

The Effect of Organizational Culture in School Councillor's Motivation In State Senior High School Of Medan

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Abstract: School counselors need to have a high motivation, up to date and hands on references materials to deliver a better counselling. The purposes of this research are to investigate whether 1) School councillor's motivation was higher through using organizational culture. 2) There is interaction organizational culture in councillor's motivation in state senior high school in Medan and 4) What variable was significantly higher in affecting school councillor's motivation. The sample was 30 school councillor of 6 state senior high school in Medan. This research was conducted by using both quantitative and qualitative method, and the instrument used was questionnaire. The result of data analysis proved that organization culture significantly affect to the school councillor's motivation with $t_{observed} (0,417) \geq t_{table} (0,361)$. Furthermore, this finding was interpreted by using qualitative to describe school councillor's motivation in state senior high school of Medan was significantly affected by organizational culture.

Keywords: Organizational Culture, Councillor Motivation

I. INTRODUCTION

The improvement of education quality is not an easy thing to be required, since it needs multidimensional attentions involving all school parties. In this case, the quality of education does not only focus on curriculum achievement but it also focuses on all school parties either directly or indirectly. In order to achieve a better education quality, Indonesian government has been implementing both National Examination and school counselling for Indonesia high school students.

The successful education can be achieved through guidance and counselling since guidance and counselling has been began formally since 1975 in Indonesia when 1975 curriculum had been implemented in all schools of Indonesia. Thus, the profession of guidance and counselling in schools had been recognized as legal position. In the beginning of recognition of guidance and counselling profession in schools, Indonesian government faced many distractions and obstacles since many schools had only a few qualified human sources. There are two main problems faced by Indonesian schools, they are : (1) all of teachers have desire to undertaken the counselling activity (2) the implementation of school counselling was not as optimal as expected.

Due to these problems, some counselors have negative reputation in schools. Some of them are known as school police, frightening counselor, and teacher for problematic students. It results the difficulties in achieving the optimal guidance and counselling tasks properly without the high motivation which comes from the counselor themselves.

To implement the education system, the counselors need to undertake the personal approach to achieve the optimal purposes of guidance and counselling. The counselors must consider that they should be qualified enough to be role model of the students and up to date and hands on references materials to deliver a better

counselling to the students. If the counselor shows a good attitude, the students will personally respect to them. This makes counselor easy to give messages, informations and advices to the students.

However, misperception of counselor still occurs in some school in Indonesia. It is caused by some factors, they are; the teachers have less motivation, and the teachers do not perform their task as optimal as they should do.

Motivation is an impulse that makes someone do something productively and optimally for both money-oriented works or non money-oriented works. Everyone has their own motivation in performing their tasks, such as; some people only work for raise and promotion. The motivation is not always as stable as people want because it may be sometimes up and down. Everyone will have lower excitement because motivation goes down or problems comes about.

Besides, organization culture also affects members' motivation. Since organization culture has norms and values which lead to the attitude of organization members. Culture is always changing and school is the right place to follow this changing. Thus, school culture is highly expected to follow, to select, and to innovate toward the changing occurred. Since the good organizational culture should be able to change and move all organization members consciously and be able to give a great contribution the effectiveness and productivity of all members.

School culture plays an important role as well, because it keeps and maintains mechanisms, commitments and function made in order to achieve all goals. A tough organization culture leads to both school organization and teacher effectiveness. In this case, the teacher, organization member, will more easily achieve the high effectiveness if he has a good attitude and commitment toward the organization. In realizing this point, teacher

would understand the purpose of the organization which lead to perform the entire task successfully.

II. REVIEW OF LITERATURE

Motivation is psychological element which leads to the succesfull teaching and learning process. If teachers do not have motivation, they will not success in teaching learning process. Teachers' motivation comes from their relationship with some organization. As Buchari Zainun stated in (Panjaitan, 2013:71) that need diversity arises from the existence of some kind of relationship with organizations. Need diversity do not only include physical, biological and social economic, but also includes physic social.

Steers, Ungson, and Modway in (Panjaitan, 2014:72) stated that motivation comes from Greek movere which means move. The word "motivation" can be defined into three aspects; firstly, motivation is an energy which motivates someone and affects them to behave in certain works. Secondly, motivation is a movement which leads to the stronger objective. Thirdly, motivation is a lifetime work maintenance. All these three aspects are expected to be the main factors affecting the system work perspective in order to understand human behavior including personal behavior, situation, and work environment.

According to Robbins (in Panjaitan, 2014:72) motivation is a desire to use any effort optimally in order ro achieve organization's objectives that it depends on the ability to meet the personal objective. Since motivation is a complex things to be possessed by organization members, there are three ways used to motivate effectively, they are;

1. understanding the basic motivation process.
2. understanding the factors affecting motivation,
3. knowing that motivation could not be achieved only through satisfaction and (4) understanding the relationship between motivation and work achievement.

Murray (Panjaitan, 2014:73) cited from the research of McClelland found that the relationship between motivation and work results to the three kinds of motivation, they are; (1) need for achievement (2) need for affiliation and (3) need for power and competetion.

In addition, Anoraga and Suryati (Panjaitan, 2014:73) stated that the power of motivation is an impulse to influence others, to control and to change the particular situation. This motivation is expected to be a power to create a better situation and make all the members are ready to take a risk.

Moreover, Abraham Maslow creates a theory of motivaton known as Maslow's Hierarchy of Need Model which stated by Griffin and Ronald (in Panjitan, 2014:74) human beings have the level of needs which must be gradually fulfilled in their tasks. Based on Maslow's theory, it is clearly seen that the leader should meet the members' need started from lowest to highest requirements.

The following picture shows visually the level of needs;



Figure 1. Maslow's theory

III. ORGANIZATIONAL CULTURE

Organizational culture is defined as cognitive framework involving attitudes, norms, values and expectations which possessed by organization members (Greenberg and Baron, 2000). While, Schein (1991) defined culture is as basic assumption pattern which obtained by a group of community and adpated from either external and internal integration when they solve the problem so all the valid decision is expected to be taught to the new member of that community.as the new ways to act and to think.

In the organizarional and sociology researchs, the construction of organizational culture often overlap with the consturction of organizational context. Dennison (1996) in (Erni, 2004) stated the differences between organzaitional culture and organizational climate. Organzational culture relates to the development of the context of organization development. It means that culture is the base of organization which can not be manipulated easily. While, organizational context relates to situation, paradigm, feeling and attitude possessed by the member of organization. It is temporary, subjective and all the subject can be manipulated easily.

According to Gibson et.al (1997) organizational culture is something which is believed by the employees in which they keep it as belief, value and expectation. In other words, organization involves all the things such as; symbols, languages, ideologies, rituals, and myths which made by founders and leaders of the organization. They established the symbol of organization from the past history which based on the old lives' attitude. Since organization culture is the way to see and think about the attitudes and values of that organization. Furthermore, orgnization culture is such social bonding which bonds all the members through all stuff's organization; symbols, languages, ideologies, rituals, and myths. The All the members have to be loyal and responsible to the organization in order to make the organiaztion either tough or weak. (Krietner and Kinicki 1995) Gibson et al (1997) and Luthans (2006) stated that organization is divided in to two; tough and weak organization. Tough organization has a good values which is reflected by organization members. The better value they have, the stronger organiaztion will be. In addition, the existence of tough organization depends on share and identity of members.

Kotter and Heskett (2006) stated that tough organization will be able to trigger and motivate the members to think more critically, perform the good deeds based on the values of organization. It results to the satisfying workings and successful organization.

IV. RESEARCH METHOD

This research is conducted by using both qualitative and quantitative research method. Since all the data were grouped, analyzed, classified and interpreted to describe the problem formulated. Thus, the result of this research was a description of the effect of organizational culture in school councillor's motivation in state senior high school in Medan.

Furthermore, the data of Organizational Culture and councillor's motivation would be quantitative data by determining mean of each indicators to know the relationship Organizational Culture and school councillor's motivation by using the following formula;

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[(N \cdot \sum X^2 - (\sum X)^2)](N \cdot \sum Y^2 - (\sum Y)^2)}}$$

Where

rx_y= Correlation coefficient variable x dan variable y

X= Organizational Culture

Y= Councillor teachers' motivation

N= Sample

The population of this research was the state senior high school in Medan. For authenticity, the research used area sampling technique in order to select the particular the state senior high school. While, instrument of data collection was questionnaire. The research used close questionnaire in which the answer of each question are available. The respondents only need to choose the appropriate answers. To test the hypothesis, t-test was used as the following formula;

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sudjana, 2009:380})$$

where :

t= ttable

r= variable X and Y

n= sample

n-2 = (dk)

Ha = tobserved > ttable

V. FINDING AND DISCUSSION

After analyzing the data, and testing the hypotheses, the findings were as follows;

1. The first finding of this research showed that organization culture significantly affects the school councillor's motivation. It can be seen from the calculation of observed (0,417) > ttable (0,361). Based on this finding the total observed is higher than ttable which proves there is a significant effect between organization culture and councillor teacher's motivation.

2. The second finding of this research showed that there is a relationship organization culture to school councillor's motivation which can be proved from the calculation of each variables.

VI. CONCLUSIONS AND SUGGESTION

In relation to the findings above, the conclusions are drawn as follows;

1. Organization culture significantly affects the councillor teacher's motivation in the state high schools in Medan.
2. There is a significant interaction organization culture in councillor's teacher motivation in the state high schools in Medan.

Based on the conclusion stated above, some suggestion is. The organization culture is expected to exist in the state high school in Medan because it gives a great contribution to raise the school councillor's motivation in performing the task.

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