

THE INFLUENCE OF WORK CULTURE TOWARD SELF-CONTROL (*LOCUS OF CONTROL*) OF CERTIFIED PRIMARY SCHOOL TEACHERS

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Abstract

The objective of the study was to analyse how positive and significant the influence of work culture toward self-control (locus of control) of certified teachers at primary schools. The population of this research were 155 certified teachers at primary school in Kuantan Tengah District. Seventy-five certified teachers were randomly selected as samples. The research was undertaken using a correlational research survey design. Data were collected using questionnaires statistically analysed to see if there were any effects on the work culture and teachers' self-control. This study indicated a significant and positive effect of work culture on primary teachers' self-control (locus of control). The finding implies that the increase in self-control (locus of control) is possible to achieve by strengthening the work culture.

INTRODUCTION

There are many factors that influence the quality of education and one of them is the educator itself. The implementation of a certified teacher program by the government is a way to support education in order to increase the quality of education. The results of the certification program were producing a large number of teachers across the country and declared the professional teachers. On the other hand, the certified teacher has an enormous responsibility either as a teacher or educator. They have been encouraged to expand their knowledge, skill and attitude to become high-quality educators. The key aspect for professional teachers is the locus of control as a person or as a part of an organization to achieve their goals. Gibson., et al (1985) stated that one of the important factors to achieve the organization's effectiveness is the attitude and locus of control

become part of that. People will always have different perspectives to assess their attitude, it's categorised as a personal dimension and called a locus of control (Kinicki., et al, 2008).

Locus of control is the personal characteristic that describes a person that has control over their life coming from inside (internaliser) and others believe their life is decided by an external factor (externaliser) (Guftron, 2010). An internalizer will be more easily motivated because they believe that the success is the result of their efforts, better at managing complex information and solving the problems, results-oriented and independent but difficult to manage (Daft, 2010). In contrast, externaliser believes they successes have been achieved because of external factor such as the organization.

Work culture becomes the main variable that has an important function towards the results of the work. Good work culture will have more benefits for changing the behaviour and attitude (Supriyadi. et al., 2013). Rivai (2008) adds that the function of work culture is become the boundary between organizations, giving identity to the organization member, raising the commitment and increasing the maturity of a social system. The index of work culture depends on the organizational culture. Slocum (2009) stated that will help the member of organization to understand about the organization works and push them to achieve the targets, either short-term targets or long term targets. Organizational culture could guide the members about how they should have a certain attitude in their daily works.

Based on that, there are relations between work culture toward locus of control. The proper work culture will increase locus of control and organizational culture generally. On the other hand, the research about that is not found yet. Regarding that, this research wants to quantify the influence of work culture on the locus of control of certified teachers at state primary schools in Kuantan Tengah Districts, Kuantan Tengah Regency. This research will have benefits for the stakeholder or related party to produce proper policies. This research has an assumption that the implementation of the certification program for the teacher will have a linear correlation with the work culture and organizational culture to achieve a high-quality education. Good work culture is expected to improve the locus of control of teachers. Based on that, this research wants to quantify the influence of work culture on the locus of control of certified teachers at state primary schools in Kuantan Tengah Districts, Kuantan Tengah Regency.

THEORETICAL FRAMEWORK

Self-control (locus of control) is a reflection of one's response, one's belief in the relationship between the effort or action taken and the results achieved, both those that come from within oneself and from outside (internalizer and externalizer). Self-control as an x dimension of personality will cause an individual's view of life to be different; there are those who see that in this life, everything can be controlled by the individual, and some see that life is in control. In other words, it can be said that individual life can be determined by oneself and things that come from outside oneself. This is in line with the

opinion of Robbins et., al (2007) which states that locus of control is the level of individual belief that they themselves control their destiny. Therefore, locus of control is a view, an individual's belief that success or failure is determined by the belief that he is able or not able to do something to achieve something and factors that come from outside himself. Thus, locus of control is distinguished from internal and external. Internal locus of control characterizes a person having the belief that he/she is responsible for their work behaviour in the organization. , they are two types of self-control (locus of control) in individuals, however, there is no individual absolutely characterizes one of these types, it is just that there is a tendency toward one of these types. Gufron (2010) states that self-control (locus of control) is a personality characteristic that reflects a person having control in his life that comes from within himself that is called an internalizer and the type who believes that his life is determined by an external factor called externalizer.

Organizational culture and work culture cannot be separated because they are closely related. Work culture is more emphasized on how people work in the organization and organizational culture will be reflected in the capacity of organizational members in working. As stated by Slocum (2009), the function of organizational culture helps employees to understand why the organization does something and how to encourage the employees to achieve organizational short- and long-term goals. This means that by understanding the organizational culture, members of the organization will be able to find out what goals the organization wants to achieve and what the organization expects from employees to determine what to do in accordance with their duties, powers and responsibilities in achieving organizational goals.

Organizational culture is not static, but will always change and develops in line with the development and changes of human civilization and is not limited to the development of certain cultural values as stated by George (2005) that an organization can develop several types of cultural values to control the behaviour of its members, among these values, are organizational ethics, moral values, beliefs and rules that determine the appropriate and useful ways for the organization and its members to interact among them and with people outside the organization. Organizational culture is a signpost for its members on how to behave and behave that each member of the organization must demonstrate. As for what is meant by work culture, according to Supriyadi and Triguno (2013) is a philosophy based on the view of life as values that become traits, habits, and the driving force for culture in a community or organizational life then reflected in attitudes into behaviour beliefs, ideals, opinions and action that manifest as "work" or working.

Ndraha argues (2010) that a work culture is a group of basic thoughts or mental programs that can be used for the efficiency of human cooperation events that are owned to increase the effectiveness of work and human cooperation belonging to a group. Supriyadin and Triguno (2013), stated that work culture is a philosophy based on a view of life. Work culture is a group of basic thoughts or mental programs that can be utilized. Edgar stated that work culture is an assumption or belief system, and value. In short, the point based on the above opinion is, work culture has the same essence and meaning, it is just using different terms (philosophy, basic thoughts). In this case, the authors summarize the phrase as "minds".

Organizational culture is not static but will always change and develop in line with the development and change the human civilization, and it is not limited to certain cultural values as stated by George (2005) that an organization can develop several types of cultural values to control the behaviour of its members, among these values, beliefs and rules that determine the appropriate and useful way for the organization and its members to interact among them and with people outside the organization. Organizational culture is a signpost for its members on how to behave and behave that each member of the organization must demonstrate. Self-control is a form of behaviour. Based on the description, it can be argued that good work culture can be used as values and norms in self-control, the better the work culture, the better self-control will be. It can be concluded theoretically that there is an influence of work culture on self-control (locus of control).

HYPOTHESIS

Starting from the theoretical framework, the research hypothesis is “there is a significant positive effect of work culture on certified teachers’ self-control (*locus of control*)”

METHOD OF THE RESEARCH

This study used a survey method with a correlation research design. This technique is used to analyze the relationship between the independent variable, namely work culture (X) and the dependent variable, which is self-control (Y). The hypothetical model of the relationship of the variable X to Y can be described as follows:

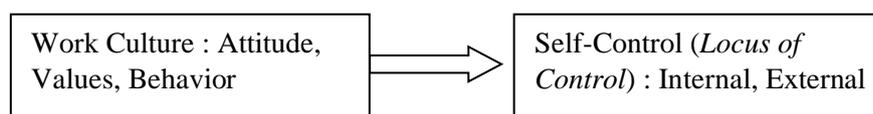


Figure 1. The Variable Relationship Constellation

Notes:

X: Work Culture

Y: Self-Control (Locus of Control)

The research population was the certified teachers in the primary school in Kuantan Tengah Districts. The population were 155 teachers. For the sampling, we used the Slovin formula to obtain the number using a 5% of accuracy limit. The sample was 75 teachers and will be conducted randomly.

$$n = \frac{N}{N.d^2+1} = \frac{155}{1.4125} = 75$$

Note:

n= the amount of sample

N= the amount of population
 d^2 = determined precision

FINDINGS

1. Work Culture (X)

Work culture data variable frequency distribution data on the number of respondents who obtained scores above the average were 23 teachers (30,6%), while the scores below the average were 31 teachers (41.3%) and those who were below the average were at an average score of 21 teachers (28.0%). Thus, it can be concluded that work culture is in moderate class seen from the score on the average spread of the frequency distribution, the works culture data obtained are presented graphically in the form of a histogram graphic as follows:

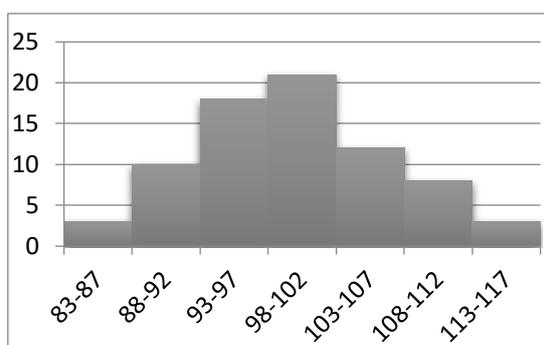


Figure 2. The Histogram of Work Culture Score

2. Self-Control (Y)

Self-control data variable frequency distribution shows that the number of respondents who obtained scores above the average was 28 teachers (37.3%) while the scores below the average were 30 teachers (40.0%) and those who were below the average are at an average score of 17 teachers (22.6%). Thus, it can be concluded that self-control is quite good seen from the score on the average spread of the frequency distribution. The data above shows that the self-control this means that teacher's self-control data obtained is presented graphically in the form of a histogram graphic as follows:

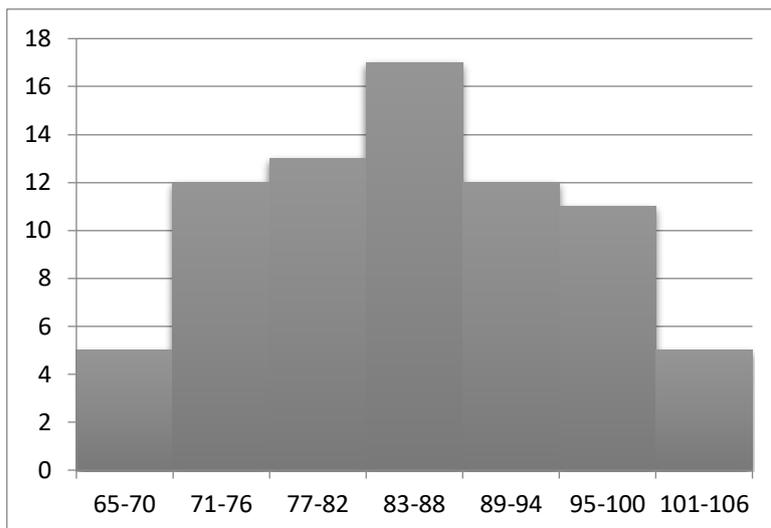


Figure 3. The Histogram of Self-Control Score

Demographically, the type of self-control (locus of control) of the teacher as seen from the tenure can be found in the table below:

Table 1. Frequency and Percentage of Self-Control (Locus of Control) Judging From The Teacher Work Period

No	Types of Self-Control (Locus of Control)	Frequency and Work Period (Year)				number %
		5-10 years	11-15 years	16-20 years	>21 years	
1	Internalizer	7(5,25%)	15(11,25)	15(11,25%)	10 (7,5%)	35,25%
2	Externalizer	18(13,75 %)	20(15%)	23(17,25%)	25(18,75%)	64,75
Total						100%

From the table above, it can be explained that the external locus of control (externalizer) is 64.75% more than the internal locus of control (Internalizer) 35.25%. The longer the working period is, the more external self-control.

The results of the estimation error normality test using the Lilieforst test can be summarized in the following table:

Table 2. The Estimation Error Normality using Lilieforst

Error Estimation	L_0	$L_t (0,05)$	Summary	Info
Work Culture (X)	0,0275	0,1023	H_0 accepted	Normal
Self-Control (Y)	0,0414	0,1023	H_0 accepted	Normal

Note:

L_t : Critical value of the Liliefors test with $\alpha = 0,05$

L_0 : the absolute price is the difference between the probability of the standard score and the proportion of the standard score that is smaller or equal to the standard score being calculated

The table above that the X and Y error estimation are obtained, each of which has value $L_0 = 0,0275$, $L_0 = 0,0414$. With real level $\alpha = 0,05$ on critical L with $n = 75$ obtained L_t of the formula $L_t = 0,886 / \sqrt{n}$, so the value of $L_t = 0,1023$. It can be seen that all $L_0 < L_t = 0,1023$ so the zero hypotheses (H_0) is accepted, this means that the data distribution of Self-Control (Y) and Work Culture (X) is normally distributed.

After calculating and analysing self-control data (Y) with Work Culture (X), a regression equation is obtained $\hat{Y} = 10,002 + 0,881X$.

HYPOTHESIS TEST

The hypothesis to be tested is that there is a significant positive effect of work culture on teacher self-control. Statistically, the hypothesis above can be formulated as follows:

$$H_0 : \rho_0 \leq 0$$

$$H_0 : \rho_0 \geq 0$$

The results of the significance test and the linearity of regression Y over X can be seen in ANAVA table below:

Table 3. ANAVA for Testing the Significance and Linearity of Regression Y over X
($Y = 10,002 + 0,881X$)

Variants Souce	Dk	JK	RJK	F	F table	
					$\alpha = 0,05$	$\alpha = 0,01$
Total	75	559.119	559.119			
Reg (a)	1	551.780	551779,8533			
Reg (b/a)	1	2.979	2979,166074	49,881**	3,972	6,9953
Remaining	73	4.360	60			
	25	1.708	68	1,236 ^{ns}	1,7242	2,1667
Galat	48	2.652	55			

Note:

Dk = Degree of Freedom

JK = Number of Quadrat

RJK = Average Quadrat Number Result of ANAVA

** = very significant regression: ($F_{\text{count}} = 49,881 > F_{\text{table}} = 6,9953$ pada $\alpha = 0,01$)

^{ns} = Linear Regression : ($F_{\text{count}} = 1,236 < F_{\text{table}} = 1,7242$ pada $\alpha = 0,05$)

The table above shows that $F_{\text{count}} = 49,881 > F_{\text{table}} (\alpha = 0,05) = 6.9953$. Thus, it can be concluded that the predictive model of regression is significant. Furthermore, the ANAVA result shows that $F_{\text{hitung}} \text{ score} = 1,236 < F_{\text{tabel}} \alpha = 0,05) = 1,7242$. This means that the regression equation line $Y = 10,002 + 0,881X$ is linear. Therefore, it can be said that the influence of work culture (X) on self-control (Y) is very significant and linear. The regression model implies that if the work culture is increased by one point, self-control tends to increase by 0.881 points at a constant of 10.002. the model of the relationship between variable X and Y with the regression equation model \hat{Y} can be illustrated in the graph below.

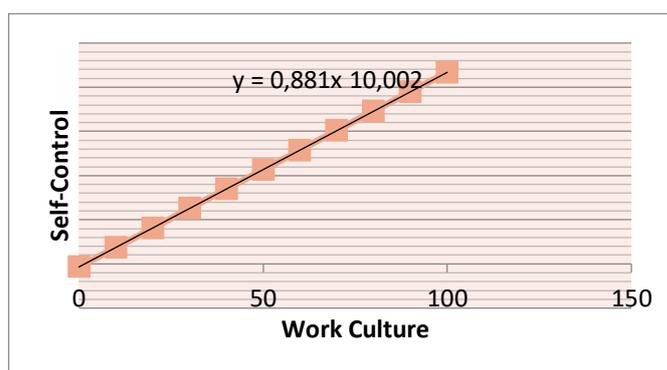


Figure 4. Simple Linear Regression between X and Y Variables

From the calculation results, the correlation coefficient is $r_{xy} = 0,4786$, then the significance test is carried out using the t-test (student's t-statistic) and the calculation results are $t_{\text{count}} = 4,6570 > t_{\text{table}} = 1,9925$ at 74 degrees of freedom and real level $\alpha = 0,05$ and with $t_{\text{table}} = 2,6439$ at the real level $\alpha = 0,01$. this means that the relationship between work culture (X) and self-control (Y) is significant.

It can be concluded that there is an influence of work culture on teacher self-control (locus of control) thus, the null hypothesis (H_0) is rejected. On the other hand, the alternative hypothesis (H_i) is accepted. The coefficient determination (r_{xy}^2) is 0.4786 indicating 47.86% of variations in the strengthening of the weakening of teacher self-control are determined by the strengthening of the weakening of organizational culture, while 52.14% are determined by other variables which are not taken into account in this study.

Empiric Research Model

Based on the above calculation it is obtained coefficient for the empiric research model is as follows,

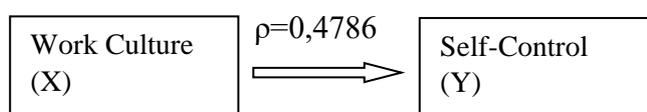


Figure 5. Empiric Research Model

DISCUSSION

The results show that there is a positive and significant influence between work culture and locus of control. Work culture become the main variable that affected the increasing of locus of control with linear correlation. The increasing value of work culture is in line with the locus of control values. These results indicate that the proposed hypothesis can be accepted empirically and it implies that the work culture is one of the important variables and affects the strength and weakness of teacher self-control. Previous or relevant research that has been carried out as stated in previous studies explains that work culture is partially or simultaneously influential or there is a positive relationship with work discipline variables, work productivity, job satisfaction, and increased performance.

In general, work culture is a condition that depends on the organizational culture, thus to improve the locus of control, there is a need for the proper organizational culture. Slocum (2009) states that the function of organizational culture is to help employees understand why the organization does something and how to encourage employees to achieve organizational goals, both short and long term goals. This means that by understanding the organizational culture, members of the organization will be able to find out what goals the organization wants to achieve and what the organization expects from employees and for employees to determine what to do in accordance with their duties, powers, and responsibilities in achieving organizational goals.

Organizational culture is not static but will constantly change and develop in line with the development and change of human civilization and is not limited to certain cultural values as stated by George (2005: 543) that an organization can develop several types of cultural values to control the behaviour of its members, among these values are organizational ethics, moral values, beliefs and rules that determine the appropriate and useful way for the organization and its members to interact among them and with people outside the organization. Organizational culture is a signpost for its members on how to behave and behave that each member of the organization must demonstrate.

The opinion above explains that the scope of organizational culture development is valuable values that can meet the needs of an organization, so it is hoped that a positive attitude can emerge in the form of behavior of organizational members in certain situations. Organizational culture can be a driving force for the progress of an organization and on the one hand, it can also be an obstacle to the progress of an organization. Thus, an organization must be able to stop an organizational culture that is not conducive to the progress of an organization and vice versa and must be able to adopt cultural values that can encourage increased achievement of organizational goals. This means that there needs to be a change and development of organizational culture according to the demands and developments of the times by changing the nature of values, and beliefs that are not conducive to achieving organizational goals.

This is where the need for organizational culture, as stated by Osborne and Peter Senge (Rosyid, 2011), that organizational culture becomes a "governing idea", which is to unite people's feelings to guide their behaviour and decisions. Governing ideas have an important impact on the organization, namely: 1). Help unite their energies towards common goals. 2). Giving organizational spirit, because it contains the dreams of employees, the need for meaningful achievement. 3). Helping organizations replace bureaucratic control with employee self-control

Associated with the concept of work culture with self-control, then in theory it can be emphasized that work culture determines or affects whether self-control is good or not. Based on the results of testing and data analysis, the research results indicate that the proposed hypothesis can be accepted empirically. This implies that the good and bad of work culture is one of the important variables and affects the strength and weakness of teacher self-control. Previous or relevant research carried out as stated in previous studies explains that work culture is partially or simultaneously influential or there is a positive relationship with work discipline variables, work productivity, job satisfaction, and increased performance.

CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that there is a positive and significant influence of work culture on self-control (locus of control) of the certified teachers at state primary school (SD Negeri) in Kuantan Tengah District, Kuantan Singingi Regency. This means that a good work culture results in increased self-control (locus of control) for certified teachers.

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