



The Influence of Learning Organization on Teacher's Job Performance

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Abstract

This study aims to find efforts to improve teacher performance at Public Junior High Schools in South Tangerang City by examining the relationship between learning organizations, examining and developing the strengths of the relationship/influence between these variables, as follows: The relationship between learning organization with teacher performance, the relationship between learning organization and teacher performance. The quantitative method is the research method used. Based on the results of the multiple regression test ($R_y(1,2)$), it shows that the value of $R_y(1,2)$ is 14.65, which means that the Learning Organization variable has a positive effect on the performance of teachers in SMP N Kota Tangerang Selatan in the 2020/2021 school year. Based on the results of the F test, it was obtained that the F_{count} value was 2615.3. When compared with the F_{table} value of 0.1648 at the 5% significance level, then $F_{count} > F_{table}$ ($2615.3 > 0.16$), so this value is significant. Based on SPSS calculations, the value of the coefficient of determination obtained is 0.874. This shows that 87.4% of organizational learning, the remaining 12.6% is due to other factors not examined.

Keywords: *Learning Organization; Performance*

Introduction

Based on the Teacher and Lecturer Law "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education." Teachers are human resources in the field of education. Teachers give birth to the success of an educational institution. The impression of educational institutions is influenced by the good and bad behavior of teaching methods, therefore education and training and other activities, so that teacher performance can increase as a professional teaching resource.

Education is very much in community life, improving teacher performance needs and must be considered as well as all aspects of existing education to increase teaching effectiveness, overcoming practical problems and governance of the teaching and learning process. Based on preliminary research with the Principal of SMP Negeri Tangerang Selatan City, generally, teachers have performance problems. This can be seen from the percentage of teachers that there are 31.67% of teachers who have problems in the quantity of work, where this can be seen from the number of teachers who do not seek feedback about the explanations that have been given to students, teachers do not apply teaching and

learning in a disciplined manner according to the disciplinary duties. it was decided by the school, there were 30% of teachers who had problems with the quality of work, where it was seen from the teachers that they did not carry out learning with methods that were under the characteristics of the subject matter.

If education providers (schools and colleges) strive to have the will, ability, and opportunity to carry out the learning process continuously, then a school will be created that continuously strives to improve itself, adapt to environmental developments, take advantage of the latest findings and knowledge from various sources. have an impact on superior and quality learning activities. To answer the challenges of the times, schools need to transform themselves into organizations where leaders, teachers, and employees continuously learn from various sources of knowledge to develop self and school capacity to support continuous improvement and innovation. such organizations are known as learning organizations (Daft, 2010).

A learning organization is an organization that is committed to facilitating learning for all its members, creating a learning atmosphere where everyone is encouraged to develop their capacity, transforming themselves to be more competent, proficient in their work so that they can contribute optimally to the progress of the organization (Armstrong, 2006). A learning organization assesses the importance of the learning process of its members and views learning as a continuous process that needs to be strived to internalize all members, even the learning process is deliberately created as a mechanism that enables organizational transformation. Learning organization is not just an increase in the number of training, but an effort to develop higher knowledge and skills in various opportunities and from various sources of knowledge that the organization has and gets. Learning organization is characterized by the presence of a shared vision of the results of the organization's members' agreement, a positive perspective on learning, high participation in group learning, personal skills as a result of learning, and the ability to think systemically so that there is awareness among members that their performance has an impact on the performance of other members and the organization where they work.

Based on the sequence of these problems, it is necessary to have research related to improving teacher performance.

As for the background to the problem and problem identification, these problems can be formulated including the performance of SMP Negeri teachers at SMPN Kota Tangerang Selatan is not optimal, the low application of learning organizations, which is the concept of achieving self-improvement, requires a learning organization to produce quality input and output. Of course, it will have an impact on the development of teacher performance in schools, so it is thought that it can affect teacher performance in schools, Lack of teamwork between teachers can affect learning outcomes so that it is thought to affect the performance of teacher work productivity in schools, a less conducive leadership climate, allegedly affecting teacher performance, Organizational culture in schools that do not support and facilitate learning activities of teachers is thought to affect teacher performance in schools.

Seeing the motive framework "problem and problem identification is so broad, the authors limit the problem to one independent variable, namely learning organization, and one dependent variable, namely teacher performance. As for the unit of analysis in this study are all state junior high school teachers at SMPN Kota Tangerang Selatan. "

This study hypothesizes that there is an effect of a learning organization on teacher performance. This study aims to find efforts to improve teacher performance in public junior high schools at SMPN South Tangerang city by examining the relationship between learning organizations by identifying, analyzing, and developing the strengths of the relationship/influence between these variables, as follows: The relationship between learning organization and teacher performance.

It is expected that this research will provide benefits both theoretically and practically. The theoretical benefits include it is hoped that the results of this study will be useful as a source of scientific information for researchers in researching similar problems. It is hoped that the results of this study can be useful as a reference for educational practitioners in the future, to gain insight into the field of education, especially about organizational learning. As well as practical benefits, namely as study material for government policy programs, as reference material for further research, as reference material for school principals and teachers to run a learning organization; "

Method

The quantitative approach is the research that will be used. As explained (Azwar, 2010) research using the Quantitative Approach, which is an approach that emphasizes the analysis of numerical data processed by statistical methods. The quantitative approach is carried out in inferential research (to test the hypothesis) and relies on the conclusion of the results on a probability of null hypothesis rejection. With quantitative methods, it will be obtained the significance of group differences or the significance of the relationship between the variables studied. "

This research approach uses a quantitative approach. "Suriasumantri (Radjab & Jam'an, 2017), quantitative research is research that is carried out with a scientific study of thought. This study uses a logico-hypothetico-verification process in the research steps carried out. "

As explained "by (Sugiyono, 2015), quantitative research methods can be interpreted as a research method based on the positivist philosophy, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, analysis. quantitative or statistical data to test the hypothesis that has been set. "

The method used in this study "is the Correlation Method, which is a statistical analysis technique used to find the relationship between two quantitative variables. The relationship between the two variables occurs because of a causal relationship or it can also occur by chance. According to (Azwar, 2010), correlation research aims to investigate the extent to which variations in a variable are related to variations in one or more other variables, based on the correlation coefficient. From this research, we can get information about the level of the relationship that occurs, not about whether or not one variable affects another ". According to (Arikunto, 2010) "Quantitative correlation research is research that is intended to determine whether there is a relationship between two or more variables". Research with a quantitative approach "is a study using an approach whose data is numerical and processed using statistical methods."

The technique used in this research is the random sampling technique, namely "According to (Sugiyono, 2007) simple random sampling technique is a technique of taking samples from members of the population which is done randomly without paying attention to the strata in the population."

Results

Sourced from "the results of data collection, both primary and secondary, obtained a description of the results of the research. The data is processed based on data that has been collected through data collection tools. In line with the predetermined quantity of respondents, the number of questionnaires that were distributed to respondents was 140 questionnaires and returned in their entirety.

The analysis was carried out after the questionnaire data were selected, and all of them met the standard as a whole. This study uses tools using a computer program SPSS 25 for windows, the data is analyzed and interpreted to solve problems that have been formulated previously.

The results of the study, an overview of each research variable, namely learning organization (X1), and teacher performance at SMP Negeri (Y) at SMPN Kota Tangerang Selatan, in the data description section are described below.

A. Data Description

1. Learning Organization (X1)

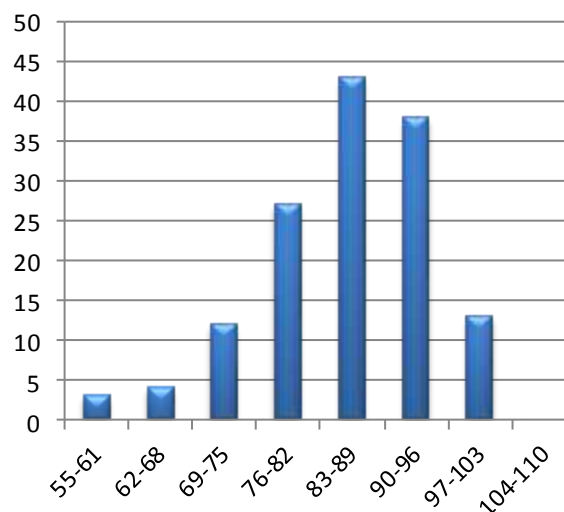
The learning organization implementation variable of 140 respondents has a mean score of 85, a median 89 with a standard deviation of 18, and a variant of 377. This variable has a data range of 6 with the lowest value of 55 and the highest of 100 (from the theoretical range 55/100). The total score is thus 2800. " The frequency distribution of the learning organization variable can be seen in the following table:

Table 1. Distribution of Learning Organization Frequency

No.	Interval	F	%
1	55-61	3	2
2	62-68	4	3
3	69-75	12	9
4	76-82	27	19
5	83-89	43	31
6	90-96	38	27
7	97-103	13	9
8	104-110	0	0
Total		140	100%

Based on the learning organization frequency distribution table above, it can be illustrated in the histogram as follows:

Fig. 1. Histograms of Learning Organization Frequency Distribution



Based on the table and histogram above, the frequency of learning organization is mostly located in the 83-89 interval with 43 teachers (31%) and the least is in the 104-110 interval with 0 teachers (0%). Determining the tendency of the teacher learning organization variable, after the minimum value (X_{min}) and the maximum value (X_{mak}) are known, then look for the ideal average value (M_i) with the formula $M_i = \frac{1}{2} (X_{mak} + X_{min})$, look for the ideal standard deviation (SD_i) with the formula $SD_i = \frac{1}{6} (X_{mak} - X_{min})$. Based on these references, the ideal mean of learning organization variables is 85. The ideal standard deviation is 18. From the above calculations, it can be categorized into 3 classes as follows:

High group = $X \geq M_i + SD_i$

Medium group = $M_i - SD_i \leq X < M_i + SD_i$

less group = $X < M_i - SD_i$

Based on the above calculations, the following criteria for organizational learning tendencies can be obtained:

Table 2. Distribution of Learning Organization Categorization

No	Skor	Frequency		Category
		Frequency	%	
1	≥ 103	13	9	High
2	$67 \leq x < 103$	120	86	Moderate
3	< 67	7	5	Less
Total		140	100	

Based on the table above, it can be described in the pie-chart below:



Fig. 2 Pie Chart Learning Organization

Based on the table and pie chart above, it shows that there are 13 teachers (9%) who have a high learning organization, 120 teachers (86%) are in the medium category of the learning organization, and 7 teachers (5. %). So, it can be concluded that, the tendency of teacher learning organization variables to be in the medium category, namely as many as 120 teachers (86%).

The high influence of learning organization (X_1) on the performance of teachers of SMP Negeri (Y) "which is calculated using the correlation coefficient is 8.473 or $(r_{x_1y} = 8.473)$. This shows a very strong influence between learning organizations on the performance of state junior high school teachers at

SMPN Kota Tangerang Selatan. Although to prove the size of the contribution or contribution of variable X1 to Y or the determinant coefficient = $r^2 \times 100\%$ or $0.874 \times 100\% = 97.4\%$ while the remaining 12.6% is determined by other variables. And to determine the significant level of the correlation coefficient X1 to Y with the one-tailed method (1-tailed) of the output (measured from probability) produces some 0.00. Because the probability is far below 0.05, the effect of a learning organization on teacher performance in public junior high schools at SMPN Kota Tangerang Selatan is significant. From table 2 the coefficient illustrates that the simple regression equation is as follows: "

$$\hat{Y} = a + b_2 X_1 = 8,473 + 1,068 X_1$$

Where:

X1: Learning Organization

Y: Performance of Junior High School Teachers in South Tangerang City Junior High School

A constant of 1.068 states "that if there is no increase in the value of the X1 variable, then the Teacher Performance value is 17.278. The regression coefficient of 0.984 states that each addition (due to the + sign) of one score or the value of the MBS Implementation will give an increase in the score of 0984.

T-test to test the significance of the constant and the dependent variable (SMP Negeri Teacher Performance). The test criteria for the regression coefficient of the learning organization variable on the performance of teachers at the State Junior High School in South Tangerang City are as follows:

The second hypothesis is proposed "in the form of a sentence:

Ho: learning organization does not have a significant effect on the performance of state junior high school teachers.

Ha: learning organization has a significant effect on the performance of state junior high school teachers.

Hypothesis in the statistical form:

$$H_a: r_{x1y} = 0$$

$$H_o: r_{x1y} = 0$$

The basis for decision making by comparing the t value with the t table value is as follows: "

If the t value > the t value of 8.47 then Ho is rejected, meaning that the regression coefficient is significant. If the t value < from the t value of 0.16, then Ho is accepted, meaning that the regression coefficient is not significant.

The t value for the variable X1 = 0.16.

The value of t table = 0.1648

- Significance level (0.05) = 0.05
- dk (degrees of freedom) = number of data (n) - 2 = 140 - 2 = 138

- The test is carried out one side, so that the value of t table = 0.1648

Decision: Because the value of t count > the value of t table or $8.47 > 0.16$ then H_0 is rejected. It is reflected "that the Sig (significant) column in table 4.4 is coefficient sig. 0,000 or less than the probability value of 0.05 or the value of $0.05 > \text{sig } 0,000$, then H_0 is rejected and H_a is accepted, meaning that the regression coefficient is significant".

Thus, the concept of learning organization "has a significant effect on the performance of SMP Negeri Teachers at SMPN Kota Tangerang Selatan". Teacher Performance Variable of State Junior High School in South Tangerang City Junior High School (Y).

The performance variable for the SMP Negeri Teachers at SMPN Kota Tangerang Selatan, out of 140 respondents, has an average score of 83, a median 82 with a standard deviation of 16, and a variant of 270. The performance variable for the SMP Negeri Teachers at SMPN Kota Tangerang Selatan has a data range of 43, the lowest 57, and the highest 100 (theoretical range 57 - 100). Thus, the total score is 2800. The frequency distribution of Teacher Performance variables can be seen in the following table:

Table 3. Distribution of Teacher Performance Frequency

No	Interval	F	%
1	57-62	4	3
2	63-68	13	9
3	69-74	14	10
4	75-80	22	16
5	81-86	31	22
6	87-92	28	20
7	93-98	25	18
8	99-104	3	2
Total		140	100

Based on the teacher performance frequency distribution table above, it can be described in the histogram as follows:

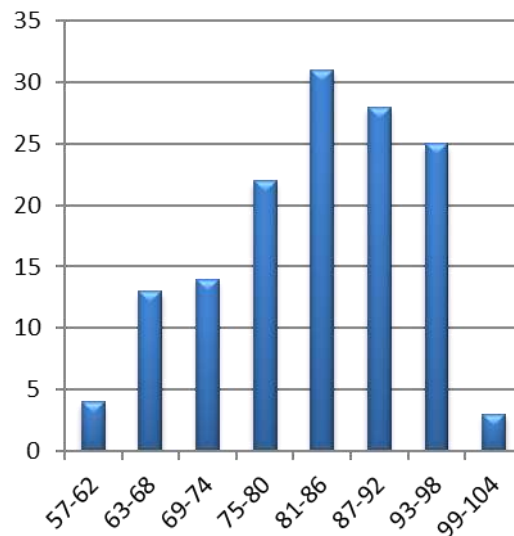


Fig. 3 Histograms of Teacher Performance Frequency Distribution

Based on the table and histogram above, the frequency of Teacher Performance is mostly located in the 81-86 interval of 31 teachers (22%) and the least is in the 99-104 interval of 3 teachers (2%). Determining the tendency of the Teacher Performance variable, after the minimum value (X_{min}) and the maximum value (X_{mak}) are known, then look for the ideal average value (M_i) with the formula $M_i = \frac{1}{2}(X_{mak} + X_{min})$, look for the ideal standard deviation (SD_i) with the formula $SD_i = \frac{1}{6}(X_{mak} - X_{min})$.

Based on these references, the ideal mean of the Teacher Performance variable is 83. The ideal standard deviation is 16. From the above calculations, it can be categorized into 3 classes as follows:

High group = $X \geq M_i + SD_i$

Medium group = $M_i - SD_i \leq X < M_i + SD_i$

less group = $X < M_i - SD_i$

Based on the above calculations, the criteria for teacher performance tendencies can be obtained as follows:

Table 4. Distribution of Teacher Performance Categorization

No.	Skor	Frequency		Category
		Frequency	%	
1	≥ 99	3	2	High
2	$67 \leq x < 99$	120	88	Moderate
3	< 67	17	10	Less
Total		140	100	

Based on the table above, it can be described in the pie-chart below:

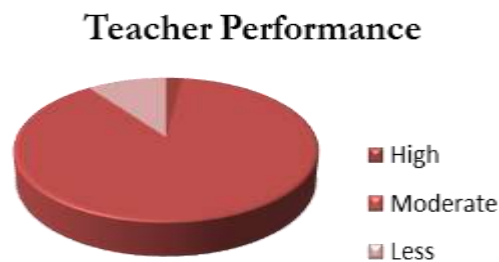


Fig. 4 Teacher Performance Pie Chart

Based on the table and pie chart above, it proves that SMP Negeri teachers in South Tangerang city who have high teacher performance are 3 teachers (2%), moderate category teacher performance is 120 teachers (88%) and teacher performance is under category 17 teachers (10%). So, it can be concluded that, the tendency of teacher performance variables to be in the medium category, namely as many as 120 teachers (88%).

Discussion

Based on "the results of research and discussion of the Learning Organization on the performance of SMP Negeri Teachers at SMPN Kota Tangerang Selatan, the conclusions of this study are as follows:

There is a positive influence between the Learning Organization (X1) on the performance of SMP Negeri Teachers at SMPN Kota Tangerang Selatan (Y). Through the significance test with the t-test statistic, the t value of 8.47 is obtained. This indicates that learning organizations can improve the performance of SMP Negeri Teachers at SMPN Kota Tangerang Selatan.

Based on SPSS calculations, the value of the coefficient of determination obtained is 0.874. This shows that 87.4% of the variety of variables in School-Based Management Implementation (MBS) and learning organization, the remaining 12.6% is due to other factors not examined.

Conclusions

The existence of "a significant influence between learning organizations on the performance of SMP Negeri Teachers at SMPN Kota Tangerang Selatan, has supported the previous theories which say that learning organizations are needed in improving task implementation.

Based on this, the suggestions that can be put forward are as follows: To improve the performance of SMP Negeri Teachers in South Tangerang City Junior High School, the learning organization factor.

This research shows that there is a positive effect of a learning organization on the performance of teachers in SMP Negeri Tangerang Selatan City. For this reason, the learning organization of the State Junior High School at SMPN Kota Tangerang Selatan needs to be improved. The increase in organizational learning can be done with opportunities for promotion and clear careers, an increase in inadequate salaries, and an award from the government.

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