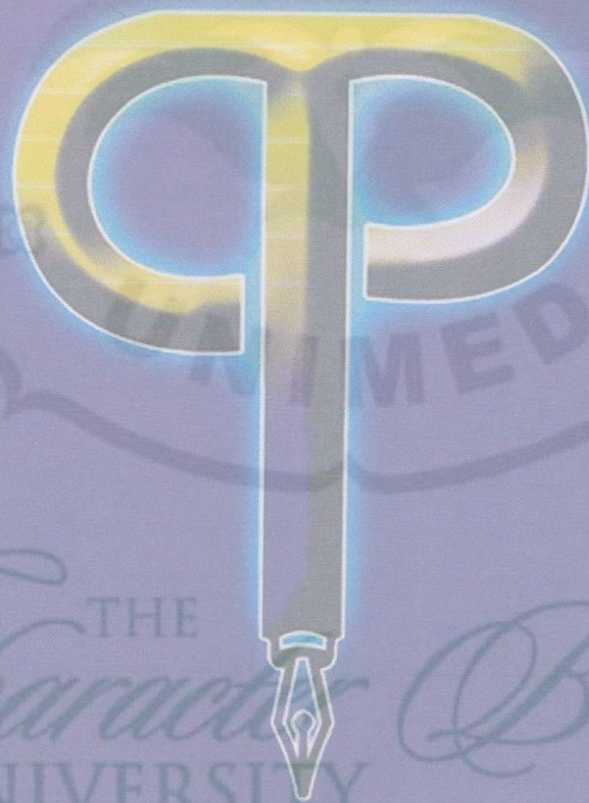


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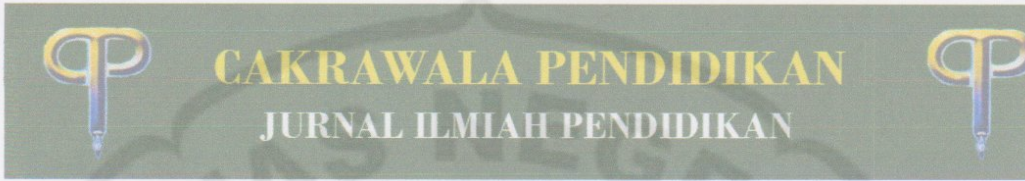
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THE IMPACT OF ORGANIZATIONAL CULTURE, ORGANIZATIONAL STRUCTURE, AND JOB-SATISFACTION ON HIGH SCHOOL TEACHERS' JOB-PERFORMANCE

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Abstract: This study was a causal espouse fact study intended to find out and uncover direct and indirect effects of organizational culture, organizational structure, and job-satisfaction on teachers' job-performance. The sample consisting of 143 out of 645 public high school teachers were selected from 10 senior high schools by using the stratified random sampling technique. The teachers were those having teaching experience of at least 10 years and they had been certified as professional teachers and received certification fees continuously, except for guidance and counseling teachers. The findings showed that organizational culture, organizational structure and job-satisfaction had a positive impact on teachers' job-performance. The direct and indirect effects of organizational culture on job-satisfaction were 21.20%, and 10.00% respectively. The direct and indirect effects of organizational culture on job-performance were 23.20% and 22.80% respectively. The direct effect of organizational structure on job-performance was 29.50%. Meanwhile, the indirect effect of organizational structure on job-performance was not significant. Finally, the direct effect of job-satisfaction on job-performance was 18,60%.

Keywords: *organizational culture, organizational structure, job-performance, job-satisfaction*

DAMPAK BUDAYA ORGANISASI, STRUKTUR ORGANISASI DAN KEPUASAN KERJA TERHADAP KINERJA GURU SMA

Abstrak: Penelitian ini merupakan penelitian kausal espouse facts yang dimaksudkan untuk mengungkap efek langsung dan tidak langsung budaya organisasi, struktur organisasi, dan kepuasan kerja terhadap kinerja. Sampel terdiri atas 143 dari 645 guru SMA yang diambil dari 10 SMA di Medan yang diambil dengan teknik *stratified random sampling techniques*. Sampel guru paling tidak memiliki pengalaman mengajar 10 tahun dan telah disertifikasi sebagai guru profesional. Data dianalisis dengan teknik regresi dan sebelumnya telah diuji normalitas dan linearitas sebarannya. Temuan penelitian menunjukkan bahwa budaya organisasi, struktur organisasi dan kepuasan kerja memberi dampak positif terhadap kinerja guru SMA Kota Medan. Pengaruh langsung dan pengaruh tidak langsung budaya organisasi terhadap kepuasan kerja masing-masing 21,20%, dan 10,00%. Efek langsung dan tidak langsung budaya organisasi terhadap kinerja masing-masing 23,20% dan 22,80%. Efek langsung dari struktur organisasi terhadap kinerja ada 29,50%, sedangkan pengaruh tidak langsung dari struktur organisasi terhadap kinerja tidak signifikan. Akhirnya, efek langsung dari kepuasan kerja terhadap kinerja ada 18,60%.

Kata Kunci: *budaya organisasi, struktur organisasi, kepuasan kerja, kinerja*

INTRODUCTION

Job-performance is defined as worker's outcomes in achieving organizational objectives in which he/she works. Teachers' job-performance determines their job-performance quali-

ties in enhancing and developing National Education growth. Job-performance of public high school teachers could be identified based on the achievement of teaching objectives.

Research findings showed that job-performance of high school teachers in Medan is low. Based on the ranks of International Achievement Test Performance, Indonesia ranked 50th of 87 countries involved in the test (Tienken, 2008:8). In addition, the Program for International Student Assessment (Pisa, 2012:16) results showed Indonesiaranked 64th of 65 countries. This may be caused by the fact that 63% of the public high school teachers are not certified on their expertise, and 14% of them teach subjects which are not their expertise (Jalal, 2005:9; Upu, 2014:33; Suryadharma, 2011:15; Sanaky, 2011:3).

Indonesian governments have tried to improve teacher job-performance through administrative and technical changes. Administrative changes concern the organizational structure changes, such as the use of the school-based management (SBM) instead of the Weber/bureaucratic system. Meanwhile, technical changes involve service, products, and technological development, training, professional development, computer facility procurement, and teacher competency assessment (The World Bank, 2007:15; Syamsudin, 2012:2; Colquitt, et al, 2009:452).

The teacher certification program resulted in increasing teacher work motivation which can be seen from their interest in pursuing higher degree of education (bachelor and masters degrees). It was also predicted that teachers are motivated to join scientific conferences in their own expertise in order to meet requirements for the certification program, and in turn it increases teachers' quality. Unfortunately, it was found that the teachers certification program has no effect on teachers' job-performance (Fahmi, et al, 2011:1)

Teachers who are certified would get additional monthly payment called certification salary that would have a great impact on teachers' job-satisfaction, and it means that satisfied employees are productive employees (Thierry, 1998: 256). Therefore, job-satisfaction could be seen as a precursor for job-performance (Miles and Sledge, 2006:2). Ehrenberg (2003:268) found that higher educated workers would have higher job-satisfaction compared with those with lower

education. As a result, it is presumed that high school teachers' job-performance are moderately higher for high school teachers (Judge, et al., 2001:378). It is also known that organizational culture has an important role in increasing teachers' job-satisfaction (Sabri, et al., 2011: 121). Furthermore, it also found that organizational culture affected job-satisfaction and job-performance (Ambarita., 2010:195; and Siburian, 2012:1).

Job-performance is defined as employees' job-performance which meet the organizational objectives (Viswesvaranand Ones, 2000:216). Teachers' job-performance is usually affected by school facilities, classroom size, leadership style, motivational strategy and teacher morale (Adejumobi and Ojikutu, 2013:26). Generally, measurable behaviours are used as indicators of job-performance. It is usually carried out in order to (1) find out credible, relevant, and useful information, so it can be used in the decision making process on current and future organization performance; (2) identify organizational performance and growth; (3) plan and carry out training and development; (4) carry out remuneration and rewards; and (5) design career development and successions (Chiepe, 2004:10).

An evaluation of teachers' performance could be carried out by considering the following rubric: (1) professional knowledges; (2) teaching plan; (3) teaching strategy; (4) individual teaching and remedial; (5) evaluation techniques; (6) feedback; (7) teaching-learning environment; (8) challenging academic environment; (9) professionalism; and (10) communication (Barge, 2012:4).

Organizational culture is defined as social relationships between organization members, considered as a way of life in an organization (*Penilaian Kinerja Guru*, 2008:22; Schein, 2004:17). In general, organizational culture is different from one organization to another, because it is usually developed in the organization for a long period of time. Organizational culture allows organizational members to coordinate activities comprehensively, comprehend and predict employees' behaviors, beliefs, and work motivation of the employees.

Schein (2004:17) emphasized that organizational culture could be determined through (1) artefacts; (2) norms and values; (3) basic assumptions (Colquitt, et al., 2009:456). In general, there are five artefacts i.e symbols, physical structure, language, stories, ritual, and ceremony. Symbols concern the organizational logo, work environment, while physical structure concerns: organizational relationships to the public, manager relationships with other members of the organization, and employee democracy (Colquitt, et al., 2009:458). Language is a communication means inside organizations. Meanwhile, stories concern anecdotes, legends, and myths which are taught from one generation to another in the organization. Rituals are defined as daily or weekly activities in the organization. Espoused values concern the organizational norms and philosophy which are expressed explicitly. Espoused values are published documents such as vision and mission statements of the organization, including verbal statements of managers which are directed to employees. The basic underlying assumptions concern the organizational philosophy and beliefs which are generally accepted without questions (Colquitt, et al., 2009:460). Therefore, organizational culture can be presumably determined through observable behavior, values and beliefs and basic assumptions.

Organizational structure is defined as a formal organizational structure in an organization, in which the organization allocates people and jobs so that their work can be performed to meet the organizational objectives (Elsaid, et al., 2013:1; Robin and Coulter, 2007:298). The basic concepts of organizational structure describe the organizational framework of organizations (Lunenburg and Ornstein, 2000:27). In general, the traditional organizational structure is known as having a vertical structure which has a pyramid shape that is useful in stable circumstances, but not in a rapid environment change. In the vertical structure, managers and employees are not closely related, so it creates a gap among departments. As a result, it prevents coordination and quick responses between top and lower managers. Currently, most organizations

have tried to change from the vertical structure into the horizontal structure based on the working process instead of departmental functions because in the vertical structure, activities are classified into the same functions from lower to top managers. Therefore, a vertical organizational structure is known as a rigid organization based on Weber's organizational system (Daft, 2005:602).

In order to change the organizational structure, the organization's basic characteristics need to be changed to meet organizational objectives (Lunenburg and Ornstein, 2000:30). One of the organizational structures introduced to replace the vertical structure for the schooling system is the school-based management (SBM) which delegates the managerial decision making process from top managers to lower managers (Caldwell, 2003:2).

Job-satisfaction is defined as an employee's emotional state and satisfaction as a result of managers' evaluation on his/her job that meets the organizational objectives (Tella, et al., 2007:4). Therefore, the satisfied employees would have positive thinking at work (Colquitt, et al., 2009:548). Maslow described that there are a number of factors which could affect job-satisfaction i.e. biological and physiological needs, safety needs, belongingness and love needs, esteem needs and self-actualization needs. People would satisfy the lower needs first before satisfying the higher needs. (Colquitt, et al., 2009:549). Maslow's model could be used in developing teachers' job-satisfaction by considering teachers' needs at work.

Furthermore, it is also known that job-satisfaction is affected by payment-satisfaction, promotion satisfaction, social satisfaction, supervision satisfaction, co-workers satisfaction, work satisfaction itself, status satisfaction and environmental satisfaction (Slocum and Hellriegel, 2009:355). Therefore, job-satisfaction could be seen as the main factor that affects job-performance that determines educational success and teacher job-performance (Ololube, 2009:56). It is presumed that teacher job-satisfaction could be determined by payment-satisfaction, promotion satisfaction, social satisfaction,

supervision satisfaction, co-workers satisfaction, work satisfaction itself, status satisfaction and environmental satisfaction.

Another question is, why do we have a tendency to produce less qualified teachers from colleges? It is also due to the fact that students who enrolled into teacher colleges come from low grades and the best and brightest students do not choose teaching as their career option. Therefore, teacher colleges would only produce teachers with low quality (Ballou and Podgursky, 1998:20). This is one of the many factors suggesting that teacher quality is the most important factor in determining differences in students' achievement (Goldhaber, 2002: 3). Therefore, job-satisfaction could be seen as the main factor that affects job-performance that determines educational success and teacher job-performance (Ololube, 2009:56). It is presumed that teacher job-satisfaction could be determined by payment-satisfaction, promotional satisfaction, social satisfaction, supervision satisfaction, co-workers satisfaction, work satisfaction itself, status satisfaction and environmental satisfaction.

METHOD

This study is a causal research study which tries to discover causal relationships between the organizational culture, organizational structure, and job satisfaction toward job-performance of senior high schoolteachers, in Medan Indonesia. The research method used is a survey method based on explanatory and confirmatory approaches.

The population of this research is teachers of 10 senior high schools in Medan Indonesia. The sample was selected by using the stratified random sampling technique. The selected teachers must have teaching experience of at least 10 years, except for guidance and counseling teachers. They must have been certified and have received additional teacher certification payment regularly. The research instruments (organizational culture, organizational structure, and job-satisfaction questionnaires) were tried out to 30 teachers not belonging to the sample in order to find out their validity and

reliability. The validated organizational culture, organizational structure, and job-satisfaction questionnaires consist of 34, 32, and 34 items respectively after being tried out. Meanwhile, the teacher job-performance assessment instrument was tried out to 30 teachers in order to find out the teachers' perception homogeneity in using the instrument.

The questionnaires were then distributed to 150 classroom teachers. The teachers were told about the objective of the study and they were allowed to ask questions when the statements in the questionnaires were not clear. The questionnaires were distributed to the teachers in the morning before the class started and during the break. There were 143 out of 150 questionnaires collected met the requirement as data used in the research. Furthermore, the teacher job-performance assessment was administered during the teaching-learning process.

Based on the organizational behavior theory, a causal relationship between X_1 , X_2 , X_3 and X_4 variables can be drawn as shown in Figure 1.

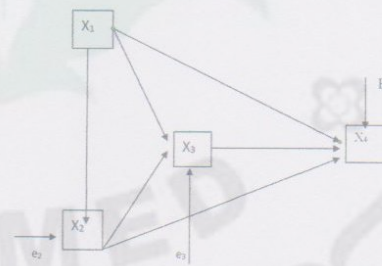


Figure 1. Causal relationship between X_1 , X_2 , X_3 , and X_4 Variabels

The organizational culture, organizational structure, and job-satisfaction questionnaires, and job-performance data were collected and analyzed with SPSS for Windows Vers 21.

RESULT AND DISCUSSION

Normality and Linearity Test

One-Sample Kolmogorov-Smirnov test was used to carry out normality test, and it was found that *Asymp. Sig. (2-tailed)* $0.170 > 0.05$, which means that data collected comes from a

normal distributed population. Liniarity test was carried out by F-distribution test on the X_1 , X_2 , X_3 , and X_4 variables instruments and it was found that *Deviation from linearity* > 0,05, therefore it can be concluded that the four variables are linear.

Effect of Organizational Culture on Organizational Structure

Before path analysis was carried out, it needs to find out correlation coefficients of X_1 , X_2 , X_3 , and X_4 using SPSS for Windows vers 21. Then, path analysis was carried out in order to find out path coefficients of the variables investigated. Results showed that path coefficient of organizational culture to organizational structure is 0.399 at a significant level of < 0.05 and $F = 26.714$, where $F_{calc} > F_{table} = 3.908$, at a significant level of < 0.05 which means that H_{01} is rejected, therefore it can be concluded that there is a direct effect of organizational culture on organizational structure of public high school teachers, in Medan. Meanwhile, determination coefficient $R_{squared}$ value found is 0.159, so that $e_2 = \sqrt{1 - R^2} = \sqrt{1 - 0.399^2} = 0.917$.

Effect of Organizational Culture and Organizational Structure on Job-Satisfaction

Based on ANOVA analysis, it was found that path coefficient of organizational culture to job-satisfaction is 0.212, meanwhile path coe-

fficient of organizational structure to job-satisfaction is 0.251, and $F_{calc} = 12.404 > F_{2/140table} = 3.061$, at a significant level of < 0.05, which means that H_{02} and H_{04} are rejected, therefore, it is concluded that organizational culture and organizational structure directly effect job-satisfaction. Meanwhile, determination coefficient $R_{squared}$ value is 0.151, so that $e_3 = \sqrt{1 - R^2} = \sqrt{1 - 0.388^2} = 0.921$.

Firsly, causal relationships between organizational culture and job-satisfaction can be written in the following equation:

$$r_{13} = \rho_{31} (DE) + \rho_{32}\rho_{12} (IE) \dots\dots\dots 1)$$

From equation 1) it can be determined that direct effect of organizational culture on job-satisfaction is 21.20% and indirect effect of organizational culture on job-satisfaction thourgh organizational structure is 10.00%, so that H_{07} is rejected, which means that there is indirect effect of organizational culture on job-satisfaction through organizational structure.

Secondly, causal relationships between organizational structure and job-safacion can be written in the following equation:

$$r_{23} = \rho_{32} (DE) + \rho_{31}\rho_{12} (S) \dots\dots\dots 2)$$

From equation 2) it can be determined that direct effect of organizational structure on job-satisfaction is 0.251, and *spurious* correlation is 0.084.

Table 1. Path Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	71.426	7.247		9.856	.000
	bUORG	.359	.069	.399	5.169	.000

a. Dependent Variable: X_2

Table 2. Path Coefficients X_1 , and X_2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.941	12.452		3.850	.000
	X_1	.250	.100	.212	2.494	.014
	X_2	.329	.111	.251	2.958	.004

a. Dependent Variable: X_3

Table 3. Path Coefficients of X1, X2, and X3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.072	10.101		3.868	.000
	X ₁	.231	.079	.232	2.926	.004
	X ₂	.326	.089	.295	3.679	.000
	X ₃	.157	.065	.186	2.403	.018

a. Dependent Variable: X₄

Effect of Organizational Culture, Organizational Structure, and Job-Satisfaction on Job-Performance

Based on Anova analysis of X₁, X₂, and X₃ on X₄, it was found that effect of organizational culture, organizational structure, and job-satisfaction on job-performance respectively are 0,232, (t =2.926; α = 0,04) ; 0. 295 (t = 3,679, α = 0,000; and 0,186 (t = 2,409, α = 0, 018), and F_{calc.}=18,283 > F_{3|139|table} = 2,670, at a significant lvl of < 0.05, so that it is concluded H₀₃, H₀₅ and H₀₆ are rejected. It means that there is a direct effect of organizational culture, organizational structure, and job-satisfaction on job-performance It is found that determination coefficient R_{square}d value is 0.294, so that, e₄ = √1 - R² = √1 - 0.542² = 0,840

Thirdly, causal relationships between organizational culture and job-performance is written in the following equation:

$$r_{14} = \rho_{41} + \rho_{42} r_{12} + \rho_{43} r_{13} = \rho_{41} (DE) + (\rho_{42} \rho_{21} + \rho_{43} \rho_{31} + \rho_{32} \rho_{21} \rho_{43}) (IE) \dots 3$$

From equation 3) above, it can be determined effect of organizational culture on job-performance is 0.232. and indirect effect of organizational culture on job-performance through organizational structure is 0.118, indirect effect of organizational culture on job-performance through job-satisfaction is 0.039 (not significant) and indirect effect of organizational culture on job-performance through organizational structure and job-satisfaction is 0.019 (not significant).

Fourthly, causal relationships between organizational structure and job-performance is written in the following equation:

$$r_{24} = \rho_{42} + \rho_{41} r_{12} + \rho_{43} r_{23} = \rho_{42} (DE) + \rho_{32}(IE) + (\rho_{43} \rho_{21} + \rho_{43} \rho_{31} \rho_{21})(S) \dots 4$$

From equation 4) above, it can be determined that direct effect of organizational structure on job-performance is 0,295, and indirect effect of organizational structure on job-performance through job-satisfaction is 0,047 (not significant) or H₀₈ is rejected, and spurious correlations is 0,090.

Finally, causal relationships between job-satisfaction and job-performance is written in the following equation:

$$r_{34} = \rho_{43} + \rho_{51} r_{13} + \rho_{42} r_{23} = \rho_{43}(DE) + (\rho_{41} \rho_{31} + \rho_{41} \rho_{21} \rho_{32} + \rho_{42} \rho_{32} + \rho_{42} \rho_{21} \rho_{31})(S) \dots 5$$

From equation 5) above, it can be determined direct effect of job-satisfaction on job-performance is 0, 186, and spurious correlation is 0,171.

Based on data analysis above, teacher job-performance model of public high schools in Medan can be illustrated in Figure 2 below:

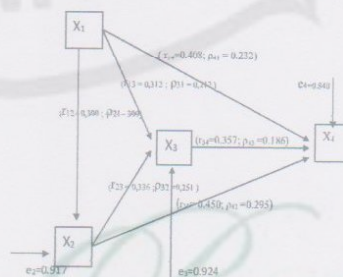


Figure -2. Teacher Job-Performance Model of Public High School in Medan

Discussion

Based on the results presented above, it is known that organizational culture, organizational structure, and job-satisfaction give a positive impact on job-performance of public high school teachers in Medan. It is proved that organizational structure changed from Weber's structure to school based management (SBM) gives a relatively high impact of 29.50% on job-performance, meanwhile indirect effect of organizational structure on job-performance through job-satisfaction is not significant.

Effect of organizational culture on job-performance and job-satisfaction respectively are 23.20% and 18.60%. At the same time, indirect effect of organizational culture on job-performance is 11.80%. Therefore, total effect organizational culture, organizational structure and job-satisfaction on job-performance is 83.10%. Similarly, Suriansyah (2014: 363) reported that organizational culture directly and indirectly affect teacher job-performance through teacher commitments of 10.10%, and 16.90% respectively. It was also found that direct effect of organizational culture on job-satisfaction of 0.212 and indirect effect of organizational culture on job-satisfaction through organizational structure is 10.00%. Total effect of organizational culture on job-satisfaction is 31.20%.

Direct effect of organizational structure on job-satisfaction is 25.10%. Total effect of organizational culture and organizational structure on job-satisfaction is 56.30%.

The results showed that organizational culture and organizational structure contributes a moderate impact on job-satisfaction. This results give a relatively low contribution of 18.60% toward job-performance. It means that satisfied teachers have a tendency to increase their job-performance. Organizational structure changed from vertical structure to SBM and teachers certification program followed by certification salary contributed a moderate impact on job-satisfaction which was reported previously (Hutabarat, et al, 2014:261) which in turn increasing teacher job-performance. The findings also showed that organizational culture contributed a relatively high impact on orga-

nizational structure of 39.90%. This result is acceptable due to the fact that organizational culture is considered as organizational glue which is assumed to drive a good organizational environment to teachers and staffs at schools.

CONCLUSIONS

Based on data analysis and discussions above, it is concluded that:

- Organizational culture directly and indirectly affected teacher job-performance of public high school in Medan
- Organizational structure changed from vertical structure to SBM which is followed by certification salary payment to certified teachers contributed a direct effect on teacher job-performance of the public high school teachers.
- Organizational culture, organizational structure and job-satisfaction at the same time contributed a positive direct and indirect effects on job-performance of the public high school teachers.

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