

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

Mujiyanto,

Lecturer at the Raden Wijaya Wonogiri State College of Buddhism Indonesia.

Mujiyanto009@gmail.com

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 design using 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 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 education. 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 teachers as: "professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, 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 & 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 Wibowo (2014), performance is a structured process for better organizational performance by developing individual and group performance. Another case with Armstrong (2009), Bacal (2012) in Wibowo (2014) provides a limitation of the notion that performance is an ongoing communication process, carried out in collaboration between subor

ordinates 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 (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 book *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 for members of the organization; (3) culture will facilitate commitment to everything greater than self-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 (Mat his 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 center, where the characteristics of organizational commitment include one's loyalty to the organization, willingness to sacrifice 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 uncertain strength of a person towards an organization and their participation in a particular organization, which is characterized by three psychological factors: (1) a strong willingness to remain 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 (active) that individuals or employees have of the organization where they work; this awareness results in employees being willing to give all their potential to support organizational goals. The real manifestation of commitment to the organization is to carry out work following its duties and functions in totality. Teachers as employees in schools or organizations who are highly committed to their school 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 cost earned, 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 beliefs 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 determinant 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 1. Reliability Test Result

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,929	,936	50

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 results of data analysis of the variables Organizational Culture, Organizational Commitment, and Self-Efficacy obtained an average normality test result of 4.00, 2.60 statistics, an average df of 2.5, the significance Organizational Culture 4.54, Organizational Commitment of 6.37, and Self Efficacy of 6.37. Because sig has a value higher than 0.05, 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 Reliability Test

Tabel2,TestingHypothesisWithSpss20.00(PathAnalysis)

ModelSummary				
Model	R	RSquare	Adjusted RSquare	Std. Error of theEstimate
1	,902 ^a	,814	,779	,49933

- a. Predictors:(Constant),SELF EFFICACY(X3),
- b. OrganizationalCommitment(X2)
- c. OrganizationalCultural(X1)

Tabel3TheResultsOfDataAnalysisOnVariablesOfOrganizationalCulture,OrganizationalCommitmentandSelf-Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.E	Beta		
	ror				
(Constant)	,950	,370		2,564	,021
1 ORGANIZATIONAL CULTURE (X1)	,365	,102	,438	3,573	,003
ORGANIZATIONAL COMMITMENT (X2)	,031	,013	,258	2,334	,033
SELF EFFICACY(X3)	,520	,103	,606	5,040	,000

a. Dependent Variable: TEACHER PERFORMANCE (Y)

BasedontheresultsoftheSPSS20.00 analysis, the significancevalueof thethreevariables,namely= 0.003x2 =0.033 x3=000, issmallerthan0.05.Sothese resultsconcludethatthevariablesX1 , X2, X3 havea significant@ffect on Y. The amount of the R square value contained in themodelsummarytable is 0.814. This shows that the contributionor contributionof theinfluence ofX1, X2, X3is 81.4°/e, whiletheremaining I 8.6°/c is the contribution of othervariables not included in this study. Meanwhile,thevalue ofe1 canbe found with theformulaeI= V(I-0.814)=0.186

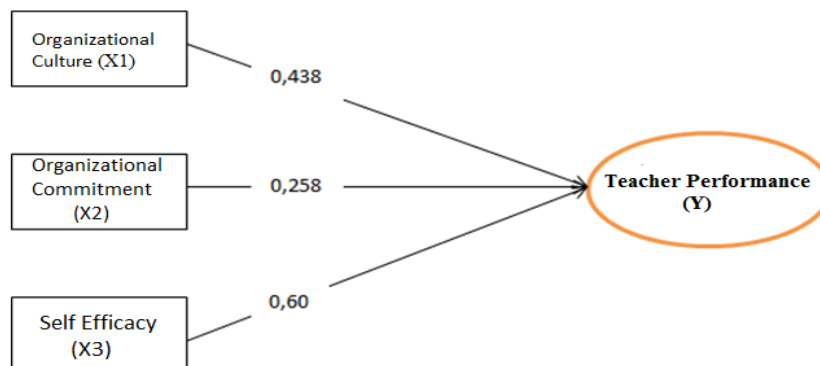


Figure 1 Data analysis path chart

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, his 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 research supports previous research conducted by Nereida Hadziahmetovic (2017), with the title of the effect of organizational commitment on performance. The results show 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. Apart 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 (2019). 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 Samsuri and Nani Mulyani (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 represents a performance that has a positive and significant effect on middle-level Buddhist education teachers in Central Java Province.

REFERENCE

1. Achmad Samsuri & Nani Mulyani. (2019). Pengaruh Efikasi Diri terhadap Kinerja Guru di SMA PGRI 3 Jakarta. *Faktor Jurnal Ilmiah Kependidikan*. Vol. 6 No. 1 (2019).
2. Ahmad Barizi & Muhammad Idris. (2010). *Menjadi Guru Unggul*, (Jogjakarta: Ar-Ruzz Media, , hlm. 142-4
3. Allen, N.J., Meyer P.J. And Smith C.A. (1993). "Commitment to Organizations and Occupations : Extension and Test of a Three-Component Conceptualization", *Journal of Applied Psychology*, Vol. 78, No. 4.

4. Allen, N.J., dan Meyer, J.P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to organization. *Journal of occupational psychology*, 63, 1–18.
5. Armstrong, M. (2007). *Manajemen Sumber Daya Manusia*. Jakarta : PT. Gramedia Elex Media Komputindo.
6. Armstrong, M. (2009). *Armstrong’s Handbook of Human Resource Management Practice: 11th ed.* London: Kogan Page.
7. Ashari, Purbayu Budi Santoso. (2005). *Analisis statistik dengan Microsoft exel dan SPSS*. Yogyakarta.
8. Aw, Suranto. (2011). *Komunikasi Interpersonal*. Yogyakarta : Graha Ilmu.
9. Bacal dan Robert. (2012). *Performance Management Terjemahan Surya Dharma dan Yanuar Irawan*, Penerbit Gramedia Pustaka.
10. Bandura, Albert. (2002). *Self efficacy : The Exercise of Control*. New York : W. H. Freeman & Company.
11. Bandura, A. 2006. Guide for Constructing Self-Efficacy Scales. In Frank Pajares& Tim Urdan (Ed.), *Self-Efficacy Beliefs of Adolescents*. Greenwich: Information Age Publishing.
12. Bacal dan Robert. (2012). *Performance Management Terjemahan Surya Dharma dan Yanuar Irawan*, Penerbit Gramedia Pustaka.
13. Depdiknas. (2003). *Undang-undang RI No.20 tahun 2003.tentang Sistem Pendidikan Nasional*.
14. E.Mulyasa. (2007). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT. Remaja Rosdakarya
15. Ghozali, Imam. (2011). “*Aplikasi Analisis Multivariate Dengan Program SPSS*”. Semarang: Badan Penerbit Universitas Diponegoro.
16. Harris Kristanto. (2015). Keadilan Organisasional, Omitmen Organisasional, dan Kinerja Karyawan. *Jurnal Manajemen dan Kewirausahaan*. Vol. 17 No. 1. ISSN 1411-1438 (print). ISSN 2338-8234 (online)
17. Kreitner, R. dan Kinicki, A. (2003). *Perilaku Organisasi*. (terjemahan). Jakarta: Salemba
18. Maha Pandita Sumedha Widyadharma. (1992) . *Satipatthana Sutta*. Yayasan Dana Pendidikan Buddhis Nalanda. Jakarta.
19. Nazir, O. and Islam, J. (2017), "Enhancing organizational commitment and employee performance through employee engagement: An empirical check", *South Asian Journal of Business Studies*, Vol. 6 No. 1, pp. 98-114. <https://doi.org/10.1108/SAJBS-04-2016-0036>.Download as .RIS
20. Nereida Hadziahmetovic. (2017). The Mediating Role if Affective Commitment in the Organizational Rewards – Organizational Performance Relationship. *International Journal of Human Resource Studies* ISSN 2162-3058 2017, Vol. 7, No. 3.<http://www.macrothink.org/journal/index.php/ijhrs/article/view/11454/9228>
21. Noora Fithriana, Agung Nugroho Adi. (2017). Dominant Effect Between Compensation, Leadership And Organizational Culture On Employee Performance Improvement. *Journal of Applied Management (JAM)* Volume 15 Number 4, December 2017.<http://dx.doi.org/10.21776/ub.jam.2017.015.04.14>
22. Robbins, Stephen dan Timothy A. Judge. (2015). *Organizational Behavior*. Edisi 16. Salemba Empat. Jakarta.
23. Shahzad, F. (2014), "Impact of organizational culture on employees’ job performance: An empirical study of software houses in Pakistan", *International Journal of Commerce and Management*, Vol. 24 No. 3, pp. 219-227. <https://doi.org/10.1108/IJCoMA-07-2012-0046>
24. Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.