



DOI: <https://doi.org/10.31933/dijemss.v5i2>

Received: January 18<sup>th</sup>, 2024, Revised: January 24<sup>th</sup>, 2024, Publish: January 31<sup>st</sup>, 2024

<https://creativecommons.org/licenses/by/4.0/>

## Analysis of Coaching, Organizational Culture, and Performance Appraisal of Employee Productivity in High School: Literature Review

Primadi Candra Susanto<sup>1</sup>, Juliater Simarmata<sup>2</sup>, Wenny Desty Febrian<sup>3</sup>, Ari Sulistyowati<sup>4</sup>, Siti Annisa Wahdiniawati<sup>5</sup>, Ryan Firdiansyah Suryawan<sup>6</sup>

<sup>1</sup>Institut Transportasi dan Logistik Trisakti, Jakarta, Indonesia, email: [primstrisakti@gmail.com](mailto:primstrisakti@gmail.com)

<sup>2</sup>Institut Transportasi dan Logistik Trisakti, Jakarta, Indonesia, email: [juliaters@gmail.com](mailto:juliaters@gmail.com)

<sup>3</sup>Universitas Dian Nusantara, Jakarta, Indonesia, email: [wenny.desty.febrian@undira.ac.id](mailto:wenny.desty.febrian@undira.ac.id)

<sup>4</sup>Universitas Bhayangkara Jakarta Raya, Jakarta, Indonesia, email:

[ari.sulistyowati@dsn.ubhara.jaya.ac.id](mailto:ari.sulistyowati@dsn.ubhara.jaya.ac.id)

<sup>5</sup>Universitas Dian Nusantara, Jakarta, Indonesia, email: [siti.anissa.wahdiniawati@undira.ac.id](mailto:siti.anissa.wahdiniawati@undira.ac.id)

<sup>6</sup>Sekolah Tinggi Penerbangan Aviiasi, Jakarta, Indonesia, email: [ryan.firdiansyah.1979@gmail.com](mailto:ryan.firdiansyah.1979@gmail.com)

Corresponding Author: [primstrisakti@gmail.com](mailto:primstrisakti@gmail.com)<sup>1</sup>

**Abstract:** The purpose of this study act as a guide or guideline for researchers in designing methodologies, collecting data, analyzing results, and interpreting findings and also provides clear direction and focus to researchers, thus ensuring that the study is relevant and useful. This research employs a qualitative research approach by the researcher. Qualitative methods are essentially exploratory research techniques used to investigate the causes, perspectives, and opinions to address research questions. The selection of this qualitative research approach is appropriate. Data collection for this research will be conducted from primary and secondary sources. The researcher collects primary data to address research questions through a review of scholarly works, journals, books, websites, and blogs used in this study. Effective coaching is key to improving employee skills, motivation, and performance. A purposeful and focused coaching program can help employees overcome challenges, develop potential, and achieve their goals more effectively. A positive and inclusive organizational culture creates a motivating, collaborative, and productive work environment. By promoting values such as trust, cooperation, and innovation, organizations can increase employee engagement and create a foundation for long-term success. Organizational culture, and performance appraisals, organizations can create a work environment that supports, motivates, and enables employees to reach their full potential.

**Keywords:** Coaching, Organizational Culture, Performance, Employee Productivity

### INTRODUCTION

The development, work culture and evaluation of staff productivity in secondary

schools illustrate the complexity of today's educational environment. By analyzing these three aspects thoroughly, we can understand the impact of their interaction on teaching quality, work atmosphere, and student achievement (Lazarides & Raufelder, 2021). Let's examine in detail the phenomena, challenges, and implications of coaching, organizational culture, and performance appraisal in the context of education-level education. Coaching for teachers in secondary schools is not only about improving teaching methods but also strengthening emotional bonds with students (Gregory et al., 2017). Faced with the complexity of today's classroom, teachers need guidance to address a variety of challenges, from student diversity to advances in educational technology (Stuhlman et al., 2022).

Effective coaching helps teachers tailor their teaching methods to suit students' individual needs, encourages inclusivity, and supports student-focused learning (Pas et al., 2022). However, in many cases, a lack of time and resources, as well as a lack of opportunities for ongoing coaching, can be a barrier to a teacher's professional development (Afshar & Ghasemi, 2020). The main key to high school success is a strong organizational culture. A culture that is inclusive, fosters growth, and promotes cooperation strengthens the school community, increases staff motivation, and increases student participation (Jilani et al., 2022). Nonetheless, in some schools, unhealthy or authoritarian cultures can stifle innovation, cause staff burnout, and hurt student achievement (Simonova, 2021). Establishing a positive organizational culture requires commitment from all parties involved, as well as honest and transparent communication in managing expectations and conflicts (Doolen et al., 2003).

Teacher performance appraisal is one of the complex and controversial aspects of school management. Good judgment should allow identifying strengths and weaknesses, provide helpful feedback, and encourage ongoing professional development (Nadeem et al., 2021). However, an unfair or inconsistent approach to performance appraisals can demotivate teachers, generate dissatisfaction, and even trigger the departure of talented staff (Efe & Ovoke, 2023). Therefore, it is important to have a clear assessment framework, evidence-based, and development-focused. A key challenge in improving coaching, organizational culture, and performance appraisals in secondary schools is overcoming structural barriers, changing established practices, and creating consistent support from all parties involved (Yusuf et al., 2023). This requires strong commitment from school leadership, cooperation between teachers and staff, and support from the school board, parents, and community (Hofman et al., 2002). The implication is that investment in professional development, ongoing coaching, and the establishment of an inclusive, student-centered school culture is key to improving the quality of education and student outcomes in secondary school (Broad, 2015).

Through a holistic and sustainable approach to coaching, organizational culture, and performance appraisals, high schools can be places where teachers can grow professionally, students are inspired to learn, and the school community can thrive together. The purpose of this study acts as a guide or guideline for researchers in designing methodologies, collecting data, analyzing results, and interpreting findings and also provides clear direction and focus to researchers, thus ensuring that the study is relevant and useful.

In the current era, to improve work performance, solid teamwork is needed to achieve goals (AR, Muhammad Thamrin Saribanon et al., 2023). The coaching process is carried out to increase the knowledge of the existing team (Agusinta et al., 2017). Employees who receive the coaching program will have high resilience (Rony & Aryanto, 2020). The concept of coaching is growing rapidly in organizations to empower existing teams (Ali et al., 2017). The coaching program is not only used to empower employees but is also used to empower students to achieve good academic grades (Susanto, 2021).

**METHOD**

This research employs a qualitative research approach by the researcher. Qualitative methods are essentially exploratory research techniques used to investigate the causes, perspectives, and opinions to address research questions. The selection of this qualitative research approach is appropriate. Data collection for this research will be conducted from primary and secondary sources. The researcher collects primary data to address research questions through a review of scholarly works, journals, books, websites, and blogs used in this study.

Qualitative research methods involving literature review entail analyzing various textual sources to understand and integrate the knowledge acquired about the research issue. This approach enables researchers to identify trends, debates, hypotheses, findings, and knowledge gaps related to the intriguing research topic already existing in the literature.

**Table 1. Relevant Previous Research Results**

No	Author, Year, Title	Research Methods	Topics Relief	Research Results
1.	(Phin, 2014) The Effectiveness of Performance Appraisal in the Private Education Industry in Malaysia	Quantitative	Effectiveness, Performance	The study showed that the design of the system, managerial practices within the system, and the support provided by the system were strongly and positively correlated with the effectiveness of performance appraisal. Drawing from these research findings, the author explores the managerial implications and suggests potential areas for future research.
2.	(Pace, 2015) The role of performance appraisal in further education: the case of a post-secondary college in Malta	Quantitative	Performance	Performance appraisal (PA) is anticipated to be utilized simultaneously for developmental and administrative purposes. Additionally, PA is predominantly seen as a constructive procedure that is anticipated to yield numerous advantages for both the institution and individual academics. PA is projected to lead to the establishment of clear work objectives, enhanced performance, heightened motivation, improved feedback, heightened accountability, and more equitable distribution of rewards.
3.	(Monell, 2018) Coaching Behaviors and their Impact on Burnout of High School Athletes	Quantitative	Coaching, Burnout	The athlete himself serves as the dependent variable in terms of the influence that the controlling coach has on the fatigue of the athlete
4.	(Hebard et al., 2021) The Effect of Organizational Culture, Spiritual Quotient on Job Satisfaction and Performance of State High School Teachers in	Quantitative	Coaching, Burnout	leadership and coaching that are characterized by (1) safety, support and mentorship; (2) skill and support-based behavior modeling; (3) trusting, loving and supportive relationships; (4) self-reflection of values/beliefs and behaviors that impact self, student-athlete and culture; (5) the influence of

				emotions on the aforementioned; (6) the ability to have a long-term, sustainable impact on student-athletes and (7) alignment with their immediate environmental context
5.	(Jilani et al., 2022) Organizational Culture of Successful Secondary School in District Larkana: An Ethnographic Research	Quantitative	Organizational Culture	Effective organizational culture influences school success holistically. Effective culture within schools influences general and specific school performance and outcomes
6.	(Nadeak, 2022) Principal Leadership And School Climate On Vocational High Schools' School Productivity In Bekasi Regency	Quantitative	Principal Leadership, School Productivity	The productivity of Business and Management Vocational High Schools (SMK) in Bekasi Regency is positively influenced by the leadership of the principal, as well as the overall climate of the school
7.	(Raya et al., 2022) The Effect of Organizational Culture, Spiritual Quotient on Job Satisfaction and Performance of State High School Teachers in	Quantitative	Organizational Culture, Spiritual Quotient, Job Satisfaction, Performance	The regression coefficient values are positive, indicating a positive relationship between the variables. For instance, the coefficient for Organizational Culture (X1) with Job Satisfaction (Z) is 0.689, Organizational Culture (X1) with Teacher Performance (Y) is 0.621, Spiritual Quotient (X2) with Job Satisfaction (Z) is 1.499, Spiritual Quotient (X2) with Teacher Performance (Y) is 1.348, Job Satisfaction (Z) with Teacher Performance (Y) is 0.908, Organizational Culture (X1) with Job Satisfaction (Z) through Teacher Performance (Y) is 0.563, and Spiritual Quotient (X2) with Job Satisfaction (Z) through Teacher Performance (Y) is 1.223
8.	(Setiawan et al., 2022) The Contribution of Leadership Style and Organizational Culture on Teachers' Performance at Vocational High School	Quantitative	Leadership Style, Organizational Culture, Performance	There is a significant contribution of leadership style to teacher performance and there is a significant contribution of organizational culture to teacher performance, and there is a significant joint contribution of leadership style and organizational culture to teacher performance.
9.	(Ahern, 2023) Strengthening leadership practices through utilization of employee-directed performance appraisal in higher education	Qualitative	Leadership, Employee Performance	After conducting an analysis of the current literature and PA practices applied in university settings, the findings suggest that not all performance evaluations should dihentikan
10.	(Aulia et al., 2023) The Relationship Between the Implementation of	Quantitative	Organizational Culture, Teacher Performance	There is a positive and significant relationship between organizational culture and teacher

	School-Based Management (Mbs) and Organizational Culture on Teacher Performance at Daar El Qolam High School			performance at Daar el-Qolam High School
11.	(Onyekwere & Azubuike, 2023) Human Resources Development Performance Appraisal in Nigerian Universities	Quantitative	Human Resources Development, Performance	Awareness of the timing of appraisals is a key driver for staff to commit to their duties, and it was concluded that a reward system, adjusted from information obtained from staff performance appraisals, is used to reward staff according to performance
12.	(Asih," 2023) The Effect of Servant Leadership, Work Ethics, Organizational Culture, and Organizational Commitment on Teacher Performance in State Vocational High School in Denpasar	Quantitative	Leadership, Work Ethics, Organizational Culture, Organizational Commitment, Teacher Performance	Service leadership, work ethics, organizational culture, and organizational commitment have a positive and significant influence on teacher performance
13.	(Avilés-Dávila et al., 2023) Impact of Coaching on the Development of Personal and Social Competences among Secondary School Students	Quantitative	Coaching, Development of Personal, Competences	The program was more effective on male students than on female students. In addition, the program is more effective in subsidized public schools than in public schools
14.	(Ardansyah et al., 2023) The Effect of Principal Leadership, Organizational Culture, Job Satisfaction and Work Motivation on Teacher Performance of Vocational High School in Medan City	Quantitative	Leadership, Organizational Culture, Job Satisfaction and Work Motivation, Teacher Performance	The principal's leadership capability contributes to a 4.8% increase in teacher satisfaction at workThe influence of school culture on teacher satisfaction at work is 2.3%; The principal's leadership capability leads to a 7.8% enhancement in teacher motivation at work; School culture contributes to a 3.4% impact on teachers' motivation to work; The principal's leadership capability significantly impacts teacher performance, contributing to a 16.2% increase; School culture influences teacher performance by 7.6%;Teacher satisfaction at work correlates with a 4.6% improvement in teacher performance; Teacher motivation in working contributes to a 10.2% enhancement in teacher performance.

## RESULTS AND DISCUSSION

From the description of the literature above on the topics in this article in order to support, the results of research in this scientific article in addition to the perspective of

researchers who will contribute from the results of the findings. Judging from the findings above according to the results of research from (Phin, 2014) stated that in the results of the research the variables used were effectiveness and performance in the object of educational research, where managerial practices in the system, and the support provided by the system correlated strongly and positively with the effectiveness of performance appraisals.

Meanwhile, research from (Ardansyah et al., 2023) states that the principal's leadership ability contributes to an increase in teacher satisfaction in the workplace by 4.8%; The influence of school culture on teacher satisfaction in the workplace by 2.3%; The principal's leadership ability led to a 7.8% increase in teacher motivation in the workplace; School culture contributed to a 3.4% impact on teachers' motivation to work; The principal's leadership ability significantly impacted teacher performance, contributing to a 16.2% increase; School culture affects teacher performance by 7.6%; Teacher satisfaction in the workplace correlated with an increase in teacher performance by 4.6%; Teacher motivation in working contributed to an increase in teacher performance by 10.2%.

While the results of research from (Monell, 2018) are related to coaching variables, the athlete itself functions as a dependent variable in terms of the influence that the controlling coach has on athlete fatigue, where the variable used in this article is coaching. The results of research from (Asih," 2023) with the results of research Service leadership, work ethics, organizational culture, and organizational commitment have a positive and significant effect on teacher performance, where the variables used are organizational performance, organizational commitment, work ethics, and service leadership. So for the discussion in this article with the existing literature seen from the perspective of the researcher is In analyzing coaching, organizational culture, and performance appraisal in relation to employee productivity, it is very important to recognize the relationship and its impact on the effectiveness of the organization as a whole.

Effective training plays an important role in increasing employee productivity. Through coaching, employees receive guidance, support, and feedback to improve their skills, overcome weaknesses, and leverage strengths. A well-designed coaching program fosters a culture of continuous learning and development, empowering employees to perform at their best. It is important for coaches to tailor their approach to individual needs and provide actionable insights that drive performance improvement.

Organizational culture sets the tone for employee behavior, attitudes, and performance. A positive and supportive culture encourages collaboration, innovation and engagement, ultimately increasing productivity. Conversely, a toxic or dysfunctional culture can hinder employee morale and motivation, leading to reduced productivity and higher turnover rates. Leaders play a critical role in shaping and strengthening an organization's culture by promoting core values, fostering open communication, and recognizing and rewarding desired behavior.

Performance appraisals serve as a mechanism to evaluate employee performance, provide feedback, and align individual goals with organizational goals. When performed effectively, performance appraisals can identify areas for improvement, recognize achievements, and facilitate professional growth. However, it is important for performance appraisal systems to be fair, transparent, and based on objective criteria to maintain employee trust and credibility. In addition, regular performance discussions between managers and employees can help clarify expectations, address challenges, and increase accountability.

Overall, an integrated approach that considers coaching, organizational culture, and performance appraisals is critical to optimizing employee productivity. By investing in coaching and development programs, fostering a positive organizational culture, and

implementing fair and effective performance appraisal processes, organizations can create an environment where employees feel valued, motivated, and empowered to contribute their best work.

## CONCLUSION

Effective coaching is key to improving employee skills, motivation, and performance. A purposeful and focused coaching program can help employees overcome challenges, develop potential, and achieve their goals more effectively. A positive and inclusive organizational culture creates a motivating, collaborative, and productive work environment. By promoting values such as trust, cooperation, and innovation, organizations can increase employee engagement and create a foundation for long-term success. Organizational culture, and performance appraisals, organizations can create a work environment that supports, motivates, and enables employees to reach their full potential. Thus, investing in employee development and creating a positive work culture can be an invaluable strategy in achieving long-term business goals.

The recommendation from the results of this article that the topics that exist in the form of literature and perspectives from the findings of literature research can provide other views and references for other researchers.

## REFERENCES

- Afshar, H. S., & Ghasemi, S. (2020). *Investigating the Barriers to Teachers' Professional Development in an EFL Context*.
- Agusinta, L., Pahrudin, C., & Wildan, W. (2017). Budaya Perusahaan Dan Kinerja Karyawan Transportasi Udara. *Jurnal Manajemen Transportasi & Logistik (JMTRANSLOG)*, 4(2), 123. <https://doi.org/10.54324/j.mtl.v4i2.97>
- Ahern, T. (2023). Strengthening leadership practices through utilization of employee-directed performance appraisal in higher education. *International Journal of Leadership in Education*.
- Ali, H., Havidz, A., & R, A. (2017). Model of Employee Performance: Competence Analysis and Motivation (Case Study at PT. Bank Bukopin, Tbk Center). *Leadership*, 5(5).
- AR, Muhammad Thamrin Saribanon, E., Rahmawati, A., Sucipto, Y. D., & Susanto, P. C. (2023). Determinant Job Satisfaction and Performance Employee: Analysis Competence, Training, Job Experience. *International Journal of Artificial Intelligence Research*, 6(1.2).
- Ardansyah, M., Nasrun, N., & Darwin, D. (2023). The Effect of Principal Leadership, Organizational Culture, Job Satisfaction and Work Motivation on Teacher Performance of Vocational High School in Medan City. *Proceedings of the 4th International Conference on Science Education in The Industrial Revolution 4.0, ICONSEIR 2022, November 24th, 2022, Medan, Indonesia*.
- Aulia, A. R., Rusdiyani, I., & Atikah, C. (2023). THE RELATIONSHIP BETWEEN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT (MBS) AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE AT DAAR EL QOLAM HIGH SCHOOL. *Cakrawala Pedagogik*.
- Avilés-Dávila, A. F., Palacio, M. E. M., & Valle, C. D. G. (2023). Impact of Coaching on the Development of Personal and Social Competences among Secondary School Students. *Children*, 10(6), 1025.
- Broad, J. H. (2015). So many worlds, so much to do: Identifying barriers to engagement with continued professional development for teachers in the further education and training sector. *London Review of Education*, 13, 16–30.
- Doolen, T. L., Hacker, M. E., & Aken, E. M. Van. (2003). The impact of organizational context on work team effectiveness: a study of production team. *IEEE Trans. Engineering*

- Management*, 50, 285–296.
- Efe, A. J., & Ovoke, E. J. (2023). *ADMINISTRATIVE QUALITY, UNBIAS PERFORMANCE APPRAISAL EXERCISE AND STAFF JOB SATISFACTION*.
- Gregory, A., Ruzek, E., Hafen, C. A., Mikami, A. Y., Allen, J. P., & Pianta, R. C. (2017). My teaching partner-secondary: A video-based coaching model. *Theory into Practice*, 56(1), 38–45.
- Hebard, S. P., Oakes, L. R., Davoren, A., Milroy, J. J., Redman, J., Ehrmann, J., & Wyrick, D. L. (2021). Transformational coaching and leadership: athletic administrators' novel application of social and emotional competencies in high school sports. *Journal of Research in Innovative Teaching & Learning*.
- Hofman, R. H., Hofman, W. H. A., & Guldemon, H. (2002). School governance, culture, and student achievement. *International Journal of Leadership in Education*, 5, 249–272.
- Jilani, S. A. A. S., Lashari, A. A., & Bukhari, S. S. H. (2022). Organizational Culture of Successful Secondary School in District Larkana: An Ethnographic Research. *Global Educational Studies Review*.
- Lazarides, R., & Raufelder, D. (2021). Control-value theory in the context of teaching: does teaching quality moderate relations between academic self-concept and achievement emotions? *British Journal of Educational Psychology*, 91(1), 127–147.
- Monell, Z. (2018). *Coaching Behaviors and their Impact on Burnout of High School Athletes*.
- Nadeak, B. (2022). PRINCIPAL LEADERSHIP AND SCHOOL CLIMATE ON VOCATIONAL HIGH SCHOOLS' SCHOOL PRODUCTIVITY IN BEKASI REGENCY. *Interdisciplinary Social Studies*.
- Nadeem, M. W., Arif, S., & Rasul, I. (2021). Role of the School Management for the Improvement of Teachers Satisfaction during the Conduction of Performance Appraisal System. *International Review of Management and Business Research*.
- Onyekwere, L. A., & Azubuike, E. S. (2023). Human Resources Development Performance Appraisal in Nigerian Universities. *Journal of Global Research in Education and Social Science*.
- Pace, A. (2015). *The role of performance appraisal in further education : the case of a post-secondary college in Malta*.
- Pas, E. T., Kaihoi, C. A., Debnam, K. J., & Bradshaw, C. P. (2022). Is it more effective or efficient to coach teachers in pairs or individually? A comparison of teacher and student outcomes and coaching costs. *Journal of School Psychology*, 92, 346–359.
- Phin, L. W. (2014). *The Effectiveness of Performance Appraisal in the Private Education Industry in Malaysia*.
- Raya, Aminudin, Suriansyah, & Asniwati. (2022). *The Effect of Organizational Culture, Spiritual Quotient on Job Satisfaction and Performance of State High School Teachers in*.
- Rony, Z., & Aryanto, S. (2020). *Coaching Competency as a Solution for Indonesian Headmaster of Elementary School in Disruption Era*. <https://doi.org/10.4108/eai.13-2-2019.2286504>
- Setiawan, A. P., Maksum, H., Irfan, D., & Effendy, H. (2022). The Contribution of Leadership Style and Organizational Culture on Teachers' Performance at Vocational High School. *Jurnal Imiah Pendidikan Dan Pembelajaran*.
- Simonova, E. G. (2021). PSYCHOLOGICAL SUPPORT FOR OVERCOMING BARRIERS TO PROFESSIONAL DEVELOPMENT OF TEACHERS. *Pedagogical Education in Russia*.
- Stuhlman, M., Mikami, A. Y., Hofkens, T., Allen, J., Pianta, R., & Smit, S. (2022). Integrating Research-Supported Coaching Practices Into Secondary Teachers' Team Meetings: Early Indications of Potential to Impact Collaborations, Classroom Interactions, and Student



Engagement. *Frontiers in Education*, 7, 883226.

Susanto, P. C. (2021). COACHING AND MENTORING EDUCATION TO IMPROVE THE COMPETENCE OF FINAL-SEMESTER STUDENTS. *Proceedings International Conference on Education Od Suryakencana 2023*, 321–326.

Yusuf, M., Febrian, W. D., Sinta, A. K., Juminawati, S., Kutoyo, M. S., Simbolon, E., Jumawan, J., Widjaja, A., Zen, A., Rajab, M., Supardi, S., Soesilo, R., Nuraeni, N., Susanto, P. C., Prayoga, R., Tahir, A. M. S., Irzani, I., Suryawan, R. F., Pratikno, Y., & Safariningsih, R. T. H. (2023). Manajemen (Teori & Aplikasi). In S. S. Atmodjo (Ed.), *Eureka Media Aksara*. Eureka Media Aksara.