TEACHER PERFORMANCE INFLUENCED BY ORGANIZATIONAL CULTURE AND JOB CHARACTERISTICS IN TEACHERS ROUDLATUN NASYIIN MOJOKERTO EAST JAVA

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Abstract

Organizational culture and job characteristics are factors that can affect teacher performance in schools. The purpose of this study is 1) to find out whether there is an influence between organizational culture on the performance of Roudlatul Nasyiin Mojokerto teachers, 2) to find out whether there is an influence between job characteristics on the performance of Roudlatul Nasyiin mojokerto teachers. The type of quantitative research, with the object of research of Roudlatul Nasyiin Mojokerto school teachers totaling 69 people, with the analysis carried out is multiple regression. The results of the study stated that there was an influence between organizational culture and the performance of Roudlatul Nasyiin Mojokerto Teachers and there was an influence between Job Characteristics on the Performance of Roudlatul Nasyiin Mojokerto teachers.

Keywords*: Organizational Culture, Job Characteristics, Teacher Performance.*

INTRODUCTION

A teacher is the main pillar in realizing interactive learning activities and keeps students motivated to learn. In this regard, of course, it is necessary to create an identity and values that support it, so that the main task of the teacher as an educator can be carried out properly. Organizational culture is an important factor in organizations so that organizational effectiveness can be improved by creating the right culture and can support the achievement of organizational goals (Alfiana & Puspasari, 2015). Likewise, the culture in schools must reflect a culture that supports the creation of effective learning in providing knowledge and educating students' character. A teacher who is professional in teaching will be seen from the mastery of sub competence of structures and scientific methods in certain fields, so that the implications of mastery are believed to be able to improve their performance. Yulizar, et al (2020), AO Olanipekun (2013) conveyed that an increase in a person's performance can occur because one of them is significantly influenced by organizational culture.

The government regulation containe in Article 10 of Law No. 14 of 2005 concerning teachers and lecturers, it is explained that a teacher in carrying out the educational learning process is required to have integrated and skilled competencies. Organizational culture refers to a system of shared meanings or values embraced by members that distinguishes an organization from others (Robbins & Judge (2008). From this theory, it is known that organizational culture is a value system created together based on common principles agreed upon by members in the organization that can show a characteristic of the organization. Organizational culture can be used as the identity of an organization that distinguishes it from other organizations. Organizational culture plays an important role in realizing teacher performance, where organizational culture is certainly related to school organizational culture that reflects school characteristics.

Another factor that can also affect the performance of a teacher is the characteristics of the work. Job characteristics are considered "system factors" that can influence the results of employee behavior (Campbell, 1990; Williams, 2002). This is because the attractiveness of a job is an influential element in determining how much effort an employee is willing to put into his job function. Wood et al. (2012) have shown a significant and direct influence of job characteristics on job performance. The characteristic factor of the work will produce a positive result only if certain conditions are met. First, the incumbent must have a psychological need for fortified work, where variety, responsibilities, and challenges are deeply embedded in the work. The First, it is impossible to experience positive conditions if they find fortified work unpleasant. Second, office holders refuse enriched jobs if they have limited physical or mental skills, abilities, or knowledge to do the job. In essence, the desired workplace result can hardly be achieved if enriched work is forced on people who do not have the traits and knowledge, skills, abilities, and other characteristics necessary to perform the assigned work.

The characteristics of the work are the views of teachers in assessing the responsibility in their work. Teachers will assess the work they are doing through their guidance on whether the work in line with their expectations, so they need to have an understand of the characteristics of the work required by the school and its teachers. Schurman (2011) Stating that job characteristics as specific aspects contained in a job such as knowledge and skills, necessary mental and physical demands, and working conditions that can be known, defined, and assessed and   are the cause of employee health.

Roudlatul Nasyiin is a religiously based school consisting of Primary School, Junior High School, MTS, High School, and Vocational Secondary High School. The school under the auspices of Roudlatun Nasyiin certainly has human resources, where teachers are the spearhead in achieving goals. Because Roudlatul Nasyiin is a religious-based school, of course, the organizational culture applied to all teachers and students in Roulatul Nasyiin schools is based on Islamic religious values. This characteristic is the guideline for every teacher in carrying out the profession as an educator at the Roudlatul Nasyiin school, which will support the performance of his teachers. This school has many students every year, based on this, it can the performance of the school, especially the teachers is very good. Based on this, the objectives of this study are to: 1) Find out whether performance is positively and significantly influenced by organizational culture in Roudlatul Nasyiin Mojokerto East Java teachers, 2) Knowing whether performance is positively and significantly influenced by job characteristics in Roudlatul Nasyiin Mojokerto East Java teachers.

RESEARCH METHODS

This type of research is quantitative, using an explanatory approach. The research was conducted on the teachers of the Roudlatul Nasyiin School. With a teacher population of 80 people with a sample of 69 people. The sampling technique used is *Simple Random Sampling* Data collection is carried out using questionnaires and interviews. The analysis carried out is descriptive analysis, validity test, reliability, classical assumption test and multiple linear regression. The framework of this research is as follows
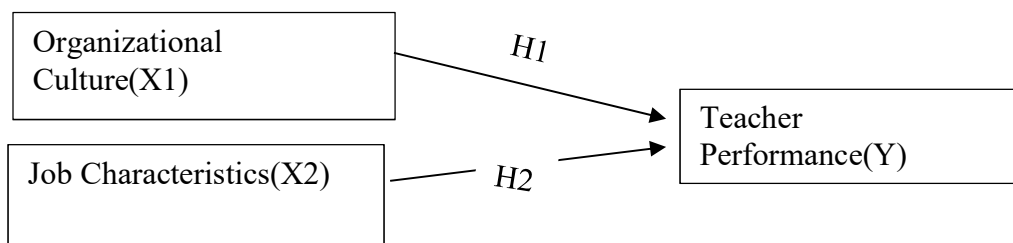
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┌─────────────────────┐
│ Organizational      │ ─────H1─────┐
│ Culture(X1)         │             ↓
└─────────────────────┘      ┌──────────────────┐
                             │ Teacher          │
┌─────────────────────┐      │ Performance(Y)   │
│ Job Characteristics(X2)│──H2─┘└──────────────────┘
│                     │
└─────────────────────┘
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Figure 1. Research framework

TEACHER PERFORMANCE INFLUENCED BY ORGANIZATIONAL CULTURE
AND JOB CHARACTERISTICS IN TEACHERS ROUDLATUN NASYIIN
MOJOKERTO EAST JAVA

Information:
X1 = Organizational Culture
X2 = Characteristics of the work
Y = Teacher Performance

RESULT AND DISCUSSION
Table 1. Description Respondent

	Number Of Respondents	**Percentage**
Gender		
Man	33	48%
Woman	36	52%
Age		
19 - 31 years	24	32%
32 - 42 years	26	34%
43 - 53 years	17	26%
54 - 60 years	2	8%
Working Time		
1 - 5 years	23	36%
6 - 15 years	23	34%
16 - 25 years	19	30%

Based on the respondents' description data above, it is known that teachers at the Roudlatul Nasyiin School are more female, which is 36 or as many as 48%, for the most age between 32-42 years old or 34% and the most working period is between 1 year and 15 years.

From the results of the descriptive analysis, it is known that organizational culture is included in the strong category with a Grand mean of 3,848, Job characteristics are included in the very high category with a Grand Mean of 4,269, and Teacher performance is included in the high category with a Grand Mean of 4,213.

Test Classical Assumptions
Multicollinearity Test
Table 2. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	107.531	13.551		6.466	.000		
	Organizational Culture	.772	.260	.340	2.987	.002	.950	1.155
	Job Characteristics	1.160	.370	.346	3.353	.004	.971	1.042

Dependent Variable: Teacher Performance

The results of the multicollinearity test are known that the VIF value of Organizational Culture (X1) is 1.155, and the VIF value of job characteristics is 1.042, this value is smaller than 10.00, and the Tolerance value of organizational culture is 0.950 and job characteristics are 0.971, this means that the tolerance value is greater than 0.10, this indicates that between free variables there is no multicollinearity.

Normality Test
Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		69
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.12658643
Most Extreme Differences	Absolute	.130
	Positive	.130
	Negative	-.054
Test Statistic		.130
Asymp. Sig. (2-tailed)		.006[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table above, it is known that the value of Asymp.Sig.(2-tailed) by 0.06 greater than 0.05. In accordance with the basis of the normality test decision-making, it can be said that the normally distributed data and the requirements in the regression have already been met.

Multiple Regression Analysis

Multiple Linear Regression Analysis is used to determine whether there is an influence between Independent variables and Dependent variables. So that what is sought is the influence of free variables (*Independent* variables) namely Organizational culture (X1) and Job Characteristics (X2) on dependent variables, namely teacher performance (Y). The regression equation can be formulated as follows:

Y = a + b1X1+ b2X2+ b3 X3 +e

Y= Dependent Variables (Teacher Performance)
a= Constants
   b1b2 b3 = Regression coefficient

X1= Independent Variable (Organizational Culture)

X2= Independent Variables (Job Characteristics)

e= Error

To read the results of THE SPSS against its regression equation to look at the SPSS output in the "Coefficient" table. For more details, you can see the table below:

Table 4. Multiple Regression Test Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	107.531	13.551		6.466	.000		
	Organizational Culture	.772	.260	.340	2.987	.002	.950	1.155
	Job Characteristics	1.160	.370	.346	3.353	.004	.971	1.042

a. Dependent Variable: Performance

Based on the table above can be obtained the regression formula as follows:
Y= 107,531 + 0,772 X1 + 1,160 X2 + 13,551
The interpretation of the above regression is as follows:
1) Constant (a) In the table above it is known that the value of the constant is 13. 551 this means that if all free variables have a value of zero (0) then the value of the bound variable (Performance) is 13. 551 which indicates that the improvement of organizational Culture, and Characteristics of work will affect Teacher Performance.
2) Organizational Culture (X1) to Performance (Y)
The value of the coefficient n Organizational Culture is 0.772. This suggests that any improvement in Organizational Culture (X1) of the Performance variable unit (Y) will rise by as much as r 0.772 assuming that the other free variables of the regression model are fixed.
3) Job characteristics (X2) to Performance (Y) The value of the Work Characteristics Coefficient is 1.160. This suggests that any increase in Work Characteristics the unit of the Performance variable (Y) will rise by 1,160 assuming that the other free variables of the regression model are fixed.

TEACHER PERFORMANCE INFLUENCED BY ORGANIZATIONAL CULTURE AND JOB CHARACTERISTICS IN TEACHERS ROUDLATUN NASYIIN MOJOKERTO EAST JAVA

4) Standard Error
Standard Error 13.551 means that all variables calculated in the SPSS test have a disruptive variable rate of 13,551.

Uji Hipotesis

The t-test is used to find out whether independent variables partially have a real effect on dependent variables. The degree of significance used is 0.05. If the value is significantly less than the degree of trust then the alternative hypothesis is accepted which states that an independent variable partially affects the dependent variable. The analysis of the t-test is also seen from the "Coefficient" table.

Tabel 5. Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	107.531	13.551		6.466	.000		
	Organizational Culture	.772	.260	.340	2.987	.002	.950	1.155
	Job Characteristics	1.160	.370	.346	3.353	.004	.971	1.042

a. Dependent Variable: Performance

Based on the information from table 5 above, we can conclude as follows:
1) Organizational culture (X1) to teacher performance (Y)

In the column Coefficient of model 1, there is a sig value of 0.0 02.   The obtained sig value is less than the probability value of 0.05 or 0.0 02 < 0.05 so it can be concluded that Ho is rejected, and Ha is accepted. The variable X1 has t count i.e., 2.987 with t table 1.996 so t calculate > t table based on this it can be concluded that variable X1 has a contribution to Y. So, it can be concluded that Organizational culture has a significant influence on teacher performance.

2) Job Characteristics (X2) Towards Teacher Performance (Y)

Based on the table Model coefficient 1, there is a sig value of 0.04. The sig value is less than the probability value of 0.05 or 0.0 4 < 0.05 so it can be concluded Ho is rejected and Ha accepted. The variable X2has a t count of 3. 353 with t table 1.996 so that t count > t table so it is concluded that the variable X2 has a contribution to Y. So it canbe stated that Job Characteristics have a significant influence on Teacher Performance.

Discussion

1. Description of Organizational Culture in Roudlatul Nasyiin Mojokerto School

The implementation of a pleasant organizational culture encourages teachers to carry out their duties competently and the impact will be seen from the results activities he did, Kevin, et al, 2020. The results of a descriptive analysis of the application of organizational culture in the Roudlatul Nasyiin Mojokerto school, are included in the strong category, namely with a grand mean of 3,848. This means that school culture based on the values of Islamic religious teachings is always applied and serves as a guide for teachers in interacting with students and educating the morals and behavior of their students in the School The application of this strong organizational culture, can be seen from the activities, and learning activities based on the Islamic religion in the school.

2. Description of Job Characteristics at Roudlatul Nasyiin Mojokerto School

Job characteristics are internal aspects of a person's work that refer to the content and conditions of their work, Robbin: 2006. The results of this descriptive analysis of the work characteristics of teachers at the Roudlatul Nasyiin school are included in the very high criteria with a Grand Mean of 4,269. This means that teachers clearly understand the details of their work and are able to do their work according to a predetermined schedule. Teachers in this school in teaching are in accordance with their field of competence, mathematics graduates, specifically teach mathematics, as well as for teachers who pursue other subjects.

3.   Description of Teacher Performance in Roudlatul Nasyiin Mojokerto School

The way to assess the teaching ability of a prospective teacher can be seen from three aspects, Usman: 2005, (1) skills in preparing teaching plans, (2) skills in carrying out teaching and learning activities in the classroom and, (3) ability to conduct assessments. The results of a descriptive analysis of the performance of the teachers of the Roudlatul Nasyiin School are included in the high category, with a grand mean of 4,213. The performance of teachers in schools is categorized as high, as can be seen from the results of observations, they understand the tasks and fields of work. Teachers produce textbooks, which are created by teachers themselves according to the school curriculum and used to support learning, and published by the school. The school also often conducts training for teachers and teachers are always very enthusiastic about participating in training activities held by the school.

4.   The Influence of Organizational Culture on Teacher Performance at Roudlatul Nasyiin Mojokerto School

Several studies state that principal leadership, organizational culture, and competence have no significant effect on teacher performance, Kevin, et al, 2020. However, contrary to the results of this study , the results of this study show that there is an influence of organizational culture on teacher performance. This means that if the organizational culture in this school is strong or well implemented, then teacher performance will also be high.   Suratman, et al: 2020 stated that strengthening organizational culture in schools can suppress the improvement of a teacher's performance. maintaining a transparent organizational culture can support teachers in carrying out their profession in accordance with community values and norms, Zechariah: 2014. The results of Arifin's research: 2015, contrary to the results of this study, he said that similar results improved teacher performance that were not influenced by organizational culture.

5. Effect of Job Characteristics on Teacher Performance in Roudlatul Nasyiin Mojokerto School

Job characteristics are an approach in designing work that is shown in 5 dimensions, namely diversity of skills, meaning of tasks, task identity, autonomy, and feedback, Robbins and Judge in Prasetyo 2018. The results of this study concluded that there is an influence of job characteristics on the performance of Roudlatul Nasyiin Mojokerto school teachers. Prastowo (2011) conveyed the results of his research on job characteristics that affect performance. The results of his research concluded that employees understand well the field of tasks related to the variety of work, there is an opportunity to use expertise, as well as understand well the procedures carried out and the work done is important for others and the internal organization and employees receive good feedback on the implementation of the results of their work.

CONCLUSION

Based on the results of the research that has been submitted previously, the following conclusions are drawn: 1) The organizational culture at the Roudlatul Nsyiin School is included in the strong category, the job characteristics are very high, and the teacher performance is high, 2) There is an influence between organizational culture on the performance of Roudlatul nasyiin Mojokerto teachers, and 3) There is a difference between the characteristics of the work on the performance of the teacher Roudlatul Nasyiin Mojokerto.

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