

The Effect of Organizational Culture Mediated with Working Motivation towards the Economics Teacher of Islamic Senior High School in Kudus Regency

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Abstract

The performance of Human Resources becomes the spearhead of organization in achieving the goal of its working programs. The organization attempts to improve the performance of Human Resources to achieve its vision and mission. The high performance of Human Resources is able to make the organization go concern and competition in providing its service. The performance of Human Resources still becomes a problem which is faced by the school (Islamic Senior High School). A good performance of teachers is one of organization's targets in achieving high working productivity. This research aims to examine and analyze empirically the effect of organizational culture through working motivation towards the Economics teacher's performance of Islamic Senior High School in Kudus Regency.

The method of this research uses quantitative approach and field research type. The population is 50 Economics teachers in Kudus Regency with census sample. The data collection techniques of this research are documentation and questionnaire. The data analysis techniques are multiple regression test and path analysis.

The result of regression test shows that organizational culture and working motivation have positive significant effect partially towards the performance of Economics teachers. The organizational culture and working motivation have positive significant effect simultaneously towards the performance of Economics teachers. The path analysis test reveals the big effect of organizational culture does not directly affect teacher's performance through working motivation of 29,6% which is proven by $total\ effect > direct\ effect = (0,562 > 0,336)$ meaning that there is a positive effect of organizational culture towards the performance of Economics teachers of Islamic Senior High School over Kudus Regency through working motivation. Working motivation will be more strengthening the organizational culture in achieving the performance of Economics teachers.

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INTRODUCTION

The success of Islamic Senior High School is affected by the performance of Human Resources (Teachers) that naturally provides education services to the students. The performance of teachers is expected to be able to achieve the vision and mission of Islamic Senior High School in accordance with the previous plans. The performance of Human Resources becomes the spearhead of organization in achieving its goals or its working program during the determined period. The organization always attempts to improve the performance of Human Resources to achieve the targets.

The performance of Human Resources still becomes the problem that is frequently faced by school (Islamic Senior High School) so that Human Resources are needed as manpower in order to improve high-quality and rich-quantity products (goods or services). Islamic Senior High School as the service entity must be able to provide service that is in line with the size of quality and quantity of its customers specifically the students. The high performance of Human Resources is able to make the organization go concern and competition in providing its services. There are many things that must be paid attention regarding to its performance improvement.

A good performance is one of organization targets in achieving high working productivity. The achievement of high performance is not separated from the quality of human resources as well (Umam, 2012). However, finding right people in organization is not something easy because what is needed is not just better people in education or skilled people.

The opinion of (Mulyasa, 2004) states that teachers will work better if having high motivation. If having positive motivation, they will show interest, have attention, and have enthusiasm in participating in duties or activities.

The performance of teachers in research field is all actions that provide contribution for the sake of achieving Islamic Senior High School's vision and mission. Working quality and quantity of teachers must be high in order to be able to provide education services that are in accordance with the vision and mission of Islamic Senior High School; the teachers' presence must be active

and discipline in joining Teachers' Organization activities to obtain learning instruments that support the manifestation of vision and mission of Islamic Senior High School. However, in fact, there are some imbalances of teachers' performance in the field.

Research object is a problem of Economics subject teachers' learning plan and teachers' activeness in the working program implementation of Economics Teachers' Organization of Islamic Senior High School in Kudus Regency because it has several indicators of teachers' performance.

The performance of teachers according to (Suharsaputra, 2010) is the teachers' performance in conducting their duties as the educators. The performance of teachers can be valued from the basic ability aspect that is owned by a teacher or "teacher competency" (Rahman, 2006).

The competences that must be owned by professional teachers based on Law of Teachers and Lecturers 14/2005 Article 8 and Regulation of National Education Minister Number 13/2007 regarding Teachers' Performance Standard consists of four competences namely: pedagogical competence, professional competence, personal competence, and social competence (Mulyasa, 2013). The learning management requires the teachers to master 24 (twenty four) and four competences which are combined into 14 (fourteen) competences as in line with what has been published by Education National Standard Agency (BSNP).

The factors that influence the performance of Human Resources according to (Mathis and Jackson, 2014) are innate ability, the reveal of effort, and support. One of the efforts done is motivation. Motivation is needed because it is a power that can direct the attitude and the behavior of employee to achieve the targets. Motivation will be more effective if the support to perform the duties comes from the individual himself. Extrinsic and intrinsic motivation have a significant role in supporting the improvement of performance.

The research conducted by (Ardiana, 2017), (Marlikhan, 2011), (Magdalena, 2012) showed that working motivation has significant positive effect towards lecturers' performance. The similar research done by (Setiyati, 2014) proving that

working motivation partially and simultaneously along with the leadership of Headmaster and school culture have significant positive effect towards the performance of Vocational High School teachers in Gunungkidul Regency.

The research done by (Ady, 2013) proved that working motivation including dimensions of *Achievement, Recognition, Working Condition* and *Wages* have significant positive effect towards the performance of Human Resources. The similar research done by (Sriwidodo, 2010) revealed that working motivation along with competence, communication, and welfare provide significant positive effect towards the performance of Human Resources. However, it is contradicted with the research result of (Astuti, 2017) that showed that working motivation with indicators of achievement making, responsibility, self development, and independence do not provide significant positive effect towards the performance of teachers.

Organizational culture provides contribution towards the success of schools' performance (Sobirin, 2009). Organizational culture also as a tool to do internal integration combined with right strategy making is expected to improve the performance of organization.

The research of (Corbett and Rastrick, 2000) showed that organizational culture which is different has effect of employees' performance improvement in which constructive style culture is the most conducive to improve good performance because it has focus on person and participation. The similar research done by (Mulyati, 2015) proved that academic culture with indicators of facilities, management organization, curriculum, and participation have significant positive effect towards the performance of lecturers.

The different research conducted by (Mishan, 2014) revealed that organization with indicators of innovation and courage to take risks, working detail, result orientation, member orientation, team orientation, aggressivity, and stability have significant positive effect towards the performance of Senior High School Teachers in Sibolga City. However, different from (Sumual, 2015), it is revealed that organizational culture becomes the intervening factor between leadership competence and teacher performance.

The similar research conducted by (Hakim, 2015), (Wulandari, 2014), (Zakharia, 2014), (Taurisa, 2012) proved that organizational culture has significant positive effect towards the performance of teachers. The research conducted by (Sugeng, 2012) proved that school culture in two dimensions (intangible and tangible) has significant positive effect towards the teachers' performance of Junior High School in Kudus. However, it is different from (Pratikno, 2012) that proved that organizational culture does not give significant positive effect towards the teachers' performance.

The previous research conducted by (Giantari, Ida and I Gede, 2017) proved that organizational culture has significant positive effect towards working motivation as well as mediated with working motivation towards the performance of Human Resources. The similar research done by (Hakiki, 2016) exposed that there is the most dominant effect between organizational culture and working motivation. However, it is contradicted with the research done by (Mulyati, 2015) that revealed that academic culture with indicators of facilities, management organization, curriculum, and participation do not affect significantly on motivation.

Robbins (2012: 147) states that working motivation of teachers is measured in two dimensions namely external motivation and internal motivation.

The teacher that has high working motivation will always work hard to solve any kinds of problems that are faced by the expectation to achieve better results (Mangkunegara, 2011). Indicators of teachers' working motivation according to Mangkunegara (2011) are: 1) Need of achievement, 2) Opportunity to develop, 3) Pride on personal duties, 4) Need of recognition, and 5) Wage received.

Robbins (2012: 511) defined organizational culture as a collective meaning system that is believed by the organization members that distinguish the organization from other organizations. Sobirin (2011: 243) mentioned that organizational culture provides contribution towards the success of teachers' performance.

Working motivation affects the performance of Economics teachers. It is in accordance with the two factors theory of Herzberg that suggests pressure. There are factors which are related to the working result directly such as recognition, responsibility, and level upgrade. These are the characteristics of people that find wage giving intrinsically.

Robbins & Judge (2013: 379), Organizational culture affects the performance of employee. A stronger organizational culture will have a greater effect.

Organizational culture is formed by the employees from entire subjective organization perception based on factors such as tolerance on risks, pressure on team, and support on individual. The present research aims to examine and analyse empirically the effect of organizational culture through working motivation towards the Economics teachers' performance of Islamic Senior High School in Kudus Regency.

METHOD

This research employs quantitative approach and its research type is field research. The population of this research is the Economics teachers of Islamic Public and Private SeniorHigh School of 50 Economics teachers in Kudus Regency. The sample of this research is census sample. The data collection techniques of this

research are documentation and questionnaire by using Likert scale 1 to 5.

The data analysis techniques consist of pre-requisite test (normality test, multicollinearity test, and heterocedastisty test) and multiple regression test with path analysis. Its regression equation is as follows:

$$MK = a + \beta_1BO + e$$

$$KGE = a + \beta_2MO + \beta_3MK + \beta_4BO + e$$

Below is the formula to calculate the total effect of dependent variables through intervening:

Total effect affects the relation between organizational culture towards the performance of Economics teachers through working motivation which is $= \beta_4 + (\beta_1 \times \beta_3)$

Remarks:

β_4 : the effect of organizational culture towards teachers' performance

β_1 : the effect of organizational culture towards working motivation

β_3 : the effect of working motivation towards teachers' performance

RESULT AND DISCUSSION

Path Analysis

Path analysis shows the magnitude of indirect effects of organizational culture towards the performance of Economics Teachers through working motivation is of 0,296 or 29,6 %. It can be proved from the following figure:

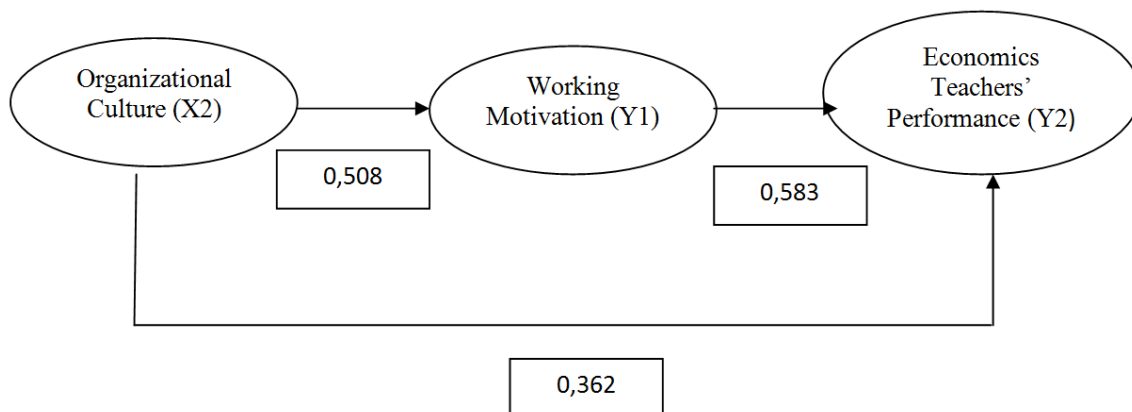


Figure 1. Path Analysis of Organizational Culture Attitude towards Economics Teachers' Performance through Working Motivation

Remarks :

Direct effect = 0,362

Indirect effect = 0,508 x 0,583 = 0,296

Total effect = 0,362 + 0,296 = 0,658

Based on the requirement of path analysis total effect is proven (*total effect*) > (*direct effect*) = (0,658 > 0,362) which means that there is a positive effect of organizational culture towards

Economics teachers' performance of Islamic Senior High School over Kudus Regency through working motivation.

Organizational culture has t_{count} which is $2,510 > t_{table}=2,021$ meaning that organizational culture has significant effect towards Economics teachers' performance. Working motivation has t_{count} which is $4,349 > t_{table}=2,021$ meaning that working motivation has significant effect towards the performance of Economics teachers. The result of F_{count} is of 21,860 with probability value (sig)=0,000. The value of F_{count} ($21,860 > F_{table}$ (2,61) meaning that simultaneously organizational culture and working motivation affect significantly on the performance of Economics teachers.

The research result above supports the research conducted by (Ady, 2013) proving that working motivation including dimensions of *Achievement, Recognition, Working Condition* and *Wages* give significant positive effect towards the performance of Human Resources. The research conducted by (Sriwidodo, 2010) lead to conclusion that working motivation along with competence, communication, and welfare have significant positive effect towards the performance of Human Resources, However, it is contradicted with the research done by (Astuti, 2017) that exposed that working motivation with indicators of achievement making, responsibility, self development, and independence are proven to not give significant positive effect towards the performance of teachers.

The research result above is also in line with the research done by (Corbett and Rastrick, 2000) exposing that different organizational culture in which constructive style culture is the most conducive to improve good performance because it has focus on person and participation. The research of (Mulyati, 2015) proved that academic culture with indicators of facilities, management organization, curriculum, and participation have significant positive effect towards the performance of lecturers.

According to (Taurisa, 2012), (Fadhilah, 2017) (Sugeng, 2012), it is proven that school culture has significant positive effect towards the teachers' performance.

This fact provides results that support the research result of (Giantari, Ida and I Gede, 2017) exposing that organizational culture has direct

significant positive effect towards working motivation and mediated with working motivation towards the performance of Human Resources. The similar research conducted by (Hakiki, 2016) revealed that there is the most dominant effect between the organizational culture and working motivation.

The research done by (Koesmono, 2005) proved that organizational culture has significant positive effect towards working motivation as well as indirect effect of organizational culture towards performance through working motivation and working satisfaction.

A conducive organizational culture is seen from the loyal organization members and knows the organization goals; understand good behavior and conduct duties based on the value believed consistently. A good organizational culture in Islamic Senior High School will trigger a sense of belonging and will improve teachers' commitment with their working place so that it can able to support the teachers' success which eventually can improve teachers' performance which is competitive and achievement-oriented.

Organizational culture has a role to help making a sense of belonging for the members, improve personal commitment with the organization, help organization stabilization, provide behavior guidance as the result of behavior norms that have been formed. A new teacher can be accepted in his new working environment if he makes efforts to learn what is not allowed and what is allowed in the organization. Organizational culture provides guidance for those who are in the organization to understand how they work in their environment.

Working motivation affects the performance of Economics teachers. It is in accordance with two factors theory of Herzberg stating that there are two factors that support people to work namely: motivator factor (intrinsic) and *Hygiene* (extrinsic). Motivation factor leads to positive satisfaction since it motivates the employees to have a good performance. Herzberg suggest pressure on the factors regarding working results directly such as recognition, responsibility, and level upgrade. These are the characteristics of people who find the wage giving intrinsically.

Organizational culture affects the performance of Economics teachers through working motivation. It is in line with the theory of Maslow that the hierarchy of human needs is pressed to upgrade the needs level from physiological to self actualization. In the moment of needs fulfillment experiences level upgrade, then the different collective meaning system in the human community will improve the motivation as in line with the culture size respectively. When the culture surrounding the human is good, the human will be motivated to be more diligent in working to obtain similar needs in the community.

Theory of Total Quality Management (TQM) sees that teacher that has different culture (long-term commitment) and teamwork will improve the performance of the teacher. TQM focuses on long-term commitment concept and teamwork in minimizing the internal competition to enhance external competitiveness so that a right change occurs and it is expected to make a special characterized culture in order to improve the quality of organization member performance. The Islamic Senior High School that applies teamwork will always keep the partnership with the stakeholders so that teachers can enhance their performance with good access facility with external.

A good organizational culture through working motivation will be able to affect teachers' behavior in performing their duties so that it provides effect towards teachers' performance in Islamic Senior High School. It ensures the researchers to provide research hypothesis that organizational culture gives positive effects on Economics teachers' performance through working motivation in Islamic Senior High Schools in Kudus Regency.

CONCLUSION

Based on the aforementioned explanation, it can be concluded that if the organizational culture is higher, the working motivation and the performance of Economics teachers will also improve. It is also in contrast; if the organizational culture is lower, the working motivation and the performance of Economics teachers will also decrease. Working motivation will be more

strengthening the organizational culture in improving the performance of Economics teachers

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