AL-WIJDÁN: *Journal of Islamic Education Studies.*
Volume 9, Nomor 3, Juli 2024, p-ISSN: 2541-2051; online -ISSN: 2541-3961
Available online at http://ejournal.uniramalang.ac.id/index.php/alwijdan

Received: Juni 2024	Accepted: Juni 2024	Published: Juli 2024

Organization Design and Behavior in Forming a Productive Work Culture at SDIT Haji Jalaluddin

Muhammad Irsyad, Junaidi
Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi
Email: h.m.irsyad78@gmail.com, alhady.junaidi@yahoo.co.id

Abstract

Organizational design and behavior have a vital role in shaping a productive work culture at SDIT Haji Jalaluddin. In the context of education, a good organizational design should support the vision and mission of the school and provide a clear structure for the implementation of daily tasks. SDIT Haji Jalaluddin implements a flexible yet structured organizational structure, with each teacher and staff having clear roles and responsibilities. This facilitates coordination and collaboration between team members, so they work more efficiently and effectively. In addition, individual and group behavior greatly influences the work culture in the school. SDIT Haji Jalaluddin encourages positive behaviors such as cooperation, good communication, and a sense of responsibility. The school also instills Islamic values in every aspect of its operations, which form the basis of a productive and harmonious work culture. Character development through self-development and training programs is a key focus, ensuring every staff member has the skills and attitudes that support productivity. By combining efficient organizational design and positive work behaviors, SDIT Haji Jalaluddin succeeds in creating a work environment conducive to high educational goals. This environment not only improves individual performance but motivates the entire team to work harder for mutual success. Thus, the organizational design and behaviors implemented at SDIT Haji Jalaluddin are key to shaping a productive and sustainable work culture. This research aims to explore how organizational design and behaviors play an important role in shaping a productive work culture at SDIT Haji Jalaluddin by using a qualitative approach to the case study method, involving direct observation, interviews with teachers and employees, and analysis of internal school documents.

Keywords: Education Organisation Design, Productive Work Culture in SDIT, Positive Work Behaviour in Schools

Abstrak

Desain organisasi dan perilaku memiliki peran yang sangat penting dalam membentuk budaya kerja yang produktif di SDIT Haji Jalaluddin.Dalam konteks pendidikan, desain organisasi yang baik harus mendukung visi dan misi sekolah dan memberikan struktur yang jelas pelaksanaan tugas-tugas harian. SDIT Haji Jalaluddin menerapkan struktur organisasi fleksibel namun terstruktur,setiap guru dan staf memiliki peran dan tanggung jawab yang jelas. Hal ini memudahkan koordinasi dan kolaborasi antar anggota tim,sehingga mereka bekerja dengan lebih efisien dan efektif. Selain itu,perilaku individu dan kelompok sangat memengaruhi budaya kerja di sekolah. SDIT Haji Jalaluddin mendorong perilaku positif seperti kerjasama, komunikasi yang baik, dan rasa tanggung jawab. Sekolah juga menanamkan nilai-nilai keislaman dalam setiap aspek operasionalnya,yang menjadi dasar dari budaya kerja yang produktif dan harmonis. Pembinaan karakter melalui program pengembangan diri dan pelatihan menjadi fokus utama, memastikan setiap anggota staf memiliki keterampilan dan sikap yang mendukung produktivitas. Dengan menggabungkan desain organisasi yang efisien dan perilaku kerja yang positif,SDIT Haji Jalaluddin berhasil menciptakan lingkungan kerja yang kondusif untuk tujuan pendidikan yang tinggi. Lingkungan ini tidak hanya meningkatkan kinerja individu tetapi memotivasi seluruh tim untuk bekerja lebih keras demi kesuksesan bersama. Dengan demikian, desain organisasi dan perilaku yang diterapkan di SDIT Haji Jalaluddin menjadi kunci utama membentuk budaya kerja yang produktif dan berkelanjutan. Penelitian ini bertujuan mengeksplorasi desain organisasi dan perilaku memiliki peran penting dalam membentuk budaya kerja yang produktif di SDIT Haji Jalaluddin dengan menggunakan pendekatan kualitatif pada metode studi kasus,melibatkan observasi langsung, wawancara dengan guru dan karyawan,serta analisis dokumen internal sekolah.

Kata Kunci: Desain Organisasi Pendidikan, Budaya Kerja Produktif di SDIT, Perilaku Kerja Positif di Sekolah

Introduction

Every education that is carried out has regulations, agreed policies, and decisions that are determined according to the results achieved in joint deliberations. Education is protected by institutions and institutions that protect it. Every institution and institution has a management that will carry out the organization within it. In educational organizations, many problems often arise. Solving problems that often occur can be overcome by creating management standards in educational organizations. Management standards in academic organizations such as planning, organizing, implementing/actuating, and controlling can be implemented within the understanding of the educational organization that will be aimed at achieving it. The objectives to be achieved in educational organizations using educational management are as follows:

1. Create an active, innovative, creative, effective, and fun atmosphere
2. Creating an active atmosphere and developing one's potential to have the

power of religious belief, emotional self-control, intelligence skills, good character, and skills in one's potential for the environment and society, nation, and state

3. Fulfillment of four potentials and competencies in education and personnel

4. The creation of educational goals and objectives can produce good results and the ability to implement appropriate activities carefully and effectively

5. Prepare employees with theories about good and correct work steps by the processes and tasks of educational administration in schools

Organizations are formed to form individuals and other structural layers to work together in building a vision and mission of the organization so that the needs of the organization's goals are achieved. As Schermerhorn (2010: 238), quoted by Afrahul Fadhila Daulay, said that the organization is the organization of all activities containing the process of forming each and other layers as a collaborative effort to obtain all the desired goals and objectives together. To unite the main ideas of each individual and other elements, an organizational design can of course be created to realize the ideals of organizational goals within educational institutions. Togetherness and building cooperation with the main tasks and functions of each individual and the elements within it. According to the opinion of According to Torang (2013: 166) quoted by Afrahul Fadhila Daulay, an organization is the organization of all activities containing processes to form each individual and other layers as a cooperative effort to obtain all the desires aims, and objectives of the group.

Organizing educational institutions in educational units is created as an activity process that is formed in the preparation of all activities that are initiated by each individual or distributed easily to each member or other structural layers to obtain a desire for their respective goals and objectives. -each of which will be obtained together. The basic structure of this understanding is the implementation of a sequence of activities and a sequence of implementation which is arranged in a classification according to the work assigned so that it must be carried out by each member, by carrying out tasks with each other, mutually coordinating (cooperating) between elements and other elements and so that it is achieved the aims and objectives of the organization

Furthermore, the organization influences each person to others through a series of work arrangements that will be

obtained from the organization's goals such as;

1. Grouping of activities in work units
2. Sequence of work demands processes
3. Authority status in the structure
4. Discussion and coordination
5. Personal status and obedience to leadership.

What becomes an obstacle in the organization is in making decisions that must be made to achieve organizational needs. In this view, it is more visible that the elements of the organization provide and determine the structure policies in making provisions and decisions, such as organizational size, inviting and analyzing rationally and logically in making policy and decision results. This is obtained in a review approach in that the organization pays special attention and is very involved in changing the attitudes and character, behavior, psychological conditions, and knowledge of the actors, and decisions are taken wisely and wisely.

Then the tasks that have been given will certainly look for productive work. By building a productive work culture, all effective and efficient innovations are guaranteed to be created. In organizations, it is very necessary to build an organizational culture to deal with increased performance and employees within it. Achieving this work culture creates performance and employees who can build a productive work culture for their institution, one of which is building a positive culture in improving one's performance in the educational institution.

Organizational actors also need to develop behavior that can advance their organization. One way to build behavior in advancing an organization is the pattern of thinking and movement of self-potential that grows within oneself so that it is patterned in the main set that exists within each individual. As stated by Dezonda. R. Pattipawae explained that the parts that create job satisfaction for teachers and employees are a very important part of displaying social and organizational attitudes and behavior in which they live[1]. In organizations, organizational social behavior is very necessary, such as the habituation of individuals, which is necessary for someone to improve themselves and get them used to a model that has a good mindset, a pattern of feelings that are developed, and a pattern of good behavior and behavior so that it gives birth to a structure of organizational officials with good morals. , paying attention to personal needs, upholding religious, social, professional, or correct work values by work discipline, serious, enthusiastic full

of hope, responsible in goodness, creative and innovative, positive and caring discipline, and working together and cooperating. By habituating positive behavior in organizations, complete performance will be achieved together.

Improving work culture in advancing the organization in educational institutions must have a good culture of changing forms and types that are valuable to performance values in our successful work units. Work cultural values according to Dezonda. R. Pattipawae explained that there are five large groups including the following:

1. Good values in society are formed from just and civilized human values, security from disturbances in situations and conditions, comfort from disturbances in the form of feelings of working relations between them, equality in personal status, equality and harmony, effective and efficient, simple and balanced in practicality

2. The values of deliberation and consensus in making policies and decisions consist of matters of members' interests, compliance, and obedience, showing oneself through changes in attitudes and good behavior, rights that are considered in the public interest rather than personal, and freedom to think independently. Responsibility, accuracy in determination, improvement of deficiencies in self-reflection, and providing feedback after carrying out activities

3. Administrative and bureaucratic values, which include: skills in technical management, specificity and specialization in improving the image of the organization, achieving the goals and objectives specified in these values, carrying out work in enforcement, by reason and logic in a rational manner, balanced and stable, structured work.

4. Skill and professional values, including expertise in management, determining the results of policies and decisions, not having personal interests and putting the interests of the organization first, legitimacy and recognition in society, being loyal and willing to carry out work commitments, fulfilling social rights and obligations, being disciplined and self-regulation, using benefits for customers, being orderly and disciplined in work

5. Business and economic values, namely: by the rational flow, by scientific rules, used efficiently and economically, results that achieve measurable value with the results obtained in the material, participate in the determination, there

are market power provisions that determine

With these five groups, a work culture needs to be created in daily work habits because it has elements of goals that will be achieved in the desire for organizational progress in the educational unit.

Method

In discussing design, organizational behavior, and productive work culture, educational institutions can be implemented using the type of method that will be applied in the form of qualitative studies and can also be used as quantitative studies. However, this discussion is discussed using a qualitative study because a qualitative study in reviewing design, organizational behavior, productive work culture, and educational institutions, can be observed and provide an overview or description of the development of design, organizational behavior, productive work culture, and educational institutions with observations. Directly and information from several personnel who can be used as correspondents to provide an explanation of organizational developments within the education unit at SDIT Haji Jalaluddin.

To carry out qualitative research, researchers look for data with clear and precise information obtained from respondents. Then, from this explanation, the data obtained is used as a description contained in the research obtained from respondents who provided information to researchers. Qualitative research is research that aims to understand the phenomena experienced by the perpetrators carrying out the research, such as behavioral traits, points of view, encouragement and support, determination of attitudes, etc. in general, and with description methods in the form of words and language. , in a special natural context and by utilizing various natural methods.

As stated by Creswell as quoted by Marinu Waruwu, the meaning of qualitative research is a work sequence that is determined by the rules of investigating changes in social and societal situations and conditions and human problems as a whole. Also, qualitative research according to other experts is tips for searching for meaning and origin, understanding definitions, concept structure, characteristic features, facts and reality, narrative icons and images about a fact, focus and various ways and model, natural and general, prioritizing facts and qualities, using several methods, and provided in a correct scientific research manner.[2] Research methods that can be used usually include several research approaches in the form of the following:

Research Approach

This research method uses qualitative methods. Then the type of research is divided into two types, namely:

a. Descriptive: Describes how organizational design and behavior at SDIT Haji Jalaluddin form a productive work culture.

b. Explorative: Find out the factors that contribute to a productive work culture and how organizations manage the behavior of their members.

Next, the qualitative research process uses a series of methods to obtain data as follows:

a. Deep interview. Engage school leaders, teachers, and staff to gain insight into organizational design and behavior.

b. Observation. Observe daily interactions and work processes in schools to understand how work culture is formed.

c. Questionnaire/Survey. Obtain data from a large number of respondents for statistical analysis.

d. Document Study. Review organizational documents such as policies, procedures, and performance reports to understand existing structures and processes.

Then, to analyze the data using qualitative analysis, namely using methods such as coding and thematic analysis to identify patterns and themes from interview and observation data. As in the opinion of Saleh and Sargeant quoted by Marinu Waruwu, the application of analyzing data is carried out in qualitative research by searching. And arrange sequentially and structure what is obtained by integrating, describing, combining, arranging patterns, determining the most important things, and concluding from field data.[3]

Research Findings

From the findings mentioned above, we can examine these findings with the research methods used in understanding the process of activities produced in the discussion about organizational design and behavior in forming a productive work culture at SDIT Haji Jalaluddin.

Organizational Structure

The hierarchical organizational structure of SDIT Haji Jalaluddin with clear communication channels and well-defined roles and responsibilities with 88% has been running well by the implementation carried out in the school program. The existence of committees or work teams that are effective in supporting collaboration and innovation with 78% running fairly by the

implementation carried out in school programs

Leadership

The participative and supportive The leadership style of the school principal which encourages the active involvement of all staff members with 77% has been running quite by the implementation carried out in the school program. Leadership based on Islamic values which influences work culture and organizational behavior with 85% has been running well by the implementation carried out in the school program.

Internal Communication

Open and transparent communication between management and staff, as well as between colleagues with 77% has been running quite by the implementation carried out in the school program. The use of effective communication technology to speed up and facilitate the exchange of information has 86% gone well by the implementation carried out in school programs.

Professional Development

The training and professional development program which is routinely implemented to increase the competency of teachers and staff by 80% has been running well by the implementation carried out in the school program. 75% of the opportunities for clear and structured career development have been run quite by the implementation carried out in the school program.

Work Culture

An inclusive and collaborative work culture, where all members feel valued and supported 78% has run quite well by the implementation carried out in the school program. 77% of the core values that are firmly held, such as integrity, honesty, and hard work, which are reflected in daily behavior have been carried out quite by the implementation carried out in the school program.

Discussion

Influence of Organizational Structure

A good organizational structure in education can contribute to operational efficiency and work productivity by mutually supporting all school programs from each program that has been planned by the school principal together with his work team and the teacher council. This planning is made with the School Agenda Plan (RAS) or Daily Work Plan (RKH) aimed at developing school programs by translating them into work indicators that will be carried out by all staff, teachers, and employees. This can be found in the opinion

of Munika Maduratna explaining that in all organizations there is a leadership role of the Principal in increasing the weight of the work performance of teachers and employees, namely the Principal's ability to influence, encourage, control, and activate the work of teachers, employees within the educational unit or at school so that all positive discipline is carried out in good practice planned. And in setting agreed goals through various approaches and potential resources carried out by teachers and staff in a school.[4]

It is clear from this explanation that organizational progress in education which can make a good contribution to operational efficiency and work productivity lies in the leadership role of the school principal who can provide guidance, direction, and guidance to teachers and employees so that their work productivity increases and they are successful in achieving success. Work goals in joint performance. Each staff and teacher council and employees are given the main tasks and record the Daily Work Plan (RKH) and make a report on the Performance Result Plan (RHK). This activity was created to review the extent to which the performance has been made by staff, teacher councils, and employees in improving the quality and caliber of the work they have carried out. The results of what has been done will certainly show that performance is good or not so good, so school leaders can develop and guide staff, teacher councils, and employees who have not implemented positive discipline in their work. As explained by Munika Maduratna, human resources are the main key to human success in life and civilization, so the quality of human resources must be improved by advances in science and technology as well as developments in national development. To improve the quality of human resources, the most strategic effort is through education. Humans need education in their lives, education is an effort so that humans can develop their abilities through learning procedures or steps.

The 1945 Constitution of the Republic of Indonesia article 31 paragraph (1) states that every citizen has the right to education, and the Republic of Indonesia Law no. 20 of 2003 paragraph (3) emphasizes that the government seeks and implements a National Education System. This explanation explains that the need for organizations to also have a Daily Work Plan (RKH) which is planned after that evaluates all the work efforts that have been carried out so that their performance can be seen. Then the leadership receives the results of the Work Result Plan (RKH) report that has been implemented. From the implementation of the tasks that have been

carried out, the principal assesses the performance results of teachers and employees that have been carried out during the process of teaching and learning activities in one academic year, after which feedback and reflection on the process of activities that have been achieved in one year are provided.

By going through organizational procedures within the school to improve the quality of productive work, the principal as the highest leader in the educational unit must undertake a management perspective in his actual role as principal. According to Munika Maduratna's opinion, forward-looking shows a signal that school leaders/principals must also be able to act as role models figures, and mediators. Some of the roles of school principals in an ideal reflection explain educational management in the role of school principals, namely as follows:

a. The principal as an educator
b. The principal as manager
c. The principal as the administrative organizer
d. The principal as controller
e. The principal as a leader
f. The principal is the initiator
g. The principal as a driving force[5]

So in this way, the work becomes effective as explained again by Munika Maduratna. Understanding the influence of performance weight is the ability that is possessed and choosing the right work goals or equipment to get the work goals that have been determined for the results. The ability that is increased in terms of work weight is greatly influenced by the results of coaching, regulation, management, utilization, and development carried out by the labor manager, because the labor managers who are subordinate to him are members, so the labor manager has a big responsibility for the results of the workforce.[6]

Analysis of how work teams or committees help in achieving organizational goals through collaboration and synergy. In understanding work teams or committees in education can help achieve organizational goals through collaboration and synergy by establishing collaborative cooperation in work relationships to improve the needs of the educational process which will meet all needs in the eight educational standards so that they can be resolved properly. Committees in educational organizations move to improve the quality of education in educational units so that educational programs can meet the standards in the eight national education standards. As stated

by Firdianti et al, quoted by Supriadi Torro et al, it is explained that in this policy there is a role for the school principal who can invite and form a team to handle various problems related to management in the school environment such as learning, student activities, teaching staff, building facilities. , financial budget management, community participation, special services, and governance of educational institutions.[7] With this approach, planning educational institutions can be an effective tool in achieving goals and improving the overall quality of education.[8].

Committees or work teams that can assist in achieving organizational goals through collaboration and synergy can be used by parents or guardians of students. They play an important role in the progress and improvement of school quality, such as utilizing funding, contributing to improving projects and development, and activities providing infrastructure which are completed through him. The role of the principal as a school leader who has the potential and competence to establish a relationship between the school and the parents or guardians of students to foster cooperation between them. M. Misbah explained that the School Committee is a unit that makes work leaders, formed based on consensus and democratic deliberation by educational stakeholders in schools as delegates from various elements who are responsible for improving the quality of educational processes and outcomes.[9]

M. Misbah also explained that the committee's role as a School Committee was formed to support the implementation of education in schools/madrasas and play a role in improving the quality of educational services. The committee was formed to accommodate and increase the participation of school stakeholders to participate in formulating, determining, implementing, and monitoring the implementation of school policies and accountability that focus on the quality of service to students proportionally and openly.[10] It is clear from M. Misbah's explanation that school committees can help achieve organizational goals in a synergistic work culture. Then the problems that exist in educational institutions can be addressed in the assessment process which will be achieved by evaluation in improving the quality of education and increasing cooperative relations with various parties. As in the opinion of Anifah et al quoted by Supriadi Torro, the assessment and verification process conveys that various problems in the educational environment involve foundation managers, school principals, workers (teachers and staff), students, parents, the community, school boards, and other related parties.[11] With an established

working relationship, the school's daily work plans together with work teams or committees can help achieve organizational goals through collaboration and synergy.

Schools need committees to solve problems within the school organization. Improving the quality of education needs to create a cooperative relationship with the committee. School committees are created and included in the school organizational structure with the following roles as explained by M. Misbah the School Committee is a forum for the community to participate in improving the quality of services and educational outcomes in schools, its existence should be based on this basic foundation. Therefore, the arrangement must pay attention to the distribution of roles according to the location of the position and the rules that are controlled by them. The roles of the School Committee carried out are:

a. Adviser (advisory agency) in determining and implementing educational policies in educational units.

b. Supporters (supporting agencies), whether in the form of finance, ideas, or personnel in the implementation of education in educational units.

c. Controller (controlling agency) in the framework of transparency and accountability for the implementation and expenditure of education in educational units.

d. Mediator between the government (executive) and the community in educational units

With M. Misbah's explanation, we can understand the importance of committees being included in the school organizational structure as a form of concern for parents or guardians of students towards their children's education in developing education within the educational unit at school. So in the hierarchy of the school organizational structure, the principal always makes the parents or guardians of students in the committee the best colleagues in improving the quality and quality of education.

Leadership Roles

The leader of the school is the principal. The principal is the spearhead for all school activities. The principal has an important role in the progress of the educational unit. In carrying out the role of a school principal in an educational unit, there is certainly a positive leadership style so that participation motivates and staff performance works well. The leadership style of a school principal is

Managerial Leadership Style

Managerial leadership style in the principal's leadership style creates correct

and appropriate strategies and can empower all academic activities within the school's organizational structure, then provide opportunities for innovation and creativity that will support the results of staff, teacher, and employee performance assessments, improve professional potential and competence so that the benefits they receive increase and increase, and can encourage the involvement of the entire school community as teamwork to achieve the goals of program success in the school they lead. Mulyasa, (2022) explained and was quoted by Dyah Huzaifah Cempaka et al who stated that the school principal as a manager must have the right strategy to be able to empower, provide opportunities, and be able to improve his profession and also be able to encourage the involvement of all school members in various activities to support success. Program at the school he leads. With this leadership style, the results achieved by the performance of teachers and employees increase in quality and quality.

Transformational Leadership Style

The school principal's transformational leadership style provides teachers and employees with the widest possible opportunities by generating productive ideas, and synergistic relationships aimed at advancing educational interests and quality so that students' education is good and of high quality. The parameters used to measure leadership style are by observing the level of trust, obedience, admiration, loyalty, and respect of its members. This parameter is used because followers of transformational leaders will be motivated to continue to do better things to achieve organizational goals. As stated by Luthfi Akbar, the transformational leadership style will be able to bring awareness to its followers by generating productive ideas, and synergistic relationships, and realizing the goals of the organization that have been set.[12]

Transactional Leadership Style

The transactional leadership style is task-oriented and can be effective when dealing with deadlines. Facing the problems that this leadership style addresses at the beginning, the planning is really thorough and the implementation has been prepared in advance. Then the school principal also needs to provide guidance and guidance to teachers and employees who are given work program tasks to him. After carrying out the work program tasks, the school principal gives the best awards to teachers and employees who excel. As stated by Nasib Tua Lumban Gaol, this is because leaders who implement a transactional leadership style do not adapt to the needs of members, but focus on the members' personal development.[13]

Transactional leadership In general, there are three types of transactional leadership, namely: According to Bycio et al. (1995) transactional leadership is a leadership style in which a leader focuses his attention on transactions between people, between leaders and employees which involve exchange interactions. The exchange is based on a mutual agreement regarding target groups or classifications, work standards to be carried out, work assignments carried out, and awards for achievements made.[14] This type of leadership is very effective in preventing and resolving problems in the school environment. With this leadership, it can be understood that we can reduce negligence and decline in performance, which always relies on personal interests rather than educational interests, so teachers and employees must get used to this habit in dealing with a timely and professional work attitude.

Teaching Leadership Style

Furthermore, DeBevoise (1984) and Greenfield (1987), Hallinger and Murphy (1985, 1987) in their research established a relationship between the leadership role of the leader as a leader who teaches and provides understanding and education, as well as guiding within the framework of teaching leadership materials to its members. They have understood the concept of teaching leadership as the behavior and actions of leaders which include the framework for organizing school planning materials, supervising teacher teaching, aligning the curriculum with teaching and education, controlling student progress, overseeing teaching supervision, providing guidance on teacher professional development, always visible in the school environment. Conducive, providing assessment awards for teachers and compensation for those who excel and providing awards for students who excel.[15]

In understanding teaching leadership, is then divided into 12 functions (Mohd Yusri & WanAbd Aziz, 2011), namely:

a. Determining school planning from the beginning and its development,

b. Dissemination of school information,

c. Provision of facilities and infrastructure, curriculum programs and teaching assessments,

d. Alignment of the curriculum into teaching and education,

e. Supervision and control of teacher education and teaching,

f. Support in all educational and teaching processes in learning,

g. Determination of teacher professional development efforts

h. To make all teacher professional development and development a success

i. Determining the basic academic schedule

j. Determining incentives for learning

k. Practicing Information, Communication, and Technology in teaching in the process of classroom learning activities

l. Involving community support from interested parties and committees to smooth the learning process.[16]

After understanding the teaching leadership style possessed by the school principal, the demands that will be achieved are seriousness and sincerity in the preparation of the curriculum and teaching, the implementation process, and the output that has been achieved by teachers and employees.

Positive Leadership Style

A positive leadership style has ideas, positive ideas in advancing education and helping each other, working together with one another so that the work done is fast, creative, and innovative. As stated by Chen, Tsai, Chen, and Wu (2016) quoted by Lumban Gaol, positive leadership is a type of leader who takes care of various things by involving positive thinking so that a forgiving, sympathetic, and loving situation is created. Apart from that, this type of leadership seeks to provide mutual assistance and motivate each other among members to pay attention to each other with care and provide solutions to create good relationships in the work environment.[17]

The importance of a leader who has a positive leadership style by thinking positive thoughts that support creating a conducive school atmosphere means that the principal must implement rules and regulations that can support a safe, comfortable, and conducive working environment. With this leadership style, the school principal can generate a positive impact from the participative leadership style on staff motivation and performance and can ensure the success of teachers and employees.

A good school principal who is liked by his members, namely teachers, and employees, can form a character that his members can emulate. A good leader provides a good role model for his members teachers and employees. The cultural values built by the principal to the teachers and employees are Islamic values that influence the overall work culture. Adab or morals, knowledge, and positive culture in the

school principal's leadership style can be a successful performance for the assembly of teachers and employees in this world and the hereafter.

Internal Communication Effectiveness

In the effectiveness of internal communication in managing educational units, open and transparent communication must be created by the school principal to increase trust and cooperation between members of the organization within the educational unit. Openness in program planning in education management so that the needs of educational units can be met with the blessings of communication and transparency in building increased trust and cooperation between members of the organization who always think about the progress of education so that it becomes a field of da'wah for them.

Management of infrastructure in education is very important. Educational infrastructure plays a role in developing knowledge and making communication and information easier, more effective, and more efficient. School principals need to improve their knowledge in the field of communication and information because infrastructure is part of developing knowledge, communication, and information within the educational unit.

To achieve the provision of educational infrastructure in the field of communication and information, educational units must disseminate communication and information activities through collaboration with the pericenter of education, namely the school community, parents or guardians of students as a committee, and the government. As stated by Machful Indra Kurniawan, he explained that the understanding of the Tri-Center for Education is the meaning used by Indonesian educational figures, namely Ki Hajar Dewantara. Ki Hajar Dewantara differentiated education into three, three education centers called the Tri Education Centers. The Tri education centers have three education centers which include; Education in the family, education in schools, and education in society.[18] With the role of the tricenter, education can collaborate in more advanced and successful educational efforts in realizing an increased role of technology in facilitating faster and more efficient communication in the smooth running of educational broadcasting.

Professional and Career Development

In increasing knowledge and career paths, schools program in planning the professional and career development of teachers and employees by increasing guidance and coaching in educational

workshop and seminar programs. Then career development by providing objective assessments carrying out observations and supervision by the school principal with assessments every month, mid-semester, and end of semester. In the results of the assessment given and the coaching and guidance of a school principal, increased professionalism and career performance can increase experience and success in creating a better career.

A Discussion Of How Clear Career Development Pathways Can Increase Staff Motivation And Retention

Career development provided with full attention from the school principal can provide better improvement. In this case, teachers and employees need intrinsic and extrinsic motivation. The role of the school principal in motivating teachers and employees is of course something that must be considered in improving their performance, as Alimuddin, (2002) argued, states that to organize it requires a leader with a leadership style that can motivate employees to achieve maximum performance.[19]

a. The school principal must know his leadership management. He is a leader who can manage teacher work improvement and influence it by using good relationships between superiors and subordinates. The principal as a leader in improving teacher work can influence by using good relationships with his subordinates to achieve the expected goals. There are three implications in this case:

b. Leadership includes other people, both subordinates and members.

c. Leadership includes the activity of distributing policy power between leaders and group members in a balanced manner because group members are not without power and there needs to be a reason for the policy given.

d. The ability to use different forms of power to influence the behavior of followers through various means.[20]

So the career development of teachers and employees who are guided by the motivation provided by the leadership in the educational unit can influence the behavior of teachers and employees so that they are willing to work together productively depending on the school principal carrying out his role towards his subordinates, which is found in the principal's leadership style. According to Hasibuan (2007), leadership is the way someone leads to influence the behavior of their subordinates so that they want to cooperate and work productively to achieve

organizational goals. So it is very important for school principals to always pay attention to and motivate teachers and employees to collaborate and improve productive performance.

Building a Productive Work Culture

Teachers and employees need a school principal. If there are colleagues whose performance is not productive, the principal directs teachers and employees to productive performance. Developing productive performance begins with encouraging a productive work culture in oneself. To see a good and productive work culture, according to the opinion of Schraeder, et al (2005), which has been quoted by Aldri Frinaldi, explaining that the influence of employee work culture can bring about organizational change for improvement. Quality and quality. Work culture includes various attitudes and behaviors that are effective in efforts to improve the quality and quality of work carried out to increase organizational performance.[21]

Then, in Puspita's opinion, the benefits of implementing a good work culture include:

a. Maintaining a harmonious and harmonious work environment

b. Creating regular working conditions

c. Creating orderly and safe working conditions

d. Ensure the implementation of work rights and obligations

e. Prosperity and welfare of workers

f. Enhance a high and dynamic work ethic

So school principals need to develop and motivate teachers and employees in influencing their good performance with a productive work culture. Productive work provides work that is completed within a given target. The development of productive work means work that produces benefits for its users and consumers. Developing according to the times, by its demands for everyone, is useful for educational progress. Observers and observers pay close attention to organizational behavior in their work and social behavior within the organization. In education, it can be observed by leaders, supervisors, and observers with the observation values and observation values that they observe. Work culture values that reflect contributing to a positive and productive work environment can be seen in the performance it produces. The results of the scores obtained in the SDIT Haji Jalaluddin education unit are still in the sufficient category. So improving the results of work culture needs to be considered through guidance and guidance as well as

the direction of positive and productive work discipline such as providing innovations in developing learning activities, a culture of positive sharing with everyone, and a culture of positive habits so that good cultural values emerge in work and Islamic values. The resulting culture of positive discipline by carrying out these tasks must be carried out with growing awareness among teachers and employees so that it is achieved carefully and on time. Contribution and productive work can result in progress and improvement in work changes and a serious mentality in achieving success and progress.

Conclusion

In this discussion, the main focus is how organizational design and behavior can shape a productive work culture at SDIT Haji Jalaluddin. Key findings show that clear and structured organizational design, as well as behaviors that support collaboration and effective communication, play an important role in creating a work environment that is conducive to productivity. Good organizational design at SDIT Haji Jalaluddin includes a clear division of tasks, effective communication channels, and the use of technology to support administrative and teaching processes. A well-organized structure allows each staff member, both teachers and employees, to understand their roles and responsibilities, which in turn increases work efficiency and effectiveness. Positive organizational behavior, such as mutual respect, teamwork, and commitment to the school's vision and mission, also greatly influences work culture. School leaders who can be role models in terms of integrity, transparency, and dedication can inspire all staff to work with high enthusiasm and professionalism. The combination of strategic organizational design and behavior that supports the creation of a harmonious work environment has proven effective in establishing a productive work culture at SDIT Haji Jalaluddin. This productive work culture not only has a positive impact on individual performance but also improves student academic achievement and the school's overall reputation

References

Adirinarso, Dhipayasa. "PENGARUH GAYA KEPEMIMPINAN DAN KOMPETENSI MANAJERIAL KEPALA SEKOLAH TERHADAP KINERJA GURU." *Nucl. Phys.* 13, no. 1 (2023): 104–16.

Afrahul Fadhila Daulay. "Dasar-Dasar Manajemen Organisasi." *Jurnal Pendidikan Dan Konseling* 6, no. 2 (2016): 34–48.

Akbar, Luthfi, and Nani Imaniyati. "Gaya Kepemimpinan Transformasional

Kepala Sekolah Terhadap Kinerja Guru." *Jurnal Pendidikan Manajemen Perkantoran* 4, no. 2 (2019): 176. https://doi.org/10.17509/jpm.v4i2.18012.

Fauzi, Ahmad. "Manajemen Kepemimpinan Kepala Sekolah Principal Leadership Management." *JIEM: Journal of Islamic Education Management* 5, no. 2 (2021): 178–85.

Frinaldi, Aldri. "Pengaruh Budaya Kerja Pegawai Negeri Sipil Terhadap Pelayanan Publik Di Dinas Catatan Sipil Dan Kependudukan Kota Payakumbuh." *Humanus* 13, no. 2 (2014): 180. https://doi.org/10.24036/jh.v13i2.4727.

Kurniawan, Machful Indra. "Tri Pusat Pendidikan Sebagai Sarana Pendidikan Karakter Anak Sekolah Dasar." *Pedagogia : Jurnal Pendidikan* 4, no. 1 (2015): 41–49. https://doi.org/10.21070/pedagogia.v4i1.71.

Lumban Gaol, Nasib Tua. "Teori Dan Implementasi Gaya Kepemimpinan Kepala Sekolah." *Kelola: Jurnal Manajemen Pendidikan* 4, no. 2 (2017): 213. https://doi.org/10.24246/j.jk.2017.v4.i2.p213-219.

Maduratna, Munika. "Peranan Kepemimpinan Kepala Sekolah Dalam Meningkatkan Efektivitas Kerja Guru Dan Sekolah Dasar 015 Samarinda." *EJournal Administrasi Negara* 1, no. 1 (2013): 70–84.

Mohd Yusri Ibrahim, and Aziz Amin. "Model Kepimimpinan Pengajaran Pengetua Dan Kompetensi Pengajaran Guru." *Jurnal Kurikulum & Pengajajran Asia Pasifik*, no. 1 (2014): 11–25.

Pattipawae, Dezonda R. "Penerapan Nilai – Nilai Dasar Budaya Kerja Dan Prinsip-Prinsip Organisasi Budaya Kerja Pemerintah Dengan Baik Dan Benar." *Sasi* 17, no. 3 (2011): 31. https://doi.org/10.47268/sasi.v17i3.363.

Samsidar, Dra. "Peran Komite Sekolah Dalam Meningkatkan Mutu Pendidikan." *Al-Muaddib : Jurnal Ilmu-Ilmu Sosial & Keislaman* 3, no. 1 (2018): 1–15. https://doi.org/10.31604/muaddib.v1i1.364.

Sugiarti, Endang. "Pengaruh Gaya Kepemimpinan Dan Motivasi Kerja Terhadap Kinerja Dosen." *SCIENTIFIC JOURNAL OF REFLECTION : Economic, Accounting, Management and Business* 3, no. 2 (2020): 151–60.

https://doi.org/10.37481/sjr.v3i2.204.

Torro, Supriadi, Darman Manda, Rasyid Ridha, and Dyan Paramitha Darmayanti. "Pendampingan Penyusunan Rencana Kerja Sekolah Bagi Kepala Sekolah , Guru Dan Komite Sekolah Di Kabupaten Polman Sulawesi Barat" 2, no. May (2024): 240–53.

Waruwu, Marinu. "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi (Mixed Method)." *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 2896–2910.

Wibawa, Dwi ari. "Kepemimpinan Transaksional Dan Kepemimpinan Transformasional." *Academia* 5, no. 2 (2012): 40–51.

Endnotes

[1] Pattipawae, "Penerapan Nilai – Nilai Dasar Budaya Kerja Dan Prinsip-Prinsip Organisasi Budaya Kerja Pemerintah Dengan Baik Dan Benar."

[2] Waruwu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi (Mixed Method)."

[3] Waruwu.

[4] Maduratna, "Peranan Kepemimpinan Kepala Sekolah Dalam Meningkatkan Efektivitas Kerja Guru Dan Sekolah Dasar 015 Samarinda."

[5] Maduratna.

[6] Maduratna.

[7] Torro et al., "Pendampingan Penyusunan Rencana Kerja Sekolah Bagi Kepala Sekolah , Guru Dan Komite Sekolah Di Kabupaten Polman Sulawesi Barat."

[8] Torro et al.

[9] Samsidar, "Peran Komite Sekolah Dalam Meningkatkan Mutu Pendidikan."

[10] Samsidar.

[11] Torro et al., "Pendampingan Penyusunan Rencana Kerja Sekolah Bagi Kepala Sekolah , Guru Dan Komite Sekolah Di Kabupaten Polman Sulawesi Barat."

[12] Akbar and Imaniyati, "Gaya Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru."

[13] Lumban Gaol, "Teori Dan Implementasi Gaya Kepemimpinan Kepala Sekolah."

[14] Wibawa, "Kepemimpinan Transaksional Dan Kepemimpinan Transformasional."

[15] Mohd Yusri Ibrahim and Aziz Amin, "Model Kepimimpinan Pengajaran Pengetua Dan Kompetensi Pengajaran Guru."

[16] Mohd Yusri Ibrahim and Aziz Amin.

[17] Lumban Gaol, "Teori Dan Implementasi Gaya Kepemimpinan Kepala Sekolah."

[18] Kurniawan, "Tri Pusat Pendidikan Sebagai Sarana Pendidikan Karakter Anak Sekolah Dasar."

[19] Sugiarti, "Pengaruh Gaya Kepemimpinan Dan Motivasi Kerja Terhadap Kinerja Dosen."

[20] Fauzi, "Manajemen Kepemimpinan Kepala Sekolah Principal Leadership Management."

[21] Frinaldi, "Pengaruh Budaya Kerja Pegawai Negeri Sipil Terhadap Pelayanan Publik Di Dinas Catatan Sipil Dan Kependudukan Kota Payakumbuh."