

# The Role of Sustainable School Culture Implementation on Commitment and Performance of School Employees

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## ABSTRACT

The purpose of this study is to analyze the relationship between the variable sustainable school culture implementation and commitment, the relationship between the variable sustainable school culture implementation and the performance of school employees and the relationship between the variable commitment and the performance of school employees. social media to respondents. The respondents of this study were 360 school teachers who were determined by simple random sampling. The questionnaire was designed using a Likert scale of 1 to 7. Analysis of the research data used structural equation modeling (SEM) with SmartPLS 3.0 software tools. The stages of data processing in this study were validity testing, reliability testing and hypothesis testing. The independent variables of this study were sustainable School culture and commitment; and the dependent variable is school employee performance. The results of this study are that the variable sustainable school culture implementation has a positive and significant effect on commitment, the variable sustainable school culture implementation has a positive and significant effect on the performance of school employees and the commitment variable has a positive and significant effect on commitment to the performance of school employees.

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## 1. INTRODUCTION

According to Fullan et al. (2018); Goldman et al. (2018) During the current Covid-19 pandemic, which is endemic in all parts of the world, all aspects of life are affected, including education. The ongoing education is not the same as usual, because students have to study at home to prevent the spread of the virus, but on the other hand, students must also get a proper education. So various changes occur in the world of education, this is also adapted to technological developments that occur. Currently, Indonesia is entering the industrial revolution 4.0, where one of the implementations is through increased manufacturing, the creation of strategic policy frameworks,

and all things related to the use of technology more sophisticated. According to Deslatte et al. (2021); El-Sayed et al. (2021) Digital technology can also be useful for changing human behavior, including education and students, in finding, collecting, documenting, processing and re-transferring teaching materials as needed. Mixing teaching materials in the learning process with digital technology can be more interesting and provide learning motivation, because mixing teaching materials is not monotonous in text, but can be mixed more creatively and interestingly because it combines images, audio, video and animation, so that it can affect changes in learning behavior. develop better. According to Deslatte et al. (2021); Fullan et al. (2018); Goldman et al. (2018) Advances in technology and information media have been felt by almost all levels of society, both in terms of positive and negative aspects of their use. This is because accessing information media and technology is classified as very easy or affordable for various groups, both for young people and parents and the rich as well as the lower middle class. In this era the use of digital technology has become a necessity. According to Deslatte et al. (2021); El-Sayed et al. (2021) With the development of this information should be able to facilitate the world of education. However, this is not the case, the speed of information does not always have a positive effect. All things must have positive and negative effects, including advanced information technology in this digital era.

In relation to the factors that influence learning outcomes, one of them is school culture. According to Islam et al. (2019); (Wiflihani et al., 2020) school culture is a pattern of values, principles, traditions and habits that are formed in the long journey of the school, developed by the school over a long period of time and become a guideline and are believed by all school members so that it encourages the emergence of attitudes and school behavior. School culture is dynamic, belongs to all school members, is the result of the school's journey, and is the product of the interaction of various forces that enter the school. A dynamic school condition is a combination of all school members who have different social life backgrounds and interact continuously with each other, thus forming a value system that is entrenched and belongs together at school. Culture with core values has a function in providing a framework and foundation in the form of ideas, enthusiasm, ideas and ideals for all school members. School culture, which is often referred to as the work climate, which describes the atmosphere of working relationships between fellow teachers, between teachers and school principals, between teachers and other education personnel as well as between agencies in their environment, is a form of a conducive environment. According to Iqbal et al. (2021); stated the importance of schools having a culture or culture. Schools as an organization must have: 1) the ability to live, grow and adapt to various existing environments, and 2) internal integration that allows schools to produce individuals or groups that have positive traits. Therefore an organization including a school must have a pattern of basic assumptions that are shared by all school members.

According to Popescu (2021) Personal and organizational behavior is the embodiment of a culture, so that the solution to environmental matter must begin with the modification of human behavior and attitudes. The good or bad attitude of an employee is influenced by organizational culture because the values and norms contained in it can be used to direct employee attitudes and behavior. According to Islam et al. (2019) attitudes towards environmental care vary based on age, gender, education and other social variables. Assessment of the sustainable culture of higher education can be seen from the indicators of waste prevention, climate action, healthy environments and community awareness Organizational culture is closely related to the definition of culture, because culture is part of organizational culture. According to Islam et al. (2019) stated that organizational culture is a set of basic assumptions and beliefs held by members of the organization, then developed and passed on to new organizational members in order to overcome the company's internal problems. There are five functions of organizational culture According to Liu et al. (2019); Popescu (2021) namely setting boundaries, bringing a sense of identity to organizational members, facilitating commitment, increasing the stability of social systems and meaning-making and control mechanisms that guide and shape employee behavior and attitudes. According to Islam et al. (2019); Liu et al. (2019); Murray et al. (2021) divided the level of organizational culture into three parts,

namely artifacts, values and basic assumptions. While the process of forming organizational culture itself According to Islam et al. (2019);Iqbal et al. (2021);Khan et al. (2021) the process of forming organizational culture begins with the thoughts of the founders of the organization, then determines the direction of the selection criteria for new members of the organization by top management through socialization, then a culture is formed in an organization.

According to Islam et al. (2019); Iqbal et al. (2021) In an effort to improve teacher performance both in terms of competence and skills in the learning process, schools need to pay attention to factors that can improve the teacher's performance in developing all of their potential. One of them is by participating in education and training. This competence for teachers is able to foster motivation in carrying out their duties, but this does not happen in the field. Because there are still frequent findings that teachers have not carried out their duties with a full sense of responsibility and professionalism. The performance of people in their jobs will increase as a result of teacher improvement training. Education and training provide opportunities for teachers to gain new knowledge, skills, attitudes that change their behavior which will ultimately improve performance and will also have an impact on improving student achievement.

According to Sharma et al. (2021) Organizational culture is also closely related to employee commitment. A good organizational culture will increase the sense of belonging and commitment of organizational members to the organization and its work group Low commitment from employees can lead to unfavorable employee behavior, such as riots which will have an impact on decreasing the reputation of the organization, losing trust from the public and decreasing organizational performance. Xia et al 920220 Employee commitment has a positive effect on high turnover, employee performance, high absenteeism, increased inactivity and lack of intensity to survive as an employee in the organization. Organizational commitment is an employee's attachment that is shown in identification with organizational goals, feelings of involvement, and a sense of loyalty to the organization An employee's commitment can be used to measure and evaluate the employee's performance in the organization. By knowing the commitment of an employee, the organization can determine the policy direction that will be determined by the company through strong and efficient human resources. According to Fullan et al. (2018);Goldman et al. (2018) there are three forms of organizational commitment, namely (1) affective commitment, namely the emotional attachment of employees to the company; (2) continual commitment, namely a commitment based on losses if the employee leaves the company; (3) normative commitment, namely commitment caused by a feeling of having an obligation to remain in the company.

## 2. METHODS

This research method is quantitative through surveys, data obtained by distributing online questionnaires via social media to respondents. The respondents of this study were 360 school teachers who were determined by simple random sampling. The questionnaire was designed using a Likert scale of 1 to 7. Analysis of the research data used structural equation modeling (SEM) with SmartPLS 3.0 software tools. The stages of data processing in this study were validity testing, reliability testing and hypothesis testing. The independent variables of this study were sustainable School culture and commitment; and the dependent variable is school employee performance.

The research hypothesis is

*H1: Sustainable school culture implementation has a positive and significant effect on commitment,*

*H2: Sustainable school culture implementation has a positive and significant effect on the performance of school employees*

*H3: Commitment has a positive and significant effect on commitment to the performance of school employees.*

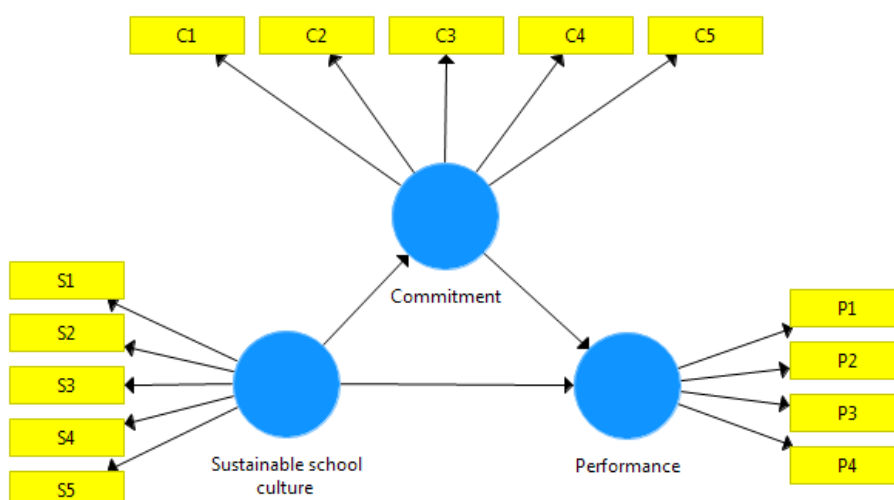


Fig 1. Research Model

### 3. FINDINGS AND DISCUSSION

#### Validity Test

Based on the results of data processing, the following are the results of the validity test in this study. In Figure 2, all question items have a factor loading greater than 0.7 and the AVE value for each variable is greater than 0.5, so no items are excluded. The results of the test show that all items from the instrument pass the convergent validity test

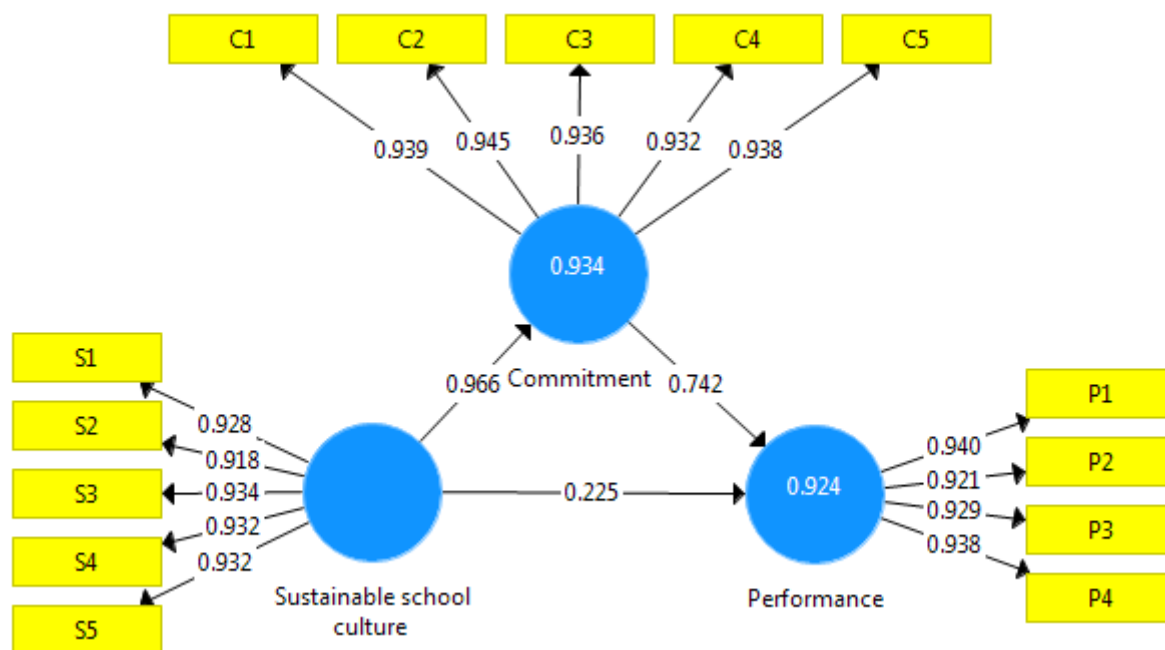


Figure 1. Validity Test

After the phase 2 validity test was carried out, it was seen that all the constructs in the study were valid.

### Reliability Test

To see the reliability results, it can be seen that the Average Variance Extract (AVE) value must be above 0.5 and the Composite Reliability must be above 0.7 (Purwanto et al, 2021). In this study the reliability test was carried out using two methods, namely Cronbach's alpha and Composite reliability. Cronbach's alpha measures the lower limit of the reliability value of a construct, while Composite reliability measures the actual value of the reliability of a construct. Composite reliability is considered better in estimating the internal consistency of a construct. Based on this opinion, this study uses Composite reliability to test reliability. The rule of thumb is that the alpha value or Composite reliability must be greater than 0.7 even though a value of 0.6 is still acceptable. Table 1 below shows the value of Cronbach's alpha and Composite reliability.

**Table 1. Reliability Test**

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Sustainable school culture	0.865	0.818	0.876	0.608
Commitment	0.834	0.820	0.813	0.605
Performance of school employees	0.876	0.865	0.809	0.604

Based on table 1, it is known that the AVE value is above 0.5 and the Composite Reliability value is above 0.7, so that all variables meet the reliability requirements. Table 1 above shows that the value of all variables in the reliability test using either Cronbach's Alpha or Composite reliability has a value of  $> 0.70$ , and validity testing using AVE (Average Variance Extracted) has a value of  $> 0.50$ . Therefore, it can be concluded that the variables tested are valid and also reliable, so that it can be continued to test the structural model

### Hypothesis Test

To find out the effect between variables, the bootstrapping method is used. The bootstrapping approach represents nonparametric for the precision of the estimation. In the PLS method, the decision making to accept or reject a the hypothesis is based on the significance value (P Value), and the T-table value. In the SmartPLS application, the significance value can be determined by looking at the parameter coefficient values and the t-statistical significance values. The criterion for accepting or rejecting the hypothesis is if the significance value of the t-value is  $> 1.96$  and/or the p-value is  $< 0.05$  at a significance level of 5% ( $\alpha 5\%$ ) then  $H_a$  is accepted and  $H_o$  is rejected, otherwise if the t-value is  $< 1.96$  and/or the p-value  $> 0.05$  at a significance level of 5% ( $\alpha 5\%$ ) then  $H_a$  is rejected and  $H_o$  is accepted.). The following are the hypotheses proposed in this study:

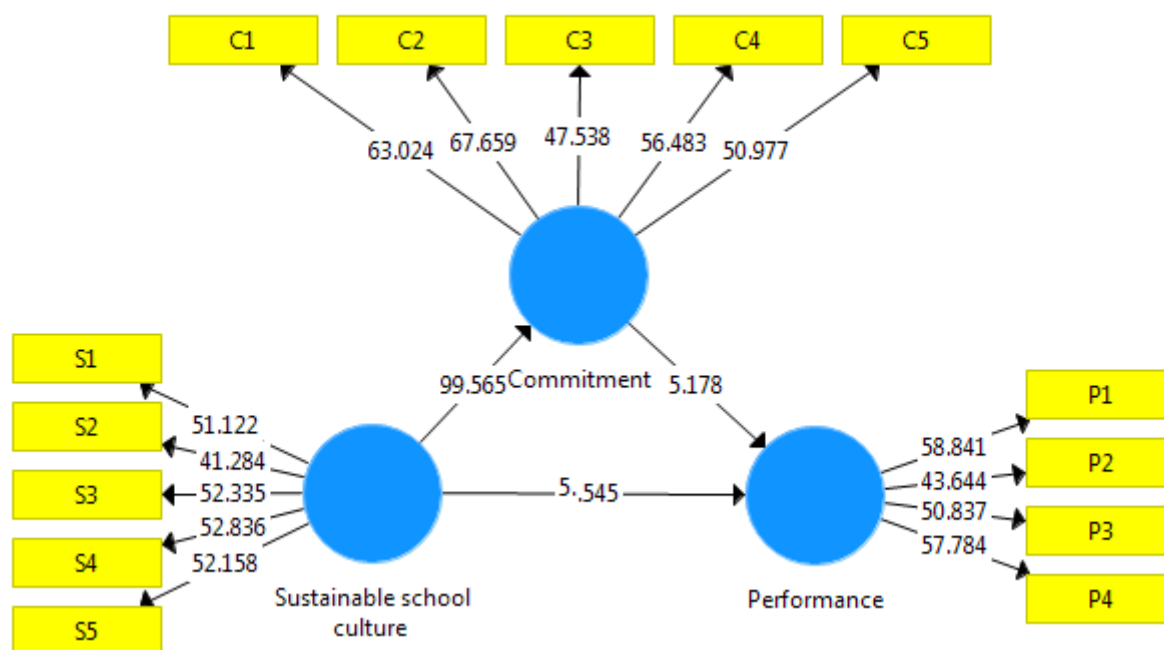


Figure 3. Bootstrapping

The test results of all hypotheses shown in table 2 show that all hypotheses are accepted because they have a t-statistic value of more than 1.96 and a p-value < 0.05

Table 4. Hypothesis Test

Hypothesis	T Statistics	P Values	Conclusion
Sustainable school culture - commitment	99.565	0.000	Supported
Sustainable school culture - performance of school employees	5.545	0.000	Supported
Commitment - performance of school employees.	5.178	0.000	Supported

**Sustainable school culture implementation and commitment**

The results shown are the original sample of 0.966 and the t-statistic of 99.565 which is greater than 1.96 indicating that Sustainable school culture implementation has a positive and significant effect on commitment. According to Deslatte et al. (2021); Fullan et al. (2018); Goldman et al. (2018) Organizations should pay attention to the commitment of their employees, because this employee commitment can affect employee performance. Low employee commitment can cause a decrease in performance. Conversely, with high employee commitment, employees will be more responsible for their work. They will try to work optimally in order to achieve results in accordance with the expectations and goals of the institution (Usmany et al., 2016)(Usmany et al., 2016)(Usmany et al., 2016)(Usmany et al., 2016). Performance is the result or evaluation of work achieved by a person or group with the division of activities in the form of tasks and roles in a certain period with the standards of the organization. Employee performance is the result of an employee's work both in quantity and quality that he has successfully achieved in carrying out his duties in accordance with the responsibilities and roles given to him Employee performance appraisal is one way that can be used to measure the development of an organization. Employee performance appraisals can also be used by companies to evaluate the work of employees. Employee performance appraisals that are carried out properly will be beneficial for the employees themselves, managers, and the organization.

According to Goldman et al. (2018) the measurement of employee performance is seen from the aspects of (1) quality, related to the quality of the products produced by the company; (2) quantity, related to the amount of work that must be completed by employees; (3) punctuality, related to whether or not employees are doing the work with the planned time.

A sustainable school culture was shown by the behavior of employees, both lecturers and education staff, which was the embodiment of a sustainable school consisting of waste prevention, climate action, healthy environments and community awareness. Based on filling in the open questionnaire, respondents gave suggestions regarding things that can be done in order to make school, increasingly cultured as a sustainable school, namely; (1) it is important to have an action plan in realizing the vision; (2) availability of environmentally friendly transportation modes; (3) paperless and waste management; (4) maintaining green environmental areas; (5) involving students and lecturers in conservation-related activities; (6) building a conservation corner as an information center and display school activities with a conservation perspective; (7) balancing the implementation of all elements of conservation, whether environmental, moral and cultural; (8) providing sanctions and prizes.

### **Commitment and Performance of School Employees**

The results shown are the original sample of 0.742 and the t-statistic of 5.178 which is greater than 1.96 indicating that commitment has a positive and significant effect on commitment to the performance of school employees. According to Fok et al. (2021); Fullan et al. (2018); Goldman et al. (2018) Employee commitment here was an employee engagement shown in identification with organizational goals, a feeling of involvement, and a sense of loyalty to the school, as a faculty with a conservation perspective or a sustainable school. The employee's commitment was manifested in three forms of organizational commitment, namely the employee's emotional attachment to the faculty, the loss if the employee leaves the faculty, and the feeling of having an obligation to remain in the school. Employee performance was the result of an employee's work both in quality and quantity that he had achieved in accordance with the responsibilities and roles at the school, Employee performance was one way that can be used to measure the development of a school, in achieving its vision and mission. Measurement of employee performance was seen from the aspect of the quality of work, the amount of work that must be completed, and was related to whether or not the employee was doing the work with the planned time at the school.

### **Sustainable school culture implementation and performance of school employees**

The results shown are the original sample of 0.255 and the t-statistic of 5.545 which is greater than 1.96 indicating that Sustainable school culture implementation has a positive and significant effect on the performance of school employees. The results of the indirect effect test showed that a sustainable school culture affected employee performance through commitment to employees of school, both lecturers and education staff, which were accepted. The vision of the school, to become a conservation-minded faculty was manifested in the environmentally friendly behavior of its employees who would shape a sustainable school culture. According to Fullan et al. (2018); Goldman et al. (2018) suggested that and the actions of organizations and organizational members including employees who remain within the boundaries of a sustainable school culture. Culture is manifested in a personal and organizational behavior. Modification of human attitudes into the initial stage of solving environmental problems. The good or bad attitude of an employee is influenced by organizational culture because the values and norms contained in it can be used to direct employee attitudes and behavior.

According to Fullan et al. (2018); Goldman et al. (2018) Organizational culture was also closely related to employee commitment. This was in accordance with the results of this study that there was a positive and significant effect of sustainable school culture on employee commitment. A good organizational culture will increase the sense of belonging and commitment of organizational

members to the organization and its work group . Low commitment from employees can lead to unfavorable employee behavior, such as riots which will have an impact on decreasing the reputation of the organization, losing trust from the public and decreasing organizational performance. According to Deslatte et al. (2021); Goldman et al. (2018) that employee commitment also had a positive effect on employee performance, high turnover, high absenteeism, increased inactivity and lack of intensity to survive as an employee in the organization. This was in accordance with the results of this study that there was a positive and significant effect of employee commitment on the performance of the employees of the school, Organizations should pay attention to the commitment of their employees, because this employee commitment can affect employee performance. Low employee commitment can cause a decrease in performance. Conversely, with high employee commitment, employees will be more responsible for their work. They will try to work optimally in order to achieve results in accordance with the goals and expectations of the organization.

#### 4. CONCLUSION

The results of this study are that the variable sustainable school culture implementation has a positive and significant effect on commitment, the variable sustainable school culture implementation has a positive and significant effect on the performance of school employees and the commitment variable has a positive and significant effect on commitment to the performance of school employees. Sustainable school culture had a direct and significant positive effect on the performance of the employees of the school,. This means that the better the sustain-able school culture, the better the performance of the employees of the school, Employee commitment had a positive and significant direct effect on the performance of the employees of the school,. This means that the better the employee's commitment, the better the performance of the employees of the school, Employee commitment was able to mediate the effect of sustainable school culture on the performance of the employees of the school, The findings of this study have implications to improve the performance of the employees of school, by strengthening a sustainable school culture through a strong commitment from employees. It is advisable for the principal to plan and discuss in order to provide an understanding of the importance of following developments technology in the context of implementing strategies for improving the performance of Education Personnel so that in its implementation it can be carried out in a directed manner in accordance with predetermined plans. To minimize the emergence of obstacles in the implementation of strategies for improving the performance of education personnel, it is better for the principal to be able to carry out two-way communication with employees so that in the implementation of the strategy for improving the performance of employees, they can obtain input and suggestions so that they can provide motivation for employees to be able to excel in carrying out their work. In addition to the efforts that have been made to overcome the obstacles that arise in the implementation of strategies to improve the performance of education personnel, The principal should also make other efforts in the form of providing opportunities for employees to continue their education to a higher level and involve employees in seminars and activities education and training in order to improve their skills and abilities in the field of administration so that they can placing them according to their skills and abilities.

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