Teacher Performance Analysis In Improving Learners ' Quality Through School Organization Culture (Perspective of Religious Values Study)

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Abstract: *Performance analysis of teachers in improving the quality of students through the culture of school organizations is very important in the study of Religious values. Because the variables are interconnected and contribute very strongly that the performance of teachers who have religious values supporting the quality of the teacher's impact on improving the quality of learners directly on Every learning process in both the affective, cognitive, and psychomotor shutter, the increase in the quality of learners coupled with the strength of the relegation values that are awakened in a high-quality individual is motivated by the strength of the teachers ' professionalism when conducting the learning process. The culture of school organizations in basic education is more dominant in forming a personality characteristic of learners with religious values related to all of the school people based on behaviors, traditions, habits of daily life, and Symbols, beliefs, assumptions, understandings and guidelines for problem-solving both internal and external.*
Keywords: *Teacher Performance, Student Quality Improvement, Organizational Culture School, Religious Values*

I.   Introduction

The process of achieving quality education in the foundation by the performance of teachers who are qualified, reliable, and professional. Guru is a professional who has dedication and responsibility for the implementation of the learning process that determines the quality of education. The development of teacher performance is to be a priority scale to setup in improving the quality of education in schools. This, of course, becomes a fundamental program that the quality of education is determined by the teacher's performance in the learning process carried out by high-quality teachers. The teacher's performance can mean all the potential that is done to complete all tasks or planning by seeking out the resources owned to achieve a desired goal in the learning process.

The teacher's performance is based on teaching professional competence that reflects the absolute need that all teachers are must-have. Subroto states that the teacher's performance (through indicators of knowledge, attitudes, expertise) positively affects the quality of education. The performance of the teachers has an important role in influencing the improvement of the quality of education in elementary schools in Surabaya (Tjipto Subroto, 2012). The teacher's performance greatly determines the building of educational institutions, in this case personality, attitudes, skills knowledge, and other indicators that support the improvement of education.

The teacher's performance can be seen from the competency of the teacher that includes the following: (1) Develop personality; (2) Mastering the foundations of education; (3) Mastering the subject matter; (4) Develop a teaching program; (5) Implement the teaching program; (6) Assess the outcome in the teaching and learning process that has been implemented; (7) Conducting simple research for teaching purposes, (8) Organizing guidance programs; (9) Interacting with associates and the public; (10) Organizing the school administration.

The quality improvement of the students based on a curriculum concept, the quality of the teacher's performance, and various other factors as well as the cultural factors of the school organization. This process is directly proportional to the development of education that must have a balance (balance) in managing students, thus ensuring the quality of learners that will ultimately become out of the education itself. Improving the quality of students by growing the spirit of learning and teaching, the cooperation between the Government, teachers, and the community, and other stakeholders must be really strong. Of course, the quality of students born from various systems, methods, and cultures in schools that are religious in morality, and possess values of Islamic personality will uphold their dignity, parents, and people. The improvement in the quality of students

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should also be balanced by improving the quality of education, teachers professionalism, cultural contributions of school organizations and rides to express and develop the potential of learners according to talent and Interest from the learners themselves. It is also a quality target of learners is honesty, justice, beneficial for others, humble, efficient working, forward vision, high discipline, balance.

The culture of the school organization has a force embodied by all members of the organization that cannot be ignored, as all issues can be shared to achieve organizational objectives. The culture of school organization will be the means to take the managerial course in taking a strategic policy and decision. The culture of the school organization that is built together with various elements in the school environment that are being held by the headmaster as a leader that transforms in the essence of the institution or school has its meaning, as it Will build a comfortable, directional, and conducive school environment. School culture is a unit of organization engaged in the field of formal education in which the planting of cultural values sought to realize the purpose of national education. From this school, the continuity of various values that are expected to form citizens who believe and have knowledge as a provision of the lives of learners in the future. School culture means giving sense that the school needs to be in the seat as an organization in which there are individuals who have shared relationships and goals. The objectives are aimed at fulfilling the needs of stakeholders. While Muhaimin argues that school culture is a blend of beliefs, assumptions, understandings, and expectations believed by the school citizen as well as guidelines for behavior and problem solving (internal and external) that they faced (Muhaimin, 2004).

The culture of the school organization is a set of values based on behavior, traditions, daily habits, and symbols that are practiced by the headmaster, teachers, administrative officers, learners, and the community around the school. In other words, the school's culture is living in schools and norms that apply at school. It is also the culture of the school is part of the community's culture, but it has a distinctive character as a subculture. The culture of the school organization is examined from the Islamic controversy that has the values of Tirta including the conduct of the likes of help, cooperation, donations, welfare, enforcing justice and truth, to be honest, to forgive, to keep the environment, keeping the mandate, and as it is.

II.   Result and Discussion
A. Teacher Performance
1. Performance

Performance is the act of displaying or carrying out an activity. Therefore, performance is also often interpreted as work performance or work behavior. Individual and group performance can be influenced by various elements. Performance is the application of the work shown in quantity and good quality that is produced individually or in groups. Another word stated that performance is (1) away; (2) behavior; (3) Workability. Suharsaputra revealed that performance is a translation of the word performance (job performance). Etymologically performance comes word to perform which means display or carry out, while the word performance means the act of performing; Execution (Webster Super New School and Office Dictionary) (Suaharsaputara, 2010).

Influence that affects all components can be expressed by Colquitt, LePine and Wesson that performance is a group of behavior of one person to implement or not perform the work that is the result of behavior, because the results Look more objective, where performance can be influenced by transformational leadership, organizational culture, organizational climate, and job satisfaction (Jason A. Colquit, DKK, 2009). The performance was all the activity undertaken by the members of the organization that resulted in a change of behavior for one's conduct objectively.

Similarly, Anwar Prabu Mangkunegara in Suharsaputra stated that performance (work achievement) is the result of work in quality and quantity achieved by an officer in carrying out its duties by the responsibilities given Him. Performance is a process of work or achievement that is achieved by an officer or member of the organization to achieve work that has the knowledge, attitudes, skills, and motivation related from several aspects Organizational environment, leadership, work culture, and perceived work satisfaction, resulting in quality performance (Suaharsaputara, 2010).

Achievement of performance results is a real change from the members of the Organization in the form of attitudes, skills, and knowledge related to the environment. Wibowo reveals that performance is a meaningful understanding of English performance. Performance has a broader meaning, not merely stating as a result of work, but also how the work process takes place. Meanwhile, Armstrong and Baron, expressed by Wibowo expressed performance is a result of work that has a strong relationship with the objectives of organizational strategy, consumer satisfaction and economic contribution (Wibowo, 2011).

The opinion expressed by Wibowo performance provides a meaning of a process that is done by all members of the organization in a job goal that ultimately impacts the consumer and economic change. Reaffirmed by Gibson, the performance is as an outcome of (1) behavior which includes: satisfaction, the

performance of work, absence, turnover, accidents, use, health care; (2) cognitive; (3) physiological (Gibson, Ivancevich, Donnelly, Konopaske, 2009).

From the thinking of the experts above and even have a difference about the performance, but can give an understanding that the performance is the result of work that through the process of work takes place on an organizational goal, it is. Ability, desire, and environment are influenced by leaders ' behavior that provides consumer satisfaction, economic contributions, related to job satisfaction, level of communication, and is influenced by skills, abilities, and traits Individual.

Whereas, Colquitt, LePine, and Wesson think performance is the value of all employees ' behavior that contributes positively or negatively to achieving organizational objectives. Performance has three dimensions, i.e. (1) moral behavior; (2) Task behavior; (3) Challenging behavior (Jason A. Colquit, DKK, 2009). In the above understanding that moral behavior is the contribution of the employee in the form of sincerity and himself either praise or no praise but contribute to the Organization for the improvement of quality of performance, examples; In working always do not expect reward, work beyond the limits of principal duty, loyalty to the organization, empathy and cooperation of fellow working team.

2. Teacher Performance

The performance of teachers in carrying out their roles and duties in school, especially in the process of development, needs to develop and change in a more innovative direction. The innovative performance of teachers became essential to the successful implementation of educational innovations to improve the quality of learning and education. The innovative performance of a teacher to achieve an effective and functional teaching and learning process for the life of a student needs to be developed.

The relationship with the teacher's performance is a decisive factor in improving the quality of learning and education in school institutions. Ramayulis revealed in the code of ethics the teacher who has the values he said is (1) should teachers keep the Islamic Syiar-year, such as performing a congregation prayer in the mosque, say Greetings, and run Amarma'ruf and nahi munkar. This teacher is in patience in the task executed. As Allah Almighty. It means: "O believers, make patience and prayer as your refusal. Indeed, Allah is with those who are patient. " (Q.S.Al-Baqarah: 153); (2) The teacher should be fair to all his disciples. It is a must-have value that is often reminded of God in His Word: it means: "Verily, Allah is the one who is righteous and will repent" (Q.S. Al-Nahl: 90); (3) Teachers should be diligent in the things that are circumfused by religion with both oral and deed, such as reading Al-Qura'an, Remembrance, and Midnight Prayer. These values are in line with the word of Allah SWT. It means: "and establish the shadow of the two edges of the day (morning and evening) and at the beginning of the night. Indeed, good deeds erase (sin) bad deeds. That is the reminder of the people who remember "(Q.S. Hud: 114) (Ramayulis, 2008).

The performance of teachers who have religious values is certainly more supporting in the improvement of individual qualities of the teacher itself to have a further impact to the students or students who are directly on each learning process in good on the affective shutter, cognitive, or psychomotor. Iskandar Agung, revealing from his research results the performance of teacher-mirrored teachers is highly dependent and influenced by factors that are outside of self, which is the exception and response of the teacher, then affects the performance in running Tasks or jobs. It is related to the teacher's performance that there is a direct positive influence between organizational culture variables, leadership, job satisfaction towards teacher performance (Iskandar Agung, 2010).

It can be interpreted that a teacher does its job to create a quality performance to do the work built from a concept of thought, values, requests up to the needs of himself individually. These factors form the suitability of what kind of work is done always have to have competence. About factors that affect performance in individual variables, i.e. must have capabilities or competence, including in the field of education, teachers or employees have reliable, and relevant complications with the demands of the work will be done. Individual competency of teachers is a character of attitude and behavior or individual ability that is relatively stable when facing a situation in the workplace that formed from the synergy between character, self-concept, internal motivation, and capacity Contextual knowledge. The competency of teachers refers to the ability to implement something gained through education.

Competence refers to performance and rational action to meet certain specifications in carrying out educational tasks by having Religious values. Based on the sense of interpretation of religious words (religion) is derived from the word religion, religion (English), Religie (Dutch), Religio/Religare (Latin), and Dien (Arabic). The word Religion (English) and Religie (Dutch) is derived from the parent of both languages, the Latin "religion" of the root word "relegate" which means binding (Dadang Kahmad, 2002). Further, with the efficacy or values of religiosity more see the aspect of the "deep depths of conscience" and therefore, religiosity deeper than the formal-looking religion (Muhaimin, 2001). It can be said that the values of religious life are values that reflect the growth of religious life, consisting of three basic elements, namely creed, worship and morality that become guidelines of conduct by the divine rules to Attain the welfare and happiness of life in the

world and the hereafter. Thus it can be interpreted that the religious attitude that appears in a person in carrying out its duties, such as (1) Kujujuran;(2) Justice;(3) is beneficial for others;(4) humility; (5) Working efficiently; (6) Forward vision; (7) High discipline; (8) Balance.

The religious values in one's self are better known by the concept of righteousness where righteousness is the perfect fruit of passion and practice of religious doctrine. When a Muslim practiced Islamic teaching means it is in the process of achieving righteousness. The continuous practice of Islamic teachings became the beginning of righteousness in the soul of every Muslim while the social life of a person must have a good charity of worship, including (1) Help friends or others who are affected by the disaster. (2) have an attitude of courtesy in front of the public.

B. Student Quality Improvement

In the dictionary of Great Bahasa Indonesia, the word quality means the quality, namely the good level of bad Things (KBBI, 2002). The Namaun of Experts ' understanding defines the quality of various opinions. So quality is a predictable level of uniformity and dependence on low cost and corresponding to the market. Quality category can be seen from the indicator of which is (1) performance means the main characteristics of products;(2) Feature (profile) means a secondary aspect of performance or additional performance of a product; (3) Reliability means that the product is likely malfunctioning or does not function properly, with this context the product or service can be trusted in carrying out its function. Can be seen from the data released in the 2010 year resume seen lo education access in Indonesia still need to get attention, more than 1.5 million children who can not continue the school. While from the quality side of the teacher and the commitment of teaching still there are 54% of teachers have the qualification standards that need to be upgraded and 13.19% of schools are still under condition to be repaired.

Similarly, based on data, the development of Indonesian education is still lagged compared with other emerging countries. According to the UNESCO-issued Education For All Global Monitoring Report 2011, which contains the results of world education monitoring, from 127 countries, the Indonesia Education Development Index (EDI) is in 69 positions compared to Malaysia (65) and Brunei Darussalam (34) (Teacher Employment and Deployment World Bank, 2007).

From the data above we can see that education in Indonesia is very important to be special attention and need to continue together to be improved so that Indonesia as one developing country can be more competitive. Pursuing the lag, very need support from all parties, namely government, academics, scientists, stakeholders who are related in the development of quality education and the most important is the teacher as spearhead to Improve the quality and quality of education in Indonesia.

Improving the quality of education should also have a balance (balance) with the quality of learners that will eventually become out of the way of education itself. Education is a means of strengthening each other as the rides of the transformation process. To foster a spirit of learning and teaching, the cooperation between the Government, teachers, and society, must be completely intertwined to achieve the target that has become the standard of the government itself. The quality of learners is the focus of a teacher and a guardian to jointly find out the potential learners, and together to develop a positive direction, which has Tirta values so that the learners have sufficient provision by improving skills (soft skills and hard skills) to be possessed in the face of the era of life of the coming.

Meanwhile, the potential of learners is the point of the press of teachers to continue improving both intellectual, emotional, and spiritual qualities, with a transformative, conducive and interactive teaching and learning process that Learners can absorb and understand each lesson by their actions and behaviors in their daily lives. This is essentially the education that brings learners to the sign of thinking, acting, and building creativity, as well as innovations in themselves to become even better with religious values.

The increasing quality of learners cannot be avoided from increased creativity. Innovative, with Tirta values that a teacher must have because it is very large in its influence on the change of character, and religious values instilled against learners during the learning process. Similarly, students must also have a Religious value, which can be seen from the individual learners have both intrinsic and extractant constraints. This is directly proportional to the quality improvement, and creativity of teachers is also very important in how to conduct comparative studies with school units that have the potential to increase learners, follow the upgrading, workshops, and training.

Thus education, teachers, and learners are inseparable compounds, so each other supports each other to maintain the quality and quality of the education itself. Increasing the quality of students through a dignified learning process will achieve superior quality when the support of the Government, the community, and the teacher itself shoulder to each other to create an education and process system Good learning, and oriented towards the development of student quality.

Improving the quality of education should have a balance (balance) with the improvement of the quality of learners that will eventually become out of the way of education itself. The process of improving the

students ' quality by cultivating a spirit of learning and teaching, then cooperation between the Government, teachers, and community, and the associated stakeholders must be firmly established, this is to achieve the target has become the standard of the government in the delivery of human resources intact, and superior.

The process of improving students ' quality should also be balanced by improving the quality of education, the professionalism of teachers, as well as rides to express and develop the potential of students according to their talents, and the interests of the learners who Owned. The quality of education is the concern of all parties, educators, managers, policymakers, and other stakeholders. Similarly, in terms of evaluation of the projection of each institution has a full responsibility to continuously improve the quality of education by the LAW No 20 year 2003 which has been described in government Regulation No 19 year 2005.

Part of more specific attention to the potential of learners is the main point for teachers to continuously improve the improvement of religious values, intellectual, emotional, and or spiritual qualities, with Implementing a transformative teaching and learning process, this is to be able to deliver learners to the sign of thinking, acting, and building creativity, as well as innovation in themselves to become independent and quality human beings.

C. Culture of School Organization

The sense of culture according to understanding in the dictionary of the large Indonesian language is cultural (cultural) interpreted: thought, customs, something that develops, something that is difficult to change (KBBI, 1991). In everyday use, people usually syndicate a sense of culture and tradition. In this case the tradition is interpreted as the general ideas, attitudes, and habits of the society that appear from the daily behavior that is the habit of the group in the Society (Soekarta Indrafch, 1994).

Meanwhile, Taylor's opinion that defines culture is as "that complex whole which includes knowledge, beliefs, art, morals, laws, customs and other capabilities and habits acquired by man as a member of society." Culture is a unique unity and not a sum of the parts of a human creation that immaterial, the form of psychological ability such as science, technology, belief, belief, art and so on (Asri Budiningsih, 2004). Furthermore, according to Nur Kholis, culture is the basic assumptions and beliefs among members of the group or organization (Nur Kholis, 2003). Whereas according to John P. Kotter and James L. Heskett in Sahlan, it is in an organization (including educational institutions), culture is interpreted as follows: first, the value system of beliefs and objectives shared by the member's Potential organizations shape their behavior and last long despite the turnover of members.

In educational institutions, such as this culture is a spirit of learning, love cleanliness, prioritizing cooperation and other sublime values. Secondly, the behavior norm is a way of behaving that has been prevalent in an organization that lasts long because all members pass the behavior to new members. In the educational institution, this behavior is a spirit always to be active in learning, always maintain cleanliness, speak polite and various other noble behaviors. Furthermore, according to Koentjoroningrat culture has at least three forms of culture as (1) a complex of ideas, ideals, values, norms; (2) An activity of human behavior in the community; (3) As objects of human works.

From some of the above opinions can be concluded that culture is a view of life that is recognized jointly by a group that includes ways of thinking, behavior, attitudes, values that are reflected in both physical and nonphysical form (abstract). For the culture to be a long-lasting value, there must be a cultural internalization process. Internalization of culture means the process of embedding and developing a value or culture into the self of the person concerned.

Culture is an unformed concept that cannot be measured or objectively observed. Nevertheless, because it is the foundation of the Organization's internal environment, culture plays a major role in shaping managerial behaviors. Culture determines the organization's role. However, regardless of its nature, culture is a powerful force within the organization that can form the overall effectiveness and long-term success of the corporation. Organizational culture can be formed in a variety of ways. Symbols, stories, heroes, slogans, and feasts, for example, all play a role in defining and continuing the culture. However, sometimes, the meaning of some cultural elements can be mixed or even forgotten with time.

As illustrated here, some organizations do things just because the organization does it, even to a point until it becomes a formal practice standard. Sometimes some of these things may come to the unreasonable ((Ricky W. Griffin, 2004). Griffin, looking at the organizational culture is as a manifestation of togetherness, agreements in making rules with a series of values, beliefs, behaviors, habits, and attitudes to facilitate all members of the organization in understanding Principles that apply to the organization. Organizational culture can be formed by creating symbols, stories, heroes, slogans, and festivals.

Meanwhile, organizational culture is a concept that is more not formed than the organization's climate. Culture leads to assumptions and values to find out why attitudes and activities are rewarded. Meanwhile, Griffin states that organizational culture is a series of values, beliefs, behaviors, habits, and attitudes that help a member of the organization in understanding the principles adopted by the Organization does, and what it thinks

is important. The other thing is that when people who make up the organization have different cultures, their differences in values, beliefs, behaviors, habits, and attitudes will give managers a unique opportunity and challenge.

Furthermore, this broad problem is usually referred to as multiculturalism whereas diversity appears in a community when its members differ from one another in one or more important dimensions such as age, gender, or ethnicity (Ricky W. Griffin, 2004). In other words that school culture is the overall physical background, environment, atmosphere, taste, nature, and climate of the school that is productively able to encourage students to do activities that students need. School culture can change based on both external and working factors effectively and ultimately results in high performance.

Meanwhile, Kreitner and Kinicki state that an organizational culture is a form of presumption possessed, implicitly accepted by the group and determines how the group feels, thinks, and reacts to its environment Variegated (Robert Kreitner and Angelo Kinicki, 2003). From the opinions expressed by Kreitner and Kinicki on the culture of the organization is very important to be owned by all members of the organization, who have values, mind the belief INA to build a shared organization effectively and efficiently. Meanwhile, Griffin states that culture is an unformed concept that cannot be measured or objectively observed. Nevertheless, because it is the foundation of the Organization's internal environment, culture plays a major role in shaping managerial behaviors. Culture determines organizational feelings. However, regardless of its nature, culture is a powerful force within the organization that can form the overall effectiveness and long-term success of the corporation.

This, organizational culture can be formed in many ways: symbols, stories, heroes, slogans, and festivals; for example, all play a role in defining and continuing culture. Robbins stated that the organization was a common-sense system adopted by members who distinguished the Organization from other organizations. It is, expressed there are seven following primary characteristics that together, capturing the nature of the organizational culture, namely (1) innovation and risk-taking. The extent to which employees are encouraged to be innovative and risk-taking; (2) Attention to detail. The extent to which employees are expected to show precession, analysis, and attention to detail; (3) Result orientation. The extent to which management is focused on the outcome rather than the techniques and processes used to achieve that outcome; (4) People orientation. The extent to which management decisions account for the impact of outcomes on people within the organization; (5) Team orientation. The extent to which work activities are organized by team, rather than by individual; (6) aggressiveness. The extent to which people were aggressive and competitive rather than casual-relaxed; (7) stability. The extent to which the Organization's activities emphasize the defended status quo rather than growth (Stephen P. Robbins, 2008).

The culture that has the power to encourage organizational development that departs from all members of the organization, both individually and in groups, will certainly produce quality work, as well as by the objectives of the Organization. Lunenburg, further stating, Bahwah organizational culture is the beliefs, feelings, behaviors, and symbols that are characteristic of an organization. More specifically, organizational culture is defined as philosophy, ideology, beliefs, feelings, assumptions, hopes, attitudes, norms, and shared values. Organizational culture therein has the following characteristics:

1) The regularity of behavior is seen, that is, when the members of the organization interact, They use a common language, terminology, and rituals and ceremoniesRespect and way of acting.
2) Norms, which are standards of behavior formed in groups Work. Impact of group work behavior approved by group norms Standard and size.
3) The dominant values, i.e., an organization that supports and expects Its members to have major values. This, can be seen specifically in the High-performance levels of faculty and students, attendance and Low Group out, and high efficiency.
4) Philosophy, which is the policy of guiding the Organization's beliefs on how Employees and clients will be required.
5) Rules, i.e., there is a guideline to stay with the organization or the rope that Must learn new arrivals to become accepted members.
6) A feeling, a holistic environment given in a Organization by physical layout and how members interact with clients or any other outside Orang.

The culture that grows in organizations is interconnected among other concepts in the administration of education, including organizational structure, motivation, leadership, decision-making, communication, and change. The organizational culture depicts the concepts of theories of social systems and in particular the theory of open systems, characterized by inputs, transformational processes, external environmental output, and feedback (Fred C. Lunenburg, Allan C. Ornstein, 2000). This thought is the same context that the organizational culture reflects the shared and learned values, beliefs, and attitudes of its members.

Robbins stated that the organizational culture is referring to a common-sense system held by members of the Organization from other organizations. Recent studies have stated that there are seven main characters, all of which are important elements of organizational culture, namely:

1) Innovation and risk-taking: employee driving force to be innovative and dare to take risks.

2) Attention to detail: the level of demands on employees to be able to demonstrate accuracy, analysis, and attention to detail.

3) Attention to detail: the level of demand for employees to be able to accuracy, analysis, and attention to detail.

4) Orientation to the outcome: the level of demands on management to focus more on the outcome, than the attention to the process techniques used to

5) Achieve the result.

6) Orientation to the individual: the level of management decision to consider the effects of the outcome of the individual in the organization.

7) Team Orientation: the level of work activity organized in the team, not individually.

8) Aggressiveness: the level of prosecution against people to apply aggressively and compete, and not be relaxed.

9) Stability: the level of emphasis of organizational activity in maintaining the status quo versus growth.

The selection process, performance evaluation criteria, awards practices, training activities, and career advancement, and promotional procedures, all of which must be able to ensure that the worker is chosen according to the culture (Stepehen P. Robbins, 2002). Robbin's opinions above in his research on organizational culture there are seven main characters that become an important foundation on the organizational culture, namely: innovation and risk-taking, attention to detail, orientation to results, orientation Against the individual, orientation to the team, aggressiveness, stability.

School culture is a unit of the organization engaged in the field of formal education in which the planting of cultural values sought to realize the purpose of national education. From this school, the continuity of various values that are expected to form citizens who believe and have knowledge as a provision of the lives of learners in the future. School culture means giving sense that the school needs to be in the seat as an organization in which there are individuals who have shared relationships and goals. The objectives are aimed at fulfilling the needs of stakeholders.

Muhaimin stated that school culture is a blend of beliefs, assumptions, understanding, and expectations believed by the school citizen as well as guidance for behavior and problem solving (internal and external) They faced (Muhaimin, 2004). It can then be said that the culture of school organization is a set of values that lubricating behavior, traditions, habits of life, and symbols that are practiced by the headmaster, teachers, administrative officers, students, and the surrounding community. School. In line with this sense, Nasution stated that the school's culture was life in the school and the norms that occurred in the school even though school culture was part of the society's culture, but had Distinctive features as a subculture. The school is tasked to convey culture to the new generation and therefore should always pay attention to the public and the general culture (S. Nasution, 1992).

According to Suprapto, school culture is the overall physical background, environment, atmosphere, taste, nature, and climate of the school that is productively able to encourage students to do activities that students need. School culture is subject to change. Under external and inner factors (Suprapto et al., 2008). The culture of school organization develops with the growth of science, skill, and association with the values of Religious. Religious culture in schools is a way of thinking and the way to act school citizens based on religious values. Religious according to Islam is to live the teachings of religion thoroughly. Allah speaks in Al-Qur " a surah Al-Baqarah verse 208: This means: "O believers, enter your whole Islam, and do not follow the steps of Satan. Surely the devil is a real enemy to you.

Meanwhile, according to Nurkholis Madjid that substantially realization of religious culture is when religious values in the form of Rabbaniyah and Insaniyah (divine and humanitarian) values are embedded in a person and then actualized in Attitude, behavior and creations. The divine Values by Madjid are described as values of faith, Ihsan, Taqwa, sincere, Tawakal, gratitude, and patient. While the value of humanity in the form of Silaturrahmi, fraternity, immature, fair, good thought, humble, timely promises, chest, trustworthy, frugal, and generous (Nurcholis Madjid, 1997).

The culture of the school organization that becomes a unity is done by the participants learn both teachers and students in religious. Nilai-Nilai religion is not detached from religious culture as a moral orientation, so moral is the spiritual attachment to the norms that have been established both sourced to religious teachings, the culture of the community learns in or out of the tradition of thinking naturally arises in the school. Such spiritual attachment will affect the attachment of its attitude towards the values of life (norms), and religious values that will be the main foothold in establishing a behavior, the development of feelings to undertake and establish Action in the Quality Development of learning participants or learners in the school.

Thus, religious culture and Tirta values are the main buildings in doing things like work ethic and social skills, so religion can be said to play an important role in organizing human life in the Schools both individually and as members of the community in the growing social life of the school. More importantly, religion gives meaning to all actions performed. Thus religion serves as a source of work ethic, for people who are religious especially in the school environment. The work ethic arises from a prompting of attitudes formed by religious values (Muhammad Alim, 2006). In the level of value, religious culture is a major milestone in the development of teachers and students who are together to improve the achievement and culinary process in school in the form of the Spirit of sacrifice, spirit of fraternity, the spirit of mutual help, and other noble traditions.

While in the form of behavior, religious culture is: tradition of praying in congregation, likes Bershodaqoh, diligent study, obedient to teachers, discipline, mutual respect for others, have a soul of empathy, and other noble behavior. In a personality Diann someone glorious of course some indicators can be seen in comprehensive. Some of the things that can be used as an indicator of one's religious attitude: (1) commitment to religious orders and prohibitions; (2) eager to examine religious teachings; (3) active in religious activities; (4) Appreciate religious symbols; (5) be acquainted with the Scriptures; (6) Religious teaching is used as the source of idea development. If this is done by the students and teachers in the learning process, then the school culture that has a Tirta value will be seen in a collaborative reflection of daily life with all the school citizens and the stakeholders.

III.   Conclusion

Based on the analysis, the data, and the opinions listed in the previous chapter can be concluded as follows:

1. The performance of teachers who have religious values is more supporting in the individual quality of teachers who have a better impact on improving the quality of learners directly on each learning process in both the affective, cognitive, and Psychomotor.

2. The quality of learners coupled with the strength of the relegated values on the individual who awakened in a very close from intrinsic and extracurticiation that is driven by the strength of professionalism of the teacher when conducting the learning process.

3. The culture of the school organization forms a characteristic with what religious values are performed by all the schools, based on behaviors, traditions, daily habits, and symbols, and the values of beliefs, assumptions, understanding Guidelines for the resolution of both internal and external problems by the principal, teachers, administrative officers, students, and the community around the school.

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