

THE EFFECTS OF MOTIVATION, ORGANIZATIONAL CULTURE, AND SATISFACTION ON EDUCATIONAL PERSONNEL PERFORMANCE

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Abstract: *This study examined the performance of vocational schools which had attained ISO certificate in 2008. The authors aimed to analyze the partial and simultaneous effects of variables related to individual staff performances. Verificative survey method was in use and the analytical unit was educational personnel of the ISO certified vocational schools in the West Java Province. Partial Least Square (PLS) was used as the analytical technique. The results have revealed that work motivation does not have any effect on the performance of educational personnel; organizational culture does not affect performance; work satisfaction significantly affected staff performance; work motivation significantly affects organizational culture; work motivation significantly affects work satisfaction; organizational culture significantly affect work satisfaction; and work motivation, organizational culture, and work satisfaction simultaneously have significant and strong effect on educational staff performance. Conclusively, the present study recommends that educational human resources establish good interpersonal and professional relationship in accordance with their job description, and also work in cooperation with all other educational personnel and other school management units.*

Keywords: *Motivation, Organizational Culture, Satisfaction, Performance.*

1. INTRODUCTION

School human resources include teaching staff and educational personnel, and the later consists of school principals, librarians, and administrative personnel. Article 1 (5) of Act No. 20/ 2003 on the National Education System stipulates that “educational personnel are community members who devote themselves and are appointed to support the provision of educational services.” Specifically, Ministerial Decrit No. 4/2015 further explains that educational personnel are those who work in an educational unit along with teaching staff. Selanjutnya pada Cluase 39 art. (1) Act No. 20/2003 confirms that: “educational personnel serve administrative, managerial, supervisory, and technical functions in order to support the educational processes at an educational unit.” Referring to this stipulation, it can be concluded that teaching

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staff and educational personnel play crucial roles to enhance school productivity. Furthermore, article 2 of clause mentions that both parties are responsible for:

- creating meaningful, joyful, creative, dynamic, and communicative work atmosphere;
- being professionally committed to improving the quality of education; and
- modelling and keeping good reputation of their institution, professional, and position in accordance with responsibility they assume.

Strong motivation is needed to perform excellently since it encourages the personnel to work to achieve school goals effectively and efficiently. This is in line with Maslow's theory on the hierarchy of needs, including physiological, security, social, reward, self-actualization needs (Robbin, 2007:14).

Work performance of educational personnel is measured by the satisfaction of school community and general public on the basis of their service quality, and their performance quality is affected by many factors. Marshall in Nick Boulter and Jackie Hill (2003:38) argue that the excellent performance of individuals can be seen from what they do and thoughts and feelings that encourage them to do so. This gives an access to hidden characteristics that constitute important drives of individuals to achieve a high level of performance. According to Stephen P. Robbins' theory of organizational behavior (2007: 34), determinants of high quality human resources at individual level include motivation, satisfaction, and organizational culture.

Based on the above description, this study focused on the effects of motivation, satisfaction, and organizational culture on the performance of educational personnel working at ISO 9001: 2008 certified vocational schools in West Java Province. Institutionally, the performance of those schools should refer to the standards of quality management system as stipulated by ISO 9001:2008.

Referring to the research background, this study aimed at identifying and analyzing: 1) the effects of work motivation on the performance of educational personnel; 2) the effects of organizational culture on the performance of educational personnel; 3) the effects of work satisfaction motivation on the performance of educational personnel; 4) the effects of work motivation on organizational culture; 5) the effects of work culture on work satisfaction; 6) the effects of work motivation on work satisfaction; and 7) the effects of work motivation, satisfaction, and culture on the performance of educational personnel.

2. LITERATURE REVIEW

Motivation

Rivai (2009:837) suggests that motivation is a set of attitudes and values that encourage individuals to achieve specific things in accordance with their goals. It is

important to a manager since she/he should work with and through other people. Robbins (2007:213) argues that motivation is a desire to do somethings or readiness to make efforts for the sake of organizational goals, energized by the power of those efforts to meet individual needs.

It is a drive that makes an individu eager to work, work together, work effectively and integratedly with all efforts to achieve a satisfaction, that includes: 1) existence needs, 2) relation needs, and 3) development needs (Robert J. Mokler in Amirullah and Budiyono: 2004:298). The final process of managerial control is to decide on the amount of reward given to the managers and employees. Rewarding is a way of motivating organizational members to achieve organizational goals (Halim, 2000:43). In the other words, it is a motivator in the form of a *positive reward*. It is used to enhance motivation to achieve organizational targets and goals and more desirable than *negative reward (punishment)*.

Organizational Culture Concept

Robbin (2007:721) contends that organizational culture is a system of common values adopted by the members, who are able to distinguish their organization from the others. It can be measured by the following indicators: 1) Focus on details, 2) product oriented, 3) people oriented, 4) team oriented, and 5) aggressiveness. According to Marvin Bower in Susanto (2007: 4) it is defined as “... *the way things are done around here*”. While Schein in Susanto (2007: 4) proposes that it is “... *a pattern of basic assumption – invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration – that has worked well enough to be considered valid and, therefore, to be thought to new members as the correct way to perceive, think, and feel in relation to those problems*”.

Davis in Lako (2004: 29) states that the organizational culture is a belief and values system of an organization understood, appreciated, and practiced by the members, that has a specific meaning and becomes a basic code of organizational conduct. A similar idea has been presented by Mangkunegara (2005: 113) saying that it is a system of beliefs, values, and norms developed in an organization, that becomes a code of conduct for its members to solve the issues of external and internal adaptation.

Work Satisfaction

Work satisfaction is a positive and joyful emotional condition resulted from the assessment of someone’s work performance and experiences. According to Nelson and Quick (2006:25), it can be measured by the following indicators: (1) waging system, (2) the work itself, (3) promotion opportunities, (4) supervision, and (5) fellow workers. Robbins (2003:..30) suggests that it is a common attitude toward someone’s work, a discrepancy between the number of rewards she/he has obtained

and the number of rewards she/he believe she/he should have gained. It can be felt when individuals meet their needs and related to individual likes and dislikes. It is a common attitude closely related to rewards they believe they will receive at the aftermath of a sacrifice.

Luthans (2006: 243) suggests that work satisfaction is employees' resulted perception of how well their work has produced important things. Davis in Mangkunegara (2005:117) contends that "*job satisfaction is related to a number of major employee variables, such as turnover, absences, age, occupation, and size of the organization in which an employee works*". Based on the statement, Mangkunegara (2005:117) points out that it is related to *turnover*, absenteeism rate, age, work levels, and organizational size.

Work Performance

Performance is a result or someone's success in a certain period of time in performing his/her tasks compared to various possibilities, such as standards of work outcomes, predetermined and agreed targets or criteria. Rivai (2009:14) presents the following indicators of performance: (1) levels of success, (2) ability, (3) efforts, (4) responsibility, and (5) the improvement of work outputs.

Human beings possess potential to perform different activities. Cascio (1995: 275) states that "*performance refers to an employee's accomplishment of assigned task*". It is a task accomplished by and assigned to the workers, and Robbins (2007 : 241) points out that it is a function of interaction between *ability* (A), *motivation* (M), and *opportunity* (O) that can be formulated as follows $f(A \times M \times O)$. It means that it is a function of ability, motivation, and opportunity. Another opinion presented by Robbins (2007:47) elaborates three variables that have effects on work performance and satisfaction of the employees, namely, biographical characteristics, competencies, and learning.

Individual performance increases and reaches a level at which those three variables reside in the employees. However, it decreases when one of the three variables is absent or decreased. The performance is a function of work or activity done by a person or group of people in an organization influenced by various factors in order to achieve the organizational goals in a certain period of time (Tika, 2006:26).

ISO 9001:2008

ISO 9001:2008 is a regulation that refers to international standards of quality assurance system applied to an organization. It stipulates requirements and recommendations of design and assessment in a quality assurance system. Hence, it does not describe the standards of a product as it does not prescribe terms and conditions of a product (goods and services).

Hypothesis

The above description leads to the following major hypothesis of the research: "Motivation, Organizational Culture and Work Satisfaction have positive effects on the performance of educational personnel." The hypothesis can be further elaborated into the following sub-hypotheses:

- Motivation has positive effects on the performance of educational personnel
- Organizational culture has positive effects on the performance of educational personnel
- Work Satisfaction has positive effects on the performance of educational personnel
- Motivation has positive effects on organizational culture
- Organizational culture has positive effects on work satisfaction
- Motivation has positive effects on work satisfaction
- Motivation, Organizational Culture and Work Satisfaction simultaneously have positive effects on the performance of educational personnel.

Research Method

The study adopted a verificative survey method. Sugiyono (2011:6) suggests that a survey method is manipulated to collect data from a given place scientifically, but the researchers conduct a treatment by distributing questionnaires, tests, structured interview, and the like.

Arikunto (2010:15) defines verificative survey as a study intended to test a hypothesis by collecting field data. In this case, the study aims at identifying the effects of motivation, organizational culture, and work satisfaction on the performance of educational personnel, and finally those of the three variables on the educational personnel performance simultaneously.

Partial Least Square (PLS) is data analysis technique applied in this study. Word in Imam Ghozali (2014:7) defines *Partial Least Square* as a *powerfull* analytical method since it does not adhere to many assumptions. Hengky in Imam Ghozali (2012:8) states that PLS-SEM analysis usually involves two sub-models, namely, *measurement model* or well known as *Outer model* and *structural model* or *inner model*. The measurement model indicates the estimated strength of latent variables or constructs. Based on the theoretical views presented in Literature Review, a brief description of how the variables operate is presented in the table below.

Table 1
Variable Operationalization

<i>Variable</i>	<i>Sub- variable/dimension</i>	<i>Indicator</i>	
Work Motivation (X1)	1. Existance needs	1. School principal encourages educational personnel to accomplish their tasks.	
	2. Relation needs	2. The personnel are encouraged to work creatively.	
	3. Development needs	3. The principal considers the educational personnel development.	
		4. The principal and educational personnel should have good relationship.	
		5. Educational personnel feel acceptable by and belonging to the school.	
		6. The principal supports the educational personnel development.	
		7. School has a conducive work atmosphere.	
		8. Attention is paid to the welfare of educational personnel and principal.	
Organizational culture (X2)	1. Focus on details	1. Work accuracy	
	2. Product oriented	2. Work responsibility	
	3. People oriented	3. Performance monitoring	
	4. Team oriented	4. Focus on targets	
	5. Aggresiveness	5. Good relationship between school principal and educational personnel	
		6. Performance-based rewards	
		7. Interconnectiveness between one job and another	
		8. Togetherness	
		9. Understanding of customer needs	
		10. Customer satisfaction oriented	
		11. Self-quality improvement	
Work Satisfaction (X3)	1. Waging system	1. Waging system and rates	
	2. Work itself	2. Social security	
	3. Promotion opportunities	3. Allowances/facilities	
	4. Supervision	4. Types of work	
	5. Fellow workers	5. Work hours and breaks	
		6. Work equipment	
		7. Open promotion opportunities	
		8. Work interests and competences	
		9. Work attitude	
		10. Fellow worker interaction	
		11. Interaction with superior	
		12. Interaction with other colleagues	
Performance (Y)		1. Levels of success	1. In line with target function
		2. Ability	2. Targets achieved
	3. Efforts	3. Set criteria	
	4. Responsibility	4. Work quality	
	5. Improving work outcomes	5. Work completion time	
		6. Team work	

3. DISCUSSION AND FINDINGS

Effects of work motivation on the performance of educational personnel: The result of hypothesis testing shows that work motivation does not have effects on the performance of educational personnel employed by ISO certified vocational schools. However, it has a positive relation to the performance of educational personnel, as the personnel felt satisfied with the principal's fulfilment of their needs that facilitated their work. Less optimum performance was due to superior's work policy related to tasks provided. Individuals focus more on what they have earned so they felt satisfied than what they have performed, but it has no direct influence on their performance.

Effects of organizational culture on the performance of educational personnel: The hypothesis testing proves that organizational culture does not have effects of the performance of educational personnel. It binds the members to behave in accordance to the existing culture. Vocational schools with ISO 9001:2008 certification do not actualize the effects of organizational culture on the personnel performance as there is no strong relation between attitudes and behaviors in line with the adopted culture.

Effects of work satisfaction of the performance of educational personnel: The finding shows that motivation has significant effects on the performance of educational personnel, and supports Hasibuan's statement (2003) that someone tends to work antusiatically when she/he is satisfied with the work and the satisfaction is the key to moral drive, discipline, and work achievement in order to achieve the goals. Educational personnel who have work satisfaction will make positive contributions to the performance improvement.

Effects of work motivation on organizational culture: The research proves that work motivation has significant effects on the organizational culture. The motivation is crucial since it causes, channels, and supports behaviors. Educational personnel who work diligently and anthusiatically are influenced by the organizational culture so they can achieve predetermined goals.

Effects of work motivation on work satisfaction: The finding shows that work motivation significantly contributes to work satisfaction, and supports Hasibuan's opinion in Mangkunegara (2005: 125) that human being is a social creature with a desire. Desires and needs are continuous and will end at the death. An unmet need will not become a motivator. The study also supports a previous study by Mangkunegara (2005: 132) that found that motivation has significant impacts on work satisfaction.

Effects of organizational culture on work satisfaction: The finding shows that organizational culture makes significant contributions to work satisfaction. The culture reflects behaviors of individuals in the organization. A strong organizational

culture constitutes a determinant of personnel satisfaction. It means that personnel will be satisfied when they work in an atmosphere they really expect, especially the one that supports the organizational goals and strategies to enhance productivity and results in valuable impacts. The following figure presents an *Inner Model of Partial Structure*.

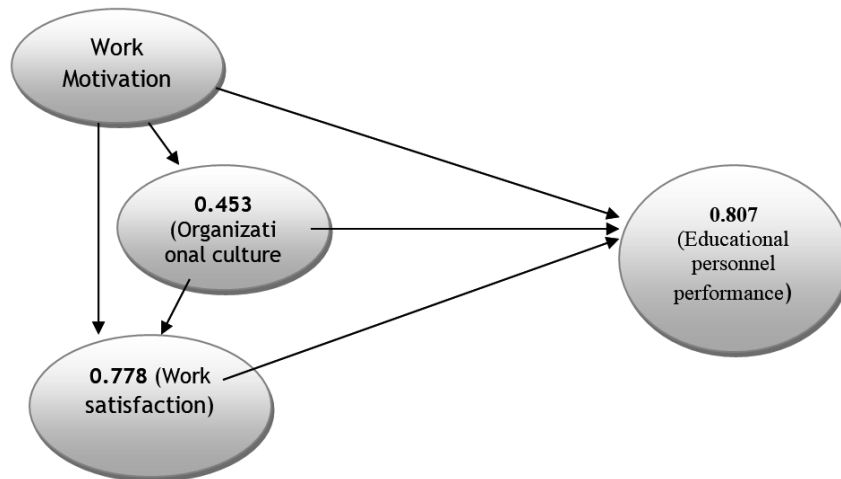


Figure 1: Inner Model of Partial Structure

The figure depicts the structural *inner model* of individual variables to estimate inter-variable relations as seen from *R-square coefficient*. Correlation between work motivation, organizational culture and work satisfaction made a 0.807 or 80.7% contribution, and another contribution of 19.3% was made other variables that were not measured by the study. However, work motivation made a 0.453 contribution to organizational culture, and another 0.778 contribution was made by work motivation and organizational culture to work satisfaction.

Effects of work motivation, culture, and satisfaction on the performance of educational personnel: There is a simultaneous effect of work motivation, organizational culture and work satisfaction on the performance of educational personnel. In this case, the hypothesis is accepted, hence those three variables simultaneously have significant effects on the educational personnel performance.

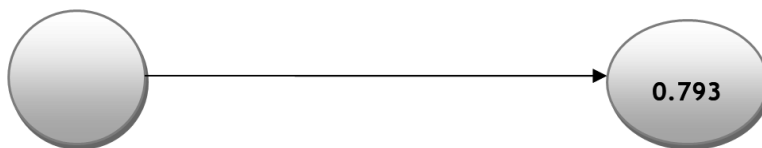


Figure 2: Inner Model of Simultaneous Structure

The figure of *inner model* simultaneously presents *R-square coefficient* of 0.793. It means that work motivation, organizational culture and work satisfaction made a

simultaneous contribution of 79.3%, and another 20.7% contribution was made by other variables that were not considered in this study.

4. CONCLUSIONS AND RECOMMENDATIONS

The findings partially prove that: (1) work motivation does not have effects on the performance of educational personnel; (2) organizational culture does not have effects of the performance of educational personnel; (3) Motivasi berpengaruh positif signifikan terhadap kinerja tenaga kependidikan; (4) motivation has significant and positive effects on the performance of educational personnel; (5) work motivation significantly and positively contributes to work satisfaction; (6) organizational culture makes significant contributions to work satisfaction; (7) In sum, there is a simultaneous effect of work motivation, organizational culture and work satisfaction on the performance of educational personnel.

Based on those research findings, the following recommendations are presented: (1) In the dimension of motivation, relationship had the lowest score; school management is encouraged to create interpersonal and professional relationships in line with predetermined *job description*; (2) In the dimension of organizational culture, team orientation was lowest in score; school management is recommended to work together with all educational personnel; (3) waging system in the dimation of work satisfaction was also lowest in score, so the school management is recommended to grant *reward* in line with the performance of educational personnel; (4) ability as a part of performance dimension scored the lowest, so the school management is recommended to give opportunities to the personnel to attend education and training programs.

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