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Influence of Organizational Behavior on Teacher Performance in Improving Education Quality

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ABSTRACT

Organizational behavior in the context of education is a systematic study of the dynamics of individuals and groups in educational units that essentially influence teachers' pedagogical performance and the effectiveness of the learning process. This study aims to analyze the influence of organizational behavior elements on optimizing teacher performance for continuous improvement in education quality. Using a comprehensive literature study approach with critical analysis of scientific journals, educational management reference books, and recent empirical studies, the results show that key variables such as teachers' intrinsic work motivation, transformational leadership of school principals, collaborative organizational culture, and effective two-way communication contribute significantly to professional commitment, pedagogical innovation, and teacher productivity. The practical implications of this research emphasize the urgency of implementing holistic organizational behavior principles in educational institutions to create a conducive work climate that supports the optimal and sustainable achievement of national educational goals.

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1. INTRODUCTION

Education is one of the fundamental sectors in the development of quality human resources. Through a planned, systematic, and continuous educational process, it is hoped that individuals with the knowledge, skills, and attitudes required by the demands of the times will be formed (Tilaar, 2002). In this context, teachers play a strategic role as the spearhead of the learning process in educational units (Uno, 2011). Teacher performance is not only determined by pedagogical, professional, social, and personality competencies, but is also influenced by various contextual factors in their work environment (Mulyasa, 2013).

One important factor that influences teacher performance is organizational behavior in the educational institutions where they work. Organizational behavior includes the study of how individuals and groups act within an organization, as well as how organizational structures and processes influence that behavior (Robbins & Judge, 2017). In a school environment, organizational behavior is reflected in teacher work motivation, principal leadership style, interpersonal relationships, and the organizational culture that develops in the school (Schein, 2010). These conditions can affect teachers' attitudes, commitment, and performance in carrying out their professional duties (Rivai & Murni, 2009).

Therefore, understanding organizational behavior in the context of education is very relevant to improving the effectiveness and efficiency of education. Through good organizational behavior management, it is hoped that a conducive, collaborative, and supportive work climate will be created for teachers in carrying out their roles and responsibilities (Hoy & Miskel, 2013). Thus, studies on organizational

behavior in schools can be the basis for formulating school management policies and strategies oriented towards improving teacher performance and overall education quality.

2. METHOD

This article was compiled using the literature study method, which involved examining various relevant sources such as books, scientific journals, policy reports, and official documents from educational institutions. The analysis was conducted using qualitative-descriptive methods to identify concepts, strategies, and practices for risk mitigation in education management. The literature used was selected based on its relevance, credibility, and recency.

3. RESULT AND DISCUSSION

A. The Influence of Teacher Work Motivation on Performance

Teachers' work motivation is a crucial element in the dynamics of educational organization behavior that directly affects the effectiveness of the learning process. Teachers with high levels of intrinsic and extrinsic motivation tend to show stronger commitment to their professional duties, reflected in time discipline, creativity in developing learning media, and extra responsibility for student guidance (Rivai & Murni, 2009). Maslow's hierarchy of needs theory (1943), developed in the context of education, emphasizes that the fulfillment of teachers' physiological, safety, social, esteem, and self-actualization needs are the main drivers of improved pedagogical performance (Mulyasa, 2013).

B. The Role of Principal Leadership in Building Organizational Climate

The leadership of the principal serves as the main catalyst in shaping a school organizational climate that is conducive to teachers' professional development. A transformational leadership style that involves inspirational vision, intellectual stimulation, and individual attention to team members has been proven to increase teachers' sense of ownership of the educational institution (Leithwood & Jantzi, 2005). In contrast to transactional leadership, which focuses on material rewards, a democratic and participatory approach by the principal facilitates teacher collaboration in decision-making, resulting in higher organizational commitment and optimal teaching performance (Bush & Glover, 2014).

C. School Organizational Culture as the Foundation of Professional Behavior

A strong and adaptive school organizational culture is the main foundation for shaping teachers' professional behavior patterns in line with the educational vision. Core values such as teamwork, continuous professionalism, and moral integrity embedded in the school culture create a learning organization environment that supports pedagogical innovation (Schein, 2010). Schools with a conducive organizational culture, characterized by norms of mutual cooperation and continuous professional development, not only increase teacher job satisfaction but also contribute significantly to the achievement of national educational goals (Hoy & Miskel, 2013).

D. Effective Communication in Educational Organizations

Effective, two-way communication between the principal, vice principal, and teachers is the main glue in managing the dynamics of educational organizations. The feedback loop communication model minimizes misunderstandings, reduces the potential for interpersonal conflict, and improves coordination between work units in schools (Robbins & Judge, 2017). In the context of education, transparent and supportive communication not only strengthens teaching team synergy but also results in improved learning quality through sharing best practices and collective reflection (Sergiovanni, 2007).

4. CONCLUSION

Organizational behavior in the educational environment plays a strategic and central role in encouraging improvements in teacher performance and the overall quality of education, where key factors such as adaptive teacher motivation, transformational leadership by school principals, a collaborative and supportive school organizational culture, and effective two-way communication synergistically shape teachers' professional attitudes, pedagogical responsibilities, and productivity in achieving national educational goals. the integrated and consistent application of organizational behavior principles by educational institutions not only creates a conducive, innovative, and sustainable work climate, but also builds a holistic organizational learning environment through programs to develop intrinsic motivation, participatory leadership styles, strengthening the value of mutual cooperation, and transparent feedback mechanisms between stakeholders, thus becoming the main foundation for the development of excellent

educational units that are adaptive to changing times, support the performance of individual teachers, and contribute to the formation of a competent and virtuous young generation in accordance with the vision of the national education system.

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