

RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURAL AND GRANTING COMPENSATION WITH LOCAL TEACHER PERFORMANCE

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RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURAL AND GRANTING COMPENSATION WITH LOCAL TEACHER PERFORMANCE

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¹⁵ The purpose of this study is to find out whether there is a relationship between Organizational Culture and Provision of ¹³ compensation with Local Teacher Performance. The population of this study were the teachers of Global Jaya International School (GJIS), Bintaro Jaya, Tangerang, which amounted to 87 teachers. The sampling technique using simple random sampling method. The result is 40 teachers who netted into a sample of research and 20 teachers to test the research instrument. Research survey method using correlational approach, consist of 40 questionnaires for each variable. Calculation of validity ¹⁰ using Product Moment Correlation formula and the reliability with Alpha Cronbach Test. Coefficient of double correlation of Organization Culture (X1) and Con ¹⁷ nsation (X2) with Teacher Performance (Y) is 0,954 with determination coefficient (R square) 0,910. This shows that (1) There is a positive and significant relationship between Organizational Culture (X1) and Local Teacher Performance in GJIS; (2) There is a positive and significant ¹⁰ relationship between Provision of Compensation (X2) with Local Teacher Performance in GJIS; (3) There is a positive and significant relationship between Organizational Culture (X1) and Compensation (X2) together with Local Teacher Performance in GJIS.

Keywords: Organization Culture, Compensation, Teacher Performance

1. Introduction

Indonesia as a member of the world community cannot avoid the current era of globalization. The era of globalization is characterized by rapid progress in all fields which not only in economics and technology, but also come into the education part. The world of education in Indonesia is also experiencing a very rapid growth in which many new schools are emerging alongside existing schools. As more schools are available, tight competition among schools is inevitable. To win this competition, every school will try to improve its quality.

There are several important things to improve the quality of school, such as human resources in the school environment. Teachers are the most important resource for schools, because they have the potential that schools need to achieve their goals. On the other hand, as a human being, the teacher also has various needs he wants to fulfill. The desire to fulfill this need is seen as a driver for someone to do something, including doing work. Schools must be able to create a conducive atmosphere to know what the needs and expectations of teachers that can motivate them to improve their performance.

Improvement of school quality can be done in various ways such as teacher performance improvement. High teacher performance is needed by a school because teacher performance is the main capital of schools to grow and compete. Teacher performance in doing classroom learning tasks influenced many things such as work environment, school facilities and infrastructure, organizational culture, learning design, work motivation, compensation, work discipline, work ethic,

and smooth communication between colleagues.

4
Organizational culture is one of the important factors in improving teacher performance. Organizational culture includes rules, guidelines, and procedures in the work so that every member of the organization can carry out its duties as well as possible. A good organizational culture will provide high teacher performance, create, job satisfaction, and work ethic.

Another factor that determines teacher performance is compensation. Providing appropriate compensation to teachers can improve teacher work performance and motivation. Therefore, the compensation plan should be set based on fair and reasonable principles, in accordance with the labor law, or in accordance with the rules of work of the respective institutions.

Problems about the teacher's inadequate performance are experienced by teachers in several schools, both national and international schools. Global Jaya International School (GJIS) which is one of the international schools in Banten province is inseparable from the above issues. This requires a comprehensive review to find the root of the real issues that affect the performance of local teachers in GJIS. Through this research will be able to know the extent of giving compensation to local teachers in GJIS, whether it is fair and reasonable. Does this provision of compensation affect the performance of local teachers in GJIS? And is there any relation of organizational culture with the improvement of local teachers' performance. Knowing this relationship is expected to be a guideline for GJIS to continue to develop a program of improvement in its efforts to achieve GJIS's Vision and Mission.

1.1. Teacher Performance

1 According to the Indonesian Dictionary performance can be interpreted as achievement that appears as a form of success in one's work. The success of performance is also determined by the work and ability of a person in the field. The success of work is also related to one's job satisfaction (Mangkunegara, 2000: 67). To achieve maximum performance, teacher should strive to develop all the competencies they have and take advantage of and create situations in the school environment in accordance with applicable rules. According 6 Anwar Prabu Mangkunegara (2000: 64) defines performance (work performance) as a result of work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given.

1.2. Organizational Culture

12 Organizational culture is the value and informal norms that control individuals and groups in interacting with each other within 7 the organization. (Jennifers, 1996: 494). Organizational culture is a set of basic assumptions and beliefs adopted by members of the organization, developed and inherited to address external and internal problems (Handoko, 2008: 8). Organizational culture is a set of values that helps members of the organization know acceptable actions and actions that cannot accept (Gregory, 1999: 513). An organization is a collection of people working together to achieve a common goal. Organization is the arrangement of personnel to facilitate the achievement of some predetermined objectives through the allocation of functions and responsibilities. (Sukardono, 1996: 1)

4 Organizational culture is a philosophy of ideology, values, assumptions, beliefs, expectations, attitudes

and norms that are shared and bind a society. Organizational culture is a way of thinking and doing something that traditionally embraced by all members of the organization and new members must learn or at least partly accept them to be accepted as part of the organization (Handoko, 2008: 8). Culture can be viewed as a norm that refers to a form of statement of what can and cannot be by members of the organization, and assumptions that refer to what things are right or wrong, reasonable or unreasonable, and which are possible and impossible.

1.3. Compensation

9 Compensation is something that employees receive as a reward for their work (Hasibuan, 2004: 126). Hasibuan states that compensation is all income in the form of money, goods directly or indirectly received by employees in return for services provided by the organization. Compensation is everything that workers earn in return for their contribution to the organization. Compensation management is seen as an important part of the organization and is a management strategy to increase motivation, which in turn is expected to improve employee performance. Employees who are not satisfied with what they receive in the form of salary, may be affecting their performance. Conversely, if they feel satisfied, it will try as much as possible to improve work productivity. It can be said that compensation can encourage workers to work more effectively, productively and efficiently.

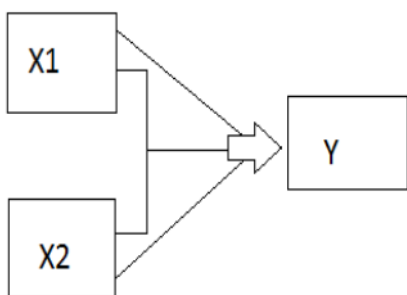
2. Methodology

2.1 Research methods

The method used in quantitative research. Type of research using survey method with correlation approach.

2.2. Research design

The constellation model of the relationship between independent variables with associated variables can be described as follows:



Y: Teacher Performance
X2: Compensating
X1: Organizational Culture

2.3. Sampling technique

2.3.1 Population

The population in this study were local teachers GJISI totaling 87 people.

Table 1. Number of Teachers Local Population

Unit	Amount
Primary	48
Secondary	39
Total	87

Source: Data Global Jaya International School

2.3.2 Samples

Samples are some of the study population were selected as representative a representative of the whole to be studied (Sugiyono, 2006: 89). From the number of

members of the population taken at random by using the formula Slovin.

$$n = \frac{N}{N \cdot d^2 + 1}$$
$$n = \frac{87}{87 \cdot 0.05^2 + 1}$$
$$n = 71$$

Based on the above formula, if the population of a local teacher GJIS totaling 87 people, the number of samples obtained was 71. Total sample is 25% of the total population. So, if a population of 87, then the sample size is $87 \times 25\% = 22$.

Based on both the above formula can be obtained amount of sample is between 22-71 people. So, the researchers decided to take a value in the middle of this amount, which is 40 people.

2.4. Data analysis technique

Data was analyzed using statistical test of correlation and regression. Before using correlation and regression test, it requires normality, linearity, and homogeneity test as well.

3. Results and Discussion

1.Hypothesis I: Relationship between Organizational Culture (X₁) with the Teacher Performance (Y)

Table 2
Significance Tests Correlation Coefficient between organizational culture variables (X1) Variable teacher performance (Y)

16
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	34.313	8.779		3.908	.000
Orgn. Culture	.685	.067	.857	10.237	.000

a. Dependent Variable: Teacher Performance

Based on Table 2 obtained t_{count} equal to 10:24 and the value probability (sig.) 0,000. Unknown t_{table} on two-way test with significance level of 0.05, the number of respondents 40 people and degrees of freedom (df) $n-2 = 38$ is 2.024. Because t_{count} (10:24) is greater than t_{table} (2.024) and a probability value (0.000) is smaller than the significance level of 0.05, then proved that the hypothesis H_0 is rejected and H_1 accepted, which means there is a positive and significant correlation between organizational culture with Performance Local teachers at Global Jaya International School.

2.Hypothesis 2: The relationship between Compensating (X₂) with the Teacher Performance (Y)

Table 3
Significance Tests Correlation Coefficient between compensatin (X2) Variable teacher performance (Y)

5
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.109	7.403		.150	.882
Compensating	.983	.059	.938	16.608	.000

a. Dependent Variable: Teacher Performance

Based on Table 3 was obtained t_{count} for 16.6 and value probability (sig.) 0.000. Unknown t_{table} in the two-way test with significance level of 0.05, the number of respondents 40 people and degrees of freedom (df) $n-2 = 38$ is 2.024. Because t_{count} (16.6) is greater than t_{table} (2.024) and a probability value (0.000) is smaller than the significance level of 0.05, then proved that the hypothesis H_0 is rejected and H_1 accepted, which means there is a positive and significant relationship between compensation with performance local teachers at Global Jaya International School.

3. Hypothesis 3: The relationship between organizational culture and compensating in together with the Teacher Performance.

Table 4
Multiple Correlation Coefficient Significance Test

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9185.180	2	4592.590	186.748	.000 ^b
Residual	909.920	37	24.592		
Total	10095.100	39			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Organization Culture, Compensation

From the ANOVA table 4 above can be seen the value of F_{count} amounted to 186.75 and significant probability value (Sig.) of .000. To determine the significance of regression equation and Compensating Cultural Organization (X₂) with the Teacher Performance (Y) need to compare the F distribution tables using a numerator degrees of freedom = 1 and db denominator (n-2) = 38 with a significance level of 0.05. Retrieved F_{tables} 4.098 and F_{count} amounted to 186.75. This shows that F_{count} (186.75) greater than F_{table} (4.098) and a probability value (0.000) is smaller than the significance level (0.05). It can be concluded hypothesis H_0 is rejected and H_1 accepted, which means there is a positive and significant

relationship of organizational culture and providing compensation to the performance of the local teachers at Global Jaya International School.

4. Conclusions

The present study showed and proved that to improve and maintain the performance of local teachers in GJIS can be conducted by apply the good culture of the organization and apply a good system of compensation. The School creates induction programs at the beginning of each school academic year, workshop and teacher training. Give compensation by adjusting due to increase of the rate of inflation annually. It makes the local teacher will feel treated fair and reasonable.

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