

# ORGANIZATIONAL CULTURE AND JOB SATISFACTION AFFECT TEACHER PERFORMANCE AT KELING KUMANG SEKADAU VOCATIONAL SCHOOL

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## ABSTRACT

Keling Kumang Vocational School is a vocational high school with the most students in Sekadau District. Of course, the success factor of the school is the teachers' performance and how the organizational culture is an important factor in improving teacher performance in carrying out every activity at school. Another thing that is no less important is teachers' job satisfaction as a driving force in doing work. Therefore the purpose of this research is to find out "The Influence of Organizational Culture and Job Satisfaction on the Performance of Keling Kumang Vocational School Teachers" The respondents of this study were all Keling Kumang Vocational School teachers using interview and questionnaire methods. Then the data was processed using SPSS. From the results of this study, it can be concluded that organizational culture significantly influences teacher performance with a Sig. 0.002 is smaller than 0.05, while job satisfaction has no significant effect on the Sig level. 0.05. But simultaneously, these two variables (organizational culture and job satisfaction) affect the performance of Keling Kumang Vocational High School teachers.

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## 1. INTRODUCTION

Education in today's modern era is the most important need to be fulfilled and paid attention to. With changes in the basis of education, an organization in a school will also change to take part in ongoing education to improve the school's quality. Changes that occur can be strengthened and weakened in organizational life. Changes in this organization involve human resources, who play a role in improving organizational performance. In improving organizational performance in this study, 2 factors can affect organizational performance: corporate culture and performance satisfaction, as stated by Sumarwinati (2019), who said that organizational culture, leadership style and job satisfaction affect employee performance.

According to Robbins (2006), culture can significantly influence organizational members' attitudes and behavior. And the basic patterns of this assumption, an organization can solve a problem that is external and internally integrated and taught to new members in a way considered correct (Edgar Schein (2010). In connection with the realization of outstanding schools, this cannot be separated from the performance of teachers in the organization. Performance results from work in quality and quantity achieved by an employee in carrying out his duties by the responsibilities given to him (Mangkunegara, 2010). The main objective of Keling Kumang Vocational School is to provide quality learning to Keling Kumang Vocational High School students with good results, which can be seen from the achievements of students or graduates. However, to get results that are in line with expectations, of course, this is supported by the quality of the teachers, including by paying attention to the organizational culture at the school and the satisfaction of the teacher council at work so that when everything is fulfilled, the teachers certainly feel they have more responsibility, by doing their job optimally or effectively.

## 2. LITERATURE REVIEW

### Definition of Organizational Culture

According to Rivai (2012), organizational culture is a chart of a framework that is formed to become a guideline for daily behavior and makes decisions for employees and directs their actions to achieve organizational goals. Meanwhile, according to Fahmi (2017), corporate culture is the result of fusing the cultural and behavioral styles of each individual previously brought into a new norm and philosophy, which

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has energy and group pride in dealing with something and certain goals. Sophia (2018) Organizational culture that is formed, developed, strengthened or even changed requires practices that can help unify members' cultural values with the organization's cultural values. So that it can be concluded that organizational culture is the values set by leaders to shape the behavior of members of the organization so that everyone obeys them and will influence the determination of policies and decisions taken. So the good or bad of an organization depends on the culture they apply.

Organizational Culture Indicators According to Robbins and Judge in Wibowo (2016), Indicators of corporate culture are as follows:

1. Innovation and risk-taking.
2. Pay attention to details
3. Result Orientation
4. Individual orientation
5. Orientation to the Team.
6. Aggressiveness
7. Stability

### **Definition of Job Satisfaction**

According to Hamali (2016), everyone who works expects to be able to obtain satisfaction from their place of work. Job satisfaction will affect productivity which a manager highly expects, so a manager needs to understand what must be done to create job satisfaction for his employees. As for the notions of job satisfaction put forward by experts, Emron et al. (2016) state that "job satisfaction refers to a person's general attitude toward his or her job" Job satisfaction is a person's general attitude towards his job. Another thing as stated by Robbins (2015), job satisfaction is a prevailing attitude toward one's work as the difference between the number of rewards received by employees and the number of prizes that are believed to be accepted. Then according to Afandi (2018), job satisfaction is a positive attitude of the workforce, including feelings and behavior towards work through evaluating one job as a sense of respect in achieving one of the important values of work.

According to Luthans (2006), five indicators affect job satisfaction, namely:

1. The work itself
2. Payment
3. Job promotion
4. Colleagues
5. Working conditions

### **Definition of Performance**

The development and progress of an organization cannot be denied if the quality factor of performance management influences a driven force capable of accelerating in that direction. Kasmir (2016) states: "Performance is the result of work and work behavior that has been achieved in completing the tasks and responsibilities given within a certain period". According to Rivai & Basri in Masram (2017) states: "Performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets or goals or predetermined criteria that have been mutually agreed upon".

Furthermore, according to Masram (2017), the factors that influence employee performance consist of:

1. Effectiveness and efficiency.
2. Authority (authority).
3. Discipline.
4. Initiative

This research will show the conceptual framework or framework of thought from the reasons for choosing the title of the influence of organizational culture and job satisfaction on the performance of Keling Kumang Sekadau Vocational High School teachers, as shown in Figure 1:

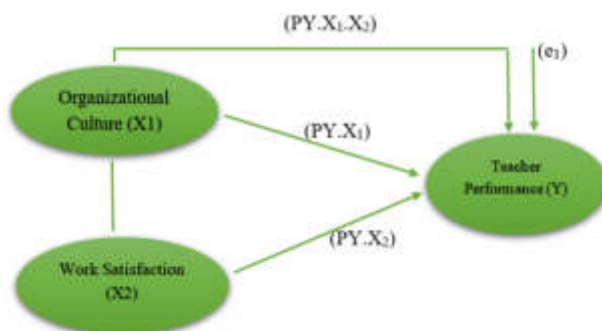


Figure 1. Conceptual Framework

### 3. METHOD

Based on the problems raised above, namely regarding the influence of organizational culture and job satisfaction on teacher performance, this study used a survey method (observation and interview) with a quantitative research approach. It used a questionnaire as the main instrument for collecting data. According to Sugiyono (2017), quantitative methods include survey and experimental methods to obtain extensive information from a population, to determine the effect of certain treatments/treatments on others, to test research hypotheses, and to get accurate data based on empirical phenomena that can be measured.

The Independent variable is often called the stimulus variable, predictor, or antecedent. The independent variable is the variable that influences or causes the change or the emergence of the dependent variable. The independent variables in this study are Organizational Culture (X1) and Job Satisfaction (X2). At the same time, the dependent variable is often referred to as the output variable, criteria, and consequences. The dependent variable is the variable affected or is the result because of the independent variable, which is the dependent variable in this study, namely teacher performance (Y) (Sugiyono, 2017).

The population and samples taken for this study were all 36 Keling Kumang Sekadau Vocational School teachers. Data was collected using a Likert scale instrument. Data collection in this study was carried out using interviews and questionnaires, and further data analysis techniques were carried out using Multiple Linear Regression analysis.

### 4. RESULT AND DISCUSSION

Table 1. Multiple Linear Regression Test Results

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	1,216	,596		2,040	,056
	Organizational culture	,426	,119	,584	3,593	,002
	Job satisfaction	,273	,135	,329	2,026	,058

a. Dependent Variable: Kinerja Guru

Table 2. Correlation Test Results

Correlations					
		Teacher Performance	Organizational Culture	Job Satisfaction	
Pearson Correlation	Teacher Performance	1,000	,488	,296	
	Organizational Culture	,488	1,000	,308	
	Job Satisfaction	,296	,308	1,000	
Sig. (1-tailed)	Teacher Performance	.	,003	,056	
	Organizational Culture	,003	.	,049	
	Job Satisfaction	,056	,049	.	

N	Teacher Performance	30	30	30
	Organizational Culture	30	30	30
	Job Satisfaction	30	30	30

From the multiple linear regression equation in Table 1 it can be explained as follows:

1. The constant value (a) has a positive value of 1.216. The positive sign means that it shows a unidirectional influence between the independent variable and the dependent variable. This indicates that if all the independent variables, including Organizational Culture (X1) and Job Satisfaction (X2), are 0 percent or do not change, the teacher's performance score is 1.216.
2. In Table 1. can be seen the influence of organizational culture on the performance of Keling Kumang Vocational High School teachers with a significant t-count value of 0.002 less than the substantial value set by the author with a sig t table of 0.05, meaning that the organizational culture that is used to being carried out by teachers at Keling Kumang Vocational High School significantly influences teacher performance with a correlation of 0.448 or 48.8% cutting wages, of course, this has an impact on teacher performance, where if you arrive on time then someone will be more focused on carrying out each task and job. In addition, briefings every Monday have become a culture at Keling Kumang Vocational School. From the results of interviews with several Keling Kumang Vocational High School teachers with routine briefings every Monday, of course affecting the performance of teachers, with this regular briefing, the teachers are up to date regarding the information on activities to be carried out the next week, of course, it is different from before only a few people know that there is information for teachers, with this briefing the work is also more focused.
3. From the table of results of the Multiple Linear Regression tests in Table 1, it can be explained that the job satisfaction of the Keling Kumang Vocational High School teachers does not significantly affect the performance of the Keling Kumang Vocational High School, teachers with a sig. 0.058 is greater than the t table value determined by the author, namely the value of Sig. 0.05, however, this job satisfaction variable positively affects the performance of Keling Kumang Vocational High School teachers, and the strong influence on Keling Kumang Vocational High School teacher performance is 0.296 or 29%. Keling Kumang Vocational High School teacher job satisfaction affects teacher performance. Of the several indicators that the authors used in measuring this research, the salary indicator indicates that some respondents answered by feeling dissatisfied with the salary they received. This could be the reason why job satisfaction does not affect the performance of Keling Kumang Vocational High School teachers.

Table 3. Linear Coefficient Regression Test Results Determination

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	Durbin-Watson
1	,761 <sup>a</sup>	,578	,532	,18022	1,734

a. Predictors: (Constant), Kepuasan Kerja, Budaya Organisasi

b. Dependent Variable: Kinerja Guru

Based on Table 3, the results of the Multiple Linear Regression test for the coefficient of determination, it can be seen that the R<sup>2</sup> (R-Square) number is 0.578, meaning that the endogenous variables or independent variables only contribute or jointly influence the dependent variable on the performance of Keling Kumang Vocational High School teachers by 57.8% the remaining 0.422 or 42.2% is influenced by other variables that were not carried out in this study, in this value category the independent variables (independent) have moderate ability to explain the dependent variable because the R-Square value is in the middle class.

Table 4. F test results

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	,802	2	,401	12,347	,000 <sup>b</sup>
Residual	,585	18	,032		
Total	1,387	20			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Kepuasan Kerja, Budaya Organisasi

From the Significant test results in Table 4 ANOVA, a sig of 0.000 is obtained. When compared with  $\alpha = 0.05$ , then Sig is smaller than  $\alpha$  ( $\text{Sig} \leq \alpha$ ), namely  $0.000 \leq 0.05$ , which means that there is an influence or contribution between the variables Organizational Culture and Job Satisfaction simultaneously and significantly to the Keling Kumang Vocational High School Teacher Performance variable.

## 5. CONCLUSION

Organizational culture has a significant and positive effect on the performance of Keling Kumang Vocational High School teachers. Job satisfaction does not significantly influence the performance of Keling Kumang Vocational High School teachers but has a positive direction. Simultaneously, the Variables of Organizational culture and job satisfaction significantly affect the performance of Keling Kumang Vocational High School teachers.

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