



ANALYSIS OF TEACHERS' WORK CULTURE AT SMK RISMATEK RENGASDENGKLOK VOCATIONAL HIGH SCHOOL IN KARAWANG REGENCY

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ABSTRACT

This study analyzes the work culture of teachers at SMK Rismatek in Karawang Regency and to an in-depth understanding of how this work culture is implemented based on the phenomena and issues that arise in the school environment. This study uses qualitative methods, with data collection techniques in the form of observation and interviews. The population in this study consisted of 22 people. There were 6 informants in this study, consisting of 1 principal, 3 vice principals covering the fields of curriculum, student affairs, and industrial relations (Hubin), as well as 2 teachers. This study uses triangulation, which is a method of examining data by combining various sources such as and interviews from teachers and school staff. The results of the study show that although cooperation and mutual respect are quite good, the aspects of discipline and responsibility are still major challenges that must be improved to create a more effective and harmonious work environment. These findings provide a basis for developing strategies to improve the work culture of teachers in order to support improved performance and quality of education at SMK Rismatek. The results of the study indicate that the work culture of teachers at SMK Rismatek tends to be positive in terms of cooperation and mutual respect, but still weak in terms of discipline and responsibility, especially towards the end of the semester.

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1. INTRODUCTION

The development of globalization requires every country to adapt and improve the quality of its human resources in order to complete at the global level. This development can be seen in all fields, especially in the fields of Science, Technology, and Education (Tiro et al., 2023). In this era globalization that is moving towards technology, the main factor that can influence this development is the quality of human resources in a country. One way to improve human resources is through education (Rahmawati et al., 2023)

SMK Rismatek is a private school under the auspices of the Riyadushibyan Foundation. This school is engaged in education by building students' competencies to acquire skills that are relevant to the world of work. SMK Rismatek is committed to producing graduates who not only have academic abilities but also good technical skills.

Teacher work culture is a set of values, habits, and behavior patterns that serve as guidelines in carrying out their professional duties and responsibilities (Badaruddin, 2023). Based on initial observations at SMK Rismatek, the teacher work culture is not yet fully effective, especially in terms of discipline and responsibility. There are still teachers who arrive late due to the distance from their homes or teaching schedules at other schools, so punctuality is not optimal. In addition, some teachers have not ensured that learning activities continue when they are unable to attend. Of the five indicators of work culture, namely work discipline, self-development, responsibility, cooperation, and mutual respect, teachers are committed to improving their competence, helping their colleagues, and being able to accept criticism with an open mind. Thus, the aspects of discipline and responsibility are still the main focus that needs to be improved in order to strengthen the work culture of teachers at SMK Rismatek.

Unlike previous studies that emphasized the relationship between work culture and teacher performance, this study specifically analyzed how teacher work culture is applied in the context of private vocational schools with limited resources.

The research gap differs from previous studies that quantitatively linked teacher work culture by focusing on the relationship between variables. This study uses qualitative methods to explore in depth the practices of teacher work culture, the role of leadership, and the daily work dynamics in the school environment.

Month	present		sick		leave		absenteeism	
	rate	%	rate	%	rate	%	rate	%
January	198	94%	0	0%	12	6%	0	0%
February	244	91%	5	2%	18	7%	2	1%
March	217	93%	2	1%	14	6%	1	0%
April	240	91%	3	1%	19	7%	1	0%
Mai	188	92%	1	0%	15	7%	1	0%
June	154	85%	0	0%	24	13%	3	2%

Table 1. Teacher Attendance Summary for 2024

Source: SMK Rismatek Administration (data has been processed)

The teacher attendance data in the above was obtained through manual recapitulation adjusted to each teacher's teaching schedule. There are five effective working days in a week, so in a month there are an average of around twenty working days with a total of 22 teachers whose attendance was recapitulated. The recapitulation results show fluctuations each month. In January, the attendance rate reached 94%, reflecting the teachers' good work discipline at the beginning of the semester. In February, it decreased to 91% due to several teachers taking leave and being sick, then increased in March to 93% in line with increased

learning activities. Furthermore, in April and May, the attendance rate was relatively stable at around 91%-92%, indicating the consistency of teachers' discipline in carrying out their duties. However, in June, there was a significant decrease to 85%, with 24 teachers taking leave and 3 absent, indicating a decline in teacher motivation and discipline towards the end of the semester. Some teachers began to be lax about the attendance schedule and were less consistent in carrying out their teaching responsibilities even though learning activities were still ongoing.

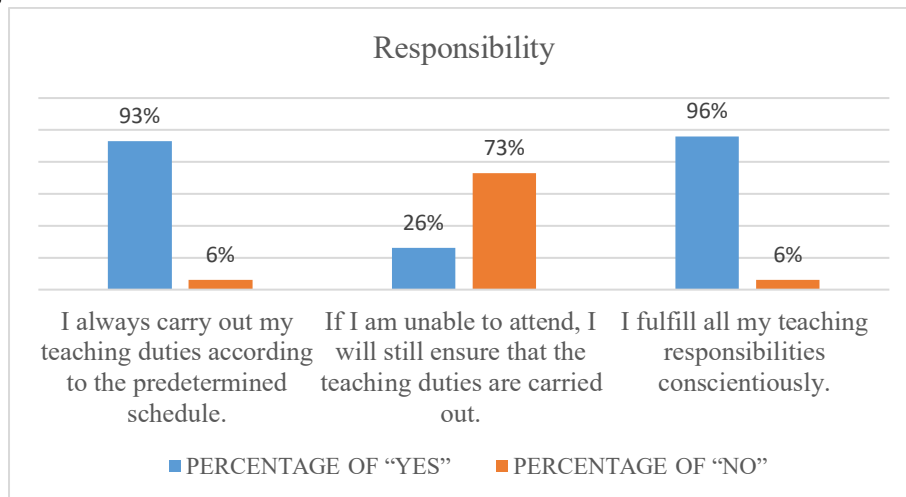


Figure 1. Preliminary Survey Results Chart

Source: Researcher's Findings, 2025

The preliminary survey results on responsibility indicators show that most teachers have demonstrated a positive attitude toward performing their duties. A total of 93% of teachers carry out their teaching duties according to schedule, and 94% carry out their teaching responsibilities with full awareness. However, problems were still found in the aspect of arranging substitutes when teachers are unable to attend, with a "No" percentage of 73%.

This study aims to analyse the work culture of teachers at SMK Rismatek in Karawang Regency and to gain a deeper understanding of how the work culture of teacher is applied based on the phenomena and problems that occur at SMK Rismatek.

2. LITERATURE REVIEW

a. Human Resources Management

Human Resource Management (HRM) is a strategic approach that involves various stages, from planning, recruitment, development, to termination of human resources in an organization, which can cause confusion and failure if not managed properly (Ernie Tisnawati Sule, 2019). Human resource management encompasses planning, organizing, directing, and controlling the recruitment process within an organization (Sule, 2019). Human resource management encompasses planning, organizing, directing, and controlling the recruitment process within an organization (Sabrina, 2021). Human resource management is a process that resolves various issues related to employees, workers, managers, and other members of the workforce in order to support the activities of an organization or company and help achieve its established goals (Jasiyah, 2022).

Based on the above explanation, it can be synthesized that human resource management (HRM) is a strategic and systematic approach to managing the workforce in order to achieve organizational goals.

b. Organizational Behavior

organizational behavior is the study of how individuals, groups, and structures influence behavior within an organization, with the aim of using this knowledge to make organizations

function better (Hasanah et al., 2024). Organizational behavior focuses on analyzing the impact of individuals, groups, and structures on organizational behavior, with the aim of improving organizational effectiveness (Afif et al., 2024). According to (Jamaludin, 2023), organizational behavior is the study and application of knowledge about how individuals and groups behave within an organization.

Based on the above explanation, it can be synthesized that organizational behavior is a study that examines the influence of individuals, groups, and the structures on organizational behavior to improve organizational effectiveness and performance.

c. Organizational Culture

Work culture is a set of shared values within an organization that determines how employees carry out their activities to achieve organizational goals (Elly Romy, 2022). Work culture is a system of meaning that is shared and followed by members of that organization from other organizations (Pakpahan, 2022). Work culture is a way of thinking based on life beliefs, including values, habits, and motivations that have become part of a group's routine, and is reflected through attitudes, behaviors, expectations, views, and the way individuals understand their work (Arifah et al., 2022). Teachers' work culture is measured based on the following indicators: 1) work discipline, 2) teacher self-development, 3) responsibility for work, 4) cooperation with colleagues, 5) mutual respect (Badaruddin, 2023).

Based on the above explanation, it can be synthesized that work culture is a collection of values, beliefs, habits, and ways of thinking shared by members of an organization.

Previous Research

No	Location	Method	Focus	Result
1	SMA Negeri 1 Dolok Batu Nanggar (Saragih & Suhendro, 2021)	Quantitative	Organizational climate of the school, work culture of teachers, and job satisfaction	The school's organizational climate, work culture, and job satisfaction have a positive and significant influence on teachers' work commitment.
2	Proyek Madrasah Aliyah UNIVA Medan (Ameer dkk., 2021)	Quantitative	Work culture and discipline of teachers	The implementation of work culture has a positive impact on improving teacher discipline.
3	Sekolah Swasta di Kota Manado (Mandulangi dkk., 2025)	Qualitative	Work culture of teachers (discipline and responsibility)	The work culture of teachers is in the poor category and still needs improvement, especially in terms of time discipline and responsibility.
4	SD Negeri 2 Kuripan (Selvi dkk., 2024)	Qualitative	Work culture teachers	The principal plays an important role in creating a conducive work environment through discipline,

				cooperation, and improving teacher professionalism.
5	MTs N 1 dan 3 Kutai Kartanegara (Hartono & Ilyasin, Mukhamad, 2025)	Qualitative	Madrasah principal leadership and teacher work culture	Visionary, transactional, and transformational leadership improves the work culture of teachers through discipline, motivation, cooperation, and professionalism.

Research Framework

The following is a framework for research that aims to explain how the research will be conducted.

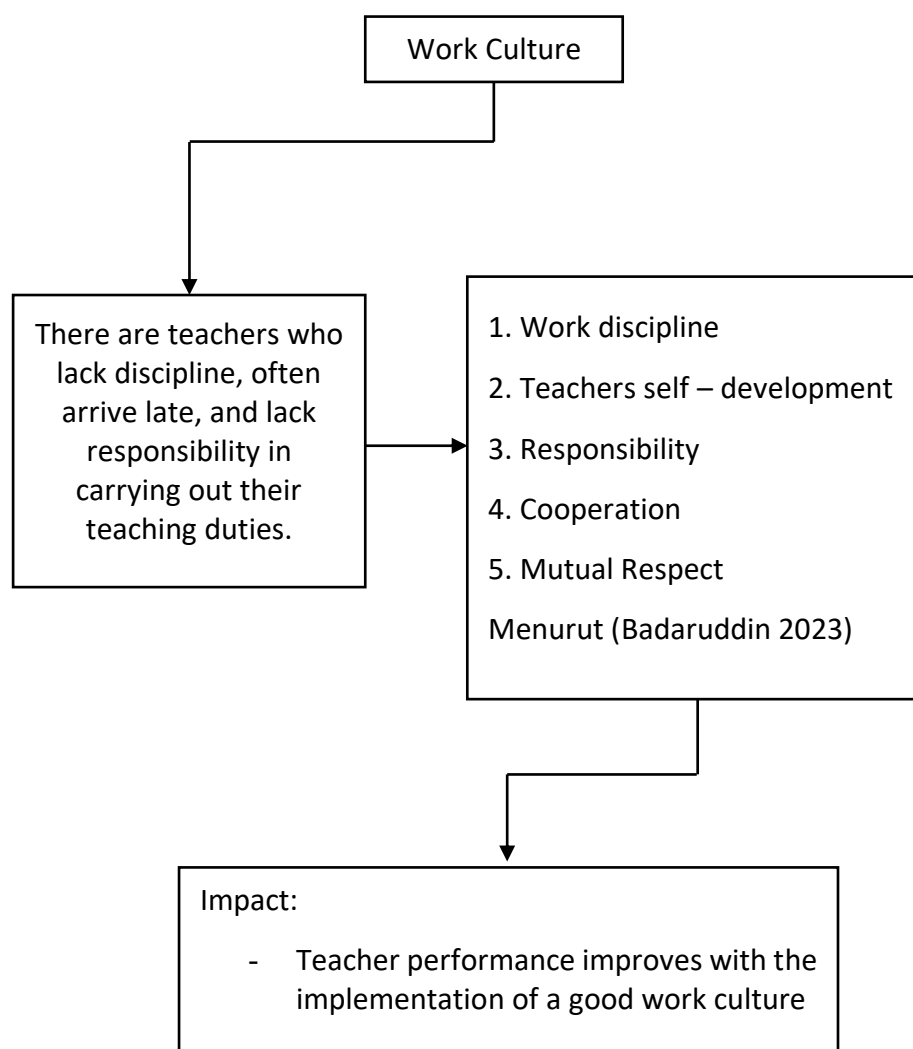


Figure 2. Researcher’s Conceptual Framework

Source: Researcher’s Findings, 2025

Proposition

Based on the above framework, the proposition of this study is that the analysis of teachers' work culture plays an important role in creating a good school environment. Therefore, it needs to be maximized in order to create a work atmosphere that is disciplined, responsible,

professional, mutually respectful, and capable of improving teacher performance at SMK Rismatek.

3. METHOD

This study is a qualitative study that aims to understand various phenomena related to the experiences of the research subjects by describing them through words and language (Wenas et al., 2022).

The types of data used in this study are primary and secondary data. Primary data was collected through direct interviews with informants. Meanwhile, secondary data consisted of existing sources collected from documents and literature from various sources (Diani Indah, 2021).

The data collection techniques used in this study are observation and interviews (Pertwi, 2025). Interviews are conducted in a question-and-answer format based on the research objectives, either directly or indirectly with the data sources. In addition, data is also obtained through observation of teacher activities at school (Wenas et al., 2022).

The validity of the data in this study was tested using methodological triangulation and source triangulation. Methodological triangulation was conducted through semi-structured interviews and observations, while source triangulation was performed by comparing data from teachers and school staff (Ningsih et al., 2022).

This study was conducted at SMK Rismatek Rengasdengklok, Karawang Regency. The population in this study consisted of 22 people. The participants in this study were teachers at SMK Rismatek. There were a total of 6 informants in this study, consisting of 1 principal as the key informant, 3 vice principals as the main informants covering the areas of curriculum, student affairs, and industrial relations (Hubin). There were also 2 teachers as supporting informants. The selection of informants was based on their roles and direct involvement in the implementation of work culture, where the principal was selected because he had a comprehensive understanding of school policies, the vice principals were selected because they played a role in supervising teacher performance, while teachers were selected because they were directly involved in the implementation of daily work culture.

Data analysis was conducted in four stages: data collection, data reduction, data presentation, and conclusion drawing (Diani Indah, 2021).

4. RESULTS AND DISCUSSIONS

4.1. Observation Research Results

Based on the results of observations and interviews conducted at the research site, several issues related to teacher work culture were found. The interviews involved six informants, namely one principal as the key informant, three vice principals as the main informants (in the fields of curriculum, student affairs, and industrial relations), and two teachers as supporting informants. The findings are presented as follows:

Table 3. Rekap of Teacher Attendance at Rismatek Vocational School in 2024

Month	present		sick		leave		absenteeism	
	rate	%	rate	%	rate	%	rate	%
January	198	94%	0	0%	12	6%	0	0%
February	244	91%	5	2%	18	7%	2	1%
March	217	93%	2	1%	14	6%	1	0%
April	240	91%	3	1%	19	7%	1	0%
May	188	92%	1	0%	15	7%	1	0%
June	154	85%	0	0%	24	13%	3	2%

Based on the attendance summary table above, it can be seen that teacher attendance over the past six months has not shown a stable pattern. At the beginning of the year, the attendance rate was still quite high, but in May and June there was a noticeable decline. In addition, although the number of sick days, leave days, and absences was not large, it still shows that not all teachers were present every month. This indicates that the level of teacher attendance discipline is still fluctuating and not yet fully consistent.

Interview Results

Interviews with one principal, three vice principals, and two teachers showed that of the five indicators of work culture, namely work discipline, teacher self-development, responsibility, cooperation, and mutual respect, the most prominent issues were found in the indicators of work discipline and responsibility. The findings for each indicator are presented as follows:

1. **Work discipline:** Based on interviews with the principal, the vice principal for student affairs, the vice principal for curriculum, and teachers, teacher discipline regarding attendance and punctuality at SMK Rismatek is generally good, although not yet fully optimal. The school has established an arrival rule of 15 minutes before class time, or 7:25 a.m., and imposes penalties for tardiness. However, there are still teachers who face challenges such as arriving late or leaving early, as reported by the vice principal for curriculum and teachers, primarily due to factors such as the distance from their homes, teaching schedules at other schools, or personal matters.
2. **Teacher development:** Based on statements from six informants, teacher professional development is considered to be underway through workshops, in-service training, industry-based training, and self-directed learning, although it is not yet fully routine. The vice principal for curriculum noted that training is generally conducted at the beginning and end of the semester; the principal added that there is cross-disciplinary in-service training; and the vice principal for student affairs mentioned that workshops are attended according to subject areas. However, teachers indicated that these activities are not yet conducted on a regular basis and are therefore still carried out independently.
3. **Responsibility:** According to six informants, the submission of teaching materials such as lesson plans and teaching modules is considered to be proceeding, though not yet fully optimally. There are still teachers who delay submissions and only turn them in after being reminded, as stated by the vice principal for curriculum, and who show a lack of responsibility when unable to attend because they fail to leave their assignments with a colleague, as noted by the vice principal for student affairs and teachers.
4. **Cooperation:** All six informants stated that cooperation among teachers at SMK Rismatek was good and harmonious. Relationships among teachers were built in a family-like atmosphere, characterized by open communication and mutual assistance. A sense of shared responsibility was also evident in the teachers' willingness to participate in various school activities.
5. **Mutual respect:** Based on information from six informants, mutual respect among teachers at SMK Rismatek is generally good, as evidenced by harmonious interactions and the ability to resolve misunderstandings through open communication. However, almost all informants also emphasized that this attitude still needs to be improved, given the differences in character and the dynamics of teachers coming and going. Nevertheless, the work atmosphere remains positive and relationships between teachers tend to grow closer.

Discussion

Based on observations and interviews, the work culture of teachers in this study refers to the indicators identified by (Badaruddin, 2023), which include work discipline, teacher self-development, responsibility, cooperation, and mutual respect. These indicators are used to accurately describe the work culture of teachers at SMK Rismatek as follows:

1. Work Discipline: teachers' compliance in carrying out their duties according to the rules set by the school (Badaruddin, 2023). In practice, some teachers have not shown consistency in arriving on time. This condition illustrates that the value of discipline has not yet become a work habit. This result is in line with research (Mandulangi et al., 2025) which states that teacher time discipline is still an aspect of work culture that needs to be improved.

2. Teacher development: development involves teachers in improving their competencies through training, workshops, and continuous professional improvement (Badaruddin, 2023). In schools, opportunities for competency development are available, but teacher involvement is not yet evenly distributed. These findings are in line with research (Wenas et al., 2022) which confirms that organizational culture plays an important role in encouraging the improvement of teacher competency and professionalism.

3. Responsibility: the ability to fulfill obligations set by the school, including completing learning administration tasks (Badaruddin, 2023). In practice, some teachers are still inconsistent in submitting administration on time or preparing assignments when they are absent. This situation confirms that the aspect of responsibility still needs to be strengthened in order to be in line with the expected standards of professionalism. These results support research (Mandulangi et al., 2025) which shows that teacher responsibility is still part of a work culture that is not yet optimal.

4. Cooperation: demonstrates the ability of teachers to collaborate with colleagues in completing joint tasks (Badaruddin, 2023). Interactions between teachers show supportive and communicative relationships, reflecting that cooperation is in line with theory and supports a positive work atmosphere. This result is in line with research (Hartono et al., 2025) which states that good cooperation can create a conducive work environment.

5. Mutual respect: an important value in creating a harmonious work atmosphere (Badaruddin, 2023). At SMK Rismatek, mutual respect among teachers is evident through open communication and effective problem solving. This finding is reinforced by research (Mandulangi et al., 2025) which states that mutual respect contributes to the creation of a positive and harmonious work culture.

5. CONCLUSION AND IMPLICATIONS

Conclusion

Based on the research findings and the analysis of the discussion, it can be concluded that the current work culture among teachers at SMK Rismatek still exhibits positive aspects, such as harmonious cooperation and a fairly good attitude of mutual respect. However, discipline and responsibility still need to be improved, particularly toward the end of the semester and in administrative management as well as assignment collection. Inconsistent attendance and a lack of arrangements for substitutes when teachers are unable to attend are major challenges that need to be addressed. Improving discipline and responsibility is expected to create a more effective work environment and support the success of the learning process at the school.

Implications

The implications of this study indicate the need for the principal of SMK Rismatek to play an active role in improving teacher discipline and responsibility through consistent supervision, fair enforcement of rules, and strengthening communication and cooperation within the school environment. For teachers, this study implies the importance of increasing commitment to discipline, responsibility, and competency development through continuous training and mutually supportive cooperation. In addition, this study also has implications for further research to examine the work culture of teachers in greater depth with a broader scope and methods in order to obtain a more comprehensive understanding.

Recommendations for further research are provided because this study still has several limitations that need to be addressed. The data used only came from interviews and observations, so it was not supported by other instruments such as document analysis or questionnaires. The research is also limited to one school, making comparisons impossible. Therefore, future researchers are advised to add variety to data collection techniques and expand the research location to obtain more comprehensive results.

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