

The effect of organizational culture, transformational leadership and work motivation toward teacher performance

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This study was designed to obtain information about the influence of organizational culture, transformational leadership, and work motivation to teachers' performance. The research design employed was survey, with a total sample of 205 respondents. The sampling techniques were proportional random sampling. The results demonstrated that organizational culture (X1) positively influences work motivation (X3), with path coefficient of $\rho_{31} = 0.300$ and the significance level ($p < 0, 05$). Transformational leadership (X2) directly influence work motivation (X3), with the path coefficient of $\rho_{32} = 0.691$ and significant at ($P < 0, 05$). Organizational culture (X1) directly influence teachers performance (X4), with path coefficient of $\rho_{41} = 0.207$ and ($P < 0, 05$), transformational leadership (X2) directly influence teachers performance (X4) with path coefficient of $\rho_{42} = 0.458$ and significant at ($p < 0, 05$). Work motivation (X3) directly influence teachers' performance (X4) with the path coefficient of $\rho_{43} = 0.352$ and the significant at ($P < 0, 05$).

Keywords: organizational culture, transformational leadership, work motivation, and teacher's performance

Through Education individuals acquire knowledge in order to establish values, attitudes, and behaviors. Hence, it can be said that education is essentially an attempt to civilize human beings. Through Education, the intellectual competencies of a nation are established, strengthened and maintained for quality assurance of people living in that nation (Armstrong, 2008). Despite the fact that education is a basic human need, but research findings indicate that these needs are not being met through formal education systems. What indicates that education is not meeting the needs of human beings is when its graduates are job seekers as opposed to being job makers; this reveals the low quality of education in Indonesia.

Teachers are the backbone and the cutting edge of education in the process of producing good citizens with noble characters (Drury & Douglas, 1994) teacher services in the field of education and teaching, cannot be denied, and are great for future generation. This is especially in acquiring knowledge, skills, and humanitarian values and cultural development needed in the progress of the society and the nation, thus, a developed nation is a nation that respects the teaching profession.

Education lies at the heart of both social and economic progress. It empowers and celebrates; it shapes society and effectively secures future well-being of people argues that it is appropriate that teachers who are entrusted with the role of education affirm their commitment to excellence. Teaching is a reflective profession which requires being competent (Rice, 2003). Teacher competence is seen as a combination of something one has (knowledge), what one does in the classroom (abilities) and which values one bases teaching on (attitudes), to perform his/her functions satisfactorily (Reynolds, 1999). Performance of schools is directly related to teachers' competence and willingness to serve above and beyond the call of duty (Rice, 2003, Reynolds, 1999). Competences impact on employee capability outcomes that are derived from a person's successful engagement with the task. The teachers' competence demand a description of what teachers need to know and do to contribute to increased performance (Armstrong, 2008).

Competent teachers exhibit discretionary behaviors in keeping with the spirit of professional service and commitment to their students, colleagues and the profession itself (McFall, 2009). In addition, McFall (2009) asserts that teacher's commitment to learners is seen in elements such as maintaining professional relationships with them. This is through encouragement of growth and development among students and inspiring them to maximize their potential. McFall (2009) further acknowledges that a teacher's commitment to the colleagues and others is seen in elements such as work with colleagues and others to create a professional community that supports the intellectual, spiritual, emotional and physical development of students. (Rice, 2003; Reynolds, 1999 & McFall, 2009) concluded by saying that teachers should be committed to the profession itself and as reflective practitioners who contribute to the review and revision of policies and practices addressing identified individual or institutional needs. Teachers will also engage in extra role behaviors as an expression of their professionalism.

Based on data obtained from the Education Office of Bogor Regency in relation to performance evaluation 2012, it's interesting to note that of the junior high school teachers, lack performance competency skills. The findings are as follows.

50% of junior high school teachers are able to create a syllabus and lesson plan (RPP), 50% could conduct research studies with suitable methodologies, 25% of junior high school teachers were discovered as being able to make evaluation of learning teaching process and develop progressive programs, the percentage of teachers who are able to implement classroom action research (CAR) reached 10%.

Organizational culture is a philosophy, ideology, values, assumptions, beliefs, expectations, attitudes, and norms that are held in common binding in a particular community. (Robins, 2000, 2001, 2002, 2006) Organizational culture is important because it occurs in the organizational hierarchy. It represents behavioral norms followed by the members of the organization. Work environment that is part of the culture of the organization is one of the factors that affect the performance of teachers. If teachers feel an advantageous working atmosphere in the school, it is expected that teacher performance will increase, and if teacher performance increases,