

Research Article

Improving Teacher Health Performance by Strengthening Organizational Culture, Personality and Job Satisfaction in Covid-19 Situation

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ABSTRACT

The quality of teacher performance determines the quality of educational outcomes because the teacher is a figure who often interacts with students. The purpose of this study is to find ways to improve teacher performance, to examine organizational culture, personality and job satisfaction by identifying the direct influence of organizational culture on teacher performance, the direct effect of personality on teacher performance, the direct effect of job satisfaction on teacher performance, the direct effect of organizational culture on Job satisfaction, the direct effect of personality on job satisfaction and the direct effect of organizational culture on personality. The method used in this study was path analysis and SITOREM. In this study, there was a positive and significant direct effect between teacher performance with organizational culture, there was a positive and significant direct effect between teacher performance and personality, there was a positive and significant direct effect between teacher performance and job satisfaction, there was a positive and significant direct effect between organizational culture with personality, there was a positive and significant direct effect between personality and job satisfaction, and there was a positive and significant direct effect between organizational culture and personality.

Keywords: teacher performance, organizational culture, personality, job satisfaction

INTRODUCTION

The United Nations Development Program (UNDP), a Development Program institution under the United Nations, Human Development Report in 2016 recorded that Indonesia's Human Development Index (HDI) in 2015 was ranked 113 , down from 110 in 2014. Indonesia's HDI in 2015 amounted to 0,689 and is ranked 113 out of 188 countries in the world. This HDI increased by around 30,5 percents in the last 25 years (Indonesia). However, at the same time, UNDP saw a number of inequality indicator which is contrary to the increase of HDI. Specifically access to basic services, UNDP sees that nearly five million children are out of school and children in Papua have high school rates of exclusion and uneducated.

The low quality of human resources based on the UNDP report above, will be an obstacle to the globalization era because the globalization era is an era of quality competition. Improving the quality of education is a need for the nation that wants to become developed country. With the belief that quality education can support

development in all fields. Therefore, education needs to get the most attention so we can adapt in the field of Science and Technology in order to accelerate development in accordance with the current governmental aspirations.

Teacher performance is basically a performance or presentation performed by teachers in carrying out their duties as educator. Providing teacher professional allowance as a mandate of Teacher and Lecturer Law year 2005 provides a formal legal basis for the important role of teacher performance.

In the national education standard of article 28 paragraph 3 point b, it is stated that what is meant by personality competence is the ability of a steady, stable, wise and authoritative adult personality, the personality that can be a role model for students and has good character. Teacher's personality has a very large contribution to the success of education, especially in learning activities. The teacher's personality is also very instrumental in shaping the learner's personality. This is understandable because humans are creatures who like to imitate, including copying

the teacher's personality in forming student's personality. All of the explanations above show that the personality competence or teacher's personality is needed by students in the process of personal formation. Therefore, it is natural that parents who register their children in a school will first find out the profile of the teacher who will guide their children.

Continuing teacher professional development and competence, is increasingly important and mandatory when linked to career advancement of the teacher's functional position. Without following self-development on an ongoing basis, it is difficult and even impossible for teachers to climb higher functional position, especially after the implementation of the Ministry of Administrative and Bureaucratic Reformation Regulation No.16 year 2009 concerning Teacher Functional Position and Credit Score. The regulation emphasized that teachers who will be promoted or occupy functional position from First Teacher Group IIIb to Main Teacher Group IVe must write scientific publication and innovative work, even teachers who want to move higher of their functional position from Middle School Teacher Group IVC to Main Teacher Group IVd must make a scientific presentation of the innovative work that has been produced.

In a broader scope, the development of professionalism and teacher competence can be developed through various alternatives such as those offered by the Directorate General of Primary and Secondary Education of the Ministry of National Education, as follows: 1). Program for increasing teacher education qualification; 2) Teacher equalization and performance programs; 3). Competency-based integrated training program; 4) Educational supervision program; 5) MGMP (Subject Teacher Deliberations) Empowerment Program; 6). Teacher symposium; 7). Other traditional training programs; 8). Read and write journals or scientific papers; 9). Participate in scientific meetings; 10). Conduct research (specifically Classroom Action Research); 11). Internship; 12). Update the actual news from the news media; 13). Participate and be active in professional organization; 14). Promote collaboration with colleagues

Another factor in measuring teacher performance is employee job satisfaction, because it can affect the course of the organization as a whole. Satisfaction felt by employees at work is an indication that the teacher has happy feeling in carrying out work assignment. Job satisfaction is also a positive attitude of employees towards various situations in the workplace. For organization, teacher job satisfaction must receive attention and fulfillment, this is primarily the task

of the leadership of the organization. For teacher, job satisfaction is an individual factor and a mean to achieve work productivity.

Job satisfaction for a teacher is a very important factor because the satisfaction the teacher gets will also determine positive attitude towards work. Feeling satisfied at work can have a positive impact on behavior, such as the level of discipline and spirit at work that tends to increase. Job satisfaction also can affect outcomes such as performance, so if job satisfaction is higher, it will lead to enthusiasm for work. Thus, a person will more easily reach the expected level of performance.

Teacher performance is also influenced by organizational culture. A strong culture will support the creation of positive achievement for teachers. In this case, the culture internalized by the leader will influence the behavior system of educators and staff both inside of the organization and outside of the organization. Organizational culture is as a system of values, beliefs and shared habits in organizations that interact with formal structure to produce behavior norms. This organizational culture has a function as a social tool in uniting members in achieving organizational goals in the form of the provisions of the values that must be said and carried out by members. It can also function as a control over educators' behavior.

Organizational culture in education is known as academic culture which regulates educators so they understand how they should behave towards their profession, adapt to coworkers, their work environment and react to the their leader's policy reactively, so as to form a system of values, habits, academic images, work ethic that is internalized in their life so as to encourage their appreciation of the work performance improvement both formed by the organization environment and strengthened organizationally by academic leaders who issue a policy that is accepted when someone enters the organization. Academic culture can be formed by leaders who can be achieved through a transformation process and that change is as a metamorphosis of academic institution towards an ideal school academic culture.

Researchers conducted an initial study in Bogor District with 5069 MTs (Madrasah Tsanawiyah/Islamic Junior High School) Teachers and 336 MTs schools consisting of 4 State MTs and 332 Private MTs. The large number of schools / madrasas requires reliable teacher performance so it can produce excellent students so it is expected that the Indonesian human development index can increase in the future.

As many as 65,8% of teachers stated that there were still a number of schools recruiting prospective teachers who did not have Bachelor's Degree in Teacher Education, so the personality of the teacher was not a major factor in the MTs teachers recruitment. 70,4% of the teachers stated that they had not been accustomed to the preparation of the Learning Tools, the majority of them arranged the teaching administration when only accreditation will be held. The next phenomenon is when the teacher questionnaire distributed, as many as 78,2% of teachers were not loyal in carrying out their duties as well as many complaints related to teacher's welfare so they easily felt anxious and lacked emotional control.

THEORITICAL FRAMEWORK

The Nature of Teacher Performance.

Performance is the work result achieved by a person in an organization / company in accordance with their respective authorities and responsibilities, in order to achieve organizational goals legally, not violating the law and in accordance with morals and ethics. Basically, Performance has three dimensions, namely (a) task behavior, (b) moral behavior, and (c) challenging behavior (Colquit, A.Lepine, & Wesson, 2009).

It is described as follows: a) Behavior of duty is the behavior of employees who are directly involved in transforming organizational resources in the form of organization's virtues, services or production. b) Moral behavior is activity in the form of volunteerism from employees whether there is a reward or no but employees still contribute to the organization to improve workplace's overall quality. c) Challenging behavior is the employee's behavior intentionally blocking goal achievement.

Performance is defined as work performance or performance result (Directorate of Teachers and Education Personnel of Directorate General for Quality Assurance, 2008). The definition of performance according to Surya Dharma is a way to get better result for organization, group and individual by understanding and managing performance in accordance with planned targets, standards and competency requirements that have been determined (Dharma, 2011). Surya Dharma said that performance management is aimed at improving aspects of performance which include: (1) the targets achieved; (2) Competencies which include knowledge, skill, attitude and (3) work effectiveness (Dharma, 2011).

The Nature of Organizational Culture

Wirawan according to Schwartz and Davis, defines organizational culture as "... a pattern of beliefs and expectations shared by the organization's members. These beliefs and expectations produce norms that powerfully shape the behavior of individuals and groups in the organization". Organizational culture is a pattern of trust and expectations shared by members of the organization. These beliefs and expectations produce values that strongly shape the behavior of individual and group members of the organization. Organizational culture has six main artifacts, namely:

- a. Symbol. Symbol can be found throughout the organization, from company logo to company image on the web or on the employees' uniforms.
- b. Physical structure. The physical structure of the organization provides a lot of information about culture, such as the building of workplaces between top managers and employees is separated showing that employees cannot directly express their feelings.
- c. Language. Language is reflected in the jargon, association and slogans used in the wall of an organization. Language conveys culture for customer interaction.
- d. Story. The story consists of anecdotes, accounts, legends, and myths which are passed down from cohort to cohort in an organization.
- e. Ritual. Rituals are routines that are planned on a daily or weekly basis that occur within an organization.
- f. Ceremonial. Ceremonial is a formal event, which is generally carried out by members of the organization and it is as the feedback for the company (Jason A.Colquit, Jeffrey A Lepine, 2009 p.546)

The Nature of Personality.

Personality according to Robbins is a unique combination of emotional pattern, thought, and behavior that affect how a person reacts to situations and interacts with others (Robbins, 2010, p.45). Personality is often depicted into measurable characteristics exhibited by someone. The Big Five model of five personality dimensions are: 1) Extraversion: The degree to which a person is friendly, happy to talk, and assertive 2) Agreeableness: The level at which a person is good, cooperative, and trustworthy. 3) Conscientiousness: The level to which a person is responsible, reliable, persistent, and achievement oriented. 4) Emotional stability: The level at which a person is calm, enthusiastic, and safe (positive) or calm, anxious, depressive, and insecure

(negative) and 5) Openness to experience: The level at which a person is imaginative, artistically sensitive, and knowledgeable (P. Robin, 2010 P.47).

Job satisfaction.

Job satisfaction of each individual has its own standards or measurements because each individual is different. This level of satisfaction is certainly in accordance with what the employee has produced with reciprocity from the employer agency. Luthans (1998) defines job satisfaction as a positive or pleasant emotional state that results from the assessment of a job or work experience. The five models of job satisfaction, proposed by Kreitner & Kinichi (2005) are; First, fulfilling the needs, this model explains that satisfaction is determined by the characteristics of a job that allows a person to fulfill their needs. Second, incompatibility, this model explains that

satisfaction is the result of expectations being met. Third, the achievement of values, this model explains that satisfaction comes from the perception that a job makes it possible to fulfill the important work values of individuals. Fourth, equality, this model of satisfaction is a function of how an individual is treated in the workplace. Fifth, character / genetic, this model tries to explain some people are satisfied with certain work situations and conditions, but some are dissatisfied with the condition.

METHODOLOGY

This research used quantitative approach with path analysis and SITOREM. The research conducted in Madrasah Tsanawiyah or Private Islamic Middle School in Bogor Regency in early 2019. The proposed research design is illustrated as follows:

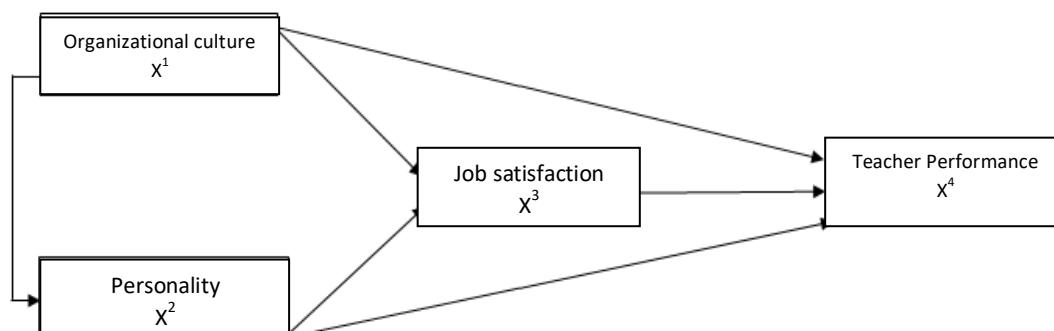


Fig.1:Constellation of the Effect of Organizational Culture, Personality, and Job Satisfaction on Teacher Performance.

Information

- X₁ = Organizational Culture
- X₂ = Personality
- X₃ = Job Satisfaction
- X₄ = Teacher Performance

Testing Analysis Requirements.

Before a path analysis is carried out, the data must fulfill several statistical test requirements, namely: (1) Error Normality Test (2) Significance and linearity test of regression coefficient.

Based on the result of the overall calculation of error normality test in this study, the summary can be seen in the following table:

Table 2:Summary of estimated error values

No	Estimated error	N	Dcount	Dtable	Decision
1.	X ₄ over X ₁	371	0,041	0,071	Normal
2.	X ₄ over X ₂	371	0,031	0,071	Normal
3	X ₄ over X ₃	371	0,043	0,071	Normal
4.	X ₃ over X ₁	371	0,041	0,071	Normal
5.	X ₃ over X ₂	371	0,041	0,071	Normal
6.	X ₂ over X ₁	371	0,044	0,071	Normal

Based on the result of the significance of regression model (F-Significance Test) that the regression model X₄ over X₁, X₄ over X₂, X₄ over X₃, X₂ over X₁, X₂ over X₃ and X₃ over X₁ overall

shows the significance model. A summary of the overall regression model can be seen in the following table:

Table 3:The Summary of the significance of Regression Model Result

No	Estimated error	Fcount	Ftable	Decision
1.	X ₄ over X ₁	1977,586	3,867	Significant
2.	X ₄ over X ₂	1836,149	3,867	Significant
3	X ₄ over X ₃	2323,512	3,867	Significant
4.	X ₃ over X ₁	1699,506	3,867	Significant
5.	X ₃ over X ₂	1945,313	3,867	Significant
6.	X ₂ over X ₁	2275,442	3,867	Significant

While the result of the regression linearity test regresi ($F_{linearity}$ Test) also showed that the regression model X₄ over X₁, X₄ over X₂, X₄ over X₃, X₃ over X₁, X₃ over X₂ and X₂ over X₁ there was a linear

pattern. Overall the summary of linearity test result of regression model can be seen in the following table

Table 4:The Summary of the Regression Model Linearity Test result

No	Estimated error	Fcount	Ftable	Decision
1.	X ₄ over X ₁	1,470	1,960	Linear
2.	X ₄ over X ₂	0,581	1,620	Linear
3	X ₄ over X ₃	1,682	2,396	Linear
4.	X ₃ over X ₁	1,552	1,672	Linear
5.	X ₃ over X ₂	1,155	1,478	Linear
6.	X ₂ over X ₁	1,244	1,622	Linear

FINDING AND DISCUSSION.

The result of statistical measures for Teacher Performance (X₄), Organizational Culture (X₁), Personality (X₂) and Job Satisfaction (X₃) variables are seen in the following table:

Table 5 The Result of statistical measures for X₄, X₁, X₂ and X₃ variables

	X4	X1	X2	X3
N	Valid	371	371	371
	Missing	0	0	0
Mean	210,22	140,30	85,59	79,34
Std. Error of Mean	,942	,1,159	,342	,390
Median	212,00	141,00	85,00	80,00
Mode	212	138	84	80
Std. Deviation	18,138	22,327	6,587	7,508
Variance	328,985	498,490	43,388	56,377
Range	119	97	35	33
Minimum	144	93	71	65
Maximum	263	190	106	98
Sum	77993	52050	31755	29436

Model Analysis

Based on the causal model which was formed theoretically, a path analysis diagram is obtained

and the calculation of the coefficient values for each path is shown in the following figure:

The diagram of the empirical research path can be seen in the following figure:



Fig.2: Path Coefficient of Organizational Culture, Personality and Job Satisfaction on Teacher Performance

Based on the data processing with the help of SPSS program, a summary of the overall results of hypothesis testing is shown in the following table:

Table 6. Result summary of hypothesis testing

No	Variable	Path coefficient	T _{count}	t _{table}	Hypothesis Test Decision
1.	X ₁ over X ₄	0,245	5,109	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of Organizational Culture on Teacher Performance
2.	X ₂ over X ₄	0,185	3,906	1,966	H ₀ is refused and H ₁ is accepted. There was an effect of Personality on Teacher Performance
3	X ₃ over X ₄	0,345	12,120	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of Job Satisfaction on Teacher Performance
4.	X ₁ over X ₃	0,491	9,916	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of Organizational Culture on Job Satisfaction
5.	X ₂ over X ₃	0,462	9,323	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of personality on job satisfaction

No	Variable	Path coefficient	T _{count}	t _{table}	Hypothesis Test Decision
6.	X ₁ over X ₂	0,928	47,701	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of Organizational Culture on Job Satisfaction

The Calculation of Direct and Indirect Effects Between variables

The amount of direct and indirect effects can be explained as follows:

Direct and indirect effects on Teacher Performance (X₄)

The direct and indirect effects on teacher performance can be seen in the following table:

Table 7:Direct and indirect effects of teacher performance (X₄)

Variable	Effects		
	Direct	Indirect	Total
Organizational culture (X ₁)	0,245	0,252	0,436
Personality (X ₂)	0,185	0,268	0,513
Job satisfaction (X ₃)	0,545	0	0,545

In table 7, it can be explained that Organizational Culture has direct and indirect effects through Job Satisfaction on Teacher Performance by 51,3% and Personality has direct and indirect effects through Job Satisfaction on Teacher Performance by 43,7% and Job Satisfaction has a direct effect on Teacher Performance by 54,5%. Thus, it can be concluded that Teacher Performance is influenced by Organizational Culture, Personality

and Job Satisfaction with the average by 49,8% which means that 50,2% is influenced by other factors.

Direct and indirect effects on Job Satisfaction (X₃)

The direct and indirect effects on Job Satisfaction can be seen in the following table:

Table 8 indirect effect of Job Satisfaction (X₃)

Variable	Effects		
	Direct	Indirect	Total
Organizational culture (X ₁)	0,491	0,429	0,920
Personality (X ₂)	0,462	0	0,462

In table 8, it can be explained that Organizational Culture has direct and indirect effects through Personality on Teacher Performance by 92,0% and Personality has a direct effect on Teacher Performance by 46,2%. Thus, it can be concluded that Teacher Performance is influenced by Organizational Culture and Personality with the

average by 69,1%, which means that 30,9,6% is influenced by other factors.

Direct and indirect effects on personality (X₂)

The direct and indirect effects on personality can be seen in the following table

Table 10 Indirect influence of Personality (X₂)

Variable	Effects		
	Direct	Indirect	Total
Organizational culture (X ₁)	0,928	0	0,928

In table 10, it can be explained that Organizational Culture only directly affected the Personality by 92,8%, which means that 7,2% is influenced by other factors.

SITOREM Analysis

Analysis of Scientific Identification Theory to Conduct Operations Research in Education Management (SITOREM) is done by identifying and analyzing with three things, namely a) Identification of the effect strength between the Independent Variable and the Bound Variable. b) The Analysis of the research result value for each indicator of research variable, c) The Analysis of the weight of each indicator of each research

variable based on the criteria "Cost, Benefit, Urgency and Importance (Sunaryo & Setyaningsih, 2018).

Based on the strength identification of the effect between research variables, and based on the weight of each indicator of independent variable that has the largest contribution, then a priority sequence of indicators that need to be fixed immediately and which need to be maintained can be arranged.

NO	THE EFFECT AMONG RESEARCH VARIABLES	Correlation coefficient	Coefficient of Determination	Contribution (%)
1	The effect between teacher performance on organizational culture	ry1	(ry1)2	24,5 %
2	The effect between teacher performance on personality	ry2	(ry2)2	18,5 %
3	The Effect of Teacher Performance on Job Satisfaction	ry3	(ry3)2	54,5 %

The Analysis of Research Variable Indicator Weight

- a. Teacher Performance Variable
- b. Organizational Culture Variable

No	INDICATOR	INDICATOR DESCRIPTION	ASSESSMENT ASPECT				Total	%	Index
			Cost	Bfit	Urg	Imp			
1	Norm and organizational behavior	Implementing rules, hierarchy and ethics	2	3	3	4	12	17	3,0
2	Trust of organization members	Increasing enthusiasm, optimism and trust	3	5	3	4	15	21	3,8
3	Habit pattern	Changing the old pattern	3	3	3	3	12	17	3,0
4	The encouragement to innovate	Inviting followers to think innovatively and creatively	4	5	4	5	18	25	4,5
5	Orientation of goal outcomes	conveying vision, goal commitment, and team spirit	3	4	4	4	15	21	3,8
TOTAL			15	20	17	20	72	100	

c. Personality Variable

No	INDICATOR	INDICATOR DESCRIPTION	ASSESSMENT ASPECT				Total	%	Index
			Cost	Bfit	Urg	Imp			
1	Openness to experience	Openness, socializing, assertive	3	3	3	4	13	21	3,3
2	Responsible and trustworthy	Responsible, reliable, persistent	3	3	2	3	11	17	2,8

3	Openness Socialize to	Openness, socializing, assertive	2	3	3	3	11	17	2,8
4	Ease Cooperation of	kind, mutual trust, cooperation	2	3	2	3	10	16	2,5
5	Self-control	calm, confident, and have a firm stand	4	5	4	5	18	29	4,5
TOTAL			14	17	14	18	63	100,	

d. Job satisfaction variable

No	INDICATOR	INDICATOR DESCRIPTION	ASSESSMENT ASPECT				Total	%	Indeks
			Cost	Bfit	Urg	Imp			
1	Welfare	Fulfillment of employee's live necessary	4	4	4	5	17	24	4,3
2	Offering achievements	career advancement opportunity	3	4	4	4	15	21	3,8
3	Peer work's recognition		3	3	3	3	12	17	3,0
4	Leadership Award	rewards subordinates' performance results	2	3	2	3	10	14	2,5
5	Fulfillment of important work values of individuals	the ability to meet the demands of the job	4	5	4	5	18	25	4,5
TOTAL			16	19	17	20	72	100	

The Analysis of Determination of Indicator Classification

After obtaining an average score of research result on each indicator and the weight (%) of each indicator, then it can then be analyzed to determine the indicators classification of the

research variables, namely to become (a) Indicator Groups that need to be corrected immediately (High Weight and Low Score), and (b) Group of Indicators that need to be maintained or developed (High Weight and High Score), as illustrated in the following table.

Teacher Performance Variable (X4)

NO	Teacher Performance Variables Indicators (5 Indicators)	Expert Rating Weight	Average Study Result Scores	The Determination of Indicator Rating in the Variable
1	Characteristics and mastery of learning theory and principles of learning	20%	3.5	(25%)(4.4): Priority 1 for immediate improvement or upgraded
2	Communication with students	25%	4.5	(25%)(4.5): Maintained or developed
3	Assessment and evaluation	14%	2.5	(14%)(2.5): Priority 1 for immediate improvement or upgraded
4	Work ethic	20%	3.5	(20%)(3.5): Maintained or developed

5	Mastery of the material structure, concepts and patterns of scientific framework supported	21%	3.8	(21%)(3.8): Priority 2 for immediate improvement or upgraded
	Total / Average	100%	17.8	

Organizational Culture Variable (X1)

NO	Indicators of Organizational Culture Variable (5 Indicators)	Expert Rating Weight	Average Study Result Scores	The Determination of Indicator Rating in the Variable
1	Organizational norm and behavior	17%	3.0	(17%)(3.0): Priority 2 for immediate improvement or upgraded
2	Trust of members of the organization	21%	3.8	(21%)(3.8): Priority 1 for immediate improvement or upgraded
3	Habit pattern	17%	3.0	(14%)(3.0): Priority 4 for immediate improvement or upgraded
4	The Encouragement to innovate	25%	4.8	(20%)(4.8): Maintained or developed
5	The Orientation of goal outcomes	21%	3.8	(21%)(3.8): Priority 4 for immediate improvement or upgraded
	Total / Average	100%	18.4	

Personality Variable (X2)

NO	Personality Variable Indicators (5 Indicators)	Expert Rating Weight	Average Study Result Scores	The Determination of Indicator Rating in the Variable
1	Openness to experience	21%	3.3	(21%)(3.3): Priority 1 for immediate improvement or upgraded
2	Responsible and trustworthy	17%	2.8	(17%)(2.8): Maintained or developed
3	Openness of socialization	17%	2.8	(17%)(2.8): Priority 1 for immediate improvement or upgraded
4	Ease of agreement	16%	2.5	(16%)(2.5): Maintained or developed
5	Self-control	29%	4.5	(29%)(4.5): Maintained or developed
	Total / Average	100%	15.9	

Job satisfaction variable (X3)

NO	Job satisfaction Variables Indicator (5 indicators)	Expert Rating Weight	Average Study Result Scores	The Determination of

				Rating Indicator in the Variable
1	Welfare	24%	4.3	(24%)(4.3): Maintained or developed
2	Offering Achievement	21%	3.8	(21%)(3.8): Maintained or developed
3	Peer's work recognition	17%	3.0	(17%)(30): Priority 1 for immediate improvement or upgraded
4	Leadership Award	14%	2.5	(14%)(2.5): Priority 1 for immediate improvement or upgraded
5	Fulfillment of important work values of individuals	25%	4.5	(25%)(4.5): Maintained or developed
	Jumlah/Rata-Rata	100%	20. 6	

CONCLUSION

The conclusions of this study were 1). Positive and significant direct effect between teacher performance with organizational culture obtained by the path coefficient value $\rho_{41}=0,245$ While the value of $t_{count} = 5,109$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted. 2). positive and significant direct effect between teacher performance with personality obtained by the path coefficient value $\rho_{Y2}= 0,185$ while the value of $t_{count} = 3,906$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted. 3). positive and significant direct effect between teacher performance with job satisfaction obtained by the path coefficient value $\rho_{Y3}=0,545$ while the value of $t_{count} = 12,120$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted. 4). Positive and significant direct effect between organizational culture and personality obtained by the path coefficient value $\rho_{31}=0,491$ while the value of $t_{count} = 9,916$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted. 5). Positive and significant direct effect between personality and job satisfaction obtained by the path coefficient value $\rho_{32}=0,462$ while the value of $t_{count} = 9,323$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted and 6). Positive and significant direct effect between organizational culture and personality obtained by the path coefficient value $\rho_{21}=0,928$ while the value of $t_{count} = 47,701$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted.

Based on the SITOREM analysis, the effective contribution of the direct effect of the three variables in this study was 24,5%. Teacher Performance Variable on Organizational culture was 18,5%. Teacher Performance Variable on Personality was 54,5%. Teacher performance variable on Job Satisfaction, while the indirect effect between job satisfaction with organizational culture was 26,6%, the indirect effect between job satisfaction on personality was 25,2%.

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REKAPITULASI PENILAIAN SEJAWAT SEBIDANG / PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

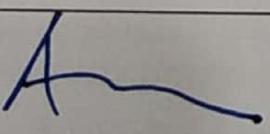
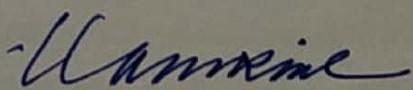
Judul Jurnal Ilmiah (Artikel)	:	<i>Improving Teacher Health Performance by Strengthening Organizational Culture, Personality and Job Satisfaction in Covid-19 Situation</i>
Jumlah Penulis	:	4 Penulis
Status Pengusul	:	Penulis Ketiga dari 4 Penulis
Identitas Jurnal Ilmiah	:	
a. Nama Jurnal	:	International Journal of Pharmaceutical Research
b. ISSN	:	0975-2366
c. Vol. No. Bulan. Thn	:	Vol. 12, No. 12, September, 2020
d. Halaman/Penerbit	:	4466-4477 / International Journal of Pharmaceutical Research
e. DOI Artikel (jika ada)	:	https://doi.org/10.31838/ijpr/2020/SP2.560
f. Repository/Web	:	https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=Mva2bUkAAAAJ&sortby=pubdate&citation_for_view=Mva2bUkAAAAJ:tS2w5q8j5-wC
g. Terindex di	:	SCOPUS, Google Scholar

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Nilai Jurnal Ilmiah		
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5,3	5,3	5,3
KESIMPULAN : Nilai Karya Ilmiah Yang Diusulkan Ke Kopertis Wilayah IV Adalah :		

Peer Review 1	Peer Review 2
 Prof. Dr. Agus Suradika, M.Pd.	 Prof. Dr. Thamrin Abdullah, MM., M.Pd.
NIP/NIK/NIDN : 0021086201 UNIT KERJA : Universitas Muhammadiyah Jakarta	NIP/NIK/NIDN : 8851360017 UNIT KERJA : Universitas Pakuan

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH**

Judul Jurnal Ilmiah (Artikel) : *Improving Teacher Health Performance by Strengthening Organizational Culture, Personality and Job Satisfaction in Covid-19 Situation*

Jumlah Penulis : 4 Penulis

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- e. DOI Artikel (jika ada) : <https://doi.org/10.31838/ijpr/2020/SP2.560>
- f. Repository/Web : https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=Mva2bUkAAAAJ&sortby=pubdate&citation_for_view=Mva2bUkAAAAJ:tS2w5q8j5-wC
- g. Terindex di : SCOPUS, Google Scholar

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a. Kelengkapan unsur isi buku (10%)	0,53			0,53
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c. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	1,5			1,5
d. Kelengkapan unsur dan kualitas penerbit (30%)	1,5			1,5
Total = (100%)	5,3			5,3

CATATAN PENILAIAN

Artikel sudah berik dan sesuai ketentuan jurnal, data yang digunakan lengkap dan mutakhir. Metodologi sudah sesuai, artikel di dukung dengan referensi yang mencakup.

Bogor, November 2021

Reviewer 2,

Prof. Dr. Thamrin Abdullah, MM., M.Pd.
NIP/NIK/NIDN. 8851360017
Unit Kerja: Universitas Pakuan

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH**

Judul Jurnal Ilmiah (Artikel) : *Improving Teacher Health Performance by Strengthening Organizational Culture, Personality and Job Satisfaction in Covid-19 Situation*

Jumlah Penulis : 4 Penulis

Status Pengusul : Penulis Ketiga

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- f. Repository/Web : https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=Mva2bUkAAAAJ&sortby=pubdate&citation_for_view=Mva2bUkAAAAJ:tS2w5q8j5-wC
- g. Terindex di : SCOPUS, Google Scholar

Kategori Publikasi Jurnal Ilmiah :
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Komponen Yang Dinilai	Nilai Maksimal Jurnal Ilmiah			Nilai Akhir Yang Diperoleh
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d. Kelengkapan unsur dan kualitas penerbit (30%)	1,5			1,5
Total = (100%)	5,3			5,3

CATATAN PENILAIAN

Artikel sudah lengkap dan sesuai dengan unsur Penilaian artikel. Judul jelas serta inovatif.

Bogor, November 2021

Reviewer 1,

Prof. Dr. Agus Suradika, M.Pd.
NIP/NIK/NIDN. 0021086201
Unit Kerja: Universitas Muhammadiyah Jakarta

5. Improving Teacher Health Performance.pdf

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Research Article

Improving Teacher Health Performance by Strengthening Organizational Culture, Personality and Job Satisfaction in Covid-19 Situation

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ABSTRACT

The quality of teacher performance determines the quality of educational outcomes because the teacher is a figure who often interacts with students. The purpose of this study is to find ways to improve teacher performance, to examine organizational culture, personality and job satisfaction by identifying the direct influence of organizational culture on teacher performance, the direct effect of personality on teacher performance, the direct effect of job satisfaction on teacher performance, the direct effect of organizational culture on job satisfaction, the direct effect of personality on job satisfaction and the direct effect of organizational culture on personality. The method used in this study was path analysis and SITOREM. In this study, there was a positive and significant direct effect between teacher performance with organizational culture, there was a positive and significant direct effect between teacher performance and personality, there was a positive and significant direct effect between teacher performance and job satisfaction, there was a positive and significant direct effect between organizational culture with personality, there was a positive and significant direct effect between personality and job satisfaction, and there was a positive and significant direct effect between organizational culture and personality.

Keywords: teacher performance, organizational culture, personality, job satisfaction

INTRODUCTION

The United Nations Development Program (UNDP), a Development Program institution under the United Nations, Human Development Report in 2016 recorded that Indonesia's Human Development Index (HDI) in 2015 was ranked 113, down from 110 in 2014. Indonesia's HDI in 2015 amounted to 0,689 and is ranked 113 out of 188 countries in the world. This HDI increased by around 30,5 percents in the last 25 years (Indonesia). However, at the same time, UNDP saw a number of inequality indicator which is contrary to the increase of HDI. Specifically access to basic services, UNDP sees that nearly five million children are out of school and children in Papua have high school rates of exclusion and uneducated.

The low quality of human resources based on the UNDP report above, will be an obstacle to the globalization era because the globalization era is an era of quality competition. Improving the quality of education is a need for the nation that wants to become developed country. With the belief that quality education can support

development in all fields. Therefore, education needs to get the most attention so we can adapt in the field of Science and Technology in order to accelerate development in accordance with the current governmental aspirations.

Teacher performance is basically a performance or presentation performed by teachers in carrying out their duties as educator. Providing teacher professional allowance as a mandate of Teacher and Lecturer Law year 2005 provides a formal legal basis for the important role of teacher performance.

In the national education standard of article 28 paragraph 3 point b, it is stated that what is meant by personality competence is the ability of a steady, stable, wise and authoritative adult personality, the personality that can be a role model for students and has good character. Teacher's personality has a very large contribution to the success of education, especially in learning activities. The teacher's personality is also very instrumental in shaping the learner's personality. This is understandable because humans are creatures who like to imitate, including copying

the teacher's personality in forming student's personality. All of the explanations above show that the personality competence or teacher's personality is needed by students in the process of personal formation. Therefore, it is natural that parents who register their children in a school will first find out the profile of the teacher who will guide their children.

Continuing teacher professional development and competence, is increasingly important and mandatory when linked to career advancement of the teacher's functional position. Without following self-development on an ongoing basis, it is difficult and even impossible for teachers to climb higher functional position, especially after the implementation of the Ministry of Administrative and Bureaucratic Reformation Regulation No.16 year 2009 concerning Teacher Functional Position and Credit Score. The regulation emphasized that teachers who will be promoted or occupy functional position from First Teacher Group IIb to Main Teacher Group IVe must write scientific publication and innovative work, even teachers who want to move higher of their functional position from Middle School Teacher Group IVC to Main Teacher Group IVd must make a scientific presentation of the innovative work that has been produced.

In a broader scope, the development of professionalism and teacher competence can be developed through various alternatives such as those offered by the Directorate General of Primary and Secondary Education of the Ministry of National Education, as follows: 1). Program for increasing teacher education qualification; 2) Teacher equalization and performance programs; 3). Competency-based integrated training program; 4) Educational supervision program; 5) MGMP (Subject Teacher Deliberations) Empowerment Program; 6). Teacher symposium; 7). Other traditional training programs; 8). Read and write journals or scientific papers; 9). Participate in scientific meetings; 10). Conduct research (specifically Classroom Action Research); 11). Internship; 12). Update the actual news from the news media; 13). Participate and be active in professional organization; 14). Promote collaboration with colleagues

Another factor in measuring teacher performance is employee job satisfaction, because it can affect the course of the organization as a whole. Satisfaction felt by employees at work is an indication that the teacher has happy feeling in carrying out work assignment. Job satisfaction is also a positive attitude of employees towards various situations in the workplace. For organization, teacher job satisfaction must receive attention and fulfillment, this is primarily the task

of the leadership of the organization. For teacher, job satisfaction is an individual factor and a mean to achieve work productivity.

Job satisfaction for a teacher is a very important factor because the satisfaction the teacher gets will also determine positive attitude towards work. Feeling satisfied at work can have a positive impact on behavior, such as the level of discipline and spirit at work that tends to increase. Job satisfaction also can affect outcomes such as performance, so if job satisfaction is higher, it will lead to enthusiasm for work. Thus, a person will more easily reach the expected level of performance.

Teacher performance is also influenced by organizational culture. A strong culture will support the creation of positive achievement for teachers. In this case, the culture internalized by the leader will influence the behavior system of educators and staff both inside of the organization and outside of the organization. Organizational culture is as a system of values, beliefs and shared habits in organizations that interact with formal structure to produce behavior norms. This organizational culture has a function as a social tool in uniting members in achieving organizational goals in the form of the provisions of the values that must be said and carried out by members. It can also function as a control over educators' behavior.

Organizational culture in education is known as academic culture which regulates educators so they understand how they should behave towards their profession, adapt to coworkers, their work environment and react to the their leader's policy reactively, so as to form a system of values, habits, academic images, work ethic that is internalized in their life so as to encourage their appreciation of the work performance improvement both formed by the organization environment and strengthened organizationally by academic leaders who issue a policy that is accepted when someone enters the organization. Academic culture can be formed by leaders who can be achieved through a transformation process and that change is as a metamorphosis of academic institution towards an ideal school academic culture.

Researchers conducted an initial study in Bogor District with 5069 MTs (Madrasah Tsanawiyah/Islamic Junior High School) Teachers and 336 MTs schools consisting of 4 State MTs and 332 Private MTs. The large number of schools / madrasas requires reliable teacher performance so it can produce excellent students so it is expected that the Indonesian human development index can increase in the future.

As many as 65,8% of teachers stated that there were still a number of schools recruiting prospective teachers who did not have Bachelor's Degree in Teacher Education, so the personality of the teacher was not a major factor in the MTs teachers recruitment. 70,4% of the teachers stated that they had not been accustomed to the preparation of the Learning Tools, the majority of them arranged the teaching administration when only accreditation will be held. The next phenomenon is when the teacher questionnaire distributed, as many as 78,2% of teachers were not loyal in carrying out their duties as well as many complaints related to teacher's welfare so they easily felt anxious and lacked emotional control.

THEORITICAL FRAMEWORK

The Nature of Teacher Performance.

Performance is the work result achieved by a person in an organization / company in accordance with their respective authorities and responsibilities, in order to achieve organizational goals legally, not violating the law and in accordance with morals and ethics. Basically, Performance has three dimensions, namely (a) task behavior, (b) moral behavior, and (c) challenging behavior (Colquit, A.Lepine, & Wesson, 2009).

It is described as follows: a) Behavior of duty is the behavior of employees who are directly involved in transforming organizational resources in the form of organization's virtues, services or production. b) Moral behavior is activity in the form of volunteerism from employees whether there is a reward or no but employees still contribute to the organization to improve workplace's overall quality. c) Challenging behavior is the employee's behavior intentionally blocking goal achievement.

Performance is defined as work performance or performance result (Directorate of Teachers and Education Personnel of Directorate General for Quality Assurance, 2008). The definition of performance according to Surya Dharma is a way to get better result for organization, group and individual by understanding and managing performance in accordance with planned targets, standards and competency requirements that have been determined (Dharma, 2011). Surya Dharma said that performance management is aimed at improving aspects of performance which include: (1) the targets achieved; (2) Competencies which include knowledge, skill, attitude and (3) work effectiveness (Dharma, 2011).

The Nature of Organizational Culture

Wirawan according to Schwartz and Davis, defines organizational culture as "... a pattern of beliefs and expectations shared by the organization's members. These beliefs and expectations produce norms that powerfully shape the behavior of individuals and groups in the organization". Organizational culture is a pattern of trust and expectations shared by members of the organization. These beliefs and expectations produce values that strongly shape the behavior of individual and group members of the organization. Organizational culture has six main artifacts, namely:

- a. Symbol. Symbol can be found throughout the organization, from company logo to company image on the web or on the employees' uniforms.
- b. Physical structure. The physical structure of the organization provides a lot of information about culture, such as the building of workplaces between top managers and employees is separated showing that employees cannot directly express their feelings.
- c. Language. Language is reflected in the jargon, association and slogans used in the wall of an organization. Language conveys culture for customer interaction.
- d. Story. The story consists of anecdotes, accounts, legends, and myths which are passed down from cohort to cohort in an organization.
- e. Ritual. Rituals are routines that are planned on a daily or weekly basis that occur within an organization.
- f. Ceremonial. Ceremonial is a formal event, which is generally carried out by members of the organization and it is as the feedback for the company (Jason A.Colquit, Jeffrey A Lepine, 2009 p.546)

The Nature of Personality.

Personality according to Robbins is a unique combination of emotional pattern, thought, and behavior that affect how a person reacts to situations and interacts with others (Robbins, 2010, p.45). Personality is often depicted into measurable characteristics exhibited by someone. The Big Five model of five personality dimensions are: 1) Extraversion: The degree to which a person is friendly, happy to talk, and assertive 2) Agreeableness: The level at which a person is good, cooperative, and trustworthy. 3) Conscientiousness: The level to which a person is responsible, reliable, persistent, and achievement oriented. 4) Emotional stability: The level at which a person is calm, enthusiastic, and safe (positive) or calm, anxious, depressive, and insecure

(negative) and 5) Openness to experience: The level at which a person is imaginative, artistically sensitive, and knowledgeable (P. Robin, 2010 P.47).

Job satisfaction.

Job satisfaction of each individual has its own standards or measurements because each individual is different. This level of satisfaction is certainly in accordance with what the employee has produced with reciprocity from the employer agency. Luthans (1998) defines job satisfaction as a positive or pleasant emotional state that results from the assessment of a job or work experience. The five models of job satisfaction, proposed by Kreitner & Kinichi (2005) are; First, fulfilling the needs, this model explains that satisfaction is determined by the characteristics of a job that allows a person to fulfill their needs. Second, incompatibility, this model explains that

satisfaction is the result of expectations being met. Third, the achievement of values, this model explains that satisfaction comes from the perception that a job makes it possible to fulfill the important work values of individuals. Fourth, equality, this model of satisfaction is a function of how an individual is treated in the workplace. Fifth, character / genetic, this model tries to explain some people are satisfied with certain work situations and conditions, but some are dissatisfied with the condition.

METHODOLOGY

This research used quantitative approach with path analysis and SITOREM. The research conducted in Madrasah Tsanawiyah or Private Islamic Middle School in Bogor Regency in early 2019. The proposed research design is illustrated as follows:

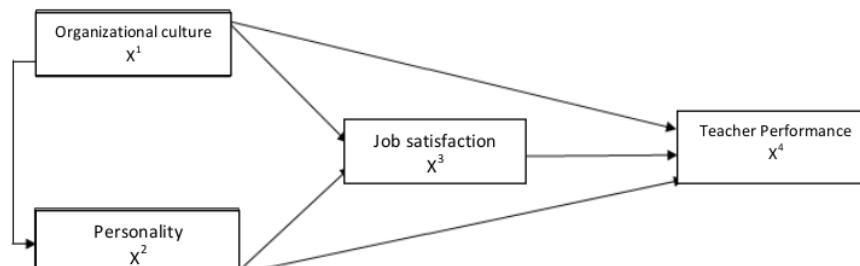


Fig.1:Constellation of the Effect of Organizational Culture, Personality, and Job Satisfaction on Teacher Performance.

Information

- X₁ = Organizational Culture
- X₂ = Personality
- X₃ = Job Satisfaction
- X₄ = Teacher Performance

Testing Analysis Requirements.

Before a path analysis is carried out, the data must fulfill several statistical test requirements, namely: (1) Error Normality Test (2) Significance and linearity test of regression coefficient.

Based on the result of the overall calculation of error normality test in this study, the summary can be seen in the following table:

Table 2:Summary of estimated error values

No	Estimated error	N	Dcount	Dtable	Decision
1.	X ₄ over X ₁	371	0,041	0,071	Normal
2.	X ₄ over X ₂	371	0,031	0,071	Normal
3.	X ₄ over X ₃	371	0,043	0,071	Normal
4.	X ₃ over X ₁	371	0,041	0,071	Normal
5.	X ₃ over X ₂	371	0,041	0,071	Normal
6.	X ₂ over X ₁	371	0,044	0,071	Normal

Based on the result of the significance of regression model (F-Significance Test) that the regression model X₄ over X₁, X₄ over X₂, X₄ over X₃, X₂ over X₁, X₂ over X₃ and X₃ over X₁ overall

shows the significance model. A summary of the overall regression model can be seen in the following table:

Table 3: The Summary of the significance of Regression Model Result

No	Estimated error	Fcount	Ftable	Decision
1.	X ₄ over X ₁	1977,586	3,867	Significant
2.	X ₄ over X ₂	1836,149	3,867	Significant
3	X ₄ over X ₃	2323,512	3,867	Significant
4.	X ₃ over X ₁	1699,506	3,867	Significant
5.	X ₃ over X ₂	1945,313	3,867	Significant
6.	X ₂ over X ₁	2275,442	3,867	Significant

While the result of the regression linearity test regresi ($F_{linearity}$ Test) also showed that the regression model X₄ over X₁, X₄ over X₂, X₄ over X₃, X₃ over X₁, X₃ over X₂ and X₂ over X₁ there was a linear pattern. Overall the summary of linearity test result of regression model can be seen in the following table

Table 4: The Summary of the Regression Model Linearity Test result

No	Estimated error	Fcount	Ftable	Decision
1.	X ₄ over X ₁	1,470	1,960	Linear
2.	X ₄ over X ₂	0,581	1,620	Linear
3	X ₄ over X ₃	1,682	2,396	Linear
4.	X ₃ over X ₁	1,552	1,672	Linear
5.	X ₃ over X ₂	1,155	1,478	Linear
6.	X ₂ over X ₁	1,244	1,622	Linear

FINDING AND DISCUSSION.

The result of statistical measures for Teacher Performance (X₄), Organizational Culture (X₁), Personality (X₂) and Job Satisfaction (X₃) variables are seen in the following table:

Table 5 The Result of statistical measures for X₄, X₁, X₂ and X₃ variables

	X4	X1	X2	X3
N	371	371	371	371
Valid				
Missing	0	0	0	0
Mean	210,22	140,30	85,59	79,34
Std. Error of Mean	,942	1,159	,342	,390
Median	212,00	141,00	85,00	80,00
Mode	212	138	84	80
Std. Deviation	18,138	22,327	6,587	7,508
Variance	328,985	498,490	43,388	56,377
Range	119	97	35	33
Minimum	144	93	71	65
Maximum	263	190	106	98
Sum	77993	52050	31755	29436

Model Analysis

Based on the causal model which was formed theoretically, a path analysis diagram is obtained

and the calculation of the coefficient values for each path is shown in the following figure:
The diagram of the empirical research path can be seen in the following figure:



Fig.2: Path Coefficient of Organizational Culture, Personality and Job Satisfaction on Teacher Performance

Based on the data processing with the help of SPSS program, a summary of the overall results of hypothesis testing is shown in the following table:

Table 6. Result summary of hypothesis testing

No	Variable	Path coefficient	T _{count}	t _{table}	Hypothesis Test Decision
1.	X ₁ over X ₄	0,245	5,109	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of Organizational Culture on Teacher Performance
2.	X ₂ over X ₄	0,185	3,906	1,966	H ₀ is refused and H ₁ is accepted. There was an effect of Personality on Teacher Performance
3.	X ₃ over X ₄	0,345	12,120	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of Job Satisfaction on Teacher Performance
4.	X ₁ over X ₃	0,491	9,916	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of Organizational Culture on Job Satisfaction
5.	X ₂ over X ₃	0,462	9,323	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of personality on job satisfaction

No	Variable	Path coefficient	T _{count}	t _{table}	Hypothesis Test Decision
6.	X ₁ over X ₂	0,928	47,701	1,966	H ₀ is refused and H ₁ is accepted. There was a positive effect of Organizational Culture on Job Satisfaction

The Calculation of Direct and Indirect Effects Between variables

The amount of direct and indirect effects can be explained as follows:

Direct and indirect effects on Teacher Performance (X₄)

The direct and indirect effects on teacher performance can be seen in the following table:

Table 7:Direct and indirect effects of teacher performance (X₄)

Variable	Effects		
	Direct	Indirect	Total
Organizational culture (X ₁)	0,245	0,252	0,436
Personality (X ₂)	0,185	0,268	0,513
Job satisfaction (X ₃)	0,545	0	0,545

In table 7, it can be explained that Organizational Culture has direct and indirect effects through Job Satisfaction on Teacher Performance by 51,3% and Personality has direct and indirect effects through Job Satisfaction on Teacher Performance by 43,7% and Job Satisfaction has a direct effect on Teacher Performance by 54,5%. Thus, it can be concluded that Teacher Performance is influenced by Organizational Culture, Personality

and Job Satisfaction with the average by 49,8% which means that 50,2% is influenced by other factors.

Direct and indirect effects on Job Satisfaction (X₃)

The direct and indirect effects on Job Satisfaction can be seen in the following table:

Table 8 indirect effect of Job Satisfaction (X₃)

Variable	Effects		
	Direct	Indirect	Total
Organizational culture (X ₁)	0,491	0,429	0,920
Personality (X ₂)	0,462	0	0,462

In table 8, it can be explained that Organizational Culture has direct and indirect effects through Personality on Teacher Performance by 92,0% and Personality has a direct effect on Teacher Performance by 46,2%. Thus, it can be concluded that Teacher Performance is influenced by Organizational Culture and Personality with the

average by 69,1%, which means that 30,9,6% is influenced by other factors.

Direct and indirect effects on personality (X₂)

The direct and indirect effects on personality can be seen in the following table

Table 10 Indirect influence of Personality (X₂)

Variable	Effects		
	Direct	Indirect	Total
Organizational culture (X ₁)	0,928	0	0,928

In table 10, it can be explained that Organizational Culture only directly affected the Personality by 92,8%, which means that 7,2% is influenced by other factors.

SITOREM Analysis

Analysis of Scientific Identification Theory to Conduct Operations Research in Education Management (SITOREM) is done by identifying and analyzing with three things, namely a) Identification of the effect strength between the Independent Variable and the Bound Variable. b) The Analysis of the research result value for each indicator of research variable, c) The Analysis of the weight of each indicator of each research

variable based on the criteria "Cost, Benefit, Urgency and Importance (Sunaryo & Setyaningsih, 2018).

Based on the strength identification of the effect between research variables, and based on the weight of each indicator of independent variable that has the largest contribution, then a priority sequence of indicators that need to be fixed immediately and which need to be maintained can be arranged.

NO	THE EFFECT AMONG RESEARCH VARIABLES	Correlation coefficient	Coefficient of Determination	Contribution (%)
1	The effect between teacher performance on organizational culture	ry1	(ry1)2	24,5 %
2	The effect between teacher performance on personality	ry2	(ry2)2	18,5 %
3	The Effect of Teacher Performance on Job Satisfaction	ry3	(ry3)2	54,5 %

The Analysis of Research Variable Indicator Weight

- a. Teacher Performance Variable
- b. Organizational Culture Variable

No	INDICATOR	INDICATOR DESCRIPTION	ASSESSMENT ASPECT				Total	%	Index
			Cost	Bfit	Urg	Imp			
1	Norm and organizational behavior	Implementing rules, hierarchy and ethics	2	3	3	4	12	17	3,0
2	Trust of organization members	Increasing enthusiasm, optimism and trust	3	5	3	4	15	21	3,8
3	Habit pattern	Changing the old pattern	3	3	3	3	12	17	3,0
4	The encouragement to innovate	Inviting followers to think innovatively and creatively	4	5	4	5	18	25	4,5
5	Orientation of goal outcomes	conveying vision, goal commitment, and team spirit	3	4	4	4	15	21	3,8
TOTAL			15	20	17	20	72	100	

c. Personality Variable

No	INDICATOR	INDICATOR DESCRIPTION	ASSESSMENT ASPECT				Total	%	Index
			Cost	Bfit	Urg	Imp			
1	Openness experience to	Openness, socializing, assertive	3	3	3	4	13	21	3,3
2	Responsible and trustworthy	Responsible, reliable, persistent	3	3	2	3	11	17	2,8

3	Openness Socialize to	Openness, socializing, assertive	2	3	3	3	11	17	2,8
4	Ease Cooperation of	kind, mutual trust, cooperation	2	3	2	3	10	16	2,5
5	Self-control	calm, confident, and have a firm stand	4	5	4	5	18	29	4,5
TOTAL			14	17	14	18	63	100,	

d. Job satisfaction variable

No	INDICATOR	INDICATOR DESCRIPTION	ASSESSMENT ASPECT				Total	%	Indeks
			Cost	Bfit	Urg	Imp			
1	Welfare	Fulfillment of employee's live necessary	4	4	4	5	17	24	4,3
2	Offering achievements	career advancement opportunity	3	4	4	4	15	21	3,8
3	Peer works recognition		3	3	3	3	12	17	3,0
4	Leadership Award	rewards subordinates' performance results	2	3	2	3	10	14	2,5
5	Fulfillment of important work values of individuals	the ability to meet the demands of the job	4	5	4	5	18	25	4,5
TOTAL			16	19	17	20	72	100	

The Analysis of Determination of Indicator Classification

After obtaining an average score of research result on each indicator and the weight (%) of each indicator, then it can then be analyzed to determine the indicators classification of the

research variables, namely to become (a) Indicator Groups that need to be corrected immediately (High Weight and Low Score), and (b) Group of Indicators that need to be maintained or developed (High Weight and High Score), as illustrated in the following table.

Teacher Performance Variable (X4)

NO	Teacher Performance Variable Indicators (5 Indicators)	Expert Rating Weight	Average Study Result Scores	The Determination of Indicator Rating in the Variable
1	Characteristics and mastery of learning theory and principles of learning	20%	3.5	(25%)(4.4): Priority 1 for immediate improvement or upgraded
2	Communication with students	25%	4.5	(25%)(4.5): Maintained or developed
3	Assessment and evaluation	14%	2.5	(14%)(2.5): Priority 1 for immediate improvement or upgraded
4	Work ethic	20%	3.5	(20%)(3.5): Maintained or developed

5	Mastery of the material structure, concepts and patterns of scientific framework supported	21%	3.8	(21%)(3.8): Priority 2 for immediate improvement or upgraded
	Total / Average	100%	17.8	

Organizational Culture Variable (X1)

NO	Indicators of Organizational Culture Variable (5 Indicators)	Expert Rating Weight	Average Study Result Scores	The Determination of Indicator Rating in the Variable
1	Organizational norm and behavior	17%	3.0	(17%)(3.0): Priority 2 for immediate improvement or upgraded
2	Trust of members of the organization	21%	3.8	(21%)(3.8): Priority 1 for immediate improvement or upgraded
3	Habit pattern	17%	3.0	(14%)(3.0): Priority 4 for immediate improvement or upgraded
4	The Encouragement to innovate	25%	4.8	(20%)(4.8): Maintained or developed
5	The Orientation of goal outcomes	21%	3.8	(21%)(3.8): Priority 4 for immediate improvement or upgraded
	Total / Average	100%	18.4	

Personality Variable (X2)

NO	Personality Variable Indicators (5 Indicators)	Expert Rating Weight	Average Study Result Scores	The Determination of Indicator Rating in the Variable
1	Openness to experience	21%	3.3	(21%)(3.3): Priority 1 for immediate improvement or upgraded
2	Responsible and trustworthy	17%	2.8	(17%)(2.8): Maintained or developed
3	Openness of socialization	17%	2.8	(17%)(2.8): Priority 1 for immediate improvement or upgraded
4	Ease of agreement	16%	2.5	(16%)(2.5): Maintained or developed
5	Self-control	29%	4.5	(29%)(4.5): Maintained or developed
	Total / Average	100%	15.9	

Job satisfaction variable (X3)

NO	Job satisfaction Variables Indicator (5 indicators)	Expert Rating Weight	Average Study Result Scores	The Determination of

				Rating Indicator in the Variable
1	Welfare	24%	4.3	(24%)(4.3): Maintained or developed
2	Offering Achievement	21%	3.8	(21%)(3.8): Maintained or developed
3	Peer's work recognition	17%	3.0	(17%)(30): Priority 1 for immediate improvement or upgraded
4	Leadership Award	14%	2.5	(14%)(2.5): Priority 1 for immediate improvement or upgraded
5	Fulfillment of important work values of individuals	25%	4.5	(25%)(4.5): Maintained or developed
	Jumlah/Rata-Rata	100%	20. 6	

CONCLUSION

The conclusions of this study were 1). Positive and significant direct effect between teacher performance with organizational culture obtained by the path coefficient value $p_{41}=0,245$ While the value of $t_{count} = 5,109$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted. 2). positive and significant direct effect between teacher performance with personality obtained by the path coefficient value $p_{Y2}= 0,185$ while the value of $t_{count} = 3,906$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted. 3). positive and significant direct effect between teacher performance with job satisfaction obtained by the path coefficient value $p_{Y3}=0,545$ while the value of $t_{count} = 12,120$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted. 4). Positive and significant direct effect between organizational culture and personality obtained by the path coefficient value $p_{31}=0,491$ while the value of $t_{count} = 9,916$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted. 5). Positive and significant direct effect between personality and job satisfaction obtained by the path coefficient value $p_{32}=0,462$ while the value of $t_{count} = 9,323$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and the value of $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted and 6). Positive and significant direct effect between organizational culture and personality obtained by the path coefficient value $p_{21}=0,928$ while the value of $t_{count} = 47,701$, t_{table} at a significant level $\alpha=0,05$ was 1,966 and $t_{count} > t_{table}$, thus H_0 was rejected H_1 was accepted.

Based on the SITOREM analysis, the effective contribution of the direct effect of the three variables in this study was 24,5%. Teacher Performance Variable on Organizational culture was 18,5%. Teacher Performance Variable on Personality was 54,5%. Teacher performance variable on Job Satisfaction, while the indirect effect between job satisfaction with organizational culture was 26,6%, the indirect effect between job satisfaction on personality was 25,2%.

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