The Effect of Religious Organizational Culture and Motivation on Teacher Performance at MAN 3 Langkat, Stabat District Langkat Regency

Siti Murniyati, Kiki Farida Ferine , Sri Rahayu

Abstract

This study aims to determine and analyze the effect of religious organizational culture and motivation on teacher performance at MAN 3 Langkat, Stabat District, Langkat Regency, both partially and simultaneously. This research uses a quantitative associative approach with a survey method. The population and sample of the study amounted to 70 teachers, determined using a saturated sampling technique. Data were collected through a 1-5 Likert-scale questionnaire and analyzed with the assistance of SPSS software, including validity and reliability tests, classical assumption tests, multiple linear regression analysis, and hypothesis testing (t-test and F-test). The results show that all instrument items are valid and reliable. The regression analysis produced the equation Y = 1.177 + 0.702X1 + 0.338X2. Partially, religious organizational culture has a positive and significant effect on teacher performance (t-count 3.631 > t-table 1.996; sig. 0.001 < 0.05), while motivation has a positive but not statistically significant partial effect on teacher performance (t-count 1.409 < t-table 1.996; sig. 0.163 > 0.05). Simultaneously, religious organizational culture and motivation have a positive and significant effect on teacher performance (F-count 70.403 > F-table 3.134; sig. 0.000 < 0.05), contributing 67.8% (R2 = 0.678), while the remaining 32.2% is explained by other variables outside this research model.

***Keywords*:** religious organizational culture, motivation, teacher performance

Siti Murniyati[1]
[1]Master's Student in Management Universitas Pembangunan Pancabudi,Medan,Indonesia
email: sitimurniyati94@gmail.com

Kiki Farida Ferine [2], Sri Rahayu[3]
[2,3] Master of Management, Universitas Pembangunan Pancabudi,Medan,Indonesia
email : kikifarida@dosen.pancabudi.ac.id.

Introduction

Teachers are a key element in the success of the educational process in madrasahs because the quality of learning is largely determined by teachers' performance in carrying out their main duties and responsibilities. Optimal teacher performance is not only determined by professional competence but is also influenced by the work environment, including the organizational culture implemented in the educational institution where teachers work.

In Islamic educational institutions such as Madrasah Aliyah Negeri (MAN), the organizational culture that develops generally has a religious character, reflected through religious values, discipline based on moral principles, and exemplary behavior upheld by all members of the madrasah community.

Besides religious organizational culture, teachers' work motivation is also an important factor influencing performance. Teachers with high work motivation tend to demonstrate greater dedication, initiative, and responsibility in carrying out teaching activities and other educational duties. The combination of a religious organizational culture and strong work motivation is expected to encourage significant improvement in teacher performance.

Based on initial observations at MAN 3 Langkat, Stabat District, Langkat Regency, indications were found that some teachers' performance has not been fully optimal, as reflected in variations in discipline levels, involvement in madrasah activities, and achievement of learning targets. This phenomenon requires further investigation to determine the extent to which religious organizational culture and motivation contribute to teacher performance in the madrasah.

Literature Review

2.1 Religious Organizational Culture

Religious organizational culture is a set of values, beliefs, norms, and habits based on religious teachings and shared by members of an organization, which shape the way they think, behave, and act in carrying out organizational activities (Robbins & Judge, 2017).

In the context of madrasahs, religious organizational culture is reflected through religious practices, the implementation of moral values, leadership exemplary behavior, and the strengthening of discipline based on Islamic teachings. This culture becomes an important foundation in creating an educational environment that emphasizes not only academic achievement but also character development and spiritual values among all members of the institution.

2.2 Work Motivation

Work motivation is an internal and external drive that encourages individuals to perform optimally in achieving organizational goals (Mangkunegara, 2017). Motivation consists of intrinsic factors originating from within individuals and extrinsic factors influenced by the surrounding environment

High work motivation encourages teachers to demonstrate enthusiasm, discipline, commitment, and responsibility in carrying out their professional duties. Motivated teachers are expected to provide better educational services and contribute positively to improving the quality of learning processes in schools or madrasahs.

2.3 Teacher Performanc

Teacher performance refers to the results achieved by teachers in carrying out their main duties and responsibilities according to their authority and professional obligations. Teacher performance includes the ability to plan learning activities, implement teaching processes, evaluate learning outcomes, and continuously develop professional competencies (Mangkunegara, 2017).

Good teacher performance is an important indicator of educational quality because teachers play a central role in determining the effectiveness of the learning process. Therefore,

factors such as organizational culture and motivation become important aspects that need to be considered in improving teacher performance.

Research Methodology

This study uses a quantitative associative approach with a survey method to examine the relationship and influence between variables. The quantitative approach was chosen because this research aims to measure the extent to which religious organizational culture and motivation influence teacher performance based on numerical data obtained from respondents.

The population of this study consisted of all teachers at MAN 3 Langkat, Stabat District, Langkat Regency, totaling 70 teachers. Since the population size was relatively small, the sampling technique used was saturated sampling (census technique), in which all members of the population were included as research respondents. Thus, the total sample size was 70 teachers.

Data were collected using a questionnaire instrument measured with a 1–5 Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. The research variables consisted of:

a. Religious Organizational Culture (X1) measured through 4 indicators; Motivation (X2) measured through 3 indicators; Teacher Performance (Y) measured through 4 indicators.

Data analysis was conducted using SPSS software, including several statistical tests:

1. **Validity Test**
   The validity test was conducted using the Pearson Product Moment correlation method to determine whether each questionnaire item accurately measured the research variables.
2. **Reliability Test**
   The reliability test was conducted using the Cronbach's Alpha coefficient to evaluate the consistency of the research instrument.
3. **Classical Assumption Tests**
   These tests included:
   a. normality test,
   b. multicollinearity test,
   c. heteroscedasticity test, and
   d. linearity test.
4. **Multiple Linear Regression Analysis**
   This analysis was used to determine the effect of religious organizational culture and motivation on teacher performance.
5. **Hypothesis Testing**
   Hypothesis testing was performed through:
   a. partial test (t-test),
   b. simultaneous test (F-test), and
   c. coefficient of determination (R^2) analysis.

Results

3.1 Validity Test

The validity test was conducted by correlating the score of each questionnaire item with the total score of each variable using the Pearson Product Moment correlation method. An item is considered valid if the calculated correlation value (r-count) is greater than the table correlation value (r-table). With a sample size of 70 respondents and a significance level of 5%, the r-table value obtained was 0.235. The validity test results are presented in Table 1.

Tabel 1. Hasil Uji Validitas Instrumen

Variabel	Item	r count	r table	Description
Religious Organizational Culture (X1)	X1.1	0,748	0,235	Valid
	X1.2	0,827	0,235	Valid
	X1.3	0,780	0,235	Valid
	X1.4	0,863	0,235	Valid
Work Motivation (X2)	X2.1	0,907	0,235	Valid
	X2.2	0,911	0,235	Valid
	X2.3	0,831	0,235	Valid
Teacher Performance (Y)	Y.1	0,852	0,235	Valid
	Y.2	0,886	0,235	Valid
	Y.3	0,864	0,235	Valid
	Y.4	0,865	0,235	Valid

Source: SPSS Output

Based on Table 1, all statement items for the three research variables have an r-count value greater than r-table (0.235). Therefore, all questionnaire items are declared valid and appropriate for use as research measurement instruments

3.2 Reliability Test

The reliability test was conducted using the Cronbach's Alpha coefficient. A research instrument is considered reliable if the Cronbach's Alpha value exceeds 0.60. The reliability test results are presented in Table 2.

Table 2. Reliability Test Results of Research Instruments

Variabel	Cronbach's Alpha	Keterangan
Religious Organizational Culture (X1)	0,849	Reliable
Work Motivation(X2)	0,851	Reliable
Teacher Performance (Y)	0,888	Reliable

Source: SPSS Output

The results show that all research variables have Cronbach's Alpha values above 0.60. Therefore, the research instruments are considered reliable and consistent as measurement tools.

3. Classical Assumption Tests

a. Normality Test

The normality test was performed using the Kolmogorov-Smirnov test on the regression model residual values. The results showed that the Kolmogorov-Smirnov statistical value was 0.116 with a significance value of 0.284 (>0.05).

These results indicate that the residual data are normally distributed, meaning that the regression model meets the normality assumption.

b. Multicollinearity Test

The multicollinearity test was conducted by examining the Tolerance and Variance Inflation Factor (VIF) values. A regression model is considered free from multicollinearity problems if the Tolerance value is greater than 0.10 and the VIF value is less than 10.

Table 3. Multicollinearity Test Results

Variabel	Tolerance	VIF	Keterangan
Religious Organizational Culture (X1)	0,174	5,755	Free from multicollinearity
Work Motivation(X2)	0,174	5,755	Free from multicollinearity

Source: SPSS Output

The results show that both independent variables have a Tolerance value of 0.174 (>0.10) and a VIF value of 5.755 (<10). Therefore, the regression model does not experience multicollinearity problems. However, the correlation between X1 and X2 is relatively high (r = 0.909), which should be considered when interpreting the regression results.

c. Heteroscedasticity Test

The heteroscedasticity test was conducted using the Glejser test, which examines the relationship between the absolute residual values and the independent variables. A regression model is considered free from heteroscedasticity if the significance value is greater than 0.05.

The Glejser test results showed that the significance value for X1 was 0.048 and for X2 was 0.006, both of which were below 0.05. These findings indicate the presence of heteroscedasticity symptoms in the regression model.

Therefore, hypothesis testing results should be interpreted carefully, and future studies are recommended to apply robust standard errors (Robust/White Standard Errors) to address this issue.

4. Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to determine the effect of religious organizational culture (X1) and work motivation (X2) on teacher performance (Y). The results of the regression analysis are presented in Table 4.

Table 4. Results of Multiple Linear Regression Analysis

Model	B	Std. Error	t -count	Sig.
(Constant)	1,177	1,343	0,876	0,384
Religious Organizational Culture (X1)	0,702	0,193	3,631	0,001
Work Motivation(X2)	0,338	0,240	1,409	0,163

Source: SPSS Output

Based on Table 4, the multiple linear regression equation is obtained as follows:
Y = 1.177 + 0.702X1 + 0.338X2
The regression equation indicates that the constant value of 1.177 means that if religious organizational culture and work motivation are assumed to be zero, teacher performance is predicted to have a value of 1.177.
The regression coefficient of religious organizational culture (X1) is 0.702, indicating that every one-unit increase in religious organizational culture will increase teacher performance by 0.702 units, assuming other variables remain constant.
Meanwhile, the regression coefficient of work motivation (X2) is 0.338, meaning that every one-unit increase in work motivation will increase teacher performance by 0.338 units, with other variables assumed to remain unchanged.

5. Hypothesis Testing
a. Partial Test (t-Test)
The partial hypothesis test was conducted to determine the individual effect of each independent variable on teacher performance.
Based on Table 4, the religious organizational culture variable (X1) obtained a t-count value of 3.631, which is greater than the t-table value of 1.996, with a significance value of 0.001 < 0.05. Therefore, H1 is accepted, indicating that religious organizational culture has a positive and significant effect on teacher performance at MAN 3 Langkat.
The results show that the stronger the implementation of religious organizational culture within the madrasah, the higher the level of teacher performance.
Meanwhile, the work motivation variable (X2) obtained a t-count value of 1.409, which is lower than the t-table value of 1.996, with a significance value of 0.163 > 0.05. Therefore, H2 is rejected, meaning that work motivation has a positive but statistically insignificant partial effect on teacher performance.
Although motivation has a positive direction of influence, the statistical results indicate that motivation alone has not been sufficient to significantly improve teacher performance in this research context.

b. Simultaneous Test (F-Test)
The simultaneous hypothesis test was conducted to determine whether religious organizational culture and work motivation jointly influence teacher performance.
The F-test results show that the calculated F-value (F-count) is 70.403, which is greater than the F-table value of 3.134, with a significance value of 0.000 < 0.05.
Therefore, H3 is accepted, meaning that religious organizational culture and work motivation simultaneously have a positive and significant effect on teacher performance at MAN 3 Langkat.

Table 5. F-Test Results (ANOVA)

Sumber	df	F count	F table	Sig.
Regression	2	70,403	3,134	0,000
Residual	67	-	-	-

Source: SPSS Output

c. Coefficient of Determination (R^2)

The coefficient of determination analysis was conducted to determine the contribution of religious organizational culture and work motivation in explaining variations in teacher performance.

The results show that the correlation coefficient (R) is 0.823, indicating a very strong relationship between religious organizational culture and work motivation simultaneously with teacher performance.

Furthermore, the R Square (R^2) value of 0.678 indicates that 67.8% of the variation in teacher performance can be explained by religious organizational culture and work motivation. Meanwhile, the remaining 32.2% is influenced by other variables outside this research model, such as competence, compensation, leadership, and work climate.

Conclusion

Based on the results of the analysis and discussion, the conclusions of this study are as follows:

1. Religious organizational culture has a positive and significant effect on teacher performance at MAN 3 Langkat. This is indicated by the t-test results with a t-count value of 3.631 > 1.996 and a significance value of 0.001 < 0.05.
2. Work motivation has a positive but statistically insignificant partial effect on teacher performance. This is indicated by the t-count value of 1.409 < 1.996 and a significance value of 0.163 > 0.05.
3. Religious organizational culture and work motivation simultaneously have a positive and significant effect on teacher performance. The F-test results show that the F-count value of 70.403 > 3.134 with a significance value of 0.000 < 0.05. These variables contribute 67.8% to explaining teacher performance, while the remaining 32.2% is explained by other factors outside the research model.

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