

Implication Of Organizational Culture, Salary And Years Of Service On Motivation In Improving Teacher Performance

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Abstract: Teacher performance is assessed from four competencies, namely pedagogic, professional, personality and social. Of these four competencies teachers must possess, organizational culture, salary, years of work and motivation are among the factors that affect teacher performance. From the data of the last two years, the teacher performance at Integrated Islamic School (SIT) Al-Fatih 1 has decreased. Therefore, a study about organizational culture, salary and years of service as well as motivation related to teacher performance needs to be conducted at SIT Al-Fatih 1.

This study was carried out using descriptive methods with a survey approach. Respondents taken were all teachers of SIT Al-Fatih 1. Data collection was done by direct interviews (face to face interview) with the respondents. Interviews were conducted with structured guide questionnaire.

Path analysis was used as data processing and data analysis technique of this study. Based on the results of the study conducted at SIT Al-Fatih 1, it can be concluded that the organizational culture, salary and years of service simultaneously affect motivation for 68%. Organizational culture has no effect on motivation. Salary affects motivation for 0.499. Years of service affects motivation for 0.306. The organizational culture, salary, years of service and motivation simultaneously affect teacher performance for 62%. Organizational culture affects teacher performance for 0.498. Salary has no effect on teacher performance. Years of service has no effect on teacher performance. Motivation affects teacher performance for 0.444.

The management of SIT AL-Fatih 1 need to improve their organizational culture and motivation through their indicators to improve their teacher performance. They also need to increase salary and years of service through their indicators to increase their teacher motivation.

Keywords: Organizational Culture, Salary, Years of Service, Motivation, Teacher Performance, Path Analysis

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I. INTRODUCTION AND LITERATURE REVIEW

1.1 Background of Study

Education world is a place in which a nation's future can be changed. "Education is learning the knowledge, skills and habits of a group of people passed down from one generation to the next through teaching, training, or research. Research often occurs under the guidance of others, but it is allowed to be self-taught. Source from Wikipedia in 2017 "Education for children does not only occur in schools, education can occur at home and in the surrounding environment for character education and social life of children. Parents are teachers or role models for children in the home environment, the rules of parents at home will shape them. Education in schools as the spearhead of education occurs in teachers.

Integrated Islamic School (SIT) Al-Fatih 1 Tangerang realizes that teacher competence is absolutely essential for teachers. In accordance with the Act Number 14 of 2005 concerning teachers and lecturers, in article 10 paragraph (1) states that "Teacher competence as referred to in article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. "

Teachers of SIT Al-Fatih 1 are all expected to understand school culture as a manifestation of teachers' loyalty to their work and to school. SIT Al-Fatih 1 is an Islamic school that is different from public schools, both in terms of learning and that of teaching. Teachers are required to understand the culture of Al-Fatih 1 School.

The result of teacher performance appraisal of SIT Al-Fatih 1 during the past two years shows a decrease in teachers' scores as shown in table 1.

Table 1. Distribution of Teachers according to the Performance of SIT Al-Fatih 1 Year 2014 - 2016

Years Value		2014-2015	2015-2016
0-25	N	0	0
	%	0	0
26-50	N	7	13
	%	13.46	25
51-75	N	42	38
	%	80.77	73.08
76-100	N	3	1
	%	5.77	1.92
Mean		62.98	58.27
Standard Deviasi		9.03	6.85
Maximum Value		80	85
Minimum Value		40	40

Source: SIT Al-Fatih1 Administration Office Year 2014-2016

The teacher performance of SIT Al-Fatih 1 decreased from 2014-2015 to 2015-2016. It appears that there were only 7 teachers scored 26-50 in 2014-2015 and it increased to 13 teachers in 2015-2016. There were 42 teachers scored 50-75 in 2014-2015 and it dropped to 38 teachers in 2015-2016. The standard deviation also decreased from 9.03 in 2014-2015 to 6.85 in 2015-2016.

SIT Al-Fatih 1 was chosen as the location of the study because their teachers are able to implement a cross-field teaching. In SIT Al-Fatih 1, there are two levels; they are Primary School and Junior High School. Based on this, SIT Al-Fatih 1 was chosen as the location of the study, specifically analyzing the implications of organizational culture, salary and years of service on motivation in improving teacher performance of SIT Al-Fatih 1 in Tangerang regency.

Teacher performance is said to be good if all competencies increase. In order to improve teacher performance, collaboration between teachers and schools is needed in the process. The decreasing teacher performance of SIT Al-Fatih 1 from 2014 - 2015 to 2015 - 2016 becomes the task of the management to evaluate the management performance of SIT Al-Fatih 1; identifying factors that affect teacher performance such as organizational culture, salary, years of service and motivation. As a result, formulation of the problems was set up as follows: first, the effect of organizational culture, salary and years of service on motivation; second, the effect of organizational culture, salary, years of service and motivation on teacher performance, and managerial implications appropriate for SIT Al-Fatih1 management to improve teacher performance.

1.2 Purpose of Study

The purposes of this study are to analyze the effect of organizational culture, salary and years of service on motivation, to analyze the effect of organizational culture, salary, years of service and motivation on teacher performance, and to formulate managerial implications for SIT Al-Fatih 1 management in order to improve their teacher performance.

1.3 Method and Data Analysis of Study

Organizational Culture: According to Robbins (2002), "*Organizational culture concerns how members see their organization, not whether the members of the organization like it or not. In this case the members absorb organizational culture based on what they see or hear in the organization. Along with this, the members of the organization tend to perceive the same about the culture in the organization even though they come from different backgrounds or work at different levels of expertise in the organization.*" To provide an easier understanding, there are 10 important characteristics according to Robbins, which can be used as an essential reference in understanding and measuring the existence of the organizational culture, namely: (Tika: 2006) individual initiatives, tolerance for risky actions, direction, integration, management support, control, identity, reward system, tolerance to conflict, and patterns communication.

Salary: Salary satisfaction is measured by four dimensions of PSQ (Pay Satisfaction Questionnaire) developed by Lum et al. (1998), Judge and Welbourne (1994) with the following indicators: salary level, compensation, salary increase, and payroll structure and administration.

Motivation: According to Terry and Rue in Cahyono, et al (2005), motivation is "*getting a person to exert a high degree of effort*" which means motivation makes a person work harder. Luthans (2006) stated that motivation is an impulse shown to fulfill certain goals. According to Mangkuprawira and Hubeis (2007), "*Motivation is an encouragement that makes employees do things in a way and to achieve certain goals. People usually act for one reason: to achieve goals.*" Hence, motivation is an impulse managed by goals and rarely appears in emptiness. Maslow's theory in Handoko and Reksodiprjo (1996) divides human needs as follows: physiological needs, safety needs, social needs, appreciation needs, and self-actualization needs.

Years of Service: "Years of service is an important variable in explaining the level of employee resignation" (Robbins, 2006). According to Suma'mur (2014), "Years of service is a period of time or the duration of a workforce works in a work place. Years of service can affect both positive and negative performance. It gives a positive effect on performance if the longer the years of service, the personal workforce is more experienced in carrying out the duties. On the contrary it will give a negative impact if the longer the years of service, habits will arise among the workforce." According to M.A.Tulus (1992), "Years of service is categorized into 3: new years of service: <6 years, medium years of service: 6 - 10 years, and long years of service: > 10 years."

Performance: According to Anwar (2004), "Performance (work performance) is the work quality and quantity achieved by an employee in carrying out his or her duties as a responsibility given." Kane (1993) explained, "Performance as a work result record obtained by certain employees through activities within a certain period of time." According to Prawirosentono (2003), "Performance is the work result that can be achieved by a person or a group of people in an organization, in accordance with their authorities and responsibilities, to legally achieve the objectives of the organization, not violating the law and accordance with morals and ethics." According to Wirawan (2009), "Performance is the output resulted from functions or indicators of a job or profession within a certain time." Moehario (2009), said "Performance is a description of the level of achievement of the implementation of a program activity or policy in realizing the goals, objectives, vision, and mission of the organization as outlined in the strategic planning of an organization." According to Mathis and Jackson (2006), "Performance is what is done or not done by employees." The teacher performance based on Minister of Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies is based on four competencies, namely: pedagogic, social, personality and professional.

Path Analysis: Path Analysis is the development of regression statistical analysis. Path analysis is used to describe and measure the relationship model between variables in the form of cause and effect (Sugiyono: 2009). According to Augusty (2006), there are seven steps that must be taken to prepare path analysis, namely: the development of theoretical models, the development of path diagrams or flowcharts, the conversion of flowcharts into structural equations and measurement models, the selection of the input matrix and model estimation, the analysis of possible identification problems, the evaluation of the criteria for goodness of fit, and the interpretation and modification of the model.

The study was carried out in 2 months, from September 1 to October 31, 2017, located at SIT Al-Fatih 1 at Jalan Gardenia Utama, Graha Gardenia, Citra Raya, Tangerang-Banten 15710. The first stage of the study was to obtain the secondary data in the form of teacher performance of SIT Al-Fatih 1. At the second stage, after the data were obtained, variable identification and data collection were done. At the third stage, after the variables were identified, the data were analyzed using path analysis. At the fourth stage, the data from path analysis were continued to create a measurement model of teacher performance of SIT Al-Fatih 1.

This study was carried out using descriptive methods with a survey approach. Respondents taken were all teachers of SIT Al-Fatih 1, both primary and junior high school teachers totaling 59 people. The types and sources of data used are: primary data obtained by distributing questionnaires to all teachers of SIT Al-Fatih 1 and secondary data obtained from the administration regarding SIT Al-Fatih 1 teachers' years of service and performance.

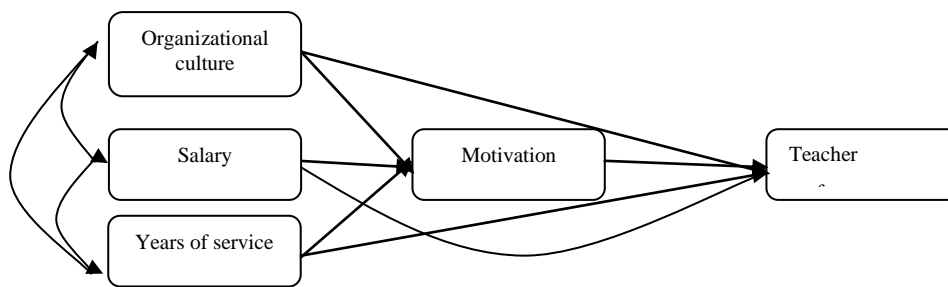
Data collection was done by direct interview (face to face interview) with the respondents. Interviews were conducted with structured guide questionnaire. The questions consisted of open and close questions. The measurement technique used Likert scale. The measurement scale used in this study was five ordinal scales with levels from very bad (1) to very good (5). The measurement of dependent factors used ordinal scales, that 1 means very bad, 2 means bad, 3 means average, 4 means good and 5 means very good.

"Path Analysis is an applied form of multi-regression analysis" (Kerlinger: 1992), "Path analysis is used to test the possibility of a causal relationship among three variables or more" (Fraenkel and Norman: 2006). According to Ashari (2014), "Path analysis is basically a means to analyze causal relationships between variables in order to determine both direct and indirect effects between independent variables on the dependent variables."

In Path Analysis (Sarwono: 2011), "Interpretation of path analysis uses standardized regression coefficient or what is referred to as beta weight (β) that means as the number of changes in the dependent variable associated with changes (increase or decrease) in one standard deviation in independent variables when controlling for effect on other independent variables."

Flow Chart: Based on the description of the background above the flow chart of this study was to find out the relationship or effect of the variables of organizational culture, salary and years of service on motivation, as well as the effect of the variables of organizational culture, salary, years of service and motivation on teacher performance. The flow chart of the study is shown in Figure 1.

Figure 1. Flow Chart



The regression model used in this study refers to the flow chart that has been stated. There are two regression models that are formed, namely:

$$Y_1 = \beta_1 Y_1 X_1 + \beta_2 Y_1 X_2 + \beta_3 Y_1 X_3 + e_1$$

$$Y_2 = \beta_1 Y_2 X_1 + \beta_2 Y_2 X_2 + \beta_3 Y_2 X_3 + \beta_4 Y_2 Y_1 + e_2$$

Information:

- X_1 = Organizational Culture
- X_2 = Salary
- X_3 = Years of service
- Y_1 = Motivation
- Y_2 = Teacher performance
- e_1 = Error model 1
- e_2 = Error model 2

Direct Effect: "Direct effect that can be seen in the path coefficient from one independent variable to dependent variable." The coefficient of determination: "is the contribution level of independent variables to dependent variables" (Pardede and Manurung; 2014). The higher the coefficient of determination, the higher the ability of independent variables in explaining variations in changes in the dependent variables. The coefficient of determination is formulated as follows:

$$KD = R^2 \times 100 \%$$

Information:

- KD = Coefficient of Determination
- R2 = R square value

Indirect Effect: (Sarwono: 2011), "*The path sequence through one or more intermediary variables.*" The value is obtained by multiplying the path coefficient from the independent variables to the intermediary with the path coefficient from the intermediary variables to the dependent variables.

The interpretation in this study consists of four parts; first, observing the combined effect of the variables of organizational culture, salary and years of service on motivation; second, observing the partial effect for each variable of organizational culture, salary and years of service on motivation; third, observing the effect of a combination of variables of organizational culture, salary, years of service and motivation on teacher performance; and fourth, observing the partial effect of each variable of organizational culture, salary, years of service and motivation on teacher performance.

1.4 Findings and Interpretation

Respondents in this study were all teachers of SIT Al-Fatih 1. Characteristics of respondents were described on demographic variables which included sex, age, marital status, years of service, work unit and education. The data of these characteristics of respondents were obtained from questionnaires distributed to 59 teachers of SIT Al-Fatih 1 located at Jalan Gardenia Utama, Graha Gardenia, Citra Raya, Tangerang, Banten. Based on the study, the most years of service of SIT Al-Fatih 1 teachers is under 6 years as many as 35 people (59.3%) due to many new teachers at SIT Al-Fatih 1.

Table 2. Characteristics based on Years of Service

Years of sevice (Year)	Percentage %
< 6	59.3
6 - 10	28.8
> 10	11.9

Organizational culture, salary and years of service simultaneously affect work motivation for 66.3% meaning the effect of organizational culture, salary, and years of service on teacher motivation is very large while other factors affect motivation for only 33.7%. The effect of variables of organizational culture, salary and years of service on motivation partially, used t test, and Beta number or Standarized Coeffecient was used to analyze the level of effect as shown in Table 4.

Table 4. Analysis of the Partial Effect of Organizational Culture, Salary and Years of Service on Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.215	4.671		1.759	.084
Organizational Culture	.105	.095	.138	1.102	.275
Salary	.607	.150	.499	4.053	.000
Years of Service	.729	.223	.306	3.262	.002

a. Dependent Variable: Motivation

The organizational culture affects motivation for 0.138 but unreal, meaning that organizational culture variable has no effect on motivation because the significant value is more than 0.01. The salary affects motivation for 0.499 and real. This means that salary variable affects motivation. The results of this study is in accordance with Hardiyana (2013) that compensation affects work motivation. The years of service affects motivation for 0.306 and real. This means that the years of service affects motivation. This is in line with Hasan (2015) stating that the effect of the years of service on teacher performance at SDN Sukabumi 10 in Probolinggo was 35.4%. There are two variables that affect teacher motivation in this study, salary variable and years of service variable.

The organizational culture, salary, years of service and motivation simultaneously affect teacher performance for 59.2%. While other factors for 40.8%. The effect of organizational culture, salary, years of service and motivation on teacher performance partially, used t test, and Beta number or Standarized Coeffecient was used to analyze the level of effect as shown in Table 6.

Table 6. Analysis of the Partial Effect of Organizational Culture, Salary, Years of Service, and Motivation on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-3.276	4.654		-.704	.485
Organizational Culture	.334	.094	.498	3.569	.001
Salary	-.158	.166	-.147	-.953	.345
Years of Service	.123	.237	.059	.520	.605
Motivation	.391	.131	.444	2.992	.004

a. Dependent Variable: Teacher performance

The effect of organizational culture on teacher performance is 0.455 and is significant. The effect of salary on teacher performance is 0.062 and not significant. Years of service affects teacher performance by 0.158 but not significant. Motivation affects teacher performance by 0.183 and is not significant. From the results of this study it can be concluded that only the organizational culture affecting real and significantly on teacher performance by 0.455. The results of this study are similar to the Arianty's study (2014) stating that the effect of organizational culture on employee performance at RumahSakit Haji Medan was significant. But this is not in line with Yensy's study (2010) stating that there was a positive and real effect of compensation on teacher performance in SMAN 2 Argamakmur Bengkulu.

The Direct Effects (DE) as the results of the study are the effect of salary variable on motivation for 0.499, the effect of the years of service variable on motivation for 0.306, the effect of organizational culture variable on teacher performance for 0.498, the effect of motivation variable on teacher performance for 0.444. From the calculation of the results of the direct effects above, it can be seen that what directly affect teacher performance are the organizational culture and motivation, while salary and years of service affect teacher motivation but they do not affect directly.

The Indirect Effects (IE) in this study are the effect of salary variable on teacher performance through motivation for 0.222, the effect of years of service variable on teacher performance through motivation for 0.136. The results suggest that salary and years of service variables affect teacher performance but indirectly. Salary and years of service variables will affect the teacher performance if through motivation.

Based on the results of the study about the effect of organizational culture, salary and years of service on motivation in improving teacher performance at SIT Al-Fatih 1, there are several suggestions regarding managerial implications that need to be conveyed to the stakeholders. Variables that have a real and significant effect on teacher motivation are salary and years of service. This means that the stakeholders of SIT Al-Fatih 1 need to pay attention to the level of teacher salary or to give appreciation to the teachers to increase teacher motivation at work, as well as to give appreciation to teachers who have long been working for SIT Al-Fatih 1. Variables that have a direct significant effect on teacher performance are the organizational culture and the teacher motivation. This means that the management or the policy maker of SIT Al-Fatih 1 need to reinvent the organizational culture of SIT Al-Fatih 1 to each teacher to improve teacher performance by means of SIT Al-Fatih 1 teacher training concerning organizational culture and motivation for teachers.

Variables that indirectly affect teacher performance are salary and years of service. The management and the stakeholders of SIT Al-Fatih 1 had better keep paying close attention to the salary level of the SIT Al-Fatih 1 teacher. Because the teacher salary becomes one of the factors to improve the teacher performance even it is not directly. It can be done by giving appreciation to teachers through competition between teachers. Prioritizing experienced teachers who have long been working for SIT Al-Fatih 1 to have vacation abroad or umrah.

Based on the results of the study analysis described, it can be concluded that organizational culture, salary, years of service and motivation simultaneously affect teacher performance for 68%. The variables that have a real and significant effect on motivation are salary for 0.499 and years of service for 0.306. The organizational culture, salary, years of service and motivation simultaneously affect teacher performance for 62%. The variables that have a real and significant effect on teacher performance are organizational culture for 0.498 and teacher motivation for 0.444.

To improve the teacher performance of SIT Al-Fatih 1, the managerial implications that can be recommended to the management of SIT Al-Fatih 1 are: the policy maker or the management of SIT Al-Fatih 1 need to reinvest the organizational culture and motivation to each teacher of SIT Al-Fatih 1 to improve performance by means of training. The management and the stakeholders of SIT Al-Fatih 1 had better pay close attention to the teacher salary level of SIT Al-Fatih 1 to increase teacher motivation by giving appreciation considering the years of service of the teacher.

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