



The influence of organizational culture and work ethics on the productivity of private high school teachers in Mataram

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ARTICLE INFO

Article history:

Received Jul 02, 2023

Revised Jul 22, 2023

Accepted Jul 31, 2023

Keywords:

Organizational culture;

Work ethics;

Teacher productivity.

ABSTRACT

The purpose of this study is to determine the impact of organizational culture and work ethics on the labor productivity of Private Secondary School Teachers (SMAs) in Mataram City for the 2021-2022 school year. The study was conducted during the odd-numbered seasons of 2021-2022. The research method used is a questionnaire. The study population consisted exclusively of private high school teachers in Mataram city. Respondents were selected by a simple random her sampling technique and included a total of 125 teachers. The analysis results of this study showed that: (1) A simple correlation analysis showed a correlation coefficient of 0.575 and a path coefficient value of 0.422. This value indicates that organizational culture has a strong impact on teacher productivity. (2) A simple correlation analysis between work ethics and teacher productivity yielded a correlation coefficient of 0.541 and a path coefficient value of 0.363. This value indicates that work ethic has a strong impact on teacher productivity.

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INTRODUCTION

Attention should be paid to teachers first and foremost, as they are an important component of the entire educational system. Teachers play an important role in the development of education, especially formal education in schools. That is, according to Article 1 Law No. 14 Year 2005 on Teachers and Lecturers, a teacher is a professional educator whose main task is to teach, teach, instruct and instruct. Teachers are required to have a high level of enthusiasm and motivation so that they can perform the set tasks in an optimal and targeted manner. Achieving goals and learning objectives is done by teachers who are able to establish the right level of productivity. Teacher productivity reflects the success of the learning process to achieve the desired quality of learning (Wahyuni et al., 2019).

Productivity is a state of mind that constantly seeks to improve what already exists. The belief that we can do a better job today than we did yesterday, and tomorrow we will do better than we did today. The number one reason productivity matters is because it creates value, increases customer satisfaction, increases competition, and improves quality of life. Productivity is key in the world of education. Indirectly, teacher productivity influences the academic and non-academic

quality of students. When teachers are more productive, their students perform better (Hambali, 2021). Teacher productivity from academic and non-academic perspectives can be interpreted as playing a role in producing quality graduates who can compete in the current era of globalization (Sanosra et al., 2021). Teacher teaching productivity can be affected by teacher professionalism, participatory leadership by school leaders, and teacher education, among others (Kidam, 2018). Labor productivity is influenced by a variety of factors related to both the workforce itself and other factors such as education, skills, discipline, attitudes and work ethics. motivation; diet and health; income level. social insurance; environment and working atmosphere; technology, production equipment. management; and potential for success (Hernandi & Tamtana, 2020).

Educational quality can be achieved if all educational elements are properly implemented. One component of education that plays a strategic role in improving the quality of education in the school environment is the school leader. In the national education system, the school principal is the educational administrator who directly addresses the goals of the system (Soanata, 2020). As principals, all principals are responsible for the success of their students and teachers through the success of learning and the smooth implementation of the teaching and learning process in the school. This role is played directly by school leaders through their creative, innovative and problem-solving skills, their ability to create an atmosphere in which students, teachers and staff can excel, and their ability to mentor all members of the school community. It will be Eliminate tasks in the teaching and learning process (Minsih et al., 2019).

Organizations are so complex that school organizations, especially those that provide educational services to students and interested communities (stakeholders) in general, need to be properly managed. As education continues to develop rapidly and competition intensifies as information becomes more open, educational institutions recognize the changes occurring in internal dynamics and external demands in order to compete locally and globally. need to do it. As part of this development, educational organizations are expected to meet the needs of the members of the organization and thus the commitment of the members to the organization is high. High organizational engagement promotes good work ethics and high performance among organizational members (in this case, teachers) (Darmajaya & Nani, 2020).

Productivity is defined in terms of the use of resources such as materials and labor. Simply put, productivity is the ratio of output to input. For example, labor productivity can be measured as units of production per hour worked. Productivity is closely related to quality, technology, and profitability. Therefore, the focus is on improving productivity in a competitive business environment. Productivity can be improved by (a) controlling inputs, (b) improving processes to produce higher outputs for the same inputs, and (c) improving technology.

Company culture reflects the values, beliefs and attitudes of its members in the workplace. Organizational culture is what employees feel and how that perception creates beliefs, concerns, values, and expectations (Muis et al., 2018). Corporate culture shapes and reinforces employee attitudes and habits by creating a system of continuous employee monitoring. Organizational culture is the underlying pattern of shared values and assumptions that determines how employees approach the organization's goals, behaviors and opportunities (Ayu Puspitas Sari et al., 2021). Organizational culture reflects ideas about how work is designed, what is and is not acceptable, and which habits and behaviors are and are not. Organizational culture is the shared social knowledge within an organization about the rules, norms, and values that shape employee attitudes and behavior. Organizational culture is acceptable if the organization understands the rules and can accept the rules that indicate what is right. If an organization's values are considered true, internalize them. and be motivated to achieve organizational goals (Tirtayasa, 2019) (Mahdiyeh et al., 2016).

Effectiveness refers to how well performance meets organizational goals. Conversely, efficiency refers to the use of resources (inputs) required to achieve results (outputs). The purpose of productivity is to assess the efficiency aspects of organizational performance to inputs and outputs. Effectiveness refers to how well a company can meet certain criteria such as delivery times and technical feasibility. Quality refers to the extent to which a product or service meets customer or company expectations. Note that in this case, the concept of productivity implies the attainment of labor efficiency, labor efficiency, and labor quality (Djatola, 2019).

Work ethics are defined as issues and practices that affect the decision-making process about good things (Bhastary Dwipayani, 2020). A teacher with a good work ethic means that the teacher has professional operational skills in the workplace. For many, the result of this cultural concern is work ethic (Adi & Irwan, 2023). In other words, they see work as a very important and desirable goal in life, they can maintain a love of work, find satisfaction in their work, and usually have a strong commitment to the organization and its organization. indicate the goal. Work ethic presupposes independence. This includes a dignified belief in all work, an aversion to laziness and self-involvement, and a belief that hard work pays off (Othman et al., 2019).

RESEARCH METHODOLOGY

This study used a field research method using a path analysis approach, because this method is quantitative, data processing uses statistics. The reachable population for this study was teachers with the status of private teachers teaching private high schools with a total of 330 teachers in the city of Mataram. From calculations using the Slovin formula, a sample of 125 private high school teachers in Mataram City was obtained. The collection of data was used by using an instrument in the form of a questionnaire. Data analysis used for research is descriptive statistics and inferential statistics.

RESULTS AND DISCUSSIONS

The Effect of Organizational Culture on Productivity

From testing the first hypothesis, we can conclude that organizational culture has a direct positive impact on productivity. A simple correlation analysis between organizational culture and teacher productivity yielded a correlation coefficient of 0.575 and a path coefficient value of 0.422. This score demonstrates an understanding that organizational culture has a significant impact on teacher productivity. The results of this study are consistent with several previously conducted studies, including:

According to (Mohammadi, 2020), "The Tehran community of District 19 needs a thorough plan in terms of organizational mandates and strategic goals." A research facility in Tehran's District 19 requires a well-thought-out plan based on the organization's mission and strategic goals. In other words, organizational culture has a significant impact on employee productivity. This is supported by research showing average scores for mission and commitment at work are 3.14 and 3.01 respectively, and average scores for adaptability and compatibility are 3.12 and 3.07 respectively.

(Olynick & Li, 2020) present a significant and significant finding that "the type of organizational culture was significantly associated with stress, job satisfaction, and productivity." Employees working in a clan culture reported the lowest and highest levels of stress from fun and productivity, followed by them. The type of organizational culture has a lot to do with stress levels, work enjoyment, and work productivity. Employees belonging to group cultures report lower levels of stress and higher job satisfaction and productivity. These results demonstrate that organizational culture has a positive impact on employee work productivity. (Risnawan, 2018) uncovered research demonstrating the positive impact of work culture on the labor productivity of employees at Cipta Karya, the Cleaning and Spatial Planning Department of Ciamis Regency. Based on test results, organizational culture is known to affect labor productivity by 30.61%, while the impact of non-organizational culture variables is 69.39%.

(Maharani & Efendi, 2019) also stated in their study that "the results showed that organizational culture and its aspects were positively correlated with productivity," suggesting that organizational culture is an important predictor of productivity. ($\beta = .675$, $F = 240,436$, $p = .000$). This study will help fill gaps in the literature on organizational culture and productivity in Iranian public institutions. It also provides new evidence for previous research on the importance of organizational culture in improving productivity. The results show that organizational culture and its aspects are positively correlated with productivity. Company culture is a significant predictor of productivity ($\beta = 0.675$, $F = 240,436$, $p = 0.000$). This study helps fill a gap in the literature on organizational culture and productivity of Iranian public institutions. It also provides new insights into previous research on the importance of organizational culture in improving productivity.

In his research, (Pasaribu, 2015) found that ``conditional leadership behavior, organizational culture, and the implementation of human resource management strategies have simultaneously and partly had a significant impact on the productivity improvement of private VET agencies in North Sumatra. I discovered that there is Implementation of contextual leadership, organizational culture, and personnel management strategies will have a simultaneous and partial impact on the productivity improvement of private VET agencies in North Sumatra. Productivity increases when the culture of an organization is well designed and when employees work properly to be productive and maximize their tasks. Based on the above considerations, it is assumed that organizational culture has a direct impact on productivity.

The Effect of Work Ethics on Productivity

From testing the second hypothesis, we can conclude that work ethics have a direct positive impact on productivity. A simple correlation analysis between work ethics and teacher productivity yielded a correlation coefficient of 0.541 and a pathway coefficient value of 0.363. This score demonstrates an understanding that work ethics have a significant impact on teacher productivity. These results are consistent with, among other things, the findings of the following studies. Based on research findings, (Sucitra, 2020) states: "Test results for work ethic variable values are $t_{count} 4.970 > t_{table} 1.697$ with the significance of $0.000 > 0.05$, implying that this part has a significant positive impact on work ethics", meaning that work ethic has a positive impact on teacher productivity at the Binjai State Madrasa Ibtidaya Institute of Education (MIN), which has a total of 35 teachers.

Similarly, a study by (Khalifah & Ilmi, 2020) states that "Islamic work ethics have a positive and significant impact on the labor productivity of Ariya Negri 2 Samarinda teachers." This confirms the findings included in this study, namely the positive impact of work ethics on the productivity of private high school teachers in Mataram City. A study conducted by (Lubis, 2019) states: This is evident from the results of $t_{count} (2.919) > t_{table} (1.99)$ with a significance value of 0.005, and at the same time there is an impact on workplace safety and work ethics. Employee productivity with $F\text{-value} 57.969$, significance 0.000. A study by (Sukriandara, L., Hidayati, T., & Zainurrosalamia, 2019) also stated: "Work ethics have a positive and significant impact on the labor productivity of East Kalimantan Ministry of Religious Affairs District Office staff, so this research hypothesis is acceptable."

CONCLUSION

Based on the survey data and results of survey data analysis that have been discussed so far, we draw the following conclusions that all the requirements for data analysis, including the homogeneity test, linearity test, and regression significance test are met can do. (1) Company culture has a direct positive impact on work ethics. (2) Productivity has a direct positive impact on work ethic. Based on the results of the above data analysis, researchers can make the following suggestions: (1) An appropriate organizational culture can achieve short- and long-term goals by following the vision and mission of the organization that we have jointly outlined previously in terms of the work of ethics teachers. (2). Improving teacher productivity needs to be addressed holistically so that all teachers in the organization develop a competitive spirit, are committed to their work, and are expected to develop the educational values that are the spirit of the organization. You can bring out the best quality of education. (3). A strong work ethic is the result of organizational support, but the efforts of teachers play a far greater role in achieving this. Therefore, there is no other word that teachers must reinforce a good organizational culture and have a strong work ethic to maximize worker productivity. The implications of a positive organizational culture and work ethics on productivity are manifold. Firstly, it leads to increased teacher satisfaction and morale, as they feel valued and supported in their roles. Consequently, teachers are more likely to be innovative in their teaching methods, which enhances student learning experiences and outcomes. Secondly, a positive culture creates a conducive learning environment, promoting open communication and collaboration, which can lead to better problem-solving and decision-making processes. In conclusion, the influence of organizational culture and work ethics on the productivity of a private

high school cannot be underestimated. A positive culture that nurtures a strong work ethic contributes to increased motivation, collaboration, and commitment among teachers and staff, leading to improved student outcomes and overall excellence in education. Investing in fostering a healthy organizational culture and instilling strong work ethics should be a priority for any private high school aiming to thrive in a competitive educational landscape.

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