

The Influence Of Organizational Culture And Trust Through The Teacher Performance In The Private Secondary School In Palembang

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Abstract: The objectives of the research were to analyze the influence of organizational culture and trust to the teacher performance in the private secondary school in Palembang. This research method used quantitative method with path analysis technique (path analysis). Samples in this study were 326 teachers from 1,773 private junior high school teachers in Palembang. The findings of the study showed that: (1) there was a direct positive effect of organizational culture to the teacher performance, (2) there was a direct positive effect of trust to the teacher performance. It is suggested to private junior high school teachers of Palembang that in order to improve their performance in teaching, they can pay attention to the variables of good organizational culture and trust, because it is believed that the good organizational culture and trust as the factors that can encourage the creation of good teacher performance.

Index Terms: organizational culture, trust, and performance

1 Introduction

The purpose of national education is to develop the intellectual life of the nation and a whole human being, that is, a man who is faithful and devoted to God Almighty and virtuous, possessing knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of community responsibility and nationality. Undang-Undang No. 20 of 2003 on the National Education System states that the National Education System is the whole components of education are interconnected in an integrated manner to achieve the goals of national education, namely to develop skills and improve the quality of life and human dignity of Indonesia. One of the most important components of educational development is the availability of adequate resources. The resources in question are teachers. Teacher is the forefront of development and education services to the community. The performance of the teacher (job performance) is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity and the use of time. Teachers who have good performance value will certainly have an impact with the results of its activities mainly related to teaching and learning process, where the output will increase both in quality and quantity. Wesly argues that job performance is defined as worker's outcomes in achieving organizational objectives in which he/she works. According to Wesly, job performance is defined as the outcome of the worker in achieving the goals of the organization in which he works[1]. According to Usman as a teacher and educator, teacher is one of the determinants of the success of every education. This indicates that the existence of a low quality education relationship is partly due to the low performance of teachers. Teacher performance should always be improved given the challenges of education to produce quality human resources that can compete in the increasingly tight global era. The performance of the teacher (performance) is the result achieved by the teacher in carrying out the tasks assigned to him based on his skills, experience, and sincerity as well as the efficient and effective use of time[2]. Efforts to generate teacher performance optimally need to identify the factors that influence it. Theoretically and based on previous research studies, then quite a number of factors that can affect performance, including organizational culture, and trust. First is the work culture. Work culture aims to build human resource

confidence or instill certain values that underlie or influence attitudes and behaviors consistent and commitment to familiarize a way of working in their respective working environments. The success of an organization stems from the discipline of applying the core values of the organization itself. Consistency in applying discipline in every action, enforcement of rules and policies will encourage the emergence of a condition of openness, fostering relationships so as to grow mutual respect among management ranks. According to Hill and Jones, "...shape employees behavior, it is crucial to match organizational structure and culture to implement strategy successfully". Furthermore, Hill and Jones stated, "Organizational culture is the collection of norms and values that governs the way in which people act and behave in the organization." Organizational culture is a collection of norms and values that govern the way in which people act and behave in organizations. Second, in addition to work culture, other factors that affect the success of an education system are trust (trust). Trust becomes very important because with trust, a teacher can trust his leader with all his decisions can trust the organization where the shelter. According to Rivai organizations that have good leadership will be easy in laying the foundation of trust on its members, while organizations that do not have good leadership will be difficult to gain the trust of its members. In his statement Bello says good quality relationships built on respect and trust are the most important determinants of organizational success. Ethical leaders should understand that these kinds of relationships germinate and grow in the deep rich soil of fundamental principles such as trust, respect, integrity, honesty, fairness, equity, justice and compassion. This explains that good quality relationships built on respect and trust are the most important determinants of organizational success. The ethical leader must understand that this kind of relationship germinates and grows in the rich land of basic principles such as trust, respect, integrity, honesty, justice, justice, justice and compassion[3]. The confidence of private junior high school teachers and their leadership policies can be acknowledged as still low. This is seen from the view of private junior high school teachers who assess private junior secondary school is still below the quality standards of the country. Many private school teachers who think teaching in private schools are not as proud and profitable as teaching in public schools. Through a survey

conducted by researchers in private junior secondary schools in Palembang, there is still a gap between expectations with existing reality, such as the performance of teachers not yet maximal, still often leaving the class during class time, some teachers have not fulfilled the required academic qualifications, lack of participation in following the seminar, training, workshop, and so forth. So it does not support to perform the task professionally. The reason for this is the lack of optimal organizational structure of the school in the division of tasks, the leadership style of the principal is still authoritarian, and rarely do the guidance to the teacher, so that the discipline of work is low and the low level of teacher confidence in the leadership and the school, so sometimes switch to another school better. Private junior high school (SMP) is an alternative school after State Junior High School (SMP). Students who continue their education in private secondary school (SMP) are elementary school graduates (SD) who are not accommodated in State Junior High School (SMP). The main factor driving elementary school graduates to continue their education in private junior high schools is not only due to low quality of students but also because of the public's trust in the provision of education in private junior high schools. According to the information that researchers get from school supervisors in Junior High Schools many private junior high school teachers have inadequate teaching skills, such as the lack of variation in the use of teaching methods and the teaching medium used is still very conventional, so as not to support the achievement of learning objectives effectively. This is not in accordance with the expected situation because Junior High School (SMP) is the level of education that is in transition. Transition here can be seen from the age of childhood before adolescence, so that required method of delivery of effective teaching materials. This depends on the teacher's ability to choose teaching materials that are easily digested by children. Not all teachers are able to describe the teaching materials effectively and optimally to all students. Moreover, the increasingly rapid competition climate requires teachers to be more proactive to find materials that are in accordance with the rules and norms of the Indonesian nation. Many teaching materials are outstanding, but not all of the teaching materials provide good material for children at the level of Junior High School. Other observations that researchers get in the field after interviewing several guardians are the presence of teachers often arriving late, the teacher leaving the class during teaching hours, and not carrying out duties with proper responsibilities. This is because the physiological needs, the relationship between employees, rewards of leadership, recognition of superiors, and occupation profession has not been met fairly. Based on this background, the authors are interested to examine more about the influence of organizational culture, and trust on performance. Based on the description of the background and the limits of the above problems, then the formulation of the problem in this study are as follows:

- a. Is there a direct influence of organizational culture on performance?
- b. Is there a direct influence of trust on performance?

2 REVIEW OF RELATED CONCEPT

2.1 Performance

In simple terms the concept of performance is expressed by Jex and Britt who define performance as, "job performance is all of the behaviors employees engage in while at work". This definition asserts that performance is all the behavior of employees who are engaged in the work. In harmony with that definition, Campbell was quoted as saying by Jex and Britt, "job performance represent behavior employees engage in while at work that contribute to organizational goals". Campbell stated that performance is the behavior of the employees involved while in the workplace that contributes to achieving organizational goals[4]. The performance concept proposed by Colquitt and his colleagues is "job performance as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment". This concept describes performance as the value of a set of employee behaviors that contribute, either positively or negatively to the accomplishment of organizational goals. There are three factors that influence performance according to Colquitt and his colleagues: 1) task performance, 2) citizenship behavior, counterproductive behavior As for Mitchel, Terence. R. Presenting five aspects of indicators in the performance (area of performance), namely, "(1) quality of work (quality of work); (2) promptness (speed / work accuracy); (3) initiative; (4) capability (ability), (5) communication (communication). The five aspects above are applications of teacher performance. (1) the quality of work is directly related to the ability of teachers in mastering all things related to the learning process, which consists of lesson materials, management of teaching and learning and class management. (2) speed or accuracy of work, is an indicator related to the use of instructional media in accordance with the content of learning materials, even directly related to the accuracy of teachers in planning the learning program with the time available. (3) initiative in work, is the ability of teachers in, lead the class, manage the interaction of learning and teaching in the class well and correctly, up to the assessment of student learning outcomes. (4) work ability, can be seen from the indicators of teacher's ability include the use of various methods in learning, understanding and implementing functions and guidance counseling services to students who need guidance and direction. (5) communication in this indicator teachers are expected to speak well, understand and organize school administration, and develop its capabilities[5]. Based on some of the above understanding, it can be synthesized that the meaning of performance in this study is the performance of a person in work for a certain time. The indicators of performance, namely: quality of work, work accuracy, initiative, ability, and communication.

2.2 Organizational Culture

For an organization, a strong culture is needed. According to McShane and Von Gillnow organizational culture has three important functions. First, is as a control system (control system). Organizational culture is deeply institutionalized in employee behavior. Culture is spread and goes unconsciously. Second, is as social sizing. Organizational culture is a social bond that binds together and creates feelings as part of organizational experience. Employees are motivated to internalize the cultures of the organization because they can meet their needs for social identity. Third, create a sense

(making-sense). Organizational culture helps the creation process of understanding. It helps employees understand what to continue and why something happens in the company. Organizational culture also makes it easier for employees to understand what is expected of them and to interact with other employees who know and trust in them. According to Achua and Lussier, "organization culture defines a normative order that serves as a source of consistent behavior within the organization." Organizational culture is defined as the normative order that serves as a source of consistent behavior within the organization[7].

Further stated by Achua and Lussier as follows:

The right culture makes employees feel genuinely better about their job, work environment and the mission of the organization; employees are self-motivated to take on the challenge of realizing the organization's objectives and to work together as a team. The right culture makes employees feel really good about the job, their work environment and the mission of the organization; employees have the self-motivation to take on the challenge of realizing organizational goals and to work together as a team[7].

Gotsch and Davis also expressed their opinions about organizational culture, namely:

An organization's culture is the everyday manifestation of its underlying values and traditions. It shows up in how employees behave at work, what their expectations are of organization and each other, and what is considered normal in terms of how employees approach their jobs[8]. Organizational culture is the everyday manifestation of the underlying values and traditions. It arises in employee behavior in the workplace, what their expectations are from the organization and what is considered normal in the work they do. Based on the above conceptual descriptions, it can be synthesized that organizational culture is a value system that all members of the organization believe, learn, apply, and develop, and can be used as a reference to behave within the organization to achieve predetermined organizational goals, measured by indicators: norms, work, expectations, policies.

2.3 Trust

The organization will run well and can achieve the goals it has set if it has been embedded in its employees will trust the organization. It takes time to build trust, because trust is easy to lose and it's hard to come back again. Trust is the level of positive expectations that employees show on the management of an organization. When the trust is owned by high employees then what is the goal of the organization will be easily accepted. It will also have an impact on improving social relationships and providing opportunities for action. McKee points out that "trust is the expectation by employees that a leader will act in an ethically justifiable manner, will have their best interests at heart, and will strive to achieve the organization's goals". In this case trust is the expectation of employees that a leader will act ethically justifiable, will have the best interests ethically justifiable, will have their best interests within the organization, and will strive to achieve organizational goals[9]. Furthermore Colquitt, LePine, Wesson states "trust is defined as the willingness to be vulnerable to trustee based on the positive expectations about the trustee's actions and intentions". This means that trust is the willingness to accept the authority and the intensity of action that exists on

the leader. In line with Colquitt's notion, McShane and Glinow say "trust is a psychological state of affairs complying with the intent or behavior of another person". Trust is a psychological state to accept easily about something based on positive expectations of the intentions and behaviors of others. The next opinion on trust was reiterated by McKee who stated, trust is really important when a group is experiencing conflict. That's because people need to rely on one another's goodwill and good intentions to resolve conflict. So, trust is the heart of conflict resolution, no matter what approach is chosen. Trust is important when a group is in conflict. This is because people will depend on each other with goodwill and goodwill to resolve the conflict. So trust is the heart of conflict resolution, no matter what approach is chosen and used[10]. Robbins and Coulter put forward "trust is Defined as the belief in the integrity, character, and ability of a leader". Trust is defined as a belief in the integrity, character, and ability of a leader. According to them based on the results of research there are five dimensions of the concept of trust, namely:

1. Integrity: honesty and truthfulness
2. Competence: technical and interpersonal knowledge and skills
3. Consistency: reliability, predictability, and good judgment in handling situations
4. Loyalty: willingness to protect a person, physically and emotionally
5. Openness: willingness to share ideas and information freely[11].

According to this concept in (1) integrity, there is honesty and truth, (2) competence, consisting of knowledge and technical and interpersonal skills, (3) consistency consists of reliability, predictability, and good judgment in handling situations, (4) loyalty, is a willingness to protect a person, physically and emotionally, and (5) openness: a willingness to share ideas and information freely. The level of trust built into a person is influenced by various aspects. Colquitt, LePine, and Wesson explain "... trust is rooted indifferent kinds of factors; disposition based ..., cognition based ... and sometimes affect-based trust"[10]. Established trust is the responsibility of the actions of the parties involved because everyone will have a positive and very strong expectation in the employees or subordinates that others will do the right thing. As proposed by Newstrom "mutual trust is joint faith in the responsibility and actions of the parties involved: when it is present, the person has a strongly positive expectation that the other person will do right thing". Mutual trust is a shared belief in a responsibility and action of the parties involved: when present, everyone has a very positive expectation that others will do the right thing[12]. Based on some sense of belief that has been described above, it can be synthesized that is a belief (trust) is a person's belief in others who will provide changes in the future, with indicators: integrity, competence, consistency, loyalty, and openness.

3 RESEARCH METHODS

This research was conducted in Palembang at Junior High School with object of study is teacher. The instruments developed in taking data are questionnaires. The number of respondents is 326 teachers from 1,773 teachers spread across 149 Private Junior High Schools obtained by Slovin formula.

4. RESULT AND DISCUSSION

Testing requirements in this study was conducted with the help of SPSS 22.0 program which includes: Error Normality Test, Significance Test and Linearity Regression Coefficiency.

I. Normality test

a. Normality Data Score of the Teacher Performance Error (Y) on Organizational Culture (X1) Test

Based on the calculation result of normality of regression estimation error that is: $\hat{Y} = a + bX_1$ obtained by constant value a and slope b value obtained equation $\hat{Y} = 12.952 + 0.762 X_1$, then obtained $L_{count} = 0.000$, while L_{table} with respondents 326 people ($n = 326$) at $\alpha = 0.05$, of 0.04908. Thus, it can be argued that the distribution of assessment tools of teacher performance regression equation (Y) on organizational structure (X1) in private junior high school in Palembang normal distribution.

b. Normality Data Score Test of Teacher Performance (Y) Above Faith (X2)

Based on the calculation of normality of regression estimate calculation is: $\hat{Y} = a + bX_2$ obtained a constant value and slope b value obtained equation $\hat{Y} = 12.433 + 0.878 X_2$, then obtained $L_{count} = 0.000$, while L_{table} with respondents 326 people ($n = 326$) on $\alpha = 0.05$, of 0.04908. Thus, it can be argued that the distribution of assessment tools of teacher performance regression equation (Y) on trust (X2) in private junior high school in Palembang normal distribution.

II. Significance and Linearity Test of Regression and Correlation Coefficiency

The last test required before the analysis is a test of significance and linearity of the regression model. The linearity test intends to test whether the regression line of the independent variable over the dependent variable has a linear relationship or vice versa. If both data have direct relationship. To test the linearity of data used F-test, with the following test criteria:

H_0 : Model is linearly patterned, if $F_{count} \leq F_{table}$

H_1 : The patterned model is not linear, if $F_{count} > F_{table}$

Based on the data calculation procedure, hypothesis testing can be performed for linearity test, as follows:

a. The Significance and Linearity of Teacher Performance (Y) over Organizational Culture (X1)

From the calculation shown F_{count} regression is obtained 753.368 while F_{table} equal to dk numerator 1 and dk denominator 324 at $\alpha = 0,05$ 2,41 Thus $F_{count} > F_{table}$ at $\alpha = 0,05$ indicates that regression equation: $\hat{Y} = 12.952 + 0.762 X_1$ very significant, while the price of F calculated tuna match obtained 1.653 with the price F_{table} with the numerator 23 and dk denominator 301 at $\alpha = 0.05$ of 2.41 so $F_{count} < F_{table}$. Thus it can be concluded that the regression form $\hat{Y} = 12.952 + 0.762 X_1$ is linear.

b. The Significance and Linearity of Teacher Performance (Y) on Trust (X2)

From the calculation shown F_{count} regression obtained 823.956 while F_{table} with dk pembilang 1 and dk denominator 324 at $\alpha = 0.05$ for 2.41 Thus $F_{count} > F_{table}$ on $\alpha = 0.05$ indicates that the regression equation: $\hat{Y} = 12.433 + 0.878 X_2$ is very significant, while the price of F_{hitung} tuna is suitable to be obtained at 1.629 with F_{table} price. with the numerator 20 and dk denominator 304 at $\alpha = 0.05$ of 2.41 so that $F_{count} < F_{table}$. Thus it can be concluded that the regression form: $\hat{Y} = 12.433 + 0.878 X_2$ is linear.

III. The Calculation of Path Coefficients

After data obtained from private junior high school teachers in Palembang were processed and analyzed through various required tests, the next step in testing the causality model is to conduct path analysis. Based on theoretically formed causal model we will get the path analysis diagram and calculate the coefficient value of each path. Result of calculation through SPSS 22.0 obtained coefficient of path at substructure-1 can be presented in the following table:

Table 1.1
The Value of Path Coefficiency

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std Error	Beta		
Constant	21.056	4.462		4.719	0.000
Budaya Organisasi (X1)	0.139	0.059	0.129	2.331	0.020
Kepercayaan (X2)	0.481	0.056	0.492	8.531	0.000

Recapitulation of Hypothesis Testing Results

Variable	Coefficient of Line	T_{count}	t_{table}	Decision Test
X_1 to Y	$(\rho_{y1}) = 0.129$	2.331	1.87	H_0 is rejected and H_1 accepted. There is a positive direct effect Organizational culture (X_1) on teacher performance (Y)
X_2 to Y	$(\rho_{y2}) = 0.492$	8.531	1.87	H_0 is rejected and H_1 accepted. There is a positive direct effect of trust (X_2) on teacher performance (Y)

Discussion of Research Results

The results of research on organizational culture, and belief in the performance of private junior high school teachers in the city of Palembang, can be described as follows:

1. Direct positive influence of organizational culture (X_1) on teacher performance (Y).

The results of this study indicate that organizational culture has a direct positive effect on teacher performance. The findings of this study indicate that organizational culture positively determines teacher performance. The results of this study have given the direction that organizational culture is closely related to teacher performance improvement. These

results are reinforced by Marislinda Idris's research results, "The Influence of Leadership, Organizational Culture, Organizational Learning and Organizational Commitment to the Performance of DKI Jakarta Education Officers. The results of this study concluded as follows organizational culture is needed in directing the performance of members of the organization, because the performance shown by the members of the organization will have an impact on the achievement of overall organizational goals[13]. Thus the findings of facts and data in the analysis of this study further support the existence of a very strong direct influence between organizational culture and teacher performance.

2. Direct positive influence of trust (X2) on teacher performance (Y)

The results of this study indicate that trust has a positive direct effect on teacher performance. The findings of this study show that trust positively determines teacher performance. The results of this study have given the direction that trust is closely related to the improvement of teacher performance. Teacher performance is determined by the trust applied by the leader/principal. This is reinforced by previous research conducted by Roxanne Zolin, Pamela J. Hinds, entitled Trust in Context: The Development of Interpersonal Trust in Geographically Distributed Work. In Trust and Distrust in Organization. "It was found that trust is influenced by many factors such as the number and quality of communication, perceptions of followers, risk, leadership and formalization. Meanwhile, trust affects the openness of the organization, the work, and the work process[14]. Thus the findings of facts and data in the analysis of this study further support the existence of a very strong direct influence between the belief and performance of teachers.

5 CONCLUSION

The conclusion of the research result entitled "The Influence of Organizational Culture, and Belief on the Performance of Private Junior Teachers in Palembang, can be summarized as follows:

1. Organizational culture has a direct positive effect on teacher performance. This means that conducive school organizational culture, will lead to increased performance of private junior teachers in the city of Palembang.
2. Trust has a positive direct effect on teacher performance. This means that trust in accordance with the needs in the field will lead to increased performance of private junior high school teachers in the city of Palembang.

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