

Quantitative Analysis of Buddhist Sunday School Teacher Performance in terms of Organizational Culture and Work Discipline in Jakarta

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Abstract

Teacher performance is the achievement of a teachers, the result of their work in carrying out all tasks that are charged to them based on their abilities, experience, sincerity and timeliness in accordance with the goals of the organization which are very important to achieve education goals. From the initial survey, it has been found that teacher's performance still didn't meet expectations. This research aims to find efforts to improve teacher performance, by identification the strengths of relationship between organizational culture, work discipline, and job satisfaction both individually and simultaneously with teacher's performance. The results of this study indicate that: 1) there is a positive relationship between organizational culture and teacher performance with the correlation coefficient $r_{y1} = 0,328$ ($p < 0,01$), 2) there is a positive relationship between work discipline and teacher performance with correlation coefficient $r_{y2} = 0,796$ ($p < 0,01$), 4) there is positive correlation between organizational culture and work discipline together with teacher performance, with correlation coefficients $r_{y12} = 0,436$ ($p < 0,01$). This means that teacher performance can be improved through the development of organizational culture, work discipline and job satisfaction both individually and jointly.

Keywords

organizational culture;
work discipline; job
satisfaction; teacher
performance



I. Introduction

Buddhist Sunday School teachers have a very large and important role in teaching and learning activities because SMB teachers are educators who directly relate to students, so teachers are required to have good performance in order to lead learning activities effectively so as to produce students who have quality which is good too. The main role of SMB teachers in formal education in particular is to be responsible for the effectiveness of the learning process which will determine student success, and quality educational outcomes. Improvement efforts to improve the quality of education will not make a significant contribution without the support of professional and superior quality teachers. Therefore, teachers are expected to always improve their abilities and performance as dignified and professional educators.

Performance teacher of Buddhist Sunday School is work performance in carrying out the tasks assigned to him based on his abilities, experience, sincerity and accuracy (time) in accordance with organizational goals. Kteacher performance can be seen from the quantity, quality, accuracy of work, effectiveness, and efficiency.

Teacher performance measurement cannot be separated from the daily activities carried out in the classroom, in this case the teacher needs to have the capacity and

capability in realizing educational goals. Three main functions that are closely related to teacher performance are planning lessons, implementing learning activities, and carrying out authentic assessments.

If the teacher's performance is low, then learning is not planned accurately and comprehensively, so that the teaching and learning process will also be ineffective, as a result, the student's learning experience is not sufficient to master competencies optimally so that it has the potential to decrease learning outcomes, which in turn will lead to the low quality of graduates.

On the other hand, high-performing SMB teachers will try to make dynamic and effective lesson plans, design interesting, varied learning process activities and help students achieve the targeted competencies. This condition is very supportive of students achieving optimal learning outcomes and overall will support the improvement of the quality of graduates and the achievement of educational goals.

This can be seen from the following data indicators:

1. There are 60% Buddhist Sunday School teachers who have not been optimal in the quantity dimension of performance, especially in the use of teaching aids so that students understand the learning material well, and in the aspect of using the environment as a learning resource in contextual learning.
2. There are 70% of Buddhist Sunday School teachers who are not optimal in the dimensions of work quality, especially in making annual programs before carrying out teaching assignments at the beginning of each school year and making good lesson plans.
3. There are 65.00% Buddhist School teachers who are not optimal in the punctuality dimension, especially in leaving the classroom in accordance with the allocation of teaching hours and completing the learning program according to the available time allocation.
4. There are 63.34% Buddhist Sunday School teachers who have not been optimal in the Effectiveness dimension, especially in carrying out daily activities with discipline and all teachers attend morning meetings every day.
5. There are 65.00% of Buddhist School teachers who are not optimal in the dimension of efficiency, especially in working by optimizing the available facilities and utilizing all available media in schools to improve learning.

Teachers only do routine work, tend to use the lecture method and have not produced satisfactory quality graduates, so that it has an impact on the relatively low level of public confidence in sending their sons and daughters to private schools. If this situation is left unchecked and no efforts are made to overcome it, it will have a negative impact on the achievement of educational goals. Therefore, it is necessary to study ways to overcome it by examining the factors that cause it.

Another factor that is thought to affect teacher performance is discipline. Discipline Work shows a respectful attitude that exists in employees towards applicable regulations. Discipline includes obedience and respect for agreements made between employees and established regulations. Discipline is also closely related to the sanctions imposed on those who violate. Disciplined teachers will obey the rules and work standards that have been set, disciplined teachers will try to achieve targets according to the provisions. Teachers who are disciplined in time will be present in class on time so as to support the smooth learning process. Teachers who have high work discipline will have internal and external encouragement that can influence their behavior in doing work to achieve better results so that the teacher will work better and produce high teacher performance.

Work discipline shows the attitudes and emotional conditions or feelings of a person towards a job, based on the assessment that his work can satisfy his needs and shows a match between expectations and gives a big picture of a sense of justice in his work. self, relationships between co-workers and with superiors, a sense of justice in relation to tasks, and supervision from superiors. Teachers who have good work discipline will interpret the attitudes and emotional conditions or individual feelings towards work, based on the assessment that their work can satisfy their needs and show conformity between expectations and provide a large picture of a sense of justice in their work so that teachers as members of their organization hope to work more enthusiastically and result in high teacher performance.

Based on the explanation above, it can also be explained that it is very important to improve the performance of teachers to be more effective, productive, and of superior quality. In this regard, information and knowledge based on research are needed for efforts to improve teacher performance.

II. Research Methods

This research was conducted on Buddhist Sunday School Teachers in Jakarta Province, from 30 schools. This research uses quantitative method. According to Sugiyono (2013: 271), this research combines research with quantitative methods and qualitative methods sequentially, where in the first stage the research is carried out with quantitative methods and then followed by qualitative methods in order to obtain data that is more comprehensive, in-depth and thorough, reliable, and objective.

The research method used is a causal survey method with correlation techniques. The empirical data to be collected consists of three independent variables, namely Organizational Culture (X1) and Work Discipline (X2), with the dependent variable being Teacher Performance (Y). To obtain data in the field, a measuring instrument (instrument) in the form of a questionnaire was used which was compiled based on the indicators contained in the research variables. The primary data needed is data on organizational culture, work discipline, work discipline and performance of Buddhist Sunday School teachers throughout Jakarta.

The population of this study were all Buddhist Sunday School teachers in Jakarta Province. Based on records from the Jakarta Provincial Education Office, the data obtained in the Jakarta Province are 30 schools with 100 Buddhist Sunday School teachers. By using the Slovin formula, the number in this study was 80 respondents.

The measurement technique that will be carried out is the rating scale technique, where the arrangement is in the form of statement items from each of the indicators in the research variables and from each statement followed by 5 (five) respondents who show the level of the respondent's attitude scale.

III. Results and Discussion

3.1 Description of Research Result Data

Based on the results of the analysis of statistical data descriptions for the four research variables, namely: Organizational culture (X1), Work Discipline (X2), and Teacher Performance (Y), it can be described the symptoms of data concentration and data distribution which are summarized in Table 1. Below

Table 1. Recapitulation of Research Data Description

Criteria	X1	X2	Y
Average (Mean)	136.82	124.31	123.52
Middle Value (Median)	134.50	131	130.50
Mode (Mode)	133.97	120.95	121.37
Standard Deviation (Stand Deviation)	15.58	18,19	17,756
Sample Variance (Sample Variance)	242.93	331.01	315.28
Range (Range)	64	80	64
Lowest Score (Minimum)	107	88	95
Highest Score (Maximum)	180	174	166
Total (Sum)	33,384	30,332	30.138
Number of Respondents (Count)	244	244	244
Multiple Class	9	9	9
Class Length	7	9	7

a. Testing Requirements Analysis

The research hypotheses were tested using regression techniques and simple linear correlation, and multiple correlation. Hypothesis testing using this technique requires the fulfillment of several analytical requirements, namely: (1) The distribution of the estimated standard error ($Y-\hat{Y}$) comes from a normally distributed population, (2) The variance of the Y data group which is grouped on the basis of the X variable must be homogeneous. The results of data analysis are listed in Table 2 and Table 3:

Table 2. Summary of Estimated Error Normality Test Using the Liliefors Formula

No.	Error	Count	Ltable		Conclusion
			($\alpha = 0.05$; n = 244)	($\alpha = 0.01$; n = 244)	
1	Y- X1	0.0419	0.0554	0.066	Normal Distribution
2	Y- X2	0.0471	0.0554	0.066	Normal Distribution
Lcount < Ltable					

Table 3. Summary of Variance Homogeneity Test (Y based on X1, X2, X3)

Grouping	Bartlet's Test			F Uji test		Information
	χ^{2count}	χ^{2table}		Fcount	Ftable	
		$\alpha= 0.05$	$\alpha= 0.01$			
Y over X1	99,246	116.511	127,633	0.93	1.23	Homogeneous
Y over X2	66.634	207,955	222.563	0.87	1.23	Homogeneous
Homogeneous conditions: $\chi^{2count} < \chi^{2table}$						

b. Hypothesis Test

Hypothesis testing is done by correlation and regression analysis. Testing the first, second and third hypotheses using simple correlation and regression analysis, while the fourth to seventh hypotheses use multiple correlation analysis. The results of hypothesis testing can be seen in Table 4, as follows

Table 4. Summary of Analysis of Variance of Significance Test of Regression Equation

Connection	Regression Equation	Significance of the Regression Equation			Conclusion
		Fcount	Ftable ($\alpha=0.05$)	Ftable ($\alpha=0.01$)	
Y – X1	= 100.278+ 0.146X1	29,110	3,880	6,943	Very Significant
Y – X2	= 96.043 + 0.229 X2	68,470	3,880	6,741	Very Significant
Y - X1X2	= 11.076 + 0.504 X1+ 0.325 X2	12,751	3,880	6,943	Very Significant

Table 5. Summary of Variance Analysis of Regression Equation Linearity Test

Connection	Regression Equation	Significance of the Regression Equation			Conclusion
		Fcount	Ftable ($\alpha=0.05$)	Ftable ($\alpha=0.01$)	
Y over X1	= 100.278+ 0.146X1	0.880	1.618	1,962	Non Significant (linear)
Y over X2	= 96.043 + 0.229 X2	0.710	1,604	1,938	Non Significant (linear)
Significant Terms: Fcount > F table If the results show Non-Significant, then the conclusion of the linear equation					

Table 6. Summary of Correlation Significance Test

No	Correlation coefficient	Significance of the Regression Equation			Test Conclusion
		Tcount	Ttable ($\alpha=0.05$)	Ttable ($\alpha=0.01$)	
1	ry1 = 0.328	5,395	1,994	2,595	Ho is rejected, Hi is accepted. There is a very significant positive relationship between organizational culture (X1) and performance (Y).
2	ry2 = 0.796	20,429	1,994	2,647	Ho is rejected, Hi is accepted. There is a very significant positive relationship between work discipline (X2) and performance (Y).
3	ry1,2 = 0.436	7,537	1,651	2,342	Ho is rejected, Hi is accepted. There is a very significant positive relationship between organizational culture (X1) and work discipline (X2) together with performance (Y).

Table 7. Recapitulation of Partial Correlation Test Calculations

controller	Partial Correlation	Significance Test			Conclusion
		tcount	$\alpha=0.05$	$\alpha=0.01$	
Relationship between Organizational Culture (X1) and Teacher Performance (Y)					
X1	0.162	12,720	3,880	6,943	Very significant
Relationship between Work Discipline (X2) and Teacher Performance (Y)					
X2	0.350	14,531	3,880	6,943	Very significant

The implication is that teacher performance can be improved through improving organizational culture, work discipline and work discipline. To improve teacher performance, it is necessary to weight each indicator of the variables studied and see the average of each indicator on each variable.

Based on the picture above, it can be said that there is a direct influence of organizational culture on teacher performance, and work discipline with teacher performance and work discipline with teacher performance at the correlation coefficient $r_{y1} = 0.328$, $r_{y2} = 0.796$. This means that by improving the quality of work discipline, it can improve teacher performance. and Conducive work discipline can improve teacher performance.

Based on the picture above, it can be concluded that all indicators need to be improved, but with limited resources, priorities need to be made. The results of the analysis show that there is a positive relationship between the independent and dependent variables when viewed from the regression analysis, the relationship is a functional relationship where teacher performance is formed as a result of the work of organizational culture functions, school work discipline and work discipline.

3.2 Discussion

a. The Relationship between Organizational Culture and Teacher Performance

Based on the results of hypothesis testing, it shows that there is a functional relationship between organizational culture and teacher performance with the regression equation $= 100.278 + 0.146 X_1$ with $F_{count} = 29.110 > F_{table} (\alpha = 0.05) = 3.880$ and $t_{table} (\alpha = 0.01) = 6.943$ which means the regression is very significant. The functional relationship is linear as evidenced by the linearity test with a value of $F_{count} = 0.670 < F_{table} (\alpha = 0.05) = 1.579$ and $F_{table} (\alpha = 0.01) = 1.898$, which means that it is significant or the regression is linear. The resulting correlation coefficient value of 0.328 indicates that every increase in organizational culture scores will improve teacher performance.

The value of the coefficient of determination between organizational culture and teacher performance is $(r_{y1})^2 = 0.1074$. This means that 10.74% of teacher performance is the result of the work of organizational culture, while 89.26% is contributed by other variables that have a relationship with improving teacher performance.

The findings obtained in this study indicate that organizational culture is a set of systems values and norms that become a reference for the behavior of each member of the organization. The teacher's perception of a set of value systems and norms, where the value system is created, recognized, agreed, and implemented by members of the organization and is used as a guide for thinking, acting and interacting. Schools set the value of appreciation for teachers, schools also assign full autonomy to teachers in planning, implementing, and assessing learning as long as the targets for achieving curriculum can be met according to the planned time. Teachers will act professionally and be able to realize the vision and mission of the organization. A conducive school environment provides opportunities for teachers to develop ideas, innovate and realize their creativity in the form of classroom learning activities, increase work productivity, implement their findings in the form of learning plans that are in accordance with the needs of students, create appropriate media and learning tools. creative, can be a model of good moral ethical behavior for students and can synergize with all elements of the school community in providing maximum service for students.

Several previous studies have proven that organizational culture has a positive relationship with teacher performance, one of which is research by Olu Ojo (2009: 388-397) which concludes that there is a significant positive relationship ($r = 0.637$, < 0.05)

between culture organization with performance. The higher the organizational culture is predicted, the higher the level of individual performance. There is a very significant positive direct effect between organizational culture and performance. A strong organizational culture will have a big influence on improving performance, this is indicated by the correlation coefficient value of 0.637 and the coefficient of determination of 25.85%.

b. The Relationship between Work Discipline and Teacher Performance

Based on the results of hypothesis testing, it shows that there is a functional relationship between work discipline and teacher performance with the regression equation $= 96.043 + 0.229 X_2$ with $F_{count} = 68.470 > F_{table}(\alpha = 0.05) = 3.880$ and $F_{table}(\alpha = 0.01) = 6.943$ which means the regression is very significant. The functional relationship is linear as evidenced by linearity test with $F_{count} = 0.710 < F_{table}(\alpha = 0.05) = 1.604$ and $F_{table}(\alpha = 0.01) = 1.938$, which means the regression is linear. The resulting correlation coefficient value of 0.796 indicates that every increase in work discipline scores will improve teacher performance.

The coefficient of determination between work discipline and teacher performance is $(r_y)^2 = 0.633$. This means that 63.30% of teacher performance is the result of work discipline, while 37.70% is contributed by other variables that have a relationship with improving teacher performance.

Several previous studies have proven that organizational culture has a positive relationship with teacher performance, one of which is the research of Ilham Thait, Aries Baharudin, and Mohammad Syafii Idrus (2015: 23-33) which concludes that there is a significant positive relationship ($r = 0.607, < 0.05$) between work discipline and performance. The higher a person's work discipline is predicted, the higher his performance will be. Strong work discipline will have a big influence on improving performance, this is indicated by the correlation coefficient value of 0.607 and the coefficient of determination of 36.84%.

Thus the results of this study further support the results of previous studies regarding the positive influence of work discipline on performance.

c. The Relationship between Organizational Culture (X1) and Work Discipline (X2) Together With Teacher Performance (Y)

From the results of hypothesis testing, it shows that there is a functional relationship between organizational culture and work discipline together with teacher performance with the regression equation $= 11.076 + 0.504 X_1 + 0.325 X_2$ with a value of $F_{count} = 12.751 > F_{table}(\alpha = 0.05) = 3.880$ and $F_{table}(\alpha = 0.01) = 4.943$ which means that the significance of the regression is very significant. The value of the multiple correlation coefficient between organizational culture and work discipline together with teacher performance of 0.436 indicates that any increase in organizational culture and work discipline scores together will improve teacher performance. The results obtained for the coefficient of determination $(r_{y12})^2$ of the correlation between organizational culture and work discipline together with teacher performance is 0.1902. This means that 19.02% of teacher performance is the result of working organizational culture and discipline together, while 80.98% is contributed by other variables that have a relationship with teacher performance.

Thus it can be seen, if a teacher has a good organizational culture and the school where he teaches is led by a school principal who is disciplined in his work, they will be able to increase the value of teacher performance together.

IV. Conclusion

1. It can be identified the strength of a positive relationship between organizational culture and teacher performance, with a correlation coefficient of $r_{y1} = 0.328$ and a coefficient of determination $r_{y1}^2 = 0.1074$ which means that the contribution of organizational culture to teacher performance is 10.74%. This means that the higher the organizational culture, the higher the level of teacher performance. there is a functional relationship between organizational culture and teacher performance with the regression equation = $100.278 + 0.146 X_1$ with a value of $F_{count} = 29.110 > F_{table} (\alpha = 0.05) = 3.880$ and $t_{table} (\alpha = 0.01) = 6.943$ which means the regression is very significant.
2. It can be identified the strength of the positive relationship between Work Discipline and Teacher Performance with a correlation coefficient of $r_{y2} = 0.796$, coefficient of determination $(r_{y2})^2 = 0.633$, which means that 63.30% of the increase in teacher performance is the result of the contribution of work discipline and the regression equation = $96,043 + 0.229 X_2$. This positive relationship is strengthened by the results of qualitative research. Thus, it can be stated that the higher the work discipline, the higher the teacher's performance.
3. Strength can be identified the relationship between organizational culture and work discipline together with teacher performance, indicated by the correlation coefficient $r_{y12} = 0.436$, the coefficient of determination $(r_{y12})^2 = 0.1902$, which means that 19.02% increase in teacher performance is the result of the contribution of organizational culture and work discipline together with the regression equation = $11.076 + 0.504 X_1 + 0.325 X_2$.

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