

Organizational Behavior and Work Disciplines

(Their Effect on Work Achievement)

Ipong Dekawati, Dadang Suhendar, Alkaf Ibrahim Aji
 Universitas Wiralodra
 Indramayu, Indonesia
 ipongdekawati@gmail.com

Abstract—Every organization has its own goals and it could only be realized through the active role of all employees. Those employees are expected to work diligently and perform well. Teachers as the employee of schools should also give their best performance at work. This study was conducted to discover the influence of organizational behavior and work discipline on teacher work performance at public junior high school. The research method used is descriptive and verification method, with the questionnaire as the data collection technique, given to 54 teachers at public junior high school. After data were being collected, they were analyzed by regression analysis. The result showed that there is a significant influence of organizational behavior and work discipline on teacher's work performance.

Keywords—management; qualification; competence; academic performance; job performance

I. INTRODUCTION

The attention of modern management to organizational behavior is an important trend for almost all organizations in the world, among them is due to the development of science and technology, the proliferation of social organization, and the increasing importance of education, knowledge and specification for modern society. According to Hadipranata, the main purpose of the study of organizational behavior is to study the effect that organizations have on human beings or vice versa, how human behavior affects the business of achieving organizational goals [1]. According to Colquit, Lepine and Wesson, "organizational behavior (OB) is a field of study devoted to understanding, explaining, and ultimately improving the attitudes and behaviors of individuals and groups in organizations" [2].

Judging from the origin of the language that the achievement comes from the word achievement derived from to achieve which means "to achieve" or often translated into "achievement" or "what is achieved achievement is a record of the results obtained from certain job functions or specific activities over a period of time [3].

Discipline comes from the English language "discipline" which means training, especially of the mind and character, to produce self-control, habits of obedience [4], or exercises especially thought and character, to produce self-control. From this definition it is clear that the direction and purpose of the discipline is basically obedient to the values and regulations applicable in order to create "harmony" and "fairness" of the

group or organization's life, whether formal or informal." Cairo says "discipline means hard work" [5]. Those who succeed in completing a job, even if the work is unpleasant, have developed a mental toughness derived from practice, patience and the ability to see something more valuable behind the task front of the eye. Self-discipline is about what needs to be done, not what it wants to do. Work achievement is basically a record of a results of a particular job during a certain period of time. To know teacher performance, the role of appraisal performance is very important. Because performance appraisal is an important part of the entire process.

To achieve the work achievement which are expected, then the principal must have adequate knowledge and skills. The principal is required to use a goal-oriented approach to efficient utilization of all resources (personnel, funds, and facilities) in a timely and effective manner. Another thing that important is the principal must be able to recognize the character of employees, master the technique of giving orders, give reprimands, give advice, give understanding, get advice, encourage the spirit and instill a sense of discipline and must have the ability to mobilize subordinates or employees, so that the principal is willing to provide dedication and contribution, especially by working effectively, efficiently and productively, and able to maintain and develop motivation in life in school.

The good discipline of employees is needed by every organization to achieve organizational goals. The achievement of organizational goals is an absolute need to be sought for the benefit of all employees and sustainability of the organization, but if otherwise, employees who have low discipline will be difficult to achieve good results and will make organizational performance decreased.

When the pre-research observation, the authors encounter the phenomenon that the condition of junior high school teachers' achievement experiences gaps, among them: (1) The ability of teachers not all yet meet the standards, there are scholars but the subjects do not match the background of scholarship; (2) The nature of the task is less appropriate with the character of the teacher concerned, so the teacher is not steady in doing his job; (3) The management philosophy has not been applied in the learning process, for example in classroom management; (4) The reward system is still in the struggle, because there are some teachers who have not passed the certification, so it may affect the performance of his work.

To be able to chase up the intended components, all government and society must work extra hard. The hard work can be implemented from the smallest unit of education unit, among which the formation of self-concept of teachers as a strategic determinant factor in the context of achieving the goals of education in Indonesia. The establishment of the character of good discipline through the guidance of the principal as a leader in the educational unit can encourage all components of the educational unit so it is conditioned to be an educational unit that upholds discipline. All components tend to heed the various rules and policies that can encourage the performance of a good unit of education.

II. LITERATURE REVIEW

A. *Organizational Behavior, Discipline and Teacher Achievement*

According to Moeljono, the main purpose of the study of organizational behavior is to study the effect that the organization has on human or vice versa, how human behavior affects the effort of achieving organizational goals [1]. Includes aspects of the organization's social system, organizational culture, organizational climate, and motivation; Leadership and organizational development, including change management; Organizational environment; The social realm of the organization; To communications and rewards. To be continued Moeljono thought that in general, the model of organizational behavior can be grouped into four: autocratic, custodial, supportive, and collegial [1].

Flippo says that stimuli or stimuli to human behavior can be observed and measured [6]. According to him, man is a mechanism that can be formed. The role of information technology in modern management greatly influences the success or failure of government. The worldview of organizational behavior consists of two, still according to Flippo, namely [6]: (1) Closed system: the result is always the fruit of a business and the human is only part of a clustered organizational machine. (2) Open system. Strength in the form of feelings, norms, and attitudes affect the behavior of a person in the organization (environmental factors contribute to the behavior of a person in the organization). The benefits of organizational behavior science for leaders and members of the organization are: "(1) Determining the wisdom. (2) Creating rules (3) Troubleshooting".

Muchlas says that organizational behavior encompasses topics on motivation, leadership behavior and authority, interpersonal communication, group structure and processes, learning process, attitude and perception development, change processes, work design conflicts, and onsite stress work [7]. Winardi discloses the weight of an organizational behavioral approach that is the relationship between people, jobs, and organizations with motivation, communication, leadership, and teamwork [8]. Based on the expert opinion above, then there are at least three dimensions that direct the behavior of individuals within the organization in order to achieve organizational goals, namely: motivation, leadership behavior and communication. The three basic dimensions above, can not be ignored because if these dimensions interact, it will be able

to generate an organizational activity that is effective in moving the organization.

Organizational behavior is based on individual behavior and group behavior. Individual differences make the organization a very complex system. Studies show that organizational behavior that is an individual behavior and group behavior is a major factor in finding the best way to maximize organizational productivity. Furthermore, one way to help employees feel comfortable in the organization is to convince them to accept and adopt organizational attitudes and behaviors.

Based on the above description, then the individual behavior is a function and human or individual interaction with the environment. The things that an individual leads to in the organizational order are his personal abilities, beliefs, expectations, needs and past experiences. These are all characteristics possessed by the individual, and these characteristics will be brought by him when he will enter into a new environment, the organization or the other. Organizations that are also an environment for individuals have characteristics as well. The characteristics of the organization include the regularity embodied in the composition of hierarchy, jobs, tasks, authority and responsibility, reward system, control system and so forth. If individual characteristics interact with organizational characteristics, it will manifest individual behavior within the organization. Relying on the various concepts and understanding of organizational behavior above can be abstracted that the organizational behavior is the interaction between members of the organization and the interaction between members of the organization with the leadership of the organization both in the form of communication, leadership behavior and group process. With dimensions: (1) Communication; (2) Leaders' conduct and authority; (3) Motivation; (4) Group structure and process; (5) Change and development [7].

Discipline comes from the English language "discipline" which means training, especially of the mind and character, to produce self-control, habits of obedience [4], or exercises especially thought and character, to produce self-control. From this definition, it is clear that the direction and purpose of the discipline is basically obedient to the values and regulations that apply in order to create "harmony" and "fairness" of the group or organization's life, whether formal or informal. " The harmony or fairness of the life of that group or organization is only possible if the relationships between members of that group or organization are carried out in proportions or balances based on consciously agreed measures of size and value. Thus, there are arise the necessity or obligation and the rights that must be obeyed and respected by the members of the group or organization respectively. Such obligations and rights may be obligations and rights based on equality or differences of interest, and they are for the good of each member of that group or organization. Thus the attitude of obedience and dutiful of the members of the organization concerned to the value that has been mutually agreed that must still exist and maintained. It is precisely the function of obedience or obedience that encourages the achievement of organizational goals as well as possible. This is where the human factor plays an important role.

Cairo says "discipline means hard work" [5]. Those who succeed in completing the work, even if the work is unpleasant, have developed a mental toughness derived from practice, patience and the ability to see something more valuable behind the task. Self-discipline is what needs to be done, not what wanted to do. Discipline is a condition created and formed through a process and a series of behaviors that show the value of values of obedience, dutiful, loyalty, order, and neatness. Discipline will make the individual in the organization know and be able to distinguish what should be done, what must be done, which can be done, what cannot be done (because it is a prohibited thing).

According to Prijodarminto, the discipline has three aspects [9]: (a) Mental attitudes, which are obedient and orderly attitudes as the result or development of practice, mind control, and character control. (b) A good understanding of the system of rules of conduct, norms, criteria, and standards in such a way that it nurtures a profound understanding or awareness that obedience to rules; Norms, criteria, and standards are an absolute requirement to achieve success. (c) Attitudes that naturally show the sincerity of the heart, to obey everything carefully and orderly.

According to Prijodarminto, teacher, as an ordinary human being has a weakness that resulted in an oversight that can lead to disciplinary violations, then process of taking action must be dealt wisely and humanely [9]. This is what is meant by a humane disciplinary term. Ismani mentions things that need to be considered in the discipline of human beings are [10]: (1) Conducted objectively, considering the motivation of violations that have been done. (2) Must be able to point out errors or mistakes that have been made. (3) Must be able to indicate the prevailing provisions that have been violated. (4) The penalty imposed shall be in accordance with the mistakes made so as to be fair. (5) Disciplinary techniques do not undermine one's dignity in the eyes of other institutions. (6) Disciplinary action must be educational and in purpose for improving themselves. Discipline action is done in an atmosphere that is not emotional.

Discipline applied in the school environment to control the behavior of all elements that are included in it, including teachers and administrative staff so that tasks and activities of school activities take place smoothly and optimally. From the above explanation it is known that the dimension of teacher work discipline is the implementation of the rules in the school environment to control the behavior of all elements that are included in it, including teachers and administrative staff so that tasks and activities of school activities take place smoothly and optimally with dimensions: (1) mental attitude, (2) understanding the rules, and (3) behavioral attitude.

Judging from the origin of the language that achievement comes from the word achievement that comes from to achieve which means "to achieve" or often translated into "achievement" or "what is achieved". Ruky also argue that achievement is a record of the results obtained from certain job function functions or specific activities over a period of time [3]. Meanwhile, according to Fattah, performance or work performance is defined as an expression of ability that is based

on knowledge, attitude and skills, and motivation in producing something [11].

Teacher performance is the result obtained by a teacher during performing tasks at school, both academic and non-academic. Teacher performance can be used as a benchmark of educational success in school. Teachers as teachers or educators are one of the determinants of the success of every educational effort. That is why every educational innovation, especially in the curriculum and improvement of human resources resulting from education efforts always disembody on teacher factors, before looking at other factors. This reflects how great the role of a teacher in implementing and improving education in school.

According to Ruky that performance appraisal is a periodic assessment of the value of an individual employee for his or her organization performed by his employer or a person for his or her organization performed by his employer or someone in a position to observe his / her work performance [3]. Similarly, according to Ruky, it was conveyed that performance appraisal is a systematic assessment of the individual employees about his achievements in work and his potential for development [3]. Work achievement achieved by employees is the result of what comes out of a job and its contribution to the organization so that the results can be achieved optimally, it may be required extrinsic motivation either in the form of salary/wage increase, a conducive working environment, the perceived affordability, career development.

Teacher excel are teachers who are able to perform the task well. The ability or competence of the teachers as proposed by the Directorate General of Primary and Secondary Education is the ability to develop personality, mastering the foundation of education, mastering the teaching materials, preparing the teaching program, implementing the teaching program, assessing the results and teaching learning process that has been implemented, Guidance, organizing school administration, interacting with peers and the community and organizing simple research for teaching purposes. But in this study, the authors only limit the competence of guiding students, mastery of science, preparing KBM administration, implementing teaching programs, mastery of teaching materials and evaluate learning outcomes.

Winardi argues that "people who are motivated to achieve have three common traits. The first character is a preference for performing tasks with moderate difficulty. The second characteristic is liking situations in which performance arises because of its own efforts, and not because of other factors such as luck. The third characteristic is identifying high performers, wanting more feedback about the success of failure than low performers" [8]. Employee performance is determined by the public of how it performs in the organization. Therefore, it is necessary to know the factors of the organization that affects both the performance of employees and the organization. The factors include the nature of the task that must be done by the employee, the service rewards system used, the philosophy of management and organizational policies on various matters concerning staffing such as employee recruitment, exercise, and others.

Matters relating to the nature of work tasks that directly affect employee performance include the wide, the number and diversity of activities, the level of responsibility and authority to complete the task, the speed of completion of work, supervision and technology constraints faced with the work, knowledge and skills confronted with the approach, control and technology confronted with the work, knowledge and skills required to carry out the work. Fulfilling employee aspirations by changing the rewards / rewards system may also increase the spiritual satisfaction of employees so that they can improve their work performance. Further advanced by Zainun, without a proper service reward system, it will be difficult for a manager to encourage employees to achieve the desired performance [12]. The philosophy of management in utilizing human resources and leadership style used by managers also seems to directly affect the performance of work that determines the relationship between superiors and subordinates. Factors included in the management philosophy is centralized or decentralized authority, the attitude, the manager of the workers and the level of employee involvement in decision-making processes of the organization. Based on the theory, it can be concluded that the job performance of teachers is the work of the maximum obtained or achieved from a teacher for duties at school both academic and non-academic, with indicators, 1) The ability to perform their duties, 2) The nature of the task, 3) Management philosophy, and 4) Reward system [12].

III. RESEARCH METHOD

The method used in this research is survey method, which is one way to know the relationship between variables. With this survey method, it can be expressed whether there is an influence or not between independent variables/predictors, namely organizational behavior and work discipline to the dependent variable/response, that is work performance. This study described the contribution of organizational behavior to work performance, work discipline of teachers on work achievement, as well as organizational behavior and work discipline of teachers simultaneously to the work performance. Research techniques used is survey techniques. The research method used in this research is a descriptive analysis method, by using questionnaire survey technique. The questionnaire survey is a list of questions/publicments that have been made by researchers given to respondents, to be answered written directly by the respondent.

Population in this research is teacher amounted to 122 people spread in 4 Public Junior High School. The calculation technique of sampling in this research using Cluster Random Sampling. To determine the minimum sample used Slovin formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where n = minimum size; N = number of population e = critical value desired (10%). So by using Slovin formula obtained minimum samples. Then obtained the number of samples of teachers as much as 54 people. The researchers uses data collection techniques through literature studies, documentation and questionnaires. The data were then

processed and analyzed using descriptive and verification techniques. The verification analysis techniques used are correlation analysis, the coefficient of determination, regression analysis, and significance test.

IV. RESULTS AND DISCUSSION

Questionnaires spread are entirely collected so that activities can be done in the next stage, namely tabulation of data.

TABLE I. PERCENTAGE VARIABLE NUMBER OF ORGANIZATIONAL BEHAVIOR

No.	Dimensions	%	Category
Variable Organizational Behavior			
1	Communication	61.5	Quite Good
2	Leader's Behavior and Authority	59.23	Not Good
3	Motivation	62.3	Quite Good
4	Group structure and process	56.45	Not Good
5	Change and Development	58.2	Not Good
	Average Percentage	59.54	Not Good
Variable Work Discipline			
1	Mental attitude	64.07	Quite Good
2	Understanding of the rules	61.33	Quite Good
3	Attitude behavior	63.15	Quite Good
	Average Percentage	62.85	Quite Good
Variable Work Achievement			
1	Ability to perform the task	54.72	Not Good
2	The nature of the task	56.03	Not Good
3	Management philosophy	55.4	Not Good
4	Rewards system	57.35	Not Good
	Average Percentage	55.87	Not Good

In Table 1, the average percentage of organizational behavior was 59.54%, it means that according to the respondent's assessment, the condition of organizational behavior was not good, with the percentage of 62.85%, the teacher work discipline was quite good. While the condition of work achievement is not good with the percentage of 55.87%.

TABLE II. EFFECT OF VARIABLE ORGANIZATIONAL BEHAVIOR ON WORK ACHIEVEMENT

Correlation	R	R ²	Significance	
rx2(x1y)	0.4016	0.1613	t _{count} =	3.1314
			t _{table} =	2.3069
			notes =	Significant

The effect of organizational behavior (X1) on teacher work achievement (Y) if using partial correlation, then the correlation result X1 with Y, if X2 still got 0.4016 with determination coefficient of 16.13%. This means, the influence of organizational behavior on teacher performance if work disciplines (X2) remains strong enough, and the percentage of influence of organizational behavior on teacher work performance if X2 fixed is 16.13%, the rest, 83.87% influenced by other factors. Level of significance of correlation coefficient X1 with Y if X2 fixed, obtained by calculation of t_{count} value that is 3,1314 and t value table that is 2,3069. Thus the value of t_{count} greater than the value of t_{table}, so that the influence of organizational behavior on teacher work performance if X2 remains is significant.

Each individual varies in the face of the many personal obligations they bear for each of their behaviors and their consequences. All organizations have behaviors in relation to work. Organizations manage different behavioral differences with regulatory uniformity to control such behavior. The organization wants employees to obey it in an effort to increase productivity [13]. Organizational behavior is a field of study in which three organizational factors determine the behavior in the organization, namely: individuals, groups, and structures. Moreover organizational behavior implements knowledge relating to individuals, groups, and the influence of behavioral structures so that organizations can work more effectively. In short, organizational behavior is the study of what people do in an organization and how their behavior affects organizational performance [14]. Based on empirical findings that indicate a significant influence of organizational behavior on teacher work performance, the results of this study provide some information, among others: (1) organizational behavior in Junior High School gives a significant influence on teacher work performance, (2) one way to improve teacher's performance in Junior High School is by implementing good organizational behavior, and (3) the percentage of influence of organizational behavior on teacher achievement is 16,13%, while the rest is influenced by other variables, besides teacher work discipline variable, which was not studied in this study (epsilon).

TABLE III. EFFECT OF VARIABLE WORK DISCIPLINES ON WORK ACHIEVEMENT

Correlation	R	R ²	Significance	
rx1(x2y)	0.5518	0.3045	t _{count} =	4.7251
			t _{table} =	2.3069
			notes =	Significant

The effect of work discipline variable (X₂) on teacher work achievement (Y) if using partial correlation, then correlation result X₂ with Y, if X₁ still got 0.5518 with determination coefficient is 30,45%. This means the effect of work discipline on teacher work performance if X₁ remains strong enough, and the percentage effect of teacher work discipline on teacher work performance if X₁ is still 30,45%, rest, 69,55% influenced by other factor. Level of significance of correlation coefficient X₂ with Y if X₁ fixed, obtained by calculation of t count value is 4,7251 and t value of table is 2,3069. Thus the value of t-count greater than the value of t-table, so the effect of work discipline on teacher work performance if X₁ remains is significant.

Discipline can be positively related to performance. Employees may reject unfair disciplinary actions of their leaders. However, actions taken to maintain prescribed standards can encourage group norms and lead to improved performance and sense of justice [13].

Based on the empirical findings that indicate a significant influence of work discipline on teacher work performance, the results of this study provide some information, among others: (1) the discipline of teachers at Junior High School gives a significant influence on teacher work performance, (2) one way to improve teacher work performance in Junior High School is to improve teachers' work discipline in the school, and (3) the

percentage of influence of work discipline on teacher performance is 30.45%, while the rest is influenced by other variables, besides behavioral variables organization, not reviewed in this study (epsilon).

TABLE IV. EFFECT OF VARIABLES ORGANIZATIONAL BEHAVIOR AND WORK DISCIPLINES ON WORK ACHIEVEMENT

Correlation	r	R ²	Significance	
Rx1x2y	0.826	0.6823	F _{count} =	66.3082
			F _{table} =	3.1751
			notes =	Significant

Based on the calculation, the magnitude of the influence of organizational behavior variable (X₁) and work discipline (X₂) simultaneously on teacher work performance (Y) calculated with correlation coefficient is 0.826. This shows that the influence of organizational behavior and work discipline on teacher work performance included in the category is very strong. While to declare the size of the influence of variables X₁ and X₂ simultaneously to Y by calculating the magnitude of the determinant coefficient, obtained the percentage of influence of 68.23%, while the remaining 31.77% is determined by other factors. Furthermore to know the level of significance of correlation coefficient X₁ and X₂ with Y, obtained information calculation value of F_{count} is 66,3082 and F_{table} value is 3,1751. Thus the value of F_{count} > F_{table}, so that the influence of organizational behavior and work discipline on teacher work performance is significant.

Based on empirical findings that indicate a significant influence of organizational behavior and work discipline with teacher work performance, the results of this study provide some information, among them: (1) Implementation of organizational behavior and discipline of teachers at Junior High School gives a significant influence on achievement teacher work, (2) one way to improve teacher work performance in Junior High School is to improve the organizational behavioral system and work discipline of teachers. (3) the percentage of contribution given by organizational behavior and teacher work discipline simultaneously on teacher work achievement is equal to 68,23%, while the rest is influenced by other variable, which is not examined in this research (epsilon).

V. CONCLUSION

There is a significant influence between the organizational behaviors on teacher work performance. There is a significant influence between work disciplines on teacher work performance. There is a significant influence between organizational behavior and work discipline simultaneously on teacher work performance at Junior High School.

A good work performance is one of the goals that must be achieved by every school, various ways can be done to improve job performance, among others by implementing the correct organizational behavior. Organizational behavior here is how to interact between members of the organization and the interaction between members of the organization with the leader of the organization, both in the form of communication and leadership behaviors and group processes, so that in turn

can encourage and improved the work performance. Every teacher should try to pay attention to work discipline more focused and thoroughly, through behavior reflected in deeds, or behavior in doing and carrying out all activities in accordance with the norms or rules set. Good work discipline will encourage results, and job targets can be achieved on their own so that it becomes a factor in realizing the improvement of work performance.

REFERENCES

- [1] D. Moeljono, *Beyond Leadership. 12 Konsep Kepemimpinan*. Cetakan keempat. Jakarta: PT Elex Media Komputindo. 2005.
- [2] J. A. Colquit, J. A. Lepine, W. Wesson, and J. Michael, *Organizational Behavior*. New York: McGraw Hill – Irwin. 2013.
- [3] A. S. Ruky, *Sistem Manajemen Kinerja*. Jakarta: Gramedia Pustaka Utama. 2001.
- [4] A. S. Hornby, *Dictionary of Current English*. London: Oxford University Press. 1987.
- [5] C. Cairo. *Motivasi dan Strategi Menentukan Tujuan Hidup dan Karir Anda*. Jakarta: Prestasi Pustaka. 2002.
- [6] E. B. Flippo, *Manajemen Personalia*, terjemahan Moh. Masud. Jakarta: Erlangga. 2001.
- [7] M. Muchlas, *Perilaku Organisasi*. Yogyakarta: Gadjah Mada University Press. 2005.
- [8] W. Winardi, *Management Perilaku Organisasi*. Bandung: PT. Citra Aditya Bakti. 2001.
- [9] S. Prijodarminto, *Disiplin Kiat Menuju Sukses*. Jakarta: PT. Pradnya Paramita. 2000.
- [10] I. Ismani. *Administrasi Negara, Birokrasi, dan Etos Kerja*, Malang: IKIP Malang. 2002.
- [11] N. Fattah, *Landasan Manajemen Pendidikan*. Bandung: Remaja Rosdakarya. 2000.
- [12] B. Zainun, *Manajemen dan Motivasi*. Jakarta: Balai Aksara. 2000.
- [13] D. Darmawan, *Prinsip-prinsip Perilaku Organisasi*, Surabaya: Pena Semesta. 2013.
- [14] S. P. Robbins and T. A. Judge, *Organizational Behavioral*, USA: Prentice Hall. 2013.