

## **The Influence of Organizational Culture and Work Discipline on Teacher's Professionalism**

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**Abstract:** This study examined the organizational culture and work discipline on teacher's professionalism. This study belongs to qualitative method. The data were collected using questionnaire and documentation. The results showed organizational culture and work discipline significantly influences the professionalism of SMA Negeri 1 Belimbing teachers both partially and simultaneously. This study reveals the principals to more pay attention the organizational culture and work discipline where they will gain teacher's professionalism.

**Keywords:** Organizational Culture, Teacher's Professionalism, Work Discipline

### **A. Introduction**

Improving the quality of education is a big agenda of education in Indonesia. In order to realize quality education, it is certainly inseparable from the role of various parties, one of which is the role of educational staff. Education is believed to have a very central role in the process of building a nation. According to Law Number 20 Article 3 of 2003 concerning the National Education System, it states that national education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life. However, it is certainly not an easy thing to fulfill these expectations, many factors have always been an obstacle, such as poverty, underdevelopment and even the cultural chaos that has occurred.

According to Ahmad (2016) that the development of science and technology in the era of globalization demands a skilled and high-quality workforce in various sectors of life. This increasingly rapid progress demands qualified and professional human resources. It is these quality human resources that have an important role to ensure the success of sustainable development. To improve professional human resources education is needed starting from elementary school to tertiary level.

A profession requires special skills, skills, and dedication. These abilities can be obtained through a process of special education and training in a long period of time. A profession must be carried out on the basis of specific knowledge by involving intellectual activities and devoted to the interests of society. The teacher is no longer underestimated as a job that can be done by everyone and does not promise prosperity.

In a school education is a technical implementation organization of education, whose identity will be formed by work culture and work discipline. The form of work culture and work discipline that grows and develops in schools influences the professionalism of the members of the organization within it, which is also part of the work culture and work discipline itself. Thus the life or death of a school will be largely determined by the work culture and work discipline of the people in it.

Work culture is a set of behavior patterns that are inherent as a whole to every individual in an organization. Building a culture also means increasing and maintaining positive aspects, as well as trying to get used to certain patterns of behavior in order to create a new, better form.

Work culture differs from one organization to another, that is because the foundation and behavioral attitudes reflected by everyone in the organization are different. A work culture that is formed positively will be beneficial because every member in an organization needs suggestions, opinions and even constructive criticism from the scope of work for the sake of progress in the educational institution, but work culture will be bad if employees in an organization express different opinions. this is because there are differences in each individual in expressing opinions, energy and thoughts, because each individual has the ability and expertise according to their respective fields. in issuing opinions, energy and thoughts, because each individual has the ability and expertise according to their respective fields.

The understanding of work culture according to Nawawi (2007) that work culture is a habit that is carried out repeatedly by employees in an organization, violation of this habit does not have strict sanctions, but organizational actors have agreed morally that mental programs that can be used to improve work efficiency and human cooperation owned by a group of people. Meanwhile, according to Osborn and Plastrik (2002) explained that work culture is a set of behavioral feelings and psychological frameworks that are internalized very deeply and are shared by members of the organization. Work culture according to the Decree of the Minister of Administrative and Bureaucratic Reform No. 25/Kep/M.Pan/4/2002 concerning Guidelines for the Development of Work Culture for State Apparatuses is the attitude and individual behavior of the State apparatus group which is based on values that are believed to be true and become traits and habits in carrying out duties and daily job. Ndraha (2003) defines work culture, which is a group of basic thoughts or mental programs that can be used to improve work efficiency and human cooperation owned by a group of people.

From the descriptions above, work culture is a philosophy as values that become traits, habits, and driving forces that are shared by every individual in the work environment of an organization.

If it is related to the organization, the work culture in the organization shows how the values of the organization are learned, namely instilled and expressed by using certain vehicles many

times, so that people can observe and feel them. To improve a good work culture, it takes years to change, so it is necessary to make improvements starting from the attitude and behavior of the leader and then being followed by his subordinates, the formation of a work culture begins with the level of awareness of the leader or appointed official where the relationship between leaders is high. with his subordinates so that it will determine a separate way what is carried out in the work unit or organization.

So, in this case work culture is formed in work units or organizations that are established, meaning “the formation of work culture occurs when the work environment or organization learns to deal with problems, both concerning organizational problems (Amnuhai, 2003). In developing organizational culture, of course, it cannot be separated from the values of work culture that should be developed in organizations.

In general, work discipline can be interpreted as an attitude or behavior that is in accordance with the regulations of an organization, whether in written form or not. According to Sulisty and Wijayanto (2015) Work discipline is an attitude of respect, respect, obedience and obedience to applicable regulations, both written and unwritten and able to carry them out and not avoid receiving sanctions if he violates duties and powers given to him. In addition, according to Government Regulation No. 53 of 2010 concerning Disciplinary Regulations for Civil Servants. Defining work discipline is the attitude or behavior of a civil servant’s ability to comply with obligations and avoid prohibitions that have been determined in statutory regulations and/or official regulations which, if not complied with or violated, will be subject to disciplinary punishment. That is, work discipline is an adherence to comply with regulations both in written form and not.

By getting used to being disciplined, it is hoped that it will foster a sense of responsibility in carrying out the tasks it carries and can create a good learning atmosphere. The teacher is the second parent in the school who is given the mandate to educate, train, guide and direct the potential of students in realizing what has been aspired to. Teachers as educators must be able to provide the best possible education to students so that educational goals can be achieved optimally. In general, the teacher is the person who is responsible for educating, while specifically the teacher is the person who is responsible for the development of students by seeking the development of all potential students, both affective, cognitive, and psychomotor potential in accordance with religious values (Subari, 2002).

Talking about work discipline has an influence on teacher’s professionalism in carrying out teachers, because discipline is very important because work discipline can be a driving force for the will and desire to work according to the standards or limits set so that it is clear that work discipline should be owned by a teacher to support the success of the learning process.

These results are supported by research conducted by Eros (2012) entitled, *The Influence of Teacher’s Work Motivation and Discipline on Teacher’s Professionalism*. This research was conducted at public junior high schools in Brebes Regency. The results of the study found that 1) there is a positive and significant effect of teacher’s work motivation on teacher’s professionalism. The magnitude of the effect is 61.1% 2) there is a positive and significant influence of teacher’s work discipline on teacher’s professionalism. The magnitude of the influence is 55.9%, 3) there is a simultaneous influence between teacher’s work motivation and

teacher's work discipline and teacher's professionalism. The magnitude of the influence of 66.9%.

However, contrary to the reality, the problem of work discipline is often neglected among teachers. This can be seen from several examples, including: coming to school late, not being at school during working hours, delaying work, returning home before time and others. For them the most important thing is to fill out the attendance list. This will indirectly affect the work professionalism of a teacher (Enni, 2013). It was found that the problem of work discipline could still be said to be low. This is due to the fact that there are still teachers who are absent without clear explanations and absences are only due to minor illnesses who are actually still able to attend work, not being at school during working hours, delaying work, leaving early, not making lesson plans and so on. If this condition is allowed to drag on, it is feared that the expected school targets cannot be achieved, resulting in poor quality of education in schools.

Based on this background, this study examined The Influence of Organizational Culture and Work Discipline on Teacher's Professionalism in SMA Negeri 1 Belimbing.

## **B. Methods**

This research carried out at SMA Negeri 1 Belimbing Jalan Pahlawan Kp. 1 Teluk Lubuk Village, Belimbing District, Muara Enim Regency, South Sumatra Province from January to March 2021. This school was chosen by us for several considerations, the school had adequate criteria for conducting research. These criteria include: (1) the school is located in a strategic area that is easy to reach so that there are always many enthusiasts every year; (2) the school is accredited A.

The method used in this research is a quantitative research method. According to Sugiyono (2018) the quantitative research method is to see the partial effect of the existing variables. The variables in the quantitative research here consist of: Organizational Culture (X1) on Teacher's Professionalism (Y), Work Discipline (X2) on Teacher's Professionalism, while testing the hypothesis together namely Organizational Culture (X1) and Work Discipline (X2) on Professionalism Teacher (Y).

The population in this study were teachers at SMA Negeri 1 Belimbing with a total of 40 teaching staff. The sampling technique in this study was by using the Simple Random Sampling Technique, that is, from the total population, the number of samples was determined as the object of research, sampling was carried out randomly without regard to the strata in the population. For this reason, samples taken from the population must be truly representative. To find out the number of samples that will be used by researchers using a formula with an error level of 5%:

$$n = \frac{N}{1 + N (e)^2}$$

The results of calculating the number of samples are as follows:

$$n = \frac{N}{1 + N(e)^2} = \frac{40}{1 + 40(0,05)^2} = \frac{40}{1,1} = 36,36$$

Based on calculations using the formula that the researchers did, it was known that the number of samples would be 36 teachers.

Data collection techniques carried out by providing a set of questions or written statements to respondents to then answer them. One of the data needed in this research is in the form of documents so it is necessary to use data collection techniques by means of documentation. Before the analysis is carried out, the analysis requirements are first tested which is a condition that must be met so that the analysis can be carried out both for prediction purposes and for hypothesis testing.

### **C. Results and Discussion**

#### **The Influence of Organizational Culture on Teacher's Professionalism**

The results of the study show that organizational culture has a significant effect on teacher's professionalism. These results support the proposed hypothesis where organizational culture has a significant effect on teacher's professionalism. The influence of organizational culture variables on teacher's professionalism is 65.2%, meaning that organizational culture has a significant influence on teacher's professionalism.

A well-created organizational culture will be able to increase teacher's professionalism. A good and appropriate organizational culture can be pursued by all school members by raising awareness and commitment to school progress, so that school members can behave and act in accordance with agreed rules. This is in accordance with the opinion of Rachmawan (2022) which states organizational culture contributes to the success of school professionalism.

According to Indrasari et al., (2018) that a culture greatly influences employee attitudes. Often the culture in an organization develops strongly, so that in such conditions, every member knows very well the goals of the organization that will be achieved. To achieve this goal, finally, organizational culture has a power to influence organizational life and work productivity.

The results of this study are in accordance with the opinion of Permana and Herliawati (2019) which states that organizational culture can influence the professionalism of human resources in a better direction. This opinion explains that teachers who have good professionalism will contribute more to achieving better school goals. If the organizational culture is good, it will be a driving force in improving teacher's professionalism.

The results of this study are in line with the research of Febriantina, et al (2018) which states that there is a positive and significant influence between organizational culture and teacher's professionalism at SMK Negeri 40 Jakarta. Nasir (2020) concluded that there is a positive and significant influence of leadership style, organizational culture and organizational commitment on the professionalism of employees at the South Sumatra Provincial Education Office.

According to Diirun (2016) states that the principal's leadership style and organizational culture together have a significant effect on teacher's professionalism. The results of Aziizah et al., (2018) that organizational culture is at an adequate level of achievement and teacher's professionalism is at a high level of achievement. Organizational culture influences teacher's professionalism, meaning that teachers are increasingly fully aware of the organizational goals to be achieved, teachers will automatically improve teacher's professionalism in order to achieve organizational goals (Ujiarto, et al., 2017). A strong organizational culture will create positive achievements for its members thereby increasing professionalism.

### **The Effect of Work Discipline on Teacher's Professionalism**

The results of the study show that work discipline has a significant effect on teacher's professionalism. These results support the proposed hypothesis where work discipline has a significant effect on teacher's professionalism. The influence of work discipline variables on teacher's professionalism is 63.1%, the rest is influenced by other factors.

What can be explained from the results of this study is that work discipline is an important factor in increasing teacher's professionalism, because the teacher's ability to improve professionalism is due to the ability of work discipline to establish cooperative and coordinating relationships with various parties based on the existence of a policy from the education leader which can provide opportunities for teachers to develop the quality of their professionalism. The role of work discipline in leading schools is very important because, the role of work discipline is evident in efforts to influence school staff to carry out tasks enthusiastically for the achievement of educational goals.

According to Odden (2011) the principal is the highest leader in an educational unit, so the principal is the person who is very responsible in finding the right form and strategy for managing education. Pambudi et al., (2022) argue that school principal policy programs can improve teacher's professionalism both directly and indirectly. The principal as a leader should develop the quality of teacher's professionalism in a comprehensive and continuous manner as a necessity in school activities.

The results of this study are in line with Saragih (2019) that work discipline plays a role in teacher's professionalism. The results of Risambessy et al., (2012) state that leadership style has a positive effect on the professionalism of employees. Agustina and Saxena (2022) state that there is a positive and significant influence between work discipline on teacher's professionalism seen from the ability of school principals to establish cooperative and coordinating relationships with various parties based on the existence of conducive principal skills and behavior.

### **The Influence of Organizational Culture and Work Discipline on Teacher's Professionalism**

The results of the study show that organizational culture and work discipline have a significant effect on teacher's professionalism. These results support the proposed hypothesis where organizational culture and work discipline have a significant effect on teacher's

professionalism. The influence of organizational culture and work discipline variables on teacher's professionalism is 65.6%, the remaining 34.4% is influenced by other factors not analyzed in this study.

From this study it can be explained that organizational culture and work discipline are two of the several variables that influence teacher's professionalism. Organizational culture that is well created and work discipline that is able to manage schools well will certainly increase teacher's professionalism, because teachers feel comfortable at work.

This is consistent with research by Imansyah, et al (2020) on teacher professionalism at Muara Enim State High School that Work Discipline has a significant influence on teacher's professionalism. As a leader, the principal is essentially a person who understands and master's effective management and leadership. The results of this study are in line with the findings of Putra and Yunita (2014) who conducted research at SMA Negeri 1 Simpang Empat that (1) to achieve a high level of teacher's professionalism, school principals must have abilities in all aspects of leadership that are in accordance with culture, organizational situation and condition. (2) organizational culture must reflect good attitudes and habits in order to further enhance teacher's professionalism as a whole.

Darmawan (2019) also conducted research on the influence of work discipline and school's culture on teacher's professionalism at the Rumpun Wisata Vocational School in Tangerang City, concluding that there is a significant influence of work discipline style and school's culture together on teacher's professionalism.

Research that supports this finding is conducted by Yulizar, et al (2020) on teachers at SMA Negeri Tanjung Raja District which states that organizational culture and work discipline have a strong influence on teacher's professionalism. Principals can foster an organizational culture to influence teacher's professionalism when carrying out their duties and responsibilities.

Research was also conducted by Arifin (2015) who concluded that the variables of organizational culture, work discipline and motivation affect teacher's professionalism. Organizational culture has a direct effect of on teacher's professionalism, a direct effect of motivation of on teacher's professionalism, and indirect effect of organizational culture on teacher's professionalism.

The results of several studies above support the results in this study. The same thing was also expressed by Russamsi et al., (2017) which stated that there were ten factors that could increase teacher's professionalism, both internal and external factors. The ten factors are: a) encouragement to work; b) responsibility for assignments; c) interest in assignments; d) appreciation for assignments; e) opportunities for development; f) attention from the principal; g) interpersonal relationships with fellow teachers; h) subject teacher deliberations and teacher's working groups; i) guided discussion groups; and j) library services.

#### **D. Conclusion**

Organizational culture significantly influences the professionalism of SMA Negeri 1 Belimbing teachers. A well-created organizational culture will be able to increase teacher's

professionalism. A good and appropriate organizational culture can be pursued by all school members by raising awareness and commitment to school progress, so that school members can behave and act in accordance with agreed rules.

Work discipline significantly influences the professionalism of SMA Negeri 1 Belimbing teachers. Work discipline is an important factor in increasing teacher's professionalism, because the teacher's ability to improve professionalism is due to the ability of work discipline to establish cooperative and coordinating relationships with various parties based on the existence of a policy from the education leadership that can provide opportunities for teachers to develop quality his professionalism.

Organizational culture and work discipline simultaneously have a significant effect on the professionalism of SMA Negeri 1 Belimbing teachers. it can be explained that organizational culture and work discipline are two of the several variables that influence teacher's professionalism. Organizational culture that is well created and work discipline that is able to manage schools well will certainly increase teacher's professionalism, because teachers feel comfortable at work.

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