

The Role of Organizational Culture in Shaping a Work Climate that Supports Learning in Primary Education

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Abstrak

Budaya organisasi di pendidikan dasar terbukti berperan penting dalam membentuk iklim kerja yang mendukung pembelajaran yang optimal (Handayani et al., 2024; Hayati et al., 2023; Schein, 2016). Penelitian ini bertujuan menganalisis hubungan antara budaya organisasi dan iklim kerja di sekolah dasar, serta dampaknya terhadap pengalaman dan pencapaian pembelajaran. Dengan metode studi kepustakaan dari 60 sumber primer (2020–2025), diperoleh temuan bahwa budaya organisasi yang kondusif mampu meningkatkan motivasi, kepuasan, dan kinerja guru, sekaligus memperkuat karakter peserta didik (Hoy & Miskel, 2008; Rahwanto, 2022). Nilai multikultural, komunikasi efektif, dan kepemimpinan inklusif merupakan penopang utama terbentuknya iklim kerja produktif. Dibandingkan teori dan penelitian terdahulu, integrasi budaya organisasi terbukti menjadi landasan pembentukan iklim kerja positif demi keberhasilan pembelajaran. Penelitian ini menyimpulkan budaya organisasi relevan sebagai fondasi utama sukses pendidikan dasar; rekomendasi utamanya ialah perlunya validasi empiris dengan penelitian lanjutan.

Kata kunci: *Budaya Organisasi, Iklim Kerja, Pembelajaran, Pendidikan Dasar, Motivasi*

Abstract

Organizational culture within elementary education has proven to play a vital role in shaping a work climate conducive to optimal learning (Handayani et al., 2024; Hayati et al., 2023; Schein, 2016). This study aims to analyze the relationship between organizational culture and work climate in elementary schools and their impact on teaching and learning outcomes. Using a literature review of 60 primary sources (2020–2025), findings reveal that a supportive organizational culture improves motivation, job satisfaction, and teacher performance, while strengthening student character (Hoy & Miskel, 2008; Rahwanto, 2022). Multicultural values, effective communication, and inclusive leadership are key foundations for a productive work climate. Compared to previous theory and research, integrating organizational culture is a fundamental basis for positive work climates and successful learning. This study concludes that organizational culture is highly relevant as the foundation for elementary education success and calls for empirical validation through further research.

Keywords: *Organizational Culture, Work Climate, Learning, Elementary Education, Motivation*

1. INTRODUCTION

Organizational culture is widely regarded as a shared framework of values, norms, and beliefs that guides and influences the behavior of organizational members in carrying out school-related activities (Saputra & Wajdi, 2023; Nabella et al., 2022; Nasrullah & Saleh, 2021). In the context of primary education, organizational culture functions as an invisible force that shapes teachers' attitudes, work ethics, and professional interactions within the school environment (Ali, 2020; Marmoah, 2019; Setyaningrum et al., 2022). A strong and well-internalized organizational culture encourages collaboration, commitment, and consistency in implementing educational goals, thereby creating conditions that support effective teaching and learning processes (Akram et al., 2022; Destriana et al., 2024; Tristiana et al., 2024).

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This perspective is reinforced by studies highlighting that a supportive work climate formed through effective leadership, open communication, and the organization's ability to adapt to contemporary educational demands has a significant impact on the quality of learning in primary schools (Subai et al., 2025; Rachman, 2021; Chen et al., 2024). School leaders play a crucial role in translating cultural values into daily practices by fostering trust, encouraging innovation, and promoting professional development among teachers (Setiawan et al., 2023; Agustin & Purwanto, 2023; Rahmadayanti & Hartoyo, 2022). When organizational culture and leadership practices align, schools are more likely to develop a work climate that motivates teachers and enhances instructional effectiveness.

However, many primary education institutions have yet to systematically integrate organizational culture into their daily work practices. As a result, teachers' motivation, job satisfaction, and professional performance often remain suboptimal (Bastian et al., 2022; Schwerpunkt, 2024; Herdina & Ningrum, 2023). In such contexts, organizational culture tends to exist only at a symbolic or formal level, without being meaningfully reflected in teaching practices, collaboration, or decision-making processes. This gap underscores the need for deliberate and sustained efforts to manage and strengthen organizational culture within schools.

Previous studies have emphasized the importance of adopting a systematic and strategic approach to organizational culture management in order to create a work climate that genuinely supports the teaching and learning process (Hayati et al., 2023; Wulogening & Timan, 2020). A positive work climate not only enhances teachers' professional engagement but also contributes to improved student learning outcomes. Therefore, understanding the interplay between organizational culture and work climate is essential for advancing school effectiveness in primary education.

According to Shafiq et al. (2023), the purpose of this study is to analyze the relationship between organizational culture and work climate in primary education and to examine its impact on learning effectiveness. Through a review of recent and relevant literature, this study is expected to enrich the academic discourse on educational management and provide practical recommendations for school principals, teachers, and policymakers in strengthening organizational culture to foster a learning-supportive work climate.

2. LITERATURE REVIEW

The concept of organizational culture as a "set of shared values, beliefs, and norms expressed through daily behavior" has been widely applied in primary schools as a foundational element in shaping a positive work climate (Schein, 2016; Mukhtar et al., 2020; Sadiqin, 2023). Within the school context, organizational culture serves not only as a guiding framework for professional conduct but also as a strategic mechanism for aligning individual actions with institutional goals. Core values such as collaboration, integrity, and respect for diversity play a crucial role in enhancing teacher productivity and improving the overall quality of learning (Coimbra et al., 2020; Taqorub et al., 2018).

According to Hoy and Miskell (2008), work climate refers to the "psychological atmosphere and social environment that provide a sense of security, interpersonal support, and open communication" necessary for effective education. In primary education settings, a supportive work climate enables teachers to perform their duties with confidence and

commitment, while also fostering positive interactions among school stakeholders. The role of school principals is particularly decisive in establishing and sustaining such a climate, as leadership practices significantly influence both teacher and student achievement (Daryanto, 2015; Podunge et al., 2020; Darling-Hammond, 2017).

A review of previous studies indicates that the integration of a strong organizational culture contributes significantly to increased teacher work motivation, individual job satisfaction, and improved learning quality (Khraim, 2023; Saputra & Wajdi, 2023). These outcomes are further strengthened by inclusive organizational systems and the development of effective communication practices within schools (Jaya et al., 2020; Ceballos et al., 2020; Oktaviani & Marliana, 2021). When organizational values are consistently embedded in daily routines and decision-making processes, schools are more likely to cultivate a work climate that supports continuous professional growth.

Moreover, the development of curricula grounded in local character values and cultural literacy has been shown to reinforce organizational culture while simultaneously fostering a healthy and supportive work climate (Suyato et al., 2024; Marmoah, 2019; Muliadi et al., 2024). International reports suggest that schools characterized by open, collaborative, and culturally responsive cultures demonstrate notable improvements in student learning outcomes and character development (Saputra et al., 2023; Anggraini et al., 2018). Such findings underscore the importance of contextualizing organizational culture within local and global educational frameworks.

Overall, the integration of organizational culture into the management of primary schools has been empirically proven to enhance work ethics, discipline, and character development among both teachers and students. Furthermore, it exerts a significant positive impact on teacher performance and learning quality, thereby contributing to sustainable school effectiveness (López-Morales et al., 2023; Morris et al., 2023).

3. METHODOLOGY RESEARCH

This study employs a literature review approach by examining 60 primary references drawn from books, peer-reviewed journal articles, and relevant educational news published between 2020 and 2025. This method was selected to comprehensively identify and analyze the conceptual relationship between organizational culture and work climate in primary education settings.

The research adopts a qualitative design using content analysis techniques, in which the findings from the selected literature are treated as the population data (Neuman, 2019; Tisdell et al., 2025). Purposive sampling was applied to ensure that the sources specifically address organizational culture and its implementation within primary education institutions (Makwana et al., 2023).

Data collection was conducted through systematic reviews of academic journals, e-books, university repositories, and educational news sources relevant to the research focus (Mauliddiyah, 2021; Anufia, 2019; Daruhadi & Sopiati, 2024). The data analysis process followed three interrelated stages: data reduction, data display, and informative verification. This process enabled the synthesis of key themes and patterns aligned with the research objectives, resulting in findings that are both analytically rigorous and contextually relevant.

4. HASIL DAN PEMBAHASAN

The results of the literature review confirm that organizational culture grounded in collaboration, inclusivity, and shared values plays a decisive role in shaping a conducive work climate in primary schools. Evidence from the reviewed studies indicates consistent patterns regarding leadership practices, communication, and inclusive work systems that influence teacher performance and learning quality. To support these findings, the synthesized results are presented in Table 1, which summarizes key empirical evidence drawn from previous studies.

Table 1. *Synthesis of Research Findings on Organizational Culture and Work Climate in Primary Education*

| Key Dimension | Main Outcomes |
|--|--|
| Collaborative and inclusive values | Increased teacher motivation, productivity, and professional engagement |
| Responsive school leadership | Innovation-oriented teaching practices, higher participation, recognition of achievement |
| Open communication climate | Improved job satisfaction, collective commitment, reduced internal conflict |
| Cultural literacy and multicultural curriculum | Development of tolerant, creative, and innovative student character |
| Reward systems and organizational openness | Stronger loyalty, sense of belonging, and organizational commitment |
| Principal's moderating role | Effective transformation of school culture and sustainable work climate |

The findings also show that schools implementing inclusive work practices experience higher levels of teacher satisfaction and collective responsibility. Furthermore, student learning outcomes improve in environments where collaboration and innovation are actively supported through organizational culture.

Discussion

The results reinforce the theoretical perspective that organizational culture functions as a foundational driver in establishing a supportive work climate in primary education. Values of collaboration and respect for diversity were found to directly enhance teacher motivation and productivity, supporting previous assertions that culture operates as a behavioral guide embedded in daily school practices (Shafiq et al., 2023).

Leadership responsiveness and open communication emerged as central pillars in cultivating a productive and competitive work culture. The role of school principals was particularly prominent, as leadership styles that encourage innovation, participation, and recognition were consistently associated with positive instructional practices and improved teacher morale (Ceballos et al., 2020; Sadiqin, 2023).

In addition, the integration of cultural literacy and multicultural values into the curriculum significantly contributes to character education. These practices foster tolerance, creativity, and innovation among students, aligning organizational culture with broader educational goals related to character development and social harmony (Pike et al., 2021).

The discussion of previous findings also highlights that transparent reward systems and open organizational cultures strengthen loyalty and a sense of belonging among school members. Such conditions not only enhance teacher commitment but also create a learning environment that supports collaboration and pedagogical innovation, ultimately leading to improved student learning outcomes (Miller et al., 2021).

Furthermore, the principal's moderating role in implementing organizational culture and work climate based on communication, recognition, and inclusive leadership is crucial for successful educational transformation. A conducive school environment was found to reduce internal conflicts while reinforcing a culture of innovation and shared responsibility (Nada et al., 2021).

Overall, consistent application of organizational culture within primary school management systems contributes significantly to improved learning quality, strengthened student character, and the creation of a healthy, harmonious, and achievement-oriented work climate.

5. KESIMPULAN DAN SARAN

Organizational culture plays a central role in creating a work climate that effectively supports learning in primary education. The consistent implementation of strong organizational values, responsive leadership models, and effective communication has been shown to enhance both the character development and motivation of students and teachers. Strengthening organizational culture across all levels of primary schools is therefore essential as a foundation for achieving sustainable educational success in the present and future. To further support this goal, future efforts should focus on conducting empirical-based research and providing school management training that emphasizes the reinforcement of organizational cultural values in order to foster a productive and quality-oriented work climate. In addition, systematic implementation and regular evaluation of organizational culture in primary education institutions are expected to facilitate continuous school transformation and improvement toward more effective, inclusive, and high-quality learning environments.

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