# PERBANDINGAN
# BUDAYA ORGANISASI DAN KOMITMEN ORGANISASI
# DI SEKOLAH MUHAMMADIYAH DAN SEKOLAH KRISTIAN
# DI BANDAR BANJARMASIN

**SULAIMAN BIN SALMAN**

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**UNIVERSITI UTARA MALAYSIA**
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# Kebenaran Mengguna

Penyerahan tesis ini, bagi memenuhi syarat sepenuhnya untuk ijazah lanjutan Universiti Utara Malaysia, saya bersetuju bahawa Perpustakaan Universiti boleh secara bebas membenarkan sesiapa saja untuk memeriksa. Saya juga bersetuju bahawa penyelia saya atau jika ketiadaannya, Dekan Awang Had Salleh Graduate School Arts and Sciences, diberi kebenaran untuk membuat salinan tesis ini dalam sebarang bentuk, sama ada keseluruhannya atau sebahagiannya, bagi tujuan kesarjanaan. Adalah tidak dibenarkan sebarang penyalinan atau penerbitan atau kegunaan tesis ini sama ada sepenuhnya atau sebahagian daripadanya bagi tujuan keuntungan kewangan/komersial, kecuali setelah mendapat kebenaran bertulis. Juga dimaklumkan bahawa pengiktirafan harus diberi kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan kesarjanaan terhadap sebarang petikan daripada tesis saya.

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# Abstrak

Budaya organisasi dan komitmen guru adalah penting dalam peningkatan prestasi sekolah. Namun begitu, kajian lalu di Indonesia menunjukkan kedua-dua pemboleh ubah ini berada pada tahap yang tidak memuaskan Di samping itu, kajian hubungan antara budaya organisasi dengan komitmen guru menunjukkan dapatan yang tidak konsisten. Kajian ini dijalankan bertujuan untuk mengenal pasti jenis budaya semasa dan budaya yang diharapkan, profil budaya organisasi, tahap komitmen, dan hubungan antara budaya organisasi dan komitmen guru. Instrumen Pengukuran Budaya Organisasi (OCAI) yang dibina oleh Cameron dan Quinn tahun 1999; dan Soal Selidik Komitmen Organisasi (OCQ) yang dibina oleh Meyer dan Allen tahun 1991 telah digunapakai untuk mengukur pemboleh ubah. Seramai 212 guru sekolah Muhammadiyah dan 123 guru sekolah Kristian dipilih secara rawak sebagai responden kajian. Statistik deskriptif dan inferensi telah digunapakai untuk menganalisis data. Hasil kajian menunjukkan bahawa budaya dominan di sekolah Muhammadiyah dan sekolah Kristian adalah budaya kelompok. Kajian ini mendapati terdapat perbezaan antara budaya sekolah rendah, sekolah menengah pertama, dan sekolah menengah atas di sekolah Muhammadiyah dan sekolah Kristian. Selain itu kajian ini mendapati tidak terdapat perbezaan dalam komitmen guru antara sekolah rendah, sekolah menengah pertama, dan sekolah menengah atas di sekolah Muhammadiyah dan sekolah Kristian. Kajian ini juga mendapati tidak terdapat hubungan antara budaya kelompok, adhokrasi, pasaran, dengan komitmen, sedangkan budaya hierarki mempunyai hubungan negatif dengan komitmen. Kajian ini menyumbang kepada perkembangan teori budaya sekolah dan komitmen guru dalam konteks Indonesia. Dapatan kajian ini dapat digunakan oleh pihak berkepentingan untuk membentuk dasar yang berkaitan dengan budaya sekolah dan komitmen guru.



**Kata kunci:** Budaya sekolah, Komitmen guru, Sekolah Muhammadiyah, Sekolah Kristian

# Abstract

School culture and teachers' commitment are essential in improving school performance. However, previous studies in Indonesia showed that the two variables were not at the satisfying level. Additionally, researches on the relationship between school culture and teachers' commitment have showed inconsistencies in their findings. Therefore, this study aims to identify the types of present and preferred organizational culture, the profile of organizational culture, levels of teachers' organizational commitment, and the relationship between organizational culture and commitment. The Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn in 1999; and the Organizational Commitment Questionnaire (OCQ) developed by Meyer and Allen in 1991 were utilized to measure variables. Two hundred and twelve teachers selected randomly from Muhammadiyah schools and 123 teachers from Christian schools as respondents of the study. Descriptive and inferential statistics were used to analyze the data. The results indicated that the dominant culture at the Muhammadiyah and Christian school teachers was clan culture. This study found that there were differences of culture between elementary, junior high, and high schools at Muhammadiyah and Christian schools. In addition the study found there was no difference of teachers' commitment between elementary, junior, and high schools at both Muhammadiyah and Christian schools. The study also found no relationship between clan, adhocracy, the market culture, and teachers' commitment, while the hierarchy culture has a negative relationship with commitment of teachers. This study has further contributed to the development of the school culture and teachers' commitment theories in the Indonesian context. The results of the study could be utilized by policy maker in developing policies related to school culture and teachers' commitment.



**Keywords:** School culture, Teachers' commitment, Muhammadiyah School, Christian School

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# BAB SATU
# PENDAHULUAN

## 1.1 Pengenalan

Fasal 54 dan fasal 55 dalam Undang-Undang Nombor 20 Tahun 2003, mengenai Sistem Pendidikan Nasional Indonesia, menyatakan bahawa penubuhan dan penyelenggaraan sesebuah sekolah di Indonesia boleh dilakukan sama ada oleh orang perseorangan atau syarikat. Berdasarkan undang-undang ini, pada masa ini di Indonesia terdapat dua jenis sekolah; iaitu sekolah yang diselenggarakan oleh kerajaan yang dinamakan Sekolah Negeri (*Public School*) dan sekolah yang diselenggarakan oleh pihak swasta, yang dinamakan sekolah swasta (*private school*). Antara organisasi yang menyelengarakan sekolah-sekolah swasta, terdapat organisasi yang bernaung di bawah organisasi keagamaan, dan terdapat juga yang berdiri sendiri sebagai yayasan sosial. Organisasi-organisasi ini menyelenggarakan sekolah-sekolah umum, sekolah-sekolah vokasional, dan sekolah-sekolah keagamaan (Undang-Undang, 2003).

Organisasi Muhammadiyah adalah organisasi sosial keagamaan yang bergerak dalam bidang sosial, kesihatan dan pendidikan. Salah satu kegiatan organisasi Muhammadiyah adalah mengurus lembaga pendidikan daripada peringkat taman asuhan kanak-kanak hingga ke peringkat pengajian tinggi (Tafsir, 2004). Lembaga-lembaga pendidikan Muhammadiyah ini bertaburan di seluruh Indonesia termasuk Banjarmasin. Di Banjarmasin, jumlah institusi pendidikan yang diselenggarakan oleh Organisasi Muhammadiyah adalah seperti dalam Jadual 1.1.

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