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The effect of organizational culture, personality, job satisfaction, and trust on school supervisor performance

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ABSTRACT

This research was about school supervisors who play a strategic role in the management of human resources in the school environment. The study aims to determine the direct and indirect influences of organizational culture, personality, job satisfaction, and trust on the school supervisor's performance. The research samples were 180 supervisors of the school Education Office Special capital Jakarta. Data collection using questionnaires with a Likert scale, before analyzed the obtained data will be validated and reliably in respondents outside of the research sample. Data were analyzed through path analysis, as data analysis requirements were tests of normality, homogeneity, and linearity. Research results there was a direct influence of organizational culture, and personality on job satisfaction; Organizational culture, and personality on trust; Organizational culture, and personality on performance; Job satisfaction, and trust on performance, then there was an indirect influence of organizational culture through job satisfaction on the performance of school supervisor. The conclusion that the performance of the school supervisor at the Education Office of Jakarta was influenced by variations level of organizational culture, personality, and Trust, but the personality of school supervisors should have a priority attention to improving their performance.

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1. INTRODUCTION

The headmaster in running an education unit level organization, through four management functions, Modern management principles include planning, organizing, implementing, and monitoring has been adopted and used in education organizing practices [1]. Education supervision essentially points to the effort and assistance of supervisors to education stakeholders, especially educators, aimed at the improvements and coaching of learning. The assistance provided should be based on careful observation and objective assessment, and the assistance provided should be able to improve and develop the learning situation [2]. On the other hand, there are some disadvantages to school supervisory competence, so performance is less optimal. School supervisor competence is still not maximally evidenced by the results of the competency test supervisory year 2016, the average reached the value of 32.28 is below the national average of 42.25 [3]. In the Regulations of the standards of school supervisors, stated that a school supervisor must have six competencies that are personality, managerial supervision, academic supervision, education evaluation, development research, and social competence [4]. In addition to supervisory competence that determines the performance of supervisors in an organization, performance is also one of the outcomes individuals that are influenced by various factors.

As outlined by [5] that outcomes individual organizations in the form of performance and organizational commitments are influenced by Job satisfaction, Motivation, leadership influences, and cultural values. Based on the theory this research was titled enhancing school supervisor performance (SSP) through organizational culture (OC), personality (P), job satisfaction (JS), and trust (T). With the aim of research to know the direct influence of organizational culture, personality, satisfaction, and confidence in school supervisors the performance, as well as the indirect influence of organizational culture through job satisfaction on performance, organizational culture through confidence in performance, personality through job satisfaction on performance, and personality through trust on performance of school supervisors.

Performance Is the result of work achieved in quality and quantity by an employee in carrying out its duties [6]. Employee's performance is depending on the willingness and also the openness of the employees themselves on doing their job [7]. Work performance is an achievement stage as a work accomplishment by an individual from the organization [8]. Performance is the result of the work of a person or group in an organization at a particular time which reflects how well the person or group reaches the qualification of a job in a mission of an organization's goal achievement [9]. the formation of employee behavior, as well as its impact on performance achievement, is based on a fact that employee behavior is a very important problem [10]. Job performance is a work-related activity expected of an employee and how well those activities are well-executed Job performance is a work-related activity expected of an employee and how well those activities are well-executed [11]. Organizational culture is a common perception embraced by all members of the organization [12]. Organizational culture could also be referred to as the working condition among superordinate (school heads) and subordinates (teachers) in a bid to achieve the aims and objectives of the school system [13]. Organizational culture is informal or unwritten but has an important role as a way of thinking, accepting the situation and felt something in that company [14].

The Big Five dimensions of personality are agreeableness (e.g. forgiving, trusting, cooperative, friendly, concerned with others' needs), conscientiousness (e.g. persistent, disciplined, efficient), extraversion (e.g. warm, sociable, active, talkative), neuroticism (e.g. worries a lot, poor impulse control, emotional instability), and intellect/openness (e.g. curious about many different things) [15, 16]. Personality is a very important and vital part of a person's life is also very complex where an individual reacts and interacts with other individuals [17]. Personality competence, namely having a strong personality, stable, mature, wise, and authoritative, be an example for others, and noble[18]. Personality as the stable patterns of behavior and consistent internal states that determine how an individual reacts to and interacts with others [19]. Job satisfaction is essentially an individual thing; each person will have a level of satisfaction that is not the same as the value system that applies to him [20, 21]. Job Satisfaction is an essential component for employee motivation and encouragement towards better performance [22]. Job Satisfaction is an occurrence which should exceed in the border of the organization and its special effects should also see in employee's personal life and outside the organization. [23]. An individual's job satisfaction is based on the extent to which the job provides rewards or outcomes that the individual considers important [24]. Job satisfaction emphasizes the cognitive evaluation of the well-being quality of one's job, such as with pay, coworkers, or supervisors [25, 26].

Trust is a hope given from one party to the other without having to directly monitor [27]. Trust is essentially dual and household social capital beliefs [28]. Trust is a commonly important element in the organization as well to determine the level of performance and automatically is a source of competition regarding advantage [29]. The development of such trust among team members creates distinctive qualities and the commendable organization of employees [30].

The purpose of this research is to know the direct and indirect influence of organizational culture, personality, job satisfaction, and trust on the job performance of the school supervisors. The research questions of the study were guided by the following research questions: (i) Whether there is a direct influence of organizational culture on job satisfaction?; Whether there is a direct influence personality on job satisfaction?; Whether there is direct influence organizational culture on trust?; Whether there is a direct influence of personality on trust?; Whether there is a direct of influence organizational culture on job performance?; Whether there is a direct influence of personality on job performance?; then whether there is a direct influence of job satisfaction on job performance?; Whether there is a direct influence of trust on job performance of school supervisor?; and (ii) Whether there is an indirect influence of organizational culture through job satisfaction on job performance?; Whether there is an indirect of personality through job satisfaction on job performance; whether there is an indirect of influence organizational culture through trust on job performance, and whether there is indirect influences personality through trust on job performance.

2. RESEARCH METHOD

This study was quantitative with the type of causal research; data processed using path analysis. The study was held in November 2019 to March 2020**.** The sample of this study was 180 primary school supervisors, junior high school, and high school. To obtain research data using questioners, there were five sets of questioners: organizational culture, work environment, personality, motivation, and job performance. The rating scale used for all variables has five categories of the answer options, namely: (a) always; (b) often; (c) sometimes; (d) infrequently; and (e) never. Alternate answers are weighted by a value of five to one for a positive statement, and a weight value of one to five for negative statements. The respondents were asked to answer questions in the questionnaire of which 30 items of organizational culture, personality, work motivation, trust, and job performance, the valid instruments were used in this research.

Validity and Reliability. After five instruments of research composed, the next test the instrument on 20 respondents out of research samples to find out validity and reliability. Then the validity of instrument items was determined by comparing the value of r_{xy} obtained with the critical value r-pearson's product moment at 20 of respondents. If $r_{count}>r_{table}$, then the instrument item is valid and is used for data collection. Conversely, if $r_{count}< r_{table}$, then the item becomes invalid and was not used in the study. The reliability of the items of valid instruments then analyzed by the Cronbach alpha technique. The calculation of the instrument reliability coefficient was only done after the invalid items were not used in the study. The calculation is done using the Excel for Windows program. The reliability calculations of OC = .919; P = .917; JS = .912; T = .913; SSP = .916. All data have $r_{count}>r_{table}$ (.360), then all data were reliable. To obtain the research data by distributing instruments through the coordinator of School supervisor in five municipalities as many as 200 exemplars with 30 working days, then the returned instrument that has been completed with as much as 180 copies.

3. RESULTS AND DISCUSSION

The first requirement to be met in a path analysis is that the sampling error must originate from a population that is normally distributed. Test the normality error data is performed to know that the distribution of the observed sample error comes from a population that is on a normal distribution or not. Test statistics conducted to test the normality of distribution errors in this study is the test of Lilliefors. The hypothesis presented in the normality test is H_0: Data derived from the normal distribution population, and H_1: Data derived from a population that does not normally distribute.

The provisions in this test are if the statistics $L_0 < L_{table\ (\alpha=0.05)}$ then the error data is normally distributed. Conversely, if $L_0 > L_{table\ (\alpha=0.05)}$ then the data is not distributed normally. Summary result of test counting normality error, that all variables have $L_0 = 0 < L_{table\ (\alpha=0.05)}$. So it is said that all data are normal distribution. The second requirement to be filled with data in the track analysis is that the sample data comes from a population that has a homogeneous variant. A homogenization test is conducted to determine that the sample data is derived from a population that has a variant or diversity that is homogeneous. Test the statistics conducted to know the data homogeneity with Levene Statistics. The Data comes from a population that has a homogeneous variant when the sig. >. 05. All the data in this study has the sig. >. 05, then data comes from a population that has a homogeneous variant.

Test the significance and linearity of the regression model. The next requirement in using a path analysis is that the exogenous and endogenous variables formulated in the structural models have significant and linear relationships. Therefore, it is carried out the significance test and linearity of the simple linear regression model following the inter-variable relationship model formulated in the research model. If value deviation from Sig. >. 05 the relationship between the two variables is linear if value deviation from Sig. <. 05 the relationship between the two variables is not linear. And also if $F_c<F_t$ the relationship between the two variables is linear if $F_c > F_t$ the relationship between the two variables is not linear. The summary of an analysis of linearity results all data, it can be concluded that all variable pairs have linear and significant relationships.

3.1 Hypothesis testing requirements

There are several steps in the determination and testing of the path coefficient in the analysis path, including: 1) determination of the correlation coefficient between variables in the structural model, 2) determination and testing significance of the line coefficient on each substructure contained in the structural model, 3) and the great determination of direct and indirect influences of the exogenous variables against endogenous variables in structural models, as seen in Figure 1.

Determination of the correlation coefficient between variables in structural models in Table 1 the entire correlation coefficient interrelated variables are positively marked. This indicates that there is a positive

relationship between variables in the structural model as shown in Table 1 also addition, the whole value of the correlation coefficient is Sig. < .05

Table 1. Findings of research hypotheses

Hypotheses	Correlation Coefficient	Sig.<.05	Path Coefficient	t_{count}	t_{table}	Result
1. organizational culture has a significant direct influence on job satisfaction	r_{13}=.751	.000	p_{31}=.558	7.385	1.973	Accepted
2. organizational culture has a significant direct influence on trust	r_{14}=.360	.000	p_{41}=.390	4.432	1.973	Accepted
3. organizational culture has a significant direct influence on school supervisors performance	r_{15}=.247	.001	p_{51}=.173	1.984	1.974	Accepted
4. personality has a significant direct influence on job satisfaction	r_{23}=.330	.000	p_{32}=.174	2.296	1.973	Accepted
5. personality has a significant direct influence on trust	r_{34}=.456	.048	p_{43}=.189	2.151	1.974	Accepted
6. personality has a significant direct influence on job satisfaction	r_{25}=.148	.000	p_{52}=.224	2.946	1.974	Accepted
7. job satisfaction has a significant direct influence on school supervisors performance	r_{35}=.291	.000	p_{53}=.305	4.128	1.973	Accepted
8. trust has a significant direct influence on school supervisors performance	r_{45}=.225	.002	p_{54}=.159	2.511	1.973	Accepted

The result of a path coefficient of counting is used to test the proposed hypothesis and measure the impact of both direct and indirect exogenous variables against endogenous variables in structural models. Withdrawal of the hypothesis conclusion is done through the calculation of the statistical value of each path coefficient, provided if $t_{count} > t_{table}$. Then all of the path coefficients in this study are significant.

3.2. Research question 1: Whether there is a direct influence of organizational culture on job satisfaction?.

Calculation results obtained that the path coefficient X_1 by X_3 (p_{31}) gets .558 with $\mathbf{t_{count}}$ **= 7.385**. At α = .05 retrieved t_{table} = 1.973, because the value t_{count} (**7.385**) > t_{table} (1.973). Then the path coefficient is very significant. It is thus evident that there is a direct positive influence on organizational culture (X_1) to job satisfaction (X_3).

3.3. Research question 2: Whether there is a direct influence of personality on job satisfaction?

Calculation results obtained that the line coefficient X_2 by X_3 (p_{32}) gets .174 with t_{count} = 2.296. At α = .05 retrieved t_{table} = 1.973, because the value t_{count} (2.296) > t_{table} (1.973), Then the path coefficient is very significant. It is thus evident that there is a direct positive influence personality on job satisfaction (X_3).

3.4. Research question 3: Whether there is a direct influence of organizational culture on trust?

Calculation results obtained that the line coefficient X_1 by X_4 (p_{41}) gets .390 with $\mathbf{t_{count}}$ = 4.432. At α = .05 retrieved t_{table} = 1.973. Because the value t_{count} (4.432) > t_{table} (1.973), then the path coefficient is very significant. It is thus evident that there is a direct positive influence on organizational culture (X_1) on trust (X_4).

3.5. Research question 4: Whether there is a direct influence of personality on trust?

Calculation results obtained that the line coefficient X_2 by X_4 (p_{42}) gets .189 with $\mathbf{t_{count}}$ **= 2.151**. At α = .05 retrieved t_{table} = 1.967, because the value t_{count} (**2.151**) > t_{table} (1.967), Then the path coefficient is very significant. Thus it is evident that there is direct influence: Personality (X_2) on trust (X_4).

3.6. Research question 5: Whether there is a direct influence of organizational culture on job performance?

Calculation results obtained that the line coefficient X_1 by X_5 (p_{51}) gets .173 with $\mathbf{t_{count}}$ **= 1.984**. At α = .05 gets t_{table} = 1.974 because the value t_{count} (**1.984**) > t_{table} (1.974), Then the path coefficient is very significant. It is thus evident that there is a direct positive influence on organizational culture (X_1) on performance (X_5).

3.7. Research question 6: Whether there is a direct influence of personality on job performance?

Calculation results obtained that the line coefficient X_2 by X_5 (p_{52}) gets .224 with $\mathbf{t_{count}}$ = 2.946. At α = .05 retrieved t_{table} = 1.974, because the value t_{count} (2.946) > t_{table} (1.974), then the path coefficient is very significant. It is thus evident that there is a direct positive influence personality (X_2) style on job performance *(*X_5).

3.8. Research question 7: Whether there is a direct influence of job satisfaction on job performance?

Calculation results obtained that the line coefficient X_3 by X_5 (p_{53}) gets..305 with $\mathbf{t_{count}}$ = 4.128. At α = .05 retrieved t_{table} = 1.973, because the value t_{count} (4.128) > t_{table} (1.973), then the path coefficient is very significant. It is thus evident that there is a direct positive influence on job satisfaction (X_3) on job performance *(*X_5).

3.9. Research question 8: Whether there is a direct influence of trust on job performance?

Calculation results obtained that the line coefficient X_4 by X_5 (p_{54}) gets .159 with $\mathbf{t_{count}}$ = 2.511. At α = .05 retrieved t_{table} = 1.973, because the value t_{count} (2.511) > t_{table} (1.973), then the path coefficient is very significant. It is thus evident that there is a direct positive influence on trust (X_4) on performance *(*X_5).

3.10. Research question 9: Whether there is an indirect of organizational culture through job satisfaction on job performance?

To determine the indirect influence of organizational culture through job satisfaction on performance, by doing the following calculations as follows:

$p_{531} = p_{31}$ x p_{53} = .558 x .305 = .17019

s_{31} = .076 (std. error), s_{53} = .079 and Sc = Combined std. error

Sc = $\sqrt{\frac{(n31-1)S31^2+(n53-1)S53^2}{(n31+n53-2)}} = \sqrt{\frac{179(.076)^2+ 179(.079)^2}{358}}$

Sc = $\sqrt{\frac{1.033904+ 1.117139}{358}} = \sqrt{\frac{2.151043}{358}}$ = .0775, then $t_{count} = \frac{p_{531}}{sc} = \frac{.17019}{.0775}$ = 2.196. For α = .05, and df = n-k-1= 174.

On the test, two parties obtained the value t_{table}= 1.974. Because the value t_{count} > t_{table} 2.196 > 1,974). Then it can be concluded that there is a significant indirect influence of organizational culture through job satisfaction on performance.

3.11. Research question 10: Whether there is an indirect of personality through job satisfaction on job performance?

To determine the indirect influence of personality through job performance on performance, by doing the same way obtain $p_{532} = p_{32}$ x p_{53} = .189 x .305 = .057645, s_{32} = .097 (std. error) and s_{53} = .079, then $t_{count} = \frac{p_{532}}{sc} = \frac{.057645}{.0886}$ = .6506. For α = .05, and df = n-k-1= 344. On the test two parties obtained the value t_{table}= 1.974. Because the value t_{count} < t_{table} (.6506 < 1,974). Then it can be concluded that there is not a significant indirect influence of organization culture through trust on performance.

3.12. Research question 11: Whether there is an indirect influence of organizational culture through trust on job performance?

To determine the indirect influence of organizational culture through trust on performance, by doing the same way obtain $p_{541} = p_{41}$ x p_{54} = .390 x .159 = .06201, s_{41} = .088 (std. error) and s_{54} = .068, then $t_{count} = \frac{p_{541}}{sc} = \frac{.06201}{.07864}$ = .7885. For α = .05, and df = n-k-1= 174. On the test two parties obtained the value t_{table}= 1.974. Because the value t_{count} < t_{table} (.7885< 1,974). Then it can be concluded that there is not a significant indirect influence of leadership style through job satisfaction on organization performance.

3.13. Research question 12: whether there is an indirect influences of personality through trust on job performance?

To determine the indirect influence of personality through trust on performance, by doing the same way obtain $p_{542} = p_{42}$ x p_{54} = .189 x .159 = .030051, s_{42} = .097 (std. error) and s_{54} = .068, then $t_{count} = \frac{p_{532}}{sc} = \frac{.030051}{.0838}$ = .359. For α = .05, and df = n-k-1= 344. On the test two parties obtained the value t_{table}= 1.974. Because the value t_{count} < t_{table} (.359 < 1,967). Then it can be concluded that there is not a significant indirect influence of leadership style through job satisfaction on organization performance. Structural Model final influence variable exogenous on variable endogenous as seen Figure 1.

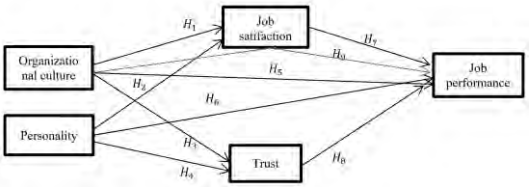

Figure 1. The last structural model

3.14. Hypothesis

Hypothesis was proofed by testing comparing the t-count with the t-table, if t-count the > t-table, then the hypothesis was received, and conversely if T-count < t-table, then the hypothesis was rejected. In this study all t-count > t-table, then the hypothesis was received t-count the > t-table, then the hypothesis was received as seen in Table 1.

3.15. Discussion

First result organizational culture has a significant direct influence on job satisfaction. The finding was reinforced by previous research stating that organizational culture on job satisfaction is positive of 200 samples [31]. The second result of organizational culture has a significant direct influence on trust. The finding was reinforced by previous research stating that there was a positive association between organizational culture, and trust [32, 33]. The third result of organizational culture has a significant direct influence on performance. The finding was reinforced by previous research stating that a deeper look at the correlation matrix shows that all elements of organizational culture such as managing change, achieving goals, teamwork, and cultural strength are positively correlated with job performance[34]. Employee's performance is significantly credited to the bureaucratic and supportive cultures [35]. The regressed coefficient correlation result shows that an evaluation of the employee performance of the explanatory variable (Beta Column) shows that Bureaucratic culture is significant [36]. In our study, the magnitude of direct influence organizational culture on performance is 3.61% meaning that the contribution of organizational culture influence performance is small. It shows that it is necessary to improve the organizational culture by re-understanding the vision and mission of education.

The fourth result is personality has a significant direct influence on job satisfaction. The finding was reinforced by previous research stating that Generally, personality effects on the level of job satisfaction among staff and predict its level [37]. Personality had affected 43.3% of the variation in job satisfaction [38]. The fifth result is personality has a significant direct influence on Trust. The finding was reinforced by previous research stating that that personality agreeableness (β=0.126, $p<0.01$) and conscientiousness (β=0.234, $p<0.001$) significantly affect generalized trust [39]. And the sixth result is personality has a significant direct influence on performance. Other research found that generally, personality had an affected on employee job performance [40]. There is a positive relationship between Employee Productivity and explanatory variables like Agreeableness, Consciousness, and extraversion [41]. In our study, the magnitude of direct influence personality on performance is 5.02 % meaning that the contribution of personality has affected performance is small.

The seventh result is Job satisfaction has a significant direct influence on performance. The finding was reinforced by previous research stating that Job satisfaction has a positive and significant impact on employee performance at PT. Bank XYZ [42]. In our study, the magnitude of direct influence job satisfaction on performance is $(p_{53})^2$= $(.305)^2$ = .0930 or 9.30 %, it means that Job satisfaction influence 9.30 % on performance. Therefore, the performance of school supervisors still need to be improved by increasing the satisfaction of their work through periodic coaching by the Head of Education office in DKI Jakarta, and the eighth result is Trust has a significant direct influence on performance. The finding was reinforced by previous research stating that trust in relationships among employees in organizations is an important factor in the realization of organizational performance [43]. In our study the magnitude of direct influence Leadership style towards Trust is 2.53 %, it means that trust influence of 2.53 % on performance. Therefore, the performance of school supervisors still need to be improved by increasing the level of trust in their work.

The ninth result is Organizational culture has a significant indirect influence though job satisfaction on the performance, the comparison between the direct effect of organizational culture on the performance of school supervisor (p_{51}) and the indirect effect of organizational culture through job performance on the performance of school supervisor (p_{51}). The magnitude of influence p_{51} = $(p_{51})^2$= $(.183)^2$ = .0335 or 3.35% and magnitude of indirect influence p_{531} = p_{31} x p_{53} = .558 x .305 = .1702 or 17,02 %, hence magnitude of influence p_{541} > p_{51}. It means that the variable intervening (job satisfaction) is very effective in influencing

the performance of school supervisors in DKI Jakarta, in other words, that organizational culture is associated with the variable job satisfaction will have more influence on job performance. The novelty in our research has been found that In the management of human resources in education Office in Jakarta that organizational culture, and job satisfaction is important in improving the job performance of school supervisor, and the studies generally use less than five variables while in our study using five variables by using the intervening variables that can determine the presence or absence of human resources management in an organization.

4. CONCLUSION

Organizational culture, personality, job satisfaction, and trust have a significant direct influence on the school supervisors' performance in DKI Jakarta. And also organizational culture has significant indirect influence through job satisfaction on the performance of the school supervisor. Personality and trust of the variables have to be improved, to improve the performance of school supervisors gradually it will improve the quality of education in Indonesia.

School supervisors need to improve personality and trust through capacity building and character-building programs. Education officer should pay attention to the job satisfaction of school supervisors besides financial such as verbal praise. The education service should have a periodic school supervisor rotation program. Future research should continue to examine the different variables exogenous to variable endogenous with deferent variables intervening. To obtain more accurate results, needed a larger sample with wider nationwide coverage.

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