

THE INFLUENCE OF ORGANIZATIONAL CULTURE TO WORK MOTIVATION, TEAMWORK EFFECTIVENESS, AND SCHOOL IMPROVEMENT

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This research is aimed at determining the influence of organizational culture on work motivation of members, the effectiveness of team work, and development of school organization, either directly or indirectly. This research was conducted in Malang, East Java, Indonesia. This research employed the design of explanatory correlational research. The sample were 76 schools using cluster random sampling technique. Data collection techniques used in this research are questionnaires and documentation. Data analysis techniques used in this research is descriptive statistics and structural equation modeling. The results show that there is a significant direct relationship between organizational culture and work motivation members and team work effectiveness. There is an indirect relationship between organizational culture and the development of school organization. There is a significant direct correlation between work motivation of members and the effectiveness of teamwork and organizational development, and there is a significant direct correlation between the effectiveness of teamwork and the development of school organizations.

Keywords: organizational culture, work motivation, work effectiveness, school improvement

INTRODUCTION

Improving the quality of education is one of the programs that become a priority scale in national development. One way to improve the quality of education is through organizational culture. Organizational culture is the determinant of the quality of education. The quality of education can only be achieved through a high quality culture.

Organizational culture is a social bond that binds members of the organization in giving value together, symbolic tools and social ideas. Organizational culture refers to norms, behaviors, beliefs of an organization. Organizational culture is the whole norm, values, beliefs, and behaviors owned and demonstrated by all the members of the organization. When an organization has a good culture, so it will grow rapidly.

Getzel and Guba argued that the behavior of individuals within an organization is influenced by two dimensions, namely the dimensions of institution known as *nomothetic dimension*, and the individual dimension known as *idiographic dimension* (Lunenburg & Orstein, 2000: 11). Viewed from the side of institution, each member is required to act agree with the roles and expectations to achieve the

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goals of organization. Seen from the individual point of view, each member is required to act according to his or her personal and needs.

If it is applied in school organizations, there are three components related to the organizational culture of elementary school: (1) institution has a role that school principal leads the school organization; (2) the teachers of elementary school as individuals who have personality and needs, both professional and social needs, and (3) the interaction of the two components. To develop a good organization, the school principal must be capable to integrate the two components, namely the role, demands and expectations of the institution, with the personality, and the needs of the school members, either teachers or education staffs, in order to achieve the goals of the organization optimally.

Organizational culture is predicted to have an influence on the work motivation of the members, the effectiveness of teamwork, and organizational development. Gordon (1991) argued that a strong organizational culture makes the members more satisfied, motivated, and committed to the organization. Then, it will increase the effectiveness of teamwork and improve the organization of the school.

Motivation is an internal process that gives people the strength, direction and endurance to act in certain ways. Kanfer said that motivation is something that gives direction, intensity, and perseverance to individual behavior (Hughes, et al, 1999: 388). Motivation can not be seen, but it can be inferred from the visible behavior. A highly motivated individual will do the job seriously. Conversely, someone who has low motivation, will not carry out the task seriously.

There are many theories of motivation. One of the most widely developed theories of motivation is Herzberg's work motivation theory, it is known as the two-factor theory. According to Herzberg, there are many factors that drive one's passion. These factors can be classified into two, namely the drivers or *motivator factors*, which include achievement, recognition, responsibility, progress, and the work itself, and health factors or *hygiene factors*, including salaries, positions, growth possibilities, policies and administration, working conditions, technical supervision, personal life, and job security.

Regarding to the development of management science, many theories of motivation are developed by experts. From the various theories of motivation that exist, it can be classified into two, namely the motivation that refers to the *content theory*, and motivation that refers to *process theory* (Kowalsky, 2003: 228). *Content theory* emphasizes the inner impulses of human beings. According to content theory, all human beings have the same needs and support categories, ranging from low to high category. *Process theory* considers motivation as a combination of human needs and conditions to meet needs. The emergence of motivation is the result of a combination between human condition and the condition of the environment.

Work motivation tends to refer to individual behavior within the organization. To see the quality of the organization needs to look at the interaction of the members

in the organization, which can form an effective teamwork. There are four components that differentiate team from group, which have stronger sense of identification, consensus toward stronger goals, stronger interdependencies, and more specific role in achieving goals. (Hughes, *et al.*, 1999: 365-366). The teamwork generates positive synergies through a coordinated effort (Robbin, 2001: 258).

Many experts point out the characteristics of an effective teamwork. White & Bednar (1991: 252) suggested three characteristics of teamwork effectiveness: (1) the results of teamwork can achieve the goals, (2) the members' ability to work together, and (3) members' satisfaction upon the results of teamwork. On the other hand, Jenk (1990: 180) mentioned the characteristics of an effective teamwork of the seven components, including honesty, openness, and two-way communication among members. Each member understands and works together to achieve the goal. Between one member to the other member knows each other, supports each other, and maintains its effectiveness. Each member understands and obeys the agreed rules. An important decisions are always set together. In addition, Wagner & Hollenbeck (1998: 189) provided three criteria of teamwork effectiveness: (1) the results of teamwork is in accordance with established standards, (2) member satisfaction met, and (3) improve the members cooperation.

Based on the several foundations, it can be underlined that there are some components that show the effectiveness of teamwork. These components may include processes and results. Cooperation, coordination, communication, interaction, honesty, trust, and cohesiveness among members in carrying out the task are the components that refer to the process. The existence of member satisfaction, achievement goals, increased cooperation, and flexibility to develop themselves, are the components that refer to the results.

School improvement is a planned organizational change. As simply definition, improving the school can be interpreted as the efforts of the school to improve learning conditions, and factors that are related to learning conditions to improve the achievement of educational goals more effectively (Bush & Colemon 2000: 52).

There are several characteristics of school improvement. If it is viewed from the theory of organizational development, it needs to be well planned, emphasize group cooperation, refer to the system as a whole, use renewal agents, and be implemented sustainably (French, *et al.*, 2001: 3-4). On the other side, Lunenburg & Orstein (2000: 211) suggested that, addition to be well-planned, there are four factors facilitate the changes in schools, namely the involvement of all members, the support of administrators, the task burden of members is not too high, and the presence of renewal agents, both from the inside and from the outside of the school. Furthermore, Owens (1995: 222) suggests some characteristics of school renewal. First, schools have a responsive and adaptive culture of change. Second, it involves all the members of school in carrying out the reforms, be systematic and cooperate.

Third, it uses various sources, ideas, or personnel, both from the inside and outside of the school.

This research is aimed at determining the model of structural relationship between organizational culture and work motivation of the members, team work effectiveness, and school improvement, either directly or indirectly. Through this research, it will obtain results to develop the culture of educational organizations. The results of this study are also useful for school principals, school supervisors, heads of education departments, or other education officials to improve school organization performance.

METHODS

This research employed quantitative approach. The type of research design used in this research is the exploratory correlational research of *causal modeling* (Johnson & Christensen, 2004: 349). *Causal modeling* is a research design conducted by proposing hypothetical models, and testing them empirically in the field. Through the design of causal modeling, it will be able to know the model and the extent of influences of *exogenous* variables on *endogenous* variables, namely organizational culture variables, and work motivation of the members, team effectiveness, and improvement of school organization.

This research was conducted in Malang, East Java, Indonesia. By considering to the characteristics of population, the samples were taken, there are 76 schools by using *cluster random sampling* technique. As a source of data is the teachers of the schools and it were taken the value of the average.

Data collection techniques implemented in this research were using questionnaires and documentation. The research instruments were developed based on research variables. The procedure is done by reviewing the basic concept, and considering the condition and situation of schools in Indonesia. The approach used in this research is *cross discipline* approach. The essence of cross discipline study is the appearance of material similarities that can be worked on according to the formal object, systematization, vision and mission of its knowledge (Muhadjir, 2001: 12). To measure the organizational culture, work motivation, and work effectiveness of the team using questionnaire type of *summated rating* (Likert scale), while to measure the development of school organization, using questionnaire type of behavioral observation scale.

The result of instrument test analysis shows that instrument items support to the dimensions of the variables that being studied. Loading factor of each item > 0.3. Likewise, the level of instrument reliability is also quite high. Alpha analysis results show the reliability coefficient of each instrument > 0.7. Thus, it can be underlined that the instrument that used in this research is quite valid and reliable.

Data analysis techniques applied the descriptive statistics and structural equation modeling. Descriptive statistics are used to describe data about

organizational culture, work motivation of members, organizational culture, team work effectiveness, and efforts to improve school organizations. The *structural equation modeling* (SEM) technique is used to test the model and the magnitude of structural effects of *exogenous* variables on *endogenous* variables, ie organizational culture with work motivation, team work effectiveness, and school improvement.

FINDINGS AND DISCUSSION

School organizational culture is seen from seven components, namely exemplary, responsibility, togetherness and support, autonomy, rules and identity, conflict and risk tolerance, and symbolic ceremony. Based on the results of data analysis, 28 of the schools organizational culture is categorized as quite good, 9 shows an excellent organizational culture, and 71.1% are included in the category of quite well.

Work motivation is shown by five components, namely the impetus to carry out learning tasks, supporting tasks, job development tasks, academic development tasks, and administrative tasks. Based on the data analysis, it can be seen that the average of teachers' work motivation is quite good. There are 40.8% are very good category, 53,9% are good enough category, and 5,3% are moderate category.

The effectiveness of team work is shown by three indicators, namely cooperation in performing tasks, integrity in carrying out tasks, and achievement of the teamwork results. Based on the results of data analysis, it can be underlined that the effectiveness of team work done by the members of the school includes into good category, 30.3% includes into very good category, and 69,7% includes into good enough categories.

The efforts to improve the schools are shown by the improvement programs, response to the improvement, management of improvement, member involvement to the improvement, and achievement of school improvement outcomes. Based on the results of data analysis, it can be underlined that the average of school organizational improvement implemented by the members of the school includes into very good category. 60.5% includes to very good category, and 38.2% includes to good enough category, and 1.3% includes to moderate category.

After the description of data of each variable is known, the next step is to test the formulated hypothesis in this study. The formulated hypotheses being tested is the organizational culture influences work motivation of the members, the effectiveness of the team work, and the improvement of the school organization, either directly or indirectly. Before the hypothesis test is executed, it is done the test requirements analysis, namely normality test, linearity data, and homogeneity variant. To test the univariate data normality, *Kolmogorof Smirnof* technique was used. To test the data normality multivariate, it is used *bivariate* normality test, by finding the z-score value of each data, and test its normality with normality data analysis technique (Stevens, 1996: 247). The result of normality test data in general is presented in Table 1.

TABLE 1: THE RESULTS OF DATA NORMALITY TEST

No	Data Variable	KS-Z	P Value (sig)	Conclusion
1	Organizational culture	0.676	> 0.05	Normal
2	Teachers' work motivation	0.734	> 0.05	Normal
3	Teamwork effectiveness	0.899	> 0.05	Normal
4	School improvement efforts	0.830	> 0.05	Normal

Based on Table 1, the p value of the data of each group can be seen, mostly are above 0.05. Thus, it can be concluded that the research data meet the requirements of data normality.

Seen from the side of data linearity, it also shows that there is a linear relationship between exogenous and endogenous variable. Based on the results of the analysis, scatterplot does not show a curved image, so it can be concluded that the relationship between variables is linear. In terms of the homogeneity of data variants, it also shows that between exogenous and endogenous variables have a homogeneous variant. Based on the results of the analysis, the scatterplot does not show the shape of the chimney image, so it can be concluded that the variant between variables is homogeneous (Field, 2000). Thus, it can be concluded that the data to be processed meets the requirements of assumptions.

Then the hypothesis test is done. In accordance with the research design, then it is used covarian structure analysis techniques or known as Structural Equation Modeling (SEM). In determining the scale of a latent variable using a reference variable, ie assigning value 1 to the largest variable manifest indicates a latent variable (Joreskog & Sorbom, 1993:173).

Based on the results of the data analysis, it can be seen that the likelihood ratio of chisquare statistic (χ^2) was 288.96, with $p < 0.05$. Seen from the value of Non-Norm Fit Index was 0.830 close to 0.9. Likewise, the value of Comparative Fit Index was 0.857 approaching 0.9. The value of Goodness of Fit Index was 0.757 close to 0.9. Likewise, the Incremental Fit Index value was 0.862, close to 0.9. Thus, it can be concluded that the hypothetical model proposed fit with empirical data in the field.

To see the results further, it is necessary to look at other parameters found in the structural equation model analysis. Some parameters that need to be studied is the parameter of *gamma* (γ), that is the coefficient of influence of *exogeneous variable* to *endogeneous variable*, *beta* (β), that is coefficient of influence of endogeneous variable to endogeneous variable, direct effect value and indirect effect in each variable. Figure relationship between these variables can be presented in Figure 1.

From Figure 1, it is apparently the model of structural equation of *exogeneous variable* with *endogeneous variable*, organizational culture variable (KSAI-1), and endogeneous variable to endogeneous, ie school work motivation (ETA-1) to teacher

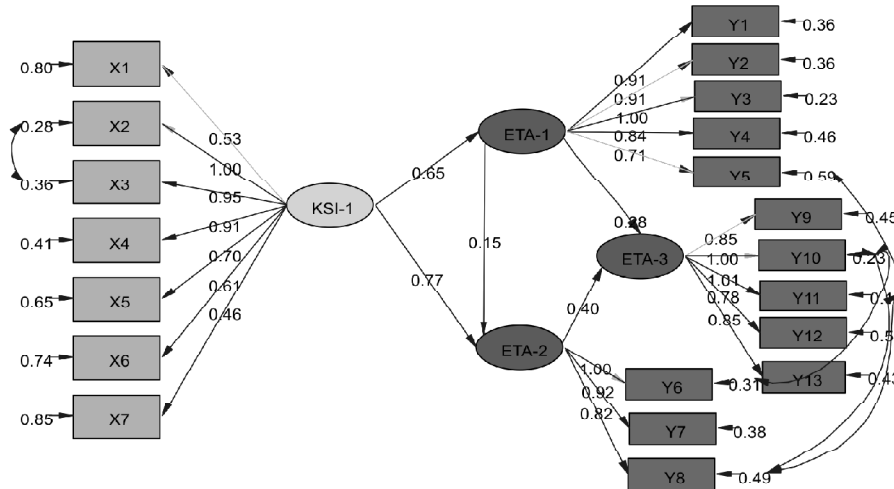


Figure 1: Effect of the Organizational Culture on the Work Motivation, Teamwork Effectiveness, and School Improvement

work motivation (ETA-1), Team work effectiveness (ETA-2), and school improvement efforts (ETA-3).

Organizational culture is shown by values and examples (x1), responsibility (x2), togetherness and support (x3), autonomy (x4), rules and identity (x5), conflict and risk tolerance (x6), and symbolic ceremonies (x7). Teacher work motivation is indicated by the impulse to carry out the learning task (y1), supporting duty (y2), job development task, (y3) academic development task (y4), and administration duty (y5). The effectiveness of teamwork is demonstrated by cooperation in performing task (y6), integrity in performing task (y7), and achievement of cooperation (y8). Efforts to improve schools are indicated by improvement program (y9), responsive to improvement (y10), improvement management (y11), member involvement in improvement (y12), and achievement of school improvement outcomes (y13).

To see the important of the influence of each variable, it is necessary to analyze *direct effect*, *indirect effect*, and *total effect*, which is presented in Table 2.

Based on Table 2, it can be seen that the *direct effect* of organizational culture to work motivation is 0.650 with $t < 1.96$. Thus it can be concluded that the organizational culture has a significant effect on work motivation members. These coefficients include into high category.

The result of the next analysis shows that *direct effect* of organizational culture on the effectiveness of team work is 0.773, with the value of $t < 1.96$, and *indirect effect* is 0.098. Thus, it can be concluded that organizational culture has a direct effect on indirect effectiveness of teacher team work, with high coefficient.

TABLE 2: COEFFICIENT OF *DIRECT EFFECT*, *INDIRECT EFFECT*, AND *TOTAL EFFECT* VARIABLE OF ORGANIZATIONAL CULTURE, TEACHER WORK MOTIVATION, TEAMWORK EFFECTIVENESS, AND SCHOOL IMPROVEMENT EFFORTS

<i>Independent Variable</i>	<i>Dependent Variable</i>	<i>Direct Effect</i>	<i>Indirect Effect</i>	<i>Total Effect</i>
KSAI-1	ETA-1	0.650* (t < 1,96)	-	0.650* (t < 1,96)
	ETA-2	0.773* (t ,<1.96)	-0.098* (t<1.96)	0.871* (t ,<1.96)
	ETA-3		0.534* (t < 1.96)	0.534* (t ,<1.96)
ETA-1	ETA-2	0.151* (t < 1.96)	-	0.151* (t < 1.96)
ETA-2	ETA-3	0.281* (t < 1.96)	0.061* (t<1.96)	0.342* (t < 1.96)
	ETA-3	0.403* (t <1.96)		0.403* (t <1.96)

Information: * = significant

The result of subsequent analysis shows that *indirect effect* of organizational culture toward the improvement of school organization is 0.534, with value $t > 1.96$. Thus, it can be concluded that organizational culture has an indirect effect on school improvement efforts with high coefficients.

The result of further analysis shows that *direct effect* of teacher work motivation on teachers team effectiveness is 0.151 with the value of $t < 1.96$. Thus, it can be concluded that the work motivation of teachers directly affects the effectiveness of team work with low coefficient.

The result of further analysis also found that *direct effect* of teacher work motivation toward school improvement effort is 0.281, with t value < 1.96 , and indirect effect is 0.061 with value $t < 1.96$. Thus, it can be concluded that the teacher work motivation directly and indirectly influences school improvement efforts, with moderate coefficient.

Further analysis results show that *direct effect* of teacher team effectiveness on school improvement effort is 0.403 with t value < 1.96 . Thus, it can be concluded that there is a positive effect of teacher work effectiveness on efforts to improve schools, with a moderate coefficient.

The results showed that there is influence of organizational culture on work motivation members. The better the organizational culture, the higher the work motivation of members. Further research results also show that organizational culture affects the effectiveness of teacher team work. This agrees with the theoretical basis and the results of previous research. Viewed from the theoretical basis, there are three elements that determine the effectiveness of team work, namely knowledge and skills of members, motivation and effort members, and coordination of activities and communication between members (Thompson, 2004: 24).

Increasing organizational culture can improve the knowledge, skills, motivation, effort, or member cooperation. By Increasing the motivation, ability and teamwork members will improve team work effectiveness.

Based on the results of the study, it also shows that the motivation of teachers influence the effectiveness of teacher team work. This result is related to the theoretical basis and the results of previous research. The effectiveness of teamwork is determined by the effectiveness of individual work. One of the factors that determine the effectiveness of individual work is the work motivation. The higher the work motivation of the individual, the higher the effectiveness of his work. The higher the effectiveness of individual work, the more supportive of team work effectiveness.

Based on the results of the research, it also shows that the effectiveness of teacher team work has an effect on the effort of school improvement. The results of this research will support the theory and results of previous studies. To achieve an organizational change, effective teamwork is required (Thompson, 2004: 7). The results of Joyce's review (Reynolds, 1996: 79) also show that collaborative relationships among personnel within organizations are one of the keys to successful school improvement. These components are the main characteristics of team work effectiveness. Therefore, it is understandable that there is a very strong relationship between the effectiveness of the teacher team's work and the school improvement effort. The more effective the team work the higher the level of school improvement effort.

CONCLUSION

Based on the results of research, it can be drawn some conclusions. Organizational culture has a positive effect on teacher work motivation. Organizational culture also has a positive effect on teacher work effectiveness, either directly or indirectly. Organizational culture indirectly influences school improvement efforts. Teacher work motivation directly or indirectly influences the effort of school organization improvement. The effectiveness of teacher work has a direct effect on school improvement efforts.

Based on these findings, it can be emphasized that there is a very strong relationship between the four variables. School improvement efforts depend on organizational culture, teacher work motivation, and team work effectiveness. Likewise, the effectiveness of teamwork and teacher work motivation also depends more on organizational culture of the school. Of the several variables that exist, is a dominant factor that has a very strong influence on the three variables that exist.

Based on the findings of the research, to develop schools, school culture is a major factor that needs to be improved. To get a more comprehensive conclusion, further research is very necessary, with broader objectives, and by using more comprehensive measurements. Thus, it will gain a strong generalization.

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