

**Analysis of Work Discipline, Organizational Culture and Vocational High School Work Satisfaction****Henni Marlinah¹, Anwar Sanusi², Junianto Tjahjo Darsono³**^{1,2,3}University of Merdeka Malang¹Correspondence Author Email: hennimarlinah@gmail.com
Indonesia**ABSTRACT**

Organizational success in achieving predetermined goals is influenced by many factors. One of these factors is human resources. This study aims to describe work discipline, organizational culture, and job satisfaction at the Muhammadiyah Vocational High School in Banten Province. The research sample was the permanent teachers of SMK Muhammadiyah Banten Province, with as many as 121 teachers. Organizational culture is measured by four indicators, namely autonomy in tasks obtaining a mean value of 3.94, autonomy in the results obtaining a mean value of 3.96, human orientation obtaining a mean value of 4.22, and orientation to development obtaining a mean value of 3, 79. In general, according to teachers' perceptions that human orientation is positively perceived by respondents. Based on the analysis results that have been carried out descriptively, the respondents' perceptions of work discipline, organizational culture, and job satisfaction are as follows: individual contributions to the organization. Work discipline can be monitored from the length of time worked in working hours, the level of frequency of employee permission to work, work attendance appears on employee attendance records. The test results show that the work permit best explains the overall work discipline of the teacher. Job satisfaction is related to perceptions of the conditions of work being managed. Teacher job the job itself measures satisfaction, promotion, supervision, workgroup, and working conditions. The test results show that satisfaction with the workgroup to complete the job can explain overall job satisfaction. Teacher performance must have four types of competency outcomes, namely pedagogical, personal, social, and professional competence at work. The test results show that personality competence best explains overall performance, followed by professional, social competence, and the last is pedagogic competence.

Keywords: Work Discipline, Organizational Culture, Vocational School.**Background of The Problem**

The organization's success in achieving the goals that have been set is influenced by many factors, one of these factors is human resources. Human resources are still a concern for management as a factor affecting organizational success. As Snyder (1980: 431) argues, humans are the most valuable resource, and behavioral science prepares many techniques and programs that can guide the more effective use of human resources. The development of the organization's human role is represented in organizational behavior theory (*organizational behavior*), which tries to see the organization from a broader perspective, such as psychology, sociology, economics, anthropology, and medicine. This shows that human resources are unique resources, apart from having many needs and desires that must be met and having different characteristics among each individual. In contrast to other resources, which do not have needs and desires that must be met, they do not require management and human resources.

The importance of the role of human resources in the organization clearly emphasizes the need for management to pay attention to the behavior and habits of individual human beings in the organization and must change the behavior and habits of the existing people in the organization so that all human resources in the organization can work towards a high level of performance. To change individuals' behavior and habits, we must look at several aspects that cause variations in

behavior and habits so that they can be directed according to organizational expectations.

In the world of teacher education is a vital asset in the management of a school organization. Without teachers, schools will find it challenging to achieve educational goals. No matter how good the curriculum is applied in education, teachers still play a significant role in achieving the curriculum's goals. Teachers' role is significant and cannot be distinguished between teachers who have been certified and teachers who are not yet certified. Both of them still have to work professionally. Law No. 14 of 2005 on teachers and lecturers Article 1 paragraph 1 defines that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and education. Medium. This study aims to describe work discipline, organizational culture, and job satisfaction at the Muhammadiyah Vocational High School in Banten Province.

Theoretical Review.

Job satisfaction is a description of an employee's attitude, whether happy or not happy with the rewards he receives, work related to himself, superiors, fellow employees, and the work environment. Robin & Judge (2013;79) defines job satisfaction as "*a positive feeling about a job resulting from an evaluation of its characteristics-is broad. Yet that breadth is appropriate*". Feelings are cheerful, comfortable

about the work they do, that feeling comes because the evaluation workers themselves are there.

According to Luthans (2006: 243), job satisfaction is a reaction or cognitive attitude, affective, evaluative and states that "job satisfaction is a happy emotional state or positive emotion that comes from an assessment of one's job or work experience." Cognitive, affective, evaluative attitudes here are one's attitudes towards work so that if the workers are not satisfied, the workers will feel that the place of work is not in favor of work, think going out and workers will look for work following the wishes of the worker.

Satisfaction at work needs to be considered in addition to retaining workers in the organization and psychological issues. Employees' success in carrying out their obligations depends on the willingness to make sacrifices and work hard by keeping away from personal or group interests. It is necessary to have discipline and a strong mentality and have a firm stand to work effectively and efficiently to achieve its goals.

According to Stoner *et al.* (2003:90), discipline is enforced when an employee violates company policy or does not meet work results expectations, and managers must act to treat this situation. According to Simamora (2010: 610), discipline is a procedure that corrects or punishes subordinates for violating work rules or procedures. Discipline is employee self-control and implementation of the level of seriousness of the work team within an organization. Also, work discipline can be said as a form of management action to enforce organizational standards (Davis & Newstrom, 2001).

Research Methods

The Scope of Research.

The study was conducted to evaluate the implementation or success of Muhammadiyah Vocational School teachers' performance in Banten Province. This research's scope is limited to the study of predetermined variables, namely work discipline, organizational culture, and job satisfaction of the Muhammadiyah vocational school teachers in Banten Province.

Research Sites

This research was conducted in Banten Province, located in sixteen locations of Muhammadiyah SMKS schools. The reason for choosing this location is that Banten is one of the provinces with low teacher performance on Java's island.

Population and Sample Research

The population of this research is the teachers of SMK Muhammadiyah in Banten Province. While the target population studied were permanent teachers of SMK Muhammadiyah in Banten Province. The sample is part or representative of the population studied, namely the permanent teachers of SMK Muhammadiyah Banten Province, which were recorded in the dapodik of the Banten education office, which was 121 teachers, which were obtained through the calculation of the Slovin formula.

Research result

Work Discipline

Work discipline variables are measured by three indicators: working hours, employee permits, and employee absences. The following is an explanation of SMK Muhammadiyah teachers' perceptions of work discipline as follows: In the table above presents the respondents' perceptions using a Likert scale for work discipline variables measured by three indicators, namely working hours, employee permits, and employee absences.

Each indicator is measured by several instrument items, which are described below:

Two questionnaire items measured teacher working hours. The distribution of the respondents' statement about "coming and coming home from work according to the time determined by the agency" shows a tendency to agree, indicated by the mean value of 3.87 with the highest percentage level of 44.6%, choosing a score of four and 30.6% choosing a score of three.

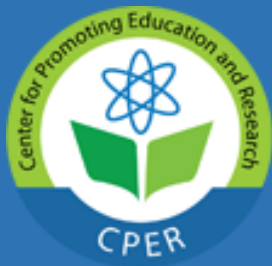
The distribution of the respondents' statement about "completing work following the specified time or hour" indicates a tendency to agree, indicated by the mean value of 3.89 with the highest percentage level of 47.1% choosing a score of four and 24.0% choosing a score of three and four. This means that most of the respondents agreed that they could complete the work following the specified time".

The descriptive analysis results for the two questionnaire items measuring teacher working hours found that teachers completed work according to the school institution's time to have a higher perception. This is indicated by the mean value of 3.89, which is higher than the other mean values.

Two questionnaire items measure employee or teacher permission. The distribution of the respondents' statements about "Asking my boss if I am sick" shows a tendency to agree, indicated by the mean value of 4.16 with the highest percentage level of 50.4% choosing a score of four and 33.9% choosing a score of five. This means that most of the respondents agreed that they permitted their superiors when they were sick.

The distribution of the respondents' statement about "asking their superiors for permission to leave work during working hours" shows a tendency to agree, indicated by the mean value of 4.17 with the highest percentage level of 42.1%, choosing a score of four and 33.8% choosing a score five. This means that most of the respondents agreed that they permitted their superiors to leave work during working hours.

The descriptive analysis results for the two questionnaire items that measure employee or teacher permission found that teachers request permission from their superiors if leaving work during working hours has a higher perception. This is indicated by the mean value of 4.17, which is higher than the other mean values.



Two questionnaires measure employee or teacher attendance. The distribution of the respondents' statement about "I notify first (permit) if absent from work" shows a tendency to agree, indicated by the mean value of 3.78 with the highest percentage level of 38.8% choosing a score of four and 24.8% choosing score five. This means that most of the respondents agreed that they gave advance notice or made a permit if they were absent from work.

The distribution of respondents' statements about "I never leave the workplace during working hours" shows a tendency to agree, indicated by the mean value of 3.80 with the highest percentage level of 47.9% choosing a score of four and 25.6% choosing a score of three. This means that most of the respondents agreed that they never leave their work location during working hours".

The descriptive analysis results for the two questionnaire items that measure employee or teacher absenteeism found that teachers who never leave the workplace during working hours have a higher perception. This is indicated by the mean value of 3.80, which is higher than the other mean values.

Work discipline obtained a mean value of 3.94. Three indicators measure work discipline. Namely, working hours get a mean value of 3.88, work permits get a mean value of 4.16, and employee absences get a mean value of 3.79. In general, according to teachers' perceptions that work discipline is perceived positively by respondents. The descriptive analysis findings on the work discipline variable found that the employee permission indicator had the highest perception than other indicators.

The organizational culture variable is measured by four indicators: autonomy in tasks, orientation to results, orientation to humans, and development orientation. The following is an explanation of the perceptions of SMK Muhammadiyah teachers about organizational culture as follows:

A three-item questionnaire measured task autonomy. The distribution of the respondents' statement about "the institution provides the opportunity to formulate a joint work program" shows a tendency to agree, as indicated by the mean value of 3.76 with the highest percentage level of 46.3%, choosing a score of four and 22.3% choosing a score of three. This means that most of the respondents agreed that the institution allowed them to compile work programs."

The distribution of respondents' statements about "the institution gives freedom in carrying out tasks in my way" shows a tendency to agree, as indicated by the mean value of 4.09 with the highest percentage level of 40.5%, choosing a score of four and 38.8% choosing a score of five. This means that most of the respondents agreed that the agency gives freedom in carrying out tasks in my way.

The distribution of respondents' statements about "the institution provides the freedom to submit suggestions" shows

the tendency to agree, indicated by the mean value of 3.95 with the highest percentage level of 39.7% choosing a score of four and 32.2% choosing a score of five. This means that most of the respondents agreed that the institutions where they work provide the freedom to make suggestions.

The descriptive analysis results for the three questionnaire items that measure the autonomy indicators on the task have found that teachers are given the freedom to carry out tasks in their way, having a higher perception than the statements on other questionnaire items. This is indicated by the mean value of 4.09, which is higher than the other mean values.

A three-item questionnaire measured the orientation to the results. The distribution of the respondents' statement about "the realization of teacher work is communicated to all members of the organization" shows a tendency to agree, indicated by the mean value of 4.00 with the highest percentage level of 47.9%, choosing a score of four and 30.6% choosing a score of five. This means that most of the respondents agreed that each teacher communicates the results of their work to all organization".

The distribution of the respondents' statements regarding "the institution makes periodic work programs in carrying out organizational activities" shows a tendency to agree, as indicated by the mean value of 3.95 with the highest percentage level of 48.8%, choosing a score of four and 26.4% chose a score of five. This means that most of the respondents agreed that the institution where they work makes work programs periodically.

The distribution of the respondents' statement about "the institution makes work results targets that members of the organization must achieve" shows a tendency to agree, as indicated by the mean value of 3.94 with the highest percentage level of 47.1% choosing a score of four and 28.9% choosing a score of five. This means that most of the respondents agreed that the institutions where they work had determined work targets that all teachers must achieve ".

The descriptive analysis results for the three questionnaire items that measure the outcome orientation indicators have found that the teacher's work communicated to all members of the organization has a higher perception than the statements on other questionnaire items. This is indicated by the mean value of 4.00, which is higher than the other mean values.

A four-point questionnaire measured human orientation. The distribution of the respondents' statement about "institutions being selective in new teacher recruitment" shows a tendency to agree, as indicated by the mean value of 4.28 with the highest percentage level of 47.9% choosing a score of five and 35.5% choosing a score of four. This means that most of the respondents agreed that institutions were selective in recruiting new teachers.



The distribution of respondents' statements regarding "the institution conducting evaluation activities on the performance of teachers" shows a tendency to agree, as indicated by the mean value of 4.21 with the highest percentage level of 46.3% choosing a score of four 38.8% choosing a score of five. This means that most of the respondents agreed that the institution they worked for carried out evaluation activities on each teacher's performance.

Effective "indicates a tendency to agree, indicated by the mean value of 3.80 with the highest percentage level of 50.4% choosing a score of four and 20.7% choosing a score of three and five. This means that most of the respondents agreed that the institution has developed ways of carrying out community service activities effectively "

The distribution of the respondents' statement about "the institution provides support for the implementation of scientific meeting activities in schools" shows a tendency to agree, indicated by the mean value of 3.76 with the highest percentage level of 50.4%, choosing a score of four and 22.3% chose a score of three. This means that most of the respondents agreed that the institution provides support for scientific meeting activities.

The descriptive analysis results for the four questionnaire items that measure development orientation indicators have found that institutions give the freedom to take the initiative to develop learning methods that have a higher perception than the statements on other questionnaire items. This is indicated by the mean value of 3.82, which is higher than the other mean values.

Organizational culture obtained a mean value of 3.98. Organizational culture is measured by four indicators, namely autonomy in tasks obtaining a mean value of 3.94, autonomy in the results obtaining a mean value of 3.96, human orientation obtaining a mean value of 4.22, and orientation to development obtaining a mean value of 3, 79. In general, according to the teachers' perceptions that respondents positively perceive human orientation. The descriptive analysis findings on organizational culture variables found that human orientation had the highest perception compared to other indicators.

Job satisfaction variables are measured by five indicators: satisfaction at the job itself, promotion satisfaction, satisfaction with supervision, satisfaction at workgroups, and satisfaction in working conditions. The following is an explanation of SMK Muhammadiyah teachers' perceptions of job satisfaction as follows: Indicators of work itself are measured by four questionnaire items. The distribution of respondents' statements about "my job is very interesting" shows a tendency to agree, indicated by the mean value of 3.90 with the highest percentage level of 62.8% choosing a score of four and 20.7% choosing a score of three. This means that most of the respondents agreed that the job of being a teacher is fascinating.

The distribution of respondents' statements about "I am satisfied with my level of progress" shows a tendency to agree, indicated by the mean value of 4.00 with the highest percentage level of 57.9% choosing a score of four and 23.1% a score of five. This means that most of the respondents agreed that the teachers were satisfied with their level of progress.

The descriptive analysis results for the four questionnaire items that measure the promotion indicators have found that teachers who are satisfied with the progress level have a higher perception than the statements on other questionnaire items. This is indicated by the mean value of 4.00, which is higher than the other mean values.

Four questionnaire items measure the monitoring indicators. The distribution of respondents' statement items about "the leaders (supervisors) where I work provide my support" shows a tendency to agree, indicated by the mean value of 3.84 with the highest percentage level of 49.6%, choosing a score of four and 25.6% choosing a score three. This means that most of the respondents agreed that my supervisors provide support to me.

The distribution of respondents' statements about "when I ask someone (friend) to do a certain job, the job is done" shows a tendency to agree, indicated by the mean value of 4.15 with the highest percentage level of 45.5% choosing a score of four and 36.4% chose a score of five. This means that most of the respondents agreed that the work could be completed when asked for others' help.

The distribution of the respondents' statement about "I enjoy working with my friends here" shows a tendency to agree, indicated by the mean value of 4.03 with the highest percentage level of 43.8% choosing a score of four and 34.7% choosing a score of five. This means that most of the respondents agreed that teachers enjoyed working with colleagues.

The distribution of respondents' statements about "I work with a responsible person" shows a tendency to agree, indicated by the mean value of 4.42 with the highest percentage level of 36.4% choosing a score of four and 53.7% choosing a score of five. This means that most of the respondents agreed that teachers work with people who have responsibilities.

The descriptive analysis results for four questionnaire items that measure the workgroup's indicators have found that the teacher's statement about me working with the person in charge has a perception.

Four questionnaire items measure the indicators of working conditions. The distribution of the respondents' statement about "clean and attractive work environment" shows a tendency to agree, indicated by the mean value of 3.95 with the highest percentage level of 47.1% choosing a score of four and 27.3% choosing a score of five. This means that most of the respondents agreed that the work environment in which they worked was considered clean and attractive.

Conclusion

Based on the results of the analysis that has been carried out, it can be concluded as follows: Descriptively, the respondents' perceptions of work discipline, organizational culture, job satisfaction are as follows: individual contributions to the organization. Work discipline can be monitored from the length of time worked in working hours, the level of frequency of employee permission to work, work attendance appears on employee attendance records. The test results show that the work permit best explains the overall work discipline of the teacher.

Job satisfaction is related to perceptions of the conditions of work being managed. Teacher job the job itself

measures satisfaction, promotion, supervision, workgroup, and working conditions. The test results show that satisfaction with the workgroup to complete the job can explain overall job satisfaction.

Teacher performance based on Permendiknas No.16 of 2007 states that teachers must have four types of competency outcomes, namely pedagogical, personal, social, and professional competencies at work. The test results show that personality competence can best explain overall performance, followed by professional, social competence, and the last is pedagogic competence.

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