

# **Relationship between Organizational Culture and Compensation with Teacher Performance: A Case of The Islamic Vocational High School of PB Soedirman 2**

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## **Abstract**

The objective of this research is to study the relationship between organizational culture and compensation with teacher performance of The Islamic Vocational High School of PB Soedirman 2. This research using a survey method that included 30 samples. Data collecting using a questionnaire and analyzed by correlation and regression. The result of the research showed that: (1) there is a positive relationship organizational culture with teacher's performance; (2) there is a positive relationship compensation with teacher's performance; (3) the relationship between organizational culture and compensation simultaneously with teacher's performance. It means that all of the hypotheses in this research can be accepted. This research concludes that the teacher's performance can be improved by increasing organizational culture and compensation. Therefore, needed to make efforts for improving organizational culture and compensation.

*Keywords: Organizational Culture, Compensation, Performance.*

## **1. Introduction**

Teachers play an important role in the management of quality learning, (Hayes *et al.*, 2020). To support student achievement, quality learning necessitates teachers who can effectively teach (Burroughs *et al.*, 2019). Quality teacher performance is exemplified by effective teaching practice (Muijs & Reynolds, 2017). The issue of teacher performance is not a new one in educational research (Good, & Lavigne, 2014). Teacher performance issues have received a great deal of attention in the past (Ghazali & Nordin, 2019). Due to its critical role in improving educational quality, teacher performance remains a major concern among academics (Dandalt & Brutus, 2020).

Not all teachers show excellent performance in their service as teachers and educators. In several observations, it was found that teachers were still seen working side-by-side, not at school during class hours. Teacher performance can also be seen from their activities at school when facing students in class, how to deliver material to teacher absences at school. In general, teacher performance problems can be observed directly in schools, for example at Islamic Vocational High School PB Soedirman 2. In Islamic Vocational High Schools PB Soedirman 2, there are still teachers who do not encourage an academic culture that supports the achievement of quality education and teachers who have not voluntarily participated in the training. training for the development of abilities and skills. There are still teachers who arrive late to school, teach without planning, and do not improve students' imagination in the learning process, according to the teaching routine.

Teachers are also only concerned with teaching and are uninterested in other areas of education such as providing instruction and introducing remedial and enrichment programs. Furthermore, the teacher attendance rate has not yet hit 100%. Meanwhile, educational institution performance is inextricably linked to the performance of school educational institutions' core competencies, namely teachers. (Asbari, 2019). The low teacher performance at Islamic Vocational High School PB Soedirman 2 does not happen by accident; some factors contribute to it, including a less favorable organizational culture and an insufficient compensation scheme. A system of mutual understanding held by various members of an organization is referred to as organizational culture. Organizational culture can be defined as a set of shared values that helps members, particularly teachers, understand how the organization works and establishes expectations for teacher professional conduct. Organizational culture will provide teachers a framework to internalize assumptions about the organization's place in society and how to act. As a result, organizational culture is required as a common belief and belief system that evolves within the organization and guides organizational members' actions, resulting in performance.

Many studies have analyzed the relationship between organizational culture and performance. (Ogbonna & Harris, 2000; Rousseau, 1990; Kotter, 1992; Marcoulides & Heck, 1993). Since compensation represents the remuneration given by schools to teachers for their collective performance of school organizational objectives, it has the potential to influence efficiency. There are two categories of remuneration: extrinsic and intrinsic. Extrinsic remuneration in the form of wages, allowances, and additional income. Intrinsic favors, among others, are in the form of feelings of ability, competence, responsibility, and personal growth that is considered and felt adequate by individuals to encourage increased teacher performance. Compensation is not based solely on a reward for the sacrifice of time, energy, and thoughts of employees towards the organization, but also to stimulate and increase work enthusiasm (Notoatmodjo, 2009). Compensation must be commensurate with a teacher's aspirations in carrying out his responsibilities. Teachers will be inspired and comfortable with organizational behavior because their rights will be met if they are compensated. It is one of the rights of teachers to earn money, as specified in Undang-Undang Nomor 14 of 2005, Article 14 concerning the Rights and Obligations of Teachers.

## **2. Literature Review**

### ***Teacher Performance***

Amstrong (2013) describes performance as anything that is linked to how an individual achieves it as well as what that person achieves. Furthermore, according to Colquitt et al (2015), performance can be viewed as both actions and behavioral outcomes. Behavior that transforms abstract performance into concrete action. What is a behavior that is not only self-contained, but also results in mental and physical effort while performing tasks, and can be evaluated independently of the results?.

Robbins and Coulter (2012), explained, that performance is the result of an activity. Furthermore, Campbell (2015) adds that individual performance can be interpreted as a person's actualized idea and truly work as a contribution to achieving organizational goals. Furthermore, Jex and Britt (2008) stated that job performance is not limited to employee behavior related to task performance but also employees' duties and responsibilities towards their duties. Work behavior is related to the teacher's attitude when completing the task. This behavior consists of variables such as service orientation, integrity, commitment, discipline, teamwork, and leadership (Asbari, 2019; Putra et al., 2020).

Organizational culture is one of the many factors that could influence performance Many studies have been conducted to investigate the relationship between organizational culture and performance (Fey & Denison, 2003; Marcoulides & Heck, 1993; Ogbonna & Harris, 2000). There hasn't been a lot of research done on organizational culture as a contextual factor in performance management (Magee,

2003). As a result, the second goal of this paper is to investigate the relationship between organizational culture components and performance. The study is designed to fill in the gaps. Furthermore, compensation can have an impact on performance. The key to influencing performance through compensation is that compensation is rewarded by employees and is directly tied to the job ( Nelson & Quick, 2011).

### ***Organizational Culture***

Organizational culture refers to long-term patterns of mutual values and beliefs that result in behavioral norms used to solve problems (Owens, 1987). Furthermore, organizational culture is defined by Gibson *et al.*, (2014), as what employees perceive and how these perceptions can lead to attitudes, values, and expectations patterns. Furthermore, Schein (2015) defines organizational culture as a set of basic assumptions discovered or formed by specific groups, such as learning to deal with internal and external integration problems that are valid and must be taught to new members as the correct way to see, think, and feel the relationship to the problems that arise.

Additionally, Colquitt et al (2015) describe organizational culture as a type of social awareness manifested in the attitudes and behaviors of its employees. Organizational culture, according to Mcshane & Glinow, (2010), is an archetype of organizational principles and assumptions that lead employees in the organization to think about and act on challenges and opportunities. According to Daft and Marcic (2009), organizational culture is the willingness to integrate employees' everyday practices to accomplish predetermined objectives. It may also assist organizations in adapting to the external world in a timely and relevant manner. Meanwhile, according to Colquitt et al (2015), organizational culture is mutual social awareness within the organization about the rules, norms, and values that determine employees' attitudes and behavior.

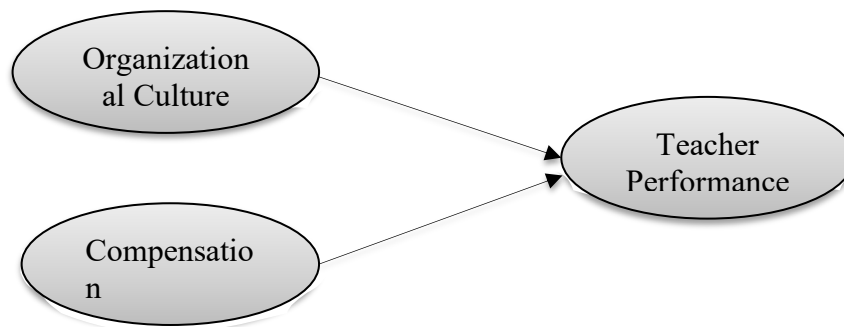
*Organizational culture is "as significant and complex as it is difficult to understand and "use" thoughtfully. (Alvesson, 2015). Schein (2015) Organizational culture is classified into three levels: (including observable symbols, mission and vision statements) (e.g., Steinhoff & Owens (1989); Seidel et al (2008); Seidel et al (2008)), "espoused beliefs and values", and "basic underlying assumptions".*

### ***Compensation***

Compensation is synonymous with remuneration and is referred to by a variety of words in management literature. Compensation is a term used by Daft and Marcic (2009) to refer to three things: (1) all cash rewards, and (2) all goods or services used to compensate workers based on the value of money. Bernardin and Stiefelhagen (2008), on the other hand, prefer to use the word compensation, which refers to all financial and tangible benefits earned by employees as part of their working arrangement. Furthermore, compensation is defined as any remuneration that employees receive for their work (Wirawan et al., 2019).

Employee compensation includes all financial returns, tangible services, and benefits received as part of an employment relationship. (Simamora, 1995). Employee compensation is intended to accomplish three goals: recruiting capable workers to the company, inspiring them to produce superior efficiency, and encouraging long-term service. While McKenna (2006) uses the term reward to refer to a variety of organizational activities aimed at providing compensation and benefits to employees in exchange for their efforts and contributions toward achieving organizational goals. The two contents, compensation and rewards, actually have the same meaning, namely as remuneration given to someone for the work that has been done.

**Framework**



**Figure 1. Research Framework**

Hypothesis:

H1: Organizational culture has a positive relationship with employee performance.

H2: Compensation has a positive relationship with employee performance.

H3: Organizational culture and compensation together have a positive relationship with employee performance.

**3. Methods**

A quantitative methodology was used to perform this analysis. A survey was used as the method. According to Kerlinger et al (2000), the survey approach is used in both large and small populations, but the data analyzed is data from surveys taken from that population to find relative events, distributions, and relationships between variables. As a result, the survey may be used to explain the situation. As a result, the survey can be used to explain the conditions of the study variables as well as to determine the relationship or effect between them. Validity, reliability, classic assumption tests (normality test, multicollinearity test, heteroscedasticity test, multiple linear regression analysis, t-test to test and prove the research hypothesis, simultaneous, and coefficient of determination) are already used to test the data used in this study.

The population of this research was 30 teachers of The Islamic Vocational High School of PB Soedirman 2. While the sample used is the entire population, keeping in mind that the population is not large enough to warrant using the entire sample. This study employs saturated samples obtained through census techniques under these conditions.

**4. Results and Discussion**

**Validity Test**

Is there an issue with measuring instruments' ability to measure what should be measured? (Soewadji, 2012). The validity test is also used to determine whether a questionnaire is accurate (Ghozali, 2016). The presence of a significant relationship between items and the item value score indicates that the items are correct. The presence of a significant relationship between items and the item value score indicates that the items are correct. The significance of the correlation coefficient is tested at the 0.05 significance level to determine whether or not an item is practical to use, which means that an item is legitimate if it has a positive correlation to the total item score. (Ghozali, 2016).

Here are the findings of the validity test in this study based on the data processing results.

**Table 1. Validity Test**

Variables	Item	Validity
Performance	23	Valid
Organizational Culture	23	Valid
Compensation	22	Valid

The Performance variable has 23 statements, Organizational Culture has 23 statements, and Compensation has 22 statements, according to the test results in table 1. All three variables are declared valid because their measured r-numbers are greater than the r-table number of 0.361, which implies that they are valid.

**Reliability Test**

The reliability test is used to assess the accuracy of measuring instruments and whether they are accurate and stable when repeated measurements are taken. Cronbach's Alpha is a widely used reliability test tool. When a variable has a limit of 0.6, it is said to be consistent.

**Table 2. Reliability Test**

Variables	Alpha Cronbach	Validity
Performance	0,964	Reliable
Organizational Culture	0,989	Reliable
Compensation	0,951	Reliable

The Cronbach Alpha is greater than 0.6, as can be seen in table 2. This demonstrates that all claims in this study are considered credible or have a high degree of reliability, enabling them to be used in future research studies.

**Testing Data Analysis Requirements**

In this study, hypothesis testing used inferential statistics. One of the uses of inferential statistics requires that the estimated error must be normal. The normality test for estimated errors was performed using the Lilliefors statistic. The test provision is that the estimation error is normally distributed if  $H_0$  is accepted and not normally distributed if  $H_1$  is accepted. Statistically, the test criteria are  $H_0$  is accepted if  $L_{count} < L_{table}$  and  $H_0$  is rejected if  $L_{count} > L_{table}$ . Based on the results of calculations using the Lilliefors formula, the results are as shown in the following table:

**Table 3  
Summary of Normality Test Results**

No	Estimated Error	$L_{count}$	$L_{table} (\alpha, 0,05)$	Evidence
1	Y on X1	0,127	0,162	Normal
2	Y on X2	0,063	0,162	Normal

Based on the results of the Lilliefors calculation as shown in the table above, the error estimate of Y on  $X_1$  has  $L_{count}$  0.127 and  $L_{table}$  0.162. From these results, it is known that  $L_{count} < L_{table}$ , so it can

be concluded that the error of Y estimation on  $X_1$  is normal. Meanwhile, for the error estimate of Y on  $X_2$ , the  $L_{count}$  is  $0.063 < L_{table}$  which is 0.162. With this result, it can be concluded that the Y estimation error for  $X_2$  is normal.

**Hypothesis Test**

The result of statistical calculations used to test the research hypothesis are described below:

1. *Relationship between organizational culture and teacher performance*

The results of statistical calculations which include regression, correlation, coefficient of determination, and t test, which calculations are carried out using the SPSS version 16.0 program for the relationship between organizational culture and performance are summarized in Table 4 below:

**Table 4**  
**Summary of the Calculation Results of Regression, Correlation, The coefficient of determination, and t-test of the relationship between organizational culture and performance**

Evidence	Value	$t_{count}$	$t_{table}$
Correlation Coefficient (r)	0,623		
Coefficient of Determination ( $r^2$ )	0,389	5,291	1,703
Constant (a)	52,201		
Regression coefficient (b)	0,558		

Source: Field Research Results Processed with SPSS Version 16.0

Based on the calculation results as summarized in Table 4, it is known that the correlation coefficient (r) is 0.623. The correlation coefficient is positive so that it reflects that organizational culture has a relationship with performance, so the more conducive the organizational culture is, the higher the performance. While the coefficient of determination which reflects how much the contribution of organizational culture variables to the performance variable is 0.389 or 38.9%. Thus it can be seen that the level of employee performance can be explained by the organizational culture variable of 38.9%.

Analysis of the results of the t-test used to test the hypothesis shows the results of the t value of 5.291. The t table value uses the significance level  $\alpha = 5$  and the degree of freedom of 27 is 1.703. The decision-making criteria for testing the hypothesis are: if  $t_{count} > t_{table}$  ( $\alpha, df$ ), organizational culture is related to performance. Because the t value is  $5.291 > 1.703$ , then  $H_a$  is accepted. Thus it can be concluded that organizational culture has a positive and significant relationship with performance.

Simple linear regression equation model:  $\hat{Y} = 52.201 + 0.558X_1$ . From the regression equation, it is known that the constant value is 52.201. Mathematically, this constant value states that when the organizational culture variable is 0, then the value performance is 52.201. From the equation above, it is also known that the regression coefficient is 0.558 which illustrates that there is a directly proportional influence between organizational culture on performance. Thus, every increase of one unit of organizational culture variable causes an increase in performance of 0.558 at a constant of 52.201.

2. *Relationship between compensation and teacher performance*

The results of the calculation of correlation, coefficient of determination, t test, and regression of the relationship between compensation and performance are summarized in Table 5.

**Table 5**  
**Summary of Calculation Results of Regression, Correlation, Coefficient of Determination and t-test for the relationship between compensation and performance**

Evidence	Value	t <sub>count</sub>	t <sub>table</sub>
Correlation Coefficient (r)	0,735		
Coefficient of Determination (r <sup>2</sup> )	0,540	8,307	1,703
Constant (a)	36,470		
Regression coefficient (b)	0,845		

Source: Field Research Results Processed with SPSS Version 16.0

Based on the calculation results as shown in Table 5, it is known that the correlation coefficient (r) is 0.735. The correlation coefficient is positive, so the higher the compensation, the higher the performance. The coefficient of determination is 0.540 or 54%. Thus it can be seen that the level of performance of 54% is explained by the compensation variable.

The result of the t-test calculation shows the t value of 8.307, while the t table value uses the significance level  $\alpha = 5$  and the degree of freedom of 27, which is 1.703. Because the value of t count (8.307) > t table (1.703), then H<sub>a</sub> is accepted, which means that it can be concluded that compensation has a positive and significant relationship with performance.

Linear regression equation model for the effect of compensation on performance:  $\hat{Y} = 36.470 + 0.845X_2$ . From the regression equation, it can be seen that the constant value is 36.470. This constant value means that when the compensation variable has a value of 0, then the performance has a value of 36.470. From the equation above, it is also known that the regression coefficient is 0.845 which illustrates that each increase in one compensation unit is followed by an increase in performance of 0.845.

**3. Relationship between organizational culture and compensation with teacher performance**

The results of the calculation of correlation, coefficient of determination, F test, and regression obtained for the relationship between organizational culture and compensation with performance are summarized in Table 6.

**Table 6**  
**Summary of Regression Calculation Results, Correlation Coefficient of Determination**

Evidence	Value	F <sub>count</sub>	F <sub>table</sub>	
			$\alpha = 0,05$	$\alpha = 0,01$
Correlation Coefficient (r)	0,751			
Coefficient of Determination (r <sup>2</sup> )	0,564	17,482	4,210	7,677
Constant (a)	33,050			
Regression coefficient (b <sub>1</sub> )	0,194			

Evidence	Value	F <sub>count</sub>	F <sub>table</sub>	
			α =0,05	α =0,01
Regression coefficient (b <sub>2</sub> )	0,672			

Source: Field Research Results Processed with SPSS Version 16.0

Based on the calculation results as shown in Table 6, it is known that the correlation coefficient (r) is 0.751. The correlation coefficient that shows the relationship between organizational culture and compensation together on performance is 0.751. The correlation coefficient shows a positive relationship, so the better the organizational culture and compensation, the higher the performance. From the results of the calculation of the significance test of the multiple correlation coefficient, it is obtained that the value of  $F_{count} = 17.482 > F_{table}$  at the level of error ( $\alpha$ ) 1% = 7.677. Thus it can be concluded that the correlation coefficient between organizational culture and compensation together on performance is significant. This means that  $H_a$  is accepted, in the sense that organizational culture and compensation together have a positive and significant relationship with performance.

The coefficient of determination is 0.564 or the variation of the coefficient of determination is 56.4%. This means that 56.4% of the variation in performance can be explained by organizational culture and compensation through the regression equation  $\hat{Y} = 33.050 + 0.194X_1 + 0.672X_2$ . A constant value of 33.050 can be explained that when the organizational culture variable and compensation are 0, then the performance has a value of 33.050. From the equation above, it is also known that the regression coefficient of organizational culture variables = 0.194, and compensation = 0.672. This shows that every increase of one unit of organizational culture and compensation will be followed by an increase in performance of 0.194 from organizational culture and 0.672 from compensation.

## 5. Discussion

The results of this study indicate that organizational culture has a positive and significant relationship with teacher performance. This shows the vitality of the school organization's culture for teacher performance. In reality, organizational culture can indeed encourage the growth of innovative, open, and positive attitudes which can have implications for problem-solving abilities so that problems can be resolved properly. This condition in turn will make teacher performance develop better and better. For this reason, positive values in school organizations, such as willingness to experiment, not feeling obstructed by rules, being quick to take advantage of opportunities, being innovative, and having the courage to take risks, need to be the main culture of the school organization. Likewise, when a competitive, achievement-oriented work atmosphere with positive organizational culture values emerges, it is considered as a trigger and trigger for performance-oriented enthusiasm. Through a healthy and positive organizational culture, organizational members will have high expectations, optimal performance. The results of Richard and Chadwick (2003) show that organizational culture can improve organizational performance.

Furthermore, the results of this study indicate that compensation has a positive and significant relationship with teacher performance. This shows that compensation is an important factor for improving performance. In practice, compensation can encourage bonding and psychological impact between teachers and school organizations. This bond will become stronger if the teacher feels a match between what is done and what is obtained from the school organization, the balance between the workload and the rewards received. Compensation is not only limited to matters of a financial nature. Awards, praise, and welcome from the organization are also part of the compensation in this way can trigger teachers to improve their performance. School organizations that apply a compensation system that refers to the values of justice and humanity will make teachers feel they are treated fairly and are



valued appropriately according to their contribution. Such feelings will strengthen the bond between the teacher and the school so that they will always be motivated to do their best for the sake of the school. Teachers who receive performance-related compensation (the higher the performance, the greater the rewards) tend to do better. Compensation thus affects performance. The key to influencing performance through compensation is that compensation is rewarded by employees and is directly tied to the job (Quick & Nelson, 2011). This suggests that compensation has a positive relationship with performance. This means that the results of this study increasingly emphasize the importance of compensation in influencing teacher performance.

The findings of this study partially show that organizational culture and compensation have a positive and important relationship with performance, as mentioned above. If organizational culture and compensation are synergized in mutually beneficial environments, it will have a greater effect or influence on results, according to this partial relationship. Teachers who experience a positive school organizational culture, are happy at work, and are adequately compensated will be inspired to do better / intensely do their best for the school, allowing high success to be achieved. As a result, both organizational culture and compensation have a positive effect on teacher performance.

## **6. Conclusion**

The following conclusions were reached based on the findings of the research and discussion discussed in the previous chapter: (1) there is a positive and important relationship between organizational culture and the performance of teachers at Islamic Vocational High School of PB Soedirman 2. This demonstrates that a positive organizational culture will enhance teacher performance. (2) there is a positive and significant relationship between compensation and teacher performance at Islamic Vocational High School of PB Soedirman 2. This shows that satisfactory compensation can have an impact on improving teacher performance. (3) there is a positive and significant relationship between organizational culture and compensation with the teacher performance at Islamic Vocational High School of PB Soedirman 2. This shows that organizational culture and conducive, high and adequate compensation can have an impact on improving teacher performance.

## **7. Limitation**

This research was carried out as scientific work in the best possible way, following scientific research procedures. However, it is recognized that the obtained findings are not without flaws or shortcomings as a result of current constraints. Data collection instruments are one example of a weakness that can be noticed and arise during the study. Even if they have been validated and checked, they can not disclose all things learned. Furthermore, the researcher's weakness is in assembling the test from the instrument's statement, so there are always statements and measurements that are used, but the metrics and testing variables are less revealed.

## **8. Suggestions**

Referring to the above conclusions, several things are suggested as follows: that the organizational culture of Islamic Vocational High School of PB Soedirman 2 needs to be improved. Efforts to improve, among others, can be done by providing understanding to all employees about the importance of organizational culture to improve teacher performance, because not necessarily all employees understand organizational culture, especially concerning work behavior. Efforts to increase understanding can be pursued through training activities that specifically discuss organizational culture. With sufficient understanding, awareness will grow in employees so that they are motivated

to implement, maintain and preserve the organizational cultural values that are believed to advance the organization. At the same time, leaders also need to become role models in implementing cultural values, so that they can become role models for teachers.

Compensation for the performance of Islamic Vocational High School of PB Soedirman 2, needs to be improved both through intrinsic and extrinsic aspects. Improvements in intrinsic aspects include rewarding outstanding employees, providing promotions, developing employees, and providing feedback on each work achieved. Meanwhile, the improvement of extrinsic aspects includes the implementation of constructive and empowering supervision, supervision with an educational approach, and creating a comfortable working environment, creating conducive organizational communication, and building social interactions and solid partnerships.

To follow up on the results of this study, it is better if further research is carried out using a larger sample and involving other variables that are potentially related to performance. In this way, a broader area of research generalization will be obtained and more complete information about the factors related to teacher performance.

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