., 2021; Deal & Peterson, 2009; Owens & Valesky, 2015). Such a culture not only creates a positive working environment but also aligns individual goals with institutional objectives. Moreover, previous research has emphasized the role of organizational culture as a strategic asset that, when combined with effective leadership, significantly contributes to employee performance and institutional success (Rivai, 2020; Alvesson, 2013; Hofstede, 2001). A collaborative culture also enhances innovation, trust, and openness among staff (Bryk & Schneider, 2002; Stoll & Fink, 1996).

SMA XYZ is one of the Senior High Schools located in Bekasi City. Based on the researcher's observations, there are several problems that occur, such as lack of communication due to the absence of socialization in organizational change, resistance to changes in organizational structure, old cultural values that are not renewed, and the absence of involvement of all teachers in decision making. These issues reflect broader challenges in managing change and culture in educational settings (Leithwood et al., 2004; Bush, 2003). Finally, this research will analyze The Influence of Organizational Change and Organizational Culture on Teacher Performance at XYZ High School in Bekasi City.

2. Methodology

Based on positivism, this study examined particular populations using the quantitative analysis approach (Sugiyono, 2022). In order to collect primary data, 30 teachers at XYZ High School were given questionnaires that evaluated various facets of their performance using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To guarantee comprehensive data collection, all teachers were included in a saturation sampling strategy. To guarantee consistent results, the questionnaire was meticulously created, validated by experts for content, and dependability tested. The study was more representative because the participants' ages, genders, and years of experience varied. Following ethical guidelines, which included getting informed consent, keeping information private, and enabling participants to leave at any moment, improved the validity of the study's conclusions.

3. Result and Discussion

3.1 Validity Test

Validity test in this study was conducted using SPSS 26 software with Pearson Product Moment method. To determine the level of validity of the instrument is to consult r_{xy} with Table r with a significant level of 5%. If the calculated r_{xy} is $> r$ Table, then the instrument item can be declared valid, however if the calculated $r_{xy} < r$ Table, then the instrument item is declared invalid Ghozali (2018). The results of the validity test of organizational change variables is shown in Table 1, as follows:

Table 1 The results of the validity test of organizational change variables

Variable	Statement	Pearson Correlation	r Table	Information
Organizational Change (Robbins & Judge, 2017)	X1.1	0.349	0.794	VALID
	X1.2	0.349	0.797	VALID
	X1.3	0.349	0.701	VALID
	X1.4	0.349	0.489	VALID
	X1.5	0.349	0.487	VALID
	X1.6	0.349	0.525	VALID
	X1.7	0.349	0.401	VALID
	X1.8	0.349	0.759	VALID

Table 1 shows that the Pearson Correlation for each item of the Organizational Change variable statement is greater than the r Table, which is 0.349. Therefore, it can be said that each item of the work productivity variable statement is valid.

Furthermore, to obtain validate the test of organizational culture variables we analyze four variable such as statement, Pearson correlation, r-table and information. This validation was processed to see r-table value to make sure the Organizational Culture variable is valid (see Table 2).

Table 2 Results of the Validity Test of Organizational Culture Variables

Variable	Statement	Pearson Correlation	r Table	Information
Organizational Culture (Schein, 2010)	X2.1	0.349	0.667	VALID
	X2.2	0.349	0.785	VALID
	X2.3	0.349	0.612	VALID
	X2.4	0.349	0.654	VALID
	X2.5	0.349	0.692	VALID
	X2.6	0.349	0.720	VALID
	X2.7	0.349	0.448	VALID
	X2.8	0.349	0.612	VALID

Table 2 shows that the Pearson Correlation for each item of the Organizational Change variable statement is greater than the r Table, which is 0.349. Therefore, it can be said that each item of the Organizational Culture variable statement is valid. To validate the teacher performance variables, we analyze four variable such as statement, Pearson correlation, r-table and information (see Table 3).

Table 3 Results of the Validity Test of Teacher Performance Variables

Variable	Statement	Pearson Correlation	r Table	Information
Teacher Performance (Schein, 2010)	Y1.1	0.349	0.667	VALID
	Y1.2	0.349	0.785	VALID
	Y1.3	0.349	0.612	VALID
	Y1.4	0.349	0.654	VALID
	Y1.5	0.349	0.692	VALID
	Y1.6	0.349	0.720	VALID
	Y1.7	0.349	0.448	VALID
	Y1.8	0.349	0.612	VALID

Table 3 shows that the Pearson Correlation for each item of the Organizational Change variable statement is greater than the r Table, which is 0.349. Therefore, it can be said that each item of the teacher performance variable statement is valid.

3.2 Reliability Test

The reliability test in this study was conducted by looking at the Cronbach's Alpha value. The statement indicator is declared reliable if the Cronbach's Alpha value is > 0.7 (Ghozali, 2018). In this study, we analyze the three variable such as Organizational Change, Organizational Culture, and Teacher Performance (see Table 4).

Table 4 Reliability Test Results

No	Variable	Cronbach's Alpha	Criteria	Result
1	Organizational Change	0.796	Reliable if	RELIABEL
2	Organizational Culture	0.806	Cronbach's	RELIABEL
3	Teacher Performance	0.768	Alpha $> 0,7$	RELIABEL

Table 4 shows that the Cronbach's Alpha value of the variables Organizational Change, Organizational Culture, and Teacher Performance is greater than 0.7. Therefore, it can be concluded that the three variables are reliable.

3.3 Normality Test

The normality test in this study was conducted using the One-Sample Kolmogorov-Smirnov method. If the significance value is > 0.05 , the residual data is normally distributed (Ghozali, 2018). In this study, we obtain the Asymp. Sig (2-tailed) value is 0.131 which is greater than 0.05. Thus, the data in this study is normally distributed.

3.4 Multicollinearity Test

To test the presence of multicollinearity, it can be seen from the tolerance value or Variance Inflation Factor (VIF). If the tolerance value is > 0.10 or $VIF < 10$, then there is no multicollinearity. On the other hand, if the tolerance value is < 0.10 or $VIF > 10$, then there is multicollinearity (Ghozali, 2018). Table 5 shows the tolerance value of the Organizational Change and Organizational Culture variables is 0.294 or greater than 0.1 and the Variance Inflation Factor (VIF) value is 3.402 or less than 10.

Table 5 Multicollinearity Test Results

Variable	Tolerance	VIF
Organizational Change	0.294	3.402
Organizational Culture	0.294	3.402

Based on the Multicollinearity Test, it can be concluded that each independent variable is free from multicollinearity.

3.5 Heteroscedasticity Test

To test heteroscedasticity, it is done by looking at the probability value. If the probability value is > 0.05 , then there is no heteroscedasticity. Conversely, if the probability value is < 0.05 , then there is heteroscedasticity (Ghozali, 2018). Here, the Sig. value of the Organizational Change variable is 0.962 and the Sig. value of the Organizational Culture variable is 0.090, where both Sig. values are greater than 0.05, which means that there is no heteroscedasticity in this study (see Table 6).

Table 6 Heteroscedasticity Test Results

Variable	Sig	Result
Organizational Change	0.962	There is no heteroscedasticity
Organizational Culture	0.090	There is no heteroscedasticity

3.6 Multiple Linear Regression Analysis

The results of the analysis of the influence of the variables Organizational Change and Organizational Culture through multiple linear regression tests is shown in Table 7.

Table 7 Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients (B)
Constant	20.099
Organizational Change	0.612
Organizational Culture	-0.171

Thus, the multiple linear regression equation is expressed in equation 1, as follows:

$$Y = 20.099 + 0.612 X_1 - 0.171 X_2 \tag{1}$$

3.7 Individual Parameter Significance Test (t-Test)

The significant results of individual parameters or t-Test in this study is shows in Table 8 with two variable.

Table 8 t-Test Results

Variable	t-count	t-table
Organizational Change	2.042	1.699
Organizational Culture	-0.694	1.699

Table 8 shows the t-count value of the independent variable Organizational Change of 2.042 < t table is 2.034, it means that the individual parameters is accepted or in other words the independent variable Organizational Change individually affects the dependent variable, namely Teacher Performance. While the t-count value of the independent variable Organizational Culture has a t-count value of -0.694 < t table which is 1.699, meaning individual parameters is rejected or the Organizational Culture variable cannot affect the dependent variable, namely Teacher Performance.

3.8 Coefficient of Determination Test (R2 Test)

The results of the determination coefficient test or R2 test in this study is obtain 0.165, which means that the Organizational Change and Organizational Culture variables have the ability to explain the Teacher Performance variable by 16.5%, while the remaining 83.5% is explained by other factors not included in the regression model.

4. Conclusions

Based on the results, the study of The Influence of Organizational Change and Organizational Culture on Teacher Performance at XYZ High School in Bekasi City is successfully. Here, Organizational Change has a positive and significant effect on Teacher Performance. This means that every change made in the structure, strategy, technology, and management of human resources at XYZ High School can improve teacher performance, both in terms of quality, productivity, and work responsibility. Thus, Organizational Culture has no effect on Teacher Performance. This shows that even though organizational culture already exists, its existence has not been able to encourage or improve teacher performance in real terms. It could be because the culture that has been built has not been fully internalized or is not in line with the individual needs of teachers.

Overall, the regression model in this study shows that organizational change has a more dominant influence on teacher performance than organizational culture. Thus, XYZ High School needs to continue to develop targeted organizational changes, including updating learning strategies, increasing the use of technology, and conducting teacher training to be adaptive to change, so that teacher performance can continue to improve. Furthermore, the organizational culture did not have a

significant influence in this study, schools should continue to strive to strengthen organizational culture through consistent activities, symbols, and values that are grounded among all educators, so that in the future organizational culture can contribute more to performance. Where, Schools need to conduct regular evaluations of the change programs that have been implemented and evaluate the organizational culture that has been built, to determine the extent to which the implementation has an impact on teacher performance. In near future, it is recommended to add other variables such as principal leadership, work motivation, or work environment, which are likely to influence teacher performance at XYZ High School.

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