

## The Effect of Organizational Culture and Work Motivation on Teacher Performance in Private Schools in Central Jakarta

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### Abstract

In the current era, competition in the business world is growing. It also happens in the world of education, especially private education. This competition causes private educational institutions to survive and move forward. One thing that is the goal of improvement is the problem of the performance of members of the organization. Factors that influence performance include motivation and organizational culture. The aim is to analyze the influence of organizational culture on teachers' work motivation and performance in Central Jakarta private schools. Data collection is done by distributing questionnaires. Collected data were analyzed using path analysis to see the direct and indirect influence of culture on the teachers' performance. From the results of processing data from 100 samples, it was found that culture had a positive influence indirectly through motivation on teachers' performance. Organizational culture also directly affects performance, although the path coefficient is not as significant as work motivation. Likewise, work motivation has a positive effect on the performance of teachers. From these results, it can be said that organizations need to manage organizational culture well so that they have a positive influence on performance so that teacher performance increases.

**Keywords:** organizational culture, work motivation, performance.

### Introduction

Services in education are excellent in the quality of the employees who work in a school. In serving students or parents, the school needs to show good performance so that the party being served gets/gets what they ordered. Various factors influence the good or bad performance of teachers in schools. It includes the teacher's condition regarding IQ, EQ, motivation, stress level, and others; environmental conditions, which involve the communication process, leadership style, organizational culture, organizational structure, work teams, and others.

Based on the theory, the decline in organizational performance is caused by the performance of organizational members (Luhman 1995 in Hardiman 2008), meaning that an organization is formed from the interaction of its members, the condition of organizational performance on the performance conditions of the members involved in the organization. To what extent does organizational culture in private schools affect work motivation, and what are its implications for teachers' performance in private schools in Central Jakarta? The objectives to be achieved through this research are to analyze the influence of organizational culture on teachers' work motivation in Central Jakarta private schools, the effect of work motivation on teachers' performance, and the influence of organizational culture (Serviam) on the performance of teachers.

### Literature Review

Culture is one of the results or creations of humans, not something that exists naturally and belongs to and is shared in a group (Hofstede et al. 1990, in Alvesson & Sveningsson, 2008, 36). Each community group has a different culture. Hofstede (1990) also said that, in general, culture refers to a way of thinking guided by values and sparking ideas. So that organizational culture is a mental phenomenon, such as how individuals in an organization think and assess reality in almost the same way and how thoughts and judgments in a group differ from other groups. Culture refers to what lies behind and guides behavior (Alvesson & Sveningsson, 2008, 38).

Culture is not produced in a short time but through a process of years, started by the founders of the organization and passed down from generation to generation, from generation to generation, from old members transmitted, taught to new members. Organizational culture gives identity to each member to feel/have pride, especially those who experience a match between themselves and the organizational culture (Lewis, 1994, 86). If all organization members show almost the same value pattern, then it can be said or assumed that the organization is a well-integrated/coherent organization (Alvesson & Sveningsson, 2008, 38). In other words, a coherent organization is an organization that has a "living" culture, meaning that the organizational culture is truly internalized and visible in the behavior of its members.

In the world of work, organizational leaders need to be given attention because motivation is one of the factors that drives employees to work and show maximum, moderate, or minimal performance. Every organization expects its members to show high performance because their performance will affect the organization's performance. Likewise, educational institutions (schools) expect teachers and employees to show high performance to produce good graduates, which is a form of good school performance. Thus, experts in organizational management specifically pay attention to work motivation, studying what motivates a person to act concerning his work to the fullest (Colquitt et al., 2011, 179). There are two general categories of motivation that describe the psychological processes that underlie motivation: namely content theories of motivation, focusing on the internal factors that energize employee motivation, and process theories of motivation, focusing on explaining processes where internal factors and cognition affect worker motivation (Kreitner-Kinicki, 2007; Robbins-Judge, 2009; Schermerhorn et al., 2005; Gibson et al., 2006; Ardana et al., 2009).

Every organization hopes and demands its employees to show good/positive performance because employee performance will significantly affect organizational performance. Therefore, in every organization, a performance appraisal guide has been made. The purpose of establishing a performance appraisal program is to assist or encourage employees or all organization members to show good or high performance. Muchlas (2008) argues that every human being is given a gift by God in the form of the ability to work but differs in the level of ability, including intellectual, emotional, and physical abilities (Muchlas, 2008, 80). Therefore, in making a performance assessment, it is necessary to pay attention to whether the assessment has covered all aspects of the performance to be assessed. How to see or assess the performance of a teacher and employee? Performance needs to be broken down into action points that others can see or judge as good or bad. According to Colquitt (2011, 36), the elements contained in performance or job performance are task performance, which is a set of explicit obligations that employees must fulfill to get compensation and can continue to work. Citizenship behaviors are voluntary employees who improve the quality of work activities that may or may not be rewarded but contribute to the organization. Furthermore, the last is unproductive behavior, namely worker behavior that interferes with or hinders the achievement of organizational goals.

Through these elements, the performance of teachers and employees can be seen and assessed clearly, but these elements still need to be detailed in more detail to make it easier to see or assess. In addition to the three elements described by Colquitt, performance can also be seen in terms of quantity and quality of results, workers' reactions to the work itself, and intrinsic and extrinsic results of workers' efforts (Gibson, 2006, 372). Based on the understanding of performance expressed by Gibson, aspects of performance can be seen in terms of quality and quantity of results. Good performance will show the quality of work that is good and satisfying and is appropriate even more than required. In terms of quantity, performance is said to be good if the worker can complete the main task and additional tasks with the same quality results. While T.R. Mitchell (1989) in Dharma (2008, 23) measures performance can be seen in terms of 1) work quality, 2) timeliness of task completion, 3) initiative and 4) communication.

### **Methodology**

Based on the analysis, the path analysis will be used. This study uses path analysis because it wants to explore the effect of the independent variable (exogenous) on the dependent variable (endogenous) (Wicaksono, 2006, 152). The sample design to determine the respondents in the research with quantitative methods was carried out using a random technique (probability sampling), namely the simple random sampling technique. This method is used because the population under study is considered relatively homogeneous (Sugiyono, 2012, 64). The simple random sampling technique that will be used is to record the names of all respondents. Each respondent is given a serial number, and then a draw is made based on that serial number. The sample is the number that appears. The subjects in this research are teachers who teach in several private schools in Central Jakarta. From 243 teachers, 100 teachers will be taken as samples by doing simple random sampling.

The requirement for using path analysis techniques is that the data must be interval/ratio data (Supardi, 2012, 270). Thus, the instrument used to obtain interval data is a questionnaire using a Likert scale to determine the answer. The researcher designs the questionnaire that will be used as a data collection tool, so it has to test the validity and reliability. To test the validity of the construct validity test will be used by using the product-moment correlation coefficient. For testing the instrument's reliability, an internal consistency measuring instrument was used with the Cronbach Alpha method because the type of data from the instrument was in the form of an interval scale.

In this study, the assumption tests that will be carried out to see whether statistical analysis can use path analysis are the normality test, multicollinearity, and linearity test (Ghozali, 2005, in Sisca, 2011). The assumption test will be carried out with the help of SPSS version 17.0 software. The level of significance for testing the hypothesis is  $= 0.05$  (Supardi, 2012, 134). The linearity test is carried out to test the regression equation model of a variable Y on a variable X (Supardi, 2012, 146).

Path analysis data processing will use a linear regression approach. The SPSS 17.0 program will assist the research data processing process.

### **Results**

To analyze the validity of the data collected after distributing the questionnaire to 30 respondents, reliability analysis was used. Alpha of 5% obtained r table value of 0.374. The results of the validity test on the research variables are 1) Organizational culture variable: 16 items are valid from 30 items. 2) Variables of work motivation: 12 items are valid from 30 items. 3) Performance variable: 15 valid items out of 30 items. To analyze the validity of the data collected after distributing the questionnaire to 30 respondents, reliability analysis was used. Alpha of 5% obtained r table value of

0.374. The results of the validity test on the research variables are 1) Organizational culture variable: 16 items are valid from 30 items. 2) Variables of work motivation: 12 items are valid from 30 items. 3) Performance variables: 15 valid items out of 30 items. The level of reliability of this questionnaire was tested using SPSS. The data is declared reliable if the alpha coefficient value is above 0.70. Questionnaire reliability test results: 1) Organizational Culture 0.899; 2) Work Motivation 0.910; 3) 0.863 Performance.

**Table 1. Table of Mean, Median, Mode, Std. Deviation, Variance**

	Culture	Motivation	Performance
N <sub>Valid</sub>	100	100	100
Mean	53.83	41.21	49
Median	53	41	48
Mode	50	39	47
Std. Deviation	5.15	3.56	4.48
Variance	26.47	12.67	20.10
Range	22	12	18
Minimum	42	36	41
Maximum	64	48	59
Sum	5383	4121	4900

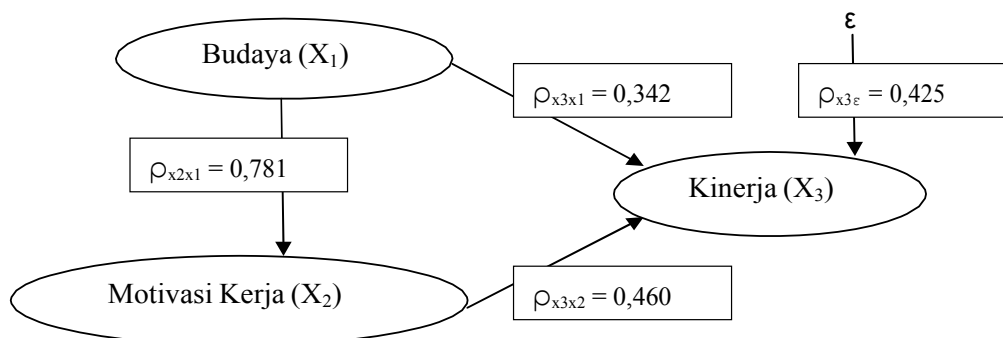
It can be seen that the mean data are at values 53 - 54 (53.83) for organizational culture, 41 for work motivation, and 49 for performance. Moderate values that often appear (fashion) are 50 for culture, 39 for motivation, and 47 for performance. The median of the data is 53 for organizational culture, 41 for work motivation, and 48 for performance. From the standard deviation, it can be seen that the deviation of the data that occurs is 5.15 for culture, 3.56 for motivation, and 4.48 for performance from the average (Safar, 2009). Based on the results of the calculation by dividing the total score (sum) as shown in table 4.2 with the ideal score (highest score x number of items x respondents) (Sugiyono, 2012: 233), it can be said that organizational culture scores 84% of the expected value, work motivation got a score of 86%, and performance got a score of 82% of the expected value.

#### **Path Analysis**

From the calculation results, the value of R square or  $R^2$  is 0.575. The path coefficient of other variables outside the model ( $\rho_{X3e}$ ) is calculated through R square, namely:

$$\rho_{X3e} = \sqrt{J(1 - 0,575)} = 0,425$$

A statistical t-test tests the path coefficient with degrees of freedom  $dk = 100 - 2 - 1 = 97$ , and the critical point is obtained = 1,960. Path coefficient  $\rho_{X2X1}$ : p-value (in column sig) = 0.000 less than 0.05, and t count = 12393, greater than t table (1.960). Thus, it is stated that  $H_0$  is rejected. Path coefficient  $\rho_{X3X1}$ : p-value (in column sig) = 0.002 less than 0.05, and t count = 3.230, greater than t table (1.960). Thus, it is stated that  $H_0$  is rejected. Path coefficient  $\rho_{X3X2}$ : p-value (in column sig) = 0.000 smaller than 0.05, and t count = 4.342, greater than t table (1.960). Thus, it is stated that  $H_0$  is rejected. Results of the above calculations show that the paths X1 to X2, X1 to X3, and X2 to X3 are meaningful.



Based on statistical testing, the results of the path coefficients X1 to X2, X2 to X3, and X1 to X3 are significant. Summary: 1) The power of X1 directly determines the change in X3 = 24%, while through the relationship with X2 = 12.3%; 2) Changes in X3 affected by X2 in total are 33.5% with the details: directly 21.2%, through the relationship with X1 12.3%; 3) X1 and X2 together affect X3 by 57.5%. The magnitude of the proportional effect by other variables outside of X1 and X2 is expressed by  $x_3e = 0.425 = 42.5\%$ . 4) The amount of influence received by X3 from X1 and X2 and from the residual variable =  $57.5\% + 42.5\% = 100\%$ .

### Discussion

The unification of the two cultures (organizational/school and personal) takes time. Judging from the tenure profile, the average teacher in Private schools has had a sufficient working period between 5 – 30 years. It indicates that on average Private teachers have struggled with school culture for quite a while, so it is hoped that they will be able to integrate the innate culture with the school culture. It is crucial because a suitable culture will increase work motivation and ultimately affect their performance.

In terms of education, teachers have a relatively high level of education, so it is hoped that they will be able to adjust to the school culture and use common sense to overcome the gap between school culture and individual culture. Through the adjustment, they can adapt, appreciate and live the school culture Well. It is important because they also have to transmit school culture to students. After all, that is one of the missions of Private schools, which can be seen in the meaning of school's motto.

Based on the results of descriptive analysis (mean calculation) for each indicator, the organizational culture indicator that received the highest average was "The habit of praying together is beneficial for me in carrying out my duties," with a mean value of 3.66. It shows that the habit of prayer strongly influences the performance (carrying out tasks) of the teachers. The following organizational culture indicator with a reasonably high mean is the 15th indicator with an average value of 3.64, namely, "There is no celebration whatsoever regarding influential figures (founders/protectors) in this school." It is a negative sentence whose assessment is reversed. If it is made into a positive sentence, "There is a celebration regarding influential figures in this school." It shows that the celebration as part of the artifact influences the teachers.

The overall organizational culture indicator has the smallest average value of 3.09 and the largest of 3.66. From the two examples of these indicators and the average mean value of the indicators, it can be seen that the organizational culture at the private school in Central Jakarta is strong.

The work motivation variable has the lowest mean value of 3.09 and the highest of 3.72 for its indicators. It can be seen that teachers have quite valuable motivation. Judging from Maslow's

hierarchy of needs, the average teacher reaches the highest level of motivation (self-actualization). Moreover, from the indicator statement, it can be seen that high motivation affects performance (going to work lightly, being responsible).

Indicators of work motivation indicate that an organizational culture influences work motivation, so it can be said that the organizational culture in Private schools in Central Jakarta has a substantial influence on encouraging an increase in the work motivation of teachers. For the performance variable, the indicators have a mean value between 2.87 and 3.60. The highest indicator's means of 3.60 is "I carry out my duties as part of my ministry," then 3.54, "I set an example for students, not only speak," the mean is 3.49. From the three indicators of performance variables mentioned above, it can be seen that teachers show good performance (carrying out assignments, setting examples, serving students) influenced by solid motivation and culture.

Through the results of data analysis, significant results of 0.002 and 0.000, less than 0.05, meaning all 0 hypotheses are rejected. Meanwhile, data analysis obtained the path coefficient between organizational culture and work motivation of 0.781, meaning that organizational culture has a strong influence on work motivation. Path coefficient of motivation variable with performance a of 0.460 means that motivation has a strong influence on performance. Organizational culture with a performance of 0.342 means that organizational culture has a relatively strong influence directly on teachers' performance.

From the results of this analysis, information was obtained that organizational culture positively influences performance through work motivation. The greater the influence of organizational culture on teachers, the more their work motivation will increase, and the increase in work motivation will affect their performance improvement. Likewise, organizational culture directly influences the performance of teachers, meaning that the performance of teachers will increase if the organizational culture is permeated and taken seriously by the teachers.

Many authors and organizational figures include Kreitner and Kinicki (2007), Schermerhorn et al. (2011), Gibson et al. (2006), Colquitt et al. (2011), and Robbins et al. (2008) which states that organizational culture and work motivation affect employee performance. They also said that a robust organizational culture would affect employee performance, so organizational performance will also be affected. If employee performance is low, it can be concluded that organizational performance is likely to be low. Therefore, the leaders in the organization try to study the factors that have a significant effect on employee performance.

In several studies, including those conducted by Heriyanti (2007), Towers (2006), Byles et al. (1991), Ojo (2009), and Shahzad et al. (2012), the results show that organizational culture has a positive effect, both directly or through intervening variables such as work motivation and other variables, on the performance of employees.

### **Conclusion**

Based on the research and data processing results, we obtained significant results that culture has a positive effect on teachers' performance. However, the influence of culture becomes more excellent when it joins/connects with their motivation. From the motivational indicators, there are elements of School's culture; for example, service motivation is owned by humans, but how that motivation will develop or die is influenced by the culture in which he works. An environment in line with the urge to serve will make this motivation thrive, and the opposite will happen if the place where he interacts is more concerned with competition and selfish gain (all only for himself). Motivation to earn an income is also a good motivation, a sign of personal responsibility for his life and family.

Suppose the organizational culture only emphasizes making a living. In that case, it will make its members not grow and develop as whole human beings because every human being has a hidden urge to do something for his Lord. If this need/drive is not met, the person will quickly become tired, easily stressed, and live only for money. It is different if the motivation to earn a living is colored with more spiritually valuable things; the desire/urge in him to do something for his Lord will also be fulfilled. It will make someone more passionate and have meaning in life. People who have meaning in life tend to present themselves competently (to the maximum extent that they can do it).

The things mentioned above have been tried and implemented in private schools. This statement is supported by the statements of several people interviewed by the researcher. So, it can be concluded that a strong culture that influences teachers will affect them, which is a strong motivation (motivation) to carry out tasks and responsibilities to the maximum. In other words, they will show increased performance.

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