

# The Influence of School Culture, Team Cooperation, and Work Motivation on the Normative Commitment of Padangsidempuan State Vocational School Teachers

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## ABSTRACT

This study aims to describe and determine the effect of school culture, teamwork, and work motivation on teacher normative commitment. This study uses quantitative methods; the model used is path analysis with descriptive and inferential data analysis techniques. The population was all 147 teachers of SMK Negeri Padangsidempuan and to determine the number of samples used tables Krejcie, to obtain a sample of 108 people. The data collection technique was carried out using a questionnaire. The instrument was tested for validity with product moment with an acceptance rate of 95% or at a significant level of 0.05. Reliability is calculated using the alpha coefficient formula ( $r_{11}$ ). The data of this research were tested for the normality of the distribution of the variables using the Estimated Error (Lilliefors) formula. The independence test is carried out using the Product Moment formula. To test the overall hypothesis, substructures 1 and 2 were carried out with the F distribution. Meanwhile, individual testing of sub structures 1 and 2 was carried out by t-test. Path model tests were carried out with the goodness of fit model. The results of this study determine that  $F_h > F_t$ , that the school culture variables, teamwork, and work motivation can be used as a factor in increasing the normative commitment of teachers of SMK Negeri Padangsidempuan. Suggestions to school principals, teachers and related components to try to improve school culture, teamwork, and work motivation in various ways so that teachers' normative commitment will increase.

**Keywords:** *School Culture, Teamwork, Work Motivation, Normative Commitment*

## 1. INTRODUCTION

Education is an important factor in the progress of a nation. Therefore, education is expected to be able to produce quality human resources (HR) so that it can develop all the potential of a nation. About professional teachers, in Indonesia, various efforts have been made to improve the quality of teachers to implement the national education system and realize the goals of national education. Based on the 2019 Rank Human Development Index (HDI) data, it shows that the quality of teachers in Indonesia is in 111th position out of 189 countries with a score of 70.7% from all levels of education in Indonesia. One of the factors that make Indonesia still low is the quality of teachers who do not pass quality standards even though as we know, and it is estimated that there are 300,000.[9]The problem that often arises in SMK Negeri 2 and SMK Negeri 4 Kota Padangsidempuan is the ineffective learning caused by the lack of readiness and professionalism of teachers as

one of the main components in the learning process. Based on data in the field, it shows that the feasibility of teachers in teaching is still doubtful, and there is still a small number of teachers who meet standard qualifications in vocational education. Some studies have shown that professional teachers are an important indicator of a quality school. In this study will be focused or limited only on Normative Commitment because of the teacher's sense of responsibility for their work. The phenomenon of decreasing normative commitment of teachers to schools was also found by researchers at the principal and teachers of the Padangsidempuan State Vocational School based on the results of preliminary observations made in February 2020 on the principal that some Padangsidempuan City Vocational School teachers were met at SMK Negeri 2 and SMK Negeri 4 found that the low normative commitment of teachers that occurs includes: (a) Teachers have not worked seriously (b) teachers are not loyal in school organizations (c) teacher responsibility is

still lacking (d) teachers do not provide the best service (e) lack of emotional determination (f) teacher commitment needs to be improved.

## **2. LITERATURE REVIEW**

### **2.1 Teacher's Normative Commitment**

The teacher's normative commitment is the teacher's attitude in carrying out his duties following the rules that have been made by the school. The indicators are carried out to measure the level of normative commitment, namely: (a) Enjoying work, (b) obeying the rules, (c) proud to be a teacher, (d) being responsible for work, (e) dedication [2].

The results of this study indicate that there is a direct positive influence between school organizational culture ( $X_1$ ) on teacher normative commitment ( $X_4$ ). This shows that there is a positive and significant influence between the culture of the school organization on the normative commitment of the SD Negeri teachers in Batang Kuis District [8].

### **2.2 School Culture**

Organizational culture is more focused on the environment that is internal to the organization. The internal environment in the organization has variations and various patterns of behaviour, culture, attitudes, and tendencies of employees or employees in carrying out their duties. Organizational culture is a guideline that affects the form of attitudes, values, beliefs, behaviour and symbols in the mind of a particular organization which can also help self-motivation at work and can improve performance in achieving the goals of the organization. With indicators of innovation and risk-taking, attention to detail, result orientation, a people orientation, team orientation, aggressiveness and stability[4]

Many dimensions differentiate the culture of an organization from other organizations. These dimensions affect the behaviour of organizational members so that they can lead to misunderstanding, disagreement or even conflict in the organization. Based on the above opinions, it can be concluded that the characteristics of organizational culture consist of (a) innovation and risk-taking; (b) attention to detail; (c) results in orientation; (d) individual orientation; (f) team orientation; (g) aggressiveness; and (h) stability. Each of these characteristics is in one unity, from a lower level to a higher level [6]. Assessing an organization using these seven characteristics will produce a picture of the organizational culture.

The individual selects, organizes, interprets, and responds to information. Employees are constantly exposed to a variety of information. They know when leaders are phony. This information is processed in a

person's mind and organized to form concepts about what is sensed or experienced [10].

Two factors influence the perception of organizational culture consisting of external factors and internal factors, namely (a) Intensity. The stronger the external factors (bright lights, loud noise), the more likely it is to be felt. Language in email messages from managers to employees can reflect intensity principle; (b) Contrast. External factors that stand out against the background or are not what people expect are most likely to be noticed. Additionally, the contrast of objects with other people or against their backgrounds can affect the way they feel; (c) Movement, and the moving factor is more likely to be felt than the stationary factor. PlayStation games use movement to attract people to play it; (d) Repetition, a repeated factor is more likely to be considered than a single factor. Marketing managers use this principle in trying to get the attention of potential customers. An ad can repeat key ideas. The ad itself may be presented multiple times for greater effectiveness; (e) Recency and familiarity. Either familiar or new to the environment can attract attention, depending on the circumstances. A combination of these or similar factors can exist at any time and therefore, influence perception.

Along with a person's internal factors, they determine whether any particular stimulus is more or less likely to be noticed [5]. Currently, the visual aspect of nonverbal communication is receiving increasing attention due to the global market for organizations. Managers may offend someone in a different culture with a hand gesture without ever knowing it.

School culture is the norm and values that are carried out jointly by all school devices, which are continuous and become a habit that reflects identity in achieving school organizational goals. Indicators will mark this: (a) Cooperation between teachers towards all school equipment, (b) compliance with school rules and regulations, (c) participatory and familial attitudes, (d) awards obtained for achievements, (f) committed to achieving school goals[7].

### **2.3 Teamwork**

A team (team) is a unit consisting of 2 (two) or more people who interact and coordinate their work to complete a specific task. Cooperation carried out by a team is more effective than working individually. Cooperation can also stimulate someone to contribute to the group. High-performance teamwork is characterized by high mutual trust among its members [3]. This means that members believe in the integrity, character and abilities of each member.

Teamwork is a group of teachers with complementary skills who work together to achieve school goals and are responsible for giving their best. The presence indicates this; (a) interdependence among team members, (b) mutual trust among team members,

(c) cohesiveness among team members, (d) mutual respect for team members, (f) conducting work introspection[6].

**2.4 Work motivation**

The results show that work motivation affects the organizational commitment of school principals. This means that high work motivation within the principal will have an impact on increasing organizational commitment. Work motivation is a strong urge from the teacher to act optimally when teaching students to achieve their goals which are marked by (a) working well, (b) happy with work, (c) high personal responsibility, (d) creating something better, (f) can control emotions[1].

**3. RESEARCH METHODOLOGY**

This research is a quantitative data analysis research conducted using path analysis. The population in this study were all teachers of State Vocational Schools in Padangsidempuan, totalling 147 teachers, the sample in this study amounted to 108 people, determined by random sampling technique.

**4. RESEARCH RESULTS AND DISCUSSION**

**4.1 Research Result**

The data presented in this study consisted of school culture variables ( $X_1$ ), teamwork ( $X_2$ ), work motivation ( $X_3$ ), and teacher normative commitment ( $X_4$ ).

**Table 1.** Summary of Results of Descriptive Analysis of Research Variables

	School Culture	Teamwork	Work motivation	Teacher's Normative Commitment
N <sup>Valid</sup>	108	108	108	108
N <sup>Missing</sup>	0	0	0	0
Mean	86.19	92.06	91.22	91.16
Std. Error of Mean	.883	.897	.635	.627
Median	89.00	97.00	92.00	92.00
Mode	70	100	97	93
Std. Deviation	9.181	9.318	6.597	6.518
Variance	84.289	86.828	43.520	42.489
Range	32	25	20	23
Minimum	70	76	78	79
Maximum	102	101	98	102
Sum	9309	9943	9852	9845

**Table 2.** Summary of Correlation Analysis Results

Number Hypothesis	Coefficient Correlation	Coefficient Lime *	t <sub>hitung</sub>	Significance	Information
1	$r_{12} = 0,160$	$\rho_{21} = 0,160$	1,672	0,009	Significant
2	$r_{13} = 0,400$	$\rho_{31} = 0,336$	4,041	0,001	Path Means
3	$r_{23} = 0,457$	$\rho_{32} = 0,403$	4,845	0,000	Path Means
4	$r_{14} = 0,424$	$\rho_{41} = 0,156$	2,254	0,000	Path Means
5	$r_{24} = 0,451$	$\rho_{42} = 0,146$	2,050	0,000	Path Means
6	$r_{34} = 0,741$	$\rho_{43} = 0,612$	8,335	0,007	Path Means

From the table above it can be seen that for the linearity test all significance values  $F_h > 0.05$  and for the regression significance test, all significance values of  $F_h < 0.05$ , meaning that all forms of the relationship between exogenous variables and endogenous variables above are linear and meaningful, so the assumption linearity and regression significance were met.

The summary of the results of correlation analysis and path analysis between exogenous independent variables and endogenous variables is presented in Table 3.

**Table 3.** Summary of Direct and Indirect Effects

Model	Exogenous Variables against Endogenous Variables	Causal Influence			Non Line		Correlation	
		Live	Indirect via $X_2$	Indirect via $X_3$	Total	U		S
I	$X_1$ against $X_2$	0,160	-	-	0,160	-	-	0,160
II	$X_1$ against $X_3$	0,336	-	-	0,336	-	-	0,336
III	$X_2$ against $X_3$	0,403	-	-	0,403	-	-	0,403
III	$X_1$ against $X_4$	0,156	-	0,206	0,362	-	0,062	0,424
	$X_2$ against $X_4$	0,146	-	0,247	0,393	-	0,058	0,451
	$X_3$ against $X_4$	0,612	-	-	0,612	-	0,129	0,741

The indirect effect of  $X_1$  on  $X_4$  through  $X_3$  is 0.206, and the indirect effect of  $X_2$  on  $X_4$  through  $X_3$  is 0.247

Following the theoretical model developed in this research, there are six hypotheses tested by Path Analysis. Based on the test results, a path diagram shows the structure of the causal relationship between exogenous variables and endogenous variables.

**4.2 Discussion**

Based on the results of the previous hypothesis testing, it was obtained a significant path coefficient between school culture and teamwork, namely: 0.160. So, school culture has a positive direct effect on teamwork, which is 16.00%. Based on the results of testing the second hypothesis, a significant path coefficient between school culture and work motivation is obtained, namely: 0.336. This means that 33.60% of the variation in work motivation scores can be

influenced by school culture. Based on the results of testing the third hypothesis, a significant path coefficient between teamwork and work motivation is obtained, namely: 0.403. This means that 40.30% of the variation in work motivation scores can be influenced by teamwork. Based on the results of testing the fourth hypothesis, a significant path coefficient between school culture and teacher normative commitment is obtained, namely: 0.156. This means that 15.60% of the variation in teacher normative commitment scores can be influenced by school culture, while other variables outside of school culture determine the remaining 84.40%. Based on the results of testing the fifth hypothesis, a significant path coefficient between school culture and teacher normative commitment is obtained, namely: 0.146 This means that 14.60% of the variation in teacher normative commitment scores can be influenced by teamwork. In comparison, the remaining 85.40% is determined by variables. - other variables outside of teamwork [11]. Based on the results of testing the sixth hypothesis, a significant path coefficient between school culture and teacher normative commitment is obtained, namely: 0.612.

## 5. CONCLUSION

Based on the research results, it can be concluded that: School culture has a positive direct effect on teacher work motivation, and teamwork has a positive direct effect on teacher work motivation, school culture has a positive direct effect on teacher normative commitment, teamwork has a positive direct effect on teacher normative commitment, work motivation has a positive effect directly positive towards the normative commitment of teachers

Based on the results of the above research, the authors propose a suggestion that research can be used as information for planning training plans for teachers in improving teamwork, work motivation, developing a school quality culture, developing schools into superior schools and providing support and encouraging teachers in the promotion. / class or career advancement.

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