



Implementation of Work Culture in Kuala Kampar 1 Junior High School and Kuala Kampar 2 Junior High School, Kuala Kampar District, Pelalawan Regency, Riau Province

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ABSTRACT

This study aims to analyze the implementation of work culture at State Junior High School 1 and 2 Kuala Kampar, identify supporting and inhibiting factors, and examine strategies to overcome challenges. Conducted qualitatively from September 2024 to January 2025, the research utilizes in-depth interviews with principals, teachers, staff, and parents, supplemented by observations and documentation. Data analysis follows the Miles and Huberman Model (2019), comprising data reduction, presentation, and conclusion drawing. Work culture is fostered through leadership, discipline, open communication, performance recognition, and moral reinforcement. Key enablers include strong leadership, staff commitment, and community support, while challenges involve student discipline, workload, resource constraints, and communication barriers. Addressing these factors is essential for sustaining a positive work culture.

INTRODUCTION

Education plays a strategic role in developing high-quality human resources, not only intellectually but also in character formation and skill development. In an era of globalization, education must produce competent individuals with integrity who are adaptable to change. Schools, as formal educational institutions, bear significant responsibility for creating a learning environment that fosters these goals. Educational success is influenced not only by a well-structured curriculum and adequate facilities but also by the work culture within the school environment. A work culture based on integrity includes honesty, consistency, and morality in daily activities. Its implementation in schools can be guided by relevant regulations, such as Indonesia's Minister of Manpower Regulation No. 3 of 2023 on Work Culture and the Code of Ethics for Civil Servants. Work culture in schools encompasses values of integrity, discipline, and professionalism, reflected in leadership practices, staff behaviour, and internal policies. Adopting these principles enhances educational quality and accountability, ultimately improving school performance and service to students and the community.

Work culture is crucial in fostering a harmonious work environment and enhancing educators' performance. According to Purnamasari (2015), building a work culture involves strengthening positive behaviours and establishing better patterns of conduct. Edgar H. Schein (2020) defines work culture as shared patterns of thought, emotion, and behaviour within an organization. Similarly, Robbins (2018) states that work culture distinguishes one organization from another through core values such as integrity and collaboration.

In an educational context, a positive work culture improves learning quality and creates a conducive atmosphere for students. Effective work culture implementation motivates teachers, encourages student engagement, and strengthens collaboration among school stakeholders. It also fosters a productive learning environment, enhances educators' efficiency, and instils discipline and character in the school community. Despite its significance, implementing a work culture in schools often faces challenges. At State Junior High School 1 Kuala Kampar, the work culture has not been fully established. Interviews with teachers and school leaders reveal issues such as inconsistent application of work culture values, low teacher discipline, and lack of motivation. Fathurrahman (2023) found that discipline and integrity significantly influence teachers' work culture. Low teacher discipline, particularly in punctuality, is a recurring issue. Haryanto (2023) highlighted that tardiness and lack of commitment negatively impact teachers' work culture. Insufficient supervision contributes to this issue, indicating a need for stricter monitoring and discipline training. Another challenge is low teacher motivation, particularly in administrative tasks and innovative teaching methods. Indriani (2023) found that poor motivation reduces teaching quality and stifles innovation. Thus, school management must foster a supportive environment that motivates teachers and provides opportunities for professional growth. Ineffective communication among school members further hinders work culture implementation. Poor communication between principals,

teachers, and staff results in weak coordination. Nurhadi (2024) found that unclear policies and instructions lead to confusion, reducing performance and motivation. Transparent and open communication is essential to strengthening a positive school culture.

Given these challenges, this study examines the work culture at State Junior High School 1 and State Junior High School 2 Kuala Kampar, focusing on its implementation, supporting and inhibiting factors, and strategies for improvement.

LITERATURE REVIEW

In the educational context, work culture is essential for institutional success. It consists of values, norms, habits, and behavioral patterns that guide professional activities. Hartawan (2021) states that work culture is closely linked to employee empowerment, enhancing motivation and performance. Sembiring (2020) describes it as a set of habitual behaviors adopted by employees, which, although not always enforced by strict sanctions, are morally upheld as standards for achieving organizational objectives. Moeheriono (2017) further elaborates that work culture includes value patterns, attitudes, behaviors, and the systems and technologies utilized.

A strong work culture enhances individual and organizational performance, fosters consistency, and ensures quality outcomes. Factors such as work environment, collegial relationships, and leadership significantly influence its effectiveness. Work culture not only guides behavior but also shapes institutional character and facilitates goal achievement. It plays a strategic role in establishing a productive and harmonious work environment, ultimately determining an institution's success.

The primary objectives of work culture include shaping organizational identity, directing behavior, and reinforcing shared values. Darojat (2015) identifies key goals such as mastering organizational paradigms, implementing effective work patterns, and fostering a harmonious environment. By cultivating a strong work culture, institutions can enhance accountability, efficiency, and overall performance.

Several studies have explored the implementation of organizational and work culture in education. Andriani, Arifin, and Nurabadi (2018) analyzed school culture in strengthening students' character at Private Vocational High School Wahidin Cirebon. Using a descriptive method, they found that structured programs and stakeholder involvement fostered a positive school culture. While aligned with our study, the focus differs in research subjects and identified factors.

Hasyin (2019) examined the impact of a reward-and-punishment system on educators' work culture at State Junior High School 8 Gorontalo. His qualitative study found that this system significantly improved teacher motivation and work culture. Similarly, Ilham et al. (2020) used a quantitative approach to assess the relationship between organizational climate, teacher work culture, and job satisfaction, highlighting job satisfaction as the dominant factor influencing commitment.

Nasyaliyah et al. (2020) evaluated the implementation of work culture programs in vocational schools in West Java, revealing alignment with industry needs. Their findings provide insights into how work culture enhances professional competencies in vocational education. Therefore, this study aims to address the following questions:

- 1) How is the implementation of work culture at State Junior High School 1 Kuala Kampar and State Junior High School 2 Kuala Kampar?
- 2) What are the supporting and inhibiting factors in implementing work culture at these schools?
- 3) What strategies can be employed to overcome obstacles in the implementation of work culture at State Junior High School 1 and 2 Kuala Kampar?

METHODS

This qualitative study employs a phenomenological approach to explore work culture in schools (Moleong, 2017; Sugiyono, 2019). Data is collected through primary sources (in-depth interviews with principals, teachers, staff, and parents) and secondary sources (observations and document analysis). Key focus areas include leadership, professionalism, time discipline, communication, reward systems, and moral values. Observations assess staff behavior and time management, while document analysis reviews reports, evaluations, and school policies. This approach provides a comprehensive understanding of work culture dynamics.

This study employs observation, interviews, and documentation to assess leadership, professionalism, discipline, and communication in school work culture. Interviews provide insights from principals, teachers, staff, and parents, while documentation (reports, regulations) complements qualitative data. To ensure data validity, four criteria are applied (Sugiyono, 2023): credibility (triangulation, member-checking), transferability (context description), dependability (systematic documentation), and confirmability (external verification), with emphasis on credibility. The analysis follows Miles and Huberman's (2019) model: data reduction (selection and organization), data display (narratives, diagrams), and conclusion drawing (verified interpretation). This structured approach ensures a comprehensive understanding of school work culture.

RESULTS AND DISCUSSION

Developing a positive work culture at State Junior High School 1 and 2 Kuala Kampar is based on six key indicators: leadership, professionalism, time management, communication, recognition, and values & trust. Effective leadership, as defined by Yukl (2013), is the ability to influence and motivate organizational members. The principal of State Junior High School 1 Kuala Kampar emphasizes role modelling to instill moral values such as discipline and honesty through direct examples and regular discussions. Professionalism also plays a crucial role in fostering a conducive work environment. According to

Goleman (1998), physical appearance and body language significantly influence perceptions of competence. At both schools, principals and teachers maintain professional and appropriate appearances, reflecting responsibility and professionalism.

Time management is another fundamental aspect of work culture. Covey (1989) highlights that punctuality and adherence to schedules enhance the effectiveness of teaching and learning processes. Principals at State Junior High School 1 and 2 Kuala Kampar reinforce discipline in time management to foster a productive environment. Additionally, effective communication supports positive workplace relationships. Robbins and Judge (2019) define communication as the exchange of information that facilitates collaboration. The principals of both schools prioritize open and direct communication with teachers, staff, and students through regular meetings and informal interactions, which helps create a cooperative and harmonious work environment.

Recognition and rewards serve as powerful motivators in shaping work culture. Based on Herzberg's two-factor theory (1959), appreciation and incentives can significantly boost employees' motivation. At State Junior High School 1 and 2 Kuala Kampar, outstanding teachers and staff receive recognition in the form of certificates, small incentives, and professional development opportunities. These initiatives increase morale and strengthen commitment to the school's objectives. Lastly, values and trust are essential for maintaining strong working relationships. Mayer, Davis, and Schoorman (1995) emphasize that trust is built on perceptions of integrity and competence. School principals at both institutions emphasize transparency and open communication to establish trust among staff and between the school and the broader community.

These six interconnected indicators contribute to a strong and sustainable school culture. Research by Lee & Louis (2019) suggests that a well-established school culture significantly enhances performance and drives continuous school improvement. Thus, effective leadership, professionalism, time discipline, strong communication, recognition, and moral values are key components in achieving educational excellence and fostering a supportive learning environment.

Despite its contributions, this study has several limitations. First, its scope is confined to two schools in Kuala Kampar, making it difficult to generalize the findings to other regions. Second, the research framework relies primarily on specific theories, such as Yukl's (2013) leadership theory and Herzberg's (1959) motivation theory, without incorporating a broader range of theoretical perspectives. Third, the study was conducted within a specific timeframe, potentially overlooking long-term cultural dynamics and changes. Given these limitations, future research is encouraged to explore evolving work culture dynamics in diverse educational settings over extended periods.

CONCLUSIONS AND RECOMMENDATIONS

The study finds that State Junior High School 1 Kuala Kampar adopts a transparent, role-model-based leadership approach. The principal emphasizes punctuality, open communication, and collaboration, fostering professionalism and discipline among teachers and staff. A reward system further enhances motivation and professional development, creating a

productive learning environment. Conversely, State Junior High School 2 Kuala Kampar employs a more innovative leadership style, integrating technology and creative programs to modernize learning. The principal prioritizes inclusive collaboration, while teachers and staff focus on professionalism, coordination, and detail-oriented work. Performance-based rewards further boost motivation and excellence. Both schools emphasize effective communication and strong moral values, fostering trust and a positive work culture. Yukl's (2013) leadership theory highlights the role of motivation in achieving collective goals, while Herzberg's (1959) motivation theory underscores the impact of recognition on productivity. Strong leadership, professionalism, discipline, communication, performance recognition, and shared values are crucial in building a positive school culture. As Lee and Louis (2019) suggest, a strong school culture enhances academic performance and continuous improvement. State Junior High School 1 and 2 Kuala Kampar demonstrate that effective leadership and a positive work culture drive educational innovation and success.

To build and strengthen a positive school culture, school leaders should continuously develop transformational leadership by leading by example, managing conflicts wisely, and fostering collaboration among teachers. Schools are also encouraged to implement fair reward systems to motivate staff and create a more productive work culture. Additionally, improving both internal and external communication, along with emphasizing time discipline, will strengthen school management and enhance the effectiveness of the teaching and learning process. School leaders should instill values of integrity and trust in every action and policy to create a more inclusive and productive environment.

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