



The influence of organization culture, competence development, and decision making towards the integrity of state junior high school teachers in Manado city

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Abstract

This research is intended to determine the effect of organizational culture, fostering competence, and decision making on the integrity of junior high school teachers. Testing requirements analysis, namely (1) normality of data, (2) homogeneity of regression variance, and (3) linearity of the relationship of two variables, it turns out that all analysis requirements are met. Therefore, correlation analysis and path analysis for testing research hypotheses can be done. Path coefficient $py_3 = 0.335$ with the $Sig. = 0.003 \leq 0.05$. This result states reject H_0 . So, there is a direct influence on decision making on teacher integrity. There is a positive relationship with decision making but it is statically meaningless. The decision making variable has a direct positive effect on teacher integrity significantly.

Keywords: organization culture, competence, decision making, and integrity

Introduction

National education has a vision of the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactively respond to the challenges of the ever changing times. At present we are in an era of the industrial revolution 4.0 which is seen as an era with certain specification that has a profound effect on various sectors including in the world of education and employment.

The decline of education in Indonesia over the years, the curriculum was blamed as the cause. This is reflected by efforts to change the curriculum, starting from the 1975 curriculum which was revised with the 1984 curriculum, then revised again to the 1994 curriculum, and revised to the 2006 curriculum, now the 2013 curriculum.

When analyzed, the decline in education is not only caused by the curriculum but by the integrity of the teaching profession and the students' reluctance to learn, despite various efforts by the government to improve the quality of life of Indonesian people, as stated in the 2015-2019 RPJM through Nawacita, namely: carrying out a character revolution nation, increase people's productivity and competitiveness in international markets, strengthen diversity and strengthen Indonesia's social restoration. Which is then illustrated in the 2013 Curriculum development framework which emphasizes competence through 8 standards.

In meeting these expectations the teacher is required to be able to manage the learning and teaching process well and maximally that can provide stimulation to students so they feel interested in learning because students are the main subject in learning.

Teachers are required to be able to demonstrate the integrity of the profession as a teacher so that in carrying out their duties and responsibilities it produces good results in the learning and teaching processes that have an impact on

quality graduates in science, skills and attitudes.

Integrity contains a number of values, namely morality, honesty, sympathy, empathy, and a trait to appreciate his work and others. Therefore researchers more directed research on "The Effect of Decision Making on the Integrity of State Junior High School Teachers in the City of Manado".

Research Methods

The method used in this research is survey. As conducting research using survey research methods, researchers use questionnaire as a data collection tool. In this study there are two independent variables which are called exogenous variables, namely organizational culture, and one dependent variable called endogenous variables, namely teacher integrity. The statistical analysis technique used is path analysis. Data analysis was performed using SPSS software.

Population and Sample

The population of the study was 527 certified public junior high school teachers in the city of Manado. Because the population size is relatively very large, in this study the writer needs to draw a sample. Researchers used a proportional random sampling technique. This was done with the aim that samples could be obtained from representatives of all state junior high schools in the city of Manado. The formula used to get sample members from each school is

$$n_i = \frac{N_i}{N} \times 84 \quad (1)$$

Data Collection Technique

The unit of analysis in this study is the school with respondents are teachers, ASN principals with instrument collection. The instrument used in this study includes two

variables, namely: (1) Instrument of organizational culture variables, (2) instrument of teacher integrity variable.

The research instruments for each variable are arranged in a Likert scale model of measurement scale. Each statement submitted for each item has five possible answers, which can be chosen by the respondent according to the conditions felt by each respondent. Every research instrument compiled contained statements which could be categorized as positive statements and negative statements. In a positive statement, the answer strongly agreed to be given a score of 5, agreed to be given a score of 4, doubtful was given a score of 3, disagreed was given a score of 2, while strongly disagreeing given a score of 1.

To determine the appropriateness and reliability of the research instruments that were prepared, first a trial was carried out on junior high school teachers who were not included in the research sample group. Testing instruments in the form of validity and reliability tests.

After the instrument has been prepared, proceed to the next stage, namely the examination of the concepts of instrument items relating to the validity of the contents of the instrument, that is, how far the items mentioned have measured indicators of research variables to be measured.

After all the instrument concepts were eligible for use, the instrument was then tested on 30 junior high school teachers in the city of Manado. These 30 teachers are spread in several schools and teach on different subjects. The calibration process is done by analyzing the results of the instrument test results to test the instrument's validity in this case the item's validity. By using the correlation coefficient between the score item with the total score of the instrument.

According to Sugiyono (2008), to measure the validity of a valid instrument means the measuring instrument used to obtain data (measuring) is valid. Valid means that the instrument can be used to measure what should be measured. An item is said to be valid if the Pearson correlation value ≥ 0.3 , if < 0.3 is declared invalid.

Research Instrument Development

1. Teacher Integrity Variable Instrument Development (Y)

a. Conceptual Definition

According to Semiawan (1999), that integrity is the fulfillment of professional teacher requirements will change the teacher's role as a verbal orator to dynamic power in creating an innovative learning environment and environment.

b. Operational Definition

Teacher integrity is a set of teacher behaviors that contribute negatively or positively to achieving the stated goals of the school organization. Integrity is a set of employee behaviors that contribute negatively or positively to achieving predetermined organizational goals. With indicators of responsibility and authority, adherence to procedures, quantity and quality of work, accuracy, accuracy, skills and initiative.

c. Validity Testing and Reliability Calculation

Before being used for research, the teacher integrity instrument was tested to test the validity and reliability of the instrument in question. Analysis to test the validity of the Pearson Product Moment correlation formula is used,

while to test the reliability used Cronbach Alpha. The facility used to test validity and reliability is the SPSS version 25 program.

The results after the questionnaire were tested with the calculation of the validity of the teacher integrity instrument known from 45 statement items, valid only 25 statement items (Pearson Correlation value ≥ 0.3). Of the 25 valid items, it turns out to have a reliability coefficient of $0.700 > 0.5$. So the results of this trial can be said to be reliable because of the high reliability coefficient. The complete calculation results for validity and reliability are attached. The 25 valid items are 1, 2, 3, 7, 9, 16, 20, 25, 27, 29, 31-38, and 40-45.

2. Development of Variable Decision Making Instruments (X3)

a. Conceptual Definition

In decision making is determining goals, identifying choices, analyzing information, and making choices, the steps in making decisions include writing questions, determining choices, gathering information, making a list of pros and cons, and making decisions.

b. Operational definition

The steps in decision making are defining objectives, gathering relevant data, producing viable choices, making decisions, and implementing and evaluating.

c. Validity Testing and Reliability Calculation

The results after the questionnaire were tested with the calculation of the validity of the Decision Making instrument known from the 20 statement items there were 7 items that were invalid, namely: number 3,12,13,14,15,16,19 because the correlation value < 0.3 . Items are invalid, henceforth not used in research. So the number of items used to capture decision making is 13 items. The results of the reliability calculation of 13 items obtained the value of the reliability coefficient of $0.735 > 0.5$. The results of this trial can be said to be reliable because of the high reliability coefficient.

Data Analysis Technique

The data analysis technique used to test the hypotheses in this study is the path analysis technique. However, before testing the hypotheses each variable was analyzed descriptively. Sugiyono (2008), describes that descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. Research conducted on the population (without sampling) will obviously use descriptive statistics in its analysis. But if the research is conducted on a sample, then the analysis can use both descriptive and inferential statistics. Descriptive statistics can be used if the researcher only wants to describe the sample data, and does not want to make conclusions that apply to the population where the sample was taken.

Results and Discussion

Research Result

The description of the research data explains the general description of the data including the minimum value, maximum value, median value, average value, and Standard Deviation (SB) value. The description of the description of

each variable includes the decision making variable, and teacher integrity is explained as follows.

Table 1: Descriptive Statistics of Research Variables

Statistics	Decision-Making	Teacher Integrity
Minimum	40	76
Maximum	65	120
Median	48.0	97.0
Average	50.9	98.7
SB	6.74	10.92

1. Teacher Integrity (Y)

Based on the analysis results obtained a minimum score = 76; maximum score = 120; average score = 98.7; SB = 10.92; and the median = 97.0. To get the number of score categories, a Sturges formula of 5 is used, and based on these values the frequency distribution is then made as follows.

Table 2: Frequency Distribution of Teacher Integrity Variables

Score Category	Frequency	Percentage
66.5 – 77.5	1	1.2%
77.5 – 88.5	15	17.9%
88.5 – 99.5	33	39.3%
99.5 – 110.5	20	23.8%
110.5 – 121.5	15	17.9%
Total	84	100.0%

Based on the data shown in Table 2, it can be seen that the highest frequency is in the score category of 88.5-99.5 with 33 respondents or 39.3%, while the smallest frequency is in the score category 66.5-77.5 namely as many as 1 respondent or 1.2%.

2. Decision Making Variable (X3)

Based on the analysis results obtained a minimum score = 40; maximum score = 65; average score = 50.94; SB = 6.744; and median = 48. To get the number of categories the Sturges formula is used as many as 5, and based on this value the frequency distribution is then made as follows.

Table 3: Distribution of Decision Variable Frequency

Score Category	Frequency	Percentage
37.5 – 44.5	8	9.5%
44.5 – 51.5	41	48.8%
51.5 – 58.5	17	20.2%
58.5 – 65.5	18	21.4%
Total	84	100.0%

Testing Data Analysis Requirements

Below are presented successively the results of data processing related to (1) normality test data for each variable, (2) homogeneity test of regression variance for the variables studied, and (3) linearity test of the two variables studied

1. Data Normality Test

Data normality test is used to determine whether the samples investigated are normally distributed or not. Several ways to test normality of data are done by the Kolmogorov-Smirnow Test, Chi-Squares Test, Lilliefors Test, or Shapiro-Wilk Test.

The data normality requirements test is only done if the sample size is $n < 25$. If $n \geq 25$, the data normality test is not

needed because the data will tend to spread according to normal distribution, according to the central limit the- orics in statistics (Glass & Hopkins, 1996). In this study the sample size is $n = 84$ then the data from the four variables are assumed to come from populations that are spread normally.

2. Homogeneity Test of Linear Regression Variants

Homogeneity testing (similarity) regression warranty can be used with several tests, including the Bartlett Test and the Levene Test. The test results are said to have a homogeneous variance (the same) if the $p\text{-value} > 0.05$ if the data is processed with a statistical program.

Table 4: Homogeneity Test Results of Regression Variants

Variance Similarity Test	Levene Test	
	Statistics	Significance Value
X to Y	0.65	p-value = 0.816

The results of this test state the variance of Teacher Integrity according to observations on Decision Making are the same or homogeneous because the value of $p = 0.816 > \alpha = 0.05$.

3. Linearity Test of the Relationship of Two Variables

a. Test for Continuity of Decision Making Decisions against Teacher Integrity

The results of the test of the relationship between the Decision Making variables and the Teacher Integrity variable can be seen in Figure 4.5. The results shown in Figure 4.5 and the F test results (attached) on Deviation from Linearity have a Sig. = $0.051 > 0.05$, stating the relationship between the two linear variables.

4. Testing the Path Coefficient Model

a. Structural Model Testing

In this study there are two structural models to be analyzed. The results of data analysis based on structural models are successively presented below.

b. Structural model testing 2

The structural model 2 is as follows:

$$Y = \rho_{y3}X + e1$$

Based on linear regression analysis the results obtained as presented in

Table 5: Results of Pathways Model Structural Analysis 2

Relation	Path coefficient	Significance
$X \rightarrow Y$	$\rho_{y3} = 0,335$	Sig. = 0.003

(1) path coefficient $\rho_{y3} = 0.335$ with the Sig. = $0.003 < 0.05$. This result states reject $H_0 \rho_{y3} = 0$. So, there is a direct effect of Decision Making on Teacher Integrity.

(2) From the results of the examination of multicollinearity between independent variables, namely organizational culture, competency development, and decision making through VIF values, there is no multicollinearity, because the VIF value < 10 (count attached).

4. Interpretation of Path Coefficient Results

The following are the results of calculating the correlation coefficient and path coefficient (direct effect and indirect effect).

a. Research hypotheses and statistical hypotheses 1

There is a direct positive effect on decision making on teacher integrity.

$$H_0: \rho_{y3} = 0 \quad \text{vs } H_1: \rho_{y3} > 0$$

Based on the analysis results obtained by the path coefficient $\rho_{y3} = 0,335$ with Sig. = 0.003. This result states reject $H_0: \rho_{y3} = 0$. So, there is a significant direct positive effect of decision making on teacher integrity.

b. Research hypotheses and statistical hypotheses 2

There is an indirect positive effect on teacher integrity through decision making

$$H_0: \rho_{y.3.1} = 0 \quad \text{vs } H_1: \rho_{y.3.1} > 0$$

Based on the analysis results obtained by the path coefficient $\rho_{31} = 0,108$ with Sig. = 0.345 > $\alpha = 0,05$ and path coefficient with Sig. = 0.003 < $\alpha = 0,05$. This result states receiving $H_0: \rho_{y.3.1} = 0$.

Discussion

Based on the results of analysis and testing of hypotheses, it shows that the eleven hypotheses proposed in this study, there are influential and some that do not affect statistically. In detail, the discussion of the results of the analysis and testing of research hypotheses is described as follows.

1. There is a direct positive influence of decision making on teacher integrity

Based on the analysis results, the path coefficient $\rho_{43} = 0.335$ is obtained with the Sig. = 0.003 < $\alpha = 0.05$. These results state Hypothesis 1 is acceptable. So there is a direct influence of decision making on teacher integrity. In other words it can be explained that the clearer the decision making, the higher the teacher's integrity. The results of this study are in line with research from Supana (2012) concerning the decision making of school principals on Teacher Integrity in SD Management in Juwangi District, Boyolali District. The discussion shows that first, the level of teacher participation and the decision-making process of the principal contributed significantly to teacher integrity. This is indicated by the F value of 88,548 with $p = 0,000$ and the coefficient of determination (R²) of 0.711. Second, there is a significant influence of the level of teacher participation on teacher satisfaction. This is indicated by the F value of 104,123 and $p = 0,000$, and the coefficient of determination (R²) of 0.612. Third, the results of the study showed that the decision making process of the principal contributed to the integrity of the teacher, with an F price of 138,682, with $p = 0,000$, and a determination coefficient (R²) of 0.666. This finding is reinforced by the price of t-test for the level of teacher participation (X1) of 4,671 with $p = 0,000 < 0.05$, and t-test for the decision making process of the principal (X2) of 6,784 with $p = 0,000 < 0.050$. This explains that the level of teacher participation and the

decision-making process of the principal can explain the integrity of teachers in elementary school management by 71.1% while the rest is explained by other variables that are not tested. Therefore, the involvement of teachers in the planning of a decision becomes an initial capital for the implementation of decisions taken by the principal. The involvement of teachers in decision making can at least be done at the level of asking for operational technical considerations from the implementation of teacher training. The involvement of teachers in the decision-making process by the principal is a form of appreciation. The teacher feels "humanized". Especially if the principal's decision is based on the proposals of the teachers involved in it. Giving awards through teacher involvement in the form of participation gives satisfaction to the teacher concerned. Thus, teacher satisfaction is realized because of his participation in decision making and satisfaction in decision making.

In the end, teachers are encouraged to carry out the principal's decision as well as possible, and even teacher integrity will increase. Can occur in certain problems direct teacher involvement in the decision-making process seems useful, but in other problems the teacher's direct participation in the decision-making process is less necessary. Likewise decision making both as a principal and as a teacher will affect the clear goals of a decision and the integrity of the teacher is increasingly formed.

Thus it can be explained again based on the results of data analysis that there is a positive direct effect of decision making on the integrity of state junior high school teachers in Manado City of North Sulawesi Province that has been certified.

2. There is an indirect positive effect on teacher integrity through decision making

Based on the analysis results, obtained path coefficient $\rho_{31} = 0.108$ with Sig. = 0.345 > $\alpha = 0.05$ and $\rho_{y3} = 0.335$ with Sig. = 0.003 < $\alpha = 0.05$. So, there is no direct positive effect on teacher integrity through decision making.

Based on the results of the data analysis described, it is seen that not all paths in the developed model have a positive direct effect or it can be explained that not all models can be used to predict decision making at the education unit level in the Manado City Education Office.

The results of the path analysis to determine the indirect effect of teacher integrity through decision making shows that the direct positive influence of organizational culture cannot be accepted on teacher integrity through decision making, even though organizational culture in principle cannot be separated from integrity and decision making to create, produce something new, as a form of adjustment to the tasks and work. Therefore the integrity of the teacher is directed at the implementation of his duties as a teacher.

For teachers who do not have integrity in carrying out the tasks, the learning activities, will run in place, even all the implementation of learning activities that adjust to the objectives to be achieved in accordance with K13, have 21st century competence, one of the parts is character, which contains the integrity of the teacher, will not materialized.

Conversely, a low level of teacher integrity shows that the teacher is actually not competent in his work and becomes an undignified teacher, thus the domain as an indicator in this study will be one of the factors that does not affect this hypothesis but there are still other factors that are very

significant and influence to improve integrity and in decision making.

Conclusion

The path coefficient analysis results that have been explained in the previous section, will then be described regarding the conclusions of the research results as follows.

1. Hypothesis 1 which states there is a direct positive effect on Decision Making on Teacher Integrity, but it is not statistically significant.
2. Hypothesis 2 which states there is an indirect positive effect on teacher integrity through decision making cannot be accepted, because there is no significant relationship between organizational culture and decision making.

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