

ORGANIZATIONAL CULTURE OF EDUCATIONAL INSTITUTION IN INDONESIA

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Abstract

Organizational culture is defined as the underlying beliefs, assumption, values and ways of interacting that contribute to the unique social and psychological environment of an organization. There are two types of culture, i.e. material culture and non-material culture, which had been organized and maintained according to the needs of human being. Source of the culture is originated from the product of human being's thought. Human being itself is a unique individual whose behaviour influenced by many variations and shapes of culture in society. As for the object of organizational culture in educational institution, it included quality, achievement, and professionalism which can be developed by educational institution.

KeyWords: Culture, Organization, Educational Institution

INTRODUCTION

The experts of organization in this decade recognized and were aware of the importance of the role which had been played by culture in the live of members of organizations. However, it is interesting that the origin of culture as an independent variable, which can influence the attitude of every single member of organization and his behaviour, can be traced to the existance of institutionalization idea. If an organization became an institution, so that organization had its own life, irrespective of whoever its founder and members. Of course, there were many old traditions which were preserved.¹ Institutionalization is intended to produce a collective comprehension about what kind of attitude can be put into effect in the realm of oraginzation members. So, if an organization continued its institutional permanence, then the generally accepted model of behaviour becomes very explicit for its members. This is actually, the same thing to do in organizational culture. For this reason, to understand what is organizational culture, what is its typology, what is its function, and how organizational culture is created and preserved, will increase the ability of its members to make clear and forcast the behaviour of every single person in a professional work.²

DISCUSSION

Organization is the way in which the different parts of a system are arranged and work together, and every single part has its own function following its capacity.³ Sulistyorini cited the definitions of organization from several experts like James D. Mooney who defined organization as a group of people who work together in an organized way for a shared purpose.

¹ Even though the status of an institution continues to change, there are various cultures that continue to be maintained, such as: kinship, kindness, and openness. See Slamet Raharjo in, *Memadu Sains dan Agama Menuju Universitas Islam Masa Depan*, (Malang: Bayu Media, 2004), p. 269

² Stephen P. Robin, *Perilaku Organisasi Konsep Kontroversi Aplikasi* (Jakarta: PT. Perhallindo, 1996), volume 2, p. 288-289

³ Abudin Nata, *Manajemen Pendidikan Islam* (Jakarta: Kencana, 2008), p. 263

According to Roopl Currier Davis, organization is a group of people who work toward a shared goal under a leadership. While according to James L. Gibson, organization is a coordinating institution, from which it is easy for society to reach something never reached before by individual. From those definitions, we can summarize that organization is a relating structure among individuals.⁴ So, we can simply say that organization is a human coordinating institution which consists of organization structure, divisions of labour, right and responsibility for a shared purpose or goal.

From this point, we can see that an organization is consisting of several elements as following:

1. A group of people consisting of leader and subordinate
2. Cooperation between people resulting to the distribution of authority, responsibility, organization structure, and principles ruling the cooperation.
3. Shared purpose which is an agreement between people in organization. We know this as organization purpose.

So, organization essentially can not live alone. The most of its purposes can be fulfilled only by presence of interaction between people by each other. As social beings, human can not live alone, instead he needs help of other people. Therefore, humans usually gather and form groups what so called organizations. Seen from its shape, organization is an input and an output. It also can be regarded as an organism that has a body and personality which can get sick. As an output, organization has structure (anatomical aspect), life pattern (physiological aspect), and cultural system (cultural aspect) that applied and are adhered to by its members.

Organizational Structure

An organizational structure defines how activities such as task allocation, coordination, and supervision are directed toward the achievement of organizational aims. Organizational structure is the arrangement of work units in the organization. The organization structure shows the division of labor and

⁴ Made Pidarta, *Prinsip-prinsip Perilaku Organisasi*, (Jakarta: Erlangga, 2002), 5th Edition, p. 82

shows how the different functions or activities are integrated. Apart from that, the organizational structure also shows the specializations of work, the channel of command and the submission of reports. Organizational structure affects organizational action and provides the foundation on which standard operating procedures and routines rest. It determines which individuals get to participate in which decision-making processes, and thus to what extent their views shape the organization's actions. Organizational structure can also be considered as the viewing glass or perspective through which individuals see their organization and its environment.

Organizational structure is very important to be understood by all organization components in order to create an effective and efficient work system. Organizational structure is a description of how the organization divides the work and carry out tasks or work in order to achieve organizational goals. It also describes the organization's relationship internally and externally.

Definition of Culture

Culture is a product of interaction between various factors. As a subject of many fields such as anthropology, ethnography and sociology, culture can be defined as a collective thinking schedule depending on the existence and unity of an interacting group of people, and it diffrentiates a group of people from others.

Edward B. Tylor said that culture is a complex whole of knowledge, beliefs, art, morals, law, customs, and the abilities and other habits that humans acquire as members of society.⁵ According to: "*The International Encyclopedia of the Social Science*" (1972) culture can be seen through two approaches namely the process approach (process-pattern theory), and structural-functional approach (structural-functional theory). The first approach was supported by Franz Boas (1858-1942) and Alfred Louis Kroeber (1876-1960), while the second was supported by Bonislaw Mallllinowski (1884-1942) and

⁵ See. Talidizuhu Ndarha, *Budaya Organisasi*, (Jakarta: Rineka Cipta, 1997), p. 4

Radcliffe-Brown. From both approaches, then Edward Burnett Tylor (1832-1917 broadly defines culture as : "... culture or civilization, taken in its wide ethnographic sense, is that the whole complex which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society". Culture also can be defined as the beliefs, way of life, art and custom that are shared and accepted by people in a particular society. Culture is considered a central concept in anthropology, encompassing the range of phenomena that are transmitted through social learning in human societies. Cultural universals are found in all human societies; these include expressive forms like art, music, dance, ritual, religion, and technologies like tool usage, cooking, shelter, and clothing.

Humans acquire culture through the learning processes of enculturation and socialization, which is shown by the diversity of cultures across societies.⁶ Geert Hofstede in *Cultura Consequences*, defines culture as collective programming of the mind, which consists of two levels, were: *First*, Universal level of mental programming, which is a human operational biological system, including universal characteristics such as smiles and tears. *Second*, Collective level of mental programming, such as language.

Organizational Culture

Organizational culture has a broad meaning. According to Luthan it is the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving and, even thinking and feeling. Organizational culture is commonly known as the values, beliefs and basics assumptions that help guide and coordinate member behaviours. Quoting Mc. Namara, Luthan explains that as an input, organizational culture includes feed back from the community, profession, law, competition and so on. As a process, organizational culture refers to assumptions, values and norms, like about money, time, human, and space. And as

⁶ Koentjaraningrat, *Pengantar Antropolgi* (Jakarta: Rineka Cipta, 2001), p. 72

an output, organizational culture related to its influence on organizational behavior, technology, strategy, image, product and so on.⁷

Organizational culture is a system of shared meaning. O'Relly has defined organizational culture as the set of assumptions, beliefs, values, and norms that are shared by an organization's members. Thus, organizational culture is a set of assumptions, beliefs, values and norms that are shared by people in the organization.⁸

Research conducted by Stephen on organizational culture has sought to measure how the members view their organization, "Does the organization encourage the realization of teamwork? Does this organization generate commitment? Does this organization delegate initiative? And so on". At least, research conducted by Stephen can explain the various problems above. According to him, organizational culture has the following functions: (1) It has a boundary defining role. It creates a distinction between one organization and others. (2) It conveys sense of identity for organization members. (3) It facilitates the generation of commitment to something larger than individual self interest. (4) It enhances social system stability and it is glue that helps hold the operation together by providing appropriate standards for what members should say and do. (5) It serves as a sense making and control mechanism that guides and shapes the attitude and behavior of members.⁹

However, we must not ignore aspects of culture that are potentially bi-functional, in the sense of having two side to a coin: positive and negative effect. For the positive we can be sure that culture establishes a moral code and ethics that are followed for a time-tested period. Culture also contributes greatly to the music, art and language of the society.

⁷ See Vijay Sathe, *Culture and Related Corporate Realities*, (Homewood: Richard D. Irwin, inc., 1985), p. 18

⁸ <http://www.uniassignment.com/essay-samples/bussines/concept-of-organizational-culture-bussiness-essay.php> diakses pada hari Selasa, 23/06/2020 pk. 12:49 Wita.

⁹ Waren B. Brown & Denis J. Moberg, *Organization Theory and Management: A Macro Approach* (New York: Jhon Wiley&Sons, 1980), p. 6

But sometimes a culture which has strong roots causes negative effects including:

- a. Barrier to organizational change. Culture feels as a burden, when the prevailing values no longer match to increase the effectiveness of an organization. This will take place if our organization develops and change dynamically, and the old culture no longer match.
- b. Barrier to the diversity, The strong culture brings strong pressure on members to conform. They restrict the range of accepted values and order, whereas organizations shows divers individuals with their own alternative strong they bring to the workplace. Therefore, a strong culture can be a liability if it effectively gets rid of these unique strengths.
- c. Barriers to affiliation. Strong culture will be characteristic of an organization. If there is no compatibility (compatibility) between one organization with another, it is usually difficult to carry out cooperation.¹⁰

Characteristics of Organizational Culture

Recent research suggests the following seven primary characteristics that reflect the cultural nature of an organization: (1) Innovation and risk taking: the degree to which management focuses on result or outcomes and risk taking. (2) Attention to details: the extent to which employees are expected to exhibit precision, analysis, and attention to detail. (3) Results orientation: the degree to which management focuses on results or outcomes rather than on techniques and processes used on achieving those results or outcomes. (4) People orientation: the degree to which management decisions take into consideration the effect of outcomes on people of the organization. (5) Team orientation: the degree to which various organizational activities are organized on team basis rather than individual basis. (6) Aggressiveness: the extent to which people in the organization are aggressive and competitive rather than easygoing. (7) Stability: the extent to which the organization emphasis in maintaining status quo rather than change.

¹⁰ Bennet Silalahi, *Corporate Culture and Performance Appraisal* (Jakarta: al-Hambra, 2004), p. 8

All these characteristics exist in continuum from low to high. Based on this characteristics, an organization's culture can be identified. Thus culture becomes unique for every organization and distinguishes it from other organizations.

History of the Formation of Organizational Culture

Vijay Sathe has exemplified things to demonstrate the component of organizational culture: (1) Shared Things (e.g. the way people dress); (2) Shared saying (e.g. Let's go to work); (3) Shared actions (e.g. a service oriented approach); (4) Shared feelings (e.g. hard work is not rewarded here).

In another view, an organization is formed as a result of the participation of subjects and cultural objects, in the sense of the need for interference from cultural actors, so that, it is formed and has its own cultural characteristics (CO / Culture as Output). CO is used as an organizational tool in carrying out its vision and mission with its environment. In interacting with the environment, Culture as Input (CI), the process of cultural interaction and culture as output (CO) will appear.

If organizational culture is applied to the organizational management environment, the concept of management culture (MC) is born. More specifically, if culture as output (CO) is applied to the management environment of school organizations, the concept of school management culture (SMC) is born. The birth of organizational culture in schools or colleges, viz by the formation of academic culture, can be achieved through a process of transformation and change in the environment of school organizations as a metamorphosis of academic institutions towards an ideal academic culture. Culture itself internalizes in the personal of student, employee, teacher and lecturer through adaptation to the environment, customizing the existing order in educational ethics or by bringing a previous value system, which then enters and is accepted by the institution and finally forms an academic culture in an organization.

Patterns of habituation in a culture, as a recognized value can form a pattern of behavior. In this case, Ferdinand Tonnies divides habits into several understandings: (a) Habit as a daily objective reality, both in attitude and in daily appearance. An

educator as professional usually get into the habit of wearing a tie and shirt which always neat and clean. Very different from the appearance of students, teachers, and lecturers who oppose the prevailing formal standards in the realm of education by wearing t-shirts and with long hair. (b) Habits as self-created. Rules are habits born of the educator himself who later becomes a distinguishing characteristic from the others. (c) Habits as an embodiment of willingness to do something. That is a habit which emerged from motivation and initiative that reflects personal achievement.

After a culture is formed, then members and all practices in the organization act to maintain it by giving members a set of experiences that contain rewards and punishment. The selection process, job evaluation criteria, rewarding effectiveness, career development practices, and promotion procedures, ensure that those who employed are suitable in each field, rewarding those who support it, and punishing (and even firing) those who oppose it. Three forces play a very important role in maintaining a culture: the practice of selection as an entry point for new members; top management actions as a holder of control in realizing organizational culture; and methods of socialization as a means of manifesting the commitment of members, work productivity members and work rotation.¹¹

Function and Purpose of Organizational Culture

Function of Organizational Culture, According to Desmond Graves, there are four functions of organizational culture: (a) Giving an organizational identity to the members of the organization. (b) Facilitating collective commitment. (c) Increasing social system stability. (d) Forming behavior by

¹¹ C. Handy, *Understanding Organization*, (London: Penguin, 1985), cited by Eugene McKenna and Nic Bee, *Manajemen Sumber Daya manusia*, translated to Indonesian language by. Toto Budi Santoso, (Yogyakarta: Penerbit Andi, 2002), p. 66

helping members of the organization have a sense of their surroundings¹²

There are six organizational goals, namely: (1) Observed behavioral regularities, namely the regularity of the observable ways in which the members act. (2) Norms, namely the various standards of behavior that exist, including the guidelines on the extent to which a job must be done. (3) Dominant values, namely the existence of core values shared by all members of the organization. (4) Philosophy, namely the existence of policies relating to organizational beliefs in treating customers and employees. (5) Rules, namely the existence of strict guidelines, which are associated with organizational progress.¹³

Type of Organizational Culture In Educational Institution Professionalism Culture

In the next development, we can see that there is a relationship between culture and organizational design of educational institutions or cultural relations with the success of a school or university in accordance with the design culture that will be applied. To understand the design of the organization, there are four types of organizational culture in educational institutions:

- Power culture: This culture focuses more on the small number of leaders using more power in the way they govern. A culture of power is also needed on the condition of following the aspirations and desires of members of an organization.

A lecturer, a teacher and an employee need strict and correct rules and leaders in setting all orders and policies. Because it involves trust and a firm mental attitude to advance organizational institutions. The habituality in educational institutions which follows the management of the family, and the dominance of owner role in controlling an academic institution's policy, which oft forget the value of professionalism, become one of the causes of the fall of a college and its withdrawal.

¹² Desmond Graves, *Corporate Culture: Diagnosis and Change, Auditing and Changing the Culture of Organization*, (London: Frances Printer Publishing, 1986), p. 126

¹³ C. Handy, in *ibid.*, p. 66

- **Role culture:** This culture has relation with bureaucratic procedures, such as organizational regulations and specific roles / positions because it is believed that this will stabilize the system. These basic beliefs and assumptions about the clarity of status / position / role will encourage the formation of a positive culture that will clearly help stabilize an organization. For a permanent lecturer, it is faster to accept all academic policies than a non-permanent lecturer who only attends at any time according to the lecture schedule. Almost everyone wants a clear role and status in the organization.

This form of culture when applied in academic culture can be seen from the extent of the role of lecturers in designing, planning and providing input to the formation of value of work culture without the bureaucracy of the leadership. Obviously, the input from below is more independent and can be accepted, because it involves personal issues, and can be supported by various parties through a psychological agreement between the leadership and the lecturers underneath. A clearly empowered role culture will also shape the work professionalism of a lecturer and a strong sense of belonging to his social role on campus and his activities outside of academic and research activities.

- **Support culture:** Culture in which there is a group or community that supports someone who strives for integration and a set of shared values in the organization. In addition to the role culture in internalizing a culture there needs to be a supportive culture that is adjusted to the credo and beliefs of the members below. Supporting culture has been determined by the leadership when the organization / institution was founded by its founder as outlined in the vision and mission of the organization. Clearly there is a harmony between structure, strategy and culture itself. And one time there can be a change by instilling a culture for continuous learning (longlife education).

Personal professionals.

The personal professionals have characteristics including: (a) Proud of his work as a lecturer with a strong personal commitment to creativity. (b) Has a great

responsibility, anticipatory and full of initiative. (c) Always want to do the job thoroughly and get involved in various tasks outside assigned to him. (d) Wants to continue learning to improve work skills and ability to serve. (e) Listen to the needs of students and be able to work well in teams. (f) Trustworthy, honest, frank and loyal. (g) Be open to constructive criticism and be ready to improve and perfect himself.

Institutional professional.

The institutional professional characteristics can be seen in the following characteristics: (a) Lectures run smoothly, dynamically and dialogically. (b) The period of study of students is not long and in accordance with a predetermined time and obtain a high achievement index. (c) The interest of the people who enter the university is great, because it is a legitimate and credible university. (d) Having teaching staff who have passed advanced studies (S2 and S3).

e) Active in scientific meetings and productive in scientific work. (f) Management of college with a far ahead vision, autonomous, flexible and short and clear bureaucracy. (g) College programs, both academic and administrative, must be arranged systematically, and continuously. (h) The college must be clean, green and cool. (i). The college alumni must be able to compete competitively, both nationally and globally.

Achievement culture

An achievement culture is one where people work hard to achieve goals and better the group as a whole. This culture generally consist of highly motivated people who need little to no supervision. Rules and procedures are limited as they may interfere with the accomplishment of work. If productivity is to improve in organizations then an achievement focussed culture to become reality. Achievement cultures are symbolised by meritocracy no bureaucracy, consequences for performance (good and bad) are understood at every level. Commitment where our word is our bond is without exception, and truthfulness, the willingness to be open and honest about reality of a situation is essential.

This culture has prevailed among academics about independence in teaching, research and dedication, as well as

the implementation of campus autonomy which emphasizes the creation of professional, independent and outstanding academics in carrying out their duties.

The term 'professionalism' is not new in the realm of education. Professionalism is part of the application of organizational culture, in person culture. In this case professionalism can be seen from the character of lecturers in applying the academic culture that has been delivered by the campus institutions. In order to improve academic culture and work professionalism, so management of teachers and lecturers is needed, as following: (1) To improve the quality of the commitment of teachers, lecturers towards the development of knowledge that is in line with the task of education and community service. (2) To foster academic culture that is conducive to increasing intellectual activity. (3) To seek further education and other development programs in accordance with the priorities of the study program. (4) To reorganize the placement of lecturers in accordance with their expertise, so that professionalism and efficiency can be improved. (5) To update lecturers' knowledge continuously and continuously.

The Effect of Culture on Management of Educational Institutions

The management of educational institutions is inseparable from the elements that shape the culture of the institution itself. One of them is a school or college environment, which is consisting of an internal school or college environment, such as place of learning and teaching, and an important role of the existence of educators and students, school employees, equipment, school facilities, library and learning activities. All of that as a whole is directly involved in the interactive atmosphere that shapes the culture of educational institutions. The external educational institution environment is its existence outside the institution, for example the community environment, the school's structural relationship

with the government, and the interaction of the institution with the families of all students.¹⁴

Cultures that have been built strongly by educational practitioners affect the lives of learners, including: (1) Religious life (2) Family life (3) Community life (4) How to think and act (5) How to deal with and resolve problems (6) Attitudes towards life related to self defense (7) Patterns of reciprocity from the social, economic, political, and cultural mentality of a country.

So, organizational culture influences on educational institutions, especially on the quality, achievement, attitudes and character of the subject and object of education. Life attitude formed by morality rules which starts from religious values, community customs, harmony among human beings in cultural, racial and ethnic religions, can be developed educatively by educational institutions.

Conclusion

Culture in an organization, or organizational culture, can be felt its existence and is visible through the behavior of the staff members of teachers and lecturers in the organization (school) itself. Organizational culture is formed through a process. Organizational culture is part of the learning environment that will affect one's personality and behavior, because in carrying out schoolwork, a student will always interact with the learning environment. Simply put, organizational culture as a social and cultural condition of a school or college, influences the behavior of people in it.

¹⁴ Sudarwan Danim, *Menjadi Komunitas Pembelajaran*, (Jakarta: Bumi Aksara, 2003), p. 126-127

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