

# The Effect Of Organizational Culture And Working Discipline On Teacher Performance With Motivation As Intervening In Senior High School "Santo Albertus Malang"

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## The Effect Of Organizational Culture And Working Discipline On Teacher Performance With Motivation As Intervening In Senior High School "Santo Albertus Malang"

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### Abstract:

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**Background:** This research aims to describe Organizational Culture, Work Discipline, Work Motivation and Teacher Performance in "St. Albertus High School" Malang, analyze the influence of Organizational Culture and Work Discipline on work motivation at "St. Albert's High School" Malang, analyze the influence of Organizational Culture and Work Discipline on Teacher Performance at "SMAK St. Albertus" Malang, analyzing the effect of work motivation on teacher performance in "St. Albertus Malang", analyzing the influence of Organizational Culture and Work Discipline on Teacher Performance through work motivation as an Intervening variable in "St. Albertus Malang Senior High School".

**Materials and Methods:** The number of respondents in this research were 78 people. This research uses multiple regression analysis techniques.

**Results:** The results of this study indicate that there is an influence of Organizational Culture and Work Discipline on work motivation, which means the work culture and discipline teachers will foster motivation from each teacher, organizational culture and work discipline do not have an influence on teacher performance, which means that organizational culture which is already good and the discipline of the teacher does not improve performance but the teachers maintain good work results, work motivation has an influence on teacher performance which means that high motivation can improve performance. And also, there is the influence of Organizational Culture, work discipline on performance teachers through work motivation which means good culture and discipline of each employee will improve the performance of each employee through the motivation of each employee.

**Key Word:** Organizational culture, Work discipline, Performance of teacher working, Motivation.

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### I. Introduction

The school as an educational institution has a function as an educator and develops students' talents, interests and knowledge this function can shape students to eventually develop into adults and be able to solve their problems. The development of students cannot be separated from the important role of the teachers who teach. If the teacher gives an example of their enthusiasm for work, students will emulate this good attitude. From this, their efforts deserve attention. Organizational culture is an important component in forming optimal performance. Organizational culture is a strategy to develop motivation for each employee and also to achieve maximum performance, good organizational culture will have an impact on employee behavior at work. At the beginning of the study found the main values of organizational culture in St. Albertus Senior High School include time discipline, a sense of kinship, a sense of wanting to develop.

The existence of these values is the basis of culture. These values are the concept of the value of the beliefs held. From this culture, it is expected to be able to build good and maximum performance, but some employees and new employees are still not familiar with the habits that exist in these agencies, so the targets that have been programmed are still not being met from this, the overall performance can not take place to the maximum. Besides, from the observation results, the researchers also found that some employees experienced misunderstandings in receiving information from the head of the department so that it could affect the performance of other employees who had the same needs, from which it would have a negative impact on fellow employees. Wibowo (2013) in his research resulted in motivation having a direct impact on employee performance. Teachers should need to be motivated and also involved directly in the development of the school. Yunindar (2015) through his research also shows that there is a positive impact between organizational culture and work motivation on teacher performance. From this, the organizational culture and good work motivation will increase the encouragement of each teacher to carry out their duties to the maximum and will also create a

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good performance as well. This will have an impact followed by other employees. From the background above, the issues that need to be investigated are the influence of organizational culture, work discipline on teacher performance and work motivation as an intervening variable in the St. Albertus High School Malang.

## II. Material And Methods

### Literature review

Performance is the work achieved by an employee in fulfilling obligations according to his authority (Masram, 2017; 138). Performance is the result of the work of an employee to achieve quality and quantity when carrying out the work that has been given to him (Robbins & Judge, 2017; 555). Teacher performance is the work done by an educator in an organization following the responsibilities given by the school to achieve the vision and mission and goals of the school. Work motivation is a condition where an employee is moved towards a common goal (Mangkunegara, 2017; 61). Robbins and Judge (2017: 127) argue motivation is a process that gives direction, intensity, and persistence of individuals to achieve targets.

Work discipline is an employee's willingness to obey all rules in the organization and also comply with norms that apply in the workplace (Sinambela, 2016; 335). Sutrisno (2016: 87) suggests work discipline, which is an attitude of readiness to comply with the norms of the prevailing regulations around it.

Organizational culture is a norm and habit held by members in the organization that distinguishes one organization from another (Robbins and Judge, 2017; 565). Robbins (2015: 248) states that organizational culture is a set of rules formed by a group of people and mutually agreed upon by each member in the organization and becomes a differentiator with other organizations, this is what is meant by organizational culture.

### Research conceptual framework

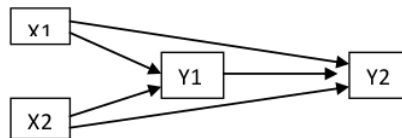


Figure 1  
Structural equation model

### Information

X1 = Organizational culture

X2 = Work Discipline

Y1 = Motivation

Y2 = Performance

### Method

The method used in this research is a quantitative method that is a method derived from a theoretical framework, expert ideas, and understanding of researchers based on their experience, then developed into the problems raised to obtain justification or rejection in the form of field empirical data documents. This study also uses descriptive analysis which is used to explain the variables tested. The questionnaire was used to collect primary data. This study uses five Likert scales consisting of 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree.

**Study Design:** This research used quantitative methods and use questionnaire

**Study Location:** This research was conducted at St. Albert Senior High School, Malang with the consideration of researchers wanting to see the level of teacher performance at St. Albert Senior High School Malang.

**Study Duration:** February 2019 to December 2019.

**Sample size:** 78 respondents.

**Sample size calculation:** The population in this study were all St Albert Senior High School teachers in Malang, amounting to 78 people. Because the population is only 78 people, the sampling method used is the sens method.

### Inclusion criteria:

1. Man and woman
2. Age from respondent
3. Level of education.

**Procedure methodology**

Data collection techniques in this study were using a questionnaire. Questionnaires are data collection techniques in the form of written statements given to respondents directly. Questionnaires are efficient data collection techniques if the researcher knows the variables to be measured and knows what can be expected from the respondent. This study uses multiple linear regression analysis techniques. Multiple linear regression is a regression analysis that explains the relationship between the response variable (the dependent variable) and the factors that influence more than one predictor (the independent variable). Multiple linear regression is almost the same as simple linear regression, only in multiple linear regression the independent variable is more than one estimating variable. To measure the intensity of the relationship between two or more variables and make predictions of the value of Y over X can use multiple linear regression analysis.

**Statistical analysis**

Data were analyzed using SPSS version 21 (SPSS Inc.). This study uses a classic assumption test which includes the autocorrelation test, multicollinearity test, and heteroscedasticity test. This test also uses the F test which is a test of the influence of one variable to another, the t-test is also used to see how far an independent variable can explain a dependent variable.

**III. Result**

St. Albert Catholic Senior High School is one of the favorite private Catholic schools in Malang, known by the name "Dempo High School". Researchers examined respondents' perceptions of organizational culture, work discipline on teacher performance through work motivation as an intervening variable. As much as 78 questionnaires were collected, the respondents' profiles are presented in table 1:

**Table no 1: Respondent profile**

Age	%	Level of education	%
< 30 years old	33,3	High School	6,5
30-40 years old	29,5	Diploma	1,3
>40 years old	37,2	Bachelor	79,4
Gender	%	Master	11,5
Male	49	Baccalaureate	1,3
Female	51		

Based on the analysis results of the description of organizational culture variables, the main thing that supports is the orientation factor to the results by seeking high work results and also continue to develop their potential at work. From this it shows that the employees especially teachers always make students excel in a variety of things. For work discipline variables the indicator that dominates is ethical work. For the motivation variable, the indicator that dominates is the fulfillment of actualization. For performance, the indicator that dominates is work quality

The hypothesis is tested by comparing the value of direct influence and the value of the indirect effect. The results of the analysis can be concluded as follows.

From the table, it can be seen that the value of the direct effect coefficient of 0.143 is greater than the coefficient of the indirect effect of 0.102. These results indicate that the work motivation variable status as an intervening variable between organizational culture on performance besides the value of the total effect is greater than the direct effect (0.245 > 0.143). It can be concluded that the motivational variable can mediate between organizational culture and employee performance.

From the results of the direct coefficient between the variables of work discipline on the performance of 0.660 is greater than the coefficient of indirect influence of 0.169. These results indicate that the work motivation variable status as an intervening variable between work discipline on teacher performance, besides that the total influence value is greater than the direct effect (0.829 > 0.660) then in this case the work motivation variable can mediate between the effect of work discipline on performance teacher.

**Table no 2: Result from hypothesis testing.**

Regression correlation	Direct influence	Indirect influence	Direct total
	Standardized Coefficients	Standardized Coefficients	Standardized Coefficients
Organizational culture → Work motivation (β1)	0,224		0,224
Work discipline → Work motivation (β2)	0,369		0,369

Organizational culture → Performance ( $\beta_3$ )	0,143		0,143
Work dicipline → performance ( $\beta_4$ )	0,660		0,660
Work motivation → Performance ( $\beta_5$ )	0,459		0,459
Organizational culture → Work motivation → Performance	0,143	$0,224 \times 0,459 = 0,102$	0,245
Work dicipline → work motivation → performance	0,660	$0,369 \times 0,459 = 0,169$	0,829

The structural equation model below results from the linear regression analysis process as follows:

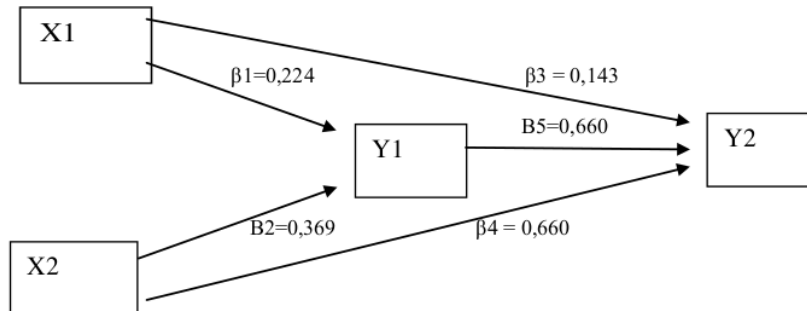


Figure 2. The result from t-test

Note:

Organizational culture (X1); Work dicipline (X2); Work motivation (Y1); performance (Y2)

The performance in question is the performance of the teacher

#### IV. Discussion

The findings of this study indicate that there is Organizational culture influences work motivation. this shows that good organizational culture can increase the work motivation of teachers in schools created through aspects of direction, orientation to results, tolerance of conflict and communication patterns. Employee behavior is the behavior done by the employee to reach the organizational purpose (Respati and Amin, 2014). The findings of this study are also consistent with research conducted by Weerasinghe (2017) which states that organizational culture and motivation in motivating employees to build teamwork and also increase the determination of their employees to improve their performance. Work discipline also has a significant influence on work motivation, this shows that good work discipline will increase work motivation. Indicators that support in improving work discipline are ethical work. The intended ethical work is a work pattern that respects and values every employee. With this pattern of discipline, teachers who work will feel valued and motivation will increase. This finding is also supported by previous findings from Parinduri et al (2017).

Organizational culture does not influence teacher performance, this is due to the organizational culture that only focuses on the spirit of brotherhood and deliberation as a family, but teachers at St. Albert's High School continue to focus on high work results because schools emphasize the achievement of goals in work that must be won. From there the work can be achieved by the number of students who excel in various competitions in the academic and non-academic fields. This finding is contradictory from the previous research studied by Sagita et al (2018). This is due to differences in the culture and habits of the study site.

Work discipline influences teacher performance. Good work discipline can significantly improve performance. Based on observations and research that have been done some teachers still have not implemented work discipline properly. This is due to the busyness of each teacher and some new teachers still do not understand the disciplined habits that have been applied. These findings are supported by research from Armansyah et al (2018) and also research from Husna (2017).

An influence between the organizational culture of work discipline on performance through work motivation. This states that the variable work motivation can mediate between organizational culture variables on performance. In this case, strong cultural value and good discipline will foster motivation within the teachers

besides that performance will also increase. high motivation will increase the morale of the teachers, this can support the findings of this study support the research of Lutfi (2013) and Yusniar (2016)

The findings of the variable work discipline on performance through work motivation also have a significant effect. This can be seen from the value of the direct influence of work discipline on performance smaller than the total effect through work motivation variables. Good work motivation will indirectly form good work discipline. If the work discipline has been built properly, the performance will also improve.

In this case, good performance will improve the quality of education itself. Thus good work discipline will have a good impact on performance. This finding states that work motivation variables can mediate between organizational culture variables on performance.

#### IV. Conclusion

Good organizational culture and work discipline will be followed by improved performance through work motivation. This means that the value of good culture and discipline of employees towards improved performance must also be followed through good work motivation that can be demonstrated by maintaining good work performance and working on the results of work with capabilities. This attitude must be shared by every teacher who works in every institution so that performance can take place well.

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