Effect of Organizational Culture, Organizational Commitment and Self Efficacy of Teacher Performance Medium Religious Education Province of Central Java

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Abstract: This study aims to test the influence of (1) organizational culture variables on teacher performance; (2) the variable organizational commitment to teacher performance; and (3) self-efficacy variable on teacher performance. This research used the positivistic quantitative method, the sample in this study 53 respondents, using path analysis. The sampling technique used is probability sampling by applying proportionate stratified random sampling. The results of the analysis showed that there are several influences: (1) positive and significant influences between organizational culture variables on teacher performance by 43.8%; (2) positive and significant between the variable organizational commitment to teacher performance by 25.8%; (3) positive and significant between the variable self-efficacy on teacher performance by 60.6%. The analysis results can be concluded that the variables of organizational culture, organizational commitment, and self-efficacy have a positive and significant effect on the performance of middle-level Buddhist education teachers in Central Java Province.

Keywords: Organizational Culture, Organizational Commitment, Self-Efficacy, and Teacher Performance

1. INTRODUCTION

Education and teacher are two words that cannot be separated. Education is identical to teachers, and teachers are identical to the world of education. The back and forth of education is in the hands of the teacher. Teachers are at the forefront of education that impacts the back and forth of a nation. Historical records show, when Japan, Hiroshima, and Nagasaki were bombed by the allies in the second world war, the Emperor did not ask how many soldiers were left, but what was asked was how many teachers were left. This shows that in the hands of the teacher, the community will know, have a civilization, and change their mindset so that they can build a developed and advanced nation.

Ahmad Barizi and Muhammad Idris (2010: 42) teachers serve as mentors in teaching and learning activities, which plays a role in providing comfort and confidence to students that the skills and achievements obtained will be appreciated and considered. This is a strategy in an effort to increase students' motivation to develop and achievement. Law No. 14 of 2005 on teachers and lecturers mentions that teachers are: "professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood, basic education, and secondary education". Uno (2008: 15) states that teachers are professions or positions that require special skills as teachers and cannot be done by others outside the field of education.

From the teacher's explanation above, it can be concluded that the teacher is a profession that is owned by someone related to education in schools based on education and training whose task is to guide, train, and educate students to prepare competent and competitive human resources.

2. LITERATURE REVIEW

2.1. Performance

Hsu (2005) in Yeh &amp; Hong (2012) limiting the understanding of employee performance is the effect of simultaneous realization of employee duties that include efficacy, efficiency, and effectiveness. In line with the stated understanding, Mahsun (2005) states that performance is a program in the achievement of tasks at a certain level, programs and policies in realizing the objectives, vision, and mission of the organization which is part of the strategic plan of an organization.

Armstrong (2009) in Wihowo (2014), performance is a structured process for better organizational performance by developing individual and group performance. Another case with Armstrong (2009), Bacal (2012) in Wihowo (2014) provides a limitation of the notion that performance is an ongoing communication process, carried out in collaboration between subordinates.
dinates and their direct superiors concerning creating clear goals and understanding each other about the task, which must be done.

Refer to some of the above notions, it can be underlined that the definition of the concept of teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which includes planning learning, implementing learning, evaluating learning and fostering interpersonal relationships with students.

2.2. Organizational Culture

Robbins, Stephen P. & Judge, Timothy A (2015: 355) stated that organizational culture is sharing the meaning of organizational members with each other and is a hallmark of differentiating with other organizations. J. L. Gibson et al. (2006) in their textbook, Organization Behavior, Structure, Processes, "An organization is a coordinated unit consisting of at least two people who function to achieve a common goal."

There are several functions and roles of organizational culture according to Robbins, Stephen P. & Judge, Timothy A (2016: 369) as follows: (1) culture has a role in defining boundaries to create a difference between one organization and another; (2) culture can convey a sense of identity to members of the organization; (3) culture will facilitate commitment to everything greater than selfish interest; (4) culture promotes the stability of the social system; (5) culture is a social adhesive that acts as a binder of the organization collectively and creates standardization regarding the speech and actions of workers (6) culture is a feeling taken and includes mechanisms in social control that provide clues to the behavior of workers.

From the explanation of the organizational culture theory above, it can be concluded that organizational culture is a system or pattern that regulates employee behavior in the form of deeply embedded values that are used to realize organizational goals. Organizational culture can also be interpreted as guidelines and patterns of employee behavior at work and acting following customs and organizational policies to achieve common goals.

2.3. Organizational Commitment

Kreitner and Kinichi (2003: 274) state that organizational commitment reflects how a person recognizes himself with the organization and relates to its goals. Organizational commitment is the level of trust and acceptance of labor towards organizational goals and a desire to remain in the organization (Matthis and Jackson 2001: 99).

According to William and Hazer (1986), organizational commitment is the level of frequency of identification and attachment of individuals to the organization. The characteristics of organizational commitment include one's loyalty to the organization, willingness to use business on behalf of the organization, compatibility between one's goals and organizational goals. Organizational commitment is the relative strength of recognizing the involvement of an individual in a particular organization (Wayne, 1997). Porter et al. (1973) limit the notion of organizational commitment as the uncertainty strength of an individual's participation in the organization and their participation in the organization, which is characterized by three psychological factors: (1) a strong willingness to remain a part of a particular organization, (2) The desire to strive hard for the sake of the organization, and (3) a definite belief and acceptance of the values and goals of the organization.

Organizational commitment is the full awareness of the organization where they work; this awareness results in employees being willing to give all their potential to support organizational goals. There is a manifestation of commitment to the organization's work, job duties, and functions in totality. Teachers as employee organizations who are highly committed to their organizations will carry out their duties with full responsibility for the school's progress.

From the several definitions of organizational commitment mentioned above, it can be concluded that organizational commitment is an attitude that reflects the feelings of employees towards the organization, which is characterized by strong trust and acceptance of the goals and values of the organization, willingness to strive for the achievement of organizational interests about the constituency, a strong desire to maintain a position as a member of the organization because of obligations and awareness.
2.4. Self Efficacy

Bandura states that self-efficacy refers to an individual's belief in estimating his competence in carrying out tasks or performing a task necessary to achieve a particular outcome (Mawanti, 2011:31). Belief in all these abilities includes confidence, adaptability, cognitive competence, intelligence, and the capacity to act in a depressed state.

Meanwhile, Baron and Byrne (Ghufron and Rini, 2010:74) suggest that self-efficacy is an evaluation of one's self-competence in carrying out tasks, realizing goals and solving problems. From the description, it can be interpreted that self-efficacy is an individual's belief in one's ability to do things when in various conditions with whatever skills he has, to achieve the desired results.

Bandura (Ghufron and Rini, 2010:75) states that self-efficacy is the embodiment of the results of cognitive processes realized in decisions, beliefs, and expectations about individuals in measuring a person's ability to perform various tasks required in accordance with the targets set. According to him, self-efficacy is not related to the proficiency possessed, but relates to the individual's belief about what can be done with the skill. Self-efficacy emphasizes the components of self-confidence in the face of future situations, containing blurring, unpredictable, and often stressful.

Furthermore, Bandura also revealed, although self-efficacy has a major causal influence on our actions, self-efficacy is not the only determinate of action. Self-efficacy combines with the environment, previous behavior, and other personal variables, especially the expected results to produce behavior. According to Bandura (2006), self-perception of efficacy in individuals' existence is a function that determines how individuals act, providing thought patterns and emotional reactions.

Based on the description above, it can be concluded that individuals who have high self-efficacy will feel capable of being able to do whatever they are facing effectively, while individuals who have low self-efficacy feel unable to solve a problem they are facing because they see failure as a personal weakness, difficult to motivate himself, and quickly give up in the face of an obstacle. Therefore, it is not uncommon for individuals like this to experience stress and depression easily.

3. METHODOLOGY

The design of research as a guideline in this research is quantitative positivistic. The sampling technique in this study was probability sampling, using proportionate stratified random sampling. Data collection in this study was carried out using a questionnaire-shaped instrument tested for validity and reliability. The questionnaire is based on a stratified scale or rating scale. Data analysis techniques using path analysis.

3.1. Result

a. Reliability Test

<table>
<thead>
<tr>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
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<tbody>
<tr>
<td>.929</td>
<td>.936</td>
<td>50</td>
</tr>
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</table>

The items' reliability was stated to be reliable because the value of Cronbach's Alpha Based on Standardized Items, the value was 0.936 > R table 0.4683. This means the Test Overall is Reliable.

b. Normality Test

The result of data analysis of the variables Organizational Culture, Organizational Commitment, and Self-Efficacy obtained an average normality test result of 4.00, 2.60, and 6.37, respectively. An average df of 2.5, the significance Organizational Culture 4.54, Organizational Commitment of 6.37, and Self Efficacy of 6.37. Since sig has a value higher than 0.05, the data is distributed normally.

Reliability of each question is declared reliable due to cronbach's Alpha value Based on Standardized Items, the value 0.936 > R table, 0.4683. It means Overall Reliabel Test.
Table 2. Testing Hypothesis With SPSS 20.00 (Path Analysis)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>.902</td>
<td>.814</td>
<td>.779</td>
<td>.49933</td>
</tr>
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</table>

a. Predictors: (Constant), SELF EFFICACY (X3),
b. Organizational Commitment (X2)
c. Organizational Cultural (X1)

Table 3. The Results of Data Analysis on Variables of Organizational Culture, Organizational Commitment and Self-Efficacy

<table>
<thead>
<tr>
<th>Coefficients*</th>
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<tbody>
<tr>
<td>Model</td>
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<tr>
<td></td>
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<tr>
<td>(Constant)</td>
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<td>1</td>
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a. Dependent Variable: TEACHER PERFORMANCE (Y)

Based on the results of the SPSS 20.00 analysis, the significance value of the three variables, namely = 0.003x2 = 0.033 x3 = 0.000, is smaller than 0.05. So these results conclude that the variables X1, X2, X3 have a significant effect on Y. The amount of the R square value contained in the model summary table is 0.814. This shows that the contribution to the influence of the variables X1, X2, and X3 is 81.4%, while the remaining 18.6% is the contribution of other variables not included in this study. Meanwhile, the value of e1 can be found with the formula e1 = V(1-0.814) = 0.186

Figure 1
Data analysis path chart
4. DISCUSSION

1. Significant positive effects seen in Organizational Culture on middle-level Buddhist Religious Education teachers’ performance in Central Java Province.

   Based on the analysis results, stated that positive and significant effects on performance appear in organizational culture of middle-level Buddhist Religious Education teachers in Central Java Province. With these results, this study supports the results of previous research conducted by Noora Fithriana, Agung Nugroho Adi (2017) with the title of the influence of organizational culture on performance; the results of this study show that organizational culture dominantly affects employee performance in an integrated manner in Malang City Office. Besides, this study supports previous research conducted by Shahzad, F. (2014); the results showed that the positive impact of organizational culture had a profound effect on the optimization of employees' work on home software in Pakistan.

2. There is a Significant Positive Effect of Organizational Commitment on middle-level Buddhist Religious Education teachers’ performance in Central Java Province.

   Based on the analysis results, this study supports previous research conducted by Nereida Hadziametovic (2017), with the title the effect of organizational commitment on performance. The results showed that organizational commitment affects performance, namely the affective commitment. The same previous research was also conducted by Nazir, O. and Islam, J. (2017). The results showed that the organization's perceived influence support had a positive effect on employee performance including a commitment to maintaining affective values. A part from that, this relationship was also found to be mediated by employee engagement. Besides, this study is relevant and supports previous research conducted by Harris Kristanto (2011). The findings suggest that fair organizations have a positive impact on employee performance with organizational commitment as an intervening variable.

3. There is a Significant Positive Effect of Self-Efficacy on middle-level Buddhist Religious Education teachers’ performance in Central Java Province.

   Based on the findings of the analysis, this study supports the previous research conducted by Salimah and Cecilia Sri Mindarti (2018), with the title of the study The Effect of Personality Competence and Teacher Self-Efficacy on Teacher Performance Mediated by Organizational Commitment, the results show that the positive and significant effects attached to the teacher's self-efficacy which is realized in its performance. The research supports previous research conducted by Achmad Sjamsuri and Nani Muliyan (2019) at INDRAPRASTHA UNIVERSITY PGRI Jakarta with the title Effect of Self-Efficacy on Teacher Performance at SMA PGRI 3 Jakarta. The results of the study show that there is a positive influence between self-efficacy and performance.

5. CONCLUSION

Viewed from exposure and discussion results it can be said that the variables of organizational culture, organizational commitment, and self-efficacy represent a performance that has a positive and significant effect on middle-level Buddhist education teachers in Central Java Province.

REFERENCE