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THE INFLUENCE OF ORGANIZATIONAL CULTURE, SELF-EFFICACY, AND WORK DISCIPLINE ON TEACHER PERFORMANCE

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Abstract

Teacher performance is the result of real work in terms of quality and quantity achieved. Some literature on improving performance still has inconsistencies such as organizational culture. In several articles it has been proven to have a positive influence, however, other research has not been proven to have an effect on teacher performance. The aim of this research is to analyze organizational culture, self-efficacy, and work discipline on teacher performance. The research methodology involved 55 high school respondents with a sampling technique using a census sample. while data processing uses SPSS version 23. The results of the research show that organizational culture can be concluded that the hypothesis is proven to have an effect on teacher performance, but self-efficacy and work discipline on teacher performance can be concluded that the hypothesis is not proven to have an effect on teacher performance. The results of several literature reviews provide an in-depth understanding of the positive relationship between the influence of organizational culture, self-efficacy and work discipline on teacher performance, and these findings can be used as a reference for future empirical research.

Keywords: *Organizational Culture, Self Efficacy, Discipline, Teacher Performance*

A. Introduction

Currently, human resources (HR) are the basic capital in the performance development process, even at the national level, so they must have knowledge, self-efficacy skills and discipline. Performance success in operations cannot be separated from the role of human resources (HR), therefore human resources (HR) must be managed well so that the vision and mission are in line with the objectives.Yusran, (2018)states human resources (HR), capital and assets that are important in a company to support its operations. An organization cannot function or grow well without reliable and competent human resources (HR).

Organizational culture is the general values and views of the founders of the organization, along with their customs and fundamental beliefs to form norms that become standards of behavior and thought processes in the organization to achieve common goals.Jufrizen & Rahmadhani, (2020). Organizational culture is very important in managing schools such as leadership practices, structural opportunities and cultural norms which consist of many contextual factors that influence teacher professional development.Huang et al., (2020). Because it must be recognized and understood the main characteristics of the organization that are upheld and preserved, namely self-initiative, tolerance, risk development, guidance, integration, support and communication styles to achieve satisfactory performance.(Master of Management Study Program, Muhammadiyah University of North Sumatra Medan, Indonesia & Hendra, 2020).

*Self-efficacy*one of the components of self-knowledge or self-efficacy that influences daily life which refers to a person's self-confidence in their ability to complete tasks or face problems at workAry & Sriathi, (2019). Self-efficacy also defines oneself as planning and carrying out actions to achieve a certain performance to increase the progress of that performance by using professional abilities, attitudes, professionalism and self-confidence.Wu et al., (2022).

Discipline, the ability to apply and uphold both written and unwritten rules and do so without trying to ignore themRosmawati et al., (2020).

Discipline also has a very significant impact on teacher performance. Where culture, norms and discipline in the workplace have a big impact on teacher performance, by obeying existing regulations teacher performance can increase.Abdurrahman, (2021).

Performance is the quality and quantity of work results that a person can achieve in carrying out his main duties and responsibilities in accordance with the tasks assigned to himKim et al., (2021). The quality of teacher performance is also caused by several internal and external factors, internal factors that influence teacher performance are motivation, positive emotions, negative emotions, responsibility for tasks, while external factors include the work environment, technological facilities, information and communication.Goetz & Wald, (2021).

The purpose of this research is to provide information about the influence of organizational culture, self-efficacy, discipline on teacher performance which greatly influences the quality of performance and performance results provided, the researcher also hopes that this research will be useful for future researchers who will research the topic of the influence of organizational culture, self-efficacy , discipline on teacher performance can make this research a reference.

Goal Setting Theory

The grand theory underlying this research is goal setting theory, which was originally put forward by Locke (1968), which states that there is a relationship between set goals and performance achievement. Goal setting theory is a misunderstanding of goals (what the organization expects of them) that will influence work behavior.

In addition, this theory shows the relationship between goals and performance. Goals can be thought of as performance standards or goals to be achieved by an individual. An individual's behavior and performance results will change if he or she commits to a particular goal. Goal setting theory or Goal Setting Theory argues that those who are committed to achieving their goals have goal commitment and this will influence managerial performance. The existence of personal goals influences how much effort a person will put in. The greater a person's dedication to their goals, the harder they will work to achieve them. According to goal setting theory, performance and measurable goals are directly related. According to the main conclusion of goal setting theory, people who are given clear, challenging, but doable goals will do better than those who receive unclear, easy goals or no goals at all, affecting how much effort they will

make. he does, the greater the employee's commitment to his goals, the more motivated he is to work harder to achieve them.Kusnadi et al., (2022)

B. Research methods

This research is a type of primary research using quantitative data. This research was conducted at SMA Negeri 05 Mukomuko, Bengkulu City. The research subjects consisted of all teachers who were members of Senior High School 05 Bengkulu, Mukomuko Regency. The sampling method applied was a saturated sample, and the minimum number of respondents was determined by referring to the Goal Setting Theory.

The period for distributing the data collection instrument, in the form of a questionnaire, was carried out from 26 to 30 December 2023. The method for distributing the questionnaire was carried out online, by distributing the questionnaire link via the Google Form platform, which was then distributed via the WhatsApp application. Respondent contact was obtained through collaboration with teacher members who participated in assisting with this research. The number of questionnaires distributed in the 5 day period was 55 questionnaires.

Data quality testing in research uses validity tests and reliability tests.According to Sugiyono, (2019)The validity test is used to measure whether a questionnaire is valid or not. Reliability Test is used to measure a questionnaire which is an indicator of a variable or construct. The data analysis techniques used in this research are the Classical Assumption Test, Multiple Linear Regression Test, and Hypothesis Testing.

C. Results and Discussion

Classic assumption test

Normality Test Results

One-Sample Kolmogorov-Smirnov Test

	LN_RES

N		38
Normal Parameters, b	Mean	,1872
	Std. Deviation	,93359
Most Extreme Differences	Absolute	,088
	Positive	,077
	Negative	-,088
Statistical Tests		,088
Asymp. Sig. (2-tailed)		,200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

From table 4.16 above, the Kolmogorov-Smirnov value shows a value of 0.200. These results show that the Asymp Sig value. (2-tailed) is greater than the a value of 5% (0.05), so it can be concluded that the results of the normality test show that all residual values of the variables used in this research are normally distributed and are suitable to be used as test objects. The normality test can also be tested using the Normal P-Plot.

Multicollinearity Test

Table 4.16 Multicollinearity Test Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	7,019	5,493		1,278	,207		
	X1	,257	,211	,277	1,219	,228	,285	3,505
	X2	,273	,260	,239	1,049	,299	,284	3,522
	X3	-,058	,131	-,055	-,444	,659	,963	1,038

a. Dependent Variable: Y

Source: Primary Data Processed in 2023

Based on table 4.15, it is known that the tolerance value for the organizational culture variable is 0.285, self efficacy is 0.284, and discipline is 0.963, which means the value is > 0.10 and the VIF value for the organizational culture variable is 1.001, self efficacy management is 1.003, and discipline is 1.001. means the value is <10.00. So it can be concluded that in this study there was no multicollinearity.

Heteroscedasticity Test

Table 4.17. Heteroscedasticity Test Results

Model	Unstandardized Coefficients	Standardized Coefficients	Q	Sig.

		B	Std. Error	Beta		
1	(Constant)	-,244	3,684		-,066	,947
	X1	,171	,141	,297	1,208	,233
	X2	-,295	,175	-,417	-1,688	,097
	X3	,141	,088	,215	1,602	,115

a. Dependent Variable: ABS_RES

Source: Primary Data Processed in 2023

From the table above, it can be seen that the organizational culture variable has a significance value of 0.233, the self efficacy variable has a significance value of 0.097 and the discipline variable has a significance value of 0.115, all of which are greater than 0.05. This shows that there is no heteroscedasticity problem for the three variables.

Multiple Linear Regression Test

Table 4.18 Multiple Linear Regression Test Results

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	Q	Sig.
1	(Constant)	-,841	,304		-2,768	,008
	LNN_X1	,690	,333	,420	2,069	,044
	X2	,006	,006	,203	1,003	,321
	X3	-,002	,003	-.098	-,843	,403

a. Dependent Variable: LNNN_Y

Source: Primary Data Processed in 2023

Based on table 4.18, the significant value of the independent variable Organizational Culture (X1) is 0.044, greater than α = 5% or 0.05, then the significant value of the self-efficacy variable (X2) is 0.321, greater than α = 5% or 0.05 and the variable discipline (X3) which is 0.403 greater than α = 5% or 0.05. So it can be concluded that the regression, namely the organizational culture variable has a significant effect on teacher performance. Self-efficacy has a significant effect on teacher performance and discipline has a significant effect on teacher performance.

Hypothesis testing

Table 4.19 T Test Results (Partial Test)

Coefficientsa

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	Q	Sig.
1	(Constant)	-,841	,304		-2,768	,008
	LNN_X1	,690	,333	,420	2,069	,044
	X2	,006	,006	,203	1,003	,321
	X3	-,002	,003	-.098	-,843	,403

a. Dependent Variable: LNNN_Y

Source: Primary Data Processed in 2023

From the results of table 4.19, the organizational culture variable has a t-count of 2.069 > t-table of 1.675. With a significance value of 0.044 <0.05 or α (5%), there is a significant positive influence between the variables influencing organizational culture on teacher performance. The Self Efficacy variable has a t-count of 1.003 > t-table of 1.675. With a significance value of 0.321 <0.05 or α (5%), it is not proven that there is a significant positive influence between the self-efficacy variable on teacher performance. The work discipline variable has a t-count of 0.843 > t-table of 1.675. With a significance of 0.403 <0.05 or α (5%), it is not proven that there is a significant positive influence between discipline variables on teacher performance.

F Test (Simultaneous Test)

Table 4.20 F Test (Simultaneous Test)

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,173	3	,058	9,669	,000b
	Residual	,305	51	,006		
	Total	,478	54			

a. Dependent Variable: LNNN_Y

b. Predictors: (Constant), X3, X2, LNN_X1

Source: Primary Data Processed in 2023

From the F test results in table 4.20, the F-count is 9.669 > F-table is 2.79. With a sig value. 0.000 < 5% (0.05), it can be concluded that the influence of organizational culture, self-efficacy, discipline together has an influence on teacher performance.

Determinant Coefficient Test (R^2)

Table 4.21 Determinant Coefficient Test (R^2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,602a	,363	,325	,07732

a. Predictors: (Constant), X3, X2, LNN_X1

Source: Primary Data Processed in 2023

Based on table 4.21 together with the dependent variable, it can be seen from the magnitude of the coefficient of determination seen from the R square value of 0.363 which shows that the independent variables together influence the dependent variable by 36.3%, the remaining 63.7% is influenced by other variables not included in the research .

D. Conclusion

Based on the results of this research, organizational culture is proven to have a positive and significant effect on teacher performance at Senior High School 05 Bengkulu, Mukomuko Regency. Self-efficacy was not proven to have a positive and significant effect on the performance of upper secondary school teachers 05 Bengkulu, Mukomuko district. And work discipline has not been proven to have a positive and significant effect on the performance of senior secondary school teachers 05 Bengkulu, Mukomuko district. Organizational culture, self-efficacy, and work discipline simultaneously influence teacher performance at senior high school 05 Bengkulu, Mukomuko district.

Research Limitations

The limitation of this research is that researchers are not allowed to meet directly with respondents so they cannot guarantee that the questionnaires are filled out by respondents as targeted.

Suggestion

Suggestions for future researchers are expected to expand the research sample and use other variables that support the research.

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