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The effect of organizational culture on performance of public elementary teachers in Manado city

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Abstract
This research is intended to examine the influence of organizational culture on elementary teacher performance. Testing requirements analysis, namely (1) normality of data, (2) homogeneity of regression variance, and (3) linearity of the relationship of two variables, it turns out that all analysis requirements are met. Therefore, correlation analysis and path analysis for testing research hypotheses can be done. The results of Pearson correlation analysis between leadership style and organizational culture there is a very strong (high) and significant correlation, namely r = 0, 970. Because the value of r = 0.970 > 0.8, it is concluded that both variables occur multicollinearity, so there is a change in direction (negative) the relationship between organizational culture with a very strong relationship, i.e. = 0.970 (multicollinearity occurs). Path coefficient ρy2 = 0.802 with Sig. = 0,000 <= 0.05. This result states there is a direct influence of organizational culture on teacher performance, path coefficient ρy3 = 0.069 with Sig. = 0.517> = 0.05. The results of this study confirm that teacher performance is directly or indirectly influenced by organizational culture so that it encourages teacher performance in elementary education units in the city of Manado.

Keywords: organizational culture, teacher performance

Introduction

In general, to improve the quality of human resources must start from improving the quality of education in all types and levels of education. This is important to solve the problem of development strategies that have long-term dimensions in the globalization era.

As a formal educational institution, the school has always been the foundation for recruiting, shaping and producing quality human resources. To realize this expectation, understanding the school as a very important institution for the preparation of human resource cadres should be the basis for implementing the duties and responsibilities of education providers for students as part of the school community.

Teachers as one of the components that can influence the success of education in schools that serve as benchmarks of education, must continue to improve the quality of professional teachers. It is said so because professional teachers have an important role in organizing educational activities in schools.

For this reason, various efforts have been made by the government including providing opportunities for every teacher to develop knowledge, skills and performance, so that they are truly competent and have good performance, both through workshops, seminars, training and higher levels of formal education. This is to prepare quality teachers in the future so that education in Indonesia can solve the problem of the low quality of performance of a number of teachers who work in classrooms.

Discussing about teacher performance is very important, because conceptual performance is a picture of the level of achievement of the implementation of tasks in an organization, on the other hand performance is the result of work. (Wibowo, 2007) [45].

Based on observations in the field, teacher performance has not been maximized, the indications are that there are a number of teachers who do not carry out teaching tasks well, including often being late for class, in the implementation of the tuition is not consistent, learning implementation plans are not well prepared, preparation of learning implementation plans is not through the analysis stage of content standards and graduation standards, in determining indicators of competency achievement not adjusted to Permendikbud N0 24/2016 about core competencies and basic competencies, teachers often leave the classroom, when class hours have not finished, even many certified teachers have not been able to design learning tools, planning learning, evaluating learning, and implementing its performance as a professional teacher, so that many certified teachers need training and training.

In addition to being suspected of being influenced by organizational culture, conceptually Robbins and Coulter (2012) suggest that organizational culture as values, principles, traditions, and ways of working are shared by members of the organization and influences the way they act. Organizational culture that should emerge is the values of school excellence that must be achieved and maintained, mutual cooperation culture to work together to improve school academic achievement, and the burden if the desired goals are not achieved.

It can be said that the conducive school situation is one of the conditions for the effective implementation of teaching and learning. A safe and orderly school environment, and student-centered activities are practical examples of school culture that can foster student enthusiasm for learning.

Of the various symptoms the problem needs to be solved through a study entitled, the Effect of Organizational Culture on the Performance of Public Elementary School Teachers in the City of Manado.

Method

Research Approaches and Methods

This research was conducted based on the problem of the performance of teachers in state elementary schools in the city of Manado. In connection with performance issues, researchers want to examine through elements that are thought to influence teacher performance. The intended elements are: organizational culture. Therefore, this study aims to analyze the influence of organizational culture variables so that it has an impact on the performance of teachers of state elementary schools in the city of Manado.

Population and Sample

Population is a collection of individuals, groups of individuals who have the qualities and characteristics that are set or have certain criteria according to the attention of researchers (Sugiyono, 2014) [33]. According to Sudjana (1992), population is an object of concern to be investigated and can be generalized to obtain research results, where the totality of the values calculated qualitatively and quantitatively a character is studied according to its properties.

The population of the study was 667 certified elementary school teachers in the city of Manado. Arikunto stated that the sample is part of the population. The research sample is a portion of the population taken as a source of data and represents the entire population. To determine the sample size, researchers used the Yamane formula in Sugiyono (2014) [33], as follows:

$$n = \frac{N}{Nd^2 + 1}$$

n = sample size, N = population size, and d = specified precision values.

By setting a precision of 10% with a confidence level of 95% a sample size of:

$$N = \frac{N}{N.d^2+1} = \frac{667}{(667).0{,}1^2+1} = \frac{667}{7.67}$$

= 86,962 = 87 teachers

Researchers used a proportional random sampling technique, so that samples could be obtained from all districts in the city of Manado so that they were represented proportionally. The formula used to get samples from each district is:

$$ni = \frac{Ni}{N}(82)\mathbf{x}\ \mathbf{n}$$

where:

ni = sample size

Ni = Number of certified teachers in each district

N = Number of all certified elementary school teachers in Manado City

n = sample size

Table 1: Population and Research Samples

No.	District	Number of Elementary Schools	Number of Teachers (People)	Sample Size
1.	Bunaken Darat	6	18	2
2.	Bunaken Kepulauan	5	10	1
3.	Malalayang	13	40	5
4.	Mapanget	7	39	5
5.	Paal Dua	13	42	6
6.	Sario	3	16	2
7.	Singkil	11	69	9
8.	Tikala	14	79	10
9.	Tuminting	23	132	18
10.	Wanea	21	107	14
11.	Wenang	18	115	15
	Total	134	667	87

Data Collection Technique

In order to obtain complete data in this study, researchers conducted three stages of data collection. The first stage uses literature study and field study to obtain data through literature and documentation review. The second stage is making the instrument as a measurement tool based on theory, information and expert opinions obtained through literature review. The third stage is the processing of results and statistics.

Research Instruments

The instruments used in this study include the research variables, namely: (1) instruments for the culture variables of school organizations; (2) instruments for teacher performance variables. Research instruments were arranged for each variable using a Likert scale model of measurement. Each statement submitted for each item has five possible answers that are expected to be chosen by respondents according to the conditions felt by each respondent. Every research instrument compiled contained statements which could be categorized as positive statements and negative statements. In a positive statement, each answer with a score of 1, 2, 3, 4, and 5. For a positive statement, Very often given a score of 5, Often given a score of 4, Quite often given a score of 3, Rarely given a score of 2, whereas Never given a score 1, while negative statements are given the opposite score.

To determine the appropriateness and reliability of the research instruments that were compiled, first an instrument was tested on elementary school teachers who were not included in the research sample group. This test in the research procedure is better known as the validity test and instrument reliability test. After all the concepts of the instrument were eligible for use, the instrument was then trialled to 30 elementary school teachers in the city of Manado as randomized trial respondents. To measure

validity, according to Sugiyono (2014) [33] a valid instrument means the measuring instrument used to obtain data (measuring) is valid. Valid means that the instrument can be used to measure what should be measured. The validity of an instrument item can be determined by comparing the Pearson product moment correlation index. An item is said to be valid if the correlation value ≥ 0.3, invalid if the correlation value <0.3.
Sugiyono (2014) [33], a reliable instrument is an instrument that if used several times to measure the same object, will produce the same data. Reliability is an index that shows the extent to which a measuring device can be trusted or reliable. The instrument can be said to be reliable (reliable if it has a reliability) reliability coefficient of 0.6 or more. The reliability coefficient is obtained using the Cronbach Alpha formula).

Teacher Performance Instrument Variable Development (Y)

a. Conceptual Definition

Teacher performance is the work of teachers both in quantity and quality achieved by individuals in carrying out the task of educating, teaching, guiding and training in accordance with the responsibilities given to teachers, in terms of planning learning, implementing learning and conducting assessments.

b. Instrument Grilles

The dimensions of the teacher performance variable are as follows: a) learning planning, b) the implementation of active and effective learning activities. Preliminary activities, core activities, closing activities.

c. Learning Assessment

a) Ability to plan and prepare for teaching, b) Mastery of material to be taught to students, c) Mastery of teaching methods and strategies, d) Giving assignments to students, e) Ability to manage classes, f) Ability to conduct assessments and evaluations.

d. Instrument Type

After the instrument has been prepared, proceed to the next stage, namely the examination of the concept of the instrument items by the promoter and the secretary of the study program relating to the validity of the contents of the instrument, namely how far the items in question have measured indicators of research variables to be measured.

e. Validity Testing and Reliability Calculation

Before being used for research, a performance instrument is tested to test the validity and reliability of the instrument. Analysis to test the validity of the Pearson Product Moment correlation formula is used, while to test the reliability used Cronbach Alpha. The facility used to test validity and reliability is the SPSS version 25 program.
The results of the validity test of the teacher's performance variable showed that of 30 items, 19 items were valid and 11 were invalid because the correlation value was <0.3. Of these 19 valid items, the reliability value is 0.768> 0.7.

Development of Variable Instruments for Organizational Culture (X)

a. Conceptual Definition

Organizational culture is a set of norms, values of beliefs, rituals, traditions and expectations of achievement expressed in written or unwritten rules that guide how thinking, feeling and acting adopted by school members, can make an identity and form commitments of school members.

b. Operational definition

Organizational culture in the opinion of Hoy and Miskel (2001: 1992) is measured from the dimensions of supportive (support), collegial (friendship), Intimate (intimacy), directive (appointment), restrictive (limiting), and disengaged (separation). School culture is the teacher's assessment of norms, values of beliefs, rituals, traditions and achievement expectations expressed in written or unwritten rules that guide how thinking, feeling and acting adopted by school members, can make an identity and form commitments of school members. The developed school culture values are school cultures with dimensions described as follows: 1) School organization rules, 2) Trust in decision making, 3) Value of beliefs, 4) Customs and traditions, and 5) Expectations of value for excellence.

c. Instrument Grilles

From the operational definition of school culture found indicators that reflect school culture which include: 1) Symbols that reflect the school organization's values, 2) Norms that contain standards of behavior from school members, both for students and teachers, 3) Values and beliefs about achieving the quality of education at school, 4) The focus of all activities at school is customer satisfaction, 5) There are rules and rules that bind all members of the school organization, 6) A conducive and pleasant working environment for each school member.

d. Instrument Type

After the instrument has been prepared, proceed to the next stage, namely the examination of the concept of the instrument items by the promoter and the secretary of the study program relating to the validity of the contents of the instrument, namely how far the items in question have measured indicators of research variables to be measured.

e. Validity Testing and Reliability Calculation

Before being used for research, an instrument of organizational culture was tested to test the validity and reliability of the instrument. Analysis to test the validity of the Pearson Product Moment correlation formula is used, while to test the reliability used Cronbach Alpha. The facility used to test validity and reliability is the SPSS 25 program
The results of the validity test of organizational culture variables showed that of 30 items, 28 items were valid and 2 were invalid because the correlation value was <0.3. Of these 28 valid items, the reliability value is 0.935> 0.7.

Data Analysis Technique

The data analysis technique used to test the hypotheses in this study used the path analysis technique, before testing the hypotheses the research data for each variable was

analyzed descriptively. Sugiyono (2008), describes that descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. Research conducted on the population (without sampling) will obviously use descriptive statistics in its analysis.

But if the research is conducted on a sample, then the analysis can use both descriptive and inferential statistics. Descriptive statistics can be used if the researcher only wants to describe the sample data, and does not want to make conclusions that apply to the population where the sample was taken.

According to Ghozali (2011) that the path analysis requirements include interval scale data, normal distribution, normality measurement, homogeneity, linearity and free from multicollinearity problems.

Results and Discussion

A. Description of Research Result Data

Description of research data describes the general description of the data including minimum and maximum values, average values, standard deviations, medians (Me) and data presentation in the form of frequency distribution tables. The description of the description of each variable includes: Organizational Culture (X), and Teacher Performance (Y). The explanation is explained as follows.

Table 1: Descriptive statistics of all research variables

Statistics	Organizational culture	Teacher Performance
N	87	87
Minimum	73	74
Maximum	140	95
Median	123.00	88.00
Average	116.44	88.28
SB	18.730	3.958

SB = Standard Deviation

1. Organizational Culture Variable (X2)

Based on data obtained from the field. To measure the Organizational Culture variable an instrument consisting of 28 items in the form of a five-point Likert scale with the lowest theoretical score of 28, the highest score (5 x 28) = 140. Based on the analysis results obtained a minimum score = 73; maximal score = 140; average score = 116.44; standard deviation = 18.730; median = 123. To get the number of classes a Sturges formula of 5 is used, and based on these values a frequency distribution is then made as follows:

Table 3: Frequency Distribution of Organizational Culture Variables

Class Intervals	Frequency	Percentage
58.5 – 77.5	5	5.7
77.5 – 96.5	7	8.0
96.5 – 115.5	16	18.4
115.5 – 134.5	49	56.3
134.5 – 153.5	10	11.5
Total	87	100.0

From the grouping of scores it can be seen that from 87 respondents, the highest score was a score of 115.5 up to a score of 134.5 ie there were 49 times or 56.3%.

2. Performance Variables (Y)

Based on data obtained from the field. To measure the Leadership Style variable used an instrument consisting of 19 items in the form of a five-point Likert scale with the lowest theoretical score of 19, the highest score (5 x 19) = 95. Based on the analysis results obtained a minimum score = 74; maximum score = 95; average score = 88.28; standard deviation = 3.958; median = 88. To get the number of classes, a Sturges formula of 5 is used, and based on this value the frequency distribution is then made as follows:

Table 4: Distribution of Teacher Performance Variables Frequency

Class Intervals	Frequency	Percentage
75.5 – 79.5	2	2.3
79.5 – 83.5	11	12.6
83.5 – 87.5	25	28.7
87.5 – 91.5	26	29.9
91.5 – 95.5	23	26.4
Total	87	100.0

From the grouping of scores it can be seen that from 87 respondents, the one with the highest score is a score of 87.5 up to a score of 91.5 which is 26 times or 29.9%.

B. Test Data Analysis Requirements

In relation to problems, objectives, and research hypotheses, the analysis used is path analysis. However, prior to the path analysis, the requirements test is done, namely the data normality test, the homogeneity test of regression variance, and the bivariate relationship elasticity test. In addition, the correlation between variables is also calculated by Pearson correlation analysis and multicollinearity examination, the following are presented in successive analysis used.

1. Data Distribution Normality Test

This test is used to determine whether the sample under investigation has a normal distribution or not (coming from a normal spread population). Several ways to test normality of data are done by the Kolmogorov-Smirnow Test, Chi-Squares Test, Lilliefors Test, or Shapiro-Wilk Test.

The data normality requirement test is only done if the sample size is $n < 25$. If $n \geq 25$, the data normality test is not needed because the data will tend to spread according to normal distribution, according to the central limit theorem in statistics (Glass & Hopkins, 1996). In this study the sample size is $n = 87 > 25$, so the data from the five variables are assumed to come from populations that are spread normally.

2. Homogeneity Test for Regression Variants

The homogeneity test for regression variance is carried out by the Bartlet test and the Levene test. Following are the results of the homogeneity test of regression variance.

Organizational Culture (X) on Performance (Y)

The homogeneity test of the variance of organizational culture regression on Teacher performance was tested with the Levene test. The results of this test obtained statistics = 0.67 with $p = 0.835$. The results of this test state that the variance of Organizational Culture according to the observed values on Performance is the same or homogeneous because the value of $p = 0.835 > \alpha = 0.05$ (Table 4.9).

Table 4: Results of Variance Y Homogeneity Test on X2

Method	Statistic	p Value
Leneve Test	0.67	0.835

3. Linear Regression Test of Relationship of Two Variables

The linearity requirement test for the relationship of two variables is used linear regression mismatch test through the Anava table and scatterplot graph. The test said the two variables are linearly related if the significance value in table 4.12, i.e. the linearity has a Sig <0.05 or the graph tends to be in the form of a line.

a. Test of Organizational Cultural Regression on Teacher Performance

The test results of the relationship between organizational culture variables and teacher performance variables can be seen in Figure 4.4. In Deviation from Linearity has a value of Sig. = 0.033> = 0.05.

C. Testing Research Correlations

Below is presented the results of the Pearson correlation coefficient analysis of the relationship of the 4 research variables in the form of a linear relationship. The relationship between the two variables is said to be significant if the significance value states the value of Sig. ≤ 0.05 and said to be insignificant if the significance value (Sig.)> 0.05.

There was a negative and insignificant relationship between Organizational Culture and Teacher Performance (r = -0.040 with p = 0.355).

D. Calculation and Testing of Path Coefficients

Based on the research paradigm and hypothesis models, in this study there are two structural models to be analyzed. The results of data analysis based on structural models are successively presented below.

After testing the analysis requirements, namely (1) normality of data, (2) homogeneity of regression variance, and (3) linearity of the relationship between two variables, it turns out that all analysis requirements are met. Therefore, correlation analysis and path analysis for testing research hypotheses can be done.

1. Structural Model Testing 1

The structural model 1 to be tested is as follows:

$$X_3 = \rho_{y1}X_1 + \rho_{y2}X_2 + e_1$$

Based on the path coefficient analysis results are obtained as presented in the Correlation Values X1 and X2 with Sig. <0.001. $\rho_{32} = -0,022$

2. Structural Model Testing 2

The structural model 2 to be tested is as follows:

$$Y = \rho_{y1}X_1 + e_1$$

Based on the path coefficient analysis results are obtained as presented in Results obtained:

(1) This negative relationship occurs because between organizational culture variables there is a very strong relationship, r_{12} = 0.970 (multicollinearity occurs).

(2) Path coefficient ρ_{y2} = 0.802 with Sig. = 0,000 < α = 0.05. This result states there is a direct influence of organizational culture on teacher performance

Interpretation of Path Coefficient Results

After testing the analysis requirements, namely (1) normality of data, (2) homogeneity of regression variance, and (3) linearity of the relationship between two variables, it turns out that all analysis requirements are met. Therefore, correlation analysis and path analysis for testing research hypotheses can be done. The influence of exogenous variables on endogenous variables is said to be significant if the Sig. <= 0.05.

The results of the path coefficient analysis states that based on the research hypothesis and the proposed statistical hypothesis the following results are obtained:

1. There is a positive direct effect on Organizational Culture on Elementary School Teacher Performance in the City of Manado.

$$H_0: \rho_{y2} = 0 \text{ vs } H_1: \rho_{y2} > 0$$

Based on the analysis results obtained path coefficient ρ_{y2} = 0.802 with Sig. <0.001 <0.05. This result states that hypothesis 5 is acceptable. So there is a direct positive effect on organizational culture on teacher performance.

2. There is an indirect positive effect on teacher performance through organizational culture

$$H_0: \rho_{y.2.3.1} = 0 \text{ vs } H_1: \rho_{y.2.3.1} > 0$$

Based on the analysis results obtained correlation coefficient r12 = 0.970 with the Sig. <0.0001, path coefficient ρ32 = -0.022 with Sig. = 0.915> 0.05, and the path efficiency ρy3 = 0.069 with Sig. = 0.517> 0.05. This result states there is no indirect positive effect on teacher performance through organizational culture because organizational culture is not significantly related to teacher performance.

3. There is an indirect positive effect on Organizational Culture on Teacher Performance.

H0: vs H1:

Based on the analysis results obtained by path coefficient ρ_{32} = -0.022 with Sig. = 0.915> 0.05 and path coefficient ρ_{y3} = 0.069 with Sig. = 0.517> 0.05. These results state that there is no significant relationship between organizational culture and teacher performance.

Discussion

Based on the results of the research that has been presented

before, then the following discussion is carried out in accordance with the problems and objectives in this study. The problems and research objectives in this study that will be discussed are as follows:

1. Direct positive influence of Organizational Culture on Teacher Performance

The results of data analysis show that organizational culture has a direct influence on teacher performance, this can be seen from the analysis of the path coefficient ρ_{y2} = 0.802 with Sig. = 0,000 <= 0.05. This result states there is a direct influence of organizational culture on teacher performance.

This is in line with research that organizational culture is a condition or condition in the work environment, both in the physical and psychological sense that affects the mood of people who work, which includes relationships among colleagues, relations between teachers and principals, openness in organizations, facilities that supportive, and comfortable working environment. The assessment of organizational culture in this study is based on the opinion of Hoy and Miskel (2001: 1992) measured from the dimensions of supportive, collegial (intimate), Intimate (intimacy), directive (appointment), restrictive (limiting), and disengaged (separation), so organizational culture greatly influences teacher performance. Schools that have a good organizational culture will increase leaders applying the right and maximum style, will make teachers comfortable at work so that it will improve teacher performance at work because there is a direct influence of school organizational culture on teacher performance.

2. The indirect positive effect of Organizational Culture on Teacher Performance

Based on the analysis results obtained by path coefficient ρ_{32} = -0.022 with Sig. = 0.915> 0.05 and path coefficient ρ_{y3} = 0.069 with Sig. = 0.517> 0.05. These results state that there is no significant relationship between organizational culture and teacher performance

The existence of these findings which suggest a negative relationship between organizational culture and teacher performance, does not mean rejecting the theory, but occurs due to a strong relationship between leadership style and organizational culture. When tracing the bi-variate correlation between organizational culture and teacher creativity, it turns out to have a positive relationship, although not significant (r_{23} = 0.106 with Sig. = 0.165).

This is because the level of school organizational culture, indirectly does not affect teacher performance through teacher creativity. As in the theory of innovative cultured organizations, basically almost the same as the atmosphere that is owned by market-oriented organizations.

Wallach (1983) was one of the researchers who first introduced that organizational culture depicts organizations that are colored by innovative culture seen by individuals as attractive and dynamic organizations. Therefore, teacher performance factors consist of organizational internal environmental factors, employee or teacher internal factors, and external environmental factors (Wirawan, 2009).

Teacher performance will lead to job satisfaction as stated Martoyo (1994) “Basically the emotional state of employees where there is or does not occur a meeting point between the value of employee benefits from the company/organization with the level of winning service value desired by employees who concerned”.

Conclusion

The results of the path coefficient analysis states that based on the research hypothesis and the statistical hypothesis proposed on the results and discussion pages, the following conclusions are obtained:

1. There is a significant positive direct effect of organizational culture on teacher performance.
2. There is an indirect positive effect on teacher performance through organizational culture.
3. There is an indirect positive effect on organizational culture on teacher performance

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