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THE INFLUENCE OF SCHOOL-BASED MANAGEMENT AND ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF EDUCATORS AT MI MAROS REGENCY

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Abstract

This study aims to analyze the implementation of School-Based Management (SBM), organizational culture, and the performance of teaching staff in Madrasah Ibtidaiyah (MI) in Maros Regency, as well as to examine the partial and simultaneous effects of SBM and organizational culture on teaching staff performance. This study employed a quantitative approach involving 76 teaching staff as respondents. Data were analyzed using multiple linear regression through the coefficient of determination (R^2), F-test, and t-test. The descriptive analysis results indicate that the implementation of SBM is in the very good category with a mean score of 4.25, organizational culture is also in the very good category with a mean score of 4.24, while teaching staff performance is in the good category with a mean score of 4.13. Inferential analysis shows that the coefficient of determination (R^2) is 0.804, indicating that 80.4% of the variance in teaching staff performance is explained by SBM and organizational culture, while the remaining 19.6% is influenced by other factors outside the research model. The simultaneous F-test results reveal that SBM and organizational culture jointly have a positive and significant effect on teaching staff performance ($F = 149.921$; $p = 0.000$). Partially, SBM has a positive and significant effect on teaching staff performance ($t = 4.502$; $p = 0.000$), whereas organizational culture demonstrates a more dominant influence ($t = 7.674$; $p = 0.000$). The resulting regression equation is $Y = 6.651 + 0.275X_1 + 0.473X_2$. These findings confirm that strengthening a conducive organizational culture and consistently implementing effective SBM play a crucial role in enhancing teaching staff performance in Madrasah Ibtidaiyah in Maros Regency.

Keywords: School-Based Management, Organizational Culture, Teaching Staff Performance, Madrasah Ibtidaiyah

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INTRODUCTION

Education has a fundamental role in building the quality of a nation's human resources. Through quality education, people can develop the knowledge, skills, and attitudes needed to respond to the dynamics of the development of the times.[1] Therefore, improving the quality of education is always the main concern of the government and educational institutions to produce a generation that is intelligent, competitive, and has strong character.[2]

As a form of state commitment to educate the nation's life, the government established the National Education Standards through Government Regulation Number 19 of 2005 which was later updated with Government Regulation Number 32 of 2013 and Government Regulation Number 13 of 2015, which includes eight education standards as guidelines for the implementation of directed and quality education.[3]

Schools as formal educational institutions have a strategic role in realizing national education goals. The learning process in schools takes place systematically by involving educators as the main element in achieving educational standards. In addition to functioning as a means of knowledge transfer, schools are also a vehicle for character building, student potential development, and habituation of a positive work culture for all school residents.[4] Thus, the quality of the school is highly determined by the effectiveness of the management of the institution and the active involvement of educators in it.

The quality of schools ultimately depends on the performance of educators and education personnel. Teachers have the main responsibility in the implementation of learning, while education personnel play a role in supporting the smooth administration and educational services. These two roles complement each other in creating a conducive learning environment and in accordance with the set educational standards.[5] However, in practice, many schools still face various challenges, such as low work motivation, lack of professionalism, limited support facilities, and weak school management systems, which have an impact on the uneven quality of education services.[6]

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[1] Sulastri Sulastri, Happy Fitria, and Alfroki Martha, "Kompetensi Profesional Guru Dalam Meningkatkan Mutu Pendidikan," *Journal of Education Research* 1, no. 3 (December 2020), https://doi.org/10.37985/jer.v1i3.30.

[2]Rifa Hanifa Mardhiyah et al., "Pentingnya Keterampilan Belajar Di Abad 21 Sebagai Tuntutan Dalam Pengembangan Sumber Daya Manusia," *Lectura: Jurnal Pendidikan* 12, no. 1 (2021).

[3]Deswita Deswita et al., "Analisis Standar Proses Pendidikan Sekolah Menengah Pertama Al-Azhar Syifa Budi Parahyangan," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 4, no. 1 (2021), https://doi.org/10.54371/jiip.v4i1.198.

[4] Shiva Aulia Ramadhani et al., "Pengaruh Mutu Tenaga Pendidik Terhadap Keberlangsungan Proses Pembelajaran Di SDN Lidah Kulon 1 Surabaya," *Jurnal Penelitian Pendidikan Indonesia (JPPI)* 1, no. 3 (2024), https://doi.org/10.62017/jppi.v1i3.954.

[5] Nurlindah, Muh. Khalifah Mustami, and Musdalifah, "Manajemen Pendidik Dan Tenaga Kependidikan Dalam Meningkatkan Mutu Pendidikan," *Jurnal IDAARAH* IV, no. 1 (2020).

[6] Yusuf Saputra, Iskandar Iskandar, and Iskandar Agung, "Peran Kepala Madrasah Dan Motivasi Kerja Dalam Mempengaruhi Kinerja Guru Berbasis Teknologi Digital," *Research and Development Journal of Education* 10, no. 2 (October 2024), https://doi.org/10.30998/rdje.v10i2.25016.

As an effort to improve the quality of education, the government implements School-Based Management (SBM), which is a management approach that gives schools wider autonomy in managing resources according to the needs and conditions of their respective environments.[7] Through SBM, schools are expected to be able to increase creativity, innovation, and responsibility in the development of educational quality and encourage the active participation of all school residents.[8] In addition to the managerial aspect, organizational culture is also an important factor that affects the performance of educators. A positive organizational culture is able to foster discipline, cooperation, and mutual responsibility, while a weak culture can reduce work motivation and hinder the achievement of school goals.[9] In the context of Islamic-based schools, organizational culture is built on Islamic values such as trust, honesty, discipline, and responsibility, which play a role in strengthening the work ethic of educators.[10]

Madrasah Ibtidaiyah (MI) as an Islamic educational institution in Maros Regency also faces challenges in optimizing the performance of educators. Although it has implemented the principles of School-Based Management and instilled organizational culture, its implementation has not been fully effective. This is in line with the findings of Hasibuan and Hadijaya who stated that organizational culture has a significant effect on the contextual performance of teachers through cultural intelligence as a mediator.[11] Other research shows that organizational culture and training have a significant effect on teachers' motivation to work, although their impact on performance can differ depending on the organizational context.[12] Based on these conditions, this study is focused on the reality of the implementation of School-Based Management, organizational culture, the performance of educators as well as the analysis of the influence of School-Based Management and organizational culture on the performance of educators in MI Maros Regency, with the hope of making a strategic contribution to improving the quality of education in Islamic-based educational institutions.

RESEARCH METHODS

[7] Asniyati, "Manajemen Peningkatan Mutu Pendidikan Berbasis Sekolah," *Jurnal Bina Ilmu Cendekia* 2, no. 2 (December 2021), https://doi.org/10.46838/jbic.v2i2.116.

[8]Nadya Afiola Atikasari, "Manajemen Berbasis Sekolah Untuk Meningkatkan Mutu Pendidikan," *Jurnal Bahana Manajemen Pendidikan*, 2020.

[9]Putri Mulianda Hasibuan and Yusuf Hadijaya, "Implementasi Budaya Organisasi Dalam Meningkatkan Kinerja Guru," *Journal of Education Research* 5, no. 3 (2024).

[10] Elisa Dewi and Heri Munthe, "Kepemimpinan Dan Budaya Kerja Islami Dalam Meningkatkan Kinerja Dalam Konteks Pendidikan Islam," *Ar-Raudah: Jurnal Pendidikan Dan Keagamaan* 1, no. 4 (2025).

[11]Hasibuan, Putri Mulianda, dan Yusuf Hadijaya. "Implementasi Budaya Organisasi dalam Meningkatkan Kinerja Guru." *Journal of Education Research* Vol 5, No. 3 (2024).

[12] Marlinda Solka, Tri Kurniawan, and Meikol Benned, "Pengaruh Gaya Kepemimpinan Kepala Sekolah, Budaya Organisasi Dan Pelatihan Terhadap Kinerja Guru Melalui Motivasi Kerja Sebagai Variabel Intervening Di Yayasan Al Mubarak Benhil, Tangerang Selatan," *Jurnal Manajemen Bisnis Almatama* 2, no. 1 (2023).

This study uses a quantitative approach with a correlational and associative-causal survey design. This approach was chosen because it aims to analyze the influence of School-Based Management and organizational culture on the performance of educators. The research is explanatory, which explains the cause-and-effect relationship between variables based on empirical data obtained through structured measurements.

The research was carried out at Madrasah Ibtidaiyah (MI) located in Maros Regency, South Sulawesi Province. The research population includes all MI educators in Maros Regency totaling 312 people, spread across 27 madrasas consisting of 1 State Ibtidaiyah Madrasah and 26 Private Ibtidaiyah Madrasas. Sample determination was carried out using *probability sampling* techniques with *a proportional sampling* approach. The number of samples was set as many as 76 respondents based on the Slovin formula with an error rate of 10%, then distributed proportionally according to the number of educators in each madrasah.

Data collection was carried out through a questionnaire as the main instrument, which was compiled based on indicators of school-based management variables, organizational culture, and educator performance. The questionnaire used a five-level Likert scale to measure respondents' perceptions quantitatively. In addition, observation and documentation were used as supporting data to obtain a factual picture and strengthen the validity of the research data.

The research instrument was first tested for validity and reliability. The validity of the instrument included the validity of the content conducted by the expert validator as well as the empirical validity using Pearson Product Moment correlation. The reliability of the instrument was tested using Cronbach's Alpha method, with the alpha value criterion greater than 0.70. Instruments that meet these criteria are declared suitable for use in the collection of research data.

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to describe the characteristics of respondents and the condition of each research variable based on the average value and assessment category. Inferential analysis was carried out through classical assumption tests which included normality, multicollinearity, and heteroscedasticity tests, as well as multiple linear regression analysis to test the influence of free variables on bound variables. Hypothesis testing was carried out using a determination coefficient test, a simultaneous F test, and a partial t-test at a significance level of 0.05.

RESULTS AND DISCUSSION

Research Results

The presentation of research results aims to systematically and objectively describe research findings based on field data obtained through research instruments. Data are presented to describe the conditions of the implementation of School-Based Management, organizational culture, and the performance of educators in MI Maros Regency, both descriptively and through statistical analysis:

1. Data Quality Test

   Data quality tests are carried out to ensure that the research instruments used are able to measure variables accurately and consistently. Data quality testing includes validity tests and reliability tests as a basis for assessing the feasibility of the instrument before it is used at the stage of further data analysis.

   a. The validity test aims to determine the level of accuracy of each statement item in measuring the research variable. The test is carried out by comparing the *calculated r-value* with the *r-value of the table at a significance level of 0.05. The number of respondents in this study is 76 people, so the degree of freedom is determined by the formula df = N − 2 = 74. In addition, the validity decision is also supported by* a *p-value* with criteria smaller than 0.05. The test results showed that all statement items on the variables School-Based Management (X1), Organizational Culture (X2), and Educator Performance (Y) had a greater r-value than *the r-value of the table and* a *p-value* of < 0.05. Thus, all statement items were declared valid because they had a significant correlation with the total score of each variable and were suitable for use as a research instrument.

   b. The Reliability Test was carried out to determine the level of internal consistency of the research instrument in measuring the variables studied. The reliability test in this study used the Cronbach's Alpha coefficient with a value criterion greater than 0.70. The results of the reliability test showed that the School-Based Management variable (X1) had a Cronbach's Alpha value of 0.912, the Organizational Culture variable (X2) of 0.915, and the Educator Performance variable (Y) of 0.895. All of these values were above the minimum limit set, so that all research instruments were declared reliable. This shows that the statement items in each variable have a very good level of consistency and can be trusted to be used in the collection and analysis of research data.

2. Descriptive Analysis

   Descriptive analysis showed that the School-Based Management variable (X1) obtained an overall average score of 4.25, which was in the very good category. Most of the items had a high average score, especially in the leadership and management aspects of educators, which

reflected the positive perception of respondents towards managerial practices in madrasas. However, some items showed relatively lower scores, which indicates that the implementation of SBM in certain aspects still needs to be improved so that it is felt more evenly by all educators.

The Organizational Culture variable (X2) also showed excellent results with an average score of 4.24. The majority of respondents gave a positive assessment of the values, norms, and work habits that developed in madrasas, especially related to togetherness, commitment, and organizational support. However, there are still several indicators with lower average scores that reflect a variation in teachers' perceptions of the internalization of organizational culture, so that strengthening in certain aspects is needed.

Meanwhile, the Educator Performance variable (Y) obtained an average score of 4.13, which is included in the good category. These results show that in general educators have carried out professional duties well, especially in the implementation of learning and work responsibilities. However, some performance indicators have relatively lower values, which indicates the need for improvement efforts in certain aspects so that the performance of educators can reach the very good category more evenly.

3. Classic Assumption Test

The classical assumption test is carried out to ensure that the regression model used meets statistical requirements so that the results of the analysis can be interpreted appropriately and unbiased. In this study, the classical assumption test includes a normality test, a heteroscedasticity test, and a multicollinearity test as a prerequisite before the regression analysis is carried out.

The normality test was performed to determine whether the residual data was normally distributed. The test results using the Kolmogorov–Smirnov and Shapiro–Wilk methods showed significance values of 0.200 and 0.159, respectively, which are greater than the significance level of 0.05. In addition, the Normal Q–Q Plot graph shows the distribution pattern of residual points that follow a diagonal line. Thus, it can be concluded that the residual data is normally distributed and meets the assumption of normality.

The heteroscedasticity test was carried out using the Glejser method to determine whether or not there is a residual variance disparity. The test results showed that the variables School Based Management and Organizational Culture had significance values of 0.507 and 0.728, respectively, which were greater than 0.05. This shows that there is no significant influence of independent variables on absolute residuals, so the regression model does not experience symptoms of heteroscedasticity.

The multicollinearity test was carried out to determine the existence of a strong relationship between independent variables. The test results showed that the School-Based Management and Organizational Culture variables had a Tolerance value of 0.437 and a Variance Inflation Factor (VIF) value of 2.289. These values met the test criteria, namely Tolerance > 0.10 and VIF < 10, so it can be concluded that there are no symptoms of multicollinearity in the regression model. Overall, the results of the classical assumption test show that the regression model is feasible to use for further analysis.

4. Uji Hypothesis

The hypothesis test in this study includes a determination coefficient (R^2) test, a simultaneous F test, and a partial t-test which aims to determine the contribution and influence of School-Based Management and Organizational Culture on the Performance of Educators.

a. Determination coefficient test

The determination coefficient test was carried out to determine the ability of independent variables to explain variations in changes in dependent variables. The value provides an overview of the level of contribution of School-Based Management and Organizational Culture in influencing the Performance of Educators. The greater the R^2 value, the stronger the ability of the regression model to explain the phenomenon being studied(R^2) R^2.

Table 1. Determination Coefficient Test Results (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.897[a]	.804	.799	3.462

a. Predictors: (Constant), Organizational Culture (X2), School-Based Management (X1)

b. Dependent Variable: Performance of Educators (Y)

Based on the results of the determination coefficient test, the R^2 value was 0.804, which means that 80.4% of the variation in Educator Performance can be explained by School-Based Management and Organizational Culture, while the remaining 19.6% is influenced by other factors outside the research model. This value shows that the regression model has a strong clear power in explaining the dependent variables.

b. Simultaneous F test was conducted to determine whether the variables of School-Based Management (X1) and Organizational Culture (X2) together had an effect on the Performance of Educators (Y). This test aimed to assess the feasibility of the regression model as a whole in explaining the relationship between independent variables and dependent variables. With this test, it can be found whether the research model proposed in the proposal is statistically acceptable.

Table 2. ANOVAa F Test Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3594.126	2	1797.063	149.921	.000[b]
	Residual	875.032	73	11.987		
	Total	4469.158	75			

a. Dependent Variable: Performance of Educators (Y)

b. Predictors: (Constant), Organizational Culture (X2), School-Based Management (X1)

Based on the results of the simultaneous F test in the ANOVA table, an F value was obtained calculated of 149.921 with a significance value (Sig.) of 0.000. The significance value was smaller than 0.05, thus showing that School-Based Management and Organizational Culture simultaneously had a significant effect on the Performance of Educators. This means that the regression model used in this study is feasible and able to explain the relationship between independent variables and dependent variables together.

Thus, the hypothesis in the study states that School-Based Management and Organizational Culture simultaneously affect the Performance of Educators, so the results of this F test accept the research hypothesis and reject the zero hypothesis. Thus, it can be concluded that the improvement of School-Based Management and the strengthening of Organizational Culture together contribute significantly to improving the Performance of Educators(H_1) (H_0).

c. The partial T-test was carried out to determine the influence of each individual independent variable on the dependent variable, assuming that the other independent variables were constant. This test aims to assess whether School-Based Management and Organizational Culture have a significant influence on the Performance of Educators separately. The results of the t-test are the basis for decision-making on the partial hypothesis that has been formulated in the research proposal.

Table 3. Partial T Test Results

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	6.651	3.547	1.875	.065
	School-Based Management (X1)	.275	.061	4.502	.000
	Organizational Culture (X2)	.473	.062	7.674	.000

a. Dependent Variable: Performance of Educators (Y)

Based on the partial T test in the table above, it can be seen that the School-Based Management variable has a calculated t-value of 4.502 with a significance value of 0.000, which is smaller than 0.05. This shows that School-Based Management has a positive and significant effect on the Performance of Educators. The positive influence shows that the direction of the relationship between the two variables is unidirectional, meaning that the better the implementation of School-Based Management, the higher the performance of educators. Meanwhile, the significant influence shows that the influence can be statistically proven and does not occur by chance, so that the results of this study can be generalized to the population studied. Thus, the research hypothesis that states that School-Based Management has an effect on Educator Performance is accepted, while the zero hypothesis is rejected. This finding indicates that the better the implementation of School-Based Management, the higher the performance of educators.(X_1)

The Organizational Culture variable showed a calculated t-value of 7.674 with a significance value of 0.000, which is also smaller than 0.05. This means that Organizational Culture has a positive and significant effect on the Performance of Educators. The positive influence indicates a one-way relationship between the two variables, which means that the better the organizational culture built in the madrasah, the more the performance of educators tends to increase. Meanwhile, the significant influence shows that the relationship is statistically proven and not caused by chance factors, so the results of this study have a high level of confidence. Thus, the research hypothesis that Organizational Culture has an effect on Educator Performance is accepted. Overall, the results of this partial t-test confirm that both School-Based Management and Organizational Culture individually have an important role in improving Educator Performance(X_2).

d. The multiple linear regression equation obtained the regression equation $Y=6.651+0.275X_1+0.473X_2$, which shows that School-Based Management and Organizational Culture both have a positive influence on Educator Performance, with Organizational Culture having a more dominant influence. Overall, the results of the hypothesis test prove that School-Based Management and Organizational Culture, both simultaneously and partially, have a positive and significant effect on Educator Performance.

Discussion

1. The Reality of School-Based Management at Madrasah Ibtidaiyah (MI) Maros Regency

The implementation of School-Based Management (SBM) in Madrasah Ibtidaiyah, Maros Regency is an important strategy in answering the demand for continuous improvement of the quality of basic education. The reality of SBM implementation shows that the principles of independence, transparency, accountability, and participation have been internalized in the

management of madrasas. These findings show that most educators consider that the practice of SBM has run in a real way and is not only administrative, but has supported substantive aspects of learning and improving the performance of educators.

The results of this study are in line with the theory *of the principle of equifinality in* modern management which states that organizational goals can be achieved through a variety of different ways and approaches according to the organizational context.[13] Madrasah Ibtidaiyah in Maros Regency has proven to be able to adapt the education management strategy to the conditions, potentials, and needs of each madrasah through flexibility in decision-making, resource management, and the involvement of madrasah residents. In addition, the role of madrasah heads as managers and education leaders who are able to build open communication and a conducive work climate strengthens the overall implementation of SBM.

Although there are still several obstacles, such as the consistency of policy implementation, equitable participation of madrasah residents, and strengthening the internal evaluation system, in general, School-Based Management at Madrasah Ibtidaiyah Maros Regency is in the very good category. The findings of this study strengthen the view of experts that adaptive and contextual MBS contributes to the effectiveness of madrasah management as well as improving the performance of educators and the quality of education. Thus, the results of this study not only strengthen previous findings, but also provide new empirical evidence regarding the relevance of the implementation of SBM in Madrasah Ibtidayah Maros.

2. The Reality of Organizational Culture in Madrasah Ibtidaiyah (MI) Maros Regency

The organizational culture at Madrasah Ibtidaiyah Maros Regency is generally in the very good category. The results of the study show that educators have a positive perception of the values, norms, and work habits that develop in the madrasah environment. The dominance of assessment in the *appropriate* and *very appropriate category* indicates that the organizational culture has been internalized in daily activities and has become a guideline for the behavior of madrasah residents in carrying out their duties and responsibilities.

In terms of shared values, commitment, and working relationships, organizational culture is reflected in the alignment of educators with the vision and mission of the madrasah, as well as the establishment of harmonious working relationships between madrasah heads, teachers, and education staff. An open, respectful interaction pattern, and support for cooperation and collaboration create a conducive work climate. This condition supports the effectiveness of task implementation, improves the quality of learning, and strengthens solidarity between educators in achieving madrasah goals.

[13] Susan Albers Moharman, *School-Based Manajeman: Organizing for High Performance* (San Francisco: Jossey Bass, 1994).

In addition, the organizational culture at MI Maros Regency is also characterized by discipline, professional responsibility, and openness to change and innovation. Although there are still variations in perceptions in several aspects that show the need to strengthen culture more evenly, overall organizational culture is in the category of very good and plays a strategic role in supporting a productive work environment. This finding confirms that organizational culture is one of the important factors in supporting the performance of educators and improving the quality of education at Madrasah Ibtidaiyah, Maros Regency.

3. The Reality of the Performance of Educators at Madrasah Ibtidaiyah (MI) Maros Regency

The performance of educators at Madrasah Ibtidaiyah Maros Regency is generally in the good category and shows a relatively high level of professionalism. The results of the study indicate that the majority of respondents give a good assessment of the implementation of teachers' duties and responsibilities. This shows that educators have carried out their role not only as teachers, but also as educators who actively contribute to supporting the achievement of madrasah education goals.

In the aspect of planning and implementing learning, the performance of educators is reflected in their readiness to prepare learning tools, effective classroom management, and the ability to adjust learning methods to the characteristics of students. In addition, teachers' mastery of materials and professional competence are considered to be in the good category, which is shown by the ability to relate teaching materials to the learning context in a relevant way. This condition has an impact on the creation of a more effective, meaningful, and supportive learning process that supports the increase of students' learning motivation.

In terms of discipline, work responsibility, and the ability to interact with students , educators show a good and professional attitude. Teachers are considered able to build positive relationships, create a conducive learning atmosphere, and conduct continuous evaluation and follow-up of learning. Although there are still variations in assessments in several aspects that require strengthening through continuous coaching and supervision, overall the performance of educators is in the good category. This finding confirms that the performance of educators is the result of synergy between individual abilities, madrasah management support, and a conducive organizational culture at Madrasah Ibtidaiyah, Maros Regency.

4. The Influence of School-Based Management on the Performance of Educators at Madrasah Ibtidaiyah (MI) Maros Regency

School-Based Management (SBM) is an approach to education management that places madrasas as the center of decision-making in order to improve the quality of education. In the context of Madrasah Ibtidaiyah, the implementation of SBM is an important strategy to empower all madrasah resources, especially educators as the main implementers of learning. Therefore,

testing the influence of SBM on the performance of educators is relevant to assess the effectiveness of madrasah management in improving teacher professionalism.

The results of the partial t-test showed that School-Based Management had a positive and significant effect on the performance of educators at Madrasah Ibtidaiyah, Maros Regency. A t-value greater than the t table and a significance value below 0.05 confirmed that the research hypothesis was accepted. The application of MBS in this study was proven to be able to create a conducive work climate through the involvement of teachers in planning, decision-making, and evaluating madrasah programs, thereby encouraging increased professional responsibility and commitment of educators.

The findings of this study also strengthen the theory of education management put forward by Nanang Fattah, who views education management as the process of planning, organizing, directing, and controlling educational resources to achieve goals effectively and efficiently.[14] In addition, the results of this study are in line with the research of Suryadi and Deka et al. which found a very strong relationship between the implementation of SBM and teacher performance, as well as the research of Isa, Mydin, and Abdullah on School-Based Management which emphasizes the importance of principal leadership, teacher professionalism, and stakeholder participation.[15] Thus, both theoretically and empirically, MBS has proven to be a strategic approach that has a positive and significant effect on improving the performance of educators.

5. The Influence of Organizational Culture on the Performance of Educators at Madrasah Ibtidaiyah (MI) Maros Regency

Organizational culture is a set of values, norms, beliefs, and behavior patterns that are shared by all members of the organization and serve as a guideline for action. In the context of madrasas, organizational culture has an important role in shaping the attitudes, behaviors, and work ethic of educators. Therefore, the study of the influence of organizational culture on the performance of educators is crucial to understand how the internal work environment of madrasas affects the quality of the implementation of teachers' duties.

The results of the partial t test showed that Organizational Culture had a positive and significant effect on the Performance of Educators at Madrasah Ibtidaiyah, Maros Regency. The t-value of the calculation greater than the t table and the significance level below 0.05 confirmed that the research hypothesis was accepted, namely that Organizational Culture had a positive

[14] Nanang Fattah, *Landasan Manajemen Pendidikan*, Cetakan ke-5 (Bandung: Remaja Rosdakarya, 2001).

[15] Anniliza Mohd Isa, Al-Amin Mydin, and Abdul Ghani Kanesan Abdullah, "School-Based Management (SBM) Practices in Malaysia: A Systematic Literature Review," *International Journal of Academic Research in Business and Social Sciences* 10, no. 9 (2020), https://doi.org/10.6007/ijarbss/v10-i9/7870.

and significant effect on the performance of educators. These findings show that the values and work norms that develop in madrasas contribute significantly to improving teacher performance.

The findings of this study are in line with the characteristics of organizational culture which include people-orientedness, team orientation, aggressiveness, and stability. A people- and team-oriented culture encourages the creation of a collaborative, respectful, and supportive work atmosphere, thereby improving the quality of work, punctuality, initiative, and communication of educators. Positive aggressiveness and organizational stability also create an orderly and conducive work environment, so that teachers can work more focused and optimally. This is in line with the theory of Indrafachrudi and Hadari Nawawi who affirm that the non-physical work environment, including organizational culture, is an important external factor that affects the performance of educators.

The results of this study also corroborate the findings of Wejang, et al. who stated that organizational culture is a strategic factor in improving the performance of educators through strengthening motivation, engagement, and professionalism.[16] Despite the differences in context and level of education, both the research and this study place organizational culture as an important element that has a positive and significant effect on the performance of educators. Thus, a strong organizational culture characterized by Islamic values in MI Maros Regency has been proven to support the continuous improvement of the performance of educators.

6. The Simultaneous Influence of School-Based Management and Organizational Culture on the Performance of Educators at Madrasah Ibtidaiyah (MI) Maros Regency

School-Based Management and Organizational Culture simultaneously have a strategic role in shaping the work system and professional behavior of educators in madrasas. School-Based Management provides a structured management framework through planning, organizing, implementing, and evaluating educational programs that actively involve teachers, so as to create clarity in roles, responsibilities, and work directions. Meanwhile, Organizational Culture forms values, norms, and work habits that direct the attitudes and behaviors of educators in carrying out their professional duties, such as discipline, commitment, cooperation, and responsibility. The synergy between a participatory management system and a positive organizational culture creates a conducive work environment and encourages continuous improvement in the performance of educators.

The results of the study show that School-Based Management and Organizational Culture together have a positive and significant effect on the Performance of Educators at Madrasah Ibtidaiyah, Maros Regency. This is evidenced by a determination coefficient value

[16] Heronimus E. A. Wejang et al., *Interaction of Transformational Leadership and Organizational Culture in Higher Education : A Systematic Review*, 4, no. 3 (2025).

(R^2) of 0.804 which shows that 80.4% of the variation in the performance of educators can be explained by these two variables, while 19.6% is influenced by other factors outside the research model. In addition, the results of the simultaneous F test showed an F value of 149.921 with a significance level of 0.000 (< 0.05), so that the hypotheses of these three studies are accepted. These findings confirm that the integration between the effective implementation of MBS and the strengthening of a positive organizational culture makes a very strong contribution in improving the performance of educators.

Furthermore, the results of the partial t-test showed that Organizational Culture was the most dominant variable influencing the Performance of Educators, although both variables had a positive and significant effect. This finding is relevant to the strategic position of teachers as affirmed in Law No. 14 of 2005, which states that teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. The implementation of these main tasks requires the support of an effective school management system through School-Based Management and the strengthening of Islamic organizational culture as affirmed in PMA No. 6 of 2010, namely example. Thus, the improvement in the performance of educators at Madrasah Ibtidaiyah Maros Regency is the result of synergy between participatory school governance and a strong organizational culture in supporting the optimal implementation of teachers' main tasks.

CONCLUSION

Based on the results of research and discussion, School-Based Management at Madrasah Ibtidaiyah Maros Regency has generally been implemented very well, which is reflected in the involvement of madrasah residents in decision-making, the independence of program management, and the ability of madrasah heads to optimize resources effectively. The Organizational Culture at Madrasah Ibtidaiyah Maros Regency also shows a very good category, characterized by the value of togetherness, commitment to duty, and harmonious working relationships between madrasah residents. Meanwhile, the performance of educators is in the good category, which is reflected in the responsibility in the implementation of learning tasks, readiness in planning and implementing learning, and professional commitment in carrying out the role of educator.

Furthermore, the results of the study show that School-Based Management has a positive and significant effect on the Performance of Educators, where the application of management that provides autonomy, clarity of roles, and professional development support is able to improve teacher performance. Organizational Culture also has a positive and significant effect on Educator Performance through strengthening work values, shared norms, and a conducive work climate. In addition, School-Based Management and Organizational Culture simultaneously have a positive

and significant effect on Educator Performance, which shows that performance improvement will be more optimal if both aspects are developed in an integrated, consistent, and sustainable manner in the madrasah environment.

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