

The Effect Of Self-Efficacy, Organizational Culture, Work Ethic And Job Satisfaction On The Teacher's Performance Of Public Madrasah Aliyah In North Sumatra, Indonesia

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Abstract

The purpose of this study was to determine and study the teacher performance model of Madrasah Aliyah Negeri (MAN) which was built based on the associative causal relationship between exogenous variables and endogenous variables: (1) the effect of self-efficacy on teacher work ethics, (2) the influence of organizational culture on work ethics, (3) the influence of self-efficacy on job satisfaction, (4) the influence of organizational culture on job satisfaction, (5) the effect of self-efficacy on teacher performance, (6) the influence of organizational culture on performance, (7) the effect of work ethic on performance, and (8) the effect of job satisfaction on teacher performance. The methods used to achieve the objectives of this study are survey, sampling and quantitative methods. The population of this research is MAN teachers in North Sumatra Province, amounting to 1177 teachers (sampling frame) and involving 298 respondents (proportional random sampling). This research is also classified as an explanatory study which explains that to determine the magnitude of the influence of a variable with other variables, both direct and indirect effects can be used path analysis. The results of this study are (1) self-efficacy has a positive direct effect on work ethic, (2) organizational culture has a positive direct effect on work ethic, (3) self-efficacy has a positive direct effect on job satisfaction, (4) organizational culture has a positive direct effect on satisfaction. work, (5) self-efficacy has a positive direct effect on teacher performance, (6) organizational culture has a positive direct effect on performance, (7) work ethic has a positive direct effect on performance, and (8) job satisfaction has a positive direct effect on the performance of MAN teachers in North Sumatra. Overall, the perfect fit model has been tested, a model of MAN teacher performance improvement which is proportionally influenced directly and indirectly by job satisfaction, work ethic, self-efficacy, and MAN organizational culture.

Keywords: *Self-Efficacy, Organizational Culture, Work Ethic, Job Satisfaction, Performance, Teacher, Madrasah Aliyah Negeri.*

I. INTRODUCTION

Education is one of the sectors of national development and has a big responsibility in educating the quality of the nation's life. The education system in Indonesia has not yet produced graduates with high quality levels of knowledge and skills. Thus it can be concluded that currently the quality of education in Indonesia is still low. The low quality of education is inseparable from the potential role of qualified educators/teachers. According to the Regulation of the Minister of Religion Number 60 of 2015 concerning Amendments to the Regulation of the Minister of Religion Number 90 of 2013 concerning the Implementation of Madrasah Education, it provides a limitation that Madrasahs are formal education units under the guidance of the Minister of Religion which carry out general and vocational education with the uniqueness of the Islamic religion which includes Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and Vocational Madrasah Aliyah. Madrasah teachers are like teachers in general whose demands for competence, assignments and performance measures are the same as other teachers in schools.

Fransisca & Ajisukmo (2015:12) emphasized that students' academic and non-academic progress is largely determined by the competence of a teacher. Research related to teacher competence shows the influence of teacher competence on student learning outcomes (Inayah, et al, 2013; Hardiana, et al, 2013).

Several previous studies have also shown the influence of teacher pedagogical competence on perceptions and learning outcomes of students in SMP (Mufidah, 2013; Marwan, 2013). Furthermore, the research results of Bella Shandy and Stefanus Rumangkit (2017: 220) in the proceedings of the Darmajaya Bandar Lampung national seminar stated that in 2016 the performance of teachers at Madrasah Aliyah Diniyyah Putri Lampung had decreased by 33.33%.

The results of research by Anita Angraini Batubara (2016: 108) who conducted research on the performance of Medan City MAN teachers stated that only 21.35% of MAN teachers in Medan were high performers, while those with moderate, low and very low performance reached 23.35%. This means that if there are 343 MAN PNS and Non-PNS MAN teachers in Medan, then there are 80 Medan City MAN teachers who are performing medium, low and very low. The achievement of the MAN teacher's performance was even lower in the MAN in Majene Regency, South Sulawesi. These studies show that teacher competence, especially pedagogical competence, affects the learning process and student learning outcomes. To achieve the expected research objectives, this study only examines the performance of State Madrasah Aliyah (MAN) teachers in North Sumatra Province which are thought to be directly influenced by work ethic and job satisfaction variables, and are influenced indirectly and directly by organizational culture self-efficacy variables.

A certain performance achievement cannot be obtained just like that or does not stand alone, but is related to or even influenced by various factors. Matthews, et.al, adapting the views of Blumberg and Pringle (2000: 14) identified three main determinants of performance, namely (1) ability (capacity = C), (2) willingness (W), and (3) opportunity (opportunity = O). These three factors are expressed in the formula: Performance = f(O x C x W) and in diagrammatic form it can be illustrated as follows:

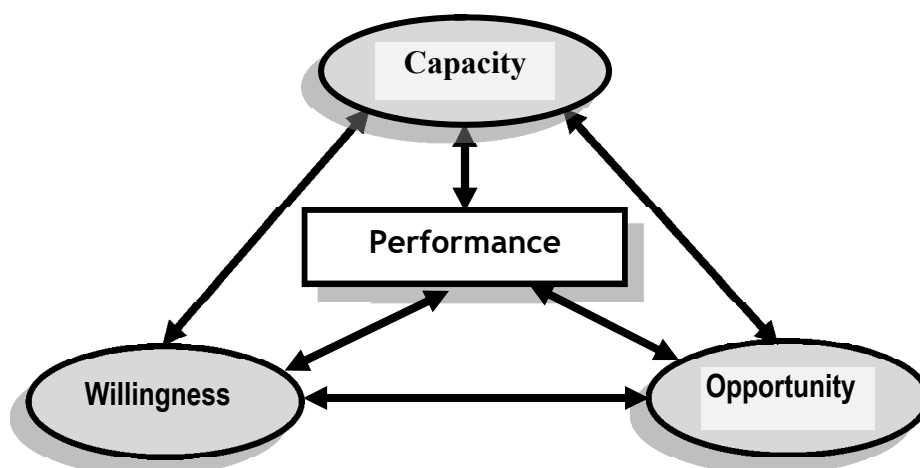


Fig 1. Determinants of performance

Source: Gerald Matthews, et.al, *Human Performance: Cognition, Stress and Individual Differences*, (East Sussex: Psychology Press, 2000), p. 14.

As a benchmark for teacher performance, it can be seen from a set of real behaviors that it shows in units of time to achieve the expected goals, with indicators: work planning, work implementation, job evaluation, enrichment of work materials, and use of ICT in work. According to Robbins and Judge (2009: 223) that self-efficacy is an individual's belief about the possibility of his ability to complete certain tasks successfully. Self-efficacy is a person's decision about his ability to organize and take the necessary actions to achieve the demands of his performance.

Schein (2004:14) states that culture is pervasive, which affects all aspects of how an individual or an organization relates to its main task, its various environments, and its internal operations. Culture implies that rituals, climate, values, norms, traditions, and behavior all relate together as a unity. Robbins and Judge (2009: 586) state that organizational culture is employees' perceptions of organizational characteristics. More

broadly said by Schein (2004: 26) that organizational culture is the assumptions, adaptations, perceptions and learning of the things a person sees, hears and feels about their organization.

Jansen Sinamo (2005:1) states that work ethic is a set of positive behaviors rooted in fundamental beliefs in certain work paradigms as the basis or basis for success, both at the personal, organizational and social levels. Furthermore, Jansen Sinamo (2005:1-2) reconstructs the view of work ethic into four main theoretical pillars of work ethics. This theory supports all types and systems of sustainable success (sustainable success system) which he calls Catur Darma Mahardika (Sanskrit), which means the Four Principles of Success, namely: (1) Darma 1: Making Achievements with Superior Motivation. (2) Darma 2: Building the Future with Visionary Leadership. (3) Darma 3: Creating New Value through Creative Innovation. (4) Darma 4: Improving Quality with Human Excellence.

The last variable is job satisfaction. Satisfaction is someone's attitude that can be seen from feeling happy, like, happy and relieved because his heart's desires and hopes have been fulfilled. As stated by Armstrong (1998:239) regarding the attitudes and feelings of a person about his job. Ivancevich, Konopaske and Matteson (2008:86) view job satisfaction as a person's attitude towards their job and the degree to which there is a good condition between the individual and the organization. According to Mullins (2005:701-705), job satisfaction is a complex concept and it is difficult to measure it objectively. Several experts have attempted to measure job satisfaction through instruments with a variety of indicators. Measurement of job satisfaction can be done in various ways or methods such as filling out questionnaires, interviews, observing behavior, attendance data and other important activities.

II. METHODS

The method used in this research is a quantitative method with a survey approach using path analysis. This research was conducted for 3 (three) months starting from September 2020 to November 2020. This study includes all teachers with the status of Civil Servants (PNS) who are in the Madrasah Aliyah Negeri (MAN) environment in the province of North Sumatra, dengan total keseluruhan 1177 orang dan tersebar di seluruh unit kerja pada Madrasah Aliyah Negeri (MAN) di wilayah Provinsi Sumatera Utara, dengan demikian sampel data yang didapatkan sebanyak 298. Sampling in this study was carried out by means of stratified proportional random sampling to determine specifically based on the provisions of the sample from the population developed by Taro Yamane (Riduwan and Akdon, 2006:249).

III. RESULT AND DISCUSSION

After describing the research data, then the frequency distribution of each research variable is presented in the following figure.

(1) The frequency distribution of the Self Efficacy variable score (X1) can be shown in Figure 1 below.

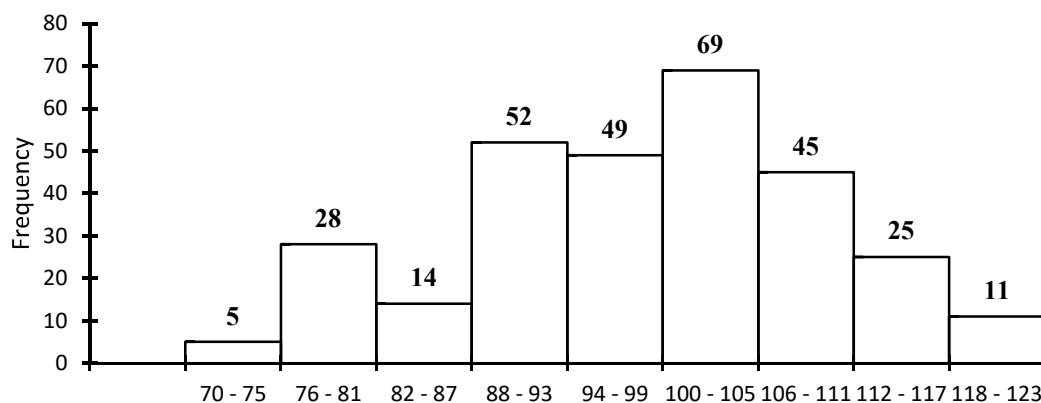


Fig 2. Histogram Score Self Efficacy

Based on the tendency level of the self-efficacy variable (X_1), it can be seen that 79.19 percent of the research subjects, namely Madrasah Aliyah teachers in North Sumatra stated that self-efficacy was in the sufficient category.

- (2) The frequency distribution of the organizational culture variable score (X_2) can be seen in Figure 3 below.

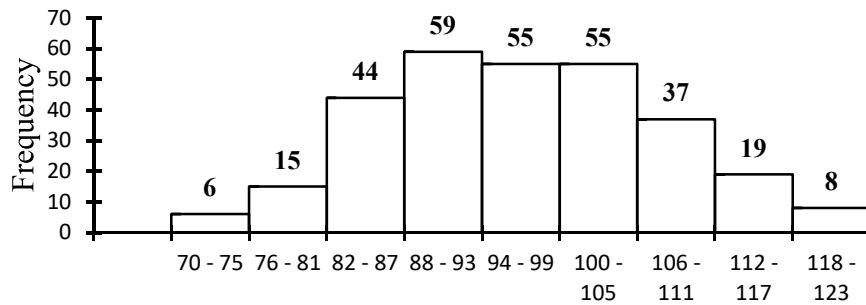


Fig 3. Histogram Score Organizational Culture

Based on the tendency level of the organizational culture variable (X_2), it can be seen that 74.50 percent of the research subjects, namely Madrasah Aliyah teachers in North Sumatra, have an organizational culture that is in the sufficient category.

- (3) The frequency distribution of the work ethic variable score (X_3) can be seen in Figure 4 below.

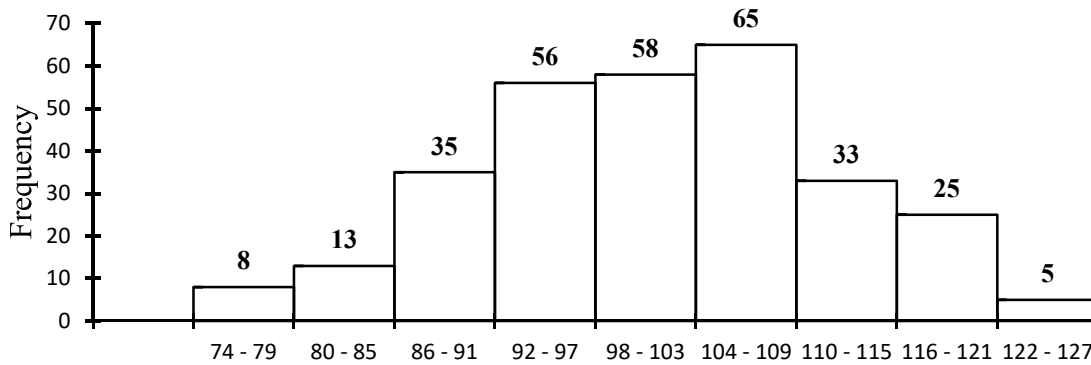


Fig 4. Histogram Score Work Ethic

Based on the level of the tendency of the work ethic variable (X_3) it can be seen that 80.87 percent of the research subjects, namely Madrasah Aliyah teachers in North Sumatra, have a work ethic that is included in the sufficient category.

- (4) The frequency distribution of the job satisfaction variable score (X_4) can be seen in Figure 5 below.

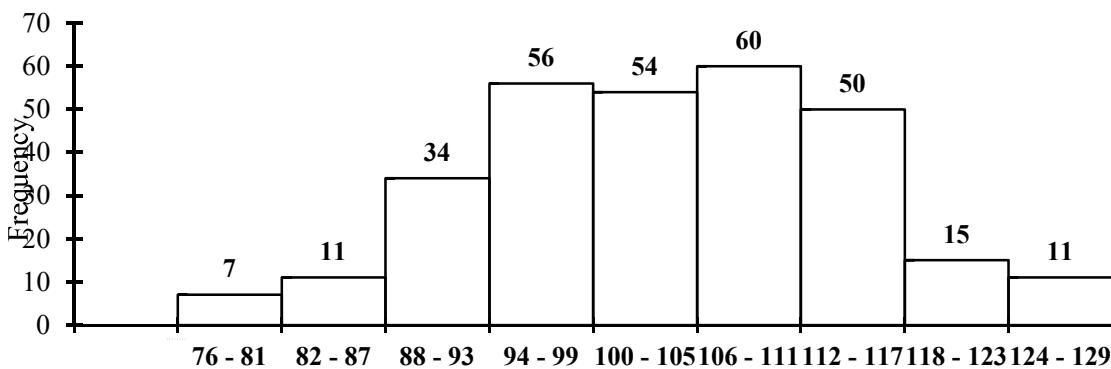


Fig 5. Histogram Score Job Satisfaction

Based on the level of the tendency of the job satisfaction variable (X_5) it can be seen that 82.55 percent of the research subjects, namely Madrasah Aliyah teachers in North Sumatra, have job satisfaction that is included in the sufficient category.

(5) The frequency distribution of teacher performance variable scores (X_5) can be seen in Figure 6 below.

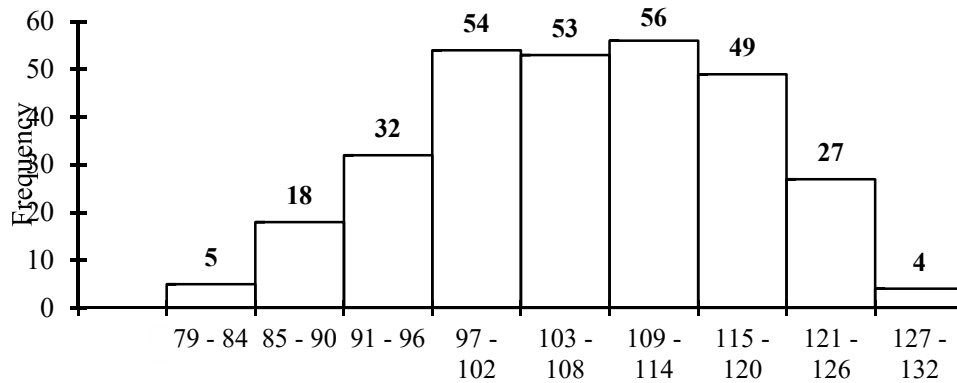


Fig 6. Histogram Score Teacher Performance

Based on the tendency level of the teacher performance variable (X_5) it can be seen that 76.11 percent of the research subjects, namely Madrasah Aliyah teachers in North Sumatra, have lecturer performance that is in the moderate category.

Based on the causal model that is theoretically formed a path diagram is obtained as in the following figure:

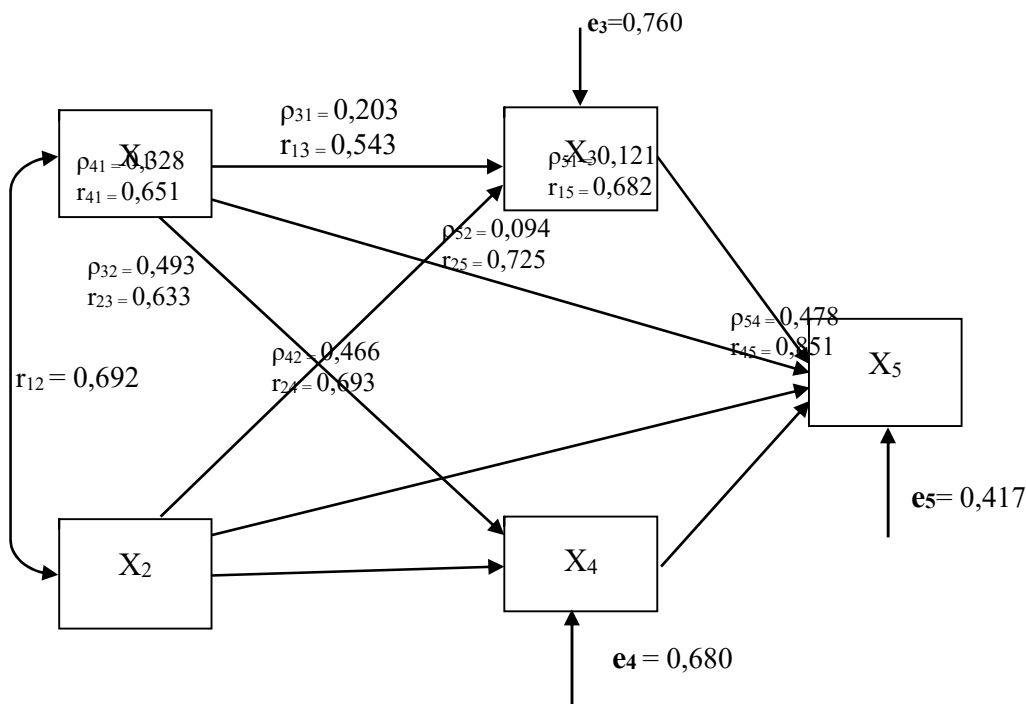


Fig 7. Research Variable Path Diagram

Caption:

X_1 = Self Efficacy

X_2 = Organizational Culture

X_3 = Work Ethic

X_4 = Job Satisfaction

X_5 = Performance

$e_1, e_2, e_3, =$ Variable Residue (error)

Overall the findings of this study indicate that the main problem of performance under study on the population of Madrasah Aliyah Negeri (MAN) teachers in North Sumatra has proven to be causally influenced by four variables, where the most dominant variable influencing is the variable job satisfaction

with a positive direct effect of 22.8%, then followed by a positive direct effect of work ethic of 11.6%, a positive direct effect of self-efficacy by 1.5%, and a positive direct influence of organizational culture by 0.9%.

This can be understood because the construct of job satisfaction that is built is related to the suitability of expectations with the work situation, income and future expectations, while the performance construct that is formulated is work behavior.

IV. CONCLUSION

Based on the data that has been obtained from the field and analyzed the research data, the following conclusions can be drawn:

1. Self-efficacy has a positive direct effect on work ethic, with a relative direct influence of $\rho_{31} = 0.203$ and a proportional direct effect of 0.041 or 4.1%. This means that high self-efficacy results in an increase in the work ethic of Madrasah Aliyah teachers in North Sumatra.
2. Organizational culture has a positive direct effect on work ethic, with a relative direct influence of $\rho_{31} = 0.493$ and a proportional direct effect of 0.243 or 24.3%. This means that a high organizational culture results in an increase in the work ethic of the State Madrasah Aliyah teachers in North Sumatra.
3. Self-efficacy has a positive direct effect on job satisfaction, with a relative direct influence of $\rho_{41} = 0.328$ and a proportional direct effect of 0.107 or 10.7%. This means that high self-efficacy results in increased job satisfaction for Madrasah Aliyah teachers in North Sumatra.
4. Organizational culture has a positive direct effect on job satisfaction, with a relative direct influence of $\rho_{32} = 0.466$ and a proportional direct effect of 0.217 or 21.7%. This means that a high organizational culture results in increased job satisfaction of teachers at Madrasah Aliyah Negeri in North Sumatra.
5. Self-efficacy has a positive direct effect on performance, with a relative direct influence of $\rho_{51} = 0.121$ and a proportional direct effect of 0.015 or 1.5%. This means that higher self-efficacy results in increased performance of State Madrasah Aliyah teachers in North Sumatra.
6. Organizational culture has a positive direct effect on performance, with a relative direct influence of $\rho_{52} = 0.094$ and a proportional direct effect of 0.008 or 0.8%. In other words, the higher the organizational culture, the higher the performance of the Madrasah Aliyah Negeri teachers in North Sumatra.
7. Work ethic has a positive direct effect on performance, with a relative direct influence of $\rho_{53} = 0.341$ and a proportional direct effect of 0.116 or 11.6%. This means that a high work ethic has resulted in an increase in the performance of Madrasah Aliyah Negeri teachers in North Sumatra.
8. Job satisfaction has a positive direct effect on performance, with a relative direct effect of $\rho_{54} = 0.478$ and a proportional direct effect of 0.228 or 22.8%. This means that high job satisfaction results in an increase in the performance of teachers at Madrasah Aliyah Negeri in North Sumatra.

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