

Influence of Ability and Motivation on Performance Through Organizational Culture on Tutor Paket C SKB in Indonesia

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Ability; Motivation, Organizational Culture; Tutor Performance.

Abstract

Tutor performance is very influential on the level of success in achieving the objectives of implementing equality education, The purpose of this study is to analyze and describe the direct and indirect effects of ability, motivation, and organizational culture on the performance of tutors Paket C SKB in Central Java Indonesia. This study uses a quantitative associative research design. The respondents of this study were tutors of equality education in the area of Central Java which number were 185 respondents in total by using a proportional stratified random sampling technique. The data collection technique used was a questionnaire. The data analysis technique was using SPSS 23.0 software. The results showed that the ability, motivation, and organizational culture had a positive and significant direct effect on tutor performance, the ability and motivation have an indirect and positive and significant effect on tutor performance through organizational culture. This research concludes that organizational culture mediates the influence of ability and motivation on the performance of tutors Paket C SKB in Central Java. This research provides knowledge to non-formal education institutions in improving the performance of tutor Paket C, needing to pay attention to ability, motivation, and culture organization.

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INTRODUCTION

The implementation of education in Indonesia is carried out through three paths namely formal, non-formal, and informal education (Is-tiqomah & Fakhruddin, 2017). However, in the implementation of education in Indonesia still relies too much on formal education paths, human resources are still relatively low in Indonesia. Non-formal education according to Trisnansyah is the science that systematically studies the socio-cultural interactions of organizations between learning citizens as objects with learning resources to achieve the desired educational goals, by emphasizing the formation of independence in the framework of lifelong learning (Kamil, 2012).

Equality education is a complement and substitute for schooling education that has the duty and responsibility to carry out the learning process. The role of education will affect human resources in quality and quantity, so that it can improve the welfare and prosperity of the people in a country and in the end can raise the status and dignity of the nation itself (Shofwan et al., 2019). The function of non-formal education according to Undang-Undang Nomor 20 Tahun 2003 Pasal 26 ayat 1 is a substitute, it is intended that non-formal education can be used as an alternative substitute for people who because of one thing cannot be educated in formal education. (Republik Indonesia, 2003). Quality equality education should pay attention to components in the learning process to achieve educational goals. One such component is the tutor. A tutor is very influential on the level of success in achieving the objectives of implementing equality education, both in teaching and learning activities and administration. the statement is appropriate with explanation Raharjo, (2011) that the tutor's ability to manage to learn affects the ability of students to achieve the expected competency standards.

Supardi (2014) said that the factors that influence performance include mental attitude (work motivation, work discipline, work ethics); education; Skills; leadership management; income level; salary and health; social Security; working climate; infrastructure; technology; and achievement opportunities. The opinions expressed by some of the experts above can be concluded that several factors affect a person's performance, both from within and from outside himself. The teacher's performance became a foundation to achieve the quality of education institution graduates as expected (Andriani et al., 2018).

Ability or competency is important for teachers to be able to carry out their duties as educators and teachers effectively and efficiently. Competence has the meaning, the ability of the work that is owned by each person involving knowledge, skills, and attitudes of work following the stipulated standards (Rusmiati, 2019).

Motivation is a condition that encourages a person to achieve maximum achievement. That motivation means encouragement that causes a person to behave in achieving the desired goal. (Mangkunegara, 2006). According (Djibu & Duludu, 2020) work environment and motivation internal and external influence the performance of non-formal educators. Work motivation has a strong influence on improving performance. The motives and hopes they have when working are very important in motivating them to work (Putri, 2020)

According Hakim (2011) organizational culture is an organization of shared values and beliefs that interact with the people of a company, organizational structure, and supervision system to produce behavioral norms. The right culture makes employees feel genuinely better about their job, work environment, and the mission of the organization (Fitria, 2018). Organizational culture can contribute to the success of the performance of tutor Paket C. Besides, organizational culture also functions to integrate the internal environment and adapt to the external environment.

Based on observations made by researchers, several Paket C tutors in the cities of Semarang and Purwodadi found that the performance of some tutors was not optimal. This is indicated by several things, namely that some tutors have not been able to use science and technology-based learning media; some tutors only use existing lesson plans and do not develop them; the tutor has not used a variety of learning methods; some tutors only use instructional media in schools and do not develop them; a lack of understanding of the material by several teachers from various sources, and a lack of understanding of the tutors on the conditions of learning citizens. So that efforts to improve the quality of learning Paket C in Central Java have not been implemented effectively and efficiently.

The implementation of the Paket C program generally goes well, there is a conducive learning process, is comfortable with the creation of a learning atmosphere between the learning community and the tutor. However, there are still many obstacles faced by tutors in implementing the Paket C learning process by their main duties as non-formal educators. Other obstacles experi-

enced by tutors in teaching and learning activities are the presence of unstable learning citizens, the limited number of Paket C tutors, there are still tutors who can handle two subjects at once outside their educational qualifications, lack of active learning activities, tutors do not understand material beyond their educational qualifications, tutors rarely use lesson plans when teaching, there are still many materials that have not been conveyed to learning citizens.

Departing from the description above, the tutor's competence towards the success of learning outcomes in learning is considered an interesting topic to be raised in a study, studied in more depth to provide clearer information in supporting learning outcomes of learning participants. Based on this, it is necessary to examine the effect of ability and motivation on performance through organizational culture as the variable mediator of Paket C SKB Tutors in Central Java. This research provides knowledge to non-formal education institutions in improving the performance of tutor Paket C, needing to pay attention to agility, motivation, and culture organization.

METHODS

This study uses a quantitative associati-ve research design. A quantitative approach is done by obtaining empirical data that allows researchers to see the general tendency behind the behavior of a person or group through analyzing the data in the form of numbers. Research with data in the form of numbers or is changed into numbers, so the approach used is quantitative (Sugiyono, 2013).

The respondents of this study were tutors of equality education in the area of Central Java which number was 5.058. The sampling technique used in this study is proportional stratified random sampling. The sampling technique used in this study with the sample determination table developed by Isaac and Michael. According Sul-fiana, et al. (2018). If the population is 198 then the sample from a particular population with a 5% error level is 185 responded. In this study, some variables will be measured, namely: independent variables (exogenous), intervening variables, and dependent variables (endogenous). There are two independent (exogenous) variables, they are Skills and Motivation. There was one intervening variable, it was Organizational Culture and there was one dependent variable (endogenous), namely Tutor Performance.

The data collection technique used was observation and interview. The analysis techni-

que used was descriptive analysis and inference analysis. Hypothesis testing used SPSS (statistical program of Social Science) v.23 for windows.

RESULTS AND DISCUSSION

The number of participants used in this study was 185 respondents. The distribution of questionnaires through the online system to 190 respondents, some questionnaires that were not suitable as a data source because several research questions were not filled in and did not meet normal assumptions, which in the test the p-value was less than 0.05 then had to be discarded to normalize the distribution of data so based on these results the respondents used were 185 respondents. Detailed profiles of respondents are presented in the following Table 1.

This descriptive analysis aims to describe the condition and state of the respondents in each of the research variables. The results of these answers are then used to obtain the tendency of respondents' answers regarding the conditions of each research variable (Table 2).

The results of the variable score descriptive analysis show that the tutor package C SKB has a good ability in carrying out its main duties as a tutor, has good motivation in doing something, has a good organizational culture in carrying out activities, and has a fairly good performance.

Before conducting data analysis to test the research hypothesis, the researcher conducted a requirements analysis test. The prerequisite analysis test was conducted to determine the type of statistics to be used. The analysis prerequisite test used in this study was the data normality test, multicollinearity test, heteroscedasticity test, and auto-correlation test. The overall results of the prerequisite testing that have been carried out have met the criteria so that the hypothesis testing is carried out through two stages, namely the direct and indirect effect test. The results of the hypothesis testing are presented in the following Table 3.

Based on Table 3, testing the effect of ability on performance shows a path coefficient of 0.417 with a significance of 0.000 (H1). These results indicate that ability directly has a significant effect on tutor performance. Testing the influence of motivation on tutor performance shows a path coefficient of 0.264 with a significance of 0.002 (H2). These results indicate that motivation directly has a significant effect on tutor performance.

Testing the effect of ability on organizational culture shows a path coefficient of 0.475 with

Table 1. Respondent Profile Description

No.	Gender	Frequency	Percentage
1	Man	53	26,64%
2	Woman	132	71,35%
Total		185	100%
No	Age (Years)	Frequency (person)	Percentage
1	< 30	51	27.57%
2	30-40	38	20.54%
3	40-50	84	45.41%
4	>50	14	7.57%
Total		185	100.00%
No	Education	Frequency (person)	Percentage
1	SMA / K	67	36.22%
2	Diploma	21	11.35%
3	S1	86	46.49%
3	S2	11	5.95%
Total		185	100.00%

Table 2. Description of Research Results

Variable	Minimum value	Maximum value	Mean	Std. Deviation
Agility	80	106	90.94	5.80
Motivation	66	98	81.86	7.17
Organizational culture	55	90	72.50	6.52
Performance Tutor	82	128	101.64	9.12

Valid N = 185

Table 3. Correlation (and significance) analysis of educator performance (Direct Relationship)

(Direct Relationship)		Path Coefficient	P-Value	Note
Agility	<--- Performance (H ₁)	0.417	0.000*	Sig.
Motivation	<--- Performance (H ₂)	0.264	0.002*	Sig.
Agility	<--- Organizational culture (H ₃)	0.475	0.000*	Sig.
Motivation	<--- Organizational culture (H ₄)	0.378	0.000*	Sig.
Organizational culture	<--- Performance (H ₅)	0.525	0.000*	Sig.

a significance of 0.000 (H3). These results indicate that ability directly has a significant effect on organizational culture. Testing the influence of motivation on organizational culture shows a path coefficient of 0.378 with a significance of 0.000 (H4). These results indicate that motivation directly has a significant effect on organizational culture. Testing the influence of organizational culture on tutor performance shows a path coefficient of 0.525 with a significance of 0.000 (H5). These results indicate that organizational culture directly has a significant effect on tutor performance. The indirect effect is presented in the following description (Table 4).

Observing in Table 4, the estimation of the

indirect relationship model states that the ability coefficient value affects tutor performance which is controlled by organizational culture and has a coefficient value of 0.063 which is smaller than the effect of ability without any mediation of ability variations, with a coefficient value of 0.176 (H6). Thus, organizational culture acts as a partial mediator of the indirect effect of ability on tutor performance.

The indirect relationship model estimates that the value of the motivation coefficient affects tutor performance which is controlled by organizational culture and has a coefficient value of 0.063 which is smaller than the influence of motivation without any variation in motivation

Table 4. Tutor Performance Mediation Analysis (Indirect Relationship)

(Indirect Relationship)			Path Coefficient	P-Value	Note
Organizational culture mediates agility on performance (H ₆)					
Performance	<--- Organizational culture	<--- Agility	0,249	0.000*	Sig.
Performance	<--- Agility		0.417	0.000*	Sig.
Organizational culture mediates motivation on performance (H ₇)					
Performance	<--- Organizational culture	<--- Motivation	0,138	0.000*	Sig.
Performance	<--- Motivation		0.264	0.002*	Sig.

mediation, with a coefficient value of 0.176 (H₇). Thus, organizational culture acts as a partial mediator of the indirect effect of motivation on tutor performance. The results of the model testing are presented in the following Figure 1.

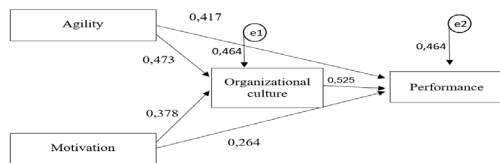


Figure 1. Results of Mediation Analysis

Direct Influence of Ability and Motivation on Organizational Culture

The results of the above research are relevant to the expression. The findings in this study prove from several previous studies that when organizational culture strengthens, high motivation is obtained, based on the clear description, organizational culture has a positive direct effect on motivation (Setyowati & Haryani, 2016). According to Colaco & Loi (2019) Higher work motivation is associated with higher perceptions of the ethical culture of the organization. Besides, according to (Oemar, 2013) Organizational culture has a positive and partially significant effect on Organizational Citizenship Behavior (OCB) employees at Bappeda Pekanbaru City, where the ability has a positive and partially significant effect on Organizational Citizenship Behavior (OCB). employees at Bappeda Kota Pekanbaru. Besides according to Jatiningrum et al. (2016) Based on descriptive statistical analysis, it can be seen that employees and agents of PT Asuransi Jiwasraya Malang Branch Office have an average value of Organizational Culture Understanding (X1), Work Motivation (X2), and Work Ability. (X3) is in a good category. Based on the discussion, it can be concluded that the findings in this study are relevant to the results of previous studies. The results of previous studies indicate that ability and motivation have an effect on organizational culture. Organizational culture can

increase determined by ability and motivation, where increased ability and motivation are then based on improving organizational culture.

Direct Influence of Ability, Motivation, and Organizational Culture on Tutor Performance

The results showed that there was a positive and significant direct influence on the ability, motivation, and organizational culture of the tutor’s performance. The findings in this study prove from several previous studies that there is a direct effect of the ability, motivation, and organizational culture on tutor performance. The workability factor has a positive effect, either directly or indirectly; because administrative staff can use computers and multi-media well, provide services, can manage 254 Education Journal document management, can archive documents properly, and communicate well (Siahaan, 2011). According to Syamra (2016) Work motivation has a significant effect on the performance of the Tourism Vocational School teachers in Padang City, where the magnitude of the direct influence is 26.41%. According to Mariam (2009) Hypothesis testing conducted proves that there is a direct influence between organizational culture and employee performance. Employee performance is strongly influenced by organizational culture. The organizational culture variable shows a positive influence on employee performance as indicated by a significance value <0.05, which is equal to 0.042, then hypothesis 4 is accepted. (Mariam, 2009). According to Wahyuni (2015) Organizational culture has a positive effect on employee performance in the financial division mediated by work motivation. The existence of a weak mediation effect here can be shown by the indirect effect of 0.135 which is smaller than the direct effect of 0.465. Also, the t value of 3.103 is greater than the t table with a significance level of 0.05, which is 1.985. According to Lutfiyanto et al. (2019) work motivation factors that affect the performance of certified physical education teachers in the Bonang Regency Pokja Guru include; there is a spirit of self-development, a fee-

ling of pleasure to work, positive competitiveness for achievement, prioritizing work performance, harmonious relationships and a conducive work climate, and working as a teacher is not just expecting the number of wages received. Based on the discussion, it can be concluded that the findings in this study are relevant to the results of previous studies. The results of previous research indicate that ability, motivation, and organizational culture affect performance. Performance improvement is determined by the ability, motivation, and organizational culture where increased capability, motivation, and organizational culture are based on improving performance.

Indirect Effect of Ability on Tutor Performance through Organizational Culture

The results showed that there was a positive and significant indirect effect on the tutor's performance ability by mediating organizational culture. This result is relevant to previous research according to Karweti (2010) Overall the principal managerial ability and work motivation affect the performance of special school teachers in the Subang Regency by 54.5%. Meanwhile, the remaining 45.5% is influenced by other factors. For example school organizational climate, work ethic, organizational culture, principal performance, satisfaction, loyalty, service, negotiation, quality, and so on. The variables of intellectual ability and motivation simultaneously have a positive and significant effect on teacher performance with $F_{count} > F_{table}$ ($17,906 > 3,350$). The intellectual ability variable partially has a positive and significant effect on teacher performance, with $t_{count} > t_{table}$ ($2,339 > 2,042$). The motivation variable partially has a positive and significant effect on teacher performance with $t_{count} > t_{table}$ ($5,552 > 2,042$). The value of R Square in the table above is 0.570, this shows that 57 % of teacher performance variables can be explained by the variables of intellectual ability and motivation, while the remaining 43% is explained by other variables that are not studied such as teacher discipline level, teacher competence, PBM facilities, and others. The ability of employees to work affects employee productivity. Employee work productivity is influenced by workability by 16.7%, work motivation and employee workability affect employee work productivity by 39.7%. The combination of employee work motivation and employee workability will be able to produce high employee productivity (Senen, 2008). Based on the results of research and previous theories, it is stated that there is an influence between performance capabilities and the mediated organiza-

tional culture. Organizational culture has a role in that the increased ability to influence performance depends on the interpretation of organizational culture.

Indirect Effect of Motivation on Tutor Performance through Organizational Culture

The results showed that there was an indirect and positive and significant influence of motivation on tutor performance by mediating organizational culture. The results of this study are relevant to research that analyzes the factors that influence performance through organizational culture. Organizational culture affects work motivation, job satisfaction, and job-performance respectively and significantly. Besides, work motivation also affects job-satisfaction and job-performance significantly (Hutabarat, 2017). Organizational culture and transformational leadership on an individual's intention to leave his current organization. This study focuses on the role played by organizational communication in mediating the relationship between predictor variables of organizational performance (Biswas, 2009). Motivation affects positively and insignificantly teacher performance whilst, organizational culture affects positively and insignificantly teacher performance since identity, integrity, low discipline, indeed, output-orientation do not encourage the high working spirit of a high school teacher (Arifin, 2015). Exploring the role of communication in achieving organizational performance through a review of research that affects the direct and indirect effects of communication on performance (Garnett, 2008). The main thrust is the indirect role of communication in achieving performance by mediating or moderating the influence of organizational culture on performance. In particular, task orientation, feedback, and upward communication have positive effects on perceived organizational performance in mission-oriented organizations but have the potential to have negative effects on performance in rules-oriented cultures. Based on the results of research and previous theories, it is stated that there is an influence between performance capabilities and the mediated organizational culture. Organizational culture plays a role in shaping motivation that affects performance depending on the interpretation of organizational culture.

CONCLUSION

The conclusion in this study is that ability and motivation have a positive and significant effect on performance. Ability, motivation, and

organizational culture have a positive and significant effect on performance. There is a positive and significant influence between ability on performance mediated by organizational culture. There is a positive and significant influence between motivation on performance mediated by organizational culture. As the implications of this research improving the performance of tutor Paket C, needing to pay attention to agility, motivation, and culture organization. It is recommended that there is a special program to improve the ability of tutors so that the tutor has an imagination and innovation in learning Paket C.

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