

THE INFLUENCE OF KNOWLEDGE MANAGEMENT EFFECTIVENESS AND ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF BUDDHIST SUNDAY SCHOOL TEACHERS IN MAKASSAR

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Abstract

This study aims to identify the influence of management effectiveness, the influence of knowledge and organizational culture on the performance of teachers in schools. Sunday Buddhist Schools (SMB) spread across the Makassar region. The independent variables in this study are the effectiveness of knowledge management (X1) and organizational culture (X2), while the dependent variable is teacher performance (Y). The analytical approach used in this study is multiple linear regression to examine the contribution of each independent variable to teacher performance. The sample was determined using a probability sampling technique, with a total of 86 respondents. Primary data was obtained through a questionnaire distributed online via Google Form. Hypothesis testing was conducted using SPSS software version 20.0 for Windows. The results of the study: This study demonstrates that effective knowledge management and organizational culture play a significant role in improving the performance of Buddhist Sunday School teachers in Makassar City. Well-managed knowledge management can help teachers access, manage, and utilize relevant information to support learning activities. Meanwhile, a supportive organizational culture fosters a harmonious work environment, increases motivation, and strengthens teachers' commitment to their responsibilities as educators. Simultaneously, these two factors complement each other in creating conditions conducive to improving teacher performance.

Keywords: Knowledge Management Effectiveness, Organizational Culture, Teacher Performance

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi pengaruh efektivitas manajemen pengetahuan dan budaya organisasi terhadap kinerja para guru di Sekolah Minggu Buddha (SMB) yang tersebar di wilayah Makassar. Variabel bebas dalam penelitian ini adalah efektivitas manajemen pengetahuan (X1) serta budaya organisasi (X2), sedangkan variabel terikatnya yaitu kinerja guru (Y). Pendekatan analisis yang digunakan dalam penelitian ini adalah regresi linear berganda untuk menelaah kontribusi dari masing-masing variabel bebas terhadap kinerja guru. Sampel ditentukan melalui teknik probability sampling, dengan total 86 responden. Data primer diperoleh melalui kuesioner yang dibagikan secara daring melalui Google Form. Pengujian hipotesis dilakukan dengan perangkat lunak SPSS versi 20.0 untuk Windows. Hasil penelitian menunjukkan bahwa efektivitas knowledge management dan budaya organisasi berperan penting dalam meningkatkan kinerja guru Sekolah Minggu Buddha di Kota Makassar. Knowledge management yang dikelola dengan baik mampu membantu guru dalam mengakses, mengelola, serta memanfaatkan informasi yang relevan untuk menunjang kegiatan pembelajaran. Sementara itu, budaya organisasi yang mendukung mendorong terciptanya suasana kerja yang harmonis, meningkatkan motivasi, serta memperkuat komitmen guru terhadap tanggung jawabnya sebagai pendidik. Secara simultan, kedua faktor ini saling melengkapi dalam menciptakan kondisi yang kondusif bagi peningkatan kualitas kinerja guru.

Kata kunci: Efektivitas Manajemen Pengetahuan, Budaya Organisasi, Kinerja Guru



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INTRODUCTION

Education is a structured process that not only serves to transfer knowledge, but also forms character and instills moral values in students. This is in accordance with the mandate of Law No. 20 of 2003 concerning the National Education System and Government Regulation No. 55 of 2007, which emphasizes that religious education covers six religions, including Buddhism. Within this framework, the Buddhist Sunday School (SMB) exists as a non-formal educational institution that plays a role in educating children through teenagers every Sunday. Through singing, playing, storytelling, and other creative activities, SMB becomes an important forum in shaping a generation with character based on the teachings of Buddha Dharma.

The success of education in SMB is largely determined by the quality of teachers' performance as facilitators and role models. However, most SMB teachers are still volunteers and lack formal educational background in pedagogy. This situation presents challenges in planning, implementing, and evaluating learning. In this context, knowledge management and organizational culture play a crucial role in supporting teachers to improve their competencies and deliver more effective learning.

The results of an initial survey of SMB teachers throughout Makassar indicate that they still face many obstacles. As many as 65.00% of teachers experience obstacles in work efficiency, particularly in preparing materials. 63.3% face obstacles in planning lessons aligned with the curriculum, while 70.00% struggle to conduct on-target evaluations. Furthermore, 61.67% of teachers experience challenges in job responsibilities, and 65.01% face challenges in organizational culture, particularly in maintaining classroom order. These data indicate that the low performance of SMB teachers is influenced by weak work effectiveness, organizational culture, and knowledge management.

Based on this, it is known that improving the performance of SMB teachers in Makassar cannot be separated from the effectiveness of knowledge management and the organizational culture implemented. Optimal teacher performance requires a supportive work environment, a healthy organizational culture, and motivation and trust among teachers. Therefore, research into the role of knowledge management and organizational culture on SMB teacher performance is important to provide a comprehensive picture and identify appropriate strategies for improving the quality of non-formal religious education in Makassar.

Some relevant previous studies such as research by I Wayan Wikananda Radina Artha and Syarifudin¹ entitled "The Influence of Organizational Culture, Knowledge Management and

¹ I. Wayan Wikananda Radina Artha and Syarifudin, "Pengaruh Budaya Organisasi, Knowledge Management, Dan Leader-Member Exchange Terhadap Kinerja Karyawan Divisi Infrastruktur 2 PT Pembangunan Perumahan (Persero) Tbk Jakarta," *Publik: Jurnal Manajemen Sumber Daya Manusia, Administrasi Dan Pelayanan Publik* 10, no. 2 (2023): 433–45, <https://doi.org/10.37606/publik.v10i2.612>.

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Leader Member Exchange on Employee Performance of Infrastructure Division 2 of PT Pembangunan Perumahan (Persero) Tbk Jakarta" uses a quantitative method with Partial Least Square-Structural Equation Model (PLS-SEM) analysis techniques on 84 respondents. The results show that organizational culture, knowledge management, and leader member exchange have a positive and significant effect on employee performance, both directly and indirectly. The similarity of this study with the research of Suzanna et al. is that both emphasize the importance of knowledge management and organizational culture as strategic factors that can improve performance, both for teachers in non-formal educational institutions and employees in companies.

Research by Reza Adit Pratama² entitled "The Influence of Knowledge Management Factors Through Attitude Moderated by Leadership and Organizational Culture on Intention (Case Study at PT PLN (Persero) UIP JBT)" uses a quantitative method with multiple regression analysis on 147 respondents. The results of the study indicate that social trust and expected association have a significant effect on the attitude of sharing knowledge, while extrinsic reward and sense of self-worth do not have a significant effect. In addition, the attitude of sharing knowledge and subjective norms have a positive effect on the intention to share knowledge. The similarity of this study with the study of Suzanna et al. lies in the focus of both on the role of knowledge management and organizational culture in improving performance or behavior in the work environment.

Research by Siti Fatimatul Azzahra Arsyad and Ari Anggarani WP T³ entitled "The Influence of Knowledge Management and Organizational Culture on Organizational Commitment through Learning Organization" uses a quantitative method with SEM-PLS analysis of 106 respondents of PT Gapura Angkasa employees in the check-in counter and boarding gate sections. The results of the study indicate that knowledge management and organizational culture have a positive effect on organizational commitment, both directly and through the mediating variable of learning organization. The similarity of this study with the study of Suzanna et al. lies in the use of knowledge management and organizational culture variables as important factors in improving work aspects, both teacher performance and employee commitment.

² Reza Adit Pratama, "Pengaruh Faktor-Faktor Knowledge Management Melalui Attitude Yang Dimoderasi Oleh Kepemimpinan Dan Budaya Organisasi Terhadap Intention (Studi Kasus Pada PT PLN (Persero) UIP JBT)," *Jurnal EMT KITA* 9, no. 2 (2025): 553–72, <https://doi.org/10.35870/emt.v9i2.3912>.

³ Siti Fatimatul Azzahra Arsyad and Ari Anggarani W. P. T, "Pengaruh Knowledge Management Dan Budaya Organisasi Terhadap Komitmen Organisasional Melalui Learning Organization," *Jurnal Penelitian Ekonomi Manajemen Dan Bisnis* 1, no. 4 (2022): 81–94, <https://doi.org/10.55606/jekombis.v1i4.634>.

Research by Syamsuddin, Cahyono, and Haeruddin Saleh⁴ entitled "Analysis of the Application of Knowledge Management and Organizational Culture on Employee Performance through Job Satisfaction at the Maros Regency DPRD Office" uses a quantitative method with SEM-PLS analysis of employee questionnaire data. The results of the study indicate that knowledge management and organizational culture have a significant effect on employee job satisfaction and performance, and job satisfaction acts as a mediating variable that strengthens the influence of both factors on performance. The similarity of this study with the study of Suzanna et al. lies in the focus of both in examining the influence of knowledge management and organizational culture on performance.

Research by Bintang Alhakim and Suhana⁵ entitled "The Influence of Leadership Style, Knowledge Management and Organizational Culture on Employee Performance" was conducted on employees of the production division of PT Arisa Mandiri Pratama with a convenience sampling method and data analysis using SPSS version 27. The results of the study showed that leadership style and knowledge management had a significant effect on employee performance, while organizational culture did not have a significant effect. The similarity of this study with the study of Suzanna et al. is that both examine the role of knowledge management and organizational culture in improving performance, although the context is different.

Research by Ida Ayu Gede Yadnyawati, Muljadi, and Erny⁶ entitled "The Influence of Knowledge Management Effectiveness and Organizational Culture on the Performance of Buddhist Sunday School (SMB) Teachers in Chong-De in North Sumatra" using multiple regression method with a sample of 86 respondents obtained through probability sampling and data analyzed using SPSS 20. The results of the study showed that the effectiveness of knowledge management and organizational culture had a positive and significant effect on the performance of SMB Chong-De teachers, both partially and simultaneously, with a determination coefficient of 71.6 percent. The similarity of this study with the study of Suzanna et al. is that both examined Buddhist Sunday School teachers and found that knowledge management and organizational culture are important factors in improving performance.

⁴ Syamsuddin Syamsuddin et al., "Analisis Penerapan Knowledge Management Dan Budaya Organisasi Terhadap Kinerja Pegawai Melalui Kepuasan Kerja Pada Kantor DPRD Kabupaten Maros," *Indonesian Journal of Business and Management* 5, no. 1 (2022): 82–94, <https://doi.org/10.35965/jbm.v5i1.1867>.

⁵ Bintang Alhakim and Suhana, "Pengaruh Gaya Kepemimpinan, Knowledge Management Dan Budaya Organisasi Terhadap Kinerja Karyawan," *Al-Kharaj: Jurnal Ekonomi, Keuangan & Bisnis Syariah* 6, no. 5 (2024): 4525–35, <https://doi.org/10.47467/alkharaj.v6i5.1791>.

⁶ Ida Ayu Gede Yadnyawati et al., "Pengaruh Antara Efektivitas Knowledge Management Dan Budaya Organisasi Terhadap Kinerja Guru Sekolah Minggu Buddha (SMB) Chong-De Se Sumatera Utara," *Dharmavicaya : Jurnal Pengkajian Dhamma* 6, no. 1 (2022): 26–36, <https://doi.org/10.47861/dv.v6i1.47>.

Research by Lulus Triwahyuni, Thamrin Abdullah, and Widodo Sunaryo⁷ entitled "The Effect of Organizational Culture, Transformational Leadership and Self-Confidence to Teachers' Performance" was conducted on 120 teachers in Bogor, West Java using proportional random sampling and path analysis techniques. The results showed that organizational culture, principal transformational leadership, and teacher self-confidence contributed significantly to teacher performance with a total contribution of 45.326 percent, where transformational leadership had the greatest influence. The similarity of this study with the study of Suzanna et al. lies in the focus of both in examining the influence of organizational culture on teacher performance.

Based on the description of previous studies, it is clear that knowledge management and organizational culture have consistently been proven to play an important role in improving performance, both in the context of companies, government agencies, and educational institutions. However, there are variations in results influenced by differences in research objects, additional variables such as leadership, job satisfaction, and organizational commitment, as well as the analytical methods used. This indicates that the effectiveness of knowledge management and organizational culture has not been fully studied in the context of non-formal religious education, specifically Buddhist Sunday Schools. Therefore, this study aims to analyze the effect of knowledge management effectiveness on the performance of SMB teachers, evaluate the influence of organizational culture on the performance of SMB teachers, and simultaneously test the influence of knowledge management effectiveness and organizational culture on the performance of SMB teachers.

THEORETICAL STUDY

Teacher performance is essentially a work result measured based on the achievement of organizational goals and their contribution to students and society. Armstrong and Baron in Wibowo⁸ emphasizes that performance is closely related to the achievement of the organization's strategic goals, user satisfaction, and economic contribution. In the context of education, teacher performance is seen as the ability to carry out learning tasks,⁹ which includes planning, implementation, assessment, as well as enrichment and remediation. This was reinforced by Satriadi¹⁰ which states that teacher performance is measured by the achievement of work standards in accordance with applicable ethics and norms. From a Buddhist perspective, teacher

⁷ Lulus Triwahyuni et al., "The Effect of Organizational Culture, Transformational Leadership and Self-Confidence to Teachers Performance," *International Journal of Managerial Studies and Research* 2, no. 10 (2014): 156–65.

⁸ Wibowo, *Manajemen Kinerja*, Edisi ke-5 (Rajawali Pers, 2016), 18.

⁹ Supardi, *Kinerja Guru* (RajaGrafindo Persada, 2013), 25.

¹⁰ Satriadi, "Pengaruh Kepemimpinan Kepala Sekolah dan Manajemen Kepala Sekolah terhadap Kinerja Guru," *Jurnal Benefita* 1, no. 3 (2016): 130, <https://doi.org/10.22216/jbe.v1i3.874>.

performance is seen as a practice of consistency in speech and action (DN I, 230–231) and a manifestation of good deeds (kusala kamma) that will bear positive fruit for both teachers and students.

The effectiveness of knowledge management (KM) is a crucial factor in supporting improved teacher performance, according to Marquardt¹¹, KM is an organizational activity in collecting, storing, transferring, and using knowledge, while Rao¹² Viewing it as a system that consciously organizes and analyzes data and skills. The dimensions of KM include the processes of creating, storing, transferring, and applying knowledge.¹³ In the Buddhist tradition, the principle of “ehipassiko” (AN 3.65) emphasizes the importance of direct verification and inquiry of knowledge, so that knowledge-based learning is not only cognitive but also encourages critical and reflective learning. Thus, the effectiveness of knowledge-based learning plays a role in supporting teachers in designing innovative learning, conducting evaluations, and sharing knowledge collaboratively.

Organizational culture also has a significant influence on teacher performance and KM effectiveness. Luthans¹⁴ views organizational culture as an understanding of the values and norms that guide member behavior, while Wirawan¹⁵ emphasizes that organizational culture is formed from the values, beliefs, and habits inherited from founders and leaders. Gibson et al.,¹⁶ added that organizational culture encompasses shared assumption patterns that influence organizational attitudes and processes. From a Buddhist perspective, the Vanapattha Sutta emphasizes that an uncondusive environment must be abandoned, as an unsupportive culture will hinder the achievement of goals. Therefore, a healthy organizational culture, goal-oriented, with integrity, and teamwork, is an important foundation for Buddhist Sunday School teachers to improve performance while creating meaningful learning.

¹¹ M. J. Marquardt, *Building the Learning Organization: Mastering the 5 Elements for Corporate Learning*, Davies-Black Pub, 2011, 247.

¹² M. Rao, *Knowledge Management: Tools and Techniques*, ed. Diedit M. Rao (Elsevier Butterworth-Heinemann, 2014), 61, https://doi.org/10.1007/978-1-62703-50-2_5.

¹³ E. K. Matin and B. H. Kashani, “Comparing Degree of Readiness for Implementation of Knowledge Management in Public and Private Universities in Iran,” *Interdisciplinary Journal of Contemporary Research in Business* 4 (2012): 623, <http://sfx.scholarsportal.info/mcmaster?sid=OVID:psycdb&id=pmid:&id=doi:&issn=2044-4621&isbn=&volume=4&issue=4&spage=623&pages=623-634&date=2012&title=Interdisciplinary+Journal+of+Contemporary+Research+in+Business&atitle=Comparing+degree+of+readiness+for+>.

¹⁴ F. Luthans, *Organizational Behavior: An Evidence-Based Approach*. Edisi ke-12. Diedit oleh Jane Beck (McGraw-Hill, 2011), 72, https://doi.org/10.5005/jp/books/10358_23.

¹⁵ Wirawan, *Budaya dan Iklim Organisasi: Teori, Aplikasi, dan Penelitian* (Salemba Empat, 2008), 10.

¹⁶ J. L. Gibson et al., “Organizations: Behavior, Structure, and Processes,” in *Edisi ke-14. Diedit oleh P. Ducham* (McGraw-Hill, 2012), 29.

RESEARCH METHODS

This research was conducted at a Buddhist Sunday School (SMB) under the auspices of a Buddhist religious institution in Makassar City. The location was selected purposively based on initial observations that indicated variations in the implementation of knowledge management and organizational culture, which directly impact teacher performance. The research lasted four months and included preparation, instrument trials, questionnaire distribution, supporting data collection, data analysis, and the preparation of a final report.

The research approach used is quantitative with a causal survey method and correlation analysis techniques. The research variables consist of two independent variables, namely Knowledge Management Effectiveness (X1) and Organizational Culture (X2), and one dependent variable, namely Teacher Performance (Y). This method was chosen to identify and analyze the causal relationship between variables in more depth, so as to describe the influence of knowledge management and organizational culture on the performance of SMB teachers.

The primary instrument for data collection was a closed-ended questionnaire developed based on indicators for each research variable. The questionnaire used a rating scale with five response levels, ranging from very low to very high. The instrument was developed based on theoretical analysis and indicators relevant to the research variables. Its validity and reliability were then tested to ensure its suitability for use in field data collection.

Based on the calculation results using the Slovin formula with a significance level of 5% (0.05), from a total population of 110 Buddhist Sunday School (SMB) teachers in Makassar City, a sample of 86 respondents was obtained. This number is considered representative to describe the characteristics of the population as a whole. The sampling technique used was Probability Sampling with a random method, so that each member of the population has an equal opportunity to be selected as a respondent. Thus, this research sample can be considered valid and able to provide more accurate and objective data in analyzing the influence of knowledge management and organizational culture on the performance of SMB teachers.

RESULTS AND DISCUSSION

Research result

The functional influence between the variables of knowledge management effectiveness (X1) and organizational culture (X2) on teacher performance (Y) can be explained through a multiple linear regression equation model. Based on the results of the data analysis, the regression equation is as follows:

$$\hat{Y} = 40.207 + 0.421X1 + 0.257X2$$

This equation shows that the constant value of 40.207 represents the initial level of

teacher performance (Y) when the effectiveness of knowledge management (X1) and organizational culture (X2) have no effect or are zero. The X1 regression coefficient of 0.421 indicates that every one-unit increase in knowledge management effectiveness will drive an increase in teacher performance of 0.421 units, assuming the organizational culture (X2) remains unchanged. Meanwhile, the X2 regression coefficient of 0.257 indicates that every one-unit increase in organizational culture will contribute to an increase in teacher performance of 0.257 units, assuming the variable X1 remains constant.

Therefore, the effectiveness of knowledge management and organizational culture play a positive role in driving improved performance of SMB teachers throughout Makassar City. The regression equation indicates a linear relationship between the variables, supporting the simultaneous influence of both independent variables on teacher performance.

Table 1 .

Correlation coefficient between the Effectiveness of Knowledge Management (X1) and Organizational Culture (X2) on Teacher Performance (Y)

Model	Coefficient		Unstandardized Coefficient	t	Sig.
	B	Std. Error			
1 (Constant)	40,207	5,836		6,890	.000
Knowledge Management Effectiveness	.421	.046	.583	9,079	.000
Organizational culture	.257	.040	.417	6,494	.000

a. Dependent Variable: Teacher Performance

The results of the significance test of the regression model through the t-test show that two independent variables, knowledge management effectiveness (X1) and organizational culture (X2), have a significant effect on teacher performance (Y). The significance value for X1 is 0.000, less than the significance limit of 0.05, and the calculated t-value for X1 is 9.079 and 6.494, each exceeding the t-table value of 1.663. Thus, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected. This means that effective knowledge management and organizational culture have a positive impact on teacher performance.

Table 2
Variance Analysis of the Influence of X1 and X2 on Y

Model		Sum of squares	db	Mean of square	F	Sig.
1	Regression	1313,641	2	656,820	95,691	.000b
	Error	569,708	83	6,864		
	Total	1883,349	85			

a. Dependent Variable: Teacher Performance
b. Independent Variables: Organizational Culture, Knowledge Management Effectiveness

The F test was conducted to ensure that the regression model met the linearity assumption, assuming that the calculated F value was greater than the F table. The data processing results showed that the calculated F value was 95.691, while the F table value was 3.11. onsignificance level of 5% ($\alpha = 0.05$; $df = 83$) and 4.87 at the significance level of 1% ($\alpha = 0.01$). Therefore, the calculated F value is significantly greater than both F table values. Therefore, the relationship between the three variables shows a linear pattern, so further analysis is feasible. The strength of the relationship between the variables of knowledge management effectiveness (X1) and organizational culture (X2) on teacher performance (Y) can be determined through the Determination Coefficient Test, as shown in Table 3 below..

Table 3.
Test of the Coefficient of Determination of Variable Y on X1 and X2

Model	Mark R	Mark R Square	Mark Adjusted R Square	Average prediction error
1	0.846a	0.716	0.709	2,730

a. Independent Variables: Knowledge Management Effectiveness, Organizational Culture
b. Dependent Variable: Teacher Performance

Based on the test results displayed in the table above, a multiple correlation coefficient ($R_{y1.2}$) of 0.846 was obtained. This figure indicates that there is a strong relationship between the variables of knowledge management effectiveness (X1) and organizational culture (X2) simultaneously on teacher performance (Y). The coefficient of determination (R^2) value of 0.716 indicates that 71.6% of the variation that occurs in teacher performance can be explained by the joint contribution of X1 and X2, while the remaining 28.4% is influenced by other factors not examined in this model.

Discussion

The results of multiple linear regression analysis indicate that the effectiveness of knowledge management and organizational culture have a positive effect on the performance of

Buddhist Sunday School (SMB) teachers in Makassar City. The regression equation $\hat{Y} = 40.207 + 0.421X_1 + 0.257X_2$ indicates that knowledge management contributes more than organizational culture to improving teacher performance. This can be seen from the regression coefficient X_1 (0.421) which is higher than X_2 (0.257), so it can be concluded that effective knowledge management practices are a dominant factor in improving teacher performance.

Furthermore, the results of the partial test (t-test) strengthen this finding by showing that both independent variables significantly influence teacher performance. The calculated t-values of X_1 (9.079) and X_2 (6.494) are both greater than the t-table (1.663), and the significance value is $0.000 < 0.05$. This confirms that both knowledge management and organizational culture have a real and relevant role in shaping teacher performance. Practically, teachers involved in a good knowledge management system are better able to manage information, apply knowledge, and improve the quality of learning.

The results of the simultaneous test (F-test) also support the conclusion that both independent variables together have a significant effect on teacher performance. The calculated F value of 95.691 is much greater than the Ftable at the 5% (3.11) and 1% (4.87) significance levels. This indicates a strong linear relationship and is worthy of further analysis. Thus, the regression model used in this study meets the requirements as a valid model to explain the influence of X_1 and X_2 on Y .

The coefficient of determination (R^2) of 0.716 indicates that 71.6% of the variation in teacher performance can be explained by the combination of knowledge management effectiveness and organizational culture. Meanwhile, the remaining 28.4% is influenced by factors outside this research model, such as principal leadership, intrinsic motivation, family support, or learning environment conditions. The R^2 value of 0.846 also indicates a very strong correlation between the independent variables and teacher performance, further confirming the relevance of this research in the context of improving the quality of non-formal religious education.

Conceptually, these findings align with previous research, such as that by Shahzadi et al. and Armstrong & Taylor, which asserts that implementing knowledge management in educational institutions can improve individual and group performance. In the context of this research, SMB teachers who gain systematic access to knowledge are able to transfer that knowledge into their teaching practices, thus contributing directly to improving students' learning experiences.

On the other hand, although organizational culture contributes less than knowledge management, its role remains significant. A supportive organizational culture will encourage teachers to work with high motivation, maintain a commitment to institutional values, and create a harmonious work environment. Therefore, strengthening organizational culture remains an important factor in supporting teacher performance, although not the dominant factor.

Overall, the results of this study demonstrate that improving the performance of SMB teachers in Makassar is inextricably linked to two main factors: effective knowledge management and organizational culture. The combination of the two significantly influences and explains most of the variation in teacher performance. Therefore, efforts to improve the quality of learning in non-formal religious educational institutions need to focus on developing a structured knowledge management system and strengthening an organizational culture that supports collaboration, commitment, and innovation among teachers.

CONCLUSION

This study shows that effective knowledge management and organizational culture play a significant role in improving the performance of Buddhist Sunday School teachers in Makassar City. Well-managed knowledge management can help teachers access, manage, and utilize relevant information to support learning activities. Meanwhile, a supportive organizational culture fosters a harmonious work environment, increases motivation, and strengthens teachers' commitment to their responsibilities as educators. Simultaneously, these two factors complement each other in creating conditions conducive to improving teacher performance.

Based on the research findings, several recommendations can be put forward. First, SMB managers need to develop a structured knowledge management system, for example through knowledge-sharing forums, regular training, and easily accessible documentation of learning materials for teachers. Second, it is important for institutions to strengthen organizational culture by instilling values of togetherness, discipline, and a sense of responsibility, so that teachers are more motivated in carrying out their duties. Third, increasing teacher capacity through continuous professional development programs needs to be prioritized, considering that the majority of SMB teachers are still volunteers with no formal educational background in the field of pedagogy.

This study has several limitations that should be noted. First, the scope of the study only covered Buddhist Sunday School teachers in Makassar City, so the results cannot necessarily be generalized to other contexts or regions. Second, the study used only a quantitative approach, so in-depth aspects related to motivation, personal experiences, and social dynamics within the teachers' work environment have not been fully revealed. Third, the variables studied were limited to knowledge management and organizational culture, while other factors such as leadership, intrinsic motivation, or external support from parents and the community also have the potential to influence teacher performance.

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