

The Effect of Work Discipline and Organizational Culture on Service Quality in Teaching and Learning Process

(Case study of civil servant teachers in Kuningan Area)

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Abstract—The purpose of this study is to determine the effect of work discipline and organizational culture on Service Quality in learning and teaching process given by the civil servant teachers in order to improve student's achievement in Public Junior High School in Kuningan area. The research method used is explanatory research. This study was involving 118 civil servant teachers taken from 37 public junior high schools in Kuningan area. Based on the results of multiple regression analysis conducted, it shows that work discipline (X1) and organizational culture (X2) both have a significant and positive effect on Service Quality in the learning and teaching process (Y). The limitations found during the conducted study is work discipline and Organizational Culture become not only factors that influenced services quality, but also there are still many other variables that can affect the quality of service in the teaching and Learning Process.

Keywords—work discipline; organizational culture; service quality; learning and teaching process

I. INTRODUCTION

The main goal of work discipline is to create a life order character and efficiency for human being. Work discipline is always in line with self-control so that it enables people to distinguish between the right and the wrong thing. Therefore, the use of discipline in the long period can automatically foster a responsible behavior, especially in the quality of service [1].

When it comes to organizational setting, discipline can be interpreted when employees come and go home in regular time, do all the work properly, comply with all company regulations and norms that apply [2].

Discipline is a very crucial thing. Thus it must be upheld by a company organization, because without good employee discipline support, it is difficult to reach the company goals. Hence, discipline is a key success for company in achieving the goals from all the activities carried out including the performance of each individual and working group.

To gain a good performance especially in learning, human resources is the main important part should be taken into

account. Human resource in education generally refers to the teachers' quality. As a key component of education institutions in public junior high school, teachers must have a decent quality. Therefore, efforts to improve organizational performance must cover the entire level of the organization. The efforts to improve organization's performance cannot be measured by service providers, but rather from service recipients.

II. THEORETICAL FRAMEWORK

According to Fathoni, discipline can be interpreted when employees come and go home on time, do all their work properly, comply with all company regulations and applicable norms [2]. Meanwhile, according to Mathis and Jackson, performance basically is what the employees do or not to do [3]. In short, performance is constantly related to the overall activities carried out to improve the performance of a company or organization, including the performance of each individual and working group in the company.

To gain a good performance especially in learning, human resources is the main important part should be taken into account. Human resource in education generally refers to the teachers' quality. As a key component of education institutions in public junior high school, teachers must have a proper quality. Therefore, efforts to improve organizational performance must cover the entire level of the organization. The efforts to improve organization's performance cannot be measured by service providers, but rather from service recipients.

Siswanto, expressing discipline is "an attitude of respect, respect, obedience, and obedience to the applicable regulations [4], both written and unwritten and capable of carrying out them and not avoid receiving sanctions if they violate their duties and authority given to him "Indicators that affect the level of discipline of employees of an organization According to Fathoni; (1) Objectives and abilities; (2) Exemplary leadership; (3) Reward; (4) Justice; (5) Thanks; (6) Sanctions; (7) punishment; (8). Firmness; (9) Human relations [2].

Simamora, expressing performance is a measure of the success of the organization in achieving its mission [5]. To understand the extent of the organization's performance, a performance assessment should be carried out. The assessment of performance is a process of evaluating how well employees perform their work when compared to standards and then communicate that information to employees. Teachers as the civil servants who work in an official place, have legal force to obey the rule.

Sedarmayanti mentioned that there are five performance indicators should be obeyed both company and employees as follows: (1) Quality of work ; (2) Pomptnees; (3) Initiative; (4) Capability; (5) Communication [6]. A good organization always has internal rules in order to improve performance and professionalism, organizational culture and togetherness, honor, and organizational credibility as well as to ensure the maintenance of order in executing the tasks based on the goals, roles, functions, authority and the responsibility of the institution.

Organizations which have an autopilot system cannot be attributed solely to economic needs. Rather, the main factor of the successful of company is because the discipline factors in which it has a very important role to form the responsibilities of employees in working.

Following definitions Understanding organizational culture from several experts, such as: Schein [1] in Riani [7], organizational culture as a pattern of basic assumptions that are found, created, or developed by a particular group with the intention that the organization learns to overcome or overcome problems arising from external adaptation and internal integration already going well enough, so it needs to be taught to new members as the right way to understand, think and feel about these problems. Organizational culture is formed by a group of organizations to move in overcoming challenges in the future. Avey et al. suggests that organizational culture is a basic thought pattern that is taught to new personnel as a way to feel, think and act correctly from day to day [8].

Robbins and Judge in Wibowo argue that: "Organizational culture refers to a system of shared meanings shared by members who distinguish the organization from other organizations. This joint corruption system, if observed more closely, is a set of main characteristics valued by the organization" [9].

Suwarto and Koesharto suggest that:" In general, companies or organizations consist of a number of people with backgrounds, personalities, emotions and diverse ego [10]. The sum and interaction of various people shape the organizational culture. In simple terms, organizational culture can be defined as the unity of people who share the same goals, beliefs, and values".

Based on the above definitions, it shows that organizational culture is a philosophy, ideology, values, assumptions, beliefs, shared, binding expectations, attitudes and norms that are a form of how people in organizations behave and do things that can be done and it can distinguish the organization from other organizations.

Organizational culture will increase employee motivation by giving them feelings of belonging, loyalty, trust, values and encouraging them to think positively about them and the organization. Thus, the main function of organization is to maximize the employees potential and make them to win the competition. Organizational culture eventually becomes a motivator for employees in carrying out their work.

A. Characteristics of Organizational Culture

Robbins suggest that there are seven primary characteristics that shape organizational culture: (1) Innovation and risk taking. The extent to which employees are encouraged to be innovative and take risks; (2) Attention to detail. The extent to which employees are expected to show precision (accuracy), analysis, and attention to detail; (3) Result orientation. The extent to which management focuses on results rather than on the techniques and processes used to achieve those results; (4) Orientation of people. The extent to which management decisions take into account the impact of results on the people in the organization; (5) Team organization. The extent to which organized work activities are based on teams, is not based on individuals; (6) Aggressiveness. The extent to which people are aggressive and competitive rather than relaxed; (7) Stability [11]. The extent to which the activities of the organization emphasize the maintenance of the status quo rather than growth.

B. Function of Organizational Culture

Functions of organizational culture according to Suwarto and Koeshartono, are: (1) Culture has a role in setting boundaries. That is, culture creates a clear distinction between one organization and another; (2) Culture brings a sense of identity to members of the organization; (3) Culture facilitates the emergence of a commitment to something wider than the interests of one's individual; (4) Culture increases the stability of the social system, culture is a social glue that helps unite the organization by providing appropriate standards about what employees must say and do [10].

C. The Purpose of Implementing Organizational Culture

The purpose of implementing organizational culture in Mangkunegara is that all individuals in a company or organization can obey the rule, hold a value beliefs and norms in the company or organization [12]. In addition, another purpose of implementing organizational culture is a form of how the employees behave and do things which distinguish from other organizations. Through the organization culture, people can be more rational and systematic to achieve a goal based on the organization expectation.

D. Cultural Dimensions and Indicators

According to Robbins and Judge in Wibowo, there are seven main characteristic of the nature of organizational culture [9]. Those are; (1) Innovation and courage to take the risks. It means that to what extent the employees are encouraged to be innovative and take risks; (2) Attention to details, it means that to what extent the employees are expected to carry out precision, analysis and attention to details; (3) Orientation of work It means that to what extent the management focuses

more on results than on the techniques and processes used to achieve these results; (4) Orientation to organizational members. It means that to what extent the management decisions consider the effects of these results on human beings in the organization rather than individuals; (5) Team orientation. It means that to what extent the work activities are organized on teams rather than individuals; (6) Aggressiveness. It means that to what extent the people are aggressive and competitive rather than relaxed and just silent.

E. Understanding the Service Quality

According to Parasuraman et al, there are five dimensions of service quality [13]. The five dimensions include: a). Reliability; b). Responsiveness; c). Empathy (Empathy); d). Physical Evidence (Tangibles).

According to Parasuraman et al, there are five dimensions of service quality [13]. The five dimensions include: a). Reliability; b). Responsiveness; c). Empathy (Empathy); d). Physical Evidence (Tangibles). "Service quality is a comparison between the reality of services received with the expectation of the services you want to receive" [14]. Meanwhile Parasuraman, Zeithaml, and Berry in Samosir added that service quality is a comparison expected by consumers with the service they receive [15]. As explained earlier that in organizations, the concept of service quality is a measure of organizational success, either in business organizations or public services organizations.

In the implementation of public services, the Indonesian government have been ratifying the Law on public services Number 25 of 2009 and the Decree of the Minister of Administrative Reform Number 63 / KEP / M.PAN / 7/2003 in which it formulated the principles, principles and standards of public services It aims to improve the quality of public services.

F. Definition of Teaching and Learning Process

1) *Understanding learning*: Learning is a process of change in human personality, and that change is manifested in the form of increasing quality and quantity of behavior such as increased skills, knowledge, attitudes, habits, understanding, skills, thinking power, and other abilities [16]. According to Slameto, learning is a business process carried out by someone to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment [17].

Whereas according to Skinner in Dimiyati and Mudjiono, learning is a relationship between stimulus and response created through behavior processes [18].

2) *Understanding teaching*: Nasution suggests that teaching is a complex activity carried out by the teacher in organizing or regulating the environment as well as possible and connecting it with children so that the learning process occurs [19]. Usman argues that teaching is guiding students in teaching and learning activities or contains the understanding that teaching is an effort to organize the environment in relation to students and teaching materials that lead to the learning process [20]. While Hamalik argues, teaching can be

interpreted as 1). convey knowledge to students; 2). inheriting culture to the younger generation; 3) trying to organize the environment so as to create learning conditions for students; 4) giving tutoring to students; 5). activities prepare students to become good citizens; 6). a process helps students deal with people's lives every day [21].

III. RESEARCH METHOD

This research uses an applied and survey approach. In order to examine the associative problems, the method used is quantitative. The conducted research took 37 public junior high schools, involving 118 samples of civil servant teachers, out of 600 total population of civil servant teachers in Kuningan area. The technique and data collections used are questionnaires and interviews. The location of the study is 72 formal education institutions under the supervision of education and culture department of Kuningan area. However, to exemplify the subjects, the study only picked 37 Public Middle School as the used samples in which it consists of 118 civil servant teachers.

The technique of analysis in this study uses parametric statistics namely Correlation and Regression. To analyze the data, the study uses multiple linear regressions. The service quality of the teaching and learning process is symbolized as (Y), physical evidence (X1), work discipline (X2), organizational culture and service quality in the teaching and learning process which correlates with the students' achievement (X3).

A. Regression Equation

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Description:

Y = service quality in the learning process

a = constant

b₁ b₂ b₃ = regression coefficient

X₁ = work discipline

X₂ = organizational culture

X₃ = student achievement (other variables)

IV. RESULTS AND DISCUSSION

To understand the effect of work discipline and organizational culture on quality services in teaching and learning process in public junior high school in Kuningan area, the approach used is regression equation as mentioned above:

$$Y = 0.696 + 0.370 (X_1) + 0.430 (X_2) + 0.445 (X_3)$$

From this, it can be interpreted that;

- Constant value positive at 0.696. This means that if the work discipline, organizational culture, is constant then the quality of service in the teaching and learning process is positive.
- The work discipline regression coefficient (b₁) is positive at 0.370. This can be interpreted as an increase

in work discipline will improve the quality of service in the teaching and learning process.

- The organizational culture regression coefficient (b₂) is positive at 0.430. This can be interpreted as an increase in organizational culture will improve service quality.
- The regression coefficient of service quality (b₃) is positive at 0.445. This can be interpreted as an increase in student learning achievement.
- Determination Coefficient (R²).

To determine the contribution of determinant variables (X₁) and (X₂) to service quality variables in the teaching and learning process (Y) is used the value R².

A. Significance Test

To understand the significance of the subvariable influence of work discipline, organizational culture, on service quality in the teaching and learning process, the used of F testing and T testing. F testing measures the simultaneous effect evoked from the students while the T testing measures the partial effect evoked from the students. Those testing are trusted to have 95% accuracy or a significance level of 5% ($\alpha = 0.05$).

The use of F test is to determine whether the results of the regression analysis are accurate or not, in other words is the aim for using F testing is to find out to what extent the model is appropriate or not. If the result is significant, then H₀ is rejected and H_a is accepted. Whereas if the result is not significant, then H₀ is accepted and H_a is rejected. This can also be said as follows:

H₀ is rejected if F count > F table.

H₀ is accepted if F count < F table.

B. Analysis of Multiple Linear Regression Multiple

The use of regression analysis is to determine the effect of Work Discipline variables (X₁) and Organizational Culture (X₂) (independent variables) on service quality in the learning process (Y) (dependent variable) and make the regression equation. Multiple regression analysis is processed using the SPSS version 16.0 for windows program. From the equations above it can be interpreted that:

- Service quality in the teaching and learning process increases in units for each additional one unit X₁ (work discipline). So if physical evidence has increased by 1 unit, then the quality of service in the teaching and learning process will increase in proportion to the subvariable assumptions that others are considered constant.
- Service quality in the teaching and learning process will increase in units for each additional one unit X₂ (organizational culture), so if the reliability has increased by 1 unit, then. The quality of service in the teaching and learning process will increase in units with the assumption that the other subvariables are considered constant.

- If the quality of service in the teaching and learning process increases by the unit value for each additional one unit, then it influences other factors namely X₃ (student achievement), so if the service quality in the teaching and learning process increases 1 unit increases, then student achievement will increase by one unit with the other subvariable assumptions is considered constant.

V. CONCLUSION AND RECOMMENDATION

From the results and discussion above, it can be concluded that Work Discipline (X₁) and Organizational Culture (X₂) have a positive and significant effect on the quality of service learning processes at public junior high school level in Kuningan area. The effect is applicable either partially or simultaneously. Moreover, it is recommended that school principals, educational stakeholders, teachers and policy makers should have a concerted effort to increase employee awareness in terms of work discipline and organizational culture. If there are differences of opinion and criticism from supervisors, school principals or counterparts, it is expected that teachers and employees can take it as an insight or suggestion in order to improve the quality services. By doing so, it gradually brings the schools to achieve the organizational goals. In addition, the nature of socialization within the school employees should also be built so that once the policy made, everybody can understand toward the job given. As it turns out, no one can miss the job.

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