



The Effect of Organization Culture, Head Master's Entrepreneurial Competence, and Organization Climate on the Quality of Education Services of Islamic Junior High Schools at Islamic Boarding Schools in Praya, Central Lombok

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<http://dx.doi.org/10.18415/ijmmu.v6i2.828>

Abstract

This research aimed to find out the direct and indirect effect of organization culture, head master's entrepreneurial competence, and organization climate on the quality of education service of Islamic junior high schools at Islamic boarding schools in Central Lombok. This was a quantitative research with 76 staffs/teachers taken for sample with *proportionate stratified random sampling*. The data were collected by using questionnaire and analyzed by using path analysis. The result showed that: 1) there was effect of organization culture on the quality of education service, 2) there was no effect of headmaster's entrepreneurial competence on the quality of education service, 3) there was effect of organization culture on organization climate, 4) there was effect of head master's entrepreneurial competence on organization climate, 5) there was effect of organization climate on the quality of education service, 6) there was effect of both organization culture and head master's entrepreneurial competence on the quality of education service, 7) there was no effect of organization culture and head master's entrepreneurial competence on the quality of education service mediated by organization climate. The implication is that the organization culture, head master's entrepreneurial competence, and organization climate need to be optimized for increasing the quality of education service.

Keywords: Organization Culture; Entrepreneurial competence; Organization Climate; The Quality of Education Service

Introduction

Education is one of the benchmarks for the level of the advancement of a nation. The advancement really relies on human resources, because education is the conscious and anticipated effort to realize study and learning atmosphere to have the students actively improve their own potential by having the strength in religion, self-control, personality, intelligence, noble character, and also skills needed by themselves, society, nation, and country (Kesowo, 2003: 2). The effort to create intelligent people varies in many aspects, namely intellectual, social, emotional, and spiritual.

School, as an organization, is an education unit in which headmaster, teachers, and staffs cooperate dynamically for the cultural process and the empowerment of students which last forever. The strategic theme of education development in the second five-year plan (2010-2015) in Indonesia is "service strengthening". Based on that theme, the focus of the development is how to improve the quality

of education to make it relevant and competitive. This has the consequence that the goals and programs of educational institutions have to be able to respond the required quality, which keeps improving. According to Zeithaml, et al. in Basri (2011: 112), the quality of service can be measured by using: 1) reliability, 2) responsiveness, 3) assurance, 4) empathy, and 5) tangible.

The quality of education service needs to be improved in order to change the mindset of the society who still considers that high level of education does not guarantee them to obtain job, because they have seen many of the graduates are still jobless. Moreover, to be a bachelor needs a long time and high expense. Human resources in Indonesia are in low level of category. That is why the concrete steps are needed to change fallacious paradigm among society to improve the quality of education service especially at Islamic junior high schools at Islamic boarding schools in Praya, Central Lombok. Ideally, an organization like Islamic school, which is closer to religious teachings, should show the values of religion such as hospitality, greetings, empathy, respect, appreciation, and helping each other as the characteristics of that school. This is in order to create an organization culture with full of innovation under the headmaster's control and full supports from school citizens. In this way, the quality of education service can be improved.

Robbins and Judge (2007: 511) states "*Organization culture is a system of shared meaning held by members that distinguishes the organization from other organizations.*" This is in line with the statement of McShane and Glinow (2008: 460): "*Organizational culture is the basic pattern of shared values and assumptions governing the way employees within an organization think about and act on problems and opportunities.*"

Organization culture becomes better under the control of a leader who is admired by all components of the organization and school. For that, only the leader who has qualified competence and entrepreneurial spirit can better the quality of the organization. The headmaster has an important role in improving education at school. According to Greedberg, et al. in Noer (2014: 4), a figure of entrepreneurial leader is the one who is able to comprehend himself and his working environment, also can act and utilize every existing chance by creating value for stakeholders and his widespread community. It is in line with the statement of Mulyasa (2006: 151): "The success of education at school really is determined by the success of the headmaster in managing his staffs at school." A headmaster is the controller and direction determinant for the school he leads. Based on the reality, organization culture, entrepreneurial competence of the headmaster still needs to be improved for the more conducive organization climate.

Based on the illustration above, the writer discusses how was the effect of organization culture and headmaster's entrepreneurial competence on the quality of education service either directly or in organization climate.

Research Method

This research used descriptive quantitative approach with correlational design. This research reviewed the correlation between the research variables and also measured the effect of independent variable (X) on other variable (Y). This research was done at Islamic junior high schools at Islamic boarding schools in Praya, Central Lombok with 13 Islamic boarding schools. This research was done from October 2018 to April 2019. The sample was taken with proportionate stratified random sampling technique and 70 people were obtained out of the total 307 population of the staffs and teachers. The technique of data analysis used was path analysis. Path analysis is a technique used to analyze the cause-effect correlation occurring in multiple regressions if the independent variable affects the dependent variable, not only directly, but also indirectly.

Result and Discussion

The questionnaires were handed out to 76 respondents consisting of the teachers/staffs of Islamic junior high schools at Islamic boarding schools in Praya, Central Lombok. Each variable of the research was collected through questionnaire containing questions. The question items varies: a) 24 items were the questions about the quality of education service, b) 24 items were the questions about organization climate, c) 21 items were the questions about organization culture, and c) 24 items were the questions about headmaster's entrepreneurial competence. The results of the research are as follows.

Firstly, the result showed that organization culture affected the quality of education service, with the t-value $>$ t-table ($2.568 > 1.67$), therefore, H_0 was rejected. It means that there was effect of organization culture (X1) on the quality of education service (Y). This effect signifies that the concept delivered in this research became important to create a good organization. Furthermore, the good organization culture was applied by the school citizens by accustoming positive deeds, such as smiling and greeting to both fellow citizens of school and the guests.

The good habits are the part of characteristics of the school showed by the values embraced, the characters owned, the habits showed, and the deeds done by all school personals forming a particular unity of the school system. This is in line with the research done by Thoriq, dkk. (2010: 135) that organization culture has positive effects both directly and indirectly to the quality of education service. The 21 question items showed values, attitude, habit, and deeds of school individuals towards what had been and will be done by the organization in order to improve the quality of education service in organization.

Secondly, the result showed that headmaster's entrepreneurial competence did not affect the quality of education service, with the t-value $<$ t-table ($0.042 < 1.67$), therefore H_0 was accepted. It means that there was no effect of headmaster's entrepreneurial competence (X2) on the quality of education service (Y). The result of the research showed that the quality of education service of Islamic junior high schools in Praya was not affected by the headmaster's entrepreneurial competence. The headmaster is the determinant in staining the organization to achieve the goals. For that, a headmaster has to obtain the leadership competence, because the leadership of a headmaster is the main factor in improving the quality of education service.

As revealed from the research result of Marsongko (2009: 94) that a headmaster who has entrepreneurial competence can manage the school in order to improve the education quality at the school. On the other side, there are other factors affecting the quality of education service. The first one is reliability. That is the teacher's or lecturer's ability to provide services in accordance with what has been promised reliably, accurately, and consistently. The second one is responsiveness. That is the willingness of the employees and businessman/organization owner to help and to provide services quickly and meaningfully. It also means the willingness of listening to and solving the complaints of consumers. The third is assurance. That is the capability of the employee to raise the belief and certainty towards the promise stated to the consumers, e.g.: the promise in the promotion. The forth is empathy. That is the willingness of teacher/lecturer/employee to provide attention personally to customers. The fifth is tangible. It is the physical appearance, equipment, and various communication materials. These five are the main factors of the level of education service quality. Therefore, the effort to optimize these five factors is the obligatory step to take.

Thirdly, the result showed that organization culture affected organization climate, with the t-value $>$ t-table ($6.281 > 1.67$), therefore H_0 was rejected. It means that there was effect of organization culture (X1) on organization climate (X3). The effect obtained was a good effect of organization culture applied by performing positive habits among school individuals, and by making organization climate better, because it is the perception of organization members about what is there or happening in internal environment of the organization routinely which affects attitude and behavior. Therefore, organization climate created in a good condition will always be maintained well if the good organization culture was also maintained well.

This was in line with the research of Machwati and Wibowo (2015: 162) that the working culture of teachers, which is the part of organization culture, can affect school climate. It is said that if the culture causing initiative, creativity, and proactive attitude of teachers to improve with full of responsibility is developed in education. The school had to strive to develop the elements that can manifest healthy and fun organization culture. Therefore, organization culture in this research is in line with the meaning of culture delivered by Machwati and Wibowo (2015: 162) in order to create a good and comfortable organization climate for the citizens. The organization climate created in a good condition can raise comfort in every individual of the organization so that they will feel comfortable a long period of time in the organization. The comfort of these school citizens can eventually advance the school in order to improve the quality of education service in Islamic junior high schools at Islamic boarding schools in Praya, Lombok Tengah.

Fourthly, the result showed that the headmaster's entrepreneurial competence affect organization climate, with the t -value $>$ t -table ($1.932 > 1.67$), therefore H_0 was rejected. It means that there was effect of headmaster's entrepreneurial competence (X2) on the organization climate (X3). The entrepreneurial competence of a headmaster can direct his organization continuously running by strengthening conceptual skills by influencing the school citizens wisely so that they can escort the organization together to achieve the goals, wither by performing the plans, organizing, or controlling the organization optimally. This result is in line with the research conducted by Marsongko (2009: 94), whose result showed that the competence of the headmaster can accurately use the strength, face up the weakness, utilize opportunities, and face up the threats. Besides, the headmaster also can use the ability to braid the relationship with the stakeholders. Therefore, in this research, headmaster's entrepreneurial competence can create better organization climate.

Fifthly, the result showed that organization climate affected the quality of education service, with the t -value $>$ t -table ($3.709 > 1.67$), therefore, the H_0 was rejected. It means that there was effect of organization climate (X3) on the quality of education service (Y). The organization climate which is the perception of the organization members towards the good working environment either directly or indirectly is felt to affect and motivate the attitude. Therefore, the perception of school citizens is important as the motivation and good effect in working environment. For this reason, positive perception, wherever possible, should be developed in the life of organization well. On the contrary, the bad perception, which does not have advantage for organization should be kept away. In this way, good customs of the organizations, especially schools, can escort the organizations to be the place of believers with full of religious rules, so that the positive perception in schools can be maintained well.

This research result is also in line with the research by Marsongko (2009: 94-102), that the conducive working climates will make it possible for every teacher to be more motivated in their performance, accompanied by their struggle to improve their competence. the competence of the headmaster can accurately use strength, face weaknesses, utilize opportunities, and face threats. Besides, he also has the capability to braid the relation with the stakeholders. This research is in line with that research, that the good organization climate can improve the motivation and positive attitude in order to create better climate of school day by day, so that the quality of education service at school can be achieved in accordance with the plan which has been made. The quality of education service is felt to be more delightful for all school citizens, and the stakeholders feel like at their own school. The expectation is that the organization can run well as what is wanted by the school citizens and the stakeholders.

Sixthly, the result showed that the organization climate and headmaster's entrepreneurial competence at the same time affected the quality of education service, where F -value $>$ F -table ($35.142 > 2.73$), therefore the H_0 was rejected. It means that there was linear effect between the variables. This can be interpreted that the organization culture and headmaster's entrepreneurial competence have an important role in improving the quality of education service. The result of the research by Thoriq, dkk. (2010: 135) showed that the organization is the basic pattern and assumption of the organization which direct the organization members to think and act towards the problem and opportunity formed of the interaction. In this way, the quality of service which is the comparative perception between the customer's expectation and the service given as the consequence of the task which is appropriate or even surpassing the expectation. This is in line with the organization culture in this research which is a set of

norms, beliefs, guidelines, and principles of the organization and become the base of the school citizens to solve the task, so that with the existence of this norms of the belief can improve the quality of education service at schools.

Seventhly, the result showed that the organization culture and headmaster's entrepreneurial competence did not affect the quality of education service mediated by organization climate. The analysis was conducted by using Sobel Test formula. The Z-value obtained was 0.15, which was lower than 1.98 ($Z < 1.98$), meaning that the principle is not fulfilled. The value of Z which was lower than 1.98 ($X < 1.98$) implied that there was no effect of organization culture and headmaster's entrepreneurial competence on the quality of education service at the same time mediated by organization climate. The organization culture and headmaster's entrepreneurial competence had to have the strong relationship to the quality of education service mediated by organization climate. Therefore, there would be an effect on the perception of the organization members which can raise comfort in doing the task. This is due to the fact that the more conducive the organization climate can improve the quality of education service. The matter causing no effect was also the lack of strong relationship between organization culture and headmaster's entrepreneurial competence. This is as what is revealed by Usman (2010: 359) that actually the leader has to apply the core value of shared culture which has been agreed upon. Therefore, a headmaster who applies the organization culture will be able to motivate and improve self-competence in working, so that it will affect the organization climate.

Analyzed from the variable of headmaster's entrepreneurial competence with 4 (four) indicators, the average of each was in the range of 20.36% to 20.92%, even though at the same time the organization culture variable was not yet able to affect the improvement of education service quality. There are 5 (five) dimensions of organization culture, namely: 1) innovation and risk-taking, 2) result orientation, 3) people orientation, 4) team orientation, 5) aggressively, with 10 (ten) indicators for delving information about the increase of education service quality. The average of these indicators was ranged from 7.13 % to 10.83%. This percentage is not yet able to get the variable of headmaster's entrepreneurial competence to be able to improve the quality of education service of Islamic junior high schools at Islamic boarding schools in Praya, Central Lombok, although it had been mediated by the good organization climate with 4 indicators of school environment dimension: physical, social, affective, and academic environment with the average percentage above 20% of the level of respondent's satisfaction towards the good condition in organization climate of school.

Conclusion and Suggestion

Based on the result of the research, it can be concluded that: 1) there was effect of organization culture on the quality of education service. This means that the application of organization culture is very important in order to improve the quality of education service. 2) There was no effect of headmaster's entrepreneurial competence on the quality of education service. This was cause by some factors and it is expected that the headmaster can improve his competence. 3) There was effect of organization culture on organization climate. This means that the application of a good organization culture is able to create a good organization climate as well. 4) There was effect of headmaster's entrepreneurial competence. This means that the more conducive organization climate will show superior performance and improvement so that it will increase the quality of education service. 6) there as effect of organization culture and headmaster's entrepreneurial competence at the same time on the quality of education service. This means that with the applied organization culture, along with headmaster's ability, will be able to increase the quality of education service. 7). There was no effect of organization culture and headmaster's entrepreneurial competence at the same time on the quality of education service mediated by organization climate. This was caused by several factors causing no change on the quality of education service.

The result of this research can be used as the reference for the next researchers, especially those who conduct the research on the effect of organization culture, headmaster's entrepreneurial competence, and organization climate on the quality of education service. This also can be used by the headmasters to improve the organization culture, increase self-competence, and maintain the conducive climate of organization, because those variables have no effect on the quality of education service. This can also be

used by the teachers and staffs at all Islamic junior high schools in Praya, Central Lombok, which generally have obtained organization culture, but still need to be improved for the betterment. This is expected to improve the quality of education service at all Islamic junior high schools in Praya, Central Lombok. This can also be used by the Ministry of Religion to pay more attention to the Islamic schools, especially junior high level, in order to increase the spirit of the teachers/staffs to develop: a) organization culture, b) headmaster's entrepreneurial competence, c) good organization climate in his organization in order to improve the quality of education service at Islamic boarding schools in Praya, Central Lombok.

Based on the conclusion above, the researcher suggests that the headmasters of all Islamic junior high schools in Praya develop good and conducive organization culture at their respective school. It is also suggested that all the headmasters always develop the competence which has to be obtained by a headmaster, especially that related to entrepreneurial competence, so that the headmasters have the skills to manage their organizations in order to achieve the goals. For the employees and teachers, it is suggested to be more consistent and discipline in doing the task, and also continuously improve their competence so that the other researchers can conduct the research again on the result of the research more deeply and incisively about why the variable of headmaster's entrepreneurial competence and organization culture did not have effect on the quality of education service mediated by organizational climate.

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