

# The Influence of Organizational Behaviour in Schools on Teacher Performance at Special School

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**Abstract:** This study analyzes how organizational behaviour affects teacher performance at Bakti Putra Special School. Organizational behaviour includes interactions and dynamics that affect employee morale, motivation, and production. The mixed-methods study collects data from teachers and administrators using quantitative surveys and qualitative interviews. Positive organizational behaviour, effective communication, supportive leadership, and collaborative teamwork improve teacher performance. Bad behaviours such as poor communication and lack of support negatively affect teachers' motivation and efficacy. The research also emphasizes the importance of a positive company culture for educators' professional development and work happiness. The study helps school administrators and policymakers improve teacher performance and educational results by addressing organizational behaviour variables. The findings highlight the need to continuously evaluate and improve organizational processes to foster teaching quality and improve Bakti Putra Special School children's learning experiences. Organizational behaviour emphasizes teamwork training. Teamwork is better than solo performance when activities need several skills. Individual and collective attitudes and interactions with the organizational context are shown by organizational behaviour. Teacher performance is based on his roles and obligations. Field evidence suggests teacher performance is still poor. The study examines how organizational behaviour affects teacher performance at SKh Bhakti Putra Kab. Tangerang Banten. This study has 12 participants. A questionnaire-based survey collects data.

**Keywords:** Organizational Behaviour; Fostering and Encompasses; Administrative Staff; Organizational Context; Mixed-Methods; Transformational Leadership; Professional Development; Taro Yamane Formula; Quantitative Data.

**Received on:** 19/11/2023, **Revised on:** 12/01/2024, **Accepted on:** 03/03/2024, **Published on:** 05/06/2024

**Journal Homepage:** <https://www.fmdbpub.com/user/journals/details/FTSTL>

**DOI:** <https://doi.org/10.69888/FTSTL.2024.000206>

**Cite as:** R. Wulandari, A. Maulid, and L. Nurlaili, "The Influence of Organizational Behaviour in Schools on Teacher Performance at Special School," *FMDB Transactions on Sustainable Techno Learning.*, vol. 2, no. 2, pp. 50–61, 2024.

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## 1. Introduction

Teachers' performance is crucial in determining the quality of education in any institution, particularly in special schools like Bakti Putra. Organizational behaviour within educational settings plays a significant role in shaping the dynamics of teacher performance. Understanding the influence of organizational behaviour—encompassing aspects such as communication, leadership, culture, and teamwork—can provide valuable insights into how schools can enhance their educational outcomes. Bakti Putra Special School, dedicated to providing education for students with unique needs, faces distinct challenges that require effective organizational practices [1]. The behaviours and interactions among staff, administration, and students directly impact the teaching environment, subsequently affecting teachers' motivation, job satisfaction, and overall performance. When

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organizational behaviour fosters a positive culture, teachers are more likely to feel empowered, engaged, and capable of delivering high-quality instruction [2].

Moreover, various studies support the relationship between organizational behaviour and teacher performance, indicating that schools with strong, positive organizational behaviour tend to exhibit higher teacher efficacy and improved student outcomes. By exploring the specific context of Bakti Putra Special School, this study aims to uncover the nuances of how organizational behaviour influences teachers' performance and, ultimately, the educational experiences of their students. This research seeks to contribute to the existing knowledge on educational management by identifying key organizational behaviour factors that enhance teacher performance [3]. The findings will provide actionable insights for school administrators, policymakers, and educators to implement strategies that promote a conducive working environment, thereby improving teacher performance and student learning outcomes.

Providing quality education services in schools is essential because it will produce a young generation with high intelligence who can carry out all aspects of development to improve the quality of life and the welfare of all people. Quality education is the right of every citizen. Article 5, Paragraph (1) of Law Number 20 of 2003 concerning the National Education System mandates that every citizen has the same right to receive quality education, including children with special needs [4]. To achieve this goal, teachers play an important role in carrying out their professional duties: educating students to develop all their potential and thinking abilities, recognizing their talents and interests, and providing them with skills for their future [7]. Teachers accomplish this through learning activities. Teaching and learning activities are a form of interaction between teachers and students. Educators for children with special needs must provide optimal educational services to achieve the learning objectives [8].

In essence, implementing the teaching and learning process can be carried out effectively if the factors related to learning activities, such as students, educators, educational facilities, and infrastructure, support each other. Teachers, who play the role of educators, are considered crucial in achieving the desired quality of the teaching and learning process. Teachers must work efficiently, effectively, and productively [5]. Overall, teachers must achieve good performance. To attain good teacher performance, one effort that school administrators should take is to shape the school into a conducive educational organization by fostering a democratic atmosphere among its personnel, including administrative staff and educators or teachers [6]. A conducive atmosphere is essential given the increasing demands from the community for school quality. In contrast, the administrators or school principals cannot meet these demands without establishing good cooperation with all school personnel, especially the teachers [9]. To build an effective organizational (school) behaviour, all stakeholders in the school need to understand and move forward with a shared vision and mission [10].

According to Iskandar [12], behaviour is the actualization of real actions performed by an individual, including behaviours in organizational life. The basic concepts of Field Theory are life space, behaviour and locomotion, power, and tension [11]. However, the quality of teachers is still low in terms of dedication to their work, with only a few teachers truly being all-out and working wholeheartedly. The organization lacks daily motivation or evaluation, resulting in teachers' lack of dedication. Therefore, the researcher believes this will impact the decline in student achievement due to the incompetent performance of the teachers mentioned above. Based on these issues, the author intends to conduct a research study of this paper.

## **2. Literature Review**

Organizational behaviour in educational settings shapes teacher performance and overall school effectiveness. This literature review explores various aspects of organizational behaviour, including leadership styles, communication patterns, school culture, teamwork dynamics, and their impact on school teacher performance. The context of this study focuses on Bakti Putra Special School, a unique institution catering to students with special needs. Understanding the relationship between organizational behaviour and teacher performance is essential for improving educational outcomes and fostering a positive work environment.

### **2.1. Conceptual Framework of Organizational Behaviour**

Organizational behaviour (OB) studies how individuals and groups behave. OB encompasses interactions among teachers, administrators, students, and other school stakeholders. It includes various elements such as leadership styles, communication, motivation, teamwork, and school culture. Understanding these elements is vital for fostering an environment conducive to teacher performance and student learning. The Conceptual Framework of Organizational Behaviour (OB) provides a structured understanding of how individuals and groups behave within organizations. It combines various theories, models, and perspectives to explain behaviour dynamics at the individual and organizational levels, i.e., Personality Refers to the unique characteristics that influence how an individual thinks, feels, and behaves in an organization. Personality traits can affect job performance, teamwork, and leadership styles. The process through which individuals interpret their environment. Perception

influences decision-making, attitudes toward work, and interactions with colleagues. Refers to the internal and external factors that drive individuals to take action. Theories like Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and McClelland's Theory of Needs are commonly discussed in the context of motivation within organizations.

Moreover, the interactions and relationships between team members can significantly impact group effectiveness. Understanding roles, norms, and communication patterns is crucial for effective teamwork. Groups may experience conflicts due to differences in opinions, values, or interests. Effective conflict resolution strategies and fostering cooperation can enhance group performance. Leadership styles and behaviours influence group dynamics and organizational culture. Different leadership theories (e.g., transformational, transactional) provide insights into how leaders can motivate and guide their teams.

Organizational culture encompasses an organization's shared values, beliefs, and practices. It shapes employee behaviour, influences decision-making, and impacts overall organizational effectiveness. Frameworks like Hofstede's Cultural Dimensions Theory help organizations understand cultural differences and their implications for behaviour and management practices. Refers to the hierarchical arrangement of roles, responsibilities, and authority within an organization. A well-defined structure can enhance communication and efficiency. Represents the unofficial relationships and networks that form within an organization. Understanding informal dynamics is essential for navigating organizational behaviour effectively. Economic conditions, technological advancements, and sociocultural trends can impact organizational behaviour. Organizations must adapt to these external influences to remain competitive and responsive. Understanding how individuals and groups respond to change is critical for effective change management. Models like Lewin's Change Management Model and Kotter's 8-Step Change Model provide frameworks for implementing and managing change within organizations.

### **2.1.1. Leadership Styles**

Leadership within educational institutions significantly influences organizational behaviour. Transformational leadership, which emphasizes vision, inspiration, and motivation, has been linked to enhanced teacher performance [13]. Transformational leaders in schools encourage collaboration and professional development, fostering a culture of innovation and continuous improvement [14]. In contrast, transactional leadership, characterized by a focus on compliance and performance-based rewards, may lead to short-term gains but fails to impact teacher motivation and performance [15].

### **2.1.2. Communication Patterns**

Effective communication is another critical aspect of organizational behaviour in schools. Open and transparent communication fosters trust and collaboration among teachers and administrators [16]. Studies have shown that schools with strong communication channels experience higher teacher satisfaction and performance levels [17]. Effective communication also helps address conflicts, share resources, and promote a sense of belonging among staff.

### **2.1.3. School Culture**

School culture, defined as the shared values, beliefs, and norms within an educational institution, significantly affects teacher performance [18]. A positive school culture promotes collaboration, respect, and a sense of community, leading to higher teacher engagement and effectiveness [19]. In contrast, a negative school culture characterized by distrust and hostility can hinder teacher performance and contribute to burnout and turnover [20].

### **2.1.4. Team Dynamics and Collaboration**

Collaboration among teachers is essential for enhancing performance and professional growth. Schools that encourage teamwork and collaboration create opportunities for teachers to share best practices, support one another, and engage in professional development [21]. Research shows collaborative teaching environments increase teacher efficacy and improve student outcomes [22].

## **2.2. The Impact of Organizational Behaviour on Teacher Performance**

The interplay between organizational behaviour and teacher performance is complex and multifaceted. This section examines the various dimensions of organizational behaviour that impact teacher performance, drawing on relevant literature.

### **2.2.1. Motivation and Job Satisfaction**

Motivation is a key determinant of teacher performance; factors such as recognition, professional growth, and a positive work environment contribute to job satisfaction, affecting teacher motivation and performance. Schools that implement supportive

organizational practices, such as professional development opportunities and recognition programs, enhance teacher motivation and job satisfaction [21].

### **2.2.2. Professional Development and Training**

Ongoing professional development is vital for teacher performance. Research indicates that schools prioritizing professional growth and providing access to relevant training experience higher levels of teacher effectiveness. Professional development opportunities that are collaborative, job-embedded, and focused on improving teaching practices positively influence teacher performance [22].

### **2.2.3. Supportive Leadership**

Supportive leadership is instrumental in creating a positive organizational climate. Leaders who demonstrate empathy, provide guidance, and actively support their teachers contribute to the staff's sense of belonging and commitment. Studies have shown supportive leadership behaviours are associated with increased teacher morale, reduced stress, and enhanced performance [23].

### **2.2.4. Workload and Work-life Balance**

Teacher workload and work-life balance significantly impact performance. Excessive workloads can lead to burnout and decreased effectiveness [12]. Schools that promote work-life balance and provide resources to help teachers manage their responsibilities tend to experience higher teacher satisfaction and performance.

### **2.2.5. Student-Teacher Relationships**

Positive relationships between teachers and students are essential for effective teaching. Teachers who foster strong relationships with their students are likelier to be engaged and motivated. Research shows that a supportive school environment that encourages positive student-teacher interactions improves teacher performance and student outcomes [7].

## **2.3. Organizational Behaviour at Bakti Putra Special School**

Bakti Putra Special School, as a unique educational institution, provides a rich context for exploring the influence of organizational behaviour on teacher performance. Understanding the specific organizational dynamics within this school can provide valuable insights into how to enhance teacher effectiveness.

### **2.3.1. Leadership Practices**

At Bakti Putra Special School, leadership practices play a crucial role in shaping the organizational behaviour of the staff. The leadership team emphasizes a transformational approach, inspiring teachers and promoting a shared vision for the school. This approach has fostered a collaborative culture among teachers, encouraging them to take ownership of their professional development and work together to improve student outcomes.

### **2.3.2. Communication and Collaboration**

Effective communication is a priority at Bakti Putra. The school administration has established regular meetings and feedback mechanisms to facilitate open dialogue among staff. Collaborative planning sessions allow teachers to share strategies and resources, enhancing performance and job satisfaction. This emphasis on communication has created a supportive environment where teachers feel valued and empowered.

### **2.3.3. School Culture and Climate**

Bakti Putra Special School fosters a positive school culture prioritizing respect, inclusivity, and support. The school's commitment to understanding and meeting the diverse needs of students with special needs translates into a strong sense of purpose among teachers. This positive culture enhances teacher morale and motivates staff to perform at their best.

### **2.3.4. Professional Development Opportunities**

The school strongly emphasizes professional development, offering regular training and workshops tailored to the specific needs of teachers working with special needs students. This commitment to ongoing learning and growth contributes to higher teacher performance and effectiveness in the classroom.

### 2.3.5. Workload Management and Support

Bakti Putra recognizes the importance of manageable workloads and work-life balance for teacher performance. The administration actively seeks to balance the demands placed on teachers, ensuring they have the necessary support and resources to fulfil their roles effectively. The paper is profound and multifaceted. Leadership practices, communication, school culture, professional development, and workload management are critical in shaping teacher effectiveness.

By fostering a positive organizational environment that prioritizes collaboration, support, and professional growth, Bakti Putra can enhance teacher performance and ultimately improve educational outcomes for its students. The findings from this literature review underscore the importance of understanding and improving organizational behaviour in schools. Future research should explore the strategies that can be implemented to enhance organizational behaviour and, consequently, teacher performance in the unique context of special education.

### 3. Research Hypothesis

Based on the research framework above, the hypotheses proposed in this study are as follows:

- H0: There is no influence of organizational behaviour on teacher performance.
- H1: There is an influence of organizational behaviour on teacher performance.

### 4. Methodology

This study employs a quantitative approach that collects numerical or quantitative data to be analyzed statistically [12]. This approach aims to obtain a clear and measurable picture of the relationship between the variables being studied. This research uses measurement instruments and statistical analysis to gather and analyze the required data. The population is a generalization area consisting of objects/subjects with certain qualities and characteristics defined by the researcher to be studied and subsequently drawn conclusions from [15].

Thus, based on the data from Bhakti Putra Special School, the population of this study consists of all 12 (twelve) teachers. A sample is a part of the total number and characteristics possessed by the population. Although the sample is only a portion of the population, the facts obtained from the sample must be able to represent the population. To meet these requirements, the research Uses the Taro Yamane formula to determine the sample size. The determination of the sample size in this study uses the Taro Yamane formula as follows:

$$n = \frac{N \cdot d^2}{1 + N \cdot d^2}$$

Where:

- **n** = Sample size
- **N** = Population size
- **d** = Degree of accuracy (error tolerance)

Description:

- **n**: Sample size
- **N**: Population size
- **d<sup>2</sup>**: Precision

Given:

- $n = \frac{12 \times 0.12^2}{1 + 12 \times 0.12^2} = 10.71$
- $n = 10.71$
- $n = 11$  (rounded)

Based on the calculation, the minimum sample size obtained is 11 individuals; therefore, this study determined a sample of 12 teachers from Bhakti Putra Special School. The data collection method used in this study is a survey, and the data collection technique utilizes a questionnaire in the form of statements. The purpose of the survey is to refine or sharpen a research plan.

## 5. Results and Discussion

### 5.1. Validity Test

The validity test is intended to determine whether the questionnaire used in this study can accurately measure what it aims to measure, reveal data from the studied variables precisely, and to what extent the collected data does not deviate from the depiction of the intended variables. The method for testing the instrument's validity involves conducting a correlation analysis.

The validity test calculation uses the product-moment correlation formula by correlating the item scores with the total score of the questions. This validity test is conducted using SPSS 27. The conclusion regarding the validity of the items is made by comparing the calculated  $r$  ( $r$  hitung) with the table  $r$  ( $r$  tabel) at a significance level of 5%. This means that if  $r$  hitung  $>$   $r$  tabel, the statement is considered valid, and if  $r$  hitung  $<$   $r$  tabel, the statement is considered invalid. The results of the validity test are presented in Table 1:

**Table 1:** Results of validity

Variable	r-value	r-Table	Interpretation
<b>Organizational behaviour</b>			
1	0.797	0.576	Valid
2	0.747	0.576	Valid
3	0.735	0.576	Valid
4	0.740	0.576	Valid
5	0.750	0.576	Valid
6	0.747	0.576	Valid
7	0.735	0.576	Valid
8	0.750	0.576	Valid
9	0.750	0.576	Valid
Variable	r-value	r-Table	Interpretation
<b>Teacher performance</b>			
1	0.700	0.576	Valid
2	0.797	0.576	Valid
3	0.745	0.576	Valid
4	0.675	0.576	Valid
5	0.624	0.576	Valid
6	0.639	0.576	Valid
7	0.797	0.576	Valid
8	0.745	0.576	Valid
9	0.675	0.576	Valid
10	0.624	0.576	Valid

*Source: Primary data processed 2024*

The validity test is used to measure the validity of a questionnaire. A questionnaire is considered valid if its questions reveal what is intended to be measured. This validity testing utilizes Pearson correlation, which involves calculating the correlation between the scores obtained from the questions. The validity test results, as presented in Table 1, indicate that all items are valid because the calculated  $r$  ( $r$  hitung) is greater than the table  $r$  ( $r$  tabel) of 0.576 at a significance level of 5%. Each statement correlates with its total score, and all are deemed valid.

### 5.2. Reliability Test

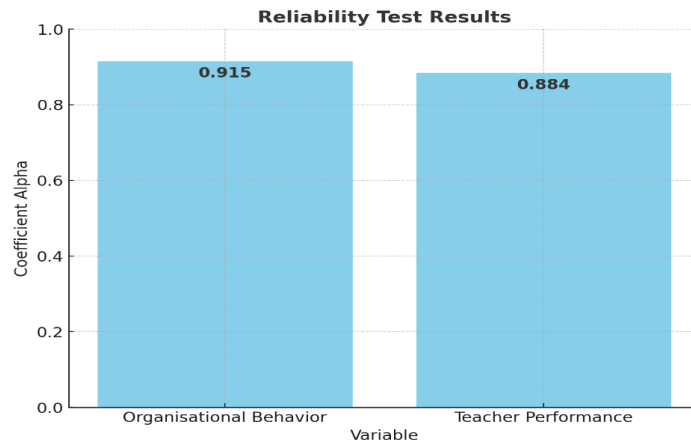
The reliability test determines the extent to which a measuring instrument can be trusted or relied upon and remains consistent when measurements are conducted two or more times on the same group using the same measuring instrument. Cronbach's Alpha testing assesses the reliability level of each variable's questionnaire. If Cronbach's Alpha value approaches 1, it indicates that the internal consistency of the reliability is higher. The summarized results of the reliability test are shown in Table 2.

**Table 2: Reliability Test Results**

Variable	Coefficient Alpha	Interpretation
Organizational behavior	0.915	Reliable
Teacher performance	0.884	Reliable

Source: Primary data processed 2024

The reliability test results indicate that all reliability coefficient values are greater than 0.6, meaning all statement items are considered reliable (Figure 1).



**Figure 1: Reliability Test Results**

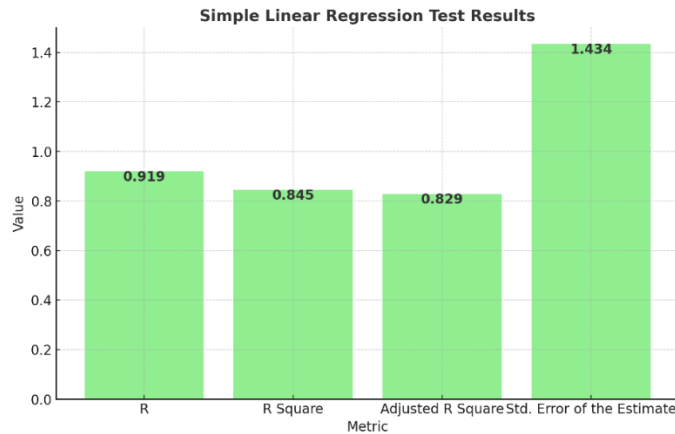
An instrument is deemed reliable if the reliability coefficient is at least 0.6. It is considered unreliable if the measuring instrument has a Cronbach’s Alpha value of less than 0.6. Therefore, it can be stated that all statements in the questionnaire are reliable (trustworthy).

**Table 3: Simple Linear Regression Test**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919a	.845	.829	1.434
a. Predictors: (Constant), organizational behaviour				

Source: Primary data processed 2024

Based on Table 3, the correlation coefficient (R) is 0.919, or 91.9%, indicating that there is a relationship between the variable of organizational behaviour (X) and the performance of teachers at Bakti Putra Special School (Y) (Figure 2).



**Figure 2: Simple Linear Regression Test Results**

From Table 3, the coefficient of determination (R Square) value is 0.845, or 84.5%. This means that the influence of the organizational behaviour variable (X) on the teacher performance variable (Y) is 84.5%, while other factors influence the remaining percentage.

### 5.3. Linear Regression Analysis

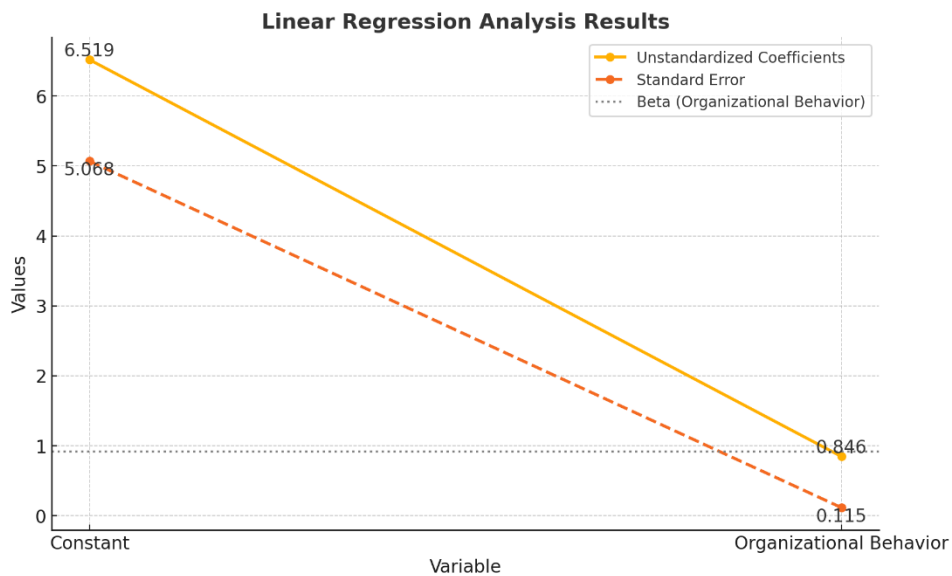
The results of the Linear Regression Analysis using the SPSS version 15.0 for Windows can be presented in the following Table 4:

**Table 4:** Linear Regression Analysis Results

Coefficients					
Model	Unstandardized Coefficients	Standardized Coefficients		t	Sig.
	B	Std. Error		Beta	
1	(Constant)	6.519	5.068	1.286	.227
	Organizational behaviour	.846	.115	7.371	.000

a. Dependent Variable: Teacher performance  
 Source: Primary data processed 2024

Table 4 shows the results of the linear regression test, which can be explained as follows. The resulting regression equation is (Figure 3):



**Figure 3:** Linear Regression Analysis Results

$$Y = 6.519 + 0.846X$$

The explanation regarding the above regression equation is as follows:

- The constant coefficient value is 6.519, meaning that if the organizational behaviour (X) value is zero, the performance level of teachers at Bakti Putra Special School will be 6.519.
- The regression coefficient of the organizational behaviour variable (X) is 0.846, indicating that if the organizational behaviour variable increases by 1%, the teachers' performance at Bakti Putra Special School will increase by 0.846.

The significance values for the t-statistic obtained are:

$$C = 0.227$$

$$X = 0.000$$



From these values, the explanation is as follows: The significance value of the organizational behaviour variable is 0.000, which is less than 0.1. This means the organizational behaviour variable significantly affects teachers' performance at Bakti Putra Special School.

#### 5.4. Hypothesis Test Results

The purpose of hypothesis testing is to prove the validity of the proposed hypothesis. The hypothesis test, or impact test, determines whether the regression coefficient obtained in the regression analysis is significant, meaning whether variable X affects variable Y. The hypothesis test compares the significance value (sig.) with a probability of 0.1 (10%). The basis for decision-making in linear regression analysis involves examining the significance values from the SPSS version 27 output, as follows:

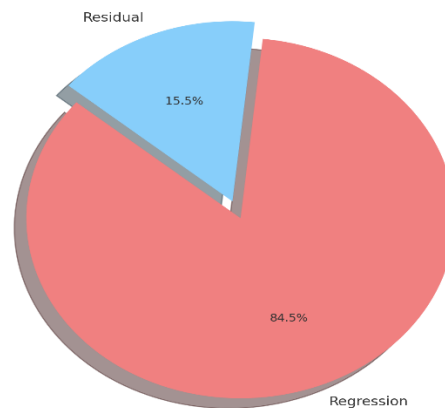
**Table 5:** Hypothesis Testing Results ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.692	1	111.692	54.331	.000b
Residual		20.558	10	2.056		
Total			132.250		11	
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Organizational behaviour						

Source: Primary data processed 2024

If the significance value (Sig.) is less than the probability of 0.1, it indicates that there is an effect of Organizational behaviour (X) on teacher performance (Y). When conducting statistical analysis, particularly in regression analysis, the significance value (often denoted as sig.) is a critical metric used to determine the strength of the relationship between variables. In this context, if the significance value is less than the probability threshold of 0.1 (or 10%), it suggests that the observed relationship between Organizational behaviour (X) and teacher performance (Y) is statistically significant (Figure 4).

**Hypothesis Testing Results (ANOVA) - Sum of Squares**



**Figure 4:** Hypothesis Testing Results (ANOVA) - Sum of Squares

This means the likelihood of the relationship occurring by chance is very low, indicating a reliable association between the two variables. In practical terms, it suggests that changes in Organizational behaviour are likely to influence teacher performance meaningfully. Therefore, educators and administrators can infer that enhancing organizational practices within the school could positively impact how effectively teachers perform their roles, leading to improved educational outcomes.

In summary, a significance value below 0.1 indicates that Organizational behaviour has a notable effect on teacher performance, underscoring the importance of fostering a supportive and well-structured organizational environment in educational settings.

Conversely, if the significance value (Sig.) is greater than the probability of 0.1, it indicates no effect of Organizational behaviour on Teacher Performance.

Conversely, if the significance value (Sig.) exceeds the probability threshold of 0.1 (or 10%), it implies that there is no statistically significant effect of Organizational behaviour (X) on Teacher Performance (Y). This means that the observed relationship between these two variables is likely due to chance rather than a meaningful interaction.

In practical terms, this suggests that variations in Organizational behaviour do not considerably impact how teachers perform their roles in the classroom. Consequently, educators and school administrators may conclude that focusing on improving Organizational behaviour may not significantly enhance teacher performance, and other factors might need to be explored to address performance issues effectively. A significance value greater than 0.1 indicates insufficient evidence to assert that Organizational behaviour influences Teacher Performance. Therefore, researchers and practitioners must consider additional variables or alternative approaches to understanding and improving teacher performance in the educational setting.

Based on the output of the regression test shown in Table 5, the significance value (Sig.) of variable X is 0.000, which is less than the probability of 0.1. Therefore, it can be concluded that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, meaning that “there is a positive and significant effect of Organizational behaviour (X) on the performance of teachers at Bakti Putra Special School.” Since the coefficient value of X is 0.846 (positive), it can be concluded that there is a positive and significant relationship between organizational behaviour and teachers’ performance at Bakti Putra Special School. Thus, it can be stated that organizational behaviour has a significant relationship with teachers’ performance at Bakti Putra Special School. This means good organizational behaviour improves teacher performance in Ciranjang District and vice versa. Therefore, to achieve good teacher performance, it is necessary to be grounded in good organizational behaviour.

## **6. Conclusion**

The paper has revealed significant insights into the dynamics between organizational practices and educational outcomes. The findings indicate that organizational behaviour is crucial in shaping teacher performance, highlighting its importance in fostering a conducive learning environment, particularly in special education settings. The study identified that positive organizational behaviours, such as effective communication, supportive leadership, and collaborative school culture, are directly linked to enhanced teacher performance. The results demonstrated that when teachers feel valued and supported within their organizational framework, they are more likely to engage in effective teaching practices, leading to improved student educational outcomes.

Conversely, the research also acknowledged that negative organizational behaviours could hinder teacher performance, emphasizing the need for schools to address any detrimental practices. By recognizing the significance of organizational behaviour, Bakti Putra Special School can implement strategies to cultivate a more positive organizational culture, which, in turn, can lead to greater teacher efficacy and better student performance. This research underscores the vital connection between organizational behaviour and teacher performance. It serves as a call to action for school administrators, policymakers, and educators to prioritize the development of supportive organizational practices to enhance teaching effectiveness and improve the overall educational experience for students at Bakti Putra Special School.

This research was conducted at Bakti Putra Special School with a final sample of 12 respondents using data collection methods through the distribution of questionnaires. The analysis of the collected data and the processing analysis using SPSS 27 shows that the coefficient value of the organizational behaviour variable (X) is 0.846, which is positive. Furthermore, based on the regression test output, the significance value (Sig.) of the organizational behaviour variable (X) is 0.000, which is less than the probability of 0.1 (10%). Based on the analysis results and the tests conducted, the hypothesis is accepted that the organizational behaviour variable (X) positively and significantly affects teachers’ performance at Bakti Putra Special School.

Organizational behaviour has a strong influence on the performance of teachers at Bakti Putra Special School. The extent of this influence can be seen in the regression analysis results, where  $R = 0.919$  indicates a strong relationship between organizational behaviour and teacher performance at Bakti Putra Special School, with an  $R^2$  value of 0.845. This means that the contribution of organizational behaviour can explain 84.5% of the teacher performance variable, while the remaining percentage is explained by other variables not included in this study.

### **6.1. Recommendation**

#### **6.1.1. For the School and Teachers**

This study shows that the organizational behaviour variable can explain teacher performance by 84.5%, with 15.5% explained by other variables not included in the research. Therefore, it is recommended that the school continues to pay attention to other factors that can influence teacher performance.

### 6.1.2. For Future Researchers

- Increasing the number of research references supporting the studied topic is advisable to obtain a robust research model supported by a strong theory.
- The population should be expanded to achieve better results.
- The sample size should be increased to obtain more reliable outcomes.

Moreover, based on the findings of the research of this paper, several recommendations can be made to enhance teacher performance through improved organizational behaviour:

- **Foster a Supportive Leadership Style:** School administrators should adopt a transformational leadership approach that encourages open communication, provides constructive feedback, and recognizes teachers' efforts. Leadership training programs can be implemented to equip school leaders with the skills necessary to support their staff effectively.
- **Enhance Communication Channels:** Establishing clear and effective communication channels among teachers, staff, and administration is essential. Regular meetings, feedback sessions, and collaborative planning can help create an environment where teachers feel heard and valued, improving morale and performance.
- **Promote a Collaborative Culture:** Encouraging teacher teamwork and collaboration can enhance professional relationships and foster community within the school. Initiatives like team-building activities, peer mentoring programs, and collaborative teaching projects can promote a more cohesive working environment.
- **Implement Professional Development Opportunities:** Ongoing professional development programs should be offered to help teachers enhance their skills and knowledge. Workshops, training sessions, and conferences can provide teachers with valuable resources and strategies to improve their teaching practices.
- **Recognize and Reward Performance:** Developing a recognition and rewards system for outstanding teacher performance can motivate staff and promote a culture of excellence. Acknowledging teachers' hard work through awards, public recognition, or professional growth opportunities can encourage them to maintain high performance standards.
- **Conduct Regular Evaluations:** Regular assessments of organizational behaviour and teacher performance should be conducted to identify areas for improvement. Surveys, feedback forms, and performance evaluations can provide insights into current practices' effectiveness and help make necessary adjustments.
- **Engage Stakeholders:** Involve parents, students, and the community in the school's organizational processes. Their input can provide valuable perspectives and enhance the educational environment, leading to better outcomes for teachers and students.
- **Create a Positive School Environment:** Initiatives promoting a positive school climate, such as wellness programs, stress management workshops, and extracurricular activities, can help alleviate stress among teachers and improve their overall job satisfaction.

By implementing these recommendations, Bakti Putra Special School can enhance organizational behaviour, leading to improved teacher performance and, ultimately, better student educational outcomes.

**Acknowledgment:** First and foremost, I express my deepest gratitude to Allah Almighty for His blessings and guidance throughout the completion of this research, titled *The Influence of Organizational Behavior in Schools on Teacher Performance at Special Schools*. I want to extend my sincere thanks to all my friend for their invaluable guidance, patience, and constructive feedback, which greatly contributed to the success of this study. Allowing me to collect data and gain insights into organizational behaviour and its impact on teacher performance. Your support and openness have been invaluable. My heartfelt appreciation goes to my family and friends for their continuous encouragement, understanding, and unwavering support during this journey. Lastly, I wish to thank everyone who, directly or indirectly, contributed to this research. Your assistance and encouragement have been instrumental in completing this work.

**Data Availability Statement:** The data used in this study, *The Influence of Organizational Behavior in Schools on Teacher Performance at Special Schools*, were collected through surveys, interviews, and observations conducted within the special school SKh Bakti Putra, Kec. Cisauk, Kab. Tangerang, Banten, Indonesia. The datasets generated and analyzed during this research are not publicly available to maintain the confidentiality and privacy of the participants. However, specific data may be made available from the corresponding author upon reasonable request and with permission from the participating schools.

**Funding Statement:** This research received no specific grant from public, commercial, or not-for-profit funding agencies.

**Conflicts of Interest Statement:** The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

**Ethics and Consent Statement:** The study was conducted using ethical guidelines. Participants were assured of the confidentiality and anonymity of their responses.

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