

## **THE EFFECT OF ORGANIZATIONAL CULTURE AND WORK MOTIVATION ON MADRASAH ALIYAH TEACHERS' WORK DISCIPLINE**

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**Abstract:** It is the goal of this research to determine the influence of organizational culture on the work ethics of Madrasah Aliyah teachers in Gunung Sitoli City., the impact of work motivation on the work discipline of Madrasah Aliyah teachers in Gunung Sitoli City, and the impact of organizational culture and work motivation on the work discipline of Madrasah Aliyah teachers in Gunung Sitoli City. The registrant-responder statistics of 60 teachers are used in this study. A questionnaire was used to collect information. Simple and multiple regression techniques, as well as partial correlation, were used to analyze the data. According to the research findings, organizational culture has a positive and significant influence on teacher work discipline. There is a 28.7% effective influence on the work discipline of Madrasah Aliyah's teachers in Gunung Sitoli City if the organizational culture is higher and more positive. As a result, 28.7% of the variation in the organizational culture variable is correlated with an improvement in teacher work discipline; this is a positive and significant relationship. In other words, the more positive and motivating a teacher's work motivation is, the more effective the teacher's work discipline is. Work motivation can be predicted with a 32 percent accuracy in terms of improving teacher work discipline, and there is a joint positive and significant influence between organizational culture and work motivation.

**Keywords:** Organizational Culture; Work Discipline; Work Motivation.

### **INTRODUCTION**

Education for all human life on Earth, including the Indonesian nation, is a basic requirement that must be met throughout one's life. Humans cannot live happily or develop physically or mentally by their ideals unless they receive an education. Education in national and state development is a critical and fundamental issue that must be addressed from a variety of perspectives. Given the importance of education in the order of personal and community life, it must adhere to and rely on a strong educational foundation in the context of developing the character of the nation. There is no other way to accomplish this than to develop a national education system that reflects the nation's identity.

The goal of national education, as outlined in Law No. 20 of 2003 on the National Education System, is for students to develop into human beings who believe in and fear God Almighty, possess noble character, and are healthy, knowledgeable, capable, creative, self-sufficient, democratic, and responsible citizens. An important part of education is making a conscious effort to help children develop their personalities and potential. No matter where it takes place in the home, at school, or in the community—the benefits of education last a lifetime.

"Century of Knowledge" is a term that many people use to describe how far we've come over the past century. Experts claim that this is an era of knowledge, as knowledge will play an important role in every aspect of human life (P. Hood, 1990). Knowledge-based eras bring with them more complex and difficult challenges. a time period characterized by particular traits that have a major impact on the fields of education and employment. In addition to the lightning-fast advancement of technology, radical advances in science, psychology, and cultural values are all contributing to the current state of affairs. Parents, educators, and lecturers all find themselves in new positions as a result of this paradigm shift in human perception and educational practice. Educating students for the twenty-first century is the primary goal of Trilling and Hood, according to them (P. Hood, 1990).

Curriculum, educational management, educational staff, educational strategies, and educational methods all play important roles in the arena and formation of national culture. Besides this, Naisbitt believes that Asia has influenced the rest of the world in the following eight ways: First, from nation-states to networks, then from export demands to consumer demands, then from Western influences to Asian ways, then, from government control to market demands, then, from rural to metropolitan, then, from labor-intensive to technological, then, from male dominance to the emergence of women, and finally, from the West to the East (P. Hood, 1990). this pattern of education is a response to these trends. When it comes to this, education faces the challenge of preparing future workforces that can meet the demands of this trend while still preserving national identity and culture.

According to the grand tour conducted at the Private Madrasah Aliyah in Gunung Sitoliter City, several things need serious attention to improving teacher work disciplines, such as the use of non-compliant uniforms, inaccuracy in entering and leaving the classroom, and various other types of violations.

It is feared that teachers who are currently disciplined will be adversely affected by teachers who are less disciplined if this situation is not handled properly. Disciplinary conditions are essential to an organization's ability to achieve high levels of effectiveness and efficiency, and without them, an organization cannot achieve these goals. A person's attitude, behavior, and actions are said to be disciplined if they comply with all applicable regulations, whether they are written or unwritten.

Work discipline is influenced by a variety of factors, including individual characteristics, internal organizational conditions, and environmental factors. Individual factors include things like "personality," "motivation," "attitude," "expectations," "habits," and more. Working conditions and environment, leadership, communication, reward system, sanctions, and so on are examples of internal organizational factors. A person's social, cultural, or familial environment can influence their health and well-being.

## METHOD

This is a quantitative study, descriptive and inferential methods, as well as a classification of independent and dependent variables, are all employed in this study of the correlation between two variables. According to the aforementioned definition, descriptive research describes the facts as they are. A closer look at the data revealed just how much the independent variables had to do with the result we were looking for. Additionally, this study is inferential, which enables the researchers to foresee population trends rather than simply analyzing and drawing conclusions from the data. Gunung Sitoli City's Madrasah Aliyah was the site of the research. The research location was chosen based on the researcher's background, who lives and works at the madrasa, and the research period is scheduled to run from June to August 2021.

## RESULT AND DISCUSSION

### First Hypothesis

The statistical hypothesis under consideration is:

$$H_0: \rho_{y1} \leq 0$$

$$H_1: \rho_{y1} > 0$$

Organizational culture (X1) was used as a predictor of work discipline (Y) in simple regression analysis and the t-test was used to test its significance. X1 represents organizational culture, while Y represents work discipline, as shown in Table 14.

**Table 1.** A summary of the findings from the X1 vs. Y analysis, as well as the significance test

Correlation	Correlation coefficient (r)	Coefficient Determinant (r <sup>2</sup> )	t count	t <sub>table</sub> ( $\alpha =$ 0,05)
r <sub>X<sub>1</sub>Y</sub>	0,540	0,291	4,88	1,671

Work discipline and organizational culture are shown in Table 1 with a correlation coefficient of 0.540 and a coefficient of determination of 0.291, respectively. The t-test results show that the t count is 4.88 and the t<sub>table</sub> value is 1.671. Organizational culture variables have an impact on work discipline through the regression line = 42.71 + 0.54X<sub>1</sub> because the t<sub>count</sub> (4.88) is greater than the t<sub>table</sub> (1.671).

According to the findings presented here, an organization's culture has a significant impact on employee behavior. This proves that the study's first hypothesis was empirically tested.

### Second Hypothesis

The statistical hypothesis under consideration is:

$$H_0: \rho_{y2} \leq 0$$

$$H_1: \rho_{y2} > 0$$

Uncomplicated regression analysis and a t-test were used to determine the impact of the expectation variable (X2) on employee satisfaction (Y). Work motivation (X2) and work discipline (X3) are plotted in Table 15 to show the relationship between the two variables (Y).

**Table 2.** A summary of the findings from the X2 vs. Y analysis, as well as the significance test

Correlation	Correlation coefficient (r)	Determinant Coefficient (r <sup>2</sup> )	t <sub>count</sub>	t <sub>table</sub> ( $\alpha = 0,05$ )
r <sub>X<sub>2</sub>Y</sub>	0,570	0,324	5,27	1,671

Table 2 shows a correlation of 0.570 and a coefficient of determination (r<sup>2</sup>) of 0.324 between the variables "work motivation (X2)" and "work discipline (Y)". There were 5.27 t<sub>counts</sub> and 1.671% t<sub>table</sub> values, according to the results of the t-test. The regression line = 25.79 + 0.51X2 shows a positive and significant relationship between work motivation and work discipline because t<sub>count</sub> (5.27) > t<sub>table</sub> (1.671).

Based on the results of the preceding analysis, it is possible to conclude that work motivation has a positive, significant, and significant predictive effect on work discipline. This demonstrates that the hypotheses of the two studies were empirically tested.

### Third Hypothesis

The statistical hypothesis that is being tested is as follows:

$$H_0: \rho_{y12} \leq 0$$

$$H_1: \rho_{y12} > 0$$

The F test was used to determine the significance of the relationship between organizational culture variables (X1) and work motivation variables (X2) on work discipline (Y).

**Table 3.** Multiple Regression Analysis and Significance Tests for X1 and X2 with Y Variables

Correlation	Correlation coefficient	Determinant Coefficient (R <sup>2</sup> )	F <sub>count</sub>	F <sub>table</sub> (α = 0,05)
Ry <sub>1.2</sub>	0,755	0,570	67,85	3,162

According to the findings in Table 3, the coefficient of multiple regression between organizational culture (X1) and work motivation (X2) on work discipline (Ry<sub>1.2</sub>) is 0.755. The F test reveals that the calculated F (67.85) > F table (3.162) at = 0.05, indicating that the coefficient of double regression is significant and positive.

Organizational culture and work motivation account for 57% of work discipline, with the remaining 43% attributed to variables not examined in this study, according to the coefficient of determination. In addition, the regression equation =  $3.37 + 0.506X_1 + 0.484X_2$  can be used to express the double relationship between the independent and dependent variables as a predictive relationship.

Table 17 summarizes the results of the multiple regression analysis between the variables controlling stress and expectations, as well as satisfaction with coworkers.

**Table 4.** Summary of Multiple Regression Analysis

Source of Variation	JK	DK	RJK	F <sub>count</sub>	F <sub>table</sub> (α = 0,05)
Regression	4312,68	2	2156,34	38,36	3,162
Residue	3204,31	57	56,21		
Total	7516,99	59			

The results of the multiple regression analysis obtained in Table 4 are significant with  $F_{\text{count}} = 38.36 > F_{\text{table}} = 3.162$  to be used as a predictor of work discipline. Based on the findings, it is possible to conclude that organizational culture and work motivation have an influence and a significant relationship with work discipline, as indicated by the regression line equation =  $3.37 + 0.506X_1 + 0.484X_2$ . As a result, the third hypothesis in this study has been empirically tested.

Furthermore, the calculation can be seen in the summary of the calculation results of the relative and effective contribution in Table 5 to find out the size of the relative contribution and the effective contribution of each predictor variable.

**Table 5.** Each Predictor Variable's Relative Contribution and Effective Contribution

Variable	Relative Contribution (%)	Effective Donation (%)
Budaya Organisasi (X <sub>1</sub> )	47,3	28,7
Motivasi Kerja (X <sub>2</sub> )	52,7	32

Table 5 shows that the organizational culture variable predicts work discipline by 28.7 percent, while work motivation predicts work discipline by 32 percent.

Each independent variable's effective contribution must be controlled or controlled over one of the independent variables. The analytical technique used in this case is partial correlation analysis. Table 6 contains a summary of the entire calculation.

**Table 6.** Summary of Partial Correlation Analysis

Independent Variable	Correlation With Y	Determinant Coefficient
R <sub>y1.2</sub>	0,369	0,136
R <sub>y2.1</sub>	0,397	0,157

In this case,  $R_{y1.2} = 0.369$ , and the coefficient of determination is 0.136, if X<sub>2</sub> is not changing. X<sub>2</sub> and Y have a partial correlation of  $R_{y2.1} = 0.397$  and a coefficient of determination of 0.157 when X<sub>1</sub> is held constant, which means that culture in the workplace has a 13 percent contribution to work discipline. There is a 15.7 percent correlation between motivation and discipline at work.

There are four distinct levels of scores in the organizational culture variable data's tendency test, which range from high to low, medium to low, and low to high. There is also one low score range, which is zero percent. Consequently, this study's participants tend to be in the middle of the organizational culture spectrum.

Using the trend test for work motivation data, the following categories emerge 0 percent for the high category, 117 to 155 percent for the medium category, 53.33 percent for the poor category, and 0 percent for the low category, which ranges from 78 to 116 percent. It appears that the majority of the study participants have low work motivation, based on the data.

Workplace discipline tends to fall into four categories: high, medium, poor, and low, with a range of scores from 148 to 36.67 percent for the high category, and scores from 111 to 147 for the medium category, low, and zero percent for the low category, high, and zero percent for the

low category, with a score range of 74 to 110. The majority of survey participants, it appears, have poor work discipline, as evidenced by the data.

Work discipline in Gunung Sitoli City's Madrasah Aliyah teachers was found to be 29.7 percent influenced by organizational culture. At the very least, this study's findings support the idea that organizational culture is a factor in teacher discipline. Adaptation to the organization's external environment and internal integration between organizational units are some of the challenges that organizations face, according to Schein's definition of organizational culture (Schein, 2004). When it comes to creating an organization's culture, visible artifacts are at the top and invisible ones at the bottom (Daft, 2010).

Invisible artifacts in organizational culture dimensions are a value system that influences the attitudes and behaviors of organizational members. This is because the value system is a manifestation of an organization's core values that directs members to realize their goals, vision, mission, and goals. This means that the value system is the organization's core values, which are held by members of the organization, and it directs members of the organization to work by the organization's rules and standards. The attitude and behavior of a person who works according to organizational standards and regulations is a manifestation of work discipline's attitude and behavior.

There is a positive relationship between organizational culture and work discipline, according to Frinaldi's findings (Frinaldi, 2010). Oktaviani and Saragih reached the same conclusion: organizational culture has a significant influence on employee work discipline at PT. Kereta Api Indonesia (Persero), where the test results obtained a value for  $t$  count  $6.184 > t$  table  $1.98447$  and the resulting Significance value of  $0.000$  in the coefficient table has a smaller value with a probability value of  $0.05$ . Oktaviani (2017).

The findings of this study also show that work motivation has a 32% direct effect on the work discipline of Madrasah Aliyah State teachers in Gunung Sitoli City. This finding at least reinforces the view that one of the factors influencing teacher work discipline is work motivation. According to Saydan in Sayuti, a person's work motivation in carrying out his work is influenced by several factors, and in this study an indicator of motivational variables, namely: environmental conditions work, adequate compensation (giving compensation), good supervision (providing supervision), career guarantees (expectations of achievement) (Sayuti, 2007). One of the goals of providing motivation is to improve work discipline because motivated people are more productive, creative, and initiative, which helps the organization survive. Giving motivation is essentially giving job satisfaction to the head of the madrasa in the hope that the child will work and be more productive at work, and thus the organization's performance will improve. Wahjosumidjo also emphasized that if individuals or employees are motivated, they can achieve eight goals: (1) changing employee behavior by the organization's wishes, (2) increasing

enthusiasm and work spirit, (3) increasing work discipline, (4) improving work performance, (5) enhancing employee morale, (6) increasing a sense of responsibility, (7) increasing productivity and efficiency, and (8) fostering employee loyalty to the organization (Wahjosumidjo, 1996).

The findings of this study also show that organizational culture and work motivation have a 57 percent influence on the work discipline of State Madrasah Aliyah teachers throughout Gunung Sitoli City, with the remaining 43 percent attributed to other variables not included in this study. Regression equation =  $3.37 + 0.506X_1 + 0.484X_2$  expresses the independent variable's double relationship to the dependent variable as a predictive relationship.

## CONCLUSION

Organizational culture variables, work motivation variables, and discipline variables are all trending moderately upward. According to the regression line equation =  $42.71 + 0.54X_1$ , an increase in one organizational culture score corresponds to an increase of 0.54 in teacher work discipline scores, demonstrating the linearity and significance of organizational culture variables on teacher work discipline. A linear and significant relationship exists between work motivation and teacher work discipline, when a work motivation score rises by one point, it raises the work discipline score by one point, according to the regression line equation =  $25.79 + 0.51X_2$ .

Organizational culture has a positive and significant impact on teacher work discipline. This means that the higher and more positive the organizational culture, the higher and more positive the work discipline of Madrasah Aliyah State teachers in Gunung Sitoli City, with a 28.7 percent effective contribution or influence. This means that the variation of 28.7 percent in the organizational culture variable can be predicted in terms of improving teacher work discipline.

Teachers' ability to maintain order in the classroom is directly correlated to their level of motivation at work. This means that a teacher's satisfaction with his or her coworkers increases by 32% when their motivation for work is higher and more positive. This means that a 32% variation in work motivation can be predicted in terms of bettering teacher work discipline if taken literally.

Organizational culture and work motivation have a combined positive and significant influence on teacher work discipline. This means that, with a 57 percent effective contribution, the higher and more positive the organizational culture and work motivation, the higher and more positive the teacher's work discipline. This means that the two independent variables can predict 57 percent of the variations in teacher work discipline. To put it another way, organizational culture and work motivation can both improve teacher work discipline.



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