THE EFFECT OF ONLINE LEARNING AND SCHOOL CULTURE ON THE PERFORMANCE OF VOCATIONAL SCHOOL TEACHERS DURING THE COVID 19 PANDEMIC

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ABSTRACT

Purpose: The purpose of this study is to determine the effect of online learning and school culture on teacher performance in vocational schools during the Covid 19 pandemic

Theoretical framework: The online learning is an option and the right solution in overcoming learning problems in schools, when situations and conditions are in an emergency, due to the emergence of the Covid 19 pandemic in Indonesia.

Method/design/approach: The research method used is a type of associative quantitative research. The subjects in this study were 280 teachers at SMK YPM Sidoarjo using a survey technique, where the entire population was used as the research sample.

Results and conclusion: The results showed that online learning (X1) had a positive and significant effect on teacher performance (Y) at SMK YPM Sidoarjo with a P value of 0.048 while school culture (X2) had a positive and significant effect on teacher performance (Y) at SMK YPM Sidoarjo with a value P of 0.025. This shows that online learning (X1) and school culture (X2) have a positive and significant influence on teacher performance (Y) at SMK YPM Sidoarjo

Implications of the research: This research contributes to the application of teacher performance and school culture in online learning during the Covid 19 pandemic so that learning is more effective.

Originality/value: The results obtained in this study are innovative and relevant for teachers, in the context of using online learning and school culture on teacher performance.

Keyword: Online Learning, School Culture, Teacher Performance, Management.

O EFEITO DA APRENDIZAGEM ON-LINE E DA CULTURA ESCOLAR NO DESEMPENHO DE PROFESSORES DE ESCOLAS PROFISSIONAIS DURANTE A PANDEMIA DE COVID-19

RESUMO


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Método/design/abordagem: O método de pesquisa utilizado é um tipo de pesquisa quantitativa associativa. Os sujeitos deste estudo foram 280 professores da SMK YPM Sidoarjo usando uma técnica de pesquisa, em que toda a população foi usada como amostra da pesquisa.

Resultados e conclusão: Os resultados mostraram que o aprendizado on-line (X1) teve um efeito positivo e significativo no desempenho do professor (Y) na SMK YPM Sidoarjo com um valor P de 0,048, enquanto a cultura escolar (X2) teve um efeito positivo e significativo no desempenho do professor (Y) na SMK YPM Sidoarjo com um valor P de 0,025. Isso mostra que o aprendizado on-line (X1) e a cultura da escola (X2) têm uma influência positiva e significativa no desempenho do professor (Y) na SMK YPM Sidoarjo.

Implicações da pesquisa: Esta pesquisa contribui para a aplicação do desempenho do professor e da cultura escolar no aprendizado on-line durante a pandemia da Covid-19, de modo que o aprendizado seja mais eficaz.

Originalidade/valor: Os resultados obtidos neste estudo são inovadores e relevantes para os professores, no contexto do uso da aprendizagem on-line e da cultura escolar no desempenho dos professores.

Palavra-chave: Aprendizagem On-Line, Cultura Escolar, Desempenho do Professor, Gestão.

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1 INTRODUCTION

During the Covid-19 pandemic, it had an extraordinary impact, especially in the continuity of the education and learning process in schools (Tria, 2020; Okoye et al, 2021). Learning activities at school cannot be carried out as usual, namely a teaching and learning activity carried out in class. The online learning process, which is commonly abbreviated as online learning, is currently an urgent and urgent need for learning in schools (Al Hyari, 2023). Even though in reality, there are still many teachers who are not ready with all online learning tools in schools. Not only teachers, including students, and parents or guardians of students, they still need to get to know and understand a lot of online learning tools in schools (Iswahyudi et al, 2019).

In online learning, Tang et al (2021) states that the effectiveness of online learning is influenced by several factors including economic, social, health and personality. Economic factors are related to the ability of parents or guardians of students to meet the needs of their children's online learning devices at home, such as laptops, cell phones or other electronic media (Zampier et al, 2022; Pereira et al, 2023). The social aspect relates to the situation and conditions of the community around students, a society that is open to the entry of technology strongly supports children to use the internet at home freely and unrestrictedly.

Several studies related to the implementation of online learning during the covid 19 pandemic (Hariyati et al, 2021; Dini, 2021; Sari, 2020). Hariyati et al (2021) stated that the application of online learning during the Covid 19 pandemic was able to encourage the learning process to become more efficient, where the transfer of knowledge was very rapid and had a positive impact. Teachers are obliged to carry out online learning activities that are easy and understandable for students, carry them out online according to schedule and avoid excessive assignments (Dini, 2021). This is because through online learning various forms of information and knowledge can be conveyed to a large number of students.
Basically, online learning is an option and the right solution in overcoming learning problems in schools, when situations and conditions are in an emergency, due to the emergence of the Covid 19 pandemic in Indonesia (Munastawi & Purwono, 2021). For this reason, it takes quite a long time and is quite long in making preparations related to human resources, learning tools and standard operating procedures (SOP) for implementing online learning in schools. Apart from preventing Covid-19, online learning is very effective in training students to become independent in learning (Hartono, 2020).

The learning design during this pandemic is different from the previous period (Mufaridah et al, 2022). This is because Instructional design is related to understanding, applying and also improving learning methods in schools that are experiencing extraordinary and very urgent changes (Setyosari, 2020). In designing learning during this pandemic, it is appropriate to pay attention to the environmental conditions around the school, including the teacher's ability to master online learning tools. Learning in schools must really be based on the principles of the needs, comfort and safety of teachers and students. Even though students cannot communicate and interact directly with their teachers, student learning needs can be met with proper and correct online learning models.

According to Hariyati et al (2021) shows that virtual or online learning is effective for increasing student learning outcomes mediated by motivation. Sun et al (2022) also explain that online learning has a positive effect on teacher performance in schools. However, there are problems that arise related to online learning in schools, namely teachers find it difficult to identify students who are lagging behind in lessons, teachers feel pressured and confused, then also still fixated on completing the curriculum. In fact, this is indeed the case, there are facts which show that it is found that teachers are still carrying out online learning activities that are not optimal and not in accordance with the needs of children. The curriculum is the only main reference, so there are many tasks that children have to do and complete at home (Arora, 2006).

Online learning in schools is also influenced by environmental conditions and school culture (Abdullah, 2019). School culture is a set of norms, values, beliefs, rules and expectations that underlies behavior and interactions in schools. In addition, culture can also provide benefits to the organization by encouraging commitment within the organization and increasing the level of employee consistency. School culture in its definition is a fundamental value that has previously become a habit that exists in the school environment and influences how the behavior of teachers, students and school members as a whole (MacNeil et al, 2009). School culture will certainly build and shape attitudes, behaviors, habits and commitments in carrying out their obligations and rights in the school environment.

Several studies have shown that there is a positive influence between school culture on teacher performance while at school (Prayoga & Yuniai, 2019; Arif et al, 2019; Siahaan, 2021; Silalahi et al, 2021; Suprapto et al, 2021). Gibson & Stear (1996) explains the theory of performance that is in the goal towards a good performance process, then there are three variables that influence how work behavior is. These variables are abilities and skills, including family background, social level, experience, age, ethnicity, and gender. Furthermore, the second is organizational variables, including resources, leadership, rewards, design in work, structure. The last aspect is psychological variables, namely how behavior or attitude, personality, learning, perception and also encouragement or motivation.

Several variations affect behavior or performance, namely individual, organizational, and psychological (Chan & Drasgow, 2001). Related to individual variables, namely abilities and skills, mental and physical, family background, social level, salary, age demographic, gender origin. Organizational variables, including resources, leadership, rewards and structure. While psychological variables, including perceptions, attitudes, and personality. Then, teacher performance evaluation at SMK YPM Sidoarjo has characteristics and uniqueness that are different from teacher performance assessments in general. The indicators that distinguish it are...
the presence or activeness, the assessment of lesson plans, learning assessment and Worship Application Skills (WAS) for all SMK YPM Sidoarjo teachers. The teacher's WAS assessment includes ifitah prayer, i'tidal prayer, prayer between two prostrations, final tahiyya prayer, qunut prayer, obligatory nature of Allah, funeral prayer, and reading the Koran. Based on the background of the problems above, researchers are interested in looking at the effect of online learning and school culture on teacher performance in vocational schools during the Covid 19 pandemic.

2 METHODS

The type of research used in this study is correlational research which is associative in nature, which is research that aims to find out the relationship between two or more variables (Sugiyono, 2021). In this study there were two dependent variables and one independent variable, whose relationship was partially examined. The population is the sum of all members who are the aim of the research, namely all teachers at SMK YPM Sidoarjo, totaling 307 people, while the sample is 280 teachers at SMK YPM Sidoarjo. The data collection method used in this study was a survey method, namely data collection and analysis techniques in the form of opinions from the subjects studied through questionnaires, observation, and documentation studies.

Data collection techniques used in this study consisted of questionnaires, documentation and observation studies. The questionnaire is intended to collect data on online learning, school organizational culture, principal leadership, work motivation. Documentation studies are used to detect teacher performance in schools. While observation is intended to collect data on the four research variables that cannot be captured by questionnaire techniques and documentation studies.

3 RESULTS AND DISCUSSION

3.1 The Effect of Online Learning on the Performance of Vocational School Teachers

Testing the research hypothesis was carried out using the Partial Least Square (PLS) based Structural Equation Model (SEM) approach. PLS is a type of SEM, which is component based with formative construct properties, and which is a component or variant based structural equation model (SEM). Structural Equation Model (SEM) is a field of statistical study that can test a series of relationships that are relatively difficult to measure simultaneously. According to Santoso (2018) SEM is a multivariate analysis technique which is a combination of factor analysis and regression (correlation) analysis, which aims to examine the relationship between variables in a model, both between indicators and constructs, or relationships between constructs.

Based on the data analysis, the data correlation test was obtained as follows:

<table>
<thead>
<tr>
<th></th>
<th>Original Sample (O)</th>
<th>Sample Average (M)</th>
<th>Standard Deviation (STDEV)</th>
<th>T Statistics (IO/STDEV)</th>
<th>P Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning to Teacher Performance</td>
<td>-0.102</td>
<td>-0.107</td>
<td>0.065</td>
<td>1.719</td>
<td>0.048</td>
</tr>
</tbody>
</table>

Source: Prepared by Sukendro et al (2023)
Based on the results of data analysis, a P value of 0.048 was obtained, thus online learning has a significant influence on the performance of SMK teachers. Online learning is a term that is very popular in the late 2020s. Coupled with the existence of the covid pandemic which had an impact on the process of implementing education which was finally carried out online. Online learning itself has an understanding of the teaching and learning process which is carried out not face to face or through virtual media (Widodo et al, 2020).

Online learning can also be defined as a teaching and learning process where educators and students do not meet directly in the same place, so a media link is needed to facilitate learning communication between these parties (Simamora, 2020). Another opinion was also conveyed by Hiltz & Turoff (2005) who explained that online learning itself is a classic learning process that is digitized so that there is a touch of technology in it to facilitate their teaching and learning process. In addition, the availability of supporting facilities for carrying out online learning activities and processes is inadequate and not optimal according to existing needs. The availability of supporting facilities and infrastructure and online learning tools, both at school and at home, needs to be properly and adequately prepared.

In online learning that relies on long-distance communication, it needs to be supported by a good internet network, adequate online media applications, for example laptops, mobile phones, gadgets. All remote communication media devices must be owned by schools or students proportionally and adequately. If the location of most student houses is in urban areas, there are no complicated and complex obstacles. However, if the students’ homes are located in mountainous, rural, and isolated areas, it will raise many difficulties and obstacles, especially internet network problems.

In essence, online learning can be done anywhere, and all activities are carried out online and the implementation of learning is not carried out face to face or face to face. Online learning can be done anywhere, but what is urgent is the use of technology and the internet by teachers and students simultaneously and are interconnected and related to one another. The concept of online learning is distance learning that uses communication technology devices that are carried out properly, correctly and sustainably.

Online learning is smart learning, because it can increase students' knowledge and knowledge quickly, precisely and accurately. Scientific sources and student knowledge are directly connected with various links, access which is not only sourced from Indonesia, but from sources of knowledge and knowledge from various parts of the world. Events and events that occur in any part of the world, at any time, can be quickly recognized by children at school. The implementation of online or online learning is a learning implementation that does not use direct face-to-face meetings between students and teachers, but is replaced through an internet network connection (Simamora, 2020). This is a big challenge for teachers or teachers because they are required to be able to process and also make the latest learning media and still be interesting even though they are limited in the network, the learning media are arranged in such a way, in order to attract students’ attention so they don’t feel bored in participating online learning in schools.

Teacher performance is related to learning effectiveness which includes various aspects, both related to input, process and output (Mulyasa, 2013). This means that teacher performance is related to the learning process in schools. The routine activities of a teacher, which are related to the process for planning, implementing and evaluating learning. The teacher's ability to manage online learning in the classroom affects their performance at school. Therefore, it is necessary to train teachers’ abilities in the context of online learning in schools regularly, continuously and continuously.

There are four dimensions that can also be used as a reference and benchmark in assessing teacher performance, these four dimensions are quality, quantity/amount, use of time in work activities, and ability to work together. If examined more deeply, the four dimensions
that are used as standards for evaluating teacher performance in schools are interrelated and interdependent in one dimension with the other. Furthermore, evaluation of teacher performance which is carried out regularly and continuously in the school environment seems to be heavily influenced by several factors, for example teacher learning design, school organizational culture, principal leadership, and teacher work motivation. These things need to be studied in depth with regard to how strong the influence of learning is, school organizational culture, what form of leadership a school principal has, and what are the stimulations or motivations for teacher work in the performance appraisal process carried out by teachers in schools.

3.2 The Influence of School Culture on Teacher Performance

Based on the data analysis, the data correlation test was obtained as follows:

<table>
<thead>
<tr>
<th>School Culture to Teacher Performance</th>
<th>Original Sample (O)</th>
<th>Sample Average (M)</th>
<th>Standard Deviation (STDEV)</th>
<th>T Statistics (IO/STDEVI)</th>
<th>P Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>-0,124</td>
<td>-0,134</td>
<td>0,063</td>
<td>1,967</td>
<td>0,025</td>
<td></td>
</tr>
</tbody>
</table>

Source: Prepared by Sukendro et al (2023)

The results of the research data analysis showed a P value of 0.025, this means that there is a significant influence of school culture on the performance of vocational teachers. School culture is a condition and process of activities that take place in a school education unit. As a result, in the process of activities at school will grow and develop a school culture. School culture can affect the performance of school members, namely the principal, teachers, education staff, and all students. Then, in line with what has been explained, there are other studies which explain that if the school culture in schools has an influence and impact on how the performance is carried out by teachers, this influence is in a positive aspect (Arif et al, 2019).

In this case it can be seen if the culture in schools has a large and important role in the success of teachers in their goal of making quality improvements. How the behavior shown by individuals is the result of influence by various existing characteristics (Gibson & Stear, 1996). The performance produced by individuals can also be a manifestation of the individuals themselves, individual performance is an integral part of organizational performance. School organizational culture can affect teacher performance at school, because the teacher's behavior and behavior in managing the learning process is influenced by school organizational culture and culture. In essence, school culture can shape the character and character of teachers in increasing enthusiasm and work ethic at school.

According to Soelton et al (2021), culture within an organization can also be an important component in terms of influencing the achievement of organizational goals and missions which are structured through appropriate and effective strategies. Thus the habitual culture contained in a school organization is a very strategic factor and component in achieving school goals. This implies that the school's organizational culture must be the basis for the thinking and behavior of teachers in improving their performance in schools in order to achieve the school's mission and vision.

Thus, the school culture that grows and develops in schools has an impact and influence on how the quality of performance is carried out by teachers. School culture can be seen to be a central and urgent matter related to the high quality and low performance of teachers in
schools. This implies that if the school culture is good, it is possible that the teacher's performance will increase in quality.

4 CONCLUSION

In conclusion, online learning has a significant influence on teacher performance, namely the P value of 0.048. Then, school culture also had a significant influence on teacher performance during the Covid 19 pandemic, namely the P value of 0.025. For future researchers, it is hoped that it can be carried out for the current digital era, can be carried out properly and effectively in schools in the future. As a reason, a strong school culture will affect the results and quality of teacher performance in schools.

REFERENCES


